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COMPARATIVE EFFECT OF HOME-RELATED VARIABLES ON ACADEMIC ENGAGEMENT OF SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE, NIGERIA

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Abstract

This study investigated the comparative effect of home related variables on academic engagement of secondary school students in Anambra state, Nigeria. Three research questions guided the study. Descriptive survey design was adopted for the study. The population of the study consisted of 10,173 year two senior secondary school (SSS2) students in the 263 public secondary schools in Anambra state. The sample for the study consisted of 1,028 students obtained through non-proportionate stratified random sampling technique from 18 schools in Onitsha, and Awka education zones. The instrument for data collection was a structured questionnaire developed by the researchers. The data collected was analyzed using mean, standard deviation, t-test and ANOVA statistics. Standard deviation was used to determine the homogeneity and heterogeneity of the respondents' response. The analysis was done using Statistical Package for Social Sciences (SPSS 27).The study revealed that parents' level of education has effect on academic engagement of secondary school students in Anambra state, that parental occupation has effect on academic engagement of secondary school students in Anambra state, that parental income also has effect on academic engagement of secondary school students in Anambra state and that there is combine effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state. There is no significant effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state. The study recommended among others that parents should be made to realize the importance of motivation in determining their children academic engagement in schools, especially the realization that most of the male students are abandoning school for business.

Keywords: Home, home related variables, academic engagement.

Introduction

The home is the primary institution for learning. Home as perceived by Christe (2019) is defined as a place which an individual or a family can rest and store personal property. A home is a place where children live with their parents or guardian and it is the place where they are groomed. The home influences the child at the most earliest possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole life of the child. The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self worth and academic performance (Ekanem, 2014).

Home variable means the family background of the students, this includes all the human and materials resources present at the home that affect students education and living, such as the parent's level of education, their occupation, socio-economic status and socializing facilities available in the house (Graetz, 2019). Thus, the foundation education depends upon these variables on which the other agents of socialization are built. The education received by a child from the parents and significant others at home is most likely the significant and dominant effect on the behaviour of the child later in life. What students learns at home and how his/her family motivates him/her towards education contributes to the child's engagement, success or failure at school.

The emotional and psychological stability of a child which enhance effective engagement depends mostly on the marital position of the parents. A child who lives with a single parent may not have attention and care as he requires from two parents (Hugo 2017). One the other hand, a child from a home where both parents are living together may have the advantage of having his welfare well catered for because there is a relationship between the parental background and the academic

achievement. Okoro, (2013) also asserted that parental occupation has a positive relationship with academic engagement of secondary school students. Parent's occupation is an important factor in the home that affects a child's academic engagement.

Academic engagement as a variable of this study could be viewed as various school activities meant for the students. Academic engagement is defined as the extent to which a student participates in academic and nonacademic related activities as well as values the goals of studying (Sherer, & Shea 2019). To Pascarella, and Terenzini, (2015) academic engagement is how often the students participate in educationally purposeful activities inside and outside the classroom. Academic engagement entails investment in and commitment to learning, identification at school, and participation in the institution environment and initiation of activities to achieve an outcome (Peter & Valkenburg 2019).

In a study by Sulaimon, Adewunmi and Oyenekan, (2015) on the effect of home background, environmental factors, emotional intelligence and peer influence on students" academic engagement in selected secondary school in Abeokuta metropolis of Ogun State, the study found that the effects of home background, environmental factors, emotional intelligence and peer influence are jointly significant on students" academic performance. In addition, home background, environmental factors, emotional intelligence and peer influence contribute to approximately 30.9% of the variation in students" academic engagement. In another study by Uloko, (2019) carried out a study titled Influence of home environment on the academic performance of the students in some selected Schools in Dekina Local Government Area in Kogi State, Nigeria. It was revealed that parents' economic statuses, parental educational backgrounds, parental marital Styles, and home locations of parents all do have varying degrees of effects on the performance of students in the study area.

The importance of academic engagement cannot be overlooked. Academic engagement is useful in enhancing school activities towards achieving positive academic outcomes and as well, decreases students' decision to drop out of school due to a long- term process of disengagement from school, among others (Ratcliff & Hunt 2019). The researchers of this study are of view that these components academic engagement actually outlined so many activities which without them, the secondary school students will not be able to experience knowledge that manifest a purposeful learning outcome. Based on the foregoing the researcher seeks to investigate the comparative effect of home related variables on academic engagement of secondary school students in Anambra state, Nigeria.

Statement of the Problem

Despite the fact that secondary school students in Nigeria are taught by the same teachers and school environment, their academic engagement level differ from one individual to another. It seems that students from low family income could be at a greater risk of hunger, homeless, sickness, physical and mental disabilities, violence, teen parenthood, family stress and educational failure. It appears that secondary school students from low family background that encounter these environmental factors could be four times more likely to have learning difficulty than students from high home background, so also applicable to other home variables such as parental level of education and occupation etc. Given the foregoing, the researchers therefore deem it crucial to seek the comparative effect of home related variables on academic engagement of secondary school students in Anambra state, Nigeria.

Objective

The objective of this study is to investigate the comparative effect of home related variables on academic engagement of secondary school students in Anambra state, Nigeria.

Research Question

The following research questions guided the study:

1. What is the effect of parental level of education on academic engagement of secondary school students in Anambra state?
2. What is the effect of parental occupation on academic engagement of secondary school students in Anambra state?
3. What is the effect of family income level on academic engagement of secondary school students in Anambra state?
4. What is the combine effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state?

Hypotheses

The following null hypotheses guide the study and tested at .05 level of significance.

H1: There is significant effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state?

Methodology

To meet the objectives of this study, descriptive survey research design was adopted to investigate the comparative effect of home related variables on academic engagement of secondary school students in Anambra state, Nigeria. The population of the study consists of 10,173 year two senior secondary school (SSS2) students in the 263 public secondary schools in Anambra state (Post Primary School Service Commission, Awka. 2023). Anambra state has six (6) education zones. The sample for the study consist of 1,028 students, (546 males & 482 females) obtained through non-proportionate stratified random sampling technique from 18 schools in Onitsha, and Awka education zones (nine schools from each education zone). The instrument for data

collection was a structured questionnaire developed by the researchers and titled "Comparative effect of home variables on academic engagement of Senior secondary school students (CEHVAESSS). The questionnaire was designed to cover respondents with prior knowledge of the study under consideration. It has parts which sought information that has required answering the research questions. The questionnaire was constructed in a way that the respondents had to choose of the response options of four-point rating scale of Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). The instrument was face and content validated by three experts, from the department of Educational Foundations Nnamdi Azikiwe University, Awka. Anambra state. Cronbach's alpha was used to determine the reliability of the instrument, which yielded coefficient values of 0.80 with average coefficient index of 0.79. This value shows that the instrument is sufficiently reliable. The data collected was analyzed using mean, standard deviation, t-test and ANOVA statistics. Standard deviation was used to determine the homogeneity and heterogeneity of the respondents' response. The decision rule for testing the null hypotheses will be as follows; reject the null hypothesis if the calculated/sig. value is greater than the critical/p-value, otherwise do not reject the null hypothesis if the calculated/sig. value is lesser than the critical/p-value. The analysis was done using Statistical Package for Social Sciences (SPSS 27).

Results

Research Question 1: What is the effect of parental level of education on academic engagement of secondary school students in Anambra state?

Table 1: Mean and standard deviation on the effect of parental level of education on academic engagement of secondary school students.

S/N	Statement	Mean	SD	Remarks
1.	My parents are highly educated, they knew how to assist me in my difficult assignments	3.10	0.98	**SA**
2.	My parents are well educated, they knew the relevant educational resources to provide to aid my study	3.70	1.11	**SA**
3.	My parents are highly educated and exposed, they know which they influence my academic performance	4.00	0.93	**SA**
4.	My parent always supports me financially to make sure I meet up with my school requirements	3.80	0.94	**SA**
	Grand Mean	**3.65**		**SA**

The results presented in Table 1 shows the mean and standard deviation of the effect of parental level of education on academic engagement of secondary school students. The respondent rated strongly agreed (SA) to all the items raised, the grand mean shows that, with a mean score of 3.65, the respondents strongly agreed to the effect of parental level of education on academic engagement of secondary school students in Anambra state. The standard deviation results shows homogeneity in the respondents response.

Research Question 2: What is the effect of parental occupation on academic engagement of secondary school students in Anambra state?

Table 2: Mean and standard deviation on the effect of parental occupation on academic engagement of secondary school students.

S/N	Statements	Mean	SD	Remark
5	I will not like to take after my father's occupation, instead I will go for a better one	3.91	0.74	SA
6	I will not like to take after my mother's occupation, instead I will go for a better one	3.84	0.98	SA
7	I will like to take after my father's occupation because I admire it	3.86	1.03	SA
8	My parents want me to follow in their line of occupation	2.88	0.95	A
	Grand mean	**3.62**		**SA**

The results presented in Table 2 reports the mean and standard deviation on the effect of parental occupation on academic engagement of secondary school students. The respondents rated strongly agreed (SA) to items 5,6 and 7 with mean scores of 3.91, 3,84, 3.86, they rated agreed to item 8 with mean score of 2.88. The grand mean shows that, with a mean score of 3.62, the respondents strongly agreed to the effect of parental occupation on academic engagement of secondary school students in Anambra state. The standard deviation results show homogeneity in the respondents' response.

Research Question 3: What is the effect of family income level on academic engagement of secondary school students in Anambra state?

Table 3: Mean and standard deviation on the effect of family income level on academic engagement of secondary school students.

S/N	**Statements**	**Mean**	**SD**	**Remark**
9	Parents who are professionals encourage their children's academic activities.	3.17	0.93	**SA**
10	Students from highly rich families have all the learning materials needed for studies.	3.74	1.00	**SA**
11	Mothers who work all days don't have enough time to assist their children in out-of-school reading	3.94	0.84	**SA**
12	Financial constraints often determine how many will go to school in low income earned families.	3.01	1.14	**SA**
	Grand Mean	**3.47**		**SA**

Data in Table 3 reports the mean and standard deviation of the effect of family income on academic engagement of secondary school students. The respondent rated strongly agreed (SA) to all the items raised, the grand mean shows that, with a mean score of 3.47, the respondents strongly agreed to the effect of family income on academic engagement of secondary school students in Anambra state. The standard deviation results show homogeneity in the respondent's response.

Research Question 4: What is the combine effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state?

Table 4: Mean and standard deviation on the combine effectof parental occupation, parental level of education and family income on academic engagement of secondary school students

S/N	Statement	Mean	SD	Remarks
1.	My parents are highly educated, they knew how to assist me in my difficult assignments	3.10	0.98	**SA**
2.	My parents are well educated, they knew the relevant educational resources to provide to aid my study	3.70	1.11	**SA**
3.	My parents are highly educated and exposed, they know which they influence my academic performance	4.00	0.93	**SA**
4.	My parent always supports me financially to make sure I meet up with my school requirements	3.80	0.94	**SA**
5	I will not like to take after my father's occupation, instead I will go for a better one	3.91	0.74	**SA**
6	I will not like to take after my mother's occupation, instead I will go for a better one	3.84	0.98	**SA**
7	I will like to take after my father's occupation because I admire it	3.86	1.03	**SA**
8	My parents want me to follow in their line of occupation	2.88	0.95	**A**
9	Parents who are professionals encourage their children's academic activities.	3.17	0.93	**SA**
10	Students from highly rich families have all the learning materials needed for studies.	3.74	1.00	**SA**
11	Mothers who work all days don't have enough time to assist their children in out-of-school reading	3.94	0.84	**SA**
12	Financial constraints often determine how many will go to school in low income earned families.	3.01	1.14	**SA**
	Grand Mean	**3.58**		**SA**

In Table 4, the mean and standard deviation on the combine effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state. The respondent rated strongly agreed (SA) to items 1-7,9,10,11 and 12, they agreed to item 8 with a mean score of 2.88.The grand mean shows that, with a mean score of 3.58, the respondents strongly agreed to the combine effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state. The standard deviation results show homogeneity in the respondent's response.

Hypothesis Testing

Hypothesis 1: There is no significant effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state.

Table 5: ANOVA on the effect of parental occupation, parental level of education and family income on academic engagement of secondary school students.

Sources of variation	Sum of Squares	df	Mean Square	F	Sig. value	p-value	Decision
Between Groups	5.324	2	2.662	.668	.515	0.05	Not significant
Within Groups	410.299	1026	3.983				
Total	415.623	1028					

The results presented in Table 5 reveals the ANOVA summary of respondents on the effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state. From the analysis presented in the Table, the significant value is greater than the p-value (F= 0.668, df= 2;1026, 0.515>0.05), hence the null hypotheses is not rejected. This implies that there is no significant effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state.

Discussion of Findings

According to the findings of this study, the respondents in research question one revealed that respondents strongly agreed to the effect of parental level of education on academic engagement of secondary school students in Anambra state. And this is in line with the opinions expressed by Sherer, and Shea, (2019) that educational level of parents which is an indicator of socio-economic status has direct influence on child's value and academic achievement in the school. Research question two revealed that the respondents strongly agreed to the effect of parental occupation on academic engagement of secondary school students in Anambra state. Research question three

revealed that the respondents strongly agreed to the effect of family income on academic engagement of secondary school students in Anambra state. This is not in conformity with Pascarella, and Terenzini, (2015) who opines that the lower income families may be aware of the importance of education in the society, but at the same time they are also aware of their limited resources to measure up with such educational demands. Research question four revealed that the respondents strongly agreed to the combine effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state.

The hypothesis results presented in table 5 reveals the ANOVA summary of respondents on the effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state implies that there is no significant effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state.

Conclusion

In conclusion the findings of this research reveal that parental level of education, parental occupation and family income have effect on academic engagement of secondary school students in Anambra state. But there is no significant effect of parental occupation, parental level of education and family income on academic engagement of secondary school students in Anambra state. The major reasons for the observed difference in engagement could be reinforcement, motivation and positive attitude of the parents towards their children's academic engagement.

Recommendations

Based on this background, the researcher makes the following recommendations:

1. That parents as a matter of importance should diversify their sources of income so that they can be able to provide fund their children in school for better academic engagement.
2. Parents should be made to realize the importance of motivation in determining their children academic engagement in schools, especially the realization that most of the male students are abandoning school for business.
3. Parents should be actively involved in encouraging students to learn and also in supervising students academic work at home

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