CORRELATION BETWEEN HOME VARIABLES AND SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ISLAMIC STUDIES IN OYO NORTH SENATORIAL DISTRICT, OYO STATE, NIGERIA

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Abstract

Home factors have been identified as one of the critical determinants of students' academic performance. This study aimed to investigate the correlation between home variables and Islamic Studies academic performance among senior secondary school students. The target population comprised all 31, 706 SSS 2 students in three Local Government Areas within Oyo North Senatorial District land, with a purposive sample size of 240 students that offered Islamic Studies across the various selected schools. A structured questionnaire was used for data collection, yielding a reliability coefficient of 0.87 after validation and testing. Performance in Islamic studies was determined using the Islamic Studies Performance Test (ISPT), while demographic information and research questions were answered using frequency and percentage analysis. Pearson Product Moment Correlation Coefficient (PPMC) at a significance level of 0.05 tested research hypotheses. The findings showed that socio-economic status had a strong positive relationship with academic achievement in Islamic Studies among senior secondary school students in Oyo North Senatorial District (r.cal.=149, p.<0.05). Additionally, family type also had significant positive effects on their academic performances (r.cal.=114, p.<0.05). Based on these results, it is concluded that high parental socio-economic status has considerable influence over senior secondary school student's performance in Islamic studies within Oyo North Senatorial District; also, intact families positively affect them too. Therefore, it is recommended that parents should strive to improve their socio-economic status by attaining higher education levels or occupying high social positions while improving financial stability; furthermore, living together as an intact family unit could enhance their child's educational outcomes significantly.

Key Words: Home variables, academic performance, Islamic Studies, socio-economic status, family type, intact, broken

Introduction

Home factors, such as socio-economic status and family structure, significantly impact students' academic performance. These factors have the ability to either enhance or hinder educational achievement in all fields, including Islamic Studies. Islamic Studies is a subject that focuses on teaching and learning values such as sincerity, fairness, and trustworthiness. According to Surakah (2019), this discipline molds and reshapes students' behavioral patterns in a way that enables them to approach life's challenges with positivity. Furthermore, parental home variables - including family structure, parental education level, and socio-economic status - can determine student performance. Social status refers to an individual's perceived level of prestige, privilege, and honor within society (Drew 2023). This includes parent profession, clothing style, car ownerships political affiliation postcode location, school affiliations group memberships or organization memberships which contribute to overall social standing. Vukojević et al.'s research (2020) indicates that lack of parental socioeconomic status has negative effects on children's health outcomes, social inclusion, and academic performance. There is a clear correlation between home variables and students' academic success (Bolanle 2020: Olokooba & Owoyale-Abdulganiy, 2022).

The Impact of Socioeconomic Status on Students' Academic Performance

Mfonobong (2023) conducted a correlational survey study in Akwa Ibom State, Nigeria to determine the relationship between home variables and behavioral problems among secondary school adolescents. The study utilized six research questions and null hypotheses to guide its investigation, adopting a correlational survey research design. From a population of 20,000 SSS II students, 600 respondents were selected for data collection using the Home Variables Questionnaire (HVQ) and Students Behavioral Problem Questionnaire (SBPQ). Hypotheses were tested using Pearson Product Moment Correlation Coefficient. Results indicated that family structure and socioeconomic status significantly predicted academic performance among secondary school students. Similarly, Olokooba and Owoyale-Abdulganiy (2022) carried out a descriptive survey study in Ilorin, Nigeria to examine parental factors influencing upper basic students' academic performance in Social and Islamic Studies. One hundred eighty upper basic 2 students were purposively sampled for this investigation. A Pro-Forma was used as the instrument for data collection while ANOVA and Scheffe-Post Hoc analysis were employed to test research hypotheses. Findings revealed no significant difference in academic performance among upper basic students taking Social and Islamic Studies based on parental home variables. Olaniyan-Shobowale et al.'s (2021) survey investigated socio-economic status as a predictor of social media usage among Islamic studies senior secondary school students from Badagry division of Lagos state. One hundred fifty participants took part in this quantitative study which utilized Pearson Product Moment Correlation (PPMC), t-test, and ANOVA analyses to test hypotheses relating to gender differences with respect to social media usage by these student groups; results showed that socio-economic status predicted social media usage patterns without any gender-related differences identified. Bolanle's (2020) descriptive survey design explored factors affecting academic performance by examining Senior Secondary School III-level male/female student groups who took Islamic Studies subjects at selected schools within Ibarapa East Local Government Area of Oyo state; thirty-two teachers also participated in this inquiry process alongside eighty randomly-selected SSS III level-students divided equally along gender lines into two groups each consisting forty members respectively..

Five research questions guided hypothesis testing at significance levels set at p<0.05; questionnaire responses provided basis for mean score-based data analysis which ultimately revealed no significant effect attributable teacher qualifications upon student performance outcomes related specifically towards their studies within Islamics subject matter context. Finally, Hamzah &Yunus' (2018) cross-sectional research examined the influence exerted upon Nigerian secondary school pupils who studied Islamic Studies by their parents' backgrounds across seven states constituting north-central geopolitical zone regionally: income level emerged as one particularly influential factor capable enhancing overall educational achievement amongst those surveyed especially when studying topics pertaining directly towards religious instruction such as offered through Islamic courses taught therein

Influence of Family Types on Students' Academic Performance

Harju-Luukkainen et al. (2020) investigated the correlation between family-related factors and academic achievement among students using data collected from the Trends in International Mathematics and Science Study (TIMSS). Geospatial analysis was employed for data analysis, revealing that family background variables, such as family types, have varying effects on a child's later academic performance in Finland. Adeyemi (2016) also explored the relationship between home variables and students' achievement in Osun State by utilizing survey research design. The study involved 500 senior secondary school students selected from five local governments through purposive sampling technique. Home Variables Questionnaire (HVQ) and Social Studies Achievement Test (SSAT) were used to collect data which showed that mother's position among wives is a significant predictor of student achievement. Thus, it can be concluded that parental socio-economic status and family type are influential home variables affecting academic performance.

Adegboye and Adegboye (2021) compared the academic performance of college Agriculture students hailing from intact homes with those coming from broken homes in Plateau state Nigeria. Majority of respondents were single aged between 18-26 years; male-female ratio was equal at 50%. Most respondents came from intact homes having siblings with different mothers/fathers but only one wife/mother alive while their parents lived together; fathers still alive constituted majority at 68.3% whereas mothers still alive formed most at 88.3%. Results indicated no significant difference existed between academic performances of both groups despite higher percentages of average/high performers being recorded among respondents who grew up under broken families than those raised by intact ones.

Alabi et al.'s (2021) study examined how family instability predicts secondary school student's academic achievements through an expo-facto type survey research design involving randomly sampled participants totaling two hundred people whose scores in two major subjects served as measures for this investigation alongside self-developed questionnaires measuring stability levels within households. The reliability coefficient obtained via Cronbach's alpha test stood at .73 indicating high consistency across items measured similar concepts. Three hypotheses tested revealed statistically significant positive relationships existent between household instability factors like marital discord or separation/divorce events leading to lower grades irrespective if they occurred once or multiple times during one's educational journey. It was recommended couples consider seeking counseling services when resolving domestic issues likely to affect children academically.

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Oyetakin (2014)'s comparative analysis focused on Lagos State Senior Secondary School kids raised either by grandparents or single parentage situations showing no noteworthy differences existing regarding respective groupings' overall grade averages. Similarly, Peter (2016) found evidence supporting a good positive relationship existing amid two-parent structures alongside superior pupil scholastic success rates relative to other arrangements. In contrast, Akinleke (2017)'s results suggest better outcomes available exclusively for pupils hailing solely from dual nuclear families over-headed by married partners rather than lone guardianship scenarios given statistical significance reached concerning t-cal. value figures surpassing calculated table values during experimentation efforts conducted across various Nigerian states.

Statement of the Problem

The low performance of students in Islamic studies has become a source of concern to the teachers in public schools. Home variables such as social-economic and family type are likely causes of the low performance of students. The reason is that, poor socio-economic status of the parents in terms of low finances to pay school fees, buying learning materials such as text books, poor diet, and general health conditions of the children go a long way in impacting the academic performance of students including Islamic studies. In addition, family types which is about the intact or broken parents. If parents live apart from one another or divorced, there could be inadequate monitoring and supervision of students' education progress and this may impact on the academic performance. Hence, the study examined the correlation between home variables and senior secondary school Islamic studies students' academic performance in Oyo North Senatorial District.

Objectives of the Study

The main purpose of this study is to examine the correlation between home variables and senior secondary school Islamic studies students' academic performance in Oyo North Senatorial District. Specifically, the study intends to:

I.   Examine the relationship between parental socio-economic status and students' academic performance in Islamic studies in Oyo North Senatorial District;

II. Assess the relationship between parental family type (intact/broken) and students' academic performance in Islamic studies in Oyo North Senatorial District.

Research Questions

The following research questions were answered:

I.   Does parental socio-economic status correlate with students' academic performance in Islamic studies in Oyo North Senatorial District?

II. Does parental family type (intact/broken) correlate with students' academic performance in school Islamic studies in Oyo North Senatorial District?

Research Hypotheses

The following research hypotheses were tested at 0.05 level of significance:

I.   Ho: There is no significant correlation between parental socio-economic status and secondary school students' academic performance in Islamic studies in Oyo North Senatorial District.

II. Ho: There is no significant correlation between family type (intact/broken) and secondary school students' academic performance in Islamic studies in Oyo North Senatorial District.

Methodology

The descriptive research design of correlation was adopted. Population was 3,842 Islamic studies senior secondary school students (SS 2) in both public and private schools in Oyo North Senatorial District. The target population was 600 SS 2 Islamic Studies students in 3 selected Local Government Areas. Slovin (2020) sample size determination formula was adopted, and 240 students were purposively selected because they constituted the students offering Islamic Studies in the sampled schools. A structure questionnaire was used for data collection. The validity and reliability of the instrument yielded 0.87 reliability coefficient. The Islamic Studies Performance Test (ISPT) was used to determine the performance of students in Islamic studies. Frequency and Percentage was used to present the demographic information and answer research questions. Pearson Product Moment Correlation Coefficient (PPMC) was used to determine the research hypotheses at 0.05 level of significance. IBM Statistical Package for Social Science (SPSS) version 25 was used for data analysis.

Results

Research Questions 1: Does parental socio-economic status correlate with secondary school students' academic performance in Islamic Studies in Oyo North Senatorial District?

Table 1: Correlation Between Parental Socio-Economic Status and Senior Secondary School Students' Academic Performance in Islamic Studies

Academic Performance	Frequency	Percent
Low Socio-economic status	2	0.8
Moderate Socio-economic status	16	6.7
High Socio-economic status	222	92.5
Total	240	100.0

Table 1 shows the correlation between parental socio-economic status and senior secondary school Islamic studies students' academic performance. From the results, it is shown that 2 students which represent 0.8 percent have low performance. Sixteen of the students which represent 6.7 percent have moderate performance and Two Hundred and Twenty-two representing 92.5 percent have high academic performance in Islamic Studies. Therefore, it can be submitted that, greater number of Islamic Studies Students' performance on the basis of parental high socio-economic status.

Research Questions 2: Does parental family type correlate with secondary school students' academic performance in Islamic Studies in Oyo North Senatorial District?

Table 2: Correlation between Family Type and Senior Secondary School Students' Academic Performance in Islamic Studies in Oyo North Senatorial District

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Academic Performance	Family Type	Freq.	Percent
Low Performance	Intact	3	1.3
	Broken	6	2.5
Moderate Performance	Intact	49	20.4
	Broken	4	1.7
High Performance	Intact	168	70.0
	Broken	11	4.1
		240	**100.0**

Table 2 shows the correlation between family type and senior secondary school Islamic studies students' academic performance. From the results, it is shown that 3 students which represent 1.3 % from intact family have low performance and 6 of the students about 2.5 % from broken family have low performance. Similarly, Fourty-nine of the students which represent 20.4 % from the intact parents have moderate performance while 4 students amounting to 1.7 percent from the broken parents had moderate performance. Also, One Hundred and Sixty-eight students from intact parents representing 70.0 percent have high academic performance in Islamic Studies and 11 students of about 4.1 % from broken parents had high performance. Thus, it can be deduced that, majority of the Islamic Studies students from intact parents has high academic performance than those from broken homes.

Research Hypotheses

Ho1: There is no significant correlation between parental socio-economic status and senior secondary school students' academic performance in Islamic Studies in Oyo North Senatorial District

Table 3: Correlation between Parental Socio-Economic Status and Senior Secondary School Islamic Studies Students' Academic Performance in Oyo North Senatorial District

Variable	N	df.	Mean	Std.	r.cal.	p.
Parental Socio-Economic	240		2.91	.336		
		239			.149	.032
Academic Performance	240		1.69	.832		

Table 3 shows that r.calculated is .149, significant level is .032 at 0.05 level of significance. The significant level of 0.032 is less than the 0.05 (r.cal = .149, p.<0.05), hypothesis one is rejected. Therefore, there is a significant relationship between parental socio-economic status and senior secondary school Islamic studies students' academic performance in Oyo North Senatorial District.

Ho2: There is no significant correlation between family type and students' academic performance in Islamic studies in Oyo North Senatorial District.

Table 4: Correlation between Parental Family Type and Senior Secondary School Students' Academic Performance in Islamic Studies

Variable	N	df.	Mean	Std.	r.cal.	p.
Family Type	240		1.27	.558		
		239			.114	.027
Academic Performance	240		1.69	.832		

Table 4 shows that r.calculated is114, significant level is 0.027 at 0.05. The significant level of 0.027 is less than the 0.05 level of significance (r.cal.= 114, p.<0.05). Hence, there is a significant relationship between family type and senior secondary school Islamic studies students' academic performance in Oyo North Senatorial District.

Summary of the Major Findings

Results from the tested hypotheses showed that:

I. There is a significant correlation between high socio-economic status and students' academic performance in Islamic studies in Oyo North Senatorial District (r.cal.=149, p.<0.05).

II. There is a significant correlation between family type and students' academic performance in Islamic studies in Oyo North Senatorial District (r.cal.=114, p.<0.05).

Discussion

The study reveals a significant correlation between parental socio-economic status and senior secondary school Islamic studies students' academic performance in Oyo North Senatorial District. This indicates that high socio-economic status exerts a profound influence on the students' academic achievements. The results further suggest that parents' societal position, income levels, among other factors significantly affect students' academic performance in Oyo North Senatorial District. These findings align with Mfonobong's (2023) and Okamoto's (2021) assertions that home variables such as economic status are potent predictors of student achievement. Additionally, Evans et al.'s (2020) research shows that parental social-moral standing is an influential factor in students' academic success while Zhang (2012) posits that children from high-income families exhibit better reading skills than their low-income counterparts.

Moreover, the study highlights a noteworthy relationship between family type and senior secondary school Islamic studies students' academic performance in Oyo North Senatorial District. The results indicate intact families offer optimal conditions for enhancing student academic performance because fathers and mothers living under one roof can provide adequate monitoring and supervision of their children's education. Therefore, this finding implies parental cohabitation has a significant impact on student academics; it may be due to parents being able to adequately monitor their wards within the study area effectively.

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This finding is supported by Harju-Luukkainen et al.'s (2020), who argue different family types have varying effects on child later achievement while also disagreeing with Adegboye &Adegboye's (2021) assertion which suggests no significant differences exist when comparing intact homes versus broken homes concerning student performances. On another note, there were no notable discrepancies between single-parent households or those from two-parent families regarding student performances according to Oyetakin's (2014) study.

Conclusion and Recommendations

Based on the results, it can be deduced that a high parental socio-economic status exerts a significant positive impact on the academic performance of senior secondary school students in Islamic studies in Oyo North Senatorial District. Furthermore, there is a strong correlation between family type and academic achievement among senior secondary school students studying Islamic studies in Oyo North Senatorial District.

In light of these findings and conclusions drawn from this study, it is hereby recommended that:

I.   parents strive to improve their socio-economic status by attaining higher education levels, occupying influential social positions and enhancing their financial position. This will enable them to support their children's academic success more effectively; and

II. parents should maintain intact families as much as possible so they can provide necessary learning materials which could facilitate improved educational outcomes for their children at school.

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