

# **Influence of Parental Involvement on Performance of Students in Arabic Studies in Selected Secondary Schools in North Central Part of Nigeria**

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## **Abstract**

*The extent to which the objectives of Arabic Studies have been met is determined greatly by a number of factors which include parental involvement. Understanding what, why, and how parental involvement affects the students' performance in Arabic language is paramount at any level including the secondary level. This study was thus carried out to determine the influence of parental involvement on academic performance of students of Arabic studies in North Central. Descriptive research design was adopted for this research. Purposive random sampling technique was used to select 25 parents from each of the five selected schools. Two research questions were raised and answered. Self-made questionnaire was used to collect relevant data. Data collected was analyzed using descriptive statistics of simple percentage, frequency count, mean and standard deviation. Results revealed that parental involvement significantly influences academic performance of students of Arabic studies. It was recommended that parents and learners should be educated to recognize the significance of parental involvement on overall academic performance of the learners.*

**Key Words:** Arabic Studies, Parental Involvement, Academic Performance

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## **Introduction**

Arabic language had been misunderstood by some Nigerians, Muslims inclusive. They regard it as a mere spiritual and have been made to believe that a Muslim only needs to learn how to read the holy Qur'an without necessarily having to understand its meaning. Meanwhile, belief of most Nigerians is that if you are not a Muslim, you have no business with Arabic language. It is because of this misconception that little or no attention is paid to Arabic. Folorunsho, (2009) revealed that Arabic language is misconstrued in Nigeria and this misunderstanding led them to pay little or no attention to it in the educational system. Apparently, if objectives of teaching and learning Arabic language at all levels of Nigerian educational system can be achieved, a number of factors which include parental involvement among others, would have to serve as great determinants for that.

Without doubt, better performance of students in their subjects plays an important role in producing high quality scholars. Olufemi, & Oyediran (2018) submitted that students' academic performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country's economic and social development. Further still, with the influence of parental involvement, will the students learning Arabic language in North Central part

of Nigeria be adequately exposed to the relevance of Arabic language to them, and roles it plays in the historical, economic, political, diplomatic, educational, religious and socio-cultural development of the country at large? Having being exposed to this reality will there be any improvement on their performance?

This research work attempted to investigate the influence of parental involvement on students' performance in Arabic studies in selected secondary schools in North Central part of Nigeria.

### **Statement of the Problem**

The significant influence that parental involvement has on the academic performance of secondary school students generally cannot be over emphasized. However, the performance of students in Arabic studies has continued to decline when compared with other subjects being taught in secondary schools. The interest to offer it has also continued to decline. The research hereby proposed to determine how parental involvement can be positively harnessed to enable students of Arabic studies develop more interest and perform better in the subject, so as to use it to contribute meaningfully to the historical, economic, political, diplomatic, educational, religious and socio-cultural development of the country.

### **Objectives of the Study**

The main purpose of this proposal is to determine what influence parental involvement has on performance of students in Arabic studies in some selected secondary schools in North Central part of Nigeria. Specific objectives will be to determine:

1. The extent of influence of parental involvement on the performance of students in Arabic studies
2. The specific areas of parental involvement which has strong influence on boosting the interests of their children to offer Arabic studies.

### **Scope of the Study**

The conceptual scope of this study covered the influence of parental involvement on academic performance of secondary school Arabic students. The geographical scope covered the following schools:

Kogi State College of Arabic and Islamic Studies, Checkpoint, Kwara State, College of Arabic and Islamic Studies, Jebba, Crescent Pearls Leadership Academy, Mbor, Abuja, El-Amin International College, Minna, and Al-Bayan Islamic Secondary School, Dogon-Dutse, Jos. All in North Central.

### **Research Questions**

The following research questions were raised and answered for this study:

1. What are some of the specific activities parents are involved in, which influence the academic performance of their children and wards in Arabic studies.
2. Is parental economic status and familiarity with the Arabic language's values, among the factors which determine the extent of the influence of parental involvement on academic performance of Arabic learners.

## Literature

Arabic as a medium of instruction in formal education, most especially, in the Northern Nigeria plays very significant roles in the areas such as social, political, economic, and cultural language. (Abdullah, et al 2015). Northern Nigeria would have reached the level attained by the Arabized North African countries in their educational development, if chance had been accorded them to continue their educational pursuit with Arabic medium. Arabic schools have continued to spring up and compete favourably with western oriented schools, this is because the average Nigerian Muslims, both in the North and South preferred learning Arabic language, if not for any other purposes, the religious, historical and economic reasons are enough. Arabic is the only semantic language that gallantly stands the test of time, gains a wide range of currency and leaves an indelible mark on the course of world history, culture, civilization and science. It is the richest when compared to others in terms of vocabulary repertoires, syntactic analysis and elaborate verbal forms. (Hitti, 1976).

Oladosu, (2007) explains further that Arabic language has succeeded in bringing out the potentialities of the semantic family of speech to a higher degree of development than any of its cognates most of which are dead or quasi-dead. It is the most widely used semantic tongue. It is on record that the west was able to recover major tests of Greek philosophy through their Arabic versions that were translated into Latin together with the summaries, commentaries and independent works of Arabic philosophy. (Hourain, 1976). Also not farfetched, that Arabic has been used to write scientific treatises like chemistry, alchemy, algebra, physics, medicine, astronomy, geography, optics and mathematics. (Sebra, 1976).

It is noteworthy that many problems have beleaguered the performance of students who offer Arabic studies in Nigerian schools. The problems are not peculiar to a particular level or stage of our educational system but to all the levels, from primary up to tertiary. One of the problems if not the major amongst others is non-involvement of parents in the process which is contrary to their attitude towards other subjects such as English language, Mathematics, Civic education, etc. (Folorunsho, 2009) buttressed. The extent to which the objectives of Arabic Studies have been met, is determined greatly by a number of factors which includes parental involvement. Understanding what, why, and how parental involvement affects the students' performance in Arabic Studies is paramount at any level including the secondary level, inasmuch as it is established that, generally, parents have crucial roles to play in the academic performance of their children. However, Muslim parents have in most cases not done meaningfully well in influencing their children to develop interest for Arabic studies. This might be the result of their poor orientation regarding the relevance of Arabic language in the lives of some human beings irrespective of religious affiliation. Meanwhile, belief of most Nigerians is that if you are not a Muslim, you have no business with Arabic language. It was found that because of this misconception, little or no attention is paid to Arabic studies by some parents. Generally, performance of students in their studies matters most. Mahajan and Singh (2021) submitted that academic performance has been considered a significant factor in life and it is one of the most important goals to be achieved by all learners.

## Methodology

### Research Design

The descriptive research design will be adopted for this research. By its nature the research will be a fact-finding attempt to describe, analyse and interpret a survey of opinion on how parental

involvement determines the performance of students in Arabic studies. This will help to precisely describe how parental involvement affects the performance of students in Arabic studies.

### Study Population

The study population comprised all the parents of students offering Arabic studies from Kogi State College of Arabic and Islamic Studies, Checkpoint, Kwara State, College of Arabic and Islamic Studies, Jebba, Crescent Pearls Leadership Academy, Mbor, Abuja, El-Amin International College, Minna, and Al-Bayan Islamic Secondary School, Dogon-Dutse, Jos.

### Sample and Sampling Techniques

Purposive random sampling technique was used to select twenty five (25) parents from each of the selected secondary schools to make a sample of one hundred and twenty five (125).

### Research Instrument

Research instrument was a self-structured questionnaire with twenty items. It was named Parental Involvement in Arabic Students' Performance Questionnaire (PIASPQ). It was divided in sections A and B. Section A captured the demographic data of respondents while section B comprised question items that were rated on a 4-Likert scale.

### Reliability and Validity of Instrument

The research instrument was subjected to reliability and validity test by professionals in the field of test and measurement before it was administered.

### Method of Data Analysis

Data collected was recorded and analysed using descriptive statistics of simple percentage, frequency count, mean and standard deviation. The results of the study are therefore, presented in accordance with the formulated research questions.

## Results

### Section A: Demographic Data of Respondents

#### Age of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 25 to 35years	57	45.6	45.6	45.6
36 to 45 years	46	36.8	36.8	82.4
46 years and above	22	17.6	17.6	100.0
Total	125	100.0	100.0	

Ages of the respondents are shown in the above frequency distribution table. Participants between ages of 25 – 35 were 57 (45.6%) in number, those between the ages of 36 – 45 were 46 (36.8%), while those in ages of 46 years and above were 22 (17.6%).

### Gender of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	55	44.0	44.0	44.0
female	70	56.0	56.0	100.0
Total	125	100.0	100.0	

Above is the table of frequency distribution of respondents based on gender, it was revealed that 55 which represented 44.0% were male, while 70 which represented 56.0% were female. Female participants were the majority.

### Occupation of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid civil servant	46	36.8	36.8	36.8
self employed	47	37.6	37.6	74.4
Others	32	25.6	25.6	100.0
Total	125	100.0	100.0	

The table reveals the distribution of respondents based on occupation. 46 which represented 36.8% of the respondents were civil servants, 47 that represented 37.6% were self employed, while 32 that represented 25.6% had other occupation.

**Research Question 1:** To what length does parental involvement influence secondary school students' academic performances.

#### 1. When parents ensure that a child's Arabic assignments are always done properly, that will boost the child's performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	4.0	4.0	4.0
Agree	50	40.0	40.0	44.0
strongly agree	70	56.0	56.0	100.0
Total	125	100.0	100.0	

#### 2. Children learning Arabic will perform well if parents provide learning materials

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	3.2	3.2	3.2
Agree	55	44.0	44.0	47.2
strongly agree	66	52.8	52.8	100.0
Total	125	100.0	100.0	

**3. Arabic students do better academically when parents discuss with them about their lessons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	2.4	2.4	2.4
Agree	52	41.6	41.6	44.0
strongly agree	70	56.0	56.0	100.0
Total	125	100.0	100.0	

**4. Sponsoring extra Arabic classes by parents, would certainly enable the children to perform better**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	.8	.8	.8
Agree	69	55.2	55.2	56.0
strongly agree	55	44.0	44.0	100.0
Total	125	100.0	100.0	

**5. Provision of all required Arabic textbooks and notebooks by parents, will aid children to perform better**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	.8	.8	.8
Disagree	6	4.8	4.8	5.6
Agree	56	44.8	44.8	50.4
strongly agree	62	49.6	49.6	100.0
Total	125	100.0	100.0	

**6. A child whose parents ensure that he/she is well fed would perform adequately better**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	1.6	1.6	1.6
Disagree	8	6.4	6.4	8.0
Agree	71	56.8	56.8	64.8
strongly agree	44	35.2	35.2	100.0
Total	125	100.0	100.0	

**7. When parents attend PTA meetings, they would be equipped with prompt information that will help on performance of their children**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	9	7.2	7.2	7.2
Agree	60	48.0	48.0	55.2
strongly agree	56	44.8	44.8	100.0
Total	125	100.0	100.0	

**8. When parents pay fees of their children on time, children can conveniently do better**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	2.4	2.4	2.4
Disagree	9	7.2	7.2	9.6
Agree	64	51.2	51.2	60.8
strongly agree	49	39.2	39.2	100.0
Total	125	100.0	100.0	

**9. If parents offer their children words of encouragement, they would improve.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	1.6	1.6	1.6
Disagree	2	1.6	1.6	3.2
Agree	53	42.4	42.4	45.6
strongly agree	68	54.4	54.4	100.0
Total	125	100.0	100.0	

**10. Children can be convinced to perform well in Arabic if they are informed on its roles on development**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	.8	.8	.8
Disagree	4	3.2	3.2	4.0
Agree	49	39.2	39.2	43.2
strongly agree	71	56.8	56.8	100.0
Total	125	100.0	100.0	

**Research Question 2:** Is parental economic status and familiarity with the Arabic language's values, part of the factors that dictate the extent of influence of parental involvement on performance of secondary school students in Arabic studies.

**11. Level of parents' familiarity with Arabic can determine child's performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	12	9.6	9.6	9.6
Agree	75	60.0	60.0	69.6
strongly agree	38	30.4	30.4	100.0
Total	125	100.0	100.0	

**12. The school fees of the children are more likely paid in time by parents who are self employed**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	26	20.8	20.8	20.8
Agree	64	51.2	51.2	72.0
strongly agree	35	28.0	28.0	100.0
Total	125	100.0	100.0	

**13. The level of parents' income directly affects the Arabic studies students**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	9	7.2	7.2	7.2
Disagree	10	8.0	8.0	15.2
Agree	62	49.6	49.6	64.8
strongly agree	44	35.2	35.2	100.0
Total	125	100.0	100.0	

**14. Parents who are civil servants are more likely to sponsor children to extra Arabic classes**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	5	4.0	4.0	4.0
Disagree	13	10.4	10.4	14.4
Agree	63	50.4	50.4	64.8
strongly agree	44	35.2	35.2	100.0
Total	125	100.0	100.0	



**16. Self-employed parents buy all required books for better performance of their children**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	1	.8	.8	.8
Disagree	24	19.2	19.2	20.0
Agree	58	46.4	46.4	66.4
strongly agree	42	33.6	33.6	100.0
Total	125	100.0	100.0	

**17. The level of parents' income directly affects how well a student is fed**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	2.4	2.4	2.4
Disagree	13	10.4	10.4	12.8
Agree	66	52.8	52.8	65.6
strongly agree	43	34.4	34.4	100.0
Total	125	100.0	100.0	

**18. Parents paying PTA levies are always encouraged to attend PTA meetings**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	6	4.8	4.8	4.8
Disagree	16	12.8	12.8	17.6
Agree	61	48.8	48.8	66.4
strongly agree	42	33.6	33.6	100.0
Total	125	100.0	100.0	

**19. Working class parents always find time to check on performance of their children in Arabic lessons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	2.4	2.4	2.4
Disagree	13	10.4	10.5	12.9
Agree	54	43.2	43.5	56.5
strongly agree	54	43.2	43.5	100.0
Total	124	99.2	100.0	
Missing System	1	.8		
Total	125	100.0		

**20. The children of supportive parents are more courageous than others' in Arabic lesson**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	.8	.8	.8
Agree	56	44.8	44.8	45.6
strongly agree	68	54.4	54.4	100.0
Total	125	100.0	100.0	

**Summary Statistics for Overall responses on the Likert Scale Questions**

Corresponding question numbers	Mean	Std deviation	Total sample
Q_1	3.66	0.57	125
Q_2	3.52	0.58	125
Q_3	3.50	0.56	125
Q_4	3.54	0.55	125
Q_5	3.43	0.51	125
Q_6	3.43	0.63	125
Q_7	3.26	0.65	125
Q_8	3.38	0.62	125
Q_9	3.27	0.70	125
Q_10	3.50	0.62	125
Q_11	3.52	0.60	125
Q_12	3.21	0.60	125
Q_13	3.07	0.70	125
Q_14	3.13	0.84	125
Q_15	3.17	0.77	125

Q 16	3.13	0.74	125
Q 17	3.19	0.72	125
Q 18	3.11	0.81	125
Q 19	3.28	0.75	125
Q 20	3.54	0.52	125

All tables above revealed that all the question items received positive responses.

All the items presented on the tables above are positive items and were rated as follows: Strongly agree (SA), Agree (A), Disagree (D) and Strongly disagree (SD). The appropriate judgement delivered on each item was determined based on the mean value of participants' responses.

### **Discussion:**

Two research questions were raised to examine the influence of parental involvement on academic performance of students of Arabic studies in selected five schools in North Central part of Nigeria. Results of research question one revealed that the majority of participants agreed to positive items regarding the various types of ways in which parents of Arabic students get involved in the education of their children. For instance, they agreed to the statement that when parents help with child's assignment the child will perform well at school. Also, they agreed that children will perform well at Arabic lessons when parents discuss values and roles of the language on development of the country with them. More so, the items that explored the moral involvement of the parents were also positively agreed with. All these are indications that activities which connote parental involvement will to a large extent influence the academic performance of children learning Arabic. This result is in line with that of Balogun (2023) who investigated influence of parental involvement on academic performance of learners with hearing impairment in selected schools in Kogi State, Nigeria. Data collected from 100 participants revealed that parental socio-economic status influences parental involvement. Moreover, parental involvement will significantly influence academic performance of learners with hearing impairment. It was established in his findings that parental involvement is a potent tool that can either make or mar the academic performance of learners with hearing impairment. This reveals that consequently, lack of parental involvement was negatively associated with the academic performance of learners. However, the results of research question two revealed that parents' socio-economic status as reflected in the level of education, source of income and support provided by parents will go a long way in positively influencing the academic performance of children learning Arabic. This submission is supported by Eamon (2005) who remarked that research had established it that supportive and attentive parents would surely affect academic achievement of their children positively.

### **Conclusion**

The central focal point of this study was to investigate the influence of parental involvement on academic performance of students of Arabic studies in selected five schools in North Central part of Nigeria. It was found that parental socio-economic status, their level of familiarity with the value and roles played by Arabic on development of the country and readiness to discuss with their children influences parental involvement. Indeed, parental involvement will significantly influence academic performance of students of Arabic. These findings are supported by what had been observed in previous studies. In conclusion, the finding of this study infers that, parental

involvement is a potent tool that can either make or mar the academic performance of Arabic students in secondary schools.

### **Recommendations**

The following are recommended as a result of the findings of this study: Parents, teachers and students of Arabic should be educated and enlightened so that they can recognize the significance of parental involvement in order to achieve overall better performance. Parents and Arabic language teachers should cooperate well, this may be possible using the Parents Teachers Association (PTA) forum, so as to forge the way forward for improved performance for the students of Arabic. Parents should take up active roles in educating their children who are leaning Arabic through the provision of constant support and care needed for enhanced academic performance. Government should organize seminars, workshops and conferences which showcase the pivotal role of parents in ensuring maximum development of students generally and that of Arabic learners specifically.

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