

Home and School Influences on the Academic Performance of Students in Public Secondary School in Ogba/Egbema/Ndoni Local Government Area of Rivers State

Ogbonna-Martins Chinenye Ulunma

Department of Educational Psychology, Guidance and Counselling, Faculty of Education, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State, Nigeria

Abstract: This study investigated Home and school influences on the academic performance of students in public secondary schools in Ogba/Egbema/Ndoni Local Government Area of Rivers State. A descriptive survey design was adopted for the study. Four research questions guided the study. The population of the study comprised twenty (20) public secondary schools in the study area. The sample of the study was 400 students in public senior secondary schools drawn through a simple random sampling technique. An instrument structured by the researcher titled: “Home and School Influence and Students Academic Performance (HSISAP)” was used in collecting data for the study. The instrument yielded a reliability coefficient of 0.76. Mean and standard deviation were used in answering the research questions. The result of the findings showed that there is a positive influence on student’s academic performance based on the level of parents’ education. Based on the findings of the study, recommendations were made amongst others that Parents should give adequate attention to their children's activities at home and ensure that a good learning environment is maintained at home while suggestions for further studies were also stated.

Keywords: Home, School Influence, Academic Performance, Students.

Introduction

The primary environment of a student is the home and it stands to exert a tremendous impact on the student’s achievements (Hoover-Dempsey et al., 2015). Moreover, the home is the primary agent of education in the child. Thus, the way the child lives, the food he/she eats and his/her lifestyle are influenced by the home. The type of family system the child is exposed to could influence his academic performance in school (Keith, 2013). The academic success of a child depends on what parents do at home. Aremu (2011) found in his study that undergraduates who received the democratic type of parenting performed better than their counterparts from autocratic homes.

Hacker (2018) opined that 58.5 percent, of all Americans will spend at least one year beneath the poverty line which is one dollar a day, at some point between ages 25 and 75. This socioeconomic status of the parents translates into parents’ inability to adequately finance their children’s education. According to Eze (2012), homes vary markedly in socioeconomic status and academic level, not in amounts of wealth but in the ways in which the family income is obtained. Jameson (2017) specifies the importance of a quiet time and place for homework. There was also a discussion on the negative impact of television, and the positive impact of praise. Harris & Gibbon (2016) state communication is a vital component of school success. Parents who prepare their children talk about setbacks, possible stressors and coping skills. Wallis (2018) wrote a parent’s guide on the importance of encouraging, praising and involvement.

Individual differences in children's achievement were studied by Baharudin and Luster (2018) relative to differences in the home environment. They found the quality of the children's home environment to be positively related to achievement. Children with higher test scores came from more supportive homes. The parents of preschool children were asked about conveying positive feelings, answering the child's questions, taking trips to the museum, eating meals as a family, requiring the child to keep the play area clean, conversing with the child, and encouraging the child to develop and sustain hobbies. In a study conducted on the effects of family structure and parenthood on the academic performance of Nigerian University students, Uwaifo (2018) found a significant difference between the academic performance of students from single-parent families and those from two-parent family structures. Indeed, parental involvement and individuals' experiences at home play tremendous roles in building the personality of the child and making the child what he is. Furthermore, many children have been hindered from reaching their optimum level in academic pursuit due to some negative factors arising from home. These include lack of parental encouragement, lack of conducive environment, poor finance and housing, poor feeding, ill-health and lack of interest on the part of the students. Children whose school needs (physical and emotional) are not provided for at home may forever remain underachievers and this could affect the general development (physical and human resources) of the country. Effects of poor academic performance during the school years often carry over to adulthood, with a higher proportion of school dropouts, behavioural problems and even delinquency among this population.

Aim and Objectives of the Study

The study aimed to examine the home factors and academic performance among selected public school students in the Ogba/Egbema/Ndoni Local Government Area of Rivers State. Specifically, the study sought to:

1. Examine the influence of parents' level of education on students' academic performance in public secondary schools in Ogba/Egbema/Ndoni Local Government Area.
2. Determine the influence of the socio-economic status of parents on student's academic performance in public secondary schools in Ogba/Egbema/Ndoni Local Government Area.
3. Ascertain the influence of family involvement on student's academic performance in public secondary schools in the Ogba/Egbema/Ndoni Local Government Area.
4. Determine the influence of home chores on students' academic performance in public secondary schools in Ogba/Egbema/Ndoni Local Government Area.

Research Questions

The following research questions guided the study;

1. To what extent does parents' level of education influence students' academic performance in public secondary schools in Ogba/Egbema/Ndoni Local Government Area?
2. To what extent does the socio-economic status of parents influence students' academic performance in public secondary schools in the Ogba/Egbema/Ndoni Local Government Area?
3. To what extent does family involvement influence students' academic performance in public secondary schools in Ogba/Egbema/Ndoni Local Government Area?
4. To what extent do home chores influence students' academic performance in public secondary schools in Ogba/Egbema/Ndoni Local Government Area?

Method

The researcher adopted the descriptive survey design for this study as the study sought to generate opinions of teachers and parents on home factors and academic performance among selected public school students in Ogba/Egbema/Ndoni Local Government Area of Rivers State.

The population for the study comprised all students in the public secondary schools in Ogba/Egbema/Ndoni Local Government Area of Rivers State. There are twenty (20) public secondary schools in Ogba/Egbema/Ndoni Local Government Area. As of the year 2017, the total population of students in the public secondary schools in Ogba/Egbema/Ndoni Local Government Area is reported as eighteen thousand, six hundred and twenty-one (18,621) (Source: Rivers State Ministry of Education). The respondents comprised the teachers and parents of students in the 20 public secondary schools. The simple random sampling technique was adopted to select two hundred (200), teachers and two hundred parents (200). This gives a total of 400 teachers and parents which served as the research sample. The instrument that was used in this research was a questionnaire titled: Home and School Influence and Students Academic Performance (HSISAP)”. Face and content validity was adopted to ensure the validity of the questionnaire. To ensure that the instrument was reliable, the test-retest method was used and yielded a reliability coefficient of 0.76. The instrument was administered by the researcher and assisted by two trained research assistants to the teachers and parents of the sampled schools. Four hundred (400) questionnaires were administered to the respondents and were retrieved after the questionnaires had been filled. Mean and standard deviation were used to answer the research questions.

Results

Research Question One: To what extent does parents’ level of education influence students’ academic performance in public secondary schools in the Ogba/Egbema/Ndoni Local Government Area?

Table 1: Influence of Level of Parents’ education on students’ academic performance

To what extent does parents’ level of education influence students’ academic performance in public secondary schools								
S/N	Item/Statements	SA	A	D	SD	Total	Mean	Remark
		4	3	2	1			
1	Students with educated parents perform better academically	176	161	31	32	400	3.20	Agreed
2	Educated parents are more serious with their children education	162	155	43	40	400	3.10	Agreed
3	Educated parents assist their students in doing their school work	181	170	23	26	400	3.27	Agreed
4	Parents level of education assist them to understand students’ academic needs	158	148	46	48	400	3.04	Agreed
5	Educated parents provide learning resources to their students	184	169	27	20	400	3.29	Agreed

$$\text{Criterion Mean} = \frac{4+3+2+1}{4} = 2.5$$

Any statement whose mean score is less than 2.5 should be disagreed and any statement whose mean score is equal to 2.5 and above should be agreed. From the result obtained in Table 1 above, it was deduced that items that scored a mean above 2.5 influenced students’ academic performance. All the items generated for the level of parents’ education scored a mean above the criterion mean of 2.5 and hence agreed to have an influence on students’ academic performance. The mean of items are rated as follows; Students with educated parents perform better academically (3.20), educated parents are more serious with their children's education (3.10), educated parents assist their students in doing their school work (3.27), Parents’ level of education assists them to understand students’ academic needs (3.04), educated parents provide learning resources to their students (3.29).

Research Question Two: To what extent does the socio-economic status of parents influence students’ academic performance in public secondary schools in Ogba/Egbema/Ndoni Local Government Area?

Table 2: Influence of socio-economic status of parents on student's academic Performance

S/N	Question item	SA	A	D	SD	Total	Mean	Remark
		4	3	2	1			
1	Provision of learning resources influences students' academic performance	183	164	29	24	400	3.27	Agreed
2	Students from high socio economic status families perform better in academics	141	118	61	80	400	2.80	Agreed
3	Socio-economic status influences students school attendance	175	162	32	31	400	3.20	Agreed
4	Parents of High Socio-Economic status provide the learning resources for their student	177	159	32	32	400	3.20	Agreed
5	Students performance is affected by their social economic status	167	148	37	48	400	3.09	Agreed

From the result obtained in table 2 above, it was deduced that items that scored a mean above 2.5 influenced students' academic performance. All the items generated for the socio-economic status of parents scored a mean above the criterion mean of 2.5 and hence agreed to have an influence on students' academic performance. The mean of items are rated as follows; Provision of learning resources influences students' academic performance (3.27); Students from high socio-economic status families perform better in academics (2.80); Socioeconomic status influences students' school attendance (3.20); Parents of High Socio-Economic status provide the learning resources for their student (3.20); Students performance is affected by their social economic status (3.09).

Research Question Three: To what extent does family involvement influence students' academic performance in public secondary schools in Ogba/Egbema/Ndoni Local Government Area?

Table 3: Influence of Family Involvement on Students' Academic Performance

S/N	Question item	SA	A	D	SD	Total	Mean	Remark
		4	3	2	1			
1	Parental involvement in children's learning activities positively influences their levels of achievement	180	173	25	22	400	3.28	Agreed
2	Parental supervision and monitoring of student progress influences their performance	168	156	36	40	400	3.13	Agreed
3	A family which sets rules to their children about academics improves students' grades.	174	163	31	32	400	3.20	Agreed
4	Increased parent-school communications improve students' performance.	178	165	29	28	400	3.23	Agreed
5	High parental aspirations for their children tend to positively influence students' levels of performance.	176	166	31	27	400	3.23	Agreed

From the result obtained in Table 3 above, it was deduced that items that scored a mean above 2.5 influenced students' academic performance. All the items generated for family involvement scored a mean above the criterion mean of 2.5 and hence agreed to have an influence on students' academic performance. The mean of items are rated as follows; Parental involvement in children's learning activities positively influences their levels of achievement (3.28), Parental supervision and monitoring of student progress influences their performance (3.13), A family which sets rules to their children about academics improves students' grades (3.20), Increased

parent-school communications improves students' performance (3.23), High parental aspirations for their children tend to positively influence students' levels of performance (3.23).

Research Question Four: To what extent do home chores influence students' academic performance in public secondary schools in Ogba/Egbema/Ndoni Local Government Area?

Table 4: Influence of Home Chores on Students' Academic Performance

S/N	Question item	SA	A	D	SD	Total	Mean	Remark
		4	3	2	1			
1	The house chores makes the students not to concentrate on their school work	180	173	25	22	400	3.28	Agreed
2	Students find home chores more beneficial than academics	168	156	36	40	400	3.13	Agreed
3	A lot of time is spent on home chores than in academics	174	163	31	32	400	3.20	Agreed
4	Parents contribute to students participation in home chores	178	165	29	28	400	3.23	Agreed
5	Students are forced to involve themselves in home chores	176	166	31	27	400	3.23	Agreed

From the result obtained in the table 4 above, it was deduced that items that scored a mean above 2.5 influenced students' academic performance. All the items generated for home chores scored a mean above the criterion mean of 2.5 and hence agreed to have an influence on students' academic performance. The mean of items are rated as follows; the house chores make the students not concentrate on their school work (3.28), students find home chores more beneficial than academics (3.13), a lot of time is spent on home chores than in academics (3.20), parents contribute to students participation in home chores (3.23), students are forced to involve themselves in home chores (3.23).

Discussion of Findings

The result in Table 1 concerns the influence of the level of Parents' education on students' academic performance. The result shows that the level of Parents' education plays a significant role in the academic performance of the students. Children of educated parents may have an edge over their counterparts because their parents give them better attention, and advice as well as assist them in doing their assignments.

The result in Table 2 concerns the influence of the socio-economic status of parents on students' academic performance. The result also shows the socioeconomic status of parents of characteristics of hyperactive pupils on their learning outcomes. The respondents agreed that all the five items generated by the researcher are effects of characteristics of hyperactive pupils on their learning outcome as all the items recorded a mean greater than the criterion mean of 2.5. From the results obtained, the respondents opined that most times hyperactive pupils find it difficult to dedicate time and finish their assignments and class work. They also find it hard to understand what the teacher teaches in class as a result of divided attention. Such restless behaviours also contribute to poor grades and lead to them not being able to make meaningful contributions during classes.

Results in Table 3 concern the measures to improve the learning outcomes of hyperactive pupils. The respondents agreed that all the five items generated by the researcher are measures to improve the learning outcomes of hyperactive pupils as all the items recorded a mean greater than the criterion mean of 2.5.

From the result obtained in Table 4, small class size is rated as the means of improving the learning outcomes of hyperactive pupils; it scored a mean of 3.36. A small class helps the teacher to be able to manage the pupils in class and make him able to give proper attention to each pupil. It also reduces distraction for the pupil. The result also shows that hyperactive pupil's

learning outcomes can be improved by referring them to medical specialists who could look into their issue and prescribe drugs if necessary. Other measures which can help to improve the learning outcome of hyperactive learners include; recesses, physical exercises and withdrawal from too many toys and cartoons.

Conclusion

The academic performance of students does not only depend on classroom activities. Away from the classroom, the home stands as another environment which can make or mar the academic performance of students. The study has revealed that factors such as parents' academic background, family academic involvement, socioeconomic status as well and students' rate of home chores allocation can play a great part in the academic performance of students.

Recommendations

Based on the findings, the following recommendations are made;

1. Parents should give adequate attention to their children's activities at home and ensure that a good learning environment is maintained at home.
2. The students' bedrooms and surroundings should be enhanced with learning resources to keep him/her glued to their students.
3. Incessant home chores should be reduced and time should be made available for the child to study at home.

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