

## **EFFECT OF HOME ENVIRONMENT AND FAMILY SUPPORT ON PUPILS' ACADEMIC ACHIEVEMENT IN PRIMARY SCHOOLS IN RURAL AREAS OF IKARA LOCAL GOVERNMENT AREA OF KADUNA STATE, NIGERIA**

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### **Abstract**

*The study investigated the effect of home environment factors and family support on pupils' academic achievement in primary schools in rural areas of Ikara Local Government Area of Kaduna State. Survey research design was adopted; five hundred (500) pupils were sampled using simple random sampling technique. Instrument used was a-20 item likert scale questionnaire formulated by the researchers for data collection. The data collected was collated and analyzed with statistical means for the research questions and t-test was used to test the null hypotheses with a cut-off point 2.50 indicates acceptance level while below indicates rejection of the statement by the respondents. The findings showed that though pupils believe that their home is the best, they don't have a special place where they can read and study quietly at home, they don't have a specific time to read their books at home, they don't have dictionary and other textbooks at home, many of their home-work are done in the school because nobody to help them at home and sometimes they go to school with empty stomach. It also discovered that parents love education but they don't have the money to send all their children to school, parents encourage their children to go to school early but sometimes they are absent because of farm work, they mostly do their homework by themselves because they don't have siblings or relatives that can help them do their homework at home, many of their family members did not have formal education, their parents praise them for passing their exams but they don't give them any gift to motivate them to do more and parents don't always check their children books and parents could not provide a home lesson teacher for their children. Recommendations are made based on the research findings; parents should help, provide reading materials and allow their children to study at right time so as to enable their children be educative and make education more easy for the next generations to come.*

**Key words:** Home environment, family support, academic achievement

## Introduction

Education is an important aspect of our live that empower every one. "Education gives us knowledge of the world around us. It develops in us a perspective of looking at life. It is the most important element in the evolution of the nation. Without education, one will not explore new ideas. It means one will be not able to develop the world because without ideas there is no creativity and without creativity, there is no development of the nation" (Cdadmin, 2018).

A home is a place where one lives permanently, especially as a member of a family or household. A home is not a mere transient shelter. Its essence lies in the personalities of the people who live in it. Home is the first educational institute where an individual start learning. Thus the home is the basic institution for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization build. As a result of the great need of training the young people, the government has come into guide and helps the home and schools to achieve thistle great task by proving the national policy on education which contains the national objectives for education. Even though, the school organized some activities related knowledge, scientific knowledge and other skills but we learn how to relates, behave with others and moral values at home.

Home environment are all the materials and human resources that is surrounding us which can influence the life of an individual. Home environment factors in this study, means the factors surrounding the interaction opportunities of the child, which includes all the human and material resources present in the home, that affect child's learning such as children reading space and time, the socializing facilities available in the house and the social-economic activities that could hinders their learning process. The home environment provides the foundation for learning and is an element of the student life that can affect grades. Providing opportunities to learn outside the school help facilitate student success in the school environment, as reported by the university of Minnesota extension. According to experts the mother's educational level had the single most important impact on a young child's academic performance (Clue, 2016). A proper and good home environment is the foundation for healthy brain development which is very important for not only the children but to all of us. Whatever we learn through a proper process, it goes with us throughout the life which we again pass on to our next generation. A good education always helps us in almost all ramification of life and guides us in the right direction.

A family is an immediate group of people who are related to each other, especially parents and their children. Family support entails the parenting social, emotional and financial involvement towards the education of their children. Families tend to have expectations, both positive and negative, about their children, which can affect their participation and involvement in educational processes. More specifically, the positive expectations of families about academic achievement and communication with the school tend to have greater impact on the perceived effectiveness of their sons and daughters (Cross Marchand, Medina, Villafuerte & Rivas-Drake, 2019; Gerard & Booth, 2015; Hall & Quinn, 2014).

Home environment and family support can affect the academic achievement of children positively or negatively. People living in the rural areas lack many social amenities needed to achieve a desired learning outcome. They are mostly poor farmers by occupation who either have little or no knowledge of formal education. Many of them do not have value for education at all. Some even see education as a waste of time. They so much believe in training their children to understand how to farm and be able help them at some stage. Even though, they allowed their children to school, they would always want them to stop when it's

raining season so that they can help in the farm work. Few of the parents who have interest to children could not give maximum support as their counterpart in the cities.

Children's surroundings have a huge impact on their well-being. A healthy, safe home is essential for a child to grow, learn and explore. A problematic home environment, by contrast, can have detrimental effects on a child's intellectual, social and emotional development. Also, Low-income children have fewer enriching experiences and learning resources than higher-income children. While parents with stable and sufficient incomes are able to provide their children with plenty of books, enriching activities and high-quality childcare, low-income parents find it more difficult to provide their children with experiences that support optimal brain development. But lack of money is only part of the story. The stress that often accompanies economic hardship means that low-income parents often have fewer social and emotional resources as well. For instance, poor and low-income mothers are more likely to be affected by stress, anxiety and depression, which can undermine positive parenting. Young children in low-income families typically hear fewer spoken words than their middle-income peers, and they also hear a higher proportion of negative statements.

The importance of home environment and family support on children education are indisputable, both for individual students and the future of our society. Yet how many parents in the rural area are ready to support their children's' education? And how many of them has the ability and the educational qualifications needed to support their children's' education? Without an understanding of what education offers, what it can and will provide, there will always be insufficient motivation from them to help their children to learn, to embrace and apply that learning. For whatever reasons, here in Ikara-Kaduna State and in many states in Nigeria, education is undervalued

Younas and Kijai (2020) examined the effect of the home environment on students' academic achievement. The study's main objective was to explore the rapport between the home environment and student's academic achievement in Pakistan. Descriptive Survey Research design was used in which data from 300 respondents was collected using a self-administered questionnaire from four provinces of Pakistan. A stratified random sampling technique was used to sample the respondents. The data was analysed using regression analysis. The result is elucidated in three forms; demographic information, descriptive analysis, and inferential analysis. The study results indicated a weak positive correlation between home environment and student's academic achievement. It is also revealed that there are no differences of opinions existed between the opinions of male and female status perception about home environment and academic achievement in gender. Finally, recommendations were given to parents, policymakers, and educational administrators.

Noyam (2020) investigated home environment factors affect the mental and psychological capability of the learner to attain academic feats. This study investigated home environment factors contributing to low academic performance in primary school pupils in Ghana focusing on the Kwame Nkrumah University of Science and Technology (KNUST) Primary School in Kumasi. Home environment factors include socio-economic status, parental style and family size. Qualitative and quantitative data were collected from 120 learners and 60 parents of the institution using questionnaires and interview respectively. The results revealed that a significant number of pupils described their homes as not conducive for learning and this was largely attributed to the parental socio-economic status. Again, lack of parental involvement negatively influences the academic work of learners. The study concluded that parents should be encouraged to participate in regular Parent Teacher Association (PTA) meetings to learn more about parental styles and strategies to be more involved in their children's education.

Khan, Begum and Imad (2019) study investigated the relationship of home environment with secondary school students' performances. The focus of their study was to find out the relationship of home interactions, physical facilities and students academic performances. Secondary school students were the population of the study. Data were collected through a questionnaire and was analyzed with the help of SPSS. Percentage, mean scores, standard deviation and Pearson moment correlation were applied to the collected data. Results obtained from analysis illustrated that a substantial majority of respondents are lacking separate study rooms at their homes, have a very low interactional opportunities at home in home related matters, but still majority of them were satisfied with their home environment.

Cheng and Ickes, (2019) study examined the link between family support and students' university-level academic performance in a more detailed way. The study determine how these two aspects of family support influence not only cumulative GPA scores but also the overall trend (slope) and stability (variability) of students' GPA scores across semesters. The participants in this longitudinal study were 240 university students (62 men, 178 women). The results revealed that the level of perceived family social support was important not only as a "main effect" predictor of the magnitude and stability of their GPA scores across three successive semesters, but also as a factor that helped female students to succeed regardless of their level of family economic support. In general, the data suggest that family social support is more important to women's success in college than to men.

Yieng, Katenga and Kijai (2019), conducted a research titled parents support of their college children results in better academic outcomes. Using stratified sampling, 60 undergraduate students aged between 17 years to 25 years old from five Asia-Pacific International University (AIU) dormitories were selected to participate in this study. A survey instrument for data collection consisted of a demographic questionnaire and a Likert-scale questionnaire. The data were analyzed using Statistical Package for Social Sciences (SPSS) version 21. An independent samples t-test was used to determine the differences between Thai and International students on parental support. Results: Findings of the study showed that although there is positive influence on the family relationship between the parents and students at the college level, it does not adequately explain academic performance among students. In addition, the level of support received by the Thai students was higher than that received by international students. There are a variety of factors that influence academic success. Therefore, parental support alone cannot by itself explain students' academic achievement. As for the level of support received by Thai students, the proximity of Thai students to their parents may be a factor for the level of support they receive. The findings do show that administrators should look into how parents support their college students and establish strategies for encouraging adequate emotional and social parental support even for international college students.

Based on the aforementioned, Kaduna State government implemented various reform efforts launched to guide and enhance effective teaching and learning in primary schools; the reforms (renovation of schools, teachers training and workshops). Also, the Kaduna state government in January 2018 sacked 21,780 primary school teachers for failing a competency test conducted in 2017 and recruited 25,000 qualified ones to take charge. These reform efforts have not yielded any significant improvement in the general performance of the pupils especially in the rural areas of Ikara. These reforms point to the structural and teacher factors but give little attention to home and family factors. This is a clear indication that changing of teachers and structural changes are necessary, but not sufficient condition in realizing an improved performance. Therefore, there is need to understand the learners' home

environment and family support towards their academic achievement. Therefore, this study is designed to investigate the effects of home environment and family support on pupils' academic achievement in Ikara Local Government Area of Kaduna State.

### **Research questions**

1. What are the home environment factors affecting pupils' academic achievement in the rural area of Ikara in Kaduna State?
2. What are the factors of family support affecting pupils' academic achievement in the rural area of Ikara in Kaduna State?

### **Research hypotheses**

**H<sub>01</sub>:** There is no significant difference in the perceived effect of home environment factors and pupils' academic achievement.

**H<sub>02</sub>:** There is no significant difference in the perceived factors of family support and pupils' academic achievement.

### **Methodology**

This study adopted a survey research design to seek data on the effect of home environment factors and family support on pupils' academic achievement in the rural areas of Ikara in Kaduna State. The researchers purposely selected 5 public primary schools located in the rural areas of Ikara-Kaduna State and simple random sampling technique was used in selecting the sampled 500 pupils as the respondents of this study. A 20-item questionnaire titled Home Environment Factors and Family Support (HEFFS) was formulated through extensive literature review. The questionnaire was structured on a four-point Likert scale with sections A and B. The questionnaire was validated by two experts in Faculty of Education, University of Abuja and Department of Mathematics, Federal College of Education, Zaria. Their ideas and contributions have led to removing and adding of some items of the questionnaire. To ascertain the reliability of the questionnaire, 50 copies were administered to 50 pupils from two different schools that are part of the population but not part of the sampled schools. Cronbach's alpha was used in the analysis with a coefficient of 0.85 for sections A and B. In order to gather an effective information, the questionnaires were administered face-to-face by the researchers. The data collected was collated and analyzed using statistical means for the research questions. T-test was used to test the null hypotheses with a cut-off point of 2.50 indicating acceptance level while below indicates rejection of the statement by the respondents.

### **Results and Discussion**

Research question 1 was answered using items 1-10 in the questionnaire. The data was presented in table 1 below:

Table 1: Perceived home environment factors affecting pupils' academic performance in Ikara Local Government Area of Kaduna State.

S/No	Items	SA (4)	A (3)	SD (2)	D (1)	Total	Mean	Decision
1.	My home is the best and I love my family.	380	80	20	20	500	3.79	Agree
2.	I do not have a special place where I can read and study quietly at home.	200	95	100	105	500	2.98	Agree
3.	I do not have a specific time to read my books at home.	340	145	10	05	500	3.69	Agree
4.	I don't have dictionary and other textbooks at home.	250	150	50	50	500	3.22	Agree
5.	My friends and I do our home work in the school because nobody to help us at home.	250	180	50	20	500	3.32	Agree
6.	There are no writing and drawing materials for me at the home.	348	142	08	02	500	3.68	Agree
7.	Sometimes I go to school with empty stomach.	400	80	16	04	500	3.79	Agree
8.	Sometimes I help my mother to go sell and make money for her.	420	50	30	-	500	2.50	Agree
9.	I have been going to the farm after school.	400	80	20	-	500	3.79	Agree
10.	Me and my siblings help our father in the farm during raining season	348	140	08	02	500	3.67	Agree
<b>Sectional Mean</b>							<b>3.44</b>	<b>Agree</b>

Source: Field Research Survey, (2022).

The above table shows that the respondents responded to all the items on the effects of home environment factors on pupils' academic achievement in Ikara Local Government Area of Kaduna State. This indicates that all the perceived home environment factors received means rate score of 2.50 and above implying that the respondents accepted all perceived home environment factors in the area.

Research question two was answered using items 11-20 in the questionnaire. The data was presented in table 2 below:

Table 2: The perceived family support variables affecting pupils' academic achievement in Ikara Local Government Area of Kaduna State

S/No	Items	SA (4)	A (3)	SD (2)	D (1)	Total	Mean	Decision
11.	My parent love education but they don't have the money to send all of us to school	400	80	20	-	500	3.76	Agree
12.	My parent encourages me to go to school early but sometimes absent because of farm work	400	89	06	05	500	3.76	Agree
13.	I always do my homework by myself because no one help me do it at home	250	105	110	35	500	3.36	Agree
14.	I don't have siblings or relatives that can help me do my homework at home	250	180	50	20	500	3.32	Agree
15.	Many of my family members did not attend formal education	310	120	70	-	500	3.48	Agree
16.	My parent praise me for passing my exams but they don't give me any gift	318	112	70	-	500	3.49	Agree
17.	My parents don't always check my books	400	86	04	10	500	3.75	Agree
18.	My parents could not provide all our basic needs at home	350	150	-	-	500	3.70	Agree
19.	My parents did not buy all the books I needed for my study	410	85	15	-	500	3.81	Agree
20.	My parents did not provide a home lesson teacher for me	410	90	-	-	500	3.82	Agree
<b>Sectional Mean</b>							<b>3.62</b>	<b>Agree</b>

Source: Field Research Survey, (2022).

The table above shows that the respondents responded to all the items on the perceived family support factors affecting pupils' academic achievement in the rural areas of Ikara Local Government Area of Kaduna State. This indicates that all the perceived family support factors received means rate score of 2.50 and above implying that the respondents accepted all perceived family support factors in the area.

## Hypotheses

**Table 3: T-test Statistics of Home Environment factors on academic achievement.**

<i>Variables</i>	<i>N</i>	<i>X</i>	<i>S.D</i>	<i>df</i>	<i>Cal.t</i>	<i>Crit.v</i>	<i>Decision</i>
Home environment factors	500	25.46	7.15				
				498	3.92	1.96	Sig.
Academic achievement	500	28.24	8.62				

( $P \leq .05$ , 498 df)

Table 3 shows that at 5 percent level of significance and 498 degree of freedom the calculated t-3.92 is greater than the critical t-1.96. Therefore, the first null hypothesis which states that there is no significant different between the home environmental factors and academic achievement, is retained.

**Table 4: T-test Statistics of effects family support on academic achievement.**

<i>Variables</i>	<i>N</i>	<i>X</i>	<i>S.D</i>	<i>df</i>	<i>Cal.t</i>	<i>Crit.v</i>	<i>Decision</i>
Family support	500	21.85	6.63				
				498	4.006	1.96	Sig
Academic achievement	500	24.41	7.63				

( $P \leq .05$ , 498 df)

The above table 4 shows that at 5 significance level and 498 degree of freedom, the calculated t-4.006 is greater than the critical t-1.96. Therefore, the second null hypothesis which states that there is no significant different between the family support and academic achievement is retained.

## Discussion

The result in table 1 of this study, the respondents responded to all the perceived home environment factors among pupils in the rural areas of Ikara Local Government Area of Kaduna State. That is; even though they believe that their home is the best and love their family. They don't have a special place where they can read and study quietly at home, they don't have a specific time to read their books at home, they don't have dictionary and other textbooks at home, many of their home-work are done in the school because nobody to help them at home, there are no writing and drawing materials for them at the home, sometimes they go to school with empty stomach, they help their mother to sell and make money for her and they have been going to the farm after school to help their father.

Also, the result of table 2 of this study, the respondents responded to all the family support factors. That is; their parents love education but they don't have the money to send all their children to school, the parents encourages their children to go to school early but sometimes they are absent because of farm work, they mostly do their homework by themselves because they don't have siblings or relatives that can help them do their homework at home, many of their family members did not have formal education, their parents praise them for passing my exams but they don't give them any gift to motivate them to do more, the parents don't always check their children books, they could not provide all



their basic needs at home, parents buy all the books they needed for study and their parents did not provide a home lesson teacher for their children. The findings of this study is line with the findings of Noyam (2020) which revealed that a significant number of pupils described their homes as not conducive for learning and this was largely attributed to the parental socio-economic status. Again, lack of parental involvement negatively influences the academic work of learners. It is also in line with that of Khan, Begum and Imad, (2019) analysis illustrated that a substantial majority of respondents are lacking separate study rooms at their homes, have a very low interaction opportunities at home in home related matters, but still majority of them were satisfied with their home environment.

### **Conclusion and Recommendations**

The study concludes that home environment and family support factors are negatively affecting pupils' academic achievement in the rural areas of Ikara Local Government Area of Kaduna State in general. This shows that the more family support their children positively the better their academic Achievement in school. Also, a positive home could improve the academic success of the pupils.

The researchers give the following recommendations:

1. The state government and local government chairmen should organize a workshop to create awareness and educate the parents in the study areas on the importance and the kind of environment that is good for the academic success of their children.
2. Parents should help, provide reading materials and allow their children to study at right time so as to enable their children be educated and make education easier for the next generations to come.

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