

HOME EXPERIENCES AS CORRELATES OF STUDENTS' ACADEMIC PERFORMANCE IN ILORIN EAST LOCAL GOVERNMENT, KWARA STATE, NIGERIA

BY

IFEOMA P. OKAFOR (PhD)

ify558@yahoo.com

+2348035358710

Department of Social Sciences Education

Faculty of Education

University of Ilorin, Nigeria

ABSTRACT

Studies have shown that the students' failure in external examination has been on the climax. This prompted the researcher to investigate whether there was significant relationship between home experiences and academic performance of the students in Ilorin East Local Government Area of Kwara State. The study was a correlational Study within the descriptive survey typology. Six research hypotheses were formulated from the dependent variables to guide the study. These variables include home experience and academic performance of students, home experience and academic performance of male students, home experience and academic performance of female students, home experience and academic performance of Arts students, home experience and academic performance of Science students, home experience and academic performance of Commercial students. Sample for the study were six hundred students that were selected using simple random sampling, stratified and systematic sampling technique from ten (10) randomly selected secondary schools from the twenty-two secondary schools in the local government. A structured questionnaire and proforma were used to collect relevant information from the students. The data collected for the study was analyzed using Pearson Product Moment Correlation co-efficient method of data analysis. The findings of the study revealed that there was a significant relationship between home experience and academic performance of students in this study. Out of six hypotheses formulated for the study two were accepted and four rejected based on the result from the analysis. Based on these findings, it was recommended that parents should create conducive environment in the home by showing love and affection to their children and making the home emotionally stable and secure for their children so that they can concentrate and learn better in school. Parents should also monitor their children's schoolwork, provide school material and monitor the effective uses of these materials. Parents should also assist their children in their homework and create extra mural classes for their weak children. The government should equip schools with qualified teachers and school facilities like computer and current textbooks in the school libraries so that students can benefit from them. The teacher should create a conducive classroom environment that can enhance teachers-students interaction and deal with each student as an individual and as a group. These suggestions and recommendations could significantly improve academic performance of students in Kwara State.

Keywords: Home Experiences, Correlates, Students, Academic Performance, Kwara State.

Introduction

It is known fact that the family into which a child is born makes has a significant impact in the child's life. It ascribes a status to the child right from birth, and influences his or her chances of performing better in school and the society as well as attaining or achieving any other status later in life. There are other several family related variables that have been shown to influence academic performance which include home environment, family size, parental status, parental occupation, educational background, to mention but a few. Also, family type and parenting style also influences academic performance of students, because children from polygamous family backgrounds often times have large families, that may be difficult for them to cater for, and such would affect their children in other aspects and academically. It has been observed over time that children who come from literate homes are endowed with better and appropriate ways of readjustment, decision making and problem solving techniques even if they are not as good as those from illiterate homes. Also, in terms of affordability, availability and accessibility of educational materials, it is believed that the children of the rich and supposed literate families would be on advantage that the illiterate and the poor family children.

Research has shown that parents, no matter what their income or cultural background, play critical role in their children's education (Pruelt and Kyle 2000) when parents are involved, their children learn more, perform better in school, and exhibit healthier behavior. Even, when parents do not share a home with their children, their active support can have lasting and positive impact. Family and considered the primary context of children's development. Whether children are "ready" for school and experience success throughout their academic performance depends, to a large extent, on their physical well-being, social development, cognitive skills and knowledge, and how they approach learning (NCE, 2000). Family characteristics and home experiences also contribute to readiness and later success. If the families do not provide the necessary support and resources that their children need to increase their chances of succeeding in school, their children are placed at increasing risk for school failure (Macoby, 1992).

Accordingly, children who exhibit high academic performance have been observed to have mothers who give regards for good academic work; it has also been observed that the more educated an individual is, the higher the socio-economic status achieved (Haralambos, 2001). Educationists are aware of the importance of early years in child's emotional, social and cognitive development and the fact that the home is first of several backgrounds in early childhood education. The family is the most immediate environment of the child; hence it is the place from which the child's life begins. It may therefore be reasonable to assume that the experiences children share with parents and other members of their families may have a profound impact on their performance at school.

Further, Bloom (1994) noted that the first five years of an individual's life is a critical period for intellectual development, and that the home has a great impact in changing this period for good or bad as well as being reflected upon later in life. Though, the school is responsible for the experiences that make up the individual life during school period, parents and the individual's experiences at home are responsible for the conditions. The factors considered as home

environment are numerous, as well as complex in their interaction. Thus, discussing the impact of home experiences on student's performance is not that simple. A family's socio-economic status, typically determines its social and economic standing in the community. One source of the family's characteristics that is the most powerful indicator of the children's performance is the socio-economic status of the parents. Society's economic status is a composite phenomenon that includes family income, occupation, house type, level of education and dwelling area (Schuler, 2000). These variables are many and complex in their integration to determining their impact on student's performance. The socio-economic status of family has an impact on behavior, norms and attitude of the family and that is why Ezewu (1983) stated that the level of education, income and occupation determine the status of the individuals in modern Nigeria. Although, it is possible to have an uneducated business man or farmer who is wealthier than a government worker. Although, there may be exceptional parents from illiterate homes who pursue their children's education with the last drop of their blood as such parents do not want what happened to them, in terms of education, to occur to their children.

Parent-child relationship is determined by parents' acceptance, nurturance, support, encouragement, involvement and responsiveness to the child's needs which is directly related to or associated with performance of such children (*Change to current*). The family in which the child is born affects him/her positively and subsequently affects the educational as well as occupational opportunities. No wonder, Obemeata (1971) stated that whatever performance made by students is attributed to the child's home experience. According to him, unfavourable home experience and lack of adequate family support, drastically affect the intellectual development and sociological situation of students. Bloom (1994) observed that, home experience constitutes an important factor in the determination of a child's educational success and performance. Ezewu (1981) noted that the home experience is a very significant factor in the child's socialization; according to him, educational experiments have confirmed that about 33% of the child's educational growth takes place at home, before he enters school, and the great influence of home during the primary school period towards his educational growth was estimated at 42%. According to him, the family has a potential of continuing to exercise a strong influence over the life of the student, even when she/he is in other socialization settings, like school or place of work. Adido (1989) also supported the above view by stating that no other agent of socialization is as important to the total make-up of the child as the family.

Parenting connotes an activity involving protection and socialization, security and affectionate interaction and activity which is clearly necessary for physical, social, moral, emotional and intellectual development of the child (Bilton, Bonnet, Tones, Sheard, Standwarth and Webster, 1987). There are certain things expected from parents at this stage for a good home experience. Patterson (1980) describes a good child's upbringing/parenting in terms of seven tactics: i) Notice what the child is doing ii) Keeping track of the child's behavior over a long period iii) Act in the way you want the child to act (and don't act in the way you don't want the child to act) iv) Clearly state the rules the child is expected to obey v) Consistently apply some punishment for violation of the rules vi) Consistently reward conformity and vii) Negotiate disagreement, so that they get settled rather than escalate.

Further researchers as well as observations have shown that a child's performances at basic, secondary and or tertiary levels are related to the level of the educational attainment of their parents. Oyedele (1983) and Macoby (1992) noted that parents' encouragement and confidence serve as resources that benefit children. Also, a family that values education provides children with valuable educational resources through which children are encouraged and aided in obtaining good education. What is not known to the researcher is whether the same parents-children relationships has aided academic performance in Ilorin East Local government area of Kwara State and hence the need for this study

Statement of the Problem

When a child is born, he is born into a family and the family is a unit of the larger society. The experience of each child in his family makes him a unique individual not like any other child. The family also socializes the young ones. For example, the child learns how to think, talk and follow the custom, behavior and value of his or her society (Oyeyiola, 1980). The home is very crucial not only as it affects students' academic performance but his entire personality, now and in the future. Levy (1987) stated that students' choices and achievement are rendered acute by the critical external influence of home experience. Turmo (2001) was also of the opinion that students from poor and illiterate homes tend to be at a disadvantaged position, when it comes to provision of learning material and congenial learning environment at home, and that children of rich and literate parents are often more privileged in terms of facilities at home and even the choice of school they attend. Consequently, the homes cannot be totally divorced from what eventually becomes of the children they produce.

Thus, literature from other studies established that, the type of home a student comes from affects his or her performance positively. Researchers like Nisbet (1987) Boocock (1972), Smith (1975), Majourbank (1980) are of the view, in the past few decades, have made significant progress in actual finding out the remote and immediate causes of poor performance of students. According to Meyer and Garasky (1993) and Ofo (1994), stimulation to explore and discuss ideas and events in homes has positive influence on students' performance. Cherlin (1992), Itakure (2004), explained incidences of family variables and performance in Akure metropolis while Eze (2004), focused on family background and performance in Abeokuta, Ogun State, Ademola (2003) also investigated the influence of family orientation on secondary school students' performance, Adelusi (1980), Cherlin (1992) NCE and Darling (2000) studied the relationship between family status and the child's academic performance. Traditionally, speaking about performance, there is the general belief that the school environment is an important factor influencing performance generally. Consequently, to the best of the knowledge of this investigator, none of the studies in Kwara State have ever investigated the possible relationship of home experiences on students' academic performance and this constituted a gap this study is meant to fill.

Research Questions

The following research questions were raised to sharpen the focus of the study:

1. what is the relationship between home experience and academic performance of male students?
2. is there any relationship between home experience and academic performance of female students?
3. what is the relationship between home experience and academic performance of Art students?
4. is there any relationship between home experience and academic performance of Science students?
5. is there any relationship between home experience and academic performance of Commercial students?

Research Hypotheses

The following null hypotheses, derived from the research questions were tested in the study:

- Ho₁:** There is no significant relationship between home experiences and academic performance of male students.
- Ho₂:** There is no significant relationship between home experiences and academic performance of female students.
- Ho₃:** There is no significant relationship between home experiences and academic performance of Art students.
- Ho₄:** There is no significant relationship between home experiences and academic performance of Science students.
- Ho₅:** There is no significant relationship between home experiences and academic performance of Commercial students.

Methodology

The research type adopted for this study was a correlation design within the descriptive survey type. A total of 22 secondary schools in Ilorin East Local Government Area of Kwara State constituted the population for the study. In selecting sample for the study, simple random sampling, and stratified sampling techniques were used. Simple random sampling technique was used to select 10 from the 22 secondary schools. 20 students, each from Science, Commercial and Arts classes were selected, amounting to a total number 60 respondents per school, thus, the total sample for the study comprised 600 senior secondary one (SS1) as respondents. The instrument used for data collection in the study was a structured questionnaire tagged "*Home Experience and Academic Performance Questionnaire (HEAPQ)*."

The questionnaire was divided into two sections: section 'A' which is the demographic data to which the respondents and section B contains 20 items meant to elicit information on home experience and academic performance of students with the ticking of Yes or No.

The highest that can be scored from section B is 40 (2×20) and the lowest score was 20. (1×20). A proforma was also used to collect students' results in junior secondary school examination in English language and mathematics. The result which was used as academic performance of students was scored in descending order i.e.3, 2, 1, and 0. A student who got distinction in a

subject was awarded 3, credit was scored 2, pass was scored 1 and fail was scored 0 letter grades were also attached to the scores as indicated as A=1-3, C=4-6, P=7-8, F=0-9.

The validity of the instrument was established by presenting copies of drafted instrument to experts in the field of measurement and evaluation and psychology for assessment and modification, the instrument was judged to have possessed both face and content validity after necessary correction and was thus considered adequate to measure what it purport to measure while test re-test reliability method was used within an interval of three weeks to determine the reliability of the instrument. In analyzing the data collected for the study, the researcher used Pearson Product Moment Correlation Co-efficient

Results

The data was analyzed using the Pearson's Product Moment Correlational Coefficient method of data analysis (PPMC) and were as shown below;

HO1: *There is no significant relationship between home experience and academic performance of male students.*

Table 1: Correlational Analysis of Home Experience and Academic Performance of Male Students.

Variables	Cases	Mean	Std. Dev	d.f	Cal. Value	Critical value	Decision
H.E	428	1.21	.40	426	.11	.08	Ho Rejected
M.ACH	428	49.49	7.68				

Note: H.F.—Home Experience, M.ACH—Male Students Academic Performance.

The result in table 1 showed a calculated r value of .11 and a critical r value of .08 at 426 degree of freedom and .05 level of significance. Since the calculated r value is greater than the critical r value the null hypothesis is hereby rejected, hence, .11 is considered as a very low positive relationship between home experience and academic performance of male students.

Ho2: *There is no significant relationship between home experience and academic performance of Female students.*

Table 3: Correlational Analysis of the Relationship between Home Experience and Academic Performance of Female Students.

Variables	Cases	Mean	Std. Dev	d.f	Cal. r Value	Critical r value	Decision
H.E	172	1.91	.283	170	.04	.14	Ho Accepted
ACH	172	51.28	7.73				

Note: H.F.—Home Experience, F.ACH—Female Students Academic Performance.

The result in table 3 showed a calculated r value of .04 and the critical r value of .14 at 170 degree of freedom and .05 alpha level of significance. Since the calculated r value is less than the critical r value, the null hypothesis is hereby accepted, hence, there is no significant relationship between home experience and academic performance of female students.

Ho₃: *There is no significant relationship between home experience and academic performance of Arts Students.*

Table 3: Correlational Analysis between Home Experience and Academic Performance of Arts Students.

Variables	Not of Cases	Mean	Std. Dev	d.f	Cal. r Value	Critical r value	Decision
H.E	200	1.49	.501	198	.22	.14	Ho Rejected
A.ACH	200	51.04	7.54				

Note: H.E.—Home Experience, A.ACH—Arts Students Academic Performance.

The result in table 3 showed a calculated r value of .22 and the critical r value of .14 at 198 degree of freedom and .05 alpha level of significance. Since the calculated r value is greater than the critical r value, the null hypothesis is hereby rejected; hence, there is low positive relationship between home experience and academic performance of Arts students in Ilorin East Secondary Schools.

Ho₄: *There is no significant relationship between home experience and academic performance of science students.*

Table 4: Correlational Analysis between Home Experience and Academic Performance of Science Students.

Variables	Cases	Mean	Std. Dev	d.f	Cal. r Value	Critical r value	Decision
H.E	200	1.40	.49	198	-.12	.14	Ho Accepted
S.ACH	200	49.88	6.06				

Note: H.E. — Home Experience, S.ACH— Science Students Academic Performance.

The result in table 4 showed a calculated r value of -.12 and the critical r value of .14 at 198 degree of freedom and .05 level of significance. Since the calculated r value is less than the critical r value, the null hypothesis is hereby accepted, hence, there is a low negative relationship between home experience and academic performance of science students in Ilorin East Government Area Secondary Schools.

Ho₅: *There is no significant relationship between home experience and academic performance of commercial students.*

Table 6: Correlational Analysis between Home Experience and Academic Performance of Commercial Students.

Variables	Cases	Mean	Std. Dev	d.f	Cal. r Value	Critical r value	Decision
H.E	200	1.33	.47	198	.18	.14	Ho Rejected
C.ACH	200	49.10	9.19				

Note: H.E. — Home Experience, C.ACH—Commercial Students Academic Performance.

The result in table 6 showed a calculated r value of .18 and the critical r value of .14 at 198 degree of freedom and .05 level of significance. Since the calculated r value is greater than the critical r value, the null hypothesis is hereby accepted, hence, there is a low positive relationship between home experience and academic performance of commercial students in Ilorin East Local Government Area Secondary Schools.

The results of the analysis revealed that: there is a significant relationship between home experience and academic performance of students; there is a significant relationship between home experience and academic performance of male students; there is no significant relationship between home experience and academic performance of female students; there is a significant relationship between home experience and academic performance of Arts students; there is no significance relationship between home experience and academic performance of Science students; there is a significance relationship between home experience and academic performance

of Commercial students; this chapter, the results presented in chapter four are discussed and summarized.

Discussion

Firstly, this study also found a significant relationship between home experience and academic performance of male students; this implies that the experience children encounter at home affects them generally but male children in particular in their academic performance. This corroborates the view of Becker (1994) and Lovel and Levy (1987) who reported that children whose homes combined warmth with democratic procedure tend to develop into socially competent, resourceful, friendly, active and appropriate individual who can achieve in school especially boys. There was no significant relationship was found between home experience and academic performance of female students. This finding was contrary to the findings of Oyedele (1993) and Macoby (1992) who found significant correlation between home experience and academic performance of female students, Taiwo (1992) also find positive correlation between home background and academic performance of female student.

The fourth finding in the study that home experience and academic performance of art student is significant. This finding contradicts Bredekamp and Copples (1977) who found a negative relationship between low performances of Art students that hails from good home background. One of the findings of the study revealed that there was no significant relationship between home experience and academic performance of science student This finding is in agreement with Richards and Schmiede (1993) who observed that the experiences a child gets from home has nothing to do with the child's performance in any subject and that it depends on the child's intelligence quotient (IQ) and Obameata (1981) confirms that whether a child experiences the good or bad home experience, exceptional child will excel.

The last hypothesis revealed a significant relationship between home experiences and academic performance of commercial students. This implies that the condition in the home affects the performance of commercial students. This is in tandem with Papalia and Olds (1986) who stated that the type of family in which the child grows influences his or her performance both in academics and behavioural terms and Oni (1992) added by saying children are like seeds in the hands of adults and that it is the kind of fruits they are cultured to bear that they would germinate to bear at adulthood.

Conclusion

The conclusion reached was that a significant relationship exists between home experience and academic performance of students in Ilorin east local government area of Kwara state. It was also concluded that there is a significant relationship between home experience and academic performance of male students; there is no significant relationship between home experience and academic performance of female students; a significant relationship exist between home experience and academic performance of Arts students; there is no significant relationship

between home experience and academic performance of science students; a significant relationship exists between home experience and academic performance of commercial students.

Recommendations

Based on the findings of the study, it was recommended that:

- a) parents should create conducive environment in the home by showing love and affection to their children and making the home emotionally stable and secure for their children so that they can concentrate and learn better in school.
- b) parents should also monitor their children's schoolwork, provide school materials and monitor the effective usage of those materials as well as assist their children/wards in their homework, create extra moral classes for their weak children.
- c) the government should equip schools with qualified teachers and school facilities like computer and current textbooks in so that students can benefit from them as well, the teachers should create a conducive classroom environment that can enhance teachers-students interaction and deal with each student accordingly; as individual and as a group.

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