

Impacts of Learning Interest and Parental Support on Academic Performance of Secondary School Students of Islamic Studies in Lagos

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ABSTRACT

KEYWORDS:

Academic Performance,
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This study investigates the impacts of learning Interest and parental support on academic performance of secondary school students in Islamic Religious Studies in Lagos State. The study descriptive survey with the population consisting of all 68 public senior secondary schools in Lagos state Education District V and 31,703 Islamic Religious Studies Students. A Sample of 400 SS II Islamic religious studies students were selected using Krejcie and Morgan Sampling Template in 10 randomly selected schools for this study. Descriptive analysis was used to answer the research questions and lineal Regression was used to test hypotheses. The study found that the level of learning interest, parental support and academic performance were all high among senior secondary schools Islamic Studies Students in Lagos State. Also, the learning interest and parental support does not have significant influence on the Academic Performance of senior secondary schools Islamic Studies Students in Lagos State. Based on these findings, it was recommended among others that students should show high level of learning interest and commitment in the study of Islamic studies; Parents and guardians should show high level of parental support to their children, in order to reinforce learning and enhance their academic performance.

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Introduction

Education is necessary for both personal and societal growth, and it entails the transfer of values and information via teaching, learning, social integration, and cultural transmission from generation to generation (Tojimatovich, 2022). As a divine religion, Islam signifies "peace." Its basis was based on the understanding of human value and dignity, as well as knowledge of God (Allah) as a required act of devotion (Muhammad, 2018). As a result, every

Muslim, both male and female, is obligated to pursue knowledge. The first verse of the Qur'an communicated to the Noble Prophet Muhammad (Peace and blessings of Allah be upon him) in the city of Makkah in the year 610 C.E. is "Read – Iqra," which may be translated as "read, acquire knowledge," "educate oneself," and so on (Q96:1-5). According to (Aziz et al., 2021), the Al-Quran remains the primary and Holy comprehensive curriculum for all Muslims, and it is the source of all Islamic education (2018:108).

Considering that Islam emphasizes the teaching and study of beneficial information, the prophet Muhammad is reported as saying, "Even if the distance is as far as China, all Muslims should gain helpful knowledge"(Aziz et al., 2021). According to the Newman, (2020) "teaching" is described as "moral, religious, or political ideas of a particular person or group that are imparted to other people; " so "teaching" in Islam, which means "Ta'lim," represents the act of imparting religious and moral knowledge. Islamic Religious Studies (I.R.S.) was designed to be taught in schools. It is to teach Muslim students the importance of religion, human value, and the awareness of being a contributing element to nature and human growth in all aspects you will need to state or cite the objectives of teaching IRS according to the curriculum to buttress your point here. Islamic Religious Studies is one of the elective subjects in the Nigerian school curriculum, alongside Christian Religious Studies and Fine Arts (NPE, 2018). The topic has been taught and learned in various classes of secondary schools across the country since the introduction of the 6-3-3-4 educational system, which ushered in the execution of the curriculum under reference (Muhammad, 2018). However, in certain sectors, the score cards acquired in respect to this subject's enrolment and performance have been very alarming, while other assessments show a rising tendency in other regions (Abdi et al., 2018).

Researchers and educators have focused a lot of attention on the variables that affect pupils' ability to achieve academically. (Abdi et al., 2018). These researchers discovered that a number of factors help pupils' academic performance to improve. Abdi et al., (2018) discovered that age, the socioeconomic position of parents and guardians, and the number of hours per day spent studying all have a substantial impact on academic success. Similarly, Narad, (2016) also discovered that factors influencing academic performance include students learning Interest, their educational experience, and Encouragement. Academic performance has been proven to be significantly influenced by communication skills, learning environments, students learning Interest and teachers' support. The findings from the previous studies is a combination of home, school, students and teacher factors as well as environmental, personal, social, psychological and economic factors (Razak et al., 2021). Other writers have discovered that factors influencing academic achievement include age of learners, gender, Learning Interest in learning and academic reinforcement (Salman Alani & Tuama Hawas, 2021). It

should be emphasized that these results vary among nations, academic levels, and the disciplines examined.

The trend in Religious Studies (especially Islamic Religious Education) and academic performance among secondary school students appears to be changing over time. This might be in accordance with the WAEC Report (2020), which states that, in recent years, the level of accomplishment in Islamic Religious Studies among secondary school students has been promising. It is in this context that statistics from the West African Examination Council (WAEC) (2020) show that the number of candidates who enrolled in Islamic Studies, for example, has increased over time with a better percentage pass at credit level in the senior school certificate examination (SSCE). Only 31.7 percent, 33.6 percent, 32.3 percent, and 41.1 percent of students passed Islamic Religious Studies at credit level in 2017, 2018, 2019, and 2020, respectively. In a similar vein, (Muhammad, 2018) claims that research activities on achievement in Islamic Religious Studies among secondary school students revealed that there was a steady average of 2.6 percent annual decline in students A1 to C6 grade in Islamic Religious Studies at the West African school certificate examination between 2011 and 2020." The above could be as a result of some students, home, school and factors e.g Learning Interest and parental support.

Learning Interest is described as an existential situation that causes a desire for further stimulation from a specific sort of item or experience (Obinna, 2009). Learning Interest might also be based on the perceived possibility of succeeding at a certain set of tasks and the value of the outcome of succeeding (Mappadang et al., 2022). Wong and Wong, (2019), defines Learning Interest as the creation of a relationship between a person and an item. The way each individual learns is determined by their areas of Learning Interest (Wong & Wong, 2019). Some pupils, for example, want to memorize the entire subject matter while others seek meaning. Different learning preferences among students have been linked to a variety of individual variables such as motivation, curiosity, and self-perception of ability (Ezike, 2018).

The importance of Learning Interest in one's educational and personal achievement cannot be overstated. This is because one's reaction to something is mainly determined by one's Learning Interest in it. Learning Interest motivates people to take action, especially when it benefits them, resulting in the formation of a relationship between a person and an item. OMOTADE et al., (2016), defined Learning Interest as something with which one may identify one's particular well-being. A person's intrinsic feature that motivates them to action is their Learning Interest.

Learning Interest , according to Arhin and Gideon, (2020), energizes the learner's underlying wants or desires in a way that influences the cognitive, emotional, and

intentional components of individual students. For the sake of this study, Learning Interest may be defined as a momentary response to the desirability of a situation or item. This is because it has an impact on how we respond to or pay attention in class. This might be attributed to the reason that students may attend class with a certain interest in mind. It is therefore beneficial if an Islamic studies teacher (or teachers) discovers these Learning Interests and other academic achievement motivations, builds on them to improve students' academic performance in Islamic Studies.

Parental support, according to Pajarianto et al., (2020), is encouragement offered to children by their parents. The primary responsibility of parents is to give their children with the necessary pleasure by providing a home environment that encourages them to excel in their schoolwork. Attending school functions, assisting with homework, and expressing interest in what is going on at school are all examples of parental support (Silinskas & Kikas, 2019). Parents, foster the urge for accomplishment by giving support and encouragement and parental support may impact kids' academic success because parents who offer more educational options and opportunities to their children generate great motivation to accomplish (Ekinci-Vural, 2021).

Parental support, for the sake of this study, is a component of parenting that has a good or bad impact on children's success in their schooling. The bottom line is that parents have a critical influence in influencing their children's interest in and accomplishment in school. Positive parental support may result in high student accomplishment and interest, whilst poor parental support may result in low secondary school student achievement (Pajarianto et al., 2020)

A number of studies show a decline in Parental support of students' academic activities and students' achievement motivation as they progress from secondary school to university. Such studies such as Awan et al., (2011) and Bala, (2019) have often focused on the motivation has an impact on students' academic performance and learning outcomes in science-related disciplines. Majority of these studies were conducted both within and outside of Nigeria, however none were conducted in Lagos State or in the field of Religious Studies. However, many national existing research reports, such as Ihendinihu, (2013) and Razak et al., (2021) suggesting ways and means of addressing the problem of poor performance in science or even general students achievement, seem to focus more on teacher effectiveness, lack of instructional materials, and other factors, with little emphasis on parental support and achievement motivation on academic performance. Majority of researches related to this topic were on the impact of learning interest on academic performance and on achievement motivation on students' Academic performance and learning outcomes in science related

subjects among secondary school students in Nigeria. Most of these studies were done both within and outside Nigeria but none has been done in Islamic studies and none was also carried out in Lagos State of Nigeria.

Statement of the Problem

When students don't succeed academically, it may be that they lack interest in learning the particular subject, have high levels of exam anxiety, low self-esteem, antisocial behaviour, and lack of academic motivation or may be that they lack adequate parental support. If essential measures are not put in place, this academic developmental experience, when consistent, could act as a barrier in challenged students' ability to overcome their issues, necessitating this study.

Purpose of the Study

The general purpose of this study was to investigate the impacts of learning interest and parental support on academic performance of secondary school students in Islamic Religious Studies.

Specifically, this study investigated:

1. the level of Learning interest among Islamic Religious Studies Senior Secondary School Students in Lagos State.
2. the level Parental support among Islamic Religious Studies Senior Secondary School Students in Lagos State.
3. the effect of Learning interest on academic performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.
4. the effect of Parental support on academic performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

Research Questions

The following research questions were raised:

1. What is the level of Learning interest among Islamic Religious Studies Senior Secondary School Students in Lagos State?
2. What is the level Parental Support among Islamic Religious Studies Senior Secondary School Students in Lagos State?
3. What is the general level of Academic Performance among Islamic Religious Studies Senior Secondary School Students in Lagos State?

Research Hypothesis

The following Null Hypotheses were raised to be tested for this study:

Ho₁ There is no significant impact of learning interest on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

Ho₂ There is no significant impact of parental support on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

Method

This study is an investigation on the impacts of learning interest and parental support on academic performance of secondary school students in Islamic Religious Studies in Lagos State. This research was carried out in Education District V area of Lagos state. Lagos State Education District V covers five out of the 20 local governments in Lagos state (Ajeromi Ifelodun, Amuwo Odofin, Apapa, Badagry, and Ojo, Local government respectively). The population consists of all the 27,703 Islamic Religious Studies Students available in all the 68 Public Senior Secondary Schools in Lagos State Education District V out of which a sample 10 senior secondary schools were selected using simple random sampling technique and 400 respondents were selected using Krejcie and Morgan Sampling Template.

Table 1. Selected Schools and number of respondents for the study

<i>Sn</i>	<i>Local Government</i>	<i>Name of School</i>	<i>Sample Taken</i>
1	Ajeromi Ifelodun	<i>Awodi-Ora Senior Secondary School</i>	40
		Ajeromi Ifelodun Senior High School	40
2	Amuwo Odofin Local Government	Festac Senior High School	40
		Amuwo Odofin Community Senior Secondary School	40
3	Apapa Local Government	<i>Randle Senior Secondary School</i>	40
		Brightland College	40
4	Badagry Local Government	Badagry Senior Grammar School	40
		Araromi Ilogbo Senior Secondary School, Oko Afo	40
5	Ojo Local Government	Ojo Senior High School	40
		<i>Oto Awori Senior Secondary School</i>	40

The instruments used for collection of data were promotional Islamic Studies Examination results (scores) of the students which was gotten from the schools authorities in the selected schools and used as data for measuring the academic performance of Islamic studies students and An adapted questionnaire titled “Questionnaire on learning interest and parental support on Academic performance of Islamic Religious Studies Students (QLIPSAPIRS). In answering the research questions, descriptive statistics were used to explain pattern of responses while the Linear Regression Statistic formula was used to test the hypotheses at 0.05 level of significance through the SPSS version 23 package. The students’ responses for the study were

obtained through physical distribution and retrieval at the selected schools immediately after the respondents responds to it and scores of the each student were immediately written on the questionnaire to ensure proper documentation. This activity was carried out with the help of a research assistant and explanations was offered to the respondents where necessary.

Results and Discussion

Answering Research Questions

Research Question 1: What is the level of learning interest among Islamic Religious Studies Senior Secondary School Students in Lagos State?

To answer this research question on the level of learning interest among Islamic Religious Studies Senior Secondary School Students in Lagos State, the analysis was subjected to statistics with the mean of 20.18 and a minimum and maximum of 10 and 24 were obtained respectively. The level of learning interest was categorized into two, with scores ranging from 7-14 as Low and 15-28 as high respectively.

Table 2. Frequency and Percentage of level of Learning Interest among Islamic Religious Studies Senior Secondary School Students in Lagos State

		<i>Learning Interest Level</i>	
		Frequency	Percent
Valid	LOW	30	7.7
	HIGH	362	92.3
	Total	392	100.0

Table 2 shows that the level of learning interest among Islamic Religious Studies Senior Secondary school students in Lagos State is high as 92.3% of the respondents have high learning interest.

Research Question 2: What is the level of parental support among Islamic Religious Studies Senior Secondary School Students in Lagos State?

To answer this research question on the level of parental support among Islamic Religious Studies Senior Secondary School Students in Lagos State, the analysis was subjected to statistics with the mean of 20.18 and a minimum and maximum of 10 and 24 were obtained respectively. The level of Parental support was categorized into two with, with scores ranging from 7-14 as Low and 15-28 as high respectively. Table 2 shows that the level of Parental Support among Islamic Religious Studies Senior Secondary school students in Lagos State is High as 93.9% of the respondents have high Parental support.

Research Question 3: What is the general level of Academic Performance among Islamic Religious Studies Senior Secondary School Students in Lagos State?

To answer this research question on the level of Academic Performance among Islamic Religious Studies Senior Secondary School Students in Lagos State, the analysis was subjected

to the grading policy of the Lagos state Government, in alliance with the Federal government rule on 50% and above as pass mark for secondary school subjects. It is the policy of the Lagos state Ministry of Education to only consider students with a (50%) pass mark in their examined subject to have passed the subject. The level of Academic Performance was categorized into five in this study, with scores ranging from 0-49 as Low and 50 above as high respectively.

Table 3. Frequency and Percentage of level of parental support among Islamic Religious Studies Senior Secondary School Students in Lagos State

<i>Level of Parental Support</i>			
		Frequency	Percent
Valid	LOW	24	6.1
	HIGH	368	93.9
	Total	392	100.0

Table 4. Frequency and Percentage of level of Academic Performance among Islamic Religious Studies Senior Secondary School Students in Lagos State

<i>Level of Academic Performance</i>			
		Frequency	Percent
Valid	0-44	74	18.9
	45-49	92	23.5
	50-59	92	23.5
	60-69	65	16.6
	70 ABOVE	69	17.6
	Total	392	100.0

Table 4 shows that the level of academic performance among Islamic Religious Studies Senior Secondary school students in Lagos State is High as a combine percentage of 87.7% of the respondents have high Academic Performance.

Testing of Hypotheses

H₀₁ There is no significant effect of learning interest on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

This hypothesis was tested using Linear Regression at $p < 0.05$ significance. The result is shown in tables 5 below. From Table 5, analysis revealed that Sig value of .606 which is greater than the 0.05 alpha level of significance, therefore, hypothesis one is not rejected. In view of this, it means learning interest does not have significant influence on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

H₀₂ There is no significant impact of parental support on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State.

This hypothesis was tested using Linear Regression at $p < 0.05$ significance. The result is shown in tables 6.

Table 5. Linear Regression Statistics on effect of learning interest on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.078	3.995		12.787	.000
	Learning Interest	.101	.195	.026	.516	.606

a. Dependent Variable: Academic Performance

Table 6. Linear Regression Statistics on impact of Parental support on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.011	3.967		14.371	.000
	Parental Support	-.193	.194	-.050	-.992	.322

a. Dependent Variable: Academic Performance

From Table 6, analysis revealed that Sig value of .322 which is greater than the 0.05 alpha level of significance, therefore, hypothesis one is not rejected. In view of this, it means 'Parental Support does not have significant influence on Academic Performance of Islamic Religious Studies Senior Secondary School Students in Lagos State'. This is corroborated by the R-value -.050 which shows the degree of influence to be very insignificant.

Discussion of Findings

This study's primary objective was to look into impacts of learning interest and parental support on the academic performance of Islamic studies senior secondary school students in Lagos state. This study also revealed that the level of learning interest of senior secondary school Islamic studies students in Lagos state is high. This finding is in tune with that of Mappadang et al., (2022) which shows that learning interest is usually high for learners in primary and secondary schools. Finding of Ezike, (2018) on level of learning interest for secondary school student is contrary to this study as he found that the level of learning interest for secondary school students is low. This suffices to say that the level of learning interest for students could vary depending on the environment or socio-economic background.

This report shows that learning Interest does not have significant effect on academic performance of Students in Islamic Studies in Lagos State. The findings of this study are in consonance with the study of (OMOTADE et al., 2016) in their study on Competence, Achievement Motivation and Interest, found that though, there's a relationship between

interest and academic performance of students, however, interest is not a predictor of students' academic performance. This is in disagreement with the findings of the findings of Arhin and Gideon, (2020) on Effect of two forms of Interest Adjuncts on students' performance. Arhin and Gideon, (2020) study revealed that which shows that students interest in a particular subject usually determine their success in the subject.

The study also revealed that the level parental support for senior secondary school Islamic studies students in Lagos state is high. This finding is in tune with that of (Shahzad et al., 2020) which shows that parental support is usually high for learners in primary and secondary schools in Islamabad. Finding of (Silinskas & Kikas, 2019) on level of parental support for secondary school student is contrary to this study as they found that the level of parental support for secondary school students in Kwabre East Municipal is low. This suffices to say that the level of parental support for students could vary depending on the environment or socio-economic background.

The study's results also revealed that the level of achievement motivation and that of academic performance among senior secondary school Islamic studies students is also high. This is related to the findings of (Erlinda, 2016) which revealed that the level of both achievement motivation and academic performance among seventh semester English students is High. This is contrary to the finding of (Peralta-argomeda et al., 2016) which revealed that the level of achievement motivation and academic performance among university students in East China is low. By the findings, it could be noted that the level of achievement motivation and academic performance can be influenced by factors such as the level of education, class and subject matter.

Among the findings of this study is that Parental support does not influence academic performance of senior secondary schools Islamic Studies Students in Lagos State. The findings of this research are in agreement with the findings of (Wong Siew Yieng et al., 2020) research found that, despite the good effects of family relationships on secondary school, academic achievement among students is not sufficiently explained by them. The variations in academic performance metrics and the diverse nature of parental support have undoubtedly all contributed to the anomalies. According to the students' perspective in their study, parents' support is crucial for students' success in higher education.

The result for parental support on academic performance in this study is contrary to the finding of (Shahzad et al., 2020) on effects of parental support on students' academic achievement in Islamabad were the focus of their study, which used a quantitative research methodology and a sample size of 60 participants but was only available from schools in Islamabad. According to the findings of their study, parental support in academic activities and

support for their children's education are significantly correlated with students' academic progress. Students who had parents who were more involved in their children's education performed better academically than those whose parents were less supportive.

Conclusion

This study investigates the impacts of learning interest and parental support on academic of Islamic Religious Studies senior secondary school students in Lagos state. The findings from the study revealed that learning interest and parental support do not have significant impact on the academic performance of Islamic Religious Studies senior secondary school students in Lagos state. This research also brings out several suggestions. These suggestions are based on the following research findings: 1) Learners should show high level of learning interest in their study of Islamic studies; 2) Parents and guardians should show high level of parental support for their children; 3) Islamic studies Teachers should encourage their students by finding out areas of and reasons for poor performance; and 4) Counsellors and school psychologists should always interact with their students so as to find out areas and reasons for poor performance.

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Declarations

- Author contribution** : Yahya Isiaq was responsible for the initiating the research project. He also led the writing of the manuscript and the collaboration with the Sanni H.M who is the third author. Dr Shogbesan Y.O and Zakariyah M.P participated in the data collection, transcription and analysis. They also revised the manuscript. Both authors approved the final manuscript.
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