

Relationship Between Home Environment Factors and Academic Achievement of Secondary School Adolescent in Onitsha Education Zone of Anambra Statet



Education

KEYWORDS :

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ABSTRACT

Some home environmental factors have much to contribute to students' experiences and eventual attainments educationally. These include parents' economic background, parents' occupation, parents' educational background among others. The objective of this study was to investigate the relationship between home environmental factors and academic achievement of secondary school adolescents. Three research questions and three null hypotheses guided the study. The design adopted was a correlational survey. Subjects for the study consisted of 787 schooling adolescents irrespective of gender from Onitsha education zone of Anambra State. Two instruments were used for the study:

(a) First term examination scores on English language and Mathematics

(b) Home Environmental factors Questionnaire (HEFQ)

The instrument was validated by three experts in the filed of guidance and counseling and measurement and evaluation. Cronbach Alpha method was used to determine the coefficient of internal consistency. The overall alpha coefficient was 0.72.

The research questions and hypotheses were analyzed using linear regression and analysis of variance. The findings revealed among others that: there is a positive relationship between economic background of parents and academic achievement of students in English Language and Mathematics. Parents occupation and parents educational background significantly influence students academic achievement in English Language and mathematics. Based on the findings, a lot of implications were drawn, one of such is that parents need to know their role in the education of their children so that they do not put the blame entirely on teachers when their children do not perform well in school. Recommendations were made which included that, teachers educationist and guidance counsellors should try to create awareness in parents on the importance of the home environment on academic achievement which can improve the child's performance.

Introduction

Public interest in Nigeria has long focused on the problem of educational success and failure. With the development of technology new concerns were expressed about those who are educationally backwards and unable to contribute to an industrial economy. Consequently, questions are being asked about the learning environments of the Nigeria child. The academic achievement of the school child is a function of multiple factors or variables. These factors or variables were classified by Bakare (1986) into school factors, social factors (society based factors), child-related factors and factors emanating from the child's home.

The home is the child's first environment. A home is a place of residence or refuge (Hornby, 2005). The child at his earliest stage of existence is helpless and fragile. Moreover, the child's character is not formed yet at this stage in life. The above nature of the child coupled with the pliable condition of his brain combine to make the home important in laying the foundation for the all-round development of the child. The home is one of the most important agencies of education. This is the first "education" institution of the child (Ezeh, 2002). It is at home that the foundation for the educational, social, emotional and psychological qualities of the child are laid. It is, therefore, logical to presume that if the foundation laid by the home is not sound, the school has a shaky structure to build upon. If however, the home performs its educational function effectively, the school can hope to strengthen the foundations for maximum social and intellectual achievement of the child.

Most of what happen to students at school and the extent to which a person can be considered educated, qualified to live intelligently or otherwise in today's world lies on the amount of home influence (Eke, 1999). Happenings in the home affect the child's behaviour in school, the child's behaviour in school manifest his background and parental influence. Crites in Nwamuo (2001) stressed that since the family is the basic social and psychological unit in enculturation and personality development, it influences almost every decision the individuals makes in early stages of life, adolescence and even into adulthood. The

child depends on the parents for his physical and psychological needs. Parents provide the child's affection, a sense of belonging, a satisfactory discipline, a working set of rules of good behaviour and good physical and psychological habits which will enable him to relate purposefully in the social environment outside home.

The home has an important influence on the child's academic achievement. What the child learns at home and how his family motivates him towards education contributes to the child's success in school, (Essien, 2002). The home as an educational environment is considered as the social psychological contexts or determinants of learning. The term home environment refers to all the objects, forces, and conditions in the home which influence the child physically, intellectually and emotionally (Muola, 2010). Muola further stated that different home environments vary in many aspects such as the parents' level of education, economic status, occupational status, religious background, attitudes, values, interests, parents' expectation for their children, and family size among others. Educated parents are more likely to provide for their children conducive learning environment at home than illiterate or poorly educated parents. Parents who are illiterate or who have no formal schooling, do not provide the atmosphere conducive to the formation of good study habits. In the homes, the children are so encumbered with domestic duties that they have little or no time for studies. Children from a high economic status have many advantages over their counterparts who are of a lower economic status because they are provided with better opportunities and facilities to foster high academic achievement. Children from high economic status are not likely to face financial constraints in the pursuit of their educational careers in schools. Likewise under occupational status, occupational attainment levels of parents also have important influences on the student's performance at school. Education and occupation are treated as separate, but interrelated variables because although education leads to many or determines many occupations, occupational levels on the other hand cannot lead to educational attainment. In other words, one may be occupational alright, financially wise, but may be an illiterate who does not understand the mechanisms of simple motivation to

apply to his children as regards to their academic achievement at school, because he is ignorant of this important role that he should play towards his children. Children coming from different home environment are affected differently by such variations in their academic achievement.

Academic achievement could be defined in terms of acquisition of different kinds of knowledge and cognitive skills. Out of the many effects that the home environment may have on the adolescents, academic achievement was singled out for study in this research. Academic achievement is accomplished by the actual execution of class work in the school setting. It is typically assessed by the use of teacher rating tests and exams (Howse, 1999).

According to Bakare (1986) family socio-economic resources are infrastructural and nutritional resources. These resources aid the learning of the school child. The ability of parents to feed their children and provide their school needs, goes a long way in stabilizing them physically and emotionally for their academic pursuit. Experience has shown that a hungry child can hardly concentrate in the class and lack of concentration is the first step towards academic failure. Moreover, the common practice in our schools is the sending home of school children without basic school requirements such as school fees, writing material among others. Such children generally lose track of their academic pursuits as time and opportunity lost are hardly regained.

The family, through its management practice, support, aspiration, school involvement and educational practices contribute to school experience. Some aspects of parental behaviour, especially those that are perceived by the child as providing psychological support lead directly to higher achievement.

Experts in child-rearing agree that relationship at home between the child and the parents is either warm or hostile. Warm parent-child relationship is characterized by openness and democratic pattern of handling matters affecting the parents and the child. Families which operate open and democratic parent-child relationship allow in flow and out flow of information while family in which parent-child relationship is characterized by hostility, the relationship is marked by lack of communication, rigidity and child battering. The above conditions erode confidence, emotional stability and are not supportive of intellectual stimulation and positive self-concept. The child from such home background is likely to perform poorly in academic works.

Currently, in order to beat the present economic condition, and to make both ends meet, both parents have resorted to abandoning their children the whole day in search of money. This in turn, has resulted in all kinds of delinquent behaviours such as compulsive television viewing, drug addiction and cultism (Odebunmi, 1988). Due to the influx of women into office jobs and pursuit of women liberation, children are not only deprived of early mother-child formation, but are hurriedly pushed into the hands of unqualified surrogate mothers and ill equipped crèches, and nursery schools. All these have robbed the Nigerian child adequate foundation for a transcendent academic competence. It seems that some of our children who fail in schools are from problem families. This may be so because a child needs great help from his parents to enable him grow into useful adolescent.

Adolescence is a period of life during which the growing individual makes a transition from childhood to adulthood (Izundu, 1991). The length of this period varies with differing culture. In Nigeria, this stage could be taken to cover ten (10) to nineteen (19) years of age. Adolescence is the period in which individuals identify with some significant others in their environment. Adolescents have many challenges facing them world wide and especially in Nigeria and that their response to these challenges is a direct reflection of the moral decadence in most societies (Elom, 2010). The adolescents are made to be more inquisitive, aspiring, and self-conscious and engage in more complicated social relationship and thus could affect their academic achieve-

ment. In order to reinforce the work of the school, parents are expected to provide the adolescent with all the needs for this work in school (Obasi, 1999).

Therefore, the home environment tends to be an important factor in academic achievement of secondary school adolescents. Such home environmental factors that may significantly influence school performance includes economic status, parenting style family stability, illiteracy, physical settings, hence this study is interested on some of these home factors and their relationship on school achievement.

From literature, it was gathered that some factors have much to contribute to student's experiences and eventual attainments educationally. These include differences in the level and quality of education available in the country or community in which he lives, differential access to educational facilities according to social class, differences in motivation, values and parental attitudes and ability of the parents to provide the financial and psychological support necessary for the maximization of their children's potentials.

There is therefore, need to examine the relationship between home environmental factors and academic achievement of secondary school adolescents based on the stated intervening factors in Onitsha Education Zone. Beside there is obvious dis-interest in children's pursuit of western education in favour of business and trade in certain parts of the country, especially in Onitsha education zone. It is equally observed that most youngsters are not interested in teacher education. These recent developments are deleterious to the educational process, national development and child development in particular.

The main purpose of this study is to investigate the relationship between home environmental factors and academic achievement of secondary school adolescents in Onitsha Education Zone of Anambra State, specifically, the study seeks to:

1. Determine the relationship between the economic background of parents and the students' academic achievements in English and Mathematics.
2. Establish the extent to which parents occupations relate with academic achievement of secondary schools students in English and Mathematics.
3. Determine the relationship between parents' educational background and students' academic achievement in English and Mathematics.

Theoretically, psychologists like Eric Erickson and others have expostulated that early childhood experiences form the basis of adulthood personality. Eric Erickson contends that childhood experiences between birth and five years of age cannot be under-rated because they can make or mar the child for life. In the same vein, Erickson propounded, that whether an individual grows to be self-actualized or self absorbed (depressed, worried, withdrawn, unsatisfied) depends on the early experiences to which he was exposed.

In reviewing the foregoing popular psychological proposition the significance of home environment in determining the personality of the child and consequently the academic attainment stands out clearly. This lends credence to the applicability of the psychological development theory to this work. Thus, there is the realization that an uninviting or defective home in terms of human and material resources will eventually result in imperfect academic development.

Research Questions

The following research questions will guide the objectives of this study.

1. What is the relationship between economic background of parents and the academic achievement of students in English Language and Mathematics?
2. To what extent does parents' occupation relate with the academic achievement of students in English Language and

Mathematics?

3. What is the relationship between parents' educational background and academic achievement of students in English Language and Mathematics?

Hypotheses

HO₁: There is no significant relationship between the economic background of parents and the academic achievement of students in Mathematics and English Language.

HO₂: There is no significant relationship between the parents' occupation and academic achievement of students in English Language and Mathematics.

HO₃: There is no significant relationship between the educational background of parents and academic achievement of students in English Language and Mathematics.

Method

A correlational survey design was used in the present study. Correlational study according to Nworgu (2006) seeks to establish what relationship exists between two or more variables. Usually such studies indicate the direction and magnitude of relationship of the variables.

The study was carried out in Onitsha Education Zone. The education zone is one of the six education zones that make up Anambra State Nigeria. It is made up of three local government areas viz: Onitsha North, Onitsha South and Ogbaru with thirty one public secondary schools.

The population of the study was consisted of all the junior secondary school two students (JSS II) in Onitsha education zone of Anambra State. They were 7,874 students from 31 secondary schools in the zone.

The sample of the study was made up of 787 students irrespective of gender. This figure represents 10% of the total population. To draw this sample, proportionate stratified random sampling technique was used to ensure representation from each stratum for the study. The education zone was stratified into local government area as Onitsha North, Onitsha South and Ogbaru. In each of the stratum 10% proportions of students were randomly selected.

Two instruments were used for the study. They are

- (a) The first term examination scores on English Language and Mathematics.
- (b) Home Environmental Factors Questionnaire (HEFQ).

Home Environmental Factors Questionnaire (HEFQ): This is a researcher developed instrument. It is a four point rating scale with 20 items. HEFQ was used in collecting the data for the study. The HEFQ is made up of two sections. Section A elicited personal data of the students, and parents' educational level. Section B elicited the home environmental factors. It is divided into two clusters, economic background of parents and parents' occupation. Copies of the HEFQ were sent to two experts in Guidance and Counselling and one in Measurement and Evaluation for validation, all from the Faculty of Education, University of Nigeria, Nsukka. These experts were requested to vet items of the instrument in terms of clarity of words, appropriateness and relevance of the items to the purpose of the study.

A trial testing of the instrument was conducted using twenty (20) students at Awka Education Zone of Anambra State. This is because students in Awka Education Zone share the same characteristics with the students from Onitsha. The data generated through trial testing of instrument were used to compute the internal consistency for each of the sub-section B of the HEFQ using Cronbach Alpha method. Thus the alpha coefficient for parents economic background = 0.54, parents occupation = 0.78.

The data collected were analyzed in line with each research question and hypothesis. Linear regression was used in answering research questions while Analysis of variance was used to

test the hypotheses at 0.05 level of significance. Also, the respondents' scores on English Language and Mathematics first term examination results were collected and used for the study.

Result

The results of the study were analyzed and presented in line with the research questions and hypothesis that guided the study. Cluster by cluster presentation was adopted for convenience.

Research Question 1

What is the relationship between economic background of parents and the academic achievement of students in English Language and Mathematics?

Result presented on Table I shows the relationship between economic background of parents and academic achievement of students in English and Mathematics. The calculated r value of 0.869 indicated a positive relationship between economic background of parents and academic achievement of students in English Language and mathematics. The r^2 of 0.755 shows that 75% of the academic achievement of the students is contributed by economic background of the parents. This suggests that there is a very high level of positive relationship between parents economic background and students academic achievement in English Language and Mathematics.

Hypothesis 1

There is no significant relationship between economics background of parents and the academic achievements of students in English language and Mathematics.

Data on Table 2 shows significant relationship between economic background of parent and academics achievement of students in English Language and mathematics. This is shown by the calculated f -value of 2413.799 which is significant at 0.05 level of significance. This implies that there is a significant relationship between the economic background of parent and the academic achievement of students in English Language and mathematics. Thus, the null hypothesis that there is no significant relationship between the economic background of parent and the academic achievement of students in English and Mathematics is rejected.

Research Question 2

To what extent does parents' occupation relate with the academic achievement of students in English language and Mathematics?

Result presented on table 3 shows the relationship between parents' occupation and academic achievement of students in English language and Mathematics. The calculated r of 0.876 indicated a positive relationship between parents' occupation and academic achievement of students in English Language and Mathematics. The r^2 of 0.768 shows that 77% of the academic achievement of the student is contributed by parent's occupation. That is the extent of relationship is 77% which is a very high level of relationship.

Hypothesis 2

There is no significant relationship between the parents' occupation and academic achievement of students in English Language and Mathematics is rejected.

Data on Table 4 shows significant relationship between parents' occupation and academic achievement of students in English language and Mathematics. This is shown by the f -value of 2598.060 which is significant at 0.05 level of significance. This implies that there is a significant relationship between parents' occupation and academic achievement of students in English language and mathematics. Thus, the null hypothesis that there is no significant relationship between parents' occupation and academic achievement of students in English language and Mathematics.

Research Question 3

What is the relationship between parents’ educational background and academic achievement of students in English language and Mathematics?

Result presented on table 5 shows the relationship between parents’ educational background and academic achievement of students in English language and mathematics. The calculated r value of 0.865 indicated a position relationship between parents’ educational background and academic achievement of students in English language and Mathematics. The r^2 of 0.748 shows that 75% of the academic achievement of students is contributed by parents educational background. This suggests that there is a very high level of positive relationship between parents’ educational background and academic achievement of students in English language and Mathematics.

Hypothesis 3

There is no significant relationship between educational background of parents and academic achievement of students in English language and mathematics.

Data on table 6 shows significant relationship between parents’ occupation and academic achievement of students in English language and Mathematics. This shown by the f-value of 2334.037 which is significant at 0.05 level of significance. This implies that there is a significant relationship between parents’ occupation and academic achievement of the students in English language and Mathematics. Thus, the null hypothesis that there is no significant relationship between parents’ educational background and academic achievement of students in English language and Mathematics is rejected.

Summary of the major findings

1. There is a significant relationship between economic background of parents and academic achievement of students.
2. Parent’s occupation significantly influences students’ academic achievement in English language and Mathematics.
3. Parents’ educational backgrounds significantly influence students’ academic achievement in English language and mathematics.

Discussion of Findings

Relationship between economic background of parents’ and academic achievement of students

The result of the study revealed that there is a positive relationship between economic background of parents’ and academic achievement of students in English Language and Mathematics. This implies the economics background of parents significantly influence academic achievement of students as revealed by the calculated f-value of 2413.799 which is significant at 0.05 level of significance. The finding is in agreement with the study conducted by Miya (2011) who investigated the influence of home environment on academic performance of day secondary school students in Muhoroni District Kenya. The aim of the study was to establish the influence of home environmental factors on Muhoroni District. The result of the study revealed that family size, family socio-economic status, parent’s level of education and distance from school was found to influence academic performance. The result equally is in agreement with Nwachukwu (2002) who carried out a survey study on the impact of the family background on the academic achievement of students in Imo State. The subjects responded to two questionnaire aimed at providing data on the socio-economic background of their families, the number of children in the families and parents education attainment. The result of the findings showed that the students’ socio-economic background, the family size and

couragement since unreasonably high demand and too much pressure for good performance made by some parents on their children may course anxiety and fear of failure which may affect the child’s academic performance negatively.

Table 1: Relationship between economic background of parent and academic achievement of students in English language and Mathematics

S/N	Model	R	R ²	Adjusted R ²	Standard error of estimate
1	1	0.869	0.755	0.754	5.838

the parents’ education attainment have influence on the educational performance of the students.

Relationship between parents’ occupation and academic achievement of students

The result indicates that there is a positive relationship between parents’ occupation and academic achievement of students in English language and Mathematics. This implies that parents’ occupation significantly influence academic achievement as revealed by the calculated f-value of 2598.060. Which is significant at 0.05 level of significance? The finding is in agreement with the study conducted by Muola (2010) who investigated the relationship between academic achievement motivation and home environment among standard eight pupils. A significant positive relationship was found between parents’ occupation, parent education, family size, and learning facilities at home and academic achievement motivation. This indicates that parents’ occupation can influence academic achievement of students in English language and Mathematics because of the economic advantage attached to the high incomes which enable them to conveniently provide for their children’s school needs.

Relationship between educational background of parents’ and academic achievement of students

Result showed that there is a positive relationship between parent’s educational background and academic achievement of students in English language and Mathematics. The calculated f-value of 2334.037 is significant at 0.05 level of significance. This is an indication that parents’ educational background can influence academic achievement of students. The present finding is in agreement with Olusola (2009), who in a study on the factors affecting children’s academic pursuit in Osun State investigated the influence of parental level of education, level of income and rural/urban location on children academic pursuit. Results indicated that parental level of education has a significant effect on children’s academic pursuit. Furthermore, the study showed that parental level of income has significant effect on children’s academic pursuit. The result also revealed that the place of residence (rural/urban) affect children academic pursuit.

Conclusion

Based on the findings and discussion of this study, the following conclusions were made.

There is a positive relationship between economic background of parents, parent occupation, parents’ educational background and student academic achievement in English language and mathematics. These findings imply that, a more favourable home environment motivate a student to excel in school. The high level of education which most often goes with high occupation and economic status means that the parents will be able to provide the necessary learning facilities and to assist the child with school work. This parental involvement which could be lacking in parents whose education and occupation are low may have a motivating effect on the child.

Recommendations

Based on the findings of the study and the counseling/educational implications, the following recommendations are made;

1. Many parents may not be aware of the influence of various home environmental factors on the academic achievement of their children. It is recommended that, teachers, educationist and guidance counselors should try to create awareness in parents on the importance of the home environment which can improve the child’s performance.
2. Precaution should be taken when it comes to parental en-

Table 2: Analysis of variance (ANOVA) of significant relationship between economic background of parents and the academic achievement of students in English language and mathematics

S/N	Model	Sum Of Squares	df	Mean Square	f	Sig
1	1 Regression	82258.273	1	82258.273	2413.799	.000
2	Residual	26751.496	785	34.078		
	Total	109009.769	786			

Table 3: Relationship between parents' occupation and academic achievement of students in English language and Mathematics

S/N	Model	R	R ²	Adjusted R ²	Standard error of estimate
1	1	0.876	0.768	0.768	5.676

Table 4: Analysis of variance (ANOVA) of significant relationship between parents' occupation and academic achievement of students in English language and mathematics

S/N	Model	Sum of Squares	df	Mean square	f	Sig
1.	1 Regression	83715.309	1	8.3715.309	2598.060	.000
2.	Residual	25294.460	785	32.222		
	Total	109009.769	786			

Table 5: Relationship between parents' educational background and academic achievement of student in English language and mathematics

S/N	Model	R	R ²	Adjusted R ²	Standard error of estimate
1	1	0.865	0.748	0.748	5.912

Table 6: Analysis of variance (ANOVA) of significant relationship between parents' occupation and academic achievement of students in English language and Mathematics

S/N	Model	Sum of Squares	df	Mean square	f	Sig
1.	1 Regression	81574.166	1	81574.166	2334.037	.000
2.	Residual	27435.603	785	34.950		
	Total	109009.769	786			

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