

The Effects of Home Environment on Students' Academic Achievement in Selected Ward Secondary Schools in Longido District - Arusha Region

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Abstract

This study explored the effects of home environment on students' academic achievement in selected ward secondary school students at Longido District in Tanzania. Specifically, the study sought to examine the effects of home-work habits on students' academic achievement across the gender, to explore the degree to which parental support and guidance affect students' academic achievement. The study employed quantitative methods with some element of qualitative approach for the discussion of results. The study was conducted in four ward secondary schools in Longido district. A total of 144 participants were involved in the study. Categorically, 80 of them were students, 60 were parents and four were secondary school teachers. Data were collected through questionnaire, interview and observation. The study established that students with high degree of homework activities performed poorly in their subjects compared to students with moderate and low homework burden who scored average and high on their academic tasks respectively. Moreover, female students were occupied more with home-work activities before and after school hours compared to male students. It was also found that parents had very little support and guidance towards their children school related activities. It was concluded the home environment exerts significantly influence on students' performance. In order to improve students' academic performance, parents should give their children time to study at home by relieving them from burden of home chores.

Keywords: Academic achievement, family, home environment

Introduction

A home is a place where students live with their parents/guardians and it is the place where they are groomed. The home environment entails; provision of stimulating and learning experiences in the home and emotional warmth displayed by parents while interacting with their children (Kimaro, & Machumu, 2015; Komba & Jonathan, 2014). Arguably, home environment not only provides hereditary transmission of the basic potentials that influence child development but also it is place where a child begins to learn the norms and values of the society in which he/she find him/herself. Hence, the environment plays a very important role in one's personal growth (Jayanthi & Srinivasan, 2015).

In brief, family is a social unit of society and it is the source of early stimulation and experience in children (Cleophas, 2014). Basically, it is in the family where very young children typically acquire language, knowledge, skills, and behaviour. This has the potential to shape child's readiness for school, attitudes towards learning, and his/her later academic attainment (Chohan, 2010; Machana *et al.*, 2017). Principally, parents who provide a warm, responsive and supporting healthy environment, encourage exploration, and learning materials accelerate their children's intellectual development. Children need supportive social environment, access to resources within the home to support cognitive, emotional and physical development and stable home environment. Alternatively, noisy, chaotic and unstable environments have negative effects on children's health Edwards (2010) and development. Children are motivated to work on activities and learn new information and skills when their environments are rich in interesting activities that arouse their curiosity and offer moderate challenges (Jagero, *et.al.* 2010; Slaughter & Epps, 2012).

It has been assumed that academic achievement of any child may not only depend on the quality of the teachers and schools, rather the home environment in which the child lives; a healthy and supportive home environment offers emotional security to a child (Kamuti, 2015). Academic performance of students is a key feature in education (Masabo, *et al.*, 2017). It is considered to be the centre around which the whole education system revolves. In brief, Academic performance refers to the level of learning outcomes or achievement of students. According to Obeta (2014) academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. These goals are measured by using continuous assessment or examinations results. He opined that the academic performance of students determines the success

or failure of any academic institution. Siraj (2010) also asserted that students' academic performance serves as bedrock for knowledge acquisition and the development of skills. In the same vein, Mudassir and Abubakar (2015) argued that academic performance of students has an influence on the socio-economic development of a country. More so, Farooq (2011) emphasizes that the top most priority of all educators is academic performance of students. Therefore, performance tests are instruments used to measure learning abilities.

According to Khan et al. (2019) individual differences in academic performance is due to differences in intelligence and personality. He asserted that students with higher mental abilities as demonstrated by IQ tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. However, a number of factors contribute to such students. Such factors emanate from curriculum planning and implementation, school environment, parents, socialization patterns in the home, location of the home, siblings or peer group influence and so on (Ali, et al.,2014).

In the view of Siraj (2010), from the parental support to family income, home factors can make the significant difference between a child's academic success or failure. Numerous studies in this area have acknowledged the importance of home facilities in enabling and restraining children in practicing educational activities at home. Class preparation and practice at home are fundamental for child, as a child spends only five and six hours at school and the remaining time is spent at home which needs to be utilized properly (Ali, et al.,2014; Barnard, 2014; Awasthi, 2017). The proper utilization of home time of children means provision of educational environment at home, which plays a dominant role in improving the educational performances of children.

Apart from home facilities, family income and education occupation are linked to students' school academic success. For example, Kamuti (2015) asserts that parents with higher socio-economic status are able to provide their children with the (often necessary) financial support and home resources for individual learning. They are also more likely to provide a more stimulating environment to promote cognitive development. Parents face major challenges when it comes to providing optimal care and education for their children. However, the challenges are acutely devastating among the poor income families struggling to provide the basic needs to sustain the family. Families with low socio-economic status often lack the financial, social and educational supports that characterized families with high socio-economic status. For example, Malley (2001) study conducted at Meru district, found that parental economic background determined students'

academic achievement. Particularly, the study found that children whose parents or guardians were keeping livestock, farmers, or worked in mines were more likely to perform poorly.

Based on this background, the present study investigated on the influence of home environment on students' academic achievement in order to recommend what should be done to increase academic achievement of students in Longido District. Majority of people who live in Longido District are Maasai whose most of the time are used to migrate with their herds to different parts of the regions where pastures and water for their animals are available. According to Ngusa and Gundula (2019) Maasai are Nilotic ethnic groups inhabiting in Central and Southern Kenya and Northern Tanzania. The Maasai society is patriarchal in nature with the elders and family heads deciding most matters for each Maasai group.

Various efforts have been made by Tanzanian government and other educational stakeholders in order to increase educational achievement amongst pastoralists such as setting up of boarding schools, introducing school feeding programme, establishment of mobile schools, free education policy and non-formal programs (Ngusa & Gundula, 2019). More important, the Tanzanian government has instituted specific plans to encourage the Maasai to abandon their traditional lifestyles that prevent their children's academic achievement. One of the strategies used was to increase number of secondary schools in every ward or administrative unit to increase access and equity in education (Ngusa & Gundula, 2019) but still there seems to be academic under achievement by secondary school students from Maasai Community where Longido district belongs. Table 1 present the summary of secondary school students' academic performance in form four national examination from 2015 to 2018 in Longido district.

Table 1: FORM FOUR NATIONAL EXAMINATIONS PERFORMANCE IN PERCENTAGES IN LONGIDO DISTRICT (2014-2017)

Years	2015	2016	2017	2018
% obtained I-III	27.5	25.9	33.7	31.3
%obtained IV & O	72.5	74.1	66.3	68.7

Source: Longido district data,

The data in the table 1 shows that only 27.5%, 25.9%, 33.7% and 31.3% students had pass rate of division I, II and III in 2015, 2016, 2017 and 2018 respectively whereas the rest had pass rate of division IV & O. There are many homes environmentally related factors which are likely to influence students' academic performance in Longido District. However, the variables under investigation in this study included home activities and parental support and guidance. These two variables comprised the independent variables whereas students' performance comprised of the dependent variable.

Literature Review

The home environment refers to aspects of peoples domestic lives that contribute to their living conditions; this includes all the human and material resources present at home that affects the student's education and living, such as socializing facilities available in the house, nature of home activities, socio-economic status, parent's occupation, parent's level of education and (Edwards, 2020). Thus, the home is the basic institution for providing the child's primary socialization and laying the educational foundation for the child upon which other agents of socialization are built. In view of Parveen (2017), the education received by a child from parents and others at home is most likely to have highly significant and dominant effects on the behaviors of the child later in life.

Slaughter and Epps (2012), refer to home environment as the characteristics of societal component created by members of the family living together in one area and do activities that are directly related to the duties of the family. According to Slaughter and Epps (2012), academic performance of students is also influenced by the kind of environment that student is directly involved in at home. In a similar observation, Barnard (2014), observed that the performance in students' academics strongly relies on the manner in which the parents are involved in matters concerning their children academics. In recognizing this, in 1980 Bloom developed the model which identified aspects of home environment that have significant influence on child's academic achievement:

- Intellectual stimulation: refers to the activities done by family members to provide intellectual interest. For example, the nature and extent of conversation about ideas and the nature of the intellectual models which parents provide.
- Academic aspirations and expectations: the parents' aspirations for the child, the standards they set for their children school achievement and their interest and knowledge of the child school experience.

- Work habits of the family: the degree of routine in the home management, the emphasis on regularity in the use of space and time, and the priority given to schoolwork over other more pleasurable activities, especially before and after school hours and during holidays.
- Language development: opportunities at home for the development of correct and effective language usage through language model and quality of language used by the parents and taught either directly or indirectly to the child.
- Academic guidance and support: the availability and quality of the help and encouragement that parents give to the child for his or her schoolwork and the conditions they provide to support child's schoolwork. These include the availability and quality of help provided at home for school related work, parent frequent encouragement on schoolwork and other knowledge of child development at school (Bernard, 2014:17).

Studies from different countries have indicated the place of parental involvement on children's academic achievement. Hafiz (2013) conducted a descriptive survey study in Pakistan using a total of 150 students (boys and girls) of 9th class of secondary schools both public and private. Four schools were selected through simple random sampling which include one boy and one girl from each of the public and private schools. Survey questionnaire was used as a tool for data collection. The study found that parental involvement has significance effect in better academic performance of children. However, this study did not examine how extensive home activities may affect students' academic achievement.

Another study was conducted by Zhang (2012) using a cross-sectional design with 407 Chinese children aged 3–5 years and their parents to examine the effects of socioeconomic status. The results showed that low income children exhibited lower levels of cognitive-linguistic skills, lower verbal interactions and lower phonological awareness and generally lower academic performance than their counterparts from high - and middle-income families. However, this study did not focus on how parent's guidance and involvement influence their children academic performance.

Study findings of Gustaffsson, (2011) in East, Central and Southern African countries, reported parental expectations as an important mediating mechanism to account for pupil's achievement. In Nigeria, Obeta (2014) conducted a study with the aim to explore the experiences of 1535 Nigerian children in the age

group of 8 to 14 years with their parents. These children carried out work for earning their bread and butter first and then preferred to attend the school. The results indicated that home work habits had detrimental effects on learning at times even to the level of dropout. In addition, extensive chores at home were a strong reason for children attending school late, consequently, leading to negative academic performance. The chores included: cleaning the house, working in family farm or business, cooking, looking after young children, casual labour to earn money for them or family, and drawing water or firewood. The study had policy implications for child labour regulation and poverty alleviation in Nigeria, where many children from poor households contribute to the economic sustenance of the family. However, this study was mainly quantitative study, to overcome this shortfall, the present study used both qualitative and quantitative approaches.

A study by Jagero et al., (2010) focused on establishing home environment factors affecting boys' and girls' excellence in Kenyan secondary schools. A sample size of five head teachers, 40 form four teachers and 609 form four students were included in the study. It was revealed that domestic chores at home was the main challenge faced by students. It was also unveiled that girls are expected to help their mothers with labour-intensive household chores before going to school and therefore arrive to class late and exhausted. Because of such responsibilities, girls are less likely than boys to perform well. However, this study used only quantitative approach, hence, respondents' voices are missing. Another study was conducted by Nghambi (2014) on factors leading to poor academic performance in community secondary schools in Urambo district using both qualitative and quantitative methods. Purposive and simple random procedures were used to obtain a sample size of 99 respondents. The findings revealed that poor academic performance in form four national examinations was due to poor teachers working environment, inadequate supply of teaching and learning materials, high teacher-students ratio and poor teaching methodology. It was also established that the effects of parental involvement on student academic achievement depend on both school characteristics and the nature of parental involvement in that.

By using descriptive design, Ngusa and Gundula (2019) conducted a study on the effect of home environmental factors on students' academic achievement among secondary schools in Monduli District, Tanzania. A sample of 318 students

from seven schools participated by filling the questionnaire. The study revealed that parents were involved in their children academic affairs. The study also established that parents' social economic status afforded to facilitate school needs of their children. However, this study did not capture whether or not magnitude of home work habits affects students' school academic performance. Ugulumu (2016) conducted a study on the influence of home and school on students' academic achievement in Wanging'ombe district. A total of 300 respondents were selected. The study used interview, focused group discussion and questionnaire to collect research data. The study revealed that parents were not adequately participated in their children education matters. It was also revealed that parents with low income faced challenges in supporting education of their children.

At this present, most of the researchers have limited focus on the context of addressing influence of home-work habits on students' academic achievement across the gender and the degree to which parental guidance affect students' academic achievement across gender.

Material and Methods

Mixed methods approach was used in this study. This comprised both qualitative and quantitative approaches. Creswell (2005) describes eclectic research method as a procedure for collecting, analyzing and mixing both quantitative and qualitative data in a single study in order to understand the research problem comprehensively. The qualitative approach is concerned with subjective assessment of attitudes, opinions and behaviour explored through interview (Kothari, 2009). In the present study qualitative research approach is employed in order to generate information relating to home environment on academic achievement whereas the quantitative approach is used to generate data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. In this study, descriptive statistics like mean, standard deviation, frequencies and percentage calculations have been applied to understand and interpret respondents' views associated with the study central theme.

This study was conducted at Longido district in Arusha region. This area was selected because of its rural nature and poor performance of the ordinary secondary school students in Final National Exams for four years consecutively

since 2014 to 2017. Systematic and simple random technique was used to select 4 ward secondary schools.

In order to ensure truthful generalization of the findings, the researcher divided the students in each sampled secondary school into two groups basing on 2018 form two national examinations results. The first category involved students who had average scores of 30 or above and second, those who had average score below 30. Finally, from these two groups, the researcher selected an equal number of representative samples by using the stratified random sampling technique. Initially, a sample of 120 students was selected from the four selected ward secondary schools. However, during data cleaning, researcher discovered that some students did not return their questionnaire or attempted the questionnaire recklessly. Therefore, responses of 80 respondents (40 boys and 40 girls) were taken for analysis.

In this study parents were considered as important respondents because children spent most of their time at home with the parents; in fact, parents were best evaluators of the home environment and their children. Hence, 60 parents (i.e. 15 parents from each sampled school) were also selected to form the study sample size. Last, simple random procedure was used to select four (4) teachers, one from each of the sampled four public secondary schools were also included in the study sample size. The study used questionnaire for students, interview for parents and teachers, document review and observation schedule as tools for collecting data.

Hence, quantitative data obtained through questionnaires (closed ended questions) were analysed by using descriptive statistics with the aid of SPSS, while qualitative data obtained by using interview and document review were subjected to content analysis procedures for making valid inferences from the data.

Results

Demographic Characteristics of Respondents

The study revealed that out of 80 secondary school students who participated in this study 40(50%) were female students whereas 40(50%) were male students. In terms of age, about 28(35%) had age between 10-14 years and others 52(65%) had age between 15-19 years. With regard to parents, a total of 60 parents were involved in this study. Twenty-eight were females and 32 were

males. Further, 47(78.3%) had primary education level whereas 13(21.6%) had secondary education level. In terms of teachers, a total of 4 teachers participated in the study whereby 3 were male and one was a female. Besides, three teachers had degree education and only one had a master's degree.

Academic Achievement of Students in Relation to Homework Habits

Under this objective, data related to homework habits are interpreted under three categories: (i) based on the variables of high, moderate and low homework habits; (ii) based on the patterns and rate of homework habits between female and male students; and (iii) based on the reference to the achievement of female and male students who were involved in home work habits.

Academic achievement of students with high, average and low homework habits

In this section students' level of academic performance is described basing on their level of involvement in homework before and after going to school. For this purpose, the students' homework habits were categorized into three groups basing on their level of involvement. By using Mean $1/2$ SD criteria, groups were categorized into three major groups namely High, Moderate and Low. Hence, all students who scored Mean $1/2$ SD (7.00 and above) were included in the high-level homework habit group; those scored Mean $1/2$ SD (4.57 and below) were included in the low level of homework habit group; and those scored between these two limits (7.00 and 4.57) were included in the Moderate level of homework habit group as described in Table 2.

Table 2: MEAN SCORE OF ACADEMIC ACHIEVEMENT AND HOMEWORK HABITS FOR THE STUDENTS WITH HIGH, MODERATE AND LOW HOMEWORK HABITS

Variables	High Group (n=30)	Moderate Group (n=23)	Low Group (n=27)
Homework habits (independent variable)	M=8.35	M=5.37	M=8.39
Academic achievement (dependent variable)	M=205.7	M=266.2	M=389.7

The data in the table 2 shows that the mean values of homework habits of students with high, moderate and low homework habits are 8.35, 5.37 and 8.39 respectively. Further, analysis shows that the mean value on academic achievement of students with high, moderate and low homework habits are 205.7, 266.2 and 389.72 respectively. The finding suggests that students with high degree of homework activities performed poorly in their subjects whereas students with moderate homework scores performed average on academic tasks and students with low homework burden scored high on their academic tasks. This implies that students who are overwhelmed with home chores are at risk of performing low in their school academic activities. This questionnaire findings corroborated with interview findings from one parent whose child was among of the students who performed poor in form two exams:

I have two children studying in this nearby secondary school. One is in form three and senior one is in form four class. Speaking on their school performance, generally is not promising at all. If you ask me why, I will simply say, they don't have much time to study at home because I am real using them in farming activities and pasturing my cattle.

This finding also was supported by interview finding as one experience teacher complained:

In this area most of the parents are cattle keepers and farmers.... hence most of the parents depend on their children in doing these activities.... Besides, at home they do no regard their children as students...they never give them time to complete school assignments or self-study as they occupied them with plenty of domestic chores which affect their academic progress at school.

Responding to the same question, one experience teachers, show her concern as she said that:

Parents are not willing to educate their children in this area. Sometimes, they come here asking permission for their children to go for farm activities even for two or three days consecutively. Do you think that they will be able to emphasize their children to study hard? Really, this situation brings a challenge in promoting academic performance. In turn, it enhances poor academic performance.

Assertions suggest that students used most of the time in helping their parents in various activities and hence having less time in doing school activities something which make them not completing home assignments and engage in self-studies while they are at home. Consequently, lower their academic performance.

The Patterns and Rate of Homework Habits between Female and Male Students

Table 3 present the summary of the activities sampled students engaged before and after school hours in selected public secondary schools.

Table 3: PATTERNS OF HOME-WORK BETWEEN FEMALE AND MALE STUDENTS

Activities students engaged before school hours		Female students n=40		Male students n=40	
		f	%	f	%
1	Household chores	36	90	22	55
2	Fetching water and firewood	26	65	08	20
3	Milking cattle	31	77.5	16	40
4	Feeding cattle	19	47.5	32	80
Activities students engage after school hours		Female students n=40		Male students n=40	
		f	%	f	%
1	House hold chores	38	95	17	42.5
2	Cattle feeding	26	65	34	85
3	Fetching water and firewood	34	85	9	22.5
4	Farm work	18	45	33	82.5

It could be observed from table 3 that, the prominent work activities female students engaged in before leaving to school in the morning were: household chores 36(90%) and milking cattle 31(77.5%). Further analysis of the data in the table 3 shows that, after school hours female students were more engaged in household chores 38(95%) and water fetching 34(85%). With regards to male students were more engaged in cattle keeping 34(85%) and farm work 33(82.5%). This implies that female students were occupied more with home-work activities before and after school hours compared to male students as data in Table 4 indicates.

Table 4: THE FREQUENCIES OF HOMEWORK LOAD ON FEMALE AND MALE STUDENTS

Degree of involvement in homework	Gender			
	Female students		Male students	
	f	%	f	%
High Involvement	22	55	09	22.5
Moderate involvement	11	27.5	10	25
Low involvement	07	17.5	21	52.5
Total	40	100	40	100

It could be observed in Table 4 data that 55% female students and 22.5% were highly involved in homework; 27.5% and 25% males were moderately involved; and 17.5% and 52.2% had low involvement. This shows that most of female students had high involvement in homework than male students. This kept them busy in the morning and evening depriving them opportunities for study and completing take-home assignments. Interview findings corroborated with questionnaire finding, as one experience teachers from school A, narrated that:

In this area, parents pay little attention to their children education. They rarely give their children time to study at home. Male students spend much of their time looking after cattle, searching pasture land and water for their cattle. This is even worse to female students because most of them are occupied with house chores activities and looking after siblings and old people. This makes them to have no time to study at home and sometimes come to school very tired or exhausted with home activities.

Commenting on the same issue during interviews, most of the parents argued that they cannot let their children study at home when there are a lot of activities to do. For example, a parent from village “A” said:

My children have to spend their time wisely. To me, there is time for school and time to do home activities. When they are at school they have to study hard. But at home they have to help me in doing home activities such as feeding cattle and farming activities. Most of the time, female children help their mothers in domestic activities such as cooking, fetching water, firewood and looking after siblings.

Assertions suggest that female students use most of the time in helping their mothers with domestic activities something which consumes time that could be used to do school homework and studies leading low academic performance as table 5 indicates.

Table 5: MEAN ACADEMIC ACHIEVEMENT SCORES AND MEAN HOME WORK HABITS SCORES FOR FEMALE AND MALE STUDENTS

Variable	Gender	
	Female (n=40)	Male (n=40)
Homework habits	M=5.75	M=5.64
Academic achievement	M=281	M=308

It can be observed in the Table 5 that the mean score of homework habits for female and male students are 5.75 and 5.64 respectively. Likewise, mean score of the academic achievement for female and male students are 281 and 305 respectively. This finding implies that performance of female students is low compared to their counterpart male students due to greater demand impose on them to assist with household chores such as collecting firewood, fetching water, helping with the cooking and caring for the young before and after school hours.

Academic Achievement of Students with High, Moderate and Low Parental Guidance and Support

Students’ level of academic achievement was examined based on their parents’ level of guidance and support they received in academic matters. To obtain relevant information, the parents’ level of guidance and support was categorized into three groups namely basing on their level of involvement in helping their children in academic matters. The groups formed were High, Moderate and Low by applying the criteria of Mean 1/2 SD i.e. students scoring Mean 1/2 SD (2.70 and above) were included in the high-level parental involvement group; those scoring mean 1/2SD (1.25 and below) were included in the low level of parental involvement group; and those scoring between these two limits (2.70 and 1.25) were included in the Moderate level of parental support group.

Table 6: MEAN ACADEMIC ACHIEVEMENT SCORES FOR THE STUDENTS WITH DIFFERENT LEVELS OF PARENTAL GUIDANCE AND SUPPORT

Variable	High group (n=17)	Moderate group (n=16)	Low group (n=27)
Parental Guidance and Support	M=3.3	M=2.6	M=0.4
Academic Achievement	M=425.7	M=268.9	M=214.7

As it is observed in Table 6 that mean values of students with high, moderate and low parental guidance and support are 3.3, 2.6 and 0.4 respectively whereas the mean value on academic performance of students with high, moderate and low parental guidance and support are 425.7, 268.9 and 214.7 respectively. This information suggests that parental guidance and support have positive impact on students’ academic performance, since students with high degree of parental guidance and support scored high in academic achievement, students

with moderate parental guidance and support scored average and low mean scores respectively. This implies that the higher parental guidance and support will lead to high academic achievement and vice versa also is truth.

The follow up question, students were asked to list the kinds of parental guidance and support they received from their parents and Table 7 summarizes the data.

Table 7: TYPES OF PARENTAL GUIDANCE AND SUPPORT

S/N	Nature of parental guidance and support	Students (n=80)	
		f	%
1	Check homework	07	8.7
2	Encourage their children to attend school and give time to complete school assignments	35	43.5
3	Buying textbooks and remedial books	29	36.2
4	Direct helping/teaching their children school work	04	5
5	Buying school uniforms, exercise books, pens	77	96.2
6	Prepare study room and give time to study	14	23.3
7	Tuition during holidays	15	18.5

It could be observed in the table 7 that buying school uniforms, exercise books, pens 77(96.2%) and encouraging their children to attend school and give time to complete school assignments 35(43.5%) were the most parental support and guidance parents provided to their children. However, only few parents 4(5%) direct helping/teaching their children school work, check school work 7(8.7%) or prepare study room and give time to study to their children 14(23.3%). This implies that, neither parents provide direct help to their children school work nor check school work of their children. One parent provides what could be the reasons for this challenge as he said:

I cannot read English language or even comprehend it well, let alone teach him biology or mathematics, but I know the importance of education to him and his future. So, every time I do encourage him to attend school and complete his school assignments.

The assertion shows that parents do not have confidence to check school work of their children or helping their children to complete school assignment due to language difficult.

Discussion

The study has revealed that secondary school students with high level of home activities had low academic performance compared to their counterpart with moderate and low level of home activities. This finding suggests that the secondary school students with high level of home activities are at risk of poor performance. This study is in line with Obeta (2014) study who found that the higher the household activities the lower the students' academic performance. They also found that extensive chores at home were a strong reason for children attending school late, consequently, leading to negative academic performance. They further added that teaching and learning process carried out at school is incomplete without the support of home environment. Another study by Kapinga (2014) found that children who engage in child labour do not perform well in school because it affects their concentration in class thus resulting to poor performance. Sigh et al. (2016) study also found that work interferes with schooling because it requires too much of children's time balancing the demands of work and education which places physical and psycho-social strain on children and often leads to poor academic performance and drop out.

In addition, female students were involved more in household responsibilities compared to male students, something which deprive them chance and time to focus on their studies or accomplishing take home assignments. This finding is supported by Hamad (2009) who found in his study in Zanzibar Secondary Schools that girls were more involved in domestic chores than boys and this negatively affected their academic achievement. In supporting the result, study by Jagero et al. (2010) found that the main challenges faced by female students were domestic chores. In this study, female students were expected to help their mothers with labour-intensive household chores before going to school and therefore arrive to class late and exhausted. Because of such responsibilities, girls are less likely than boys to perform well. Another study by Ugulumu (2016) found that in many areas of Tanzania there are greater obligations for girls to perform domestic chores at home than for boys. Most girls are expected to carry out work in domestic households and agriculture, while their parents themselves often work far from home in order to sustain the family. Most families will expect boys to watch over animals during the day, and when the animal's comeback home boys will be sitting in the dining room or studying while waiting for food. But due to their domestic responsibilities, girls may not be able to attend school regularly thus leading to poor academic performance on national exams.

The study also revealed that parents supported their children with school uniform, exercise books and other school contribution but they have very little support and guidance towards school related activities such as assignment or checking their children exercise books or giving study time at home. Writing on the importance of parental support Farooq (2011) found that children with parents who are actively organize and monitor their child time and ensure that route are followed such as helping with homework by discussing the specific nature of assignments and papers; explaining problems and discussing school matters with the child, constantly have good performance at school. Another study by Khan et al. (2019) found a close relationship between achievement, motivation and intelligence with indexes of parent stimulation of the student in the home. It was concluded the home environment exerts significantly influence on students' academic performance. In order to improve students' academic performance, parents should give their children time to study at home by relieving them from burden of home chores.

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