

INFLUENCE OF HOME ENVIRONMENT ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN APA LOCAL GOVERNMENT AREA, BENUE STATE

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Abstract

This study investigated the influence of home environment on students' academic performance in Apa Local Government Area of Benue State. The survey research design was adopted for the study. The population was 204 teachers from the 23 public secondary schools in Apa Local Government Area of Benue State. The entire 204 teachers were selected. The instrument used for data collection was a 12-item questionnaire titled: "Influence of Home Environment on Students' Academic Performance Questionnaire (IHESAOQ)". The instrument was validated by two experts, one in Educational Management from Benue State University and one in Measurement and Evaluation from Joseph Sarwuan Tarka University, Makurdi. The reliability of the instrument was established using Cronbach Alpha coefficient that yielded reliability coefficient of 0.75 thereby showing a high internal consistency of the instrument. Findings revealed that parents' socio-economic status, parents' involvement and parenting style have influence on students' academic performance in public secondary schools in Apa Local Government Area. The study recommended that Government should ensure regular payment of parents; this in turn would make them engage in useful ventures that would enhance their socio-economic status which enables payment for children educational needs this however would make the students to concentrate on their studies and enhance academic performance. Parents should show interest in the academic performance of their children through regular visits to the school; this no doubt will encourage them to take their studies serious so as to improve on their academic performance.

Keywords: Home environment, Students, Academic performance

Introduction

Education, in its broadest sense, is a process designed to inculcate knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. It is indispensable to normal living, without education the individual would be unqualified for group life (Adeagbe, 2014). As education is indispensable for normal living, so also is the home.

A home is a place where students live with their parents or guardian and it is the place where they are groomed. It is a place where the students begin to learn the norms and values of the society in which they find themselves. The home, being a powerful agent of socialization could no doubt enhance or hinder the academic performance of the child depending on the available social climate. According to Adebule (2014), inconsistency in the home could be an indicator to high or low academic performance of students, bearing in mind the intervening effect of high and low socio-economic status and emotional stability of students which is a pre-requisite to academic performance. This is because psychological problems are potential sources of problem with learning. In student's home environment, some factors that influence their academic performances include parents' socio-economic status, parents' involvement in the education of the students as well as parenting style among others. The parents or guardian

of the students are responsible for providing the right home environment that could facilitate effective learning.

The home environment includes all the human and material resources present at the home that affects the students' education and living, such as the parent's level of education, their occupation, and socio-economic status, parenting style and socializing facilities available in the house (Collins, 2017). The home influences the child at the most earliest possible time of his life, at a time when his mind is most receptive. It provides the first impression which may last through the whole life of the child. The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self-worth and academic performance (Ekanem, 2014).

Academic performance refers to the level of performance in school, accomplishment or success in school". However, academic performance is the core of educational growth (Aremu & Oluwole, 2011). Jansen (2014) defined academic performance as the process of developing the capacities and potentials of the individual student so as to prepare that individual to be successful in a specific society or culture. Academic performance may be influence by many factors in the home environment such as parent socio-economic status, parents' involvement and parenting style among other.

Parental socio-economic status to a greater extent determines students' performance in school and their adjustment to life (Aikens et al., 2018). Parents' financial resources, which are associated with parents' occupation and educational attainment, often imply increased learning opportunities both at home and in school. Indeed, Home environment may influence child's development, as such family background in terms of family type, size, socio-economic status and educational background play important role in children's educational attainment and social integration (Ushie et al., 2012). The home has a great influence on the child's psychological, emotional, social and economic state.

Furthermore, one of the home environmental factors that cannot be ignored is parents' involvement in the academic performance of students. It could be noted that many parents have neglected their parental responsibilities. In what is sometimes called a traditional family environment, parents, usually including a stay-at-home mother, were able to monitor the school work of their children carefully and in turn to ensure to a much greater degree than in today's non-traditional family that students performance depends on factors such as attendance and attitude toward school (Deslandes & Bertrand, 2015). Researchers such as Epstein (2011) and Jaiswal (2017) opined that increased parent involvement would result in greater student engagement, productivity and academic success. Many parents do not carried out a check on their students after their return from school, some have also failed to provide students' educational needs which would contribute positively to their academic progress and this is likely to influence academic performance negatively. The parents' involvement exerts great influence on students' academic performance. Closely related is the style adopted by parents in molding children.

Similarly, parenting style is another key factor influencing students' academic performance positively or negatively. A child who is brought up in autocratic parenting style would behave different from the child who is brought in a democratic parenting style. Brown and Iyengar (2018) believed that parenting style influences confidence, self-esteem, and identity development, which are associated with academic achievement. Parenting style brings to bear on students the influence to manifest in their academic performance as students who receive good parental upbringing tend to perform better in schools. Education begins from home and the home has great influence on students' educational development. It is against this backdrop that this study was undertaken to examine the influence of home environment on students' academic performance in secondary schools in Apa Local Government Area of Benue State.

Statement of the Problem

Secondary educational system is vital for every country in the world including Nigeria. Over the years, academic performance in Nigeria especially at the secondary school level has received considerable attention as it is one of the indicators of quality and effective education system. In recent years in Apa Local Government Area of Benue State, there have been reported cases of poor academic performance of secondary school students by various stakeholders including local government education authorities, teachers and parents as many secondary schools experienced low academic performance. Although government of Nigeria and Benue state have made tremendous efforts in funding the schools to provide for teachers' welfare and enhance their performance and to provide adequate infrastructural facilities for effective teaching and learning, yet, there is still poor performance among the students. It could be seen that, there are students who might be bright but perform poorly despite the good learning facilities in their schools. Many factors accounted for low academic performance of students however the ones observed were parents' socio-economic status, parents' involvement and parenting style as home environmental variables. This therefore calls for the need to investigate the influence of home environment on students' academic performance in secondary schools in Apa Local Government Area of Benue State.

Purpose of the Study

The main purpose of this study is to investigate the influence of home environment on students' academic performance in secondary schools in Apa Local Government Area of Benue State. Specifically, the study set to achieve the following:

1. determine the influence of parents' socio-economic status on students' academic performance in secondary schools in Apa Local Government Area of Benue State.
2. establish the influence of parent involvement on students' academic performance in secondary schools in Apa Local Government Area of Benue State.
3. investigate the effect of parenting style on students' academic performance in secondary schools in Apa Local Government Area of Benue State.

Research Questions

1. What is the influence of parents' socio-economic status on students' academic performance in secondary schools in Apa Local Government Area of Benue State?
2. What is the influence of parents' involvement on students' academic performance in secondary schools in Apa Local Government Area of Benue State?
3. What is the influence of parenting style on students' academic performance in secondary school in Apa Local Government Area of Benue State?

Methodology

The study adopted survey research design. This study was carried out in Apa Local Government Areas of Benue State. The population of the study comprised of 204 teachers in the 23 public secondary schools. The entire population was the sample size; this is because the population was relatively small although adequate for the study. The instrument used for data collection is questionnaire titled: "Influence of Home Environment on Students' Academic Performance Questionnaire (IHESAOQ)". The questionnaire was structured into three sections A, B and C. A was on the influence of parents' socio-economic status, B on Parent involvement and C on parents' style on the students' academic performance. The instrument was a 12-item

questions constructed by the researchers and was validated by two experts, one in Educational Management from Benue State University and one in Measurement and Evaluation from Joseph Sarwuan Tarka University, Makurdi. The instrument was designed on four response point rating of Strongly Agree (SA) -4, Agree (A)-3, Disagree (D) -2 and Strongly Disagree (SD) – 1. The mean scores of 2.50 serve as decision threshold. To establish the reliability of the study, a trial test of the instrument was conducted on 30 teachers who were not part of the sample respondents but with similar characteristics using Cronbach Alpha statistical tool that yielded reliability coefficient of 0.75 thereby showing a high internal consistency of the instrument. Descriptive statistics as the Mean and Standard Deviation were used to answer the research questions.

Results

Research Question 1: What is the influence of parents' socio-economic status on students' academic performance in secondary schools in Apa Local Government Area of Benue State?

Table 1: Mean Scores and Standard Deviation of the parents' socio-economic status on students' academic performance in primary schools in Apa Local Government Area of Benue

Item No	Item Description	N	\bar{X}	SD	Decision
1.	Students' who achieve high performance in education at school were those who have parents with a higher occupation status.	204	3.03	1.03	Agreed
2.	Better financial resource among the parents enhances the motivational support to their children; thereby encouraging the children to have high aspirations in education.	204	2.61	0.98	Agreed
3.	Students' from well up homes have more learning materials	204	3.23	0.97	Agreed
4.	Parents of high socio-economic status respond to students' academic needs quicker and this enhances their performance.	204	3.19	0.77	Agreed
Cluster Mean and Standard Deviation			3.02	0.94	Agreed

Table 1 shows that item 1 – 4 had mean and standard deviations of 3.03 (1.03), 2.61 (0.98), 3.23 (0.97) and 3.19 (0.77) with cluster mean and standard deviation of 3.02 (0.94) respectively indicating that parents' socio-economic status has influence on students' academic performance in secondary schools in Apa Local Government Area of Benue State.

Research Question 2: What is the influence of Parents involvement influence students' academic performance in secondary schools?

Table 2: Mean scores and Standard Deviation of the influence of parents' involvement on students' academic performance in secondary schools.

Item No	Item Description	N	X	SD	Decision
5.	Parental involvement in children's learning activities positively influences their levels of performance	204	2.79	1.03	Agreed
6.	Parental supervision of students' progress influences their performance.	204	3.02	0.97	Agreed
7.	Parents' involvement through communication with teachers' influence students' academic performance.	204	3.05	0.93	Agreed
8.	High parental aspirations for their children tend to positively influence students' levels of performance.	204	3.16	1.06	Agreed
Cluster Mean and Standard Deviation			3.25	1.00	Agreed

Table 2 shows items 5 - 8 mean and standard deviations of 2.79 (1.03), 3.02 (0.97), 3.05 (0.93) and 3.16(1.06) with cluster mean and standard deviation of 3.25 (1.00) respectively, indicating that the parents' involvement influence students' academic performance in secondary schools in Apa Local Government Area of Benue State.

Research Question 3: What is the influence of parenting style on students' academic performance in secondary school?

Table 3: Mean scores and Standard Deviation of the influence of parenting style on students' academic performance in secondary schools

Item No	Item Description	N	X	SD	Decision
9.	Parent style influences self-esteem which promotes students' academic performance.	204	3.28	0.90	Agreed
10.	When parents deny students with parental role it demoralizes them to perform poor in schools.	204	3.21	1.01	Agreed
11.	Parent who combines warmth and clear expectations influence students' academic performance.	204	3.27	1.00	Agreed
12.	Children of parents who are authoritative tend to be the most achievement oriented.	204	3.24	0.97	Agreed
Cluster Mean and Standard Deviation			3.25	0.97	Agreed

Table 3 shows 9 - 12 mean and standard deviations of 3.28 (0.90), 3.21 (1.01), 3.27 (1.00) and 3.24 (0.97) with cluster mean and standard deviation of 3.25 (0.97) respectively, indicates that parenting style influence on students' academic performance in secondary schools.

Discussion of Findings

The first finding showed that parents' socio-economic status has influence on students' academic performance in secondary schools in Apa Local Government Area of Benue State. This finding agrees with Aikens et al., (2018) whose finding indicated that the parents' socio-economic status has a positive relationship with parents' contribution to their child's education. The parents from higher socio-economic status exert greater parental contribution to their

child's education. This means that, the higher the level of the parents' socio-economic status, the higher would be the parent's academic aspirations for the child.

The second finding revealed that parents' involvement has influence on students' academic performance in secondary schools. This finding agreed with Epstein (2011) which opined that if many parents worked closely with their children, in cooperation with the school, it would mark academic success. Epstein further adds that parental involvement in children's learning activities positively influences their levels of performance and motivation to learn. Epstein (2011) and Jaiswal (2017) noted that increased parent involvement results in greater student engagement, productivity and academic success.

The third finding revealed that parenting style has influence on students' academic performance in secondary schools. This finding corroborates Brown and Iyengar (2018) who stated that parenting style influences self-efficacy, self-esteem, and identity development, which are associated with academic achievement. In addition, the progress in students' performance is influenced by the decision that is made by both parents and their children to cooperate or confront each other. Steinberg et al., (2006) further noted that adolescents with authoritarian parents were reported had better performance in school than adolescents with negligent parents.

Conclusion

Based on the findings of this study, it concluded that parents' socio-economic status, parents' involvement and parenting style have influence on students' academic performance in secondary schools in in Apa Local Government Area of Benue State.

Recommendations

Based on the findings, the following recommendations were made:

1. Government should ensure regular payment of parents; this in turn would make them engage in useful ventures that would enhance their socio-economic status which enables payment for children educational needs this in turn would make the students to concentrate on their studies and enhance academic performance.
2. Parents should show interest in the academic performance of their children through regular visit to the school; this no doubt would make the students to take their studies serious and better academic performance would be enhanced.
3. Parent should try to complement different parenting styles and adopt them in order to promote secondary schools students' academic performance in Apa Local Government Area of Benue State.

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