

HOME ACADEMIC CULTURE AND SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MERU COUNTY, KENYA.

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ABSTRACT

The family lays the psychosocial, moral, and spiritual foundations in the overall development of the child. It is the smallest, most sensitive and important social system which is furnished and facilitated by a society as a larger social system. It is argued that high-quality parent-child interactions characterized by sensitive and supportive parents who provide security and confidence help children regulate and initiate social and nonsocial experiences. Thus, the importance of parents in their children's educational achievement cannot be underrated. Nonetheless, there have been inconsistencies in the role of home academic culture on students outcome. Thus, this study sought to establish the perceived influence of home academic culture on the secondary school students' performance.

The study used a cross-sectional survey research design. The study employed questionnaires to collect data. The target population was 109,151 consisting of 52,650 students, 3,851 teachers and 52,650 parents. The study used simple random sampling to sample 212 form four students, 212 parents and 121 teachers.

Purposive sampling was used to sample 53 principals from 53 randomly selected public secondary schools. Quantitative data was analyzed using descriptive and inferential statistics. Qualitative data was analysed using thematic data analysis. The results showed that most of the students, parents, teachers, and principals agreed that home academic culture influences students' academic performance. The study findings also showed that majority of the students, parents, teachers, and principals perceived that the home academic culture influences students' academic performance to a great extent. A chi square analysis indicated that the perception on the influence of home academic culture on students' academic performance is significantly and positively correlated to the actual students' academic performance.

Thus, it was concluded that there is a significant relationship between principals,' teachers', parents' and students' perception of the influence of home academic culture on students' academic performance and actual students' academic performance.

INTRODUCTION

The family lays the psychosocial, moral, and spiritual foundations in the overall development of the child. It is the smallest, most sensitive and important social system which is furnished and facilitated by a society as a larger social system (Felisilda & Torreon, 2020). While the mother's significant role in this cannot be over-emphasized. Parent-child relationships are biologically based, influenced by developmental and contextual conditions, and affect individual development across the life span (Cabrera, 2020). Cabrera (2020) further argues that high-quality parent-child interactions characterized by sensitive and supportive parents who provide security and confidence help children regulate and initiate social and nonsocial experiences.

Thus, parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s). Structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons death of a parent, divorce, separation, desertion and illegitimacy in which case, the family was never completed (Cabrera, 2020). This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources.

These conditions are not conducive for effective parenting. This is because when the single parent is overburdened by responsibilities and by their

own emotional reaction to their situation; they often become irritable, impatient, and insensitive to their children's needs thus resulting in poor academic performance of the child (McGuirk & Mai, 2016).

In the United Kingdom (UK), the early years home environment in terms of the quality of parent-child linguistic and social interactions and home learning has been found to account for around a quarter of the ability to learn gap between children from well off families and those from poor economic background (Sylva et al., 2008). Yuping (2011) explored whether teachers' perceptions of the importance of children's home environment in China may serve as one of the pass-ways through which the family background may influence a child's schooling.

The study indicated that one of the mechanisms a child's family background may affect school outcomes is through its influence on teacher-student relationships at school. Yuping (2011) also reported that teachers' perceptions of the importance of children's family background are associated with teachers' evaluations and educational expectations of children.

Further studies in the UK have consistently reported that individuals with higher levels of schooling have children who also attain higher levels of schooling (Dickson et al., 2016). This has been attributed to two main sources.

The first explanation of the inter-generational link is a selection story – characteristics that lead parents to select into higher levels of education may also impact their abilities in child-raising or be related to other genetic and environmental factors shared with their children that will lead the children to also achieve higher levels of education. The second explanation is a causal story – because of attaining more education, the parents with high levels of schooling provide a better childhood experience and educational environment and consequently their children do better in school.

Adesehinwa (2013) reported the effect of family type and poor funding on students' academic achievement while Ogbemudia and Aiasa (2013) cited lack of good home foundation for pupils as a cause of poor performance by students. Adesehinwa and Aremu (2010) posited that factors in child, family, society, government, and school may have composite causative effects for these downtrends. This is indicative that family environment plays a significant role in the academic performance of students. It should, however, be noted that these findings might not be generalised to Kenyan situation due to differences in socio-economic systems.

In Tanzania, Ilomo and Chawanga (2015) conducted a study on influence of home environment on students' academic performance in selected secondary schools in Arusha Municipality. The areas of concentration were parents and students, social demographic factors, and other related factors.

The research design used to collect data was a descriptive survey, which employed questionnaires in collecting relevant data for the study. The sample size was one hundred and sixty (160) respondents (students), where forty (40) students were randomly selected from each selected secondary school. The findings revealed that there was no direct relationship between home environment and students' academic performance in schools.

In Kenya, a study by Mwaura (2014) on home-based factors influencing students' performance in Kenya Certificate of Secondary Education (KCSE) in public day secondary schools reported that educated parents assist their children in doing their schoolwork. The study indicated that parents' socio-economic status influences students' KCSE performance. Moreover, Mwaura (2014) established that teachers perceived that parents contribute to students' participation in home chores where more time is spent on home chores than on schoolwork. It should however be noted that Mwaura's study restricted itself on public day school and investigated the influence of parents' level of education, socio-economic status, professional qualifications, and home chores on students KCSE performance.

The capabilities that parents bring into supporting their children's learning and education are thought to exist in three forms: personal dispositions (e.g., sensitivity, warmth, attitudes towards learning); access to education resources and services; and access to education-related institutions (Lee &

Bowen, 2006). Parents who live in poverty are likely to bring capabilities in the form of personal dispositions and willingness to offer learning support to counterbalance their limited access to educational resources and capacity to mobilise social networks in their communities. Parental dispositions such as sensitivity, affection and respect towards children have been found to influence child development and learning (Bernett et al., 2010).

Parental involvement is very important in the day-to-day learning for children. Researchers such as Castro et al. (2015) support the idea of learning experts and the parental cooperation. They believe that it encourages student improvement at school activities. They further posit that student self-esteem, performance, attendance, and regular understanding of homework are enhanced. Finally, it also recognizes that parental cooperation with teachers leads to a more positive attitude and behavior in school learning. This in turn results in higher involvement in post-secondary education. Boonk (2018) argues that parental involvement leads to more learner achievement and more academic improvement in schools.

Pauldine et al. (2015) conducted a study on predicting sibling relationship quality from family conflict in a longitudinal study from early adolescence to young adulthood. The study indicated that socialization experiences in the family have profound and lasting effects on development.

The study investigated whether exposure to family conflict in early adolescence influences relationship quality with siblings during young adulthood. The study used a longitudinal design. Observations of family conflict were used to predict self- and other-reported sibling relationship quality a decade later in an at-risk sample of 98 male and female older siblings of target boys in the Oregon Youth Study. Results indicated that familial conflict during early adolescence reliably predicted quality of sibling relationships during emerging adulthood.

Kipp (2015) investigated the influence of sibling presence on grade point average. The study used archival data from schools in southeastern Ohio to explore the idea that the GPA of students will be affected when a sibling resides in the home compared to students who do not have a sibling in the home. The study explored whether having an older sibling affects the GPA of a student more than that of a younger sibling. Finally, the study examined whether an older male sibling influences the student's GPA more than an older female sibling. The results showed that having a sibling in the home does not affect the GPA of a younger sibling and having an older versus younger sibling did not positively or negatively influence the GPA. Results demonstrated that gender was not a factor in influencing the student GPA and show that any type of sibling presence in the home does not have a significant effect on the GPA.

Bouchev et al. (2010) studied the effect of success of older sibling's academic engagement upon younger siblings. Variables examined included younger siblings' perceptions of engagement and academic adjustment in same sex and mixed sex dyads. These researchers noticed that younger siblings have increased success when they have perceived that the older siblings are more engaged in academics during the 7th and 8th grade years. Furthermore, having a female sibling increased the likelihood of a positive influence on the younger sibling.

Several research articles reported on findings that suggest that family involvement may have no impact on student achievement in school. Balli et al. (1998) investigated the effects of increased family involvement in homework. Sixth grade students were placed in one of three classes, with each class requiring differing levels of involvement from family members. The results showed that the level of family involvement with homework is not a significant predictor of student achievement, reinforcing the findings from the Hill and Tyson study described in the previous section. Another study by Drissen et al. (2005) supported the findings above. The authors examined the effects of family involvement on students belonging to ethnic minority groups. They concluded that although most schools involved in the study provided extra effort regarding promoting family involvement, the direct effects of that involvement could not be discerned.

Yamauchi et al. (2008) investigated the involvement of family members in the education of children attending a Hawaiian language immersion program (Papahana Kaiapuni). The study found that the participating families believed their involvement promoted "(a) the development of children's values, (b) family and community bonding, (c) children's English language learning, and (d) family members' learning about Hawaiian language and culture." Semi structured interviews revealed that most family members considered the first two effects to be primary, while several participants mentioned the third effect as the perceived responsibility of families due to the program's focus on Hawaiian language.

Hsu and Nielson (2009) in a review of literature on impact of family involvement on education argued that vast majority of relevant literature supports the concept that increased family involvement has a constructive impact on the domains of children's general educational and literacy outcomes, for both Indigenous and non-Indigenous families. They further argued that although the amount of available research decreases as the domains become more specified, the studies consistently produced findings showing a positive correlation for diverse varieties of involvement types and outcomes, with a few exceptions.

Nicoletti and Rabe (2014) investigated sibling spillover effects in school achievement. The study provided the first empirical evidence on direct sibling spillover effects in school achievement using English administrative data.

The study exploited the variation in school test scores across three subjects observed at age 11 and 16 and the variation in the composition of school mates between siblings. These two sources of variation had been separately used to identify school peer effects, but never in combination. By combining them the study was able to identify a sibling spillover effect that is net of unobserved child, family and school characteristics shared by siblings. The study found a modest spillover effect from the older sibling to the younger but not vice versa. This effect is higher for siblings from deprived backgrounds, where sibling sharing of school knowledge might compensate for the lack of parental information.

Qureshi (2011) focuses on years of schooling and estimates a spillover effect going from the oldest sister to younger brothers in rural Pakistan. Exploiting the fact that there is a strong gender segregation of schools in Pakistan, she instruments the oldest sister's years of schooling using school distance to the closest girls' school. Even if the school distance is usually not random for children living in developed countries, this instrumental variable seems plausible in the context of rural Pakistan. Qureshi (2011) finds that a one year increase in the schooling of the oldest sister leads to almost half a year increase of schooling for her younger brothers and to large and statistically significant effects on her younger sibling's literacy and school enrollment.

These large effects are in part explained by the fact that, in developing countries, childcare is not exclusively a parental responsibility, and older sisters often have caring responsibilities for their younger siblings.

Adermon (2013) exploits the increase in the minimum school leaving age in Sweden. An increase of two years in the school leaving age was introduced at different times in different municipalities. The timing of the implementation by different municipalities is not completely random, but Holmlund (2008) suggests that it is exogenous after controlling for birth cohort and municipality fixed effects and municipality-specific trends. Using the school reform dummy for the older sibling as an instrument and controlling for municipality fixed effects and trends, Adermon (2013) does not find any significant sibling spill over effect on years of schooling.

The most thorough investigation of possible spillover effects is presented by Dahl et al. (2013) in their study of spill over effects of taking up paternity leave on brothers and co-workers. The authors distinguish the strength of ties between peers, measured by the duration, intensity, and frequency of social interactions and find that stronger ties are associated with higher spill over effects. In the sibling context the interactions are expected to be more intense and frequent between same sex siblings, closely spaced siblings, and sibling pairs with a smaller number of children in the family, and we investigate these factors in heterogeneity analysis.

Raaum et al. (2006) conducted a study titled “*The neighbourhood is not what it used to be*”. The study used a variance decomposition framework that bounds the effect of families and neighbourhoods. The study found important effects of family characteristics and residential location on adult education and earnings in Norway. The study also established that neighbourhoods are less important than families, as the correlations among siblings are significantly higher than among children growing up in the same local community. The study reported that the impact of neighbourhoods is reduced by half from 1960 to 1970. The study linked this result to several policy changes in the 1960s aimed at increasing equality of opportunity in Norway.

The levels of parental engagement greatly vary among parents, when we look at mothers, parents of young children, Black/Black British parents, parents of children with a statement of Special Educational Needs are all more likely than average to be very involved in their child’s education (Peters et al., 2008). Pelletier and Brent (2002) showed that parents who migrated to Canada or speak English as the second language were less likely to be engaged in the learner’s school activity or even the daily progress of the school and its activities.

According to Zhang et al. (2014) Chinese immigrant parents had a less level of engagement than non-Chinese parents across three forms of involvement which include communication with teachers, giving out free services to help at the before the children attend formal school, and

participating in the school’s decision-making agenda. The study also revealed that Chinese immigrant and non-Chinese parents’ parental role in the rebuilding and parenting self-efficacy were indicators of all three forms of level of parental involvement, and perceived opportunity for involvement was indication of communication with the school administrators.

In South Africa Davids (2010) indicated that farm-worker parents in rural farms of Citrusdal area participated in basic knowledge passing of skills to children and is mostly done by female parents. In Nigeria, Akindele (2012) found out that parents would read stories to their kids but mostly during the end of the week. Time availability of time is a major hindrance faced by parents in cultivating reading culture for their children in (83.4%) of cases, while lack of parental involvement account for (23.3%). The rate of the guardians being involved in ECD in Uganda is known to be extremely low. According to Ejuu (2012) this is because the importance of ECD has not been inculcated in the whole society in Uganda. This lack of knowledge and the uncertainty of parents of the influence of ECD on the school readiness of their children has led many parents to place ECD far from the top of the education list of priority.

Using a representative UK sample from the Millennium Cohort Study, Hatras (2012) examined the unique and cumulative contribution of children’s characteristics and attitudes to school, home learning environment and family’s socio-economic background to children’s language and

literacy at the end of Key Stage1 (age seven-years-old). The study showed that family's socio-economic background made a substantive contribution to teacher-rated language and literacy. Moreover, children's characteristics and attitudes to school as well as certain aspects of the home learning environment explained a significant amount of variance in language and literacy. However, the study indicated that homework support and book reading, were not associated with children's language and literacy outcomes, despite a high percentage of parents being involved with home learning support routinely.

McClelland et al. (2006) study reported that although children's immediate family environments and the socio-economic structures that surround their life exert powerful influences on their learning and development, children are active agents who can influence their interactions with parents, peers, and schools. The study findings further indicated that children's positive attitudes to learning and social competencies such as emotion regulation, control of attention and pro-social behaviour are linked with sustained learning and school success. Thus, the study concluded that children's ability to manage their own behaviour and emotions, regulate their behaviour in ways that are consistent with classroom rules and display pro-social behaviour in terms of showing empathy to and collaborating with their peers can help them learn from and with others and do well at school.

Organisation for Economic Co-operation and Development (2014) concluded that eighth grader aspirations to attend college derive primarily from

parent's education and family background. Suitor et al. (2008) study isolated the variable of mother's education and its impact on her children. The study adopted a longitudinal design to determine the longitudinal effect of their return to school and the consequence their academic achievements had on children's educational goals and orientations. The researchers found that return to school was consequential on children's aspirations only when mothers completed their degrees (Suitor, Plikuhn, Gilligan, & Powers, 2008). In view of this it could be asserted that joining college without completion of the course has no effect on children's aspirations. On this basis that this study used cross-sectional study instead of longitudinal. Based on this review it is also evident that most of the studies have been carried out in countries outside Africa with studies in Kenya astoundingly missing. Thus, this study sought to fill this gap by investigating the influence of parents' education on the secondary school students' academic performance.

Hines and Holcomb-McCoy (2013) found that boys with fathers in the home performed well academically and socially in school. However, many of the boys in their study without fathers in the home had found male role models in relatives, teachers, friends, or fathers living outside of the home. Those boys with strong male mentors also did well. Therefore, the authors suggested that, although the presence of two parents in the home, especially when they are working together as a team, can be beneficial to a young African American male both academically and

emotionally, a two-parent family is not a necessary condition for success.

Muola (2010) investigated the relationship between academic achievement motivation and home environment among standard eight pupils. The study was carried out on 235 standard eight Kenyan pupils from six urban and rural primary schools randomly selected from Machakos district. Their age ranged between 13 and 17 years. Two questionnaires, the simple profile (SP) and home environment questionnaire, were used to provide information on the pupil's levels of academic motivation and home environment. A significant positive relationship was found between six of the home environmental factors, that is fathers' occupation, mothers' occupation, fathers' education, mothers' education, family size and learning facilities at home and academic achievement motivation. Parental encouragement was the only factor that was not significantly related to academic achievement motivation. Although these correlations are low, they showed that pupils' motivation to do well in academic work is to some extent dependent on the nature of their home environment.

Since 2011, academic performance among learners in Meru County has been poor in comparison to neighboring counties. A study by Wambugu (2012) in Igembe North Sub- County, Meru County attributed poor academic performance to cultural practices such as chewing *miraa*, early marriage, circumcision and polygamy and socio-economic activities such as *miraa* business, farming, and pastoralism. On the

other hand, a study by Parnwell (2015) in Ruiru Location-Meru County, Kenya attributed poor academic performance to inadequate school infrastructure. Although these studies have attributed poor academic performance in the region to socio-economic factors, poor performance is multifaceted. This implies that there are other factors which impact academic performance of students. Although home environmental factors could be predisposing factors to academic performance of students, it was not clearly known how home environmental factors influenced academic performance in the study area. Thus, this study sought to investigate the perceived influence of home academic culture on secondary school students' academic performance in public secondary schools in Meru County, Kenya.

METHODS

This study used a cross-sectional research design to assess the perceived influence of parental economic activity on secondary school students' academic performance. The study was done in Meru County. The study targeted a total population of 109,502 people comprising of 351 principals, 52,650 parents, 52,650 students and 3,851 teachers in the 351 public secondary schools in Meru County. A total of 598 respondents comprising of 212 students, 121 teachers, 53 principals, and 212 parents were sampled using simple random sampling from 53 schools using formula as proposed by Freedman et al (2007) to determine the total sample size of the respondents.

Data was collected using four categories of questionnaires, namely: questionnaires for parents, teachers, principals, and students. Upon completion of the data collection exercise, all completed research instruments were assembled, coded, summarized, and analyzed using the statistical package for social science (SPSS) version 21. Quantitative data was analysed using descriptive and inferential statistics.

RESULTS AND DISCUSSION

Academic Performance

The study sought to establish the academic performance of four students’ academic performance. This was based on the 2021 MOCK examinations which were done in the second term of 2021 academic year. The results are summarised in Table 1.

Table 1

Students mean score in 2021 MOCK examinations.

County	Mean score in 2021 MOCK examinations	Standard deviation
Meru County	4.893	0.012
Tharaka Nithi County	5.223	NA
Embu County	5.321	NA

The results indicated that the mean score reported by principals averaged at 4.893±0.012 (see Table 5). This was lower than that of neighboring counties of Tharaka Nithi (5.223) and Embu (5.321). These results imply that Meru County academic performance is lower than that of other neighboring counties.

Nonetheless, taken as a whole the results are slightly higher than those reported in the 2020 KCSE examinations (Ministry of Education Science and Technology 2021). However, the two examinations are not the same and could not be taken as an improvement in academic performance. Nonetheless, the MOCK examinations were used in this study to evaluate the influence of home-based factors on academic performance.

Perceived Influence of Home Academic Culture on students’ academic performance

The fourth objective of the study sought to establish the relationship between home academic culture and students’ academic performance. To this the study first sought to establish the highest education level of most parents or guardians. The findings are presented in figure 4.8.

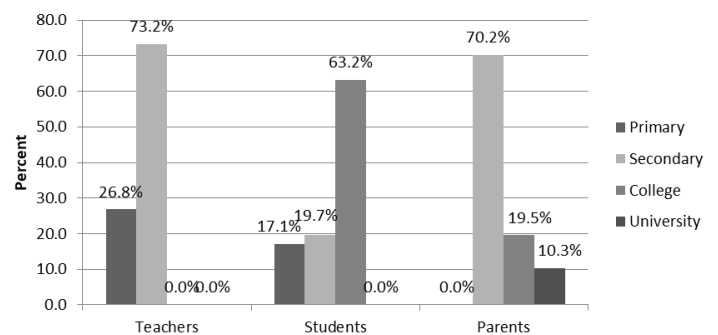


Figure 4.1: Highest Level of Education (Teachers N=112; Students N=193; Parents N=174)

The study findings show that majority of teachers and parents indicated that most parents have attained secondary education (73.2% and 70.2% respectively). The findings also show that 63.2% of the students indicated that their parents had college education. The findings mean that most parents had attained secondary education.

The respondents were also asked to state their level of agreement with the statements on perceived influence of home academic culture on the students’ academic performance on a scale of strongly agree, agree, disagree, and strongly disagree. The study findings are presented in Table 12 (SA represents Strongly Agree, A represents Agree, D represents Disagree and SD represents Strongly Disagree).

Table 2
Perceived Influence of Home Academic Culture on Academic Performance

Statement	Response	Students		Parents		Teachers		Principals	
		F	%	F	%	F	%	F	%
Education achievements of parents	SA	5	2.6	60	34.	15	14.	4	8
	A	14	75.	92	52.	85	80.	4	88
	D	38	19.	16	9.2	2	1.8	1	2
	SD	5	2.6	4	2.3	4	3.6	1	2
	Total	19	10	17	10	10	10	5	10
Students look at his/her parent(s)	SA	39	20.	6	3.4	2	1.8	4	28
	A	13	67.	16	91.	98	92.	3	72
	D	19	9.8	6	3.4	2	1.8		0
	SD	23	11.	2	1.1	4	3.6		0
	Total	19	10	17	10	10	10	5	10
Student parents take an interest in academic performance	SA	50	25.	2	1.1	4	3.6	2	4
	A	13	67.	13	78.	96	91.	4	86
	D	5	2.6	34	19.	2	1.8	3	6
	SD	8	4.1	2	1.3	4	3.6	2	4
	Total	19	10	17	10	10	10	5	10

Parents assist students with schoolwork	SA	55	28.	2	1.1	2	1.8	7	14
	A	12	65.	15	89.	7	98	9	4
	D	2	1.0	14	8.0	2	1.8	3	6
	SD	9	4.7	2	1.1	4	3.6		0
	Total	19	10	17	10	10	10	5	10
Parents follow-upon students’ performance	SA	8	4.1	20	11.	5	13	5	2
	A	14	72.	14	81.	6	89	84	3
	D	15	7.8	10	5.7	2	1.8		0
	SD	30	15.	5	2	1.1	2	1.8	0
	Total	19	10	17	10	10	10	5	10
Education for students’ brothers and sisters positively influenced academic performance	SA	41	21.	16	9.2	19	17.	3	6
	A	13	71.	14	81.	6	85	3	4
	D	11	5.7	10	5.7	2	1.8	2	4
	SD	3	1.6	6	3.4	0	0		3
	Total	19	10	17	10	10	10	5	10
Education for students’ cousins, uncles and aunts positively influenced academic performance	SA	10	5.2	16	9.2	17	16.	8	16
	A	12	6.2	20	11.	5	4	3.6	4
	D	15	80.	12	73.	5	85	4	0
	SD	6	8	8	5	85	4	0	40
	Total	15	7.8	10	5.7	0	0	1	8
	Total	19	10	17	10	10	10	5	10

The results show that most of the respondents (75.1% of the students, 52.9% of parents, 80.4% of teachers and 88% of the principals) agreed that the educational achievement of the parents positively inspired the students' academic achievement. The findings therefore mean that education achievements of the parents positively inspired the students' academic achievements. The findings of the study support the findings of Sánchez et al. (2006) that parents' low academic achievement has a direct influence on their children's educational achievements. The study findings also agree with Behnke et al. (2004) who found that there is a connection between the youth's education and their parents' education.

The study findings show that most respondents (67.9% of the students, 91.9% of parents, 92.9% of teachers and 72% of the principals) agreed that the parents' role as models to the students positively influences the students' academic achievement. Generally, the students perceived that parents' acting as role models to the students has a positive influence on the students' academic achievement. The findings support Hines and Holcomb-McCoy (2013) argument that parents acting as role models positively influence the academic performance of their children.

The respondents were asked to state whether the parents taking interest in the students' academic performance positively influenced their academic performance.

The results show that according to most of the respondents (67.3% of the students, 78.1% of parents, 91.1% of teachers and 86% of the principals) parents taking interest in the students' academic performance positively influenced their academic performance. In summary, the students perceived that when parents take interest in their children's academic performance, they positively influence their academic performance. The findings agree with the views of Omoraka (2001) that parents with little formal education are less likely to be interested in their children's academic performance and therefore will not do any follow-up to know the progress of their children in school. This is not true of the parents with relatively higher education who take much interest in their children's academic performance.

On the perception that parental assistance with schoolwork positively influenced the students' academic performance, the results show that majority of the respondents (65.7% of the students, 89.7% of parents, 92.9% of teachers and 80% of the principals) agreed that parental assistance in schoolwork positively influenced students' academic performance. Overall, the respondents perceived that when the parents assist the students with their schoolwork, it positively influences their academic performance. The findings support the views of Omoraka (2001) that parents with little formal education may be less familiar with the language used in school, limiting their ability to support learning and participate in school related activities. This may have a negative influence on the students' academic performance.

The study also sought to establish whether parental follow-up on academic performance in school has a positive influence on students' academic performance. The results show that majority of the respondents (41.5% of the students, 80.5% of the parents and 80.4% of the teachers) agreed that parents' follow-up on the students' performance in school has positively influenced academic performance. In summary, the respondents perceived that follow-up by parents on academic performance of students improve students' performance.

As to whether the education of the students' brothers and sisters have influenced academic performance of the students; the results show that most of the respondents (71.5% of the students, 81.6% of the parents and 80.3% of the teachers and 84% of the principals) agreed with the statement. The respondents therefore perceived the education of the brothers and sisters to have some influence on the academic performance of the students.

Concerning whether the education of the students' cousins, uncles and aunts positively influenced academic performance, the results show that most of the respondents (80.8% of the students, 73.5% of the parents, 84.4% of the teachers and 84% of the principals) disagreed with the statement. The respondents therefore perceived that the education of the cousins, uncles and aunts had no influence on the academic performance of the students.

An interview schedule with the BOMs indicated that students with parents with higher educational attainment are prompted to work harder since their parents are interested in how their children perform at school. During the interviews it also emerged that learned parents help their students in their studies while at home. The BOMs indicated that these involvements were said to enhance students' performance. Based on this it can be argued that parental educational level may influence students' activity. The BOMs further indicated that homes where students interact with cousins and parents who actively participate in educational related issues, they are motivated to work harder in their academics and hence perform better. However, some BOMs argue that students from families with low academic levels are likely to be inspired to work harder so that they would not lead the life their parents led. This implies that even though home academic culture may influence students' academic performance, there are instances where intrinsic motivation of students plays a vital role in the academic performance of students. This is contrary to Dickson et al. (2016) findings which indicated that children whose parents have higher educational levels are likely to perform better than those with parents whose level of education is lower.

The study further sought to ascertain the relationship between perception on the influence of home academic culture on students' academic performance and actual students' academic performance.

This was done through determination of the correlation between the perceived influences of home academic culture on students’ academic performance and actual students’ academic performance through testing the following hypothesis:

H₀₄ There is no significant relationship between principals’, teachers’, parents’, and students’ perception on home academic culture on students’ academic performance and actual students’ academic performance.

The results are summarized in Table 13.

Table 3: Chi-Square for Perception on Influence of Home Academic Culture on Students’ Academic Performance and Mean Score in 2021 MOCK Examinations

		Students		Parents		Teachers		Principals	
		Value	Asymp. Sig. (2-sided)	Value	Asymp. Sig. (2-sided)	Value	Asymp. Sig. (2-sided)	Value	Asymp. Sig. (2-sided)
Home academic culture is perceived to influence students’ academic performance	Pearson Chi-Square	5.651	.001	6.321	.000	3.310	.032	6.745	.001
	Likelihood Ratio	7.112	.008	6.102	.006	2.111	.002	4.267	.019
	Linear-by-Linear Association	7.101	.006	3.390	.022	1.109	.034	3.555	.097
	N of Valid Cases	193		174		106		50	

The results indicate that the perception on influence of home academic culture on students’ academic performance is significantly and positively correlated to the actual students’ academic performance ($\chi^2= 5.651$ at $p=0.001$ for students; $\chi^2= 6.321$ at $p=0.000$ for parents; $\chi^2= 3.310$ at $p=0.032$ for teachers and $\chi^2= 6.745$ at $p=0.001$ for principals). This implies that the home academic culture that teachers, parents, students, and principals perceive positively influences academic performance do affect students’ actual academic performance. Therefore, the hypothesis can be rejected based on the finding that there is a significant relationship between principals’, teachers’, parents’ and students’ perception on home academic culture on students’ academic performance and actual students’ academic performance.

This finding supports the findings of Leithwood and Patrician (2015) who indicated that changing home academic environment strongly enhances children’s academic achievement. The findings also augment the findings of Dickson et al. (2016) which indicated that higher levels of education among parents enhances academic culture at home which in turn contributes positively towards the children’s academic attainment. The findings are also in tandem with that of Cabrera (2020) finding which argued that intact families try to integrate their children educational needs at home and hence contribute positively towards academic performance of their children.

The study also supports Hwang and Jung (2021) findings which indicated that helicopter parenting and autonomy support could be related to fathers' and mothers' parenting contexts that determine educational outcome of their children.

CONCLUSION

The study sought to establish the relationship between home academic culture and students' academic performance. The results showed that most of the students, parents, teachers, and principals agreed that home academic culture influences students' academic performance. The study findings also showed that majority of the students, parents, teachers, and principals perceived that the home academic culture influences students' academic performance to a great extent.

A chi square analysis indicated that the perception on the influence of home academic culture on students' academic performance is significantly and positively correlated to the actual students' academic performance. Thus, null hypothesis was rejected. It was therefore concluded that there is a significant relationship between principals', teachers', parents' and students' perception on the influence of home academic culture on students' academic performance and actual students' academic performance.

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