

HOME ENVIRONMENT AND PARENTAL OCCUPATION AS CORRELATES OF
ACADEMIC PERFORMANCE OF LOWER PRIMARY SCHOOL PUPILS'
IN BASIC SCIENCE IN ONDO STATE

¹**OGUNDIPE Comfort Aderemi, ²BABAJIDE Bowale Elizabeth, Ph.D &**
³**SAM-OGUNMUSI Temitope**

HOME ENVIRONMENT AND PARENTAL OCCUPATION AS CORRELATES OF ACADEMIC PERFORMANCE OF LOWER PRIMARY SCHOOL PUPILS' IN BASIC SCIENCE IN ONDO STATE

¹OGUNDIPE Comfort Aderemi, ²BABAJIDE Bowale Elizabeth, Ph.D

^{1,3}Department of Primary Education Studies

Adeyemi Federal University of Education,

Ondo, Ondo State

Email Address: gidcaldeb@gmail.com, topesadekosa@gmail.com

Telephone Number: 08032588054, 07066662996

&

SAM-OGUNMUSI Temitope

Institute of Education,

Faculty of Education,

Obafemi Awolowo University, Ile Ife

Telephone Number: 08031365548

Abstract

The study examined the home environment and parental occupation as correlates of academic performance of lower primary school pupils' in Basic Science in Ondo State, Nigeria. Descriptive Survey Research Design was used in which data from 90 pupils was collected using self administered questionnaire from two public Primary schools in Ondo West Local Government Area. The Data were analyzed using regression analysis. The result is elucidated in two forms; demographic analysis and descriptive analysis. The study results indicated a weak positive correlation between home environment and pupils' academic performance. It also revealed that there is significant difference in the pupils' parental occupation as this has a significant effect on the academic performance of the pupils. Finally, recommendations were made to parents, policy makers and educational administrators.

Keywords: Home, environment, parental occupation, academic performance.

Introduction

The home is the first institution of a child that can either mar or make the life of the child. This is because the home is the bedrock on which the academic performance and the overall development of the child are built on. The academic performance of pupils relies heavily on parental involvement in their academic activities if they are to attain higher levels of academic

success; this assist in the outcomes of examinations, both internal and external. Parents' efforts enable children to become more productive in life. Good education does not happen by chance. It is a product of effective teaching and learning coupled with their various home environments. Although, often times, the blame of pupils' poor performance are shifted to the teachers and school authorities while others sees socio-economic status of the family as an influence to the child academic performance. However, many families have failed in performing their roles of guidance and encouragement in the child's performance in schools. There is evidence that supportive home environment enhance child's confidence in his/herself and also enable them to be sociable. This confidence helps students in developing their adjustment capabilities in different environments which positively influences students' educational performances. Education is both the act of teaching knowledge to others and the act of receiving knowledge from institution of teaching as a whole. Education can be described as the process in its entirety through which children, younger or even adults are helped to cultivate and grow their abilities, attitudes, values and other forms of behavioral attitudes that represent positive value and aimed at changing the individual to enable him/ her contribute to the development of the society (Amadioha & Akor , 2018).

Education is a powerful driver of development and one of the strongest instruments for reducing poverty and improving health, gender equality, peace and stability. There are different stages of education. They are Early Childhood Education, Primary Education, Secondary Education and Tertiary Education. As mentioned above, one of the stages of education is primary education which is considered as the foundation or the bedrock on which other types of education is built. Afonja, 2019 opined that the lower primary stage is a crucial period for the development of various foundational skills in all areas of development and it is the period in which the environment enrichment or deprivation makes the greatest impact on the life of the child.

The international Standard Classification of Education considers primary education as a single-phase where programmed are typically designed to provide fundamental reading, writing and mathematics skills and establish a solid foundation for learning. According to the International Standard classification of education, basic education comprises the two stages: primary education and lower secondary education. Primary education or elementary education is typically the first stage of formal education, coming after pre-school/ kindergarten and before secondary schools. Primary education takes place in primary schools, elementary schools or first schools and middle schools depending on the location. Primary education is the foundation of any education and if it is properly taking care of, it means all other aspect ie secondary and tertiary institution will be well built. A child that did not pass through this process is termed as one that did not go to school because that is where the child will learn the basic things that will help such child further. Lower secondary school education generally continues the basic programmed of the primary level, although teaching is typically more subject-focused, often employing more specialized teachers who conduct classes in their field of specialization. Lower secondary school education may either be "terminal" (i.e preparing students for entry directly into working life) and/or "preparatory" (i.e preparing students for upper secondary education). This level usually consists of two to six years of schooling.

The academic performance of pupils' can be attributed to many factors which can have an overall effect on their academic performance on the long run. These factors may be home, school and peers influence. Pervée & Codjoe (2007) unanimously reached to the conclusion that home environment is the most influential factor among all the mentioned factors. The home is referred to as a place where one lives permanently especially as a member of a family or household. It is not just a mere transient shelter, its essence lies in the personalities of the people who lived in it. It consists father, mother, children and relations while home environment means the family background of the child which includes all the human and materials resources present in the home that affect child living such as the parent's level of education, occupation, socio-economic status and the socializing facilities available in the house. The optimal conditions of a good home environment include a safe and well organized physical environment, opportunities for children to play, explore and discover, and the presence of developmentally appropriate objects, toys and books.

Therefore, home environment is not an abstract concept. It is the combination of physical and psychological environment. Environment is the aggregate of all internal and external condition affecting the existence, growth and welfare of organisms. It is an influence an individual came in contact with after the hereditary as been through the gene plasma. First one includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individual, while the psychological environment of home includes the mutual interaction of family members, respect and any other family matters. Both the aspect has a direct and significant influence on the overall development of students. (Mukama, 2010, Muola, 2010) . There are certain influential factors which influences home environment. It includes nature of family, authority (head of family), educational status of parents, attitudes of parents towards children and financial position of the family; all these factors are significant for home environment (Mukama, 2010 ,Muola, 2010). Families that involves children in their decision making process enable their children to have self-confidence and develop their self-esteem and thus

contribute towards social development of students (Codjoe, 2007, Hussain & Naz, 2013; Ewumi, 2006). The academic performance of any child cannot be separated from the home environment in which the child lives since a healthy home environment is the backbone and the bedrock on which the child academic performance is built. The training of a child so as to become someone great in the nearest future starts from the home. An environment that is rich in interesting activities will arouse children curiosity. As children mature, schools and peers also begin to play a role in their intellectual socialization. There is much evidence supporting the hypothesis that the quality of a child's early learning in the home environment relate positively to the development of intelligent and reading skills, (Meece et al, 2002), and parental involvement in schooling also predict achievement (Luckner et al, 2004). Parents who take responsibilities for children learning result in increasing their children interest in their studies. There is evidence that supportive home environment enhance child's confidence in his/herself and also enable them to be sociable. This confidence helps learners in developing their adjustment capabilities in different environments which positively influences learners' educational performances. The home is an important agent of socialization of any individual takes place within the family. The immediate family members teach all the basic rules and norms of social life to a child. The family functions for its members and society as a whole. The home plays a crucial role in impacting education in spite of the fact that the home is not designed particularly to impact education. Through various duties and responsibilities, a child learns various things within the family starting from the basic manners.

Socialization from the home begins to give the learning. It is where children acquire the first habits that will function as tools of life so that the child is able to develop in its context. The home is a primary agency of education, though an informal but active agency. It is also called the original social institution which gives birth to other organization. Every individual is born in a home and socialization takes place there at first. It is an important institution for child rearing. Here, the child is introduced to the culture of the society

in the home itself and fulfils his needs physical, emotional, psychological and social. He gets his fundamental education through interaction with other members of the family. There is an atmosphere of congenial love, affection; sympathy and understanding in the home and this promote mutual interaction and informal education. A happy home is the ideal place for the growth of the child's personality. The children lives there most of the time and imitate as well as emulate most of the quality of family members. The harmonious relations in the home between the parent, among the brothers and sisters, among children and parents create a rapport for the development of all round personality. These atmospheres also help the child for learning and developing health habits.

In the older days, the home was the centre of professional education, parents and brothers were helping the child to learn the basic knowledge and skills required for adopting the traditional vocations. It was the centre of moral education. Children were learning the ethical principles like truth, nonviolence, and good conduct and so on in action or in reality from their superiors. The family was also imparting religious education to the child and organizing different ceremonies which were sources of education. Now the family has disintegrated and the system of joint family-life has broken down. Due to technology advancement, families are no longer the centre of professional education. The functions of religious or morals education are not properly done by the family. The external environment and mass media are having their power impact on children now-a-days. Urbanization has its bad effects on the behavior of individuals. In face of all these limitations and difficulties, the role of the home cannot be underestimated. In the small home children are born and brought up and must be influenced by the other members of the home. The spirit of love and affection, sympathy and understanding in the home facilitates educational or learning process of the child. The home must provide the basic tools or elementary knowledge for education. The good qualities of heart, head and hand are better imbibed through interaction in the home than in anywhere else. Group living begins and flourishes in the home and learns different skills of group living for his future life.

Congenial relations and sympathetic understanding among the members of the home are conducive to the development of personality and growth of education parental attention to the care of children and happy as well as harmonious relations between the parent and children would make the family “a sweet home” which is essential for well- being of the children as well as for good of the society.

Purpose of the Study

- I. This study examined the home environment and parental occupation as correlates of academic performance of lower primary school pupils in basic science Ondo state. The specific objectives are to: Examine the relationship between home environment and pupils' academic performances.
- ii. determine the relationship between parent occupation and pupil's academic a performance

Hypothesis

The following research hypothesis will guide the study

- i. There is no significant relationship between home environment and education related performance of pupils.
- ii. There is no significant relationship

between parental occupation and education related performance of pupils.

Methodology

The study employed quantitative descriptive study. Home Environment and Pupils Academic Performance (HEPAP) questionnaire was administered to investigate the relationship between home environments and pupils' academic performance at lower primary school level. The target population of the study comprises all primary school pupils in Ondo State.

The sample consisted of 90 primary three pupils who were randomly selected from two public primary schools in Ondo West Local Government using simple random technique.

Data were collected through a questionnaire which was divided into two sections. Section A was designed to have demographic like sex, age and class of the pupil while Section B contain items structured on Likert scale. The questionnaire was pilot tested on 30 pupils in another public primary school in the local government. All the collected data were analyzed with the help of SPSS, percentage, mean scores; standard deviation and Pearson correlation were applied to the collected data. The results of the study were tabulated as follows:

Table 1
Home Facilities

Statements	Mean Score	Pupils' Deviation
I have a separate room in my home for studies.	4.28	0.94
I enjoy a proper hygienic meal on time	4.28	0.94
I am provided with all basic needs at my home	4.03	0.99
My parents provide me most of the recommended Textbooks	4.09	0.9

From the table, 48 pupils ie 53.3% of the pupils agreed that they feel like an essential part of the family because they have a separate reading room while 42 ie 46.6% disagreed; 48 pupils ie 53.3% enjoyed proper meal on time; 42 pupils ie 46.6% agreed that they are provided with the basic needs at home while 43 pupils ie 47.7% agreed that they are provided with the most recommended textbooks while 43.3% disagreed.

Results

Occupation of Parents

Parents' level of education is the most important factor affecting students' academic performance (Zehri, & Abdelbaki, 2013). Parental occupation is one of the determinant factors of what children will become in the nearest future since this tends to exert a considerable influence on their children's education or academic performance in school. The kind of occupation a parent engages

in determines his income as well as his social status. It is seen that difference in the occupation of parents is often manifest in different styles of child rearing, different ways of disciplining children and different ways of reacting to their children needs and also to a large extent, how these needs are met.. Parents with high

occupational class or prestigious occupations tend to provide a source of security to their children by their ability to meet emergencies, absorb economic shocks and offer the means to live comfortably. The data about the occupational status of parents disclosed information as depicted below:

Table 2: Occupation of the parents

THEME	RESPONSE	NUMBER	PERCENTAGE
OCCUPATION OF PARENTS	Government job	10	14.28
	Business	30	42.8
	Agriculture	15	21.42
	Private Job	10	14.28
	Any other	5	7.14
	TOTAL	70	100

The findings of the table divulge that a major proportion of the respondents had parents who were employed in the government sector. Accordingly, from the total of 70 respondents, 10 (14.28%) belonged to such families. A significant portion i.e., 50 (20%) respondents had parents earning their livelihood by engaging in business activities. There were 15 (21.42%) respondents who had parents engaging in agriculture to earn their livelihood. Also, there were 10 (14.28%) respondents who had parents engaging in private job to earn their livelihood. And finally, 5 (7.14%) respondents came from families where parents do other works.

Social status of parents who are employed with Government

Ondo West Local Government has different Departments like health, veterinary sciences, education, agriculture, engineering, tourism, social welfare, handicrafts, police, railway, defense, research & development, pharmaceutical etc where depending upon the age, educational criteria, positions, category etc candidates can apply for jobs. Apart from these services, several other government jobs are also offered to the people. There are many established government and public sector banks which need to fill up huge vacancies from time to time.

Social status of parents who are associated with agriculture

Agriculture plays a prominent role in the economy of lag in Ondo west local government total population living in rural areas, which are directly or indirectly dependent on agriculture for their livelihoods. However, people from this part of the local government at one point were having the challenge of bringing their goods to town due to the bad road leading to the village. This makes life difficult for people living in the village and make things worse for their children. Teachers working there hardly go to work.

Social status of parents who are associated with business

A couple of factors, viz., lack of resources, infrastructural, and the effect of transportation had been responsible for the industrial backwardness of the region in general that of the valley in particular. Furthermore, the absence of forward- looking entrepreneurial elite in the state as well as the lack of proper infrastructure (power, roads, railways etc) and dearth of raw material sources within the state which failed to attract the entrepreneurial elite from outside the state also acted as an impediment to the industrialization of the state. However, same is not true of the handicraft sector which played and continues to play an important role in the economy of the valley. In the absence of large-scale industry

Table 3: Social status of parents who are associated with business

Theme	Responses	Number	Percentage
Nature of Business carried out by parents	Large	2	6.6%
	Medium	10	33.3%
	Small	18	90%
Total		30	

The table above shows that out of the 30 respondents who had parents involved in business, majority i.e.10 (33.3%) were engaged in running medium scale business. Parents of 18(90%) respondents were carrying out small scale business and only 2 (6.6 %) respondents came from families indulging in large- scale business.

Role of parental occupation in academic performance of children

Occupational prestige is a component of socioeconomic status which encompasses both income and educational attainment. Occupational status reflects the educational achievement required to possess a job and earn income. When parents have a better occupation, it gives them the opportunity of making adequate provision for their children's education. They provide economic, social, psychological and emotional support to their children, and this would make it possible for the children to perform well in their

educational attainment. Fathers with high occupation status are in a better condition to assist and encourage their children toward educational attainment. They will be able to provide whatever is needed to support, promote and encourage their children morally, intellectually, spiritually and psychologically. This will help to promote the holistic development of the education of the child. However, parents with less prestigious occupation due to instability and financial problems cannot provide adequate modern facilities to enhance their children education (Memo et.al 2010). Paternal occupation thus has tremendous role to play so as to impact the educational performance of children. Since research has established that the parental occupation is an important factor that has a strong bearing on academic performance, respondents were asked their opinion about the impact of parental occupation on academic performance. The responses are given in table below.

Table 4: Role of parental occupation in determining academic performance

Theme	Responses	Number	Percentage
Does parental occupation have a role to play in academic performance?	Yes	45	64.28%
	No	25	35.71%
Total		70	100
If yes which material resources does an occupational well off parent provide his children with	Fees		
	Uniform		
	Home library		
	Pocket money	30	48.4%
	All of the above	5	7.14%
	None of the above	35	50%
Total		70	100
If no, what are the reasons?	Hard work and not parental occupation is the key to good academic performance	20	

When respondents were asked whether parental occupational level played a role in academic performance, almost the entire sample 45(64.28%) stood in total conformity with the statement. They, in fact believed that inequality in education stemmed from socioeconomic disparity. Poor socio-economic background debarred children from gaining access to good schools, good books, expensive tuitions, recreational facilities and a room of their own where they could sit in seclusion and devote to studies. 35 (50%) respondents were in total agreement that a resourceful socio-economic background meant that pupils who belonged to these households never felt the payment of fees, text books, uniform, pocket money and home library. A relatively small number comprising of 30(48.4%) respondents said that pupils belonging to sound socio-economic families had availability of pocket money which was denied to those who hailed from the poorer section of society. When

the researcher asked them how pocket money allowance helped in academic performance, many answered that with pocket money they could indulge in recreation which is so important for the health of a student. Pocket money, they also added was a gateway to socializing with like-minded friends over a cup of tea where they could discuss so many things related to academics. Besides these two major reasons they spoke at length about how having a little amount of money, which they can choose to spend as they like add a confident and personality development.

Home Environment and Pupils Academic Performance (HEPAP) questionnaire.

This questionnaire is designed to determine the effect of home environment and parental occupation as correlates of academic performance of lower primary school pupils' in basic science in Ondo State.

Home Environment and Pupils Academic performance

S/N	Statement	Yes	No	Total
1.	Adequate provision of the pupil's educational needs, teaching, and supervision of the pupil's work at home by parents can enhance the pupil's academic performance.	9 100%	-----	9 100%
2.	Educated and high income earner parents can provide the educational needs of the pupils.	9 100%	-----	9 100%
3.	Family size and parental attitudes (interest) towards the pupils academic work/activities enhances pupils academic performance	9 100%	-----	9 100%
4.	Existence of cordial relationship between the pupils and their parents motivates the pupils to study hard	8 88.9%	1 11.1%	9 100%
5.	Early enrolment of the pupil's in a good school by the parents can enhance his/her academic performance.	8 88.9%	1 11.1%	9 100%
6.	The existence of cordial relationship e.g unity, love, and care in the pupil's family can enhance pupil's academic performance.	9 100%	-----	9 100%
7.	The academic level of the pupil's parents and positive attitude towards education can enhances the pupil's academics performance.	9 100%	-----	9 100%

S/N	Statement	Yes	No	Total
8.	Provision of modern gadgets at home and good communication network in the home enhances the pupil's academic performances.	9 100%	-----	9 100%

The table above shows the response of respondents. The results showed that 100% of the respondents indicated that the adequate provision of the pupil's educational needs, teaching and supervision of the pupil's work at home by parents can enhance their academic performance while none of them indicated otherwise. 100% of the respondents agreed that educated and high income earner parents can provide the educational needs of the pupil's while none of them disagree. 100% of the of the respondents indicated that family size and parental attitudes (interest) towards the pupil's academic work/activities enhances pupil's performance while none of them indicated otherwise. On the other hand, 88.9% of the respondents agreed that the existence of cordial relationship between the pupils and their parents motivates the pupils to study hard while 11.1% of them indicated otherwise. Also, 88.9% of the respondents indicated that early enrolment of the pupil's in a good school by the parents can enhance his/her academic performance while 11.1% of them indicated otherwise. The result also showed that 100% of the respondents indicated that the existence of cordial relationship e.g. unity, love and care in the pupil's family can enhance pupil's academic performance while none of them indicated otherwise. The result also showed that 100% of the respondents indicated that the academic level of the pupil's parent and positive attitude towards education can enhance the pupil's academic performance while none of them indicated otherwise. Also, 100% of the respondents indicated that provision of modern gadgets at home and good communication network in the home enhances the pupil's academic performance while none of them indicated otherwise.

Conclusion

Home environment is one of the most significant factors affecting pupils' academic performance. It is very significant for the parents at home to

develop a child friendly environment for their children as this will stimulate pupil's emotions and intellectual personality and promote their self esteem and feelings. Hence, pupils should be provided with a serene home environment for studies which will promote their overall development.

Recommendations

- Parents should give proper time to their children as well as an educative environment at home.
- There must be good rapport in homes as this enhances social and intellectual development of children. These also increase children confidence level.
- Children should be allowed to express their views on different family matters as this will make them feel free as functional family members.
- Educators should encourage parents to provide the necessary means of academic success such as stationary, books, separate study room and homework facilities at their respective homes which will result in educated related performances.
- Child's self-respect should be taken care of, i.e the child can be provided sufficient space and opportunity to express his/her view on matters related to their personal well-being.

Reference

- Andersen. M. L, Taylor. H. F, Logio. K. A. 2017. Sociology: The essentials, Cengage Learning; Boston.
- Arora. R. 2016. Academic achievement of adolescents in relation to study habits. *The International Journal of Indian Psychology*, 3(2), pp 47-54.
- Farooq. M. S, Chaudhry. A. H. Shafiq. M, Berhanu G. 2011. Factors affecting student's quality of academic performance: a case study of secondary school level. *Journal of quality*

- and technology management*, 7(2), pp1-14.
- McNeal. R. B. 2001. Differential effects of parental involvement on cognitive and behavioural outcomes by socioeconomic status. *Journal of Socio-Economics*, 30 (2), pp 171.
- Memo. G.R, Muhammad. F.J, Muhammad. A.K. 2010. Impact of parental socioeconomic status on students' educational achievement at secondary schools of district Malir, Karachi, *Middle East Journal of scientific research*, 6(6), pp 678-687.
- Narad. A, Abdullah. B. 2016. Academic performance of senior secondary school students: Influence of parental encouragement and school environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 8(2), pp12-19.
- Parveen. A, Noor-Ul-Amin. S, Nazir. S. K. 2013. Comparative study of the academic achievement of 10th class boys and girls studying in different high schools of District Pulwama of (J&K). *Journal of Education Research and Behavioral Sciences*, 2, pp 20-27.
- Saini. M. 2010. A study of academic achievement of scheduled caste secondary school students in relation to study habits, home environment and school environment:- (Doctoral dissertation, Maharshi Dayanand University).
- Zehri. C, Abdelbaki. A. 2013. Does adoption of international accounting standards promote economic growth in developing countries? *International Open Journal of Econs*