



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



Influence of Parental Background of Secondary School Students on Academic Performance in Islamic Studies in Nigeria

Mohd. Isa Hamzah, Aliyu Yunus

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v8-i1/3810>

DOI: 10.6007/IJARBSS/v8-i1/3810

Received: 06 Jan 2018, Revised: 26 Jan 2018, Accepted: 30 Jan 2018

Published Online: 07 Feb 2018

In-Text Citation: (Hamzah & Yunus, 2018)

To Cite this Article: Hamzah, M. I., & Yunus, A. (2018). Influence of Parental Background of Secondary School Students on Academic Performance in Islamic Studies in Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 8(1), 307–318.

Copyright: © 2018 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen

at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 8, No.1, January 2018, Pg. 307 - 318

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>

Influence of Parental Background of Secondary School Students on Academic Performance In Islamic Studies in Nigeria

Dr. Mohd. Isa Hamzah, Aliyu Yunus

Faculty of Education, University Kebangsaan Malaysia (UKM)

Email: isa_hamzah@ukm.edu.my, aliyu.y@siswa.ukm.edu.my

Abstract

This study investigates the influence of parental background of secondary school students on their academic performance in Islamic Studies in Nigeria. The cross-sectional research design was adopted for this study. The population of the study consists of all senior secondary school students in north-central Nigeria. A total of 384 Islamic Studies students from seven states that constitute north-central geo-political zone of Nigeria served as participants in this study. This study was a quantitative research; questionnaire was used as the instrument for data collection which was based on the secondary school students' parental background such as education, occupation, income and involvement. Validity and reliability of instrument were established by the opinions of experts. In addition, a pilot test was carried out by reporting the Cronbach's Alpha co-efficient for the internal consistency of the instrument. SPSS was used for data analysis and multiple regressions were also used to answer research hypotheses formulated for this study. This finding indicates that the level of parents' education, prestigious occupation of parents, income level of parents and involvement of parents in their children's education are capable of enhancing academic performance of students especially in Islamic Studies. Parents should collaborate with Islamic Studies teachers and school management so as to foster the performance of secondary schools Islamic Studies students in North-Central Nigeria.

Keywords: Parental Background, Academic Performance, Islamic Studies, Islamic Education

Introduction

Parental background involves such factors as income level, education, occupation and involvement of the parents in their children's education. These factors are the determining factors that influence students' academic attainment. This finding identified poor academic performance among senior secondary school in Nigeria especially in north central where this research focuses. Furthermore, Nigeria is among the greatest country in Africa with approximately 200 million populations. The Global Happiness Ranking in 2016, also reported that the country has dropped to 103 in globally and 6th place in Africa. It has been established that

Nigerian Economic Climate is naturally competitive globally and now ranked 127th with 138 economies (World Economic Forum, 2016-2017). While Nigeria economy was positioned to be 124th out of 140 nations in 2015 and 206. This show that the country's economy has considerably dropped and it could have an impact on the educational system along with other areas. for example, in a situation where the parents do not take note of their child's education or maybe get an occupation to take better care of their kids even when the government fails to deliver amenities as a result of the financial setback, it is going to have a huge consequences on the academic performance of learners.

Therefore, the present researcher attempts to find out whether the country's economy influences Nigerian students' academic performance through parental background, especially in secondary school students offering Islamic Studies. To this effect, this study aims to address the components of parental background such as education, occupation, income and parental involvement in relation to students' academic performance, specifically in Islamic Studies in the north-central region of Nigeria.

Several studies have been carried out in relation to the academic performance of students (Ajila & Olutola, 2000; Balogun, 2010; Ojimba, 2013; Margret, 2015; Aliyu, Ajidagba & Rafiu, 2015; Bolu-steve & Sanni). They show further the relationship between parental background and academic performance of students in several disciplines like Mathematics, English, etc. In addition, an empirical study by Ahmar and Anwar, (2013) shows that, provision and availability of extra-learning facilities help children who came from high and middle socio-economic status to perform well in the learning environment. It is further emphasised that, one of the factors affecting students' academic attainment is parental background. Besides, most fore research cantered on the characteristic of parental factors to determine academic performance of students. However, this study intends to investigate the components of parental background like education, occupation, parental involvement and income in relation to students' academic performance especially in Islamic Studies from north central of Nigeria in order to come up with the causes and the problems hindering secondary school students in this area.

Undoubtedly, the level of education and occupation of parents are associated with academic attainment of children. Empirical studies have shown that, some families are conscious of the needed materials, talents and potentials that are important for the educational achievement of their offspring (Allan & Jackson 2010).. Topor, Keane, Shelton and Calkins (2010) assert that, parents whose have high level of qualification get involve in their children' education compared with children whose parents have lesser degree. Topor et al.(2010) explain further that contribution of parents toward their children's achievement has not been demonstrated well among scholars. They note that children's classroom activities, the children's perception of cognitive competence and the quality of the student-teacher relationship are associated with parental involvement. Indisputably, level of qualification acquired by the parents can be an apparatus for assessing their children's performance in school.

Study by Okeke, Nzewi and Njoku (2012) show that, low income, lack of high qualification; low occupational status and poor parental involvement have mutable effects on their children's academic accomplishments. The findings of Otieno (2012) Chinyoka and Naidu (2013) reveal that, low income and little education are strong predictors of physical, mental health and low academic performance. It has been pointed out by Thornton (2015) that a lot of

parents are involved in education of their children based on the amount of research that has been published on the significance of parental participation. Leung, Chung and Kim (2016) declare that parental occupational class, parental income and participation of parents determine children's goals and thereby serve as an indirect indicator for the material resources that can be found in the family during a student's childhood stage. With the different domains of parental background may also signify the social status or prestige that good for the children's education. In light of above assertion, parental background with students' academic attainment involves various aspects like parent income, ethnicity, profession and home atmosphere.

However, Aliyu and Isa (2016) point out that parents are expected to encourage and guide their children in order to become well accomplished persons in the society. Research has shown that there is positive connection between parental background and students' academic attainment. Ogbugo and Ololube (2016) state that performance of learners is linked to parents' socio-economic background and their average level of income. It is also mentioned that there is a statistical correlation between students' academic score and parents' educational background. Recent finding highlights that parental background such as family size, parents' qualification and parents' level of income are linked with, and significant to children' academic performance in any educational environment (Abdul-Raheem, 2015).

In terms of educational success of the children, the contributions of father are found to be greater than the mother (Beller, 2009). He demonstrates further that many fathers who engaged in full time jobs have tendency to contribute greatly in their children's educational attainment. Aliyu and Isa (2016) clarify that, children whose parents have ordinary diploma, higher national diploma and first degree help their children to perform better than their counterparts. They further showed that students' home is attached to their academic performance. The findings by Emeka, Onorga and Owolabi (2012) show a research on influence of family structure on students' academic performance in Agege Local Government Area Lagos Nigeria. Emeka et al. (2012) discover that parental socioeconomic background is one of tools that is used to measure students' attainment. It is further explained that students whose parents engaged in good academic professionals and earn high income tend to perform maximally in any subjects. Meanwhile, socio-economic status of a family is capable of affecting the behaviour of the children and this governs their aspiration. Families that have high socio-economic status tend to be more successful in preparing their children for school because they normally have access to various tools- quality child-care, books and various learning activities at home. They also have easy access to information concerning their children's health, not to mention social, emotional and cognitive development (Ojo and Yilma, 2010).

Islam in Nigeria got to the northern area known as Kanem Bornu Empire exactly in the year 1085 C.E. before coming to Hausa land. In reality, by the start of the 14th century C.E., Islam had flourished within Hausa land, particularly Kano, Zaria and Kastina, which fell under the Mali Empire. In regards to the Yoruba land, scholars are not unanimous on the specific period that Islam arrived in the area (Balogun, 1982; Ajidagba, 1991; Azeez, 2004). In Nigeria Furthermore, Islamic teaching dated far back to 11th century when Wangara instructors together with Arab traders brought it into the region. It hit the peak in the 18th century when Sheikh Uthman bn Fodio embarked on the training of Muslim locality on the importance of taking up (jihad) in the

cause of Allah in 1804. The target was purifying Islam and its teachings from distortion, which Fafunwa 1974 describes as the standard old-fashioned system (also Aliyu and Abdulganiyu 2015).

Islamic Studies stands out as one of the subjects learnt by Muslim students in secondary schools in north-central part of Nigeria. Islamic Studies is a process that completely nurtures the individual students. Study by Khalil (2007) discusses that Islamic Studies is the balanced growth of the total personality of learners, to the point that faith can absorb into his entire personality and knowledge is gained in order to reach to a perfect Muslims. Bidmos (1996), Yoloje (2008), Balogun and Kazeem (2013) are harmonious to say that Islamic education recognizes both the revealed and acquired knowledge. Acquired knowledge contains pieces of information and learning experiences attainable through interaction with fellow human beings at formal and informal levels. Revealed knowledge is the pieces of information offered to man by God. The Qur'an is a main example of a revealed knowledge. It is further explained that because of limitations of the acquired knowledge, man needs the provisions contained in the revealed knowledge to guide him, plan his movements and organize his activities.

Therefore, It is very important to say that concept of Islamic Studies and Islamic education are different but cannot be disconnected from each other. Islamic Studies is one of branches of Islamic education, which is received formally in any institution. However, Islamic education consists of three aspect of education namely formal, semi-formal and informal. However, Islamic Studies is subject that taught through the formal system of education. Thus, this study aims to investigate the components of parental background such as education, occupation, income and involvement in relation to secondary school students' academic performance in Islamic Studies in Nigeria. So, the following research hypotheses are addressed

1. There is no significant influence between the performances of students in Islamic Studies based on parental education.
2. There is no significant influence between the performances of students in Islamic Studies based on the occupation of parents.
3. There is no significant influence between the performances of students in Islamic Studies based on parental income.
4. There is no significant influence between the performances of students in Islamic Studies based on parental involvement.

Methodology

This study uses cross-sectional approach to improve the understanding of the factors of parental background on secondary school students especially, those who studying Islamic Studies. According to Hussey and Hussey (1997), Sekeran (2003) and Saunders et al. (2007) describe Cross-sectional approach uses logical process to achieve a sound and constant conclusion from logical generalization of an established fact.

The authors used questionnaire for data collection. The items of questionnaire were developed, consisting of 36 items on level of parental education, parental occupation, parental income and academic performance. The language of the instrument was very simple in such a way that the respondents can simply understand the questions. The questionnaire was subjected to the both validity and reliability by different experts and Cronbach's Alpha for internal consistency of the instrument was established respectively. The Table 1 below shows the Cronbach's Alpha for internal consistency of the instrument

S/N	Variables	Items	Cronbach Alpha	Thresholds	Interpretations
1.	Education	7	.757	>.9	Excellent
2.	Occupation	7	.764	>.8	Good
3.	Income	7	.748	>.7	Acceptable
4.	Involvement	8	.777	>.6	Questionable
5.	Performance	6	.810	>.5	Poor
6.				>.4	Unacceptable

Creswell (2005), Tavakol & Dennick (2011), George & Malley (2003)

The researcher used a closed-ended questionnaire with a four-point Likert scale which contains the following elements: 4= strongly agree (SA), 3= Agree (A), 2= Disagree (D) and 1= strongly disagree (SD). Empirical researches assert that four Likert-type scales could be employed for the purpose of evaluating the students' backgrounds because it is not hard or difficult to construct and manage (Chang, 1994; Yuksel, 2001; Hudson, Hudson & Miller, 2004; Caruana, et al. 2000). Therefore, Raosoft Sample size calculator was employed to pick 384 secondary school students studying Islamic Studies from seven states that constitute north-central geo-political zone of Nigeria as respondents for this study. For data analysis, SPSS version 23.0 was used whereby Multiple linear regressions was used in order to forecast which underlining components of parental background (education, occupation, income and involvement) that influence students' academic performance in Islamic Studies.

Results of the Study

From this study, multiple regression analysis was employed in order to examine that which the underlining indicators of parental background (education, occupation, income and involvement) serve as vaticinators of students' academic performance in Islamic Studies in secondary schools in the north-central part of the country. Specifically, Pallant (2011) emphasizes that there are various postulation that we should be considered while using multiple regression analysis such as multicollinearity, outliers, linearity and homoscedasticity among others.

The results of the linear regression between parental history and students' academic performance in Islamic Studies can be given a round dawn from below Tables. It is shown that only 52.6% of the variance was revealed by independent variables (education, occupation, income and involvement) and students' academic performance in Islamic Studies. $R^2=.526$, $F=22.4$, $P=.000$. Similarly, the regression analysis displays that all the parental components were aid as a vaticinators of students' academic performance in Islamic Studies. Meanwhile $P=.000$ is less than the significant level of 0.01. Therefore, this model is measured as good or suitable model for this study. Table 2 demonstrate the model summary of linear regression analysis and ANOVA for parental background and academic performance of students in Islamic Studies.

Model summary of linear regression analysis for parental background academic performance of students in Islamic Studies

Model Summary						
	R	R Square	Adjusted Square	R	Std. Error	of the Estimate
1	.438a	.526	.513		3.42611	
a. Predictors: (Constant), Education, occupation, income and involvement						
a Dependent Variable: academic performance						
ANOVA linear regression analysis shows for parental background and academic performance of students in Islamic Studies.						

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1052.035	4	263.009	22.406	.000
	Residual	4437.057	378	11.738		
	Total	5489.091	382			
a. Dependent Variable: academic performance						
b. Predictors: (Constant), Education, occupation, income and involvement						

Not only that, this study explains how the each aspects of parental background vaticinator and affect scholars' academic performance in secondary school in north-central Nigeria. The coefficient data of multiple regression analysis demonstrate the greatest vaticinator among the dimension of parental background. Table 3 show coefficient data of multiple regression analysis

Coefficient Data of Multiple Regression Analysis							
	Model	Unstandardized Coefficients		T	Sig.	Collinearity Statistics	
		B	Std. Error			Tolerance	VIF
1	(Constant)	10.352	1.266	8.178	.000		
	Education	.114	.045	2.517	.012	.740	1.352
	Occupation	.112	.050	.2.462	.000	.690	1.450
	Income	.180	.044	4.067	.000	.671	1.490
	Involvement	.144	.045	3.183	.002	.678	1.475

Multiple regressions were used to forecast educational background of the parents on students' academic performance in Islamic Studies in secondary schools in north-central Nigeria. The finding shows that, there was statistical significant influence between education background of the parents and students' academic performance in Islamic Studies $b = .114$, $t(382) = .012$, $P < .05$. This reveals that when education of parent increases by 1%, which is $b = .114$, the academic performance of student will also increase to 1.14%. Thus, the first hypothesis, which states that, there is no significant influence between the performances of students in Islamic Studies based

on parental education, was rejected. It shows that students' academic performance in Islamic Studies was affected by parental educational background.

Furthermore, Multiple regressions show that there was statistical significant influence between parental occupation and students' academic performance in Islamic Studies $b = .112$, $t(382) = .000$ $P < .05$. This indicates that when occupation of parent increases by 1%, the academic performance of students will also increase to 1.12%. Thus, students' academic performance in Islamic Studies was also influenced by parental occupational background. The second hypotheses which states that there is no significant influence between the performance of students in Islamic Studies based on parental occupation is hereby rejected

Nevertheless, the hypothesis three which states that, there is no significant influence between the performance of students in Islamic Studies based on parental income was found to be statistically significant. The level of beta weight of parental income is $b = .180$, $t(382) = .000$ $P < .001$. It was found that if income of parent increases by 1%, the students' academic performance will rise to 1.80%. In this case, third hypothesis is also rejected. Income of parents greatly influenced and determined the academic performance of Islamic Studies students in north-central.

Students' academic performance in Islamic Studies in north-central Nigeria was influenced by parental involvement. The beta level of parental involvement is $b = .144$, $t(382) = .002$ $P < .000$ which less is than $.001$. It is considered that when involvement of parents increases by 1%, the performance of students in Islamic Studies in north-central Nigeria will elevate to 1.44%. It is noteworthy that the contribution of parents was also a predictor of students' academic performance in Islamic Studies in north-central part of country. The hypothesis, which states that there is no significant influence between the performances of students in Islamic Studies based on parental involvement is not retained.

From the this study, multiple regression analysis shows that income of parents greatly predicted the students' academic performance in Islamic Studies in secondary schools in the north-central part of the country with the level of beta weight of $b = .180$, $t(382) = .000$ $p > .001$

Furthermore, to determine multicollinearity as an integral part of procedure of multiple regression; based on the data output shown in coefficients, there are two major values ascribed with tolerance and variance inflation factor (VIF). Tolerance explains the extent by which variability of certain independent is not explained by other independent variables examined in the research. The literature posits that, if the value of tolerance is less than $.10$, it is an indication that there are multiple high correlations with other variables which suggests that there is presence of multicollinearity.

Similarly, Montgomery (2001); Hair et al. (1995); Pallant (2011) and Ringle et al (2015) contend that the value of Tolerance should be above $.10$. Hence, the tolerance value for each of the independent variables is education= $.740$; occupation= $.690$; income= $.671$ and involvement= $.678$. All these values were not less than the required threshold; thus, it can be inferred that these values have not violated the assumption of multicollinearity as suggested literature by Montgomery (2001) Hair et al. (1995) and Ringle et al. (2015). The finding is also supported by the values obtained for VIF on each variable namely education= 1.352 ; occupation= 1.450 ; income= 1.490 and involvement= 1.495 whereby the values were below the required threshold of 10 . Refer to Table 3 show multicollinearity procedure of multiple regressions.+

Discussion of Findings

Based on the findings of this paper, it is indicated that all the parental components (education, occupation, income and involvement) were serve as vaticinator of students' performance in Islamic Studies in North-Central Nigeria. The outcome explains that income of parents is the main vaticinator of academic performance in Islamic Studies' students with a beta weight of .180, which was found to be greatest among parental factors. It is noted that parents who are earning higher income supported their children by providing all the necessary materials to help them perform better in school. Parents' education is second indicators of parental background with a beta of .114 that affects the academic performance of students. The numerous levels of education acquired by parents predict their children's performance. Furthermore, involvement of parents is also found as a factor that linked to academic performance of students specifically in Islamic Studies in north-central Nigeria with a beta of .114. Parental involvement is connected with learners' attainment in situation whereby students whose parents participate in their education by going to their school to check the progress report did very well than their counterpart. In addition, occupation is the last factor that predicts students' performance, which had a beta of .112. Consequently, factors of parental background such as income, education, involvement and occupation greatly served as vaticinators of academic performance of students learning Islamic Studies in north-central Nigeria. This study agrees with submission by Ojo and Yilma (2010) who demonstrate that parental income is capable of influencing the behaviour of the children and determines their aspiration. They further note that Families with high income status often have more success in preparing their children for school and encourage them in various learning activities at home.

This study is in line with the outcome of Okeke, Nzewi and Njoku (2012) confirm that, low income, lack of high qualification; low occupational status and poor parental involvement have mutable effects on their children's academic accomplishments. This study also agrees with findings of Thornton (2015) who discloses that lot of parents are involved in education of their children based on the amount earning from their job. It also in line with the submission of Leung, Chung and Kim (2016) who declares that parental occupational class, parental income and participation of parents determine their children's goals. It is further asserted that with the different domains of parental background may also signify the social status or prestige that good for the children's education. Tenawy (2014) concludes that education attained by children from home could be an element for inputting cultural morals in the society and determining their achievements within the school setting.

This finding is also in line with the study by Aliyu and Isa (2016) who found out that child whose parents had ordinary diploma, higher national diploma and first degree do better than their colleagues. It is further elucidated that children's home is attached to their academic performance. The outcome of this study is corroborate with findings by Emeka, Onorga and Owolabi (2012) who verify that that parental socioeconomic background is one of keys that is used to assess students' attainment. It is further asserted that students whose parents engaged in good academic professionals and earn high income tend to perform extremely in any subjects. This finding is in line with outcome of Topor et al.(2010) who describe that child's classroom activities, child's perception of cognitive competence and quality of the child-teacher relationship are connected to parental involvement. Therefore, different components of parental

background such as education, occupation, income and involvement are served as vaticinator of students' academic performance in Islamic Studies in north-central Nigeria. It is noted that parental income is the highest predictor of students' academic performance in Islamic Studies with strong weight of .180, which was found among parental components.

Conclusion

In this finding, it is very important to say that the components of parental background consisting of education, occupation, income and involvement that used to examine students' academic performance in Islamic Studies in north-central Nigeria. It shows from result of multiple regressions that all the components of parental background were served as a predictor of students' academic attainments in Islamic Studies. In addition, there were 52.6% of the differences between parental education, occupation, income and involvement and students' academic performance in Islamic Studies in north-central Nigeria. However, it is shown that parental income is most predictor of students' academic performance with beta of .180 among the variables. In addition, the findings of this study affirm that parental income is greatly linked to students' performance especially for those who studying Islamic Studies. It confirms that students whose parents earn high salary perform better in classroom activities than their mates whose parents live with low income.

Contributions to the Study

First of all, parental background is an important construct that has been investigated by most scholars to redefine the students' academic performance in various subjects. Meanwhile, most of the reviewed literatures also used one or two variables of parental background in relation to students' academic performance. Similarly, many findings show that factors of parental background have a crucial role to play in students' educational outcome. Therefore, this research contributed to existing knowledge by examining the students' academic performance based on different dimension of parental background such as education, occupation, income and parental involvement in north-central part of Nigeria which was analyzed with multiple regressions.

Recommendation

It is recommended that both the schools and home should make a drastic effort towards students' academic performance particularly in Islamic Studies and other subjects in general. Also, Parents should collaborate with Islamic Studies teachers and school management so as to foster the performance of secondary schools Islamic Studies students in North-Central Nigeria.

References

- Abdulganiyu, S. S., & Aliyu, Y. (2015). Analytical issues on Islamic culture and Islamic education. *Journal of Faculty of Education. Department of arts and Social Science education, Ahmadu Bello University Zaria Nigeria*
- Abdu-Raheem, B. O. (2015). Parents' Socio-Economic Status as Predictor of Secondary School Students' Academic Performance in Ekiti State, Nigeria. *Journal of Education and practice, 6(1), 123-128.*
- Ahmar, F., & Anwar, E. (2013). Socio economic status and its relation to academic achievement of higher secondary school students. *IOSR Journal of Humanities And Social Science 13(6):*

13–20.

- Ajila, C., & Omotola, A. (2000). Impact of parents' socio-economic status on University students' academic performance. *Ife Journal of Education Studies* 7(1): 31–39.
- Aliyu, Y., & Isa, M. H. (2016). Enhancing Students' Academic Performance In Islamic Studies Via Parental Involvements In North-Central Nigeria. *e-Bangi*, 11(2): 450–458.
- Allan, S., & Jackson, G. (2010). The Whats, Whys and Wherefores of Home Education and its Regulation in Australia. *International Journal of Law & Education* 14(1): 55–77.
- Azeez, A. O., & Adeshina, S. T. (2013). Islamic studies in Nigeria: Problems and prospects. *International Journal of Humanities and Social Science* 3(2): 179-186.
- Bolu-Steve, F. N., & Sanni, W. O. (2013). Influence of family background on the academic performance of secondary school students in Nigeria. *IFE Psychology: An International Journal*, 21(1), 90-100
- Caruana, A., Ewing, M. T., & Ramaseshan, B. (2000). Assessment of the three-column format SERVQUAL: an experimental approach. *Journal of business research*, 49(1), 57-65.
- Creswell, J. W. (2005). *Educational Research: Planning, Conducting, and Evaluating Quantitative* (pp. 146-166). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall all.
- Chinyoka, K., & Naidu, N. (2013). Uncaging the caged: Exploring the impact of poverty on the Academic performance of form three learners in Zimbabwe. *International Journal of Educational Sciences*, 6, 203- 213.
- Emeka, Onorga and Owolabi. (2012) influence of family structure on students' academic Performance in Agege Local Government Area Lagos Nigeria. Unpublished thesis University of Ilorin
- Fafunwa, A. B. (1974). *History of Education in Nigeria*. London: Macmillan Publishers
- Geyer, S., Hemström, O., Peter, R., & Vågerö, D. (2006). Education, income, and occupational class cannot be used interchangeably in social epidemiology. Empirical evidence against a common practice. *Journal of epidemiology and community health* 60(9): 804–810.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (1995). *Multivariate Data Analysis with readings* 4 th edition.
- LaRocque, M., Kleiman, I., & Darling, S.M. (2011). Parental Involvement: The Missing Link in School Achievement. *Preventing School Failure: Alternative Education for Children and Youth* 55(3): 115–122.
- Chang, L. (1994). A psychometric evaluation of 4-point and 6-point Likert-type scales in relation to reliability and validity. *Applied psychological measurement*, 18(3), 205-215.
- Leung, K. M., Chung, P. K., & Kim, S. (2016). Parental support of children's physical activity in Hong Kong. *European Physical Education Review* 23(2): 141-156.
- Margert O. O. (2015). Influence of parental profession on students' academic performance in financial accounting in federal government colleges North- Central geo-political Zone Nigeria. Ahmadu Bello University Zaria Nigeria.
- Mcneal, Jr, R. B. (2014). Parent Involvement, Academic Achievement and the Role of Student Attitudes and Behaviors as Mediators. *Universal Journal of Educational Research* 2(8): 564–576.
- Ogbugo-Ololube, R. (2016). impact of students' parental Background on academic achievement in secondary school in obio/ akpor LGA, River State, Nigeria. 9(2): 115–126.

- Ojimba, D. P. (2013). Home background and senior secondary students' achievement in mathematics in Rivers State, Nigeria. *Journal of Educational and Social Research* 3(2): 283-294.
- Okeke, E. A. C., Nzewi, U. M., & Njoku, Z. (2012). Tracking school age children's Education status in UNICEF A-Field states. Lagos: UNICEF.
- Ringle, C. M., Wenda, S., & Becker, J. M. (2015). *Smart PLS 3*. Bonnigstedt: Smart PLS. <http://www.smartpls.com> 21/10/2015.
- Tavakol, M. & Dennick, R. 2011. Making sense of Cronbach's alpha. *International Journal of Medical Education* 2: 53-55.
- Tenawy, Y. A. (2014). Investigating the Impacts of College Students Background Academic Performance. *international journal of computer Application* 92(9):
- Thornton, R. (2015). Parental Involvement and Academic Achievement.
- Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention and Intervention in the Community* 38(3): 183–197.