

STUDENTS' PERCEPTIONS ON PARENTAL BACKGROUND AND THEIR ACADEMIC PERFORMANCE IN ISLAMIC STUDIES IN NIGERIA

Aliyu Yunus, Mohd. Isa Hamzah, Khadijah Abdul Razak, Maimun Aqsha Lubis bin Abdin Lubis

ABSTRACT

Parental background and academic performance have been a major research area carried out by numerous researchers. Many studies have focused on different variables that can encumber academic grades of students like Mathematics, English; among others. This current study investigates the perceptions of Islamic Studies' students based on parental background such as education, occupation, income and involvement and their academic performance in Islamic Studies in north-central Nigeria. A sample of 384 students offering Islamic Studies in secondary school in the country served as respondents for this study. The data collected were analysed using SPSS version 23.0. Based on statistical finding on dimension of parental background that influences students' academic performance in Islamic Studies; the majority of the students strongly perceived that, their parental background such as education with a mean of 3.47, occupation with a mean of 2.85, income with a mean of 2.68 and involvement with a mean of 3.47 greatly influenced their academic performance in Islamic Studies in north-central Nigeria. In conclusion, school management, teachers and parents should collaborate in enhancing students' academic performance in Islamic Studies in various public secondary schools in north-central in particular and the country in general.

Keywords: Education, Occupation, Income, Involvement, Islamic Studies

INTRODUCTION

Nigerian system of education was 6-3-3-4 before the new system was premeditated into an educational system where students spend six years in primary school, three years in junior secondary school, another three years in senior secondary school while four years in the university (N.P.E, 2015). The new system of the education was introduced in 2006, popularly known as 9-3-4. It has modified the upper basic education of Nigeria where a child will spend the first nine years of basic education up to junior secondary school level. Besides, it is compulsory for every child to spend three years in senior secondary school and four years in tertiary institution.(Uwaifo & Uddin, 2009; Sule & Bawa, 2012). Moreover, the National Policy on Education has spelt out Islamic Studies as a compulsory subject for Muslim students at all levels (Oladosu, 2008). As a result, Islamic Studies is offered and taught as a core subject at

primary school, junior secondary school and senior secondary school but it was later made an elective subject. (FRN, 2007 FRN, 2008).

In response to the poor performance of secondary school students in Nigerian secondary has been unanimous debate among educators, psychologists, counsellors and even parents themselves, that parents' occupation, education, care, status and parental marital problems have an influence on the school students' academic performance (Ekeodu, 2016). The implication of these persistent poor performances of students in Islamic Studies have allowed researchers in Islamic education in Nigeria an opportunity for continuous exploration to look for ways of addressing the problem and increasing useful learning techniques of Islamic Studies by learners. Since then, less attention has been given to investigating the perceptions of the Islamic Studies students with respect to the parental background such as education, occupation, income and involvement in north-central geo-political zone of Nigeria. Therefore, this present study attempts to investigate the perceptions of secondary school students in Islamic Studies based on dimension of parental background and their academic performance in Islamic Studies in north-central Nigeria.

LITERATURE REVIEW

Education could be described as a light that is used in a dark condition. It is also used as tool of developing of any society or community or nations. Undoubtedly, education contributes to the improvement of the children through collaborative efforts of the parents and schools. Level of education obtained by parents is divided into three categories namely primary, secondary and tertiary (Kainuwa, & Yusuf, 2013) It is further explained that with three different categories of education acquired by parents influence children's performance in school. Khal, Iqbal and Tasneem (2015) assert that when the parents have high qualification often influence the students' academic performance in school. Khal et al. elaborate further that students whose parents obtained high level of education achieve better in their academic career. According to Chiu, Economos, Markson, Raicovi, Howell, Morote and Inserra (2016) explain that students' attainment is greatly connected with father level of education. They further declared that most of students whose parents had different educational qualifications perform actively in classroom activities and excel in their academic endeavour.

Research carried out by Adeyemi and Adeyemi (2014) demonstrate that many students perform better due to high qualification of their parents. It is further stated that students' academic performance are linked to many variable. In addition, skills acquired by parents positively improve their children communication to compete with their mates in school (Preece & Trajkovski 2017). It is further affirmed that parents' levels of education enhance children to interact well with any environment they find themselves. A study investigated by Ali, Toriman and Gasim (2014) who point out that child from civilized parents has a series of chances to good education due to he or she access to many learning materials. It is obvious to say that students' achievement can be traced to educational qualification of parents.

Furthermore, type of job engaged by parents is one of a variables influencing child's result in school (Sirin, 2005). When parents have a respectable job, it will have a positive

outcome on the academic performance of learners. Saifi and Mehmood (2011) examined the effects of socio-economic status on students' achievement. They further asserted that level of parents' income, parents' education and occupation are linked to parental background which greatly and positively influences students' attainments in school. According to Gyamfi and Pobbi (2016) avow that Parental participation in a child's education is well-known to have ample input towards a number of positive effects of the child. Such effects include high expectations of children, enhanced academic performance and good character. They explain further that when Family ready to help and guide the students on certain skills; it will enhance them to perform better towards their academic attainments.

Echaune, Ndiku and Sang (2015) state that most of students whose parents contribute actively by monitoring their children's assignment such as reading, writing and mathematics did well in test and examination. They demonstrate further that students' educational achievement is liked to parental involvement which also significant to their life. Insufficiencies income of family and the school influence academic success. Allington et al. (2010) agree that inadequate access to financial assets within the family positively affects performance of students. Moreover, job opportunities and low-income families are connected to learners' performance. Udida, Ukwayi and Ogodo (2012) confirm that children's academic performance in school is predicted by income background of their parents. Udida et al. assert further that parents can take total responsibilities of their children's education when they earn high salary. It is further emphasized that when parents support their children financially and morally such children can perform better than their age groups. The above revealed findings show many features that accountable for low academic performance of learners. Thus, the present finding investigates the perceptions of Islamic Studies' students on dimensions of parental background (education, occupation, income, and involvement) and their academic performance in Islamic Studies in secondary schools in north-central Nigeria.

THEORETICAL FRAMEWORK

To let this finding be robust and well useful, the theories are included. Maslow's motivational theory by Abraham Maslow (1970) and self-determination theory Deci and Ryan (1985) are adapted.

Abraham Maslow (1970). The Maslow asserts that motivation is perpetual, endless, unstable and complex. He emphasizes further that man in every situation needs to be satisfied and motivated in categories such as basic needs, lower needs and higher needs. The theorist explains further that physiological, safety, belonging; self-esteem and growth needs are associated with man's life. When man is satisfied and motivated, another aspect of needs will surface. Undeniably, this theory connects with present study because motivation is very crucial in learning activities. It is mandatory in the home environment and in school to motivate the students in order to perform beyond their parents' expectation. However, motivation strengthens and sustains character, controls character and improves selective character. Consequently, when learners are motivated with satisfied needs this would lead them to actualize their set goals when they are in school and outside the school environment.

Self-determination theory is another theory that is useful for this paper which was publicized by Deci and Ryan (1985). They declare that a child is an energetic organism with

growing feelings towards mastering many challenges and joining experiences into a coherent sense of self. They affirm further that child development or growth does not function consistently except with continuous support and social nutriment of the parents. The advocates insist that the interaction between the dynamic organism and the social context is the basis for expectations about progress, character and experience. Thus, self-determination theory is appropriate because every family or parent needs to be self-determined to attain a set of goals for the young generation with hopes that the pattern of determination could help and assist the children to actualize their academic accomplishment.

METHOD

Quantitative method was used in this study. The population of the study comprised Islamic Studies students in north-central geopolitical zone of Nigeria out of which a random sample of respondents (n=384) was drawn from senior secondary school students. Regarding the respondents' fathers' level of education, the majority (101 or 26.3%) expressed that their fathers had gained postgraduate qualifications (either Diploma, Masters or Doctorate). Other respondents expressed that their fathers possessed other qualifications such as Qur'anic education only (77 or 20.1%); school leaving certificate (50 or 13.0%); O'Level qualification (51 or 13.3%); NCE or OND qualification (28 or 7.3%) and HND or first degree (77 or 20.1%). The majority of the respondents (198 or 51.6%) expressed that their parents are civil servants while 186 or 48.4% are not in non-civil servant. Tables 1 and 2 describe the frequencies and percentages of respondents' fathers' level of education and parents' occupation.

Table 1 Frequency and Percentage of Respondents' Father Level of Education

Demographic Information	Frequency (n)	Percentage (%)
Father level of Education:		
Lower/QEO	77	20.1%
Lower/SLC	50	13.0%
Intermediate/O'level	51	13.3%
Intermediate/NCE/OND	28	7.3%
Advanced/HND/First Degree	77	20.1%
Advanced/Postgraduate	101	26.3%
Total:	384	100%

Table 2 Frequency and Percentage of Respondents Parents' Occupation

Demographic Information	Frequency (n)	Percentage (%)
Parents' Occupation:		
Civil Servants	198	51.6%
Non-Civil Servants	186	48.4%
Total:	384	100%

Parental Factors as conceptualized in this study are education, occupation, income and involvement. Seven of the items measured the parental education; seven items also measured occupation and seven items for income; eight items measured involvement and six items measured academic performance. 4-point Likert Scale was employed namely: 1=Strongly Disagree (SD), 2=Disagree (D), 3=Agree (A) and 4=Strongly Agree (SA). Construct validity was determined by the opinions of the experts, while the reliability of the instrument was determined through Cronbach's Alpha in SPSS version 23.0. The results of the Cronbach's Alpha for each factor were: education=.757, occupation=.764, income= involvement= and performance =.810

RESULTS

The result pertaining to the perceptions of Islamic Studies' students on dimensions of parental background (education, occupation, income, and involvement) and their academic performance in Islamic Studies in secondary schools in north-central Nigeria.

Parents Education

Pertaining to educational background, the majority of the respondents (347 or 90.4%) strongly agreed that their parents' level of education enables them to guide them in doing their Islamic Studies assignments (M=3.48; SD=0.78); however, a few of the respondents (37 or 9.7%) disagreed with the statement. Similarly, it is strongly agreed by the majority of the respondents (346 or 90.1%) that parents' educational background enables them to choose suitable textbooks in Islamic Studies (M=3.43; SD=0.80) while only 38 (9.8%) disagreed with this. As the parents' level of education creates a conducive environment for them in showing interest in learning Islamic Studies in secondary school in north-central part of Nigeria, the sample as a whole agreed (353 or 92.0%) (M=3.51; SD=0.71) with this statement. Only 31 (8.1%) disagreed with the statement. Furthermore, the majority of respondents (350 or 91.2%) strongly indicated that their parents' level of education enables them to know the importance of arranging extra coaching for them in Islamic Studies (M=3.39; SD=0.76); nonetheless, 34 or 11.7% disagreed with the statement. Regarding the link between parents' level of education and demand for progress report in Islamic Studies, the majority of the sample (339 or 88.4%) agreed with the statement (M=3.54; SD=2.64); only 45 (11.7%) disagreed.

Pertaining to parents' academic experience in encouraging the respondents to acquire knowledge in learning Islamic Studies, most of the sample (348 or 90.6%) agreed with this (M=3.47; SD=0.72) while only 36 (9.4%) disagreed. In addition, the responses obtained from the sampled respondents (353 or 91.9%) strongly indicate that their parents' level of education assists them in choosing the subject that is relevant to their course in the university (M=3.46; SD= 0.73) while just only 31 or 8.1% disagreed with the statement.

Table.1 Students' Perceptions on their Parental Level of Education and its Influence on their Academic Performance

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	My parents' level of education enables them to guide me in doing my Islamic Studies assignments.	90.4% (347)	9.7% (37)	3.48	0.78
2.	My parents' educational background enables them to choose suitable textbook in Islamic Studies for me.	90.1% (346)	9.8% (38)	3.43	0.80
3.	My parents' level of education creates a conducive environment for me in learning Islamic Studies.	91.9% (353)	8.1% (31)	3.51	0.71
4.	My parents' level of education enables them know the importance of arranging extra coaching in Islamic Studies for me.	91.2% (350)	8.9% (34)	3.39	0.76
5.	My parents' level of education makes them demand for my progress report in Islamic Studies.	88.4% (339)	11.7% (45)	3.54	2.64
6.	My parents' academic experience makes them encourage me to acquire knowledge in learning Islamic Studies.	90.6% (348)	9.4% (36)	3.47	0.72
7.	My parents' level of education makes them assist me in choosing the subject that is relevant to my course in the university.	91.9% (353)	8.1% (31)	3.46	0.73
Total				24.28	
				<u>7</u>	
Total Number of items mean				3.47	

Parental Occupational background

The total number of sampled respondents 331 or 86.4% strongly agreed that their parents' prestigious occupations enable them to realize that with Islamic Studies they can become professionals or experts in their chosen career (M=3.32; SD=0.86). However, some (52 or 13.5%) disagreed with the statement. In addition, most of the respondents (250 or 65.1%) indicated that their parents' prestigious occupations enhance their performance in Islamic Studies (M=2.84; SD=1.06); nonetheless, some respondents (134 or 34.9%) disagreed with this.

Further, the majority of the respondents (204 or 53.1%) disagreed that their parents' occupations do not give them time to attend to their academic needs in Islamic Studies; however, some of the respondents (180 or 46.9%) agreed with the statement. Similarly, the majority of the respondents (193 or 50.2%) strongly disagreed that their parents' occupations make it difficult for them to provide learning aids in improving their Islamic Studies but it is true that some students maintained agreement with respect to the statement.

Moreover, it should be reiterated that, the majority of the respondents (284 or 74.0%) strongly agreed that, their parents are concerned about combining their knowledge of Islamic Studies with vocational skills (M=3.03; SD=0.99); nevertheless, 100 or 26.1% disagreed with this statement. Onwards, it is asserted by the sampled respondents (276 or 71.8%) that their parents' working location encourages their performance in Islamic Studies (M=2.97 or SD=1.03); however, a number of responses (108 or 28.1%) showed disagreement with the statement. It is submitted by most of the respondents (262 or 68.3%) that their parents' co-workers' attitudes enhance their performance in Islamic Studies (M=2.90; SD= 2.02) but 122 or 31.8% showed disagreement with this. Table 4.4 shows students' perceptions on parental occupation and its influence on their academic performance.

Table 2 Students' Perceptions on Parental Occupation and its Influence on their Academic Performance

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	My parents' prestigious occupations enable me to realize that with Islamic Studies, I can become a professional.	86.4% (331)	13.5% (52)	3.32	0.86
2.	My parents' prestigious occupations enhance my performance in Islamic Studies.	65.1% (250)	34.9% (134)	2.84	1.06
3.	My parents' occupations do not give them time to attend to my academic needs in Islamic Studies.	46.9% (180)	53.1% (204)	2.40	1.15
4.	My Parents' occupations make it difficult for them to provide learning aids in improving my Islamic Studies subject.	49.7% (191)	50.2% (193)	2.50	1.16
5.	My Parents' are concerned about combining my knowledge of Islamic Studies with vocational skills.	74.0% (284)	26.1% (100)	3.03	0.99
6.	My parents' working location encourages my performance in Islamic Studies.	71.8% (276)	28.1% (108)	2.97	1.03
7.	My parents' co-workers' attitudes enhance my performance in Islamic Studies.	68.3% (262)	31.8% (122)	2.90	1.02
Total				19.96	
				7	
Total Number of items means					2.85

Parental income

Regarding the students' perceptions on parental income and its influence on their academic performance, the majority of the sampled respondents (284 or 74.0%) strongly agreed that their parents' high income status influences their academic performance in Islamic Studies (M=3.13; SD=2.27); however, a total number of 100 respondents (26.1%) disagreed with this. Onwards, it is indicated by the majority of the respondents (316 or 82.2%) that their parents pay for extra

lesson to enhance their performance in Islamic Studies (M=3.27; SD=3.27). However, 68 or 27.7% disagreed with this.

Furthermore, responses obtained from the sampled respondents (353 or 92.0%) indicate that their parents enrol them into a standard school in order to enable them to perform well academically (M=3.51; SD=0.71). However, 31 or 8.0% disagreed with the statement. In addition, it is noteworthy to say that, 290 respondents (75.5%) agreed that they help their parents in petty trading after school hours to enable them to pay their school fees (M=3.06; SD=1.02). Nevertheless, 94 or 24.4% disagreed with this statement. It is noted by the majority of the respondents (289 or 75.2%) that, the school sending them home for not paying school fees has affected their academic performance in Islamic Studies (M=3.07; SD=1.02). However, 95 or 24.7% disagreed with this statement.

It should be reiterated that the respondents (256 or 66.6%) strongly agreed that taking only breakfast before going to school reduces their concentration in afternoon lessons (M= 2.85; SD=1.08) while 128 (33.3%) disagreed with this. The majority of the respondents (265 or 69.0%) strongly agreed that, their parents’ income makes their academic necessities difficult in Islamic Studies (M=2.94; SD= 1.12) while 119 or 31.0% disagreed with the statement. Table 4.5 shows Students’ Perceptions on Parental Income and its Influence on their Academic Performance.

Table 3 Students’ Perceptions on Parental Income and its Influence on their Academic Performance

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	My parents’ high income status influences my academic performance in Islamic Studies.	74.0% (284)	26.1% (100)	3.13	2.27
2.	My parents pay for extra lesson to enhance my performance in Islamic Studies.	82.2% (316)	27.7% (68)	3.27	0.89
3.	My parents enroll me into a standard school to enable me to perform well academically.	92.0% (353)	8.0% (31)	3.51	0.71
4.	I assist my parents in petty trading after school hours to enable them to pay my school fees.	75.5% (290)	24.4% (94)	3.06	1.02
5.	Sending me home for not paying school fees affect my academic performance in Islamic Studies.	75.2% (289)	24.7% (95)	3.07	1.09
6.	Taking only breakfast to school reduces my concentration in afternoon lessons.	66.6% (256)	33.3% (128)	2.85	1.08
7.	My parents’ income makes my academic necessities difficult in Islamic Studies.	69.0% (265)	31.0% (119)	2.94	1.12
Total				18.76	
				7	
Total Number of items means					2.68

Parental Involvement

Parental involvement of students contributes significantly to the enhancement of their academic performance. This claim requires an investigation; thus the perceptions of Islamic Studies students were assessed in public secondary schools in the north-central Nigeria. The majority of the respondents (337 or 87.8%) strongly indicated that their parents monitor their school work especially in Islamic Studies (M=3.41; SD= 0.80). 47 (12.2%) disagreed with the statement. Onwards, 342 (89.1%) of the respondents strongly agreed that their parents assist in their school assignment especially in Islamic Studies (M=3.42; SD= 0.80); however, a few of the respondents (42 or 10.9%) disagreed with the statement. It is essential to reiterate that 337 (87.5%) of the sampled respondents agreed that their parents monitor their performance in tests and examinations in Islamic Studies; nevertheless, only 48 (12.5%) disagreed with this. In addition, the respondents (357 or 92.9%) strongly indicated that, their parents always pay their school fees to prevent any academic disturbance (M=3.52; SD=0.73); however, 27 (7.0%) disagreed with this statement.

Furthermore, based on the responses obtained, 345 (92.9%) strongly agreed that, their parents buy the recommended textbooks in Islamic Studies for them to enable them to master the subject; but only 39 (10.2%) disagreed with the statement (M=3.44; SD=0.75). Although the majority of the respondents (328 or 85.5%) strongly believed that their parents arrange home lesson to enhance their knowledge in Islamic Studies a few of the respondents (56 or 14.6%) disagreed with this (M=3.33; SD=0.85).

Even with the effort made to enhance their knowledge through extra lessons, 364 or 74.9% of the sampled respondents strongly indicated that their parents give them words of encouragement on the importance of education but only 20 (5.2%) disagreed with the statement (M=3.74; SD=2.15). More importantly, 344 (89.6%) of the responses show that their parents visit their school during Open Day to check their academic performance but 40 (10.4%) indicate disagreement with this statement (M=3.44; SD=0.78). Table 4.6 shows students' perceptions on parental involvement and its Influence on their academic performance.

Table 4: Students' Perceptions on Parental Involvement and its Influence on their Academic Performance

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	My parents monitor my school work especially in Islamic Studies.	87.8% (337)	12.2% (47)	3.41	0.80
2.	My parents assist in my school assignments especially in Islamic Studies.	89.1% (342)	10.9% (42)	3.42	0.80
3.	My parents monitor my performance in tests and examinations in Islamic Studies.	87.5% (337)	12.5% (48)	3.42	0.80
4.	My parents always pay my school fees to prevent any academic disturbance.	92.9% (357)	7.0% (27)	3.52	0.73

5.	My parents buy the recommended textbooks in Islamic Studies to enable me to master the subject	92.9% (345)	10.2% (39)	3.44	0.75
6.	My parents arrange a home lesson to enhance my knowledge in Islamic Studies.	85.5% (328)	14.6% (56)	3.33	0.85
7.	My parents give me statement of encouragement on the importance of education.	74.9% (364)	5.2% (20)	3.74	2.15
8.	My parents visit my school during Open Day to check my academic performance.	89.6% (344)	10.4% (40)	3.44	0.78
Total				<u>27.72</u>	
				8	
Total Number of items means				3.47	

Academic performance

Regarding the students' academic performance in Islamic Studies, the majority of the respondents (357 or 93.0%) posited that they were aware that their academic performance in Islamic Studies is the outcome of the educational goals of their schools but only 27 (7.0%) disagreed with this (M=3.58; SD=0.75). In addition, 357 (93.0%) of the sampled respondents indicated that their levels of intelligence determines their academic performance in Islamic Studies (M=3.63; SD=0.65); however, 27 (7.0%) of the respondents showed their disagreement on the statement.

Pertaining to the levels of respondents' curiosity in learning Islamic Studies, 357 or 93% indicated their agreement (M=3.67; SD=0.65) while only 27 (7.0%) showed disagreement on the statement. It is essential to reiterate that, a number of respondents (350 or 91.1%) agreed that their parents' socio-economic status contributes to their level of academic performance Islamic Studies; nonetheless, 34 (8.8%) of the respondents disagreed with this (M=3.57; SD=0.76).

Indeed, 349 (90.9%) of the respondents strongly believed that, parents have an influence on their academic performance in Islamic Studies; nevertheless, 35 (9.1%) disagreed with this (M=3.53; 0.78). Most of the respondents (339 or 88.3%) indicated that, the marks that they get in continuous assessment and examination determine their performance in Islamic Studies; however, a few of the respondents (45 or 11.7%) indicated disagreement on the statement. (M=3.64; 2.23). Table 4.7 shows students' perceptions on their academic performance in Islamic Studies.

Table 5Table: Students' Perceptions on their Academic Performance in Islamic Studies

S/N	Items	Strongly Agree & Agree	Strongly Disagree & Disagree	Mean	Standard Deviation
1.	I am aware that my academic performance in Islamic Studies is the outcome of the educational goals of my school.	93.0% (357)	7.0% (27)	3.58	0.75
2.	My level of intelligence determines my academic performance in Islamic Studies.	93.0% (357)	7.0% (27)	3.63	0.65

3.	I am very curious to learn in order to improve my academic performance Islamic Studies.	93.0% (357)	7.1% (27)	3.67	0.65
4.	My parent socio-economic status contributes to my level of academic performance Islamic Studies.	91.1% (350)	8.8% (34)	3.57	0.76
5.	My parents have an influence on my academic performance in Islamic Studies.	90.9% (349)	9.1% (35)	3.53	0.78
6.	The marks I get in continuous assessment and examination determine my performance in Islamic Studies.	88.3% (339)	11.7% (45)	3.64	2.23
Total				<u>21.62</u>	
Total Number of items means				<u>6</u>	
				3.60	

DISCUSSION

The main objective of this study is to investigate the perceptions of Islamic Studies' students on dimensions of parental background (education, occupation, income, and involvement) and their academic performance in Islamic Studies in secondary schools in north-central Nigeria. Four variables of parental background were investigated namely, education, occupation, income and involvement in North-Central Nigeria. Based on the findings of this paper obtained from SPSS on education as an underlining dimensions of parental background that influences students' academic performance in Islamic Studies; the majority of the students strongly perceived that, the educational level of their parents greatly influenced their academic performance in Islamic studies. It is shown from this finding that parents' level of education makes them demand for their children's progress report in Islamic Studies with a mean of 3.54 or 88.4% among the seven items. Indeed, the overall mean of seven items 3.47 indicates that qualification of their parents is critically influential in their performance in Islamic Studies.

This finding is in line with previous studies which asserted that, students' attainment is greatly connected with father level of education. They further declared that most of students whose parents had different educational qualifications perform actively in classroom activities and excel in their academic endeavour (Chiu et al. 2016). It also agrees with Ali et al. (2014) who admit that child from civilized parents has a series of chances to good education due to access to many learning materials.

For occupation as an underlining factors of parental background that influences students' academic performance in Islamic Studies; the majority of the students strongly perceived that, the occupational level of their parents greatly influence their academic performance in Islamic Studies. More importantly, the majority of the respondents strongly agreed that, their parents' prestigious occupations enable them to realize that with Islamic Studies they can become professionals with a mean of 3.32 or 86.4% with overall mean of seven items at 2.85. This study is in line with Safi and Mahmoud (2011) who declared that when parents have a reputable job, it will have a positive outcome on academic performance of learners.

Income is a highlighted variable of parental background that influences students' academic performance in Islamic Studies the majority of the students strongly perceived that, by being enrolled into standard schools this has enables them to perform exceptionally with a mean of 3.51 or 92.0% and an overall mean 2.68 displays that income level of their parents influences their academic performance in Islamic Studies. Students can perform better when parents enrol them to reputable school where every facility is provided. The finding of this study is in support of previous studies that assert that children's academic performance in school is predicted by income background of their parents (Udida, Ukwai & Ogodu 2012). They posit that parents can take total responsibilities of their children's education when they earn high salary. It is further emphasized that when parents support their children financially and morally such children can perform better than their age groups.

Parental involvement is another variable of parental background that influences students' academic performance in Islamic Studies. The majority of the students strongly perceived that, the involvement level of their parents greatly influence their academic performance in Islamic Studies through giving them words of encouragement on the importance of education with an impressive mean of 3.74 out of eight items that measured parental involvement. Nonetheless, the overall mean of 3.47 confirms that parental involvement has a crucial role to play on students' academic performance in Islamic Student in north-central Nigeria. This study is supported by the study of Echaune, Ndiku and Sang (2015) who confirm that most of students whose parents contribute actively by monitoring their children's assignment such as reading, writing and mathematics did well in test and examination. They show further that students' educational achievement is liked to parents' contribution which also significant to students' life.

CONCLUSION

This finding of this paper investigated the perceptions of Islamic Studies' students on dimensions of parental background in secondary schools in north-central Nigeria and how to improve their performance in Islamic Studies. It is indicated that qualification of their parents is critically influential in their performance in Islamic Studies For instance, students whose parents obtained high qualifications such as M.Sc. and Ph.D. always demand for the progress report of their children especially in Islamic Studies. In addition, this finding shows that student whose parents are civil servants like lecturers, lawyers, engineers and teachers perform better than students whose parents are non-civil servants. In the same vein, income level of their parents influences their academic performance in Islamic Studies. Students can perform better when parents enroll them to reputable school where every facility is provided. Nonetheless, parental involvement has a crucial role to play on students' academic performance in Islamic Student in north-central Nigeria. The four aspects of parental background investigated in this paper can be used as tools in enhancing students' academic performance in Islamic Studies in north-central geo-political zone of Nigeria. Similarly, there is a need for school management, teachers and parents should collaborate in enhancing students' academic performance in Islamic Studies in various public secondary schools in north-central in particular and the country in general.

REFERENCES

- Ali, A. R., Toriman, M. E., & Gasim, M. B. (2014). Academic achievement in biology with Suggested solutions in selected secondary schools in Kano State, Nigeria. *International Journal of Education and Research*, 2(11), 215-224.
- Allington, R. L., Camilli, G., Williams, L., Graff, J., Zeig, J., Zmach, C., Nowak, R. (2010). Addressing summer reading setback among economically disadvantaged elementary Students. *Reading Psychology*, 31(5), 411-427. doi:10.1080/02702722.2010.505165
- Adeyemi, A. M., & Adeyemi, S. B. (2014). Personal factors as predictors of students' academic Achievement in colleges of education in South Western Nigeria. *Educational Research And Reviews*, 9(4), 97.
- Chiu, J., Economos, J., Markson, C., Raicovi, V., Howell, C., Morote, E. S., & Inserra, A. (2016). which matters most? Perceptions of family income or parental education on Academic achievement *New York Journal of Student Affairs*, 16(2), 3-16.
- Deci, E.L & Ryan, R. M. (1985). *Intrinsic Motivation and self-determination in human behaviour*. New York plenum.
- Echaune, M., Ndiru, J. M., & Sang, A. (2015). Parental Involvement in Homework and Primary School Academic Performance in Kenya. *Journal of Education and Practice*, 6(9), 46-53.
- Ekeodu, M. (2016). Evaluation of the Academic Achievement of Secondary School Students in Home Management in the Eastern States of Nigeria (Doctoral Dissertation).
- Federal Republic of Nigeria (2007). Draft National Policy on Education. Lagos: Federal Ministry of Education
- Federal Republic of Nigeria (2008). National Policy on Education. Lagos: Federal Ministry of Education
- Gyamfi, K., & Pobbi, M. A. (2016). Parental Monitoring and Child Performance in Ghana. *Journal of Education and Practice*, 7(21), 33-41.
- Khan, R. M. A., Iqbal, N., & Tasneem, S. (2015). The Influence of Parents Educational Level on Secondary School Students Academic Achievements in District Rajanpur. *Journal of Education and Practice*, 6(16), 76-79.
- Maslow, A. H. (1970). *Motivation and personality*, 2.
- Oladosu, A. G.A.S (2008). Education reforms in Nigeria: Implication for Private Arabic Schools. In Lawal, A. R., Jimoh, S. A., Olorundare, A. S. & Ijaiya, N. Y.S. (Eds). Education

Reforms in Nigeria: Past, Present and Future. A publication of Faculty of Education, University of Ilorin. Ibadan: Stirling-Horden Publishers Ltd.

- Preece, D., & Trajkovski, V. (2017). Parent education in autism spectrum disorder—a review of The literature. *Croatian Review of Rehabilitation Research*, 53(1), 118-128.
- Saifi, S. & Mehmood, T. 2011. Effects of socioeconomic status on students achievement. *International Journal of Social Sciences and Education* 1(2): 119-128.
- Sirin, S.R., 2005. Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research* 75(3): 417-453.
- Sule, M.N. & Bawa, A.G. 2012. 9-3-4 School Curriculum in Nigeria: Verification for its accommodation of kanuri culture in maiduguri metropolitan area of borno state, Nigeria. *Journal of Research in education and society* 3(1): 22–40.
- Uwaifo, V.O and Uddin, P.S.O. 2009. Transition from the 6-3-3-4 to the 9-3-4 System, of Education in Nigeria: An Assessment of Its Implementaion on Technology Subjects. *Study Home Comm Science*, 3(2): 81–86.

Aliyu Yunus

Department of Arts Education, Faculty of Education, University of Ilorin, Nigeria
E-mail: muqadamyunus@gmail.com

Dr. Mohd. Isa Hamzah

Department of Community Education & wellbeing, Faculty of Education, University Kebangsaan Malaysia (UKM),
E-mail: isa_hamzah@ukm.edu.my

Dr. Khadijah Abdul Razak

Department of Education Leadership & Policy, Faculty of Education, University Kebangsaan Malaysia (UKM),
E-mail: khadijah.razak@ukm.edu.my

Prof. Dr Maimun Aqsha Lubis bin Abdin Lubis

Department of Teaching & Learning Innovation Faculty of Education, University Kebangsaan Malaysia (UKM),
E-mail: mal@ukm.edu.my