

ASSESSING THE INFLUENCE OF HOME-RELATED FACTORS ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN BALOCHISTAN, PAKISTAN

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ABSTRACT

This study investigated the impact of home-related factors on the academic performance of secondary school students in the Makran division, Balochistan. Education undeniably plays a vital role in fostering economic growth and enhancing individual well-being, thereby contributing significantly to the overall development and progress of the nation. In education development, the home is considered the basic institution where children prepare and set goals for their future. The purpose of the study is to examine the impact of home factors on students' performance in secondary schools. The study consisted of 650 male and female students from secondary schools, along with 200 Secondary School Teachers. Questionnaires were used to collect data regarding home-related factors with the help of student and teacher respondents. The students' performance was evaluated based on their annual examinations and school records. A regression test was applied to measure the influence of different home-related factors on students' school performance. The research study revealed that home-related factors such as sufficient study time at home, a conducive study environment at home, provision of reading materials, school bags, and pens, availability of tuition classes at home, a separate room for children's study, completion of school-assigned work at home, financially sound students, parents' education, and parents' coordination with school management, all influence students' performance. Based on the regression test results ($\beta=0.150$, $p=0.001$), a clear and significant positive impact of home-related factors on the performance of secondary school students was observed. Accordingly, the study recommends that the government should promote school and students' performance with the help of effective supervision. Additionally, parents should support their children by providing more reading materials at home and being in more frequent communication with school administration to help improve the students' performance in school.

Keywords: Home-related factors, Academic Performance, Secondary school students, Parental support, Makran Division.

INTRODUCTION

Education plays a pivotal role in human growth and progress. Moreover, its role is vigorous in the development of human capital and the comfort of individuals and it opens the door for better living standards (Battle & Lewis, 2002). Education Policy (2009) asserts that education is the basic right of

every child and they are the real strength of the nation. There is a dire need to provide abilities to the deprived sectors of society, in order to upraise them. Hence, country-wide development depends on its education. A country cannot achieve its desired goals without being a good education system. Every

country tries to provide quality education to its inhabitants. In addition, quality education helps the student to obtain good results and prepare themselves for better careers (Ullah et al., 2024; Ali et.al, 2009). In the delivery of the education process, the home plays a very essential role in providing basic education. Home is the first place where every child lives with his or her family members. The surrounding of the home also influences the individuals and can affect the learning, growth, and other factors of children. Study of the Anene (2005), found in the community, home, and schools whereas the social environment consists of people who influence other people individually and collectively. This study emphasis on the influence of home-related factors and the student's performance at the secondary schools. Students' academic performance is affected by many factors which include the learning of students, home-related factors such as books, reading materials at home, parents' coordination with school staff, parents' support at schoolwork at home, provision of diet influence the students' results (Hussain, 2006). In addition, Muola, (2010) study found that good educational institutions, parents' attitudes towards children's education, and the financial position of the family have a significant influence on the students' performance. However, to improve the students' education performance, many hurdles are affecting the performance. Documentation of these causes and their enlightenment is likely to enhance the pupils' performance (Sultana Habibullah, 2013).

Justification of the Study

Over the past few eras in Pakistan, education has become obligatory for everyone. It is observed that the state takes many measures and spends many resources to increase the quality of education and improve the students' learning. The government of Pakistan is making efforts to put secondary education on the right track. However, the result of public secondary schools in Balochistan lags behind achieving the desired target after the adequate investment in the education section (UNESCO, Report, 2011). This phenomenon encourages the researcher to assess the factors affecting the students' performance. Research regarding, home-related factors from secondary schools in Balochistan and particularly in the Makran division has not been conducted yet. Therefore, the present research study

was accompanied to notice the factors which are affecting the students' academic performance in the schools, and also assist the educational institutions to develop suitable strategies to enhance the performance of schools and students. Furthermore, in the light of the findings of the research, appropriate suggestions are put forward which may contribute to promoting better academic performance in the particular area of study and general in Pakistan. Balochistan is the largest province of Pakistan by area and has the lowest literacy rate that is 43.58 % as compared to the other provinces of Pakistan whereas, in Punjab, Sindh, and KP are 64.1 % 54.57 %, and 54.2% respectively, while the rural area condition is even worse (Census report, 2017).

Significance of the study

Students' performance remains a top priority for teachers. Performance can be good or bad by many factors. It is essential to find out the affecting factors to enhance the students' performance. This study will find the related problem of the students and give the appropriate instruction to the higher authority to understand the related problem and improve the students' performance. Further, the study will provide comprehensive information to the stakeholder, parents, and teachers regarding the relevant factors of the students' performance at the secondary school level.

Literature Review

Education in Pakistan has faced many challenges and problems for a few decades. There are many factors affecting the students' achievement. The study by Parveen (2007) found home environment has significantly affected the children's study which leads to the students' overall development. Anene, (2005) stated that the home is the most significant factor that enables the child to develop confidence, learning skills, trust, and a positive manner in the educational process. It is the basis from which the child and young can grow to attain their full possible potential. A suitable home condition is not only providing a learning environment and a sense of love to their children but also, helps the child-parent interaction to develop a strong personality and confidence at in-home and outside of the home (Ullah & Almani,2022).

In the students' academic success home environment and personal characteristics of the students are very

important. A study conducted by Khan, Begum, and Imad (2019), regarding the home environment plays a decisive role in children learning. Further, parents' involvement in their children's education and school activities increases the children's performance (Ullah, Das, & Ghunio, 2022). Similarly, Research by Magnuson, (2007) pointed out the parents' role in their children's study, further mentioning that student not only improves their reading and academic skills but also improve their social and personal attitude toward school. Moreover, a study by Najeeb Ullah, (2019) explained that highly educated parents found more supportive and stimulating to their children. Every family has a different environment in many ways that influence the children's intellectual growth and educational inspiration. The family role and home involvement are necessary agents of their children learning (Ajila, Otutola, 2000).

However, many factors are considered as hindrances in the students' better academic performance in education, including, the home environment, parents' support, provision of reading materials, and financial supports also influence students' performance. According to Chachar, Ullah, & Ujjan, (2023), children from poor backgrounds commonly suffer many financial and social problems that affect the children's performance in school. On the contrary, families with high fiscal backgrounds found more supportive of their children's education, because they know the worth of education. In schools, whenever the children face problems, they normally contact their parents. Moreover, parents are the sources of encouragement and safety also help to solve the problems at home and school (Codjoe, 2007).

Furthermore, low-income families of children are at great risk of hunger, financial problems, homeless, and other numerous problems faced in their every walk of life. Anene, (2005) found that students from good and sound economic status compared to students from low social-economic background families are provided the same things and similar conditions as the children from rich families. Likewise, it is observed that factors such as starvation lack of inspiration in homes, violence, and poor home environment link to the development of intellectual capability negatively. Home environment and students' results have a positive connection in education (Kirmani and Siddiquah, 2008). In another work by Muola, (2010), the home is a very important institution for children's education which provides

for the basic needs of the children. Parents attend the school meetings and create positive relationships between children and the school environment for better education. The children's performance mainly depends on the parent's involvement in their student's education activities at home and school (Barnard, 2004; Hijazi & Naqvi, 2006).

It is stated that a country cannot achieve its goals without a good education. Every state effort to provide healthier education for its inhabitants. This research was undertaken to examine the various factors influencing students' academic performance in secondary schools. The primary objective of this study is to offer valuable insights and practical recommendations to enhance academic performance within the region of focus. By delving into these factors, we aim to contribute towards fostering a culture of improved educational outcomes in secondary schools.

The objective of the Study

- 1: To investigate the impact of home-related factors on the academic performance of students attending secondary schools in Makran Division, Balochistan.
- 2: To propose evidence-based recommendations aimed at enhancing students' academic performance in light of the findings.

Null Hypothesis:

H₀: There is no statistically significant impact of home factors on students' academic performance at secondary schools in the Makran Division, Balochistan.

Research Methodology

The research employed a descriptive methodology to investigate the subject matter. The study's population encompassed twenty-four male and female secondary schools in the Makran division of Balochistan. Data were gathered through random sampling, involving 650 secondary school students and 200 secondary school teachers. The data collection process utilized questionnaires as the primary instrument for both student and teacher respondents. The study was delimited to the home-related factors such as enough time to study at home, the suitable environment at home for the study, provision of reading materials for the children, school bags, pen, provision of tuition classes at home, separate room for the children study, checking the work and school activities at home, financially

sound students, parents' education, and parents' coordination with school management. In addition, all home-related factors were measured by their school's performance.

Data Analysis and Interpretations

The data was analysed and applied by descriptive and inferential statistical procedures. Correlation and regression tests were used to compare the result of the respondents. The effect of home-related factors on the students' performance was checked by SPSS,23 Version.

**Table 1
 Gender of the Respondents**

Respondents	Frequency	Valid Percent	Cumulative Percent
Male	329	50.6	50.6
Female	321	49.4	49.4
Total	650	100.0	100

In the above-mentioned table,650 students were taken for a sample of the study, gender-wise, 329 males and 321 female students from secondary schools of Makran division in Balochistan.

Result and Discussion

Data collection from student and teacher respondents was conducted through a descriptive analysis, and the findings are presented in the subsequent table.

**Table 2
 Impact of Home-Based Factors on Academic Performance: Students' Perspectives**

S. No	Statements	N	Mean	Std. Deviation
1	I have enough time at home to study.	650	3.19	1.370
2	I have a suitable environment at home for study.	650	3.15	1.343
3	I have a separate room for studying at home.	650	3.26	1.326
4	I have an internet facility at home for study.	650	2.94	1.283

5	My parents help me with reading at home.	650	3.16	1.343
6	My parents ensure I have breakfast every morning before heading to school.	650	3.15	1.354
7	They also provide me with essential school supplies, including a uniform, backpack, notebooks, pencils, ruler, and pens.	650	3.43	1.177
8	My parents keep an eye on my activities, including hanging out with friends, watching TV, and using my mobile phone.	650	3.27	1.296
9	My parents check my homework.	650	3.19	1.337
10	My parents' guide me in my study.	650	3.13	1.389
11	My parents provide me with tuition at home.	650	2.66	1.358

Table 2 presents the responses from the student participants regarding their available study time at home, measured using five Likert scales. The mean score for this item was found to be (M=3.19, SD=1.70), indicating a positive mean score. Similarly, the respondents expressed a positive response when it comes to having a suitable study environment at home (M=3.15, SD=1.343). Additionally, the students were asked about the availability of a separate room for studying at home, which yielded a mean score of (M=3.26, SD=1.326). On the other hand, the availability of internet facilities for studying at home received a relatively low mean score of (M= 2.94, SD=1.283). Similarly, the involvement of parents in their children's studies was explored. The mean score for parents helping their children study at home was (M= 3.16, SD=1.343), while providing breakfast before going to school mean score of (M=3.15, SD=1.354), indicating that most students agreed with these statements.

Furthermore, the provision of basic school needs, such as school uniforms, school bags, exercise books, pencils, rulers, and pens, received a positive

mean score of (M=3.43, SD=1.177). Another aspect examined was parents' monitoring of their children's activities, including interactions with friends, television watching, and mobile phone usage. The mean score for this item was (M=3.27, SD=1.326). Additionally, parents checking their children's homework and providing guidance for their studies received mean scores of (M= 3.19, SD=1.337) and (M= 3.13, SD=1.389), respectively.

However, the provision of tuition at home received a relatively low mean score of (M= 2.66, SD=1.358), indicating that parents might not be offering sufficient tuition support to their children's studies at home. Similarly, the availability of internet facilities at home also obtained a low mean score of (M=2.94, SD=1.283). In conclusion, the findings from the above table suggest that parents may not be providing enough tuition classes and internet facilities for their children's studies at home.

Table 3
Home-Based Factors and Academic Performance of Students: Teachers' Perspectives

S.No	Statements	N	Mean	Std. Deviation
1	Students with educated parents take more interest in their education.	200	4.07	1.112
2	Students with educated parents complete their homework regularly.	200	3.82	1.154
3	Students with educated parents are more active in class.	200	3.74	1.062
4	A student with a small family performs better in exams than those with large family sizes.	200	3.44	1.119
5	Students from financially stable families tend to excel in exams compared to those facing financial challenges.	200	3.51	1.084

6	Students with teacher parents often outperform their peers.	200	3.53	1.120
7	Parents with higher education levels maintain active communication with school administration and teachers.	200	3.78	1.085
8	Students whose parents frequently engage with school staff tend to achieve higher academic results.	200	4.24	.758
9	Those who attend tuition classes generally outperform those who do not.	200	4.35	.754
10	Participation in co-curricular activities is linked to better academic performance.	200	3.44	1.083
11	Reading extra-curricular books enhances student performance compared to those who don't engage in such reading.	200	3.71	1.005
12	Regular sports participation boosts academic success.	200	2.98	1.020
13	Having a large circle of friends correlates with better academic performance than having fewer friends.	200	2.45	.971

Table 3 analysis shows that the most of the teachers' positive remarked that educated parents take more interest in their children's education with mean score

(M=4.07, SD=1.112). Additionally, children of educated parents consistently complete their work, with an average score of M=3.82 (SD=1.154), and show higher class participation (M=3.74, SD=1.162). Furthermore, smaller families' students perform better than larger families (M=3.44, SD=1.119). Financial stability also plays a significant role, with students from financially stable families scoring higher on exams (M=3.51, SD=1.084). Moreover, students whose parents are teachers tend to outperform their peers (M=3.53, SD=1.120). Educated parents are more likely to maintain regular communication with school administration and teachers (M=3.78, SD=1.085), which positively impacts their children's performance (M=4.24, SD=.7582). The findings indicate that parental engagement with school staff significantly benefits students' academic outcomes. Moreover, students who attend tuition classes achieve higher performance compared to those who do not (M=4.35, SD=.754). Participation in co-curricular activities also correlates with better academic results (M=3.44, SD=1.083). Similarly, students who read extra-curricular books show improved performance (M=3.71, SD=1.005), while regular sports participants score (M=2.98, SD=1.020). Interestingly, students with a larger circle of friends outperform those with fewer friends, has the low mean score (M=2.45, SD=.971). The results revealed that students whose parents continue regular contact with school management and teachers do significantly improved, with a great mean score of (M=4.24, SD=.7582). Additionally, the superior performance of students attending tuition classes (M=4.35, SD=.754) underscores the positive impact of such supplementary education on secondary school students' academic achievements. These findings emphasize the importance of home-related factors, such as parental education and engagement, in influencing students' academic performance. Educated parents not only provide a conducive learning environment at home but also actively consult with school authorities to enhance their children's educational outcomes (Marzano, 2003).

Table 4
Pearson correlation test (Correlation).

	Students' Performance	Home Factors
Students' Performance	1	
Pearson Correlation	.650	.150**
Sig. (2-tailed)		.001
N	650	650
Home Factors		1
Pearson Correlation	.150**	
Sig. (2-tailed)	.001	
N	650	650

**Correlation is significant at the 0.01 level (2-tailed).

Students' academic performance was tested using Pearson correlation to investigate the relationship between home factors and the secondary school results of the respondents. Home-related factors, such as help with homework, having breakfast before going to school, providing reading and writing materials, ensuring basic school needs such as books, pencils, bags, and school uniforms, as well as parents being actively involved in their children's schooling, were considered. The results revealed a significant correlation between these home-related factors and students' educational achievement at the secondary school level. A positive correlation of 0.150** (p = 0.001) was observed, indicating that home factors are positively associated with students' academic performance in secondary schools. This suggests that supportive home environments contribute meaningfully to better academic outcomes for students in this region.

Hypothesis Testing

A hypothesis was conducted for the research study, which was checked by a regression test, and the results of the test are shown below in the given Table 5.

Regression Analysis

The study employed regression analysis to assess the impact of home factors (independent variable) on students' performance (dependent variable).

Table 5
Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	389.003	6.485		59.982	.000
Home Factors	7.772	2.018	.150	3.851	.000

Dependent Variable: Students' Performance

The regression analysis demonstrates a significant impact of home-based factors on students' performance. The results revealed a positive beta value ($\beta = 0.150$, $p < 0.01$), indicating a strong positive influence of home-related factors on secondary school students' academic performance. Consequently, the null hypothesis is rejected, and the alternative hypothesis (H_1) is accepted.

Conclusion

There are many contributing factors to students' performance at the secondary school level. This research study focuses on certain factors related to the home environment that affect students' performance. The main purpose of parents is to effectively educate their children and foster a better sense of knowledge and skills. To achieve this objective, the research study was conducted on secondary school students to identify the contributing factors to their academic results.

Home-related factors, such as having enough time to study at home, a suitable study environment, the provision of basic school needs like uniforms, school bags, and pens, providing breakfast to the children before going to school, offering tuition classes at home, providing a separate room for studying, checking and monitoring the children's work and school activities at home, the financial status of parents, parental supervision and involvement, parents' education, and their coordination with school management, all influence the students' performance.

The findings indicate that students whose parents' regular communication with school management and teachers exhibit significantly better academic performance, underscoring the substantial positive

impact of parental involvement. Furthermore, students who attend tuition classes outperform those who do not, highlighting the benefits of supplementary academic support. Correlation analysis was accompanied to examine the relationship between home-related factors and students' school performance. The results revealed a significant correlation of 0.150^{**} ($p = 0.001$), indicating a strong association between home-related factors and students' academic success at the secondary school level. Additionally, a regression analysis was employed to test the hypothesis. The regression results showed a positive beta value ($\beta = 0.150$, $p = 0.001$), confirming that home-related factors positively influence students' academic performance. Consequently, the null hypothesis is rejected, and the alternative hypothesis is accepted.

Recommendations:

Based on the research findings, inclusive recommendations have been made to improve the student's performance in secondary schools in the research areas.

- 1: It is recommended to allocate resources to improve the school infrastructure and create a conducive learning environment for students.
- 2: Parents should be involved in children's education activities, provide a suitable home environment for their children to study, and encourage regular parent-teacher communication.
- 3: The government should provide financial support and scholarships to needy students to enhance their educational skills and backgrounds.
- 4: It also recommended that government and head teachers promote and encourage curricular activities to enhance overall development and academic performance.
- 5: The government should arrange professional training for teachers to enhance their teaching abilities and methods.
- 6: There is a need for awareness between students and teachers of the importance of learning to establish libraries, reading clubs, and book distribution programs to encourage reading among students.
- 7: The government should direct higher authorities to monitor and establish mentoring and tutoring plans, offering valuable academic provisions to students. These agendas can provide modified supervision and assistance, helping students overcome challenges and surpass in their studies.

Applying these recommendations has significantly improved educational outcomes for students in secondary schools within the Makran division, Balochistan.

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