
**PERCEIVED INFLUENCE OF HOME ENVIRONMENT ON ACADEMIC PERFORMANCE OF
STUDENTS WITH INTELLECTUAL DISABILITY IN KWARA STATE, NIGERIA**

BY

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Abstract

Students with Intellectual disabilities are those characterized by significant limitation in both functioning and adaptive skills in their daily living. These limitations have contributed to low academic performance. Based on this, the study examined perceived influence of home environment on the academic performance on student with intellectual disability. The study adopted was descriptive survey research design, one hundred and twenty (120) respondents across Ilorin, Kwara state were purposefully selected. The instrument for this data collection was titled perceived influence of home environment on academic performance of students with intellectual disability (PIHEAPSID) $r=0.80$. One research question was stated, and one hypothesis was tested at 0.05 significant level. The research question was analyzed using descriptive statistics of mean, percentage, and frequency counts while independent sample T test was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that level of home environment is positive (mean=3.1), it was also reviewed that there is no significant difference on perceived influence of home environment on academic performance of students with intellectual disability in Ilorin, Kwara state based on gender ($p<0.05$). It was concluded that home environment influences academic performance of students with intellectual disability, therefore, the study recommended that the home environment should be made conducive enough to ensure safety and uninterrupted environment, and adequate support both financially and materially from home for students in order to encourage them perform better academically.

Keywords: Home Environment, Academic Performance, Student with intellectual disability.

Introduction

Students with intellectual disabilities are students who have notable deficits in their cognitive abilities and adaptive behavior. This includes difficulties with reasoning, problem-solving, and learning. These individuals may also have challenges in communication, socialization, and daily living skills such as self-care and managing money. Students with intellectual disabilities have limitations in cognitive ability and often lack skills in proper social behavior and self-care. Although there is a wide range in cognitive capacity students described as being intellectually disabled, the National Dissemination Center for Children with Disabilities (National Information Center for Handicapped Children and Youth 2011) states that such individuals have an IQ of 70–75 or lower. They have a significantly reduced ability to understand new or complex information, learn new skills, and cope independently, including social functioning. These characteristics exhibited by students with intellectual disabilities have affected their academic performance. The degree of academic performance at which students have fulfilled their learning objectives is the level of performance in written works and exams. It is also how pupils approach their academics and how they manage or complete the assignments assigned by their teachers, within this work measured from the standpoint of academic grades. Farooq, Chaudhry, Shafiq, and Behanu (2011) asserted that students' academic success anchors knowledge acquisition and skill development. The evaluation of a student's performance in various academic areas is called academic performance. A student's academic achievement indicates how well they met their immediate or long-term learning

objectives. Academic achievement is demonstrated by obtaining educational standards like bachelor's degrees and secondary school diplomas.

Student academic achievement is a crucial component of education (Rono, 2013), it is center which the entire system of education is centered around. Narad and Abdullah (2016) believed that the academic performance of its students determines the success or failure of any academic institution. Academic performance is the knowledge acquired and is evaluated by a teacher using marks or by setting educational objectives that students and teachers agree upon and must be met within a given time frame. They said that the outcomes of exams or ongoing assessments gauge these objectives (Narad & Abdullah, 2016). There is a lack of consensus regarding the optimal methods for evaluating academic progress, including whether declarative knowledge such as facts or procedural knowledge—such as skills—should be prioritized. Exams and continuous assessments are frequently used to measure academic achievement. Additionally, there are conflicting findings regarding the factors that individually predict academic performance; therefore, while creating models of school achievement, aspects including exam anxiety, surroundings, motivation, and emotions must be taken into account. Schools are now compensated according to the academic performance of their students. More funding would be awarded to a school with higher academic accomplishments than one with lower accomplishments (Chimombe, 2011).

Academic performance relates to a student's performance in their academic endeavors, such as their achievements, grades, or overall success in educational settings. It typically measures the degree of expertise, abilities, and understanding a student has acquired concerning a specific subject or curriculum. (Lumuli, 2010). Juma (2011) believed that academic achievement is routinely evaluated using a range of techniques, including exams, tests, assignments, projects, presentations, and participation in class. The grades or marks received in these evaluations are frequently utilized as indicators of a student's academic performance. A lot of factors have been studied by researchers responsible for academic performance in the home environment among students with intellectual disabilities in Ilorin, Kwara 34 state. In research conducted by (Shakeel and Peterson, 2020), the evaluation of a student's performance in a variety of academic areas is called academic performance. The common methods used by educators to gauge student achievement are standardized test scores, graduation rates, and classroom performance. Students' academic achievement is affected by several factors: students' learning skills, parental background, peer influence, teachers' quality, and learning infrastructure. Federal and state education officials gather graduation rates as a starting point for assessing secondary education achievement. Every state administers exams to students at the elementary, middle, and high school levels each year to gauge their subject-matter ability (Shakeel & Peterson, 2020). Students who have intellectual disabilities are defined by severe limitations in their everyday functioning and adaptive skills. These limitations have contributed to low academic performance. The academic performance of students with intellectual disabilities is influenced by various factors, one of which is the home environment in which they grow and learn. The home environment encompasses various factors, including parental involvement, socio-economic status, family support, availability of learning resources, and the overall quality of the home environment. Each of these factors has the potential to influence the academic performance of students with intellectual disabilities differently (Lin, 2013). It has been observed that students with intellectual disabilities have different strengths, weaknesses, and learning needs. Consequently, the impact of the home environment on their academic performance may vary based on individual characteristics, each student has specific strengths, weaknesses, and learning styles. Understanding how the home environment can be tailored to meet their individual needs is crucial for optimizing their academic performance. Additionally, socioeconomic factors can intersect with the home environment to influence the academic performance of students with intellectual disabilities. Studies reviewed by researchers show that many researchers have carried out research on the perceived influence of the home environment on the academic performance of students with intellectual disabilities in various states. None of these researchers have considered students with intellectual disabilities in Ilorin, which the present researcher investigated.

Literature Review

Studies have been conducted on the factors that oversee academic performances, Adediran, Ojomo, and Adeyanju. (2015) stated that the reasons for subpar academic achievement is primarily dependent on the outcome of every child that is born into her particularly those who are privileged to go through national academic walls beginning with the primary level of education to the tertiary institution. Also, in a study conducted by Wolman (2010), it was found that society expects students to achieve academically, which is one of the most fundamental and important goals of educational institutions. Thus, academic accomplishment is taken into account along with various other competencies when education systems create their goals and objectives. Achieving one's goals is the definition of achievement. Stated differently, achievement can be defined as the process of moving closer to the objectives set by organizations or people. For a student, success entails meeting the curriculum's stated objectives (Kazazoglu, 2013). Additionally, several academics have examined the elements influencing students' academic achievement in school; Suh-ruu & Reynolds (2005) opined that family participation is involvement in the activities that children engage in at home, as well as more fruitful and higher-caliber family communication, all help to mold the child's future. Also, how a family views their child's education significantly impacts how well the child develops their emotions and behaviors as well as their awareness, orientation, and skill set (Argon & Kiyici, 2012). The way the family acts, feels and interacts with the child influences how the child's personality develops (Kaya et al., 2012).

Children with high expectations for their academic performance will look to their families to provide them with meaningful support and demonstrate an interest in the school and themselves (Aslanargun et al., 2016). Christenson & Sheridan (2014) conducted a study responsible for academic performance that families' involvement in the classroom and collaboration with teachers support students' social, emotional, and behavioral growth as well as their academic competencies and socialization. From an early age, families help students develop an academic sense. Children from families that communicate with the school, work to better themselves, are educated, and closely adhere to the educational system fare better than children from other families Ozcan (2021). A few significant aspects influence the home environment. It covers the family's structure, authority (head of household), level of education attained by parents, parenting style, and financial situation; all of these things have a big impact on the home environment system and explain why some families' children succeed better than others (Codjoe, 2007; Mukama, 2010; Muola, 2010). Family interactions take place frequently at home. Family members receive messages from the head of the household encouraging them to carry out household chores both inside and outside the house. The tone, language, and communication style of the family head reflect his or her attitude, and the family members' responses to the head of the family also reflect the same elements, which together make up the family members' attitude toward the head of the family and his or her communication. (Codjoe, 2007). Hussain & Naz (2013) investigated the factors responsible for academic performance, It was discovered that family decisions play a significant role in the close relationships between family members. This is the point at which the significance of a family member's statement or viewpoint can be assessed. Components that also make up their perspective on the family head and communication with him or her. Families that include their kids in decision-making facilitate students' social development because it gives them the confidence and self-esteem they need. The study takes into account the family environment.

The term "home environment" describes elements of a person's domestic life that influence their standard of living. These could be environmental (poverty, psychiatric disorders brought on by parenthood), social (empty nest, living alone, etc.), or broader cultural norms associated with the area (urban and suburban settings) (Ewumi, 2016). Home environment refers to the physical, social, and emotional conditions within a person's home or household. It encompasses various elements that significantly impact an individual's well-being, development, and overall quality of life. Adedipe (2015) stated that the home environment includes elements such as access to basic needs like food, water, and shelter, as well as resources for education, recreation, and personal development. It can also encompass cultural or religious practices, household routines, and the overall lifestyle and values upheld within the home, as well as the physical elements of the household setting, which include the structure, design, and layout of the house or

apartment. This includes factors such as the size of the living space, the number of rooms, the presence of outdoor areas like a garden or balcony, and the overall cleanliness, safety, and comfort of the living environment.

The home environment means the family background of the child, which includes all the human and material resources present in the home that affect the child's living, such as the parent's level of education, occupation, social-economic status, and the social facilities available in the house. Thus, the home is the basis for providing the child's primary socialization and laying the educational foundation for the child upon which the other agents of socialization build. As a result of the great need for training young people, the government has come into the guide. It helps the home and schools to achieve this great task by providing the national policy on education, which contains the national objectives for education. (Afolabi, 2017). According to Nwachukwu and Agulaana (2002), the home environment is the institution the child enters. The home is where the child's earliest education and socialization begins; the home is described as the primary and most important human institution for the child's socialization. The child's experience within the family influences his or her behaviors; they have provided the child with the nature that he or she requires for normal physical, cognitive, and psycho-social development. Defoges (2003) revealed that how the home environment affects academic achievement, including family social class, parent's degree of education, and family's level of material deprivation significantly affects students' academic performance. Similarly, Jeynes and William (2015) perceived that parental involvement also influences the academic achievement of students with intellectual disabilities. Also, the mother's responsiveness, engagement, and discipline of the kid, environment organization, availability of suitable learning resources, and chances for everyday stimulation. Parents who foster curiosity and offer a safe, nurturing, and encouraging atmosphere, as well as play and educational resources, help their children's development and also influence the academic performance of students with intellectual disabilities (Meece, 2006).

Mc-Neal Scribner (2010) and Lin (2013) conducted research materials in the home environment have the potential to accelerate the academic achievement of students with intellectual disabilities. Parental involvement in their child's education has been shown to have a favorable impact on the child's academic achievement in school achievements and greater social and emotional development. Parents not only provide good learning experiences through talking with the child, sharing experiences, and teaching but also help to organize a child's learning experiences. Younas and Noor. (2020) researched the impact of academic achievement on the home environment and that the home atmosphere has a direct and indirect influence on the child's academic capability and achievement. Additionally, the home setting and family-style life provide a system of physical, social, and intellectual aspects directly affecting student learning, said that encouraging levels of family and expectations and at-home learning exercises are connected to socio-economic status. Families with different socio-economic statuses create a different learning situation that affects the child's achievement. A study by Aligider et al. (2017) examined the perceived influence of the home environment on the academic achievement of students with intellectual disability; the researchers spoke with parents in interviews, and the family environment was discovered to have a major impact on the academic achievement of students with intellectual disability. Specifically, the finding showed that the level of support and involvement of parents in their child's education had a positive impact on academic performance. Okeke (2019) found similar result, with parent involvement and support being key factors in influencing the academic performance of students with intellectual disabilities. According to Hill (2014), as the family environment lays the groundwork for learning, it has a major impact on a child's academic achievement. Student performance is correlated with the type of family dwelling; public and private housing are the two types of housing.

This indicates that a student's home situation may have an impact on their academic achievement in several ways. As validated by Zappala and Considine (2002), children who live in public housing have been found to have lower educational performance than their private housing counterparts. The absence of social networks, inadequate access to resources, and congestion may be the reason for this. In this way, the type of housing may also measure the area's effect. The majority of day school pupils do poorly on their final exams.

The moderating variable that will be used in this write-up is gender. Flynn (2012) defined gender as the range of physical, biological, mental, and behavioral characteristics about and differentiating between masculinity and

feminity. According to Anderson (2014), gender also refers to the social characteristics and possibilities that come with being a man or a woman, as well as the interactions between men and women and between girls and boys. People acquire these socially built qualities, opportunities, and relationships through socialization processes. Research has indicated that women have better memory in general than males, and this 23 includes all types of memory: episodic, spatial, short-term, visual, and specific memories such as odor and early memories (Halpern, 2000). Females tend to excel in language production, synonym generation, and word fluency, all types of memory, anagrams, and computation. Males excel in mathematical problem-solving, verbal analogies, mental rotation, spatial perception, and tasks that require visual images (Halpern, 2000). Ghazvini and Khajehpour (2011) argued that even gender difference exists at the level of cognitive functioning in the academic environment of students in school. Girls are likely to be more adaptive in learning in a different home environment. However, Wangu (2014), in a study conducted among students at secondary schools in Kenya, observed boys passing more than girls. Based on the aforementioned, the study investigated how students with intellectual disabilities in Ilorin Kwara State regarded the impact of their home environment on their academic achievement.

Research Question

What is the perceived influence of the home environment on the Academic performance of children with intellectual disability?

Hypothesis

There is no significant difference in the perceived influence of the home environment on the Academic performance of children with an intellectual disability based on gender.

Methodology

A descriptive survey research design was adopted for the study; the reason for this is to provide a detailed systematic explanation and description of the object of the research. The respondents for this study were one hundred and twenty (120) teachers of students with intellectual disability in Ilorin, Kwara state. They were purposefully selected from all special schools in Ilorin, Kwara state. The Perceived Influence of Home Environment on the Academic Performance of Students with intellectual disability questionnaire was the instrument used for the study. The researcher constructed it, and it contains 10 items with a response choice of 4 - 4-point scale: Strongly Disagree (SD), Agree (A), Disagree (D), and Strongly Agree (SA). The reliability co-efficient 0.88 was obtained using the test-re-test method, indicating the instrument's reliability. The researcher administered the questionnaires and collected them back on the spot. The data collected were analyzed using frequency count, percentage, mean, and t-test.

Results

Research Question 1: What is the perceived influence of school environment on the academic performance of students with intellectual disabilities in Kwara State?

Table 1: Table showing the percentage and mean distribution of the perceived influence of home environment on the academic performance of students with intellectual disability in Kwara State

SN	ITEM	SA	A	D	SD	MEAN	DECISION
1	Noisy home can influence academic performance of students with intellectual disability	81(67.5)	27(22.5)	8(6.7)	4(3.3)	3.5	Agreed
2	Parents' level of income influences academic performance of students with intellectual disability	31(25.8)	49(40.8)	28(23.3)	12(10.0)	2.8	Agreed
3	Overcrowded family contribute to poor academic performance of students with intellectual disability	28(23.3)	28(23.3)	52(43.3)	12(10.0)	2.8	Agreed
4	Lack of educational materials at home influence academic performance of students with intellectual disability	59(49.2)	38(38.0)	13(10.8)	12(10.0)	3.2	Agreed
5	Family structure of students with intellectual disability can influence their academic performance	52(43.3)	28(23.3)	27(22.5)	13(10.8)	3.0	Agreed
6	Family that are together can also enhance academic performance of students with intellectual disability	58(49.2)	42(35.0)	12(10.1)	7(5.8)	3.3	Agreed
7	Socio economic status of the family influence academic performance of students with intellectual disability	35(29.2)	62(51.7)	17(14.2)	6(5.0)	3.1	Agreed
8	A broken home influence academic performance of students with intellectual disability	54(45.0)	49(40.8)	13(10.8)	4(3.3)	3.3	Agreed
9	Low income of parents influences academic performance of students with intellectual disability	49(40.8)	35(29.5)	22(18.3)	14(11.7)	3.0	Agreed
10	Nonchalant attitude of parents influences academic performance of students with intellectual disability	48(40.0)	46(38.3)	13(10.8)	13(10.8)	3.1	Agreed
Weighted mean 3.1							

Table 1 showed perceived influence of home environment on the academic performance of students with intellectual disabilities in Kwara State. The following shows perceived influence of home environment on the academic performance of students with intellectual disabilities in Kwara State as follows: Noisy home can influence academic performance of students with intellectual disability (3.5), they agreed that parents' level of income influence academic performance of students with intellectual disability (2.8), they agreed that overcrowded family contribute to poor academic performance of students with intellectual disability (2.8), lack of educational materials at home influence academic performance of students with intellectual disability (3.2), family structure of students with intellectual disability can influence their academic performance (3.0), they agreed that family that are together can also enhance academic performance of students with intellectual disability (3.3), Socio economic status of the family influence academic performance of students with intellectual disability (3.1), A broken home influence academic performance of students with intellectual disability (3.3), Low income of parents influence academic performance of students with intellectual disability (3.0) and they agreed that nonchalant attitude of parents influence academic performance of students with intellectual disability (3.1). The weighted mean was 3.1, which means that calculated mean was greater than fixed mean (2.5). This implies that teachers' perception on the influence of home environment on the academic performance of students with intellectual disability is positive.

Ho1: there is no significant difference between the perceived the influence of home environment on the academic performance of students with intellectual disability based on gender.

Table 2: Summary of t test result showing the perceived the influence of home environment on the academic performance of students with intellectual disability gender.

Gender	N	Mean	Std Deviation	T	F	df	Sig	Decision
Male	52	30.21	3.86					

Perceived Influence					-1.73	1.99	118	0.09	Not Sig
	Female	68	31.53	4.34					

From table 3 showed the summary of t-test result showing the perceived the influence of home environment on the academic performance of students with intellectual disability gender. It was revealed that male had mean score 30.21 and standard deviation 3.86 while female had mean score 31.53 and standard deviation 4.34, the t was -1.73, degree of freedom 118, F was 1.99 and significant level of 0.09 ($P > 0.05$). This implies that there was no significant difference between perceived the influence of home environment on the academic performance of students with intellectual disability gender. Therefore, the null hypothesis that states that there was no significant difference between perceived the influence of home environment on the academic performance of students with intellectual disability gender was not rejected.

Discussion

The finding of the study revealed that the perception of teachers on the influence of home environment on academic performance of student with intellectual disability is positive, the reason for the study implies that respondents agreed that home environment influence the academic performance of students with intellectual disability in Ilorin, Kwara state. This study is in line with Stanley and Benignus (2020) who reported that some families lack modern mechanical and supervision at home to enhance a student’s academic performance. Lastly the study revealed that there was no significant difference between perceived influences of home environment on the academic performance of student with disability based on gender. This could be that both male and female student with intellectual disability is being influenced by home Environment equally. This study is in line with Wangu (2014) who reported that there is no significant difference by overall performance with more boys than girls.

Conclusion

Based on the findings of this study, it was concluded that home environment influences the academic performance of students with intellectual disability due to conducive noisy environment, overcrowded family, the family structure, broken home, non chalant attitude from parents. Therefore, it was recommendation that the home environment should be made conducive enough to ensure safety and uninterrupted environment. There should be adequate support both financially and materially from home for students to encourage them perform better academically.

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