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**FAMILY TYPES AND UPPER BASIC SCHOOL STUDENTS' PERFORMANCE IN ISLAMIC STUDIES, IN ADAMAWA STATE, NIGERIA**

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**Abstract**

*This study investigated the influence of family types (monogamous and polygamous) on Upper Basic School Students' Academic Performance in Islamic Studies in Adamawa State, Nigeria. Descriptive research of correlational type was employed. The population for this study comprised all the students of Islamic Studies in the Upper-Basic Schools in Adamawa State. The target population consisted of all the Upper-Basic School III students of Islamic Studies in the State. The sampled size comprised 1,110 students drawn from 436 Upper-Basic Schools in the three Senatorial Districts of Adamawa State. One research question was raised and answered. One hypothesis was postulated and tested. The instruments used for data collection are Family Types Questionnaire (FTQ) and a Researcher-designed Proforma (RDP). It was assumed that the Upper Basic Examination which yielded the students' performance had been validated by the Ministry of Education. The reliability of the instrument was ascertained through test re-test method and reliability index of 0.86 was obtained. Percentage indices was used to answer research question raised while Chi-square statistics was used to test the only hypothesis at 0.05 level of significance. The findings of the study showed that: Six hundred and eighty-eight, 688 (61.98%) of the study sample were within the low-level academic performance while four hundred and twenty-two 422 (38.02%) were within the high level of academic performance. The Study concluded among others that that there was significant difference in the academic performance of Upper Basic School Students in Islamic Studies in Adamawa State based on family types. It was therefore, recommended among others that all students, irrespective of their family types, should be encouraged to work harder in their performance.*

**Keywords:** Family types, Monogamous, Polygamous, Academic performance, Students

**Introduction**

The word family derives from Latin word '*familiare*' which refers to a special collection of people who share a close relationship. A Family is an important concept that has been discussed and studied frequently, especially in the realm of education and sociology. It serves as a microcosm of the society at large. It is also the basic unit of the society which got its legitimacy from time immemorial (Adeyemo, 2006). A family is an essential social institution, saddled with

responsibilities of grooming the young ones. It is an important unit of a society with typical affection, personal loyalty and close relationship among its members. A child becomes humane and moves from primitive biogenetic instincts to learn social responses from the family. He/she learns the rudiments of social interactions and role behaviours from the immediate family (Bello, 2010). A family continues to give its financial, moral, spiritual and educational support to the child at different times and levels with immeasurable opportunities throughout his/her childhood period (Onongha, 2015). It is the family that first exposes the child to the norms and ethics of the prevailing culture. It is the specialized agency for imparting affection, ensuring the child's emotional stability, mental balance, educational achievement and above all successful life (Chandler, 2002). Despite the varying lifestyles and ever-increasing personal mobility that characterize modern societies, the institution of family still remains the fundamental component of the contemporary life. The family still offers companionship, security, development and safeguards its members (Bello, 2004). Therefore, a family is of primary importance for the function it performs in the procreation and rearing of children (Yusuf, 2008).

The family, among others, influence the child's academic performance and prepares him/her for unavoidable challenges of life (Daramola, 1990). The success or otherwise of the child depends principally and exclusively on his/her family orientation and background (Adeyemo, 2006). The pattern of grooming received by the child from his/her family, suggests, to some extent, how he/she relates in the environment and go a long way to predict the quality of his/her survival. Though, there are other means of socialization, the family is of paramount importance in the up-bringing of the child. Throughout the ages, values have been acknowledged as the basic source of morality, emotional balance, mental ability and academic performance. Indeed, they permit strong measures against any conduct or tradition that contravenes them (Adenike, 2013).

Family is a common institution that its' composition or types differ from one society to another. The categorization of the family is usually constructed based on organization of the society (nuclear and joint), forms of marriage (monogamous or polygamous), authority (matriarchal or patriarchal) and residence etc. Structurally, a family can be monogamous or polygamous. Monogamy is a practice a man marrying only wife at a time (Igvesi, 2003). On the other hand, polygamy is a family of one husband married to several wives or a marital relationship involving multiple husbands or wives (Adesina, 2004). Today, a polygamous family almost exclusively takes the form of one husband with multiple wives. Adeyemo (2006), Grithe (2004) and Igvesi (2003) confirmed that several studies carried out in different countries in the Middle East and Africa indicate that children of polygamous families suffer emotional, behavioural and physical problems, negative self-concept, low school achievement and greater difficulties in social adjustment than children of monogamous families. Dragon, Jenjetovic, Dusica and Malinic (2003) maintained that in a monogamous family both parents show active interest in what their child is doing at school. They also encourage reading habits and this enables him/her to have obvious advantage over his/her peers from polygamous families.

Several studies have shown that children from polygamous families may be at a greater risk of several harmful effects such as higher incident of marital conflict, family violence and family trouble than those children from monogamous families (LaRocque, Kleiman & Darling (2011). Yusuf (2008) compared the learning performance, social adjustment and family conflict among 146 Bedouin-Arab students from monogamous and polygamous families. The result revealed that children from monogamous families had higher levels of learning performance and

they adjusted better to the school framework. Zellman and Waterman (2006) conducted a study on the effect of polygamy on women and the family. The findings revealed differences between women in monogamous and polygamous marriages. Women in polygamous marriages showed significantly higher psychological distress and higher level of phobia and emotional troubles. They also have more problems in family functioning, mental relationship and life satisfaction which as well affect their children's academic performance because in such a situation of psychological distortion, supporting the child in school activities is difficult.

Onongha (2015) conducted research on polygamous and monogamous family life. The result showed that stress, quarrels and neglect are the norms in polygamous families. These effects are on the children of first wives because they are likely to be neglected by their fathers, specifically if he has more than two wives or more than 10 children. Students from monogamous families have more time for their studies in most cases because there are less people to send them on errands. The reverse is the case in polygamous families where children tend to be social deviants due to lack of adequate supervision and parental care, since there are more people in the polygamous families. Several reasons account for the problems faced by children from a polygamous family. The problems include, but not limited to lack of support from the immediate family due to the large family size and lack of enough time to attend to the needs of the family members. Children from a polygamous family are academically disadvantaged unlike their counterparts from a monogamous family. The various problems associated with a polygamous home affect the family's moral stability, mental balance, spiritual growth, social development and academic performance as revealed by the above literatures.

Family educational background is another factor influencing students' performance. There is an affirmative connection linking school academic performance of students with their family educational status. The educational level of the family determines the performance of the child in most cases (LaRocque, Kleiman, & Darling, 2011). The higher the educational level of a family, the higher the performance of their children, and the lower the educational status of a family, the lower the performance of their children (Omogbe & Olanike, 2010). Agudelo (2000) confirmed that students whose parents have high level of education show more positive perceptions or attitudes towards physical science than those whose parents have lower level of education. They therefore, concluded that parents with higher level of education verbally encourage their children to do well in school and give the children rewards or punishments based on grades. LaRocque, Kleiman and Darling (2011) affirmed that most academically successful students have grown up in a vocabulary rich environment. Students in the company of adults who talk to them frequently have tremendous advantages, learning to read over children who hear fewer words. On the other hand, the non-educated families which may fall into low socio-economic status may not be able to buy these items for their children and may not be able to guide the children on their school assignments and homework. This could put the children at a disadvantage compared to their counterparts from educated families (Omogbe & Olanike 2010).

Islamic Studies is offered as an academic subject at all levels of the Nigerian educational institutions, including the Upper-Basic schools. Islamic studies, as one of the religious studies in the Upper-Basic schools, has objectives which include, but not limited to stimulate man/woman to preside over him/herself and to be morally upright in the society (Al-Attas, 2011). Similarly, Oladosu (2010) asserted that Islamic Studies helps an individual to have a balanced growth, virtuous and attain self-purification.

According to Omoregbe and Olanike (2010) academic performance is determined by evaluating the learning outcome of a student, whether or not he/she is able to remember what is learnt. This is done through assessment or test. If he/she is able to do well, that means, a good academic performance, if otherwise, measures would be taken to correct the failure. Academic performance is a display of knowledge and skills acquired in school subjects. Such performance is indicated by students' scores in class assessment as obtained in school records (Hess, 1998). Such scores obtained in a given task describe what performance is all about. On the other hand, academic performance is concerned with already recorded scores of students in a test or examination. Nevertheless, the two measure the level of academic attainment. Meanwhile, performance may be high, average or low depending on the categorization of scores (Abiri, 2007). Furthermore, achievement tests and examinations were designed to measure how much an individual has accomplished on a course of instruction or training (Abiri, 2007); most school tests and examinations are achievement test and examination, because they assess the level of attainment in particular subject such as Islamic Studies. However, among all other family factors influencing children educational attainment in the society, monogamous and polygamous family types appear to have monumental influence on students' capability to excel in all sphere of life and at the same provide them with lifelong learning and this has been the focus of this study.

It is awfully disturbing to parents, educators, the public and government to note the poor academic performance of students in Upper-Basic Schools is on increase (Adesemowo (2005). For some years now, the results of Upper-Basic Schools (formally Junior Secondary School JSS) Certificate Examinations, especially, in Islamic Studies, in Adamawa State, have not been encouraging at all (Statistic Records, Adamawa State Post Primary School Management Board, Yola). It is disheartening to note that out of 1,703 students that sat for Islamic Studies examination in 2018, only 103 (6.0%) had distinction; 161 (9.5%) had upper credit; 255 (15.0%) had lower credit; 360 (21.1%) had pass while 824 (48.4%) failed. In 2008, 43,245 wrote the examinations. Out of this number, 692 (1.6%) had distinction; while 13,622 (31.5%) failed. In 2009, 15,214 (34.1%) failed out of 44,615. (Statistic Records, Adamawa State Post Primary School Management Board, Yola). The performance of students in the remaining years was not in any way better than the one reported above. Family related factors may have been part of the several factors responsible for the poor performance of students either directly or indirectly. It is against this backdrop that the researcher considered it necessary to investigate the family types (Monogamous and Polygamous) in Upper-Basic Schools students in Islamic Studies in Adamawa State, Nigeria.

There have been several research works on the family types on different aspects of students' life. For example, Onongha, (2015) investigated influence of family types (monogamous and polygamous families) on students' academic performance in River State. Also, Balogun (2010) researched on family variables, gender and career aspirations of secondary school students in Kwara State. Similarly, Bello (2010) researched on the effects of family structures and gender on the academic performance of Nigerian university students. Adenike (2013) conducted a study on the effects of family types on students' academic achievement in Nigeria. The above researchers focused either on students' aspirations or comparative achievement of students or gender differences. The available literature shows that none of the above cited studies were conducted on the family type and students' academic performance in Adamawa State, Nigeria. It was against this background that this study was carried out to fill the gap in previous researches

by investigating the influence of family types and Upper Basic School Students' Academic Performance in Islamic Studies Students in Adamawa State.

The main aim of this study was to examine the influence of family type (monogamous and polygamous) in Upper Basic School students' performance in Islamic Studies in Adamawa State. Precisely, the study examined: the general level of the academic performance of Upper Basic School students in Islamic Studies in Adamawa State and the difference between the Islamic Studies academic performance of Upper Basic School students from Monogamous and Polygamous families in Adamawa State

### **Research Questions**

The following research question was raised and answered in the course of the study.

1. What is the general level of the academic performance of Upper Basic Islamic Studies students in Adamawa State?

### **Research Hypothesis**

The following hypothesis was postulated and tested in this study:

**H<sub>01</sub>:** There is no significant difference between the Islamic Studies academic performance of Upper Basic School students from monogamous and polygamous families in Adamawa State.

### **Methodology**

The descriptive research method was adopted for this study. The descriptive survey research employed in this study allowed the researcher to sample large number of respondents across different areas of concern for this study. The population for this study comprised all the students of Islamic Studies in the Upper-Basic Schools in Adamawa State. The target population consisted of all the Upper-Basic School III students of Islamic Studies in the State. Multistage sampling technique was used to sample the required number of respondents. The stratified sampling technique was used to categorize upper basic schools in Adamawa State into three Senatorial Districts of Central, South and North. There were 436 Upper Basic schools available in the 21 Local Government Areas of the State as specified by Adamawa State Ministry of Education (through Post Primary School Management Board) in 2014. Out of the 436 available Upper Basic Schools, 10 were selected from each senatorial district of Adamawa State using simple random sampling technique totaling 30 Upper Basic Schools sampled. Stratified sampling technique was also employed to categorise the sampled participants on the basis of family types (monogamous and polygamous). The simple random sampling technique was used to select 1,110 Upper Basic Islamic Studies respondents out of the 1,642 Islamic Studies students from Adamawa State. Thirty-seven (37) Islamic Studies students were selected from each Upper-Basic Schools that was involved in the study totaling 1,110 sampled respondents in the three Senatorial Districts of the State. The names of the Upper-Basic Schools in the senatorial districts were written on pieces of papers and put in a big container. The container was well shaken to mix up the names, from which names of schools were drawn one after the other. This method ensured equal chance of being selected. The students were categorized into two based on family types: monogamous and polygamous families.

Two instruments were used for data collection. These were a researcher-designed questionnaire and a Proforma. The first instrument was questionnaire designed to elicit

information on students' family type (polygamous and monogamous). The Proforma was used to collect students' results in Islamic Studies in the Basic Education Certificate Examinations (BECE) conducted by the Adamawa State Ministry of Education through Adamawa State Post Primary School Management Board at the end of the three years Upper-Basic Education. The questions were validated by the Ministry of Education. Therefore, the results of the students were assumed to be valid because is a standardized test that its psychometric properties have been determined by the Adamawa State Ministry of Education. The students' performance was rated as A, C, P and F. A is distinction, C is credit, P is Pass and F is Fail. Reliability of the instrument was ensured through test re-test method. The instrument was administer twice on the subset of the population at interval of three weeks and the two data obtained were subjected to analysis using Pearson Product Moment Coefficient. The reliability index of 0.86 was obtained which adjudged that the instrument was reliable.

Frequency counts and percentage indices were used to describe personal information of the respondents (students) and answered the only research question raised. Chi-square was used to test the only formulated hypotheses because the data obtained from family types were in categorical form (Monogamous and Polygamous). In addition, the data obtained from the academic performance of Islamic Studies students were in the form of categorical variable. Hence, the Chi-square statistics was considered suitable. This was as a result of the nature of the research variables, formulated hypotheses and data collected.

**Results**

One research question was raised and answered in the course of this study using percentage while one research hypothesis was postulated and tested using Chi-square technique, at 0.05 level of significance.

**Research Question 1:** *What is the general level of the academic performance of Upper Basic Islamic Studies students in Adamawa State, Nigeria?*

For this research question 1 to be answered, information obtained were twisted and classified into High and Low. Take as an example, any candidate whose academic performance fell between A and C were categorized as having high academic performance while those their academic performance fell within P and F were consider having low academic performance as the result is shown in table 1.

**Table 1: General Level of Academic Performance of Upper Basic Islamic Studies Students in Adamawa State, Nigeria**

Performance	Frequency	Percentage (%)
High	422	38.02
Low	688	61.98
Total	1110	100.00

Out of the 1110 Islamic Studies students sampled, 422 (38.02%) had high academic performance while the rest 688 (61.98%) had low academic performance in Islamic Studies. This implies that more than half of the Upper-Basic Islamic Studies students sampled were in the category of low performance.

### Hypothesis Testing

One research hypothesis was postulated and tested in this study with the use of the Chi-square statistical technique.

**H<sub>01</sub>:** *There is no significant difference in the Islamic Studies academic performance of Upper Basic School students from monogamous and polygamous families in Adamawa State.*

In order to test hypothesis one, the responses of the Upper Basic School Islamic Studies students in Adamawa State on family types (monogamous and polygamous) and their academic performance in Islamic Studies were subjected to Chi-square statistical technique and the output is showed in Table 2.

**Table 2: The Chi-square Statistics Showing the Difference in the Islamic Studies Academic Performance of Upper Basic School Students from Monogamous and Polygamous Families in Adamawa State.**

Family Variation		Academic Performance				Total	df	$\chi^2_{cal}$	Sig	Remark
		A	C	D	F					
<b>Polygamous</b>	Count	51	104	255	150	<b>560</b>	3	254.692 <sup>a</sup>	0.000	S
	Expected	77.2	209.9	171.5	101.4	<b>560.0</b>				
<b>Monogamous</b>	Count	102	312	85	51	<b>550</b>				
	Expected	75.8	206.1	168.5	99.6	<b>550.0</b>				
<b>Total</b>		<b>153</b>	<b>416</b>	<b>340</b>	<b>201</b>	<b>1110</b>				

p < 0.05

Table 2 reveals that X<sup>2</sup>- value of 254.692 was obtained with a p-value of 0.000 when computed at 0.05 level of significance. Since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis is rejected. This suggests that there is a significant difference in the Islamic Studies academic performance of Upper Basic School students from monogamous and polygamous families in Adamawa State (X<sup>2</sup> (3) =254.692; p<0.05). This implies that the activities of the monogamous family on their children and wards contributed to the observed difference in their academic performance as opposed to the academic performance of students from polygamous families.

### Discussion of Findings

One of the findings of the study revealed that more than half of the Islamic Studies students sampled were in the category of low-level performance. This may be as a result of family variation in the region, the negative attitudes of students and parents towards western education in Adamawa State as well as inadequate learning materials. This finding is in consonance with the finding of Yusuf (2008), who reported that the presence of different family types in a particular society might be responsible for the low-level performance in the academic activities of the children. Yusuf (2008) also observed that the academic performance of students rests on family motivation and involvement. Hence, students from motivated families who

provide various types of academic facilities, such as prescribed books and better instructional facilities could perform better in academic tasks than their counterparts from non-motivated families. In this regard, Bello (2010) confirmed that students from a conducive and motivated home may have high academic achievement with high level of aspirations. He further pointed out that such students have high positive mind-set to learning. In conclusion, the student's academic performance largely depends on his/her family type, orientation and grooming. A student from a good family background and with good orientation adopts effective study techniques, and as a result, is better in learning skills, understanding, memory processing strategies as well as in general performance.

The second finding of the study revealed that there was a significant difference in the Islamic studies academic performance of Upper Basic School students from polygamous and monogamous families in Adamawa State. This finding is in consonance with the finding of Onongha (2015) that students from monogamous family had higher level of academic performance and try to adjust better to the school learning activities compared to students from a polygamous family.

Consequently, differences are inevitable in the Islamic studies' academic performance of students from monogamous and polygamous family. This is on account of the positive experiences enjoyed by students from monogamous families. The positive experiences include family support, encouragement, caring and involvement in school activities which definitely engender confidence, sense of belonging, curiosity and creativity in students. These in turn, boost their readiness to learn and their academic performance in school learning activities.

### **Conclusions**

The study investigated family types and academic performance of Upper-Basic Islamic Studies students in Adamawa State. The outcome of the study revealed that more than half of the Upper-Basic Islamic Studies students sampled were in the category of low level of academic performance in Adamawa State and there was a significant difference in the Islamic studies' academic performance of Upper Basic School students from monogamous and polygamous families in Adamawa State. This implies that family types have a great influence on academic performance of students most especially Upper-Basic Islamic Studies students in Adamawa State.

### **Recommendations**

Based on the findings and conclusions of this study, the following recommendations are put forward:

1. Parents should be encouraged to take part in their children's academic progress irrespective of their family type (monogamous and polygamous). Such parents must monitor their children's learning activities most especially in Islamic Studies in Adamawa State. They must ensure that their assignments are promptly done, provide necessary learning materials and interact regularly with the school teachers when necessary.
2. Periodic workshops and seminars should be organised by the State Ministry of education to expose parents to the possible adverse effect of family type (monogamous and polygamous) type on the academic performance of Upper-Basic Islamic Studies students in Adamawa State. This will change their perception of Islamic Studies, encourage them



to contribute to its development and eventually enhance students' academic performance in the subject.

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