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HOME ENVIRONMENT AS PREDICTOR OF ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN IKWUANO LOCAL GOVERNMENT AREA: COUNSELLING IMPLICATIONS

GERTRUDE ONYEMA IKPEAKAOGU (PhD)
Department of Psychology and Counselling,
Michael Okpara University of Agriculture, Umudike, Nigeria
igerrudeonyema@gmail.com

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UZOMA FRANCISCA NNAJI
Department of Psychology and Counselling,
Michael Okpara University of Agriculture, Umudike, Nigeria

Abstract

This study tried to find out the extent home environment predict the academic achievement of senior secondary school students in Ikwuano Local Government Area of Abia State. The study was guided by two research questions and two null hypotheses tested at 0.05 level of significance. The study adopted a correlational research design. A total of 194 respondents drawn through multi-stage sampling technique from a population of 3880 senior secondary school students in eight public secondary schools in Ikwuano Local Government Area of Abia State (SSEMB, 2023) were used for the study. Two instruments namely, "Home Environment Questionnaires (HEQ) and students' Academic Achievement Test (SSAT)" were developed by the researcher from information got from literature and were face validated by three experts: one expert from departments of Psychology, one from Counselling and another expert in Measurement and Evaluation; all from Michael Okpara University of Agriculture, Umudike, respectively. The Students' Academic Achievement Test (SAAT) was face validated by three experts one from Measurement and Evaluation and two specialists from Mathematics Education. The instrument was validated using the Content Validity which was derived using the table of Specification or Test Blue Print. The instruments were structured based on 4 –point ratings scale and weighed on the following scale: Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Low Extent (LE) 2 points and Very Low Extent (VLE) 1 point. The decision rule of 0.00-0.20 = Very Low Relationship, 0.21 – 0.40 = Low Relationship, 0.41–0.60 = Moderate Relationship, 0.61 – 0.80= High Relationship and 0.81 – 1.00 = Very High Relationship were used for the interpretation. The stability of the HEQ was determined using Pearson's Product Moment Correlation Coefficient and reliability index of 0.85 was obtained. It was thus recommended that stakeholders such as counselors/psychologists, parents/guardians, teachers/school administrators should evolve new approaches and techniques for making educational system effective by orienting them on the simple and cost modern techniques that would ensure appropriate management of emotions of students to achieve academic excellence without discriminating against those students from poor socio-economic environment.

Keywords: Home environment, Student, Academic achievement, Implication, Counselling.

Introduction

Secondary school education has its broad aims as preparing the students for useful living within the society and for higher education. This aim can only be achieved when students perform well in their academic studies. Achievement refers to the success of the students that is measured in terms of passes in lest administered by the teachers. According to Iheberem (2017) achievement refers to when an individual accomplishes a task before him. Anyamene and Anyamene (2017) refer to achievement as the cognitive attainment of students that is measured in terms of passes in lest that is administered by teachers. It implies that where a student accomplishes a learning task successfully and reaches a set goal for a learning experience, he is said to have achieved something. In a related definition, Kaplain (2016) indicated that achievement is a fundamental human behaviour that involves the actualization of goal or task by an individual. Kaplain maintained that achievement is manifested when an individual is said to have realized his set objective in a given situation. As applied in this study, achievement refers to the success recorded by the students that is measured in terms of passes in different school subjects in teacher's administered test.

Academic is defined as the actualization of the educational standard and appropriate goals as the major objective functions of school in the society (Ncharam, 2015). Hall (2016) defines academic achievement by students to imply one being able to accomplish his/her desires with respect to educational goals, aims and objectives in the society. According to Okafor, Obi and Oguzie (2018), academic achievement is defined as students' scholastic ability and attainment, which signifies the overall level of knowledge they have acquired in school, a subject or a learning situation. In this context academic achievement is defined as the students' realization of his educational task within the school system. Academic achievement of the students has always been the concern of all stakeholders in education such as the government, administrators, parents and students themselves. Each has a great role to play to ensure that the students receive and achieve the best quality learning that would broaden their outlook and knowledge in the society (Iheberem, 2017).

In the school system, academic achievement of students is made possible through pulling in place appropriate learning needs. Olujide (2021) asserted that academic achievement of students is determined to some extent by the quality and quantity of teachers, infrastructural facilities and equipment as well good working environment within the schools. In spite of the importance of academic achievement as a key subject for realizing the nation's scientific and technological aspirations, there is ample evidence of continued poor achievement in different school subjects (Odili, 2012). The studies of Falaye and Afolabim (2012), and Ozuome, Oguzie, Mokwelu and Anyamene (2020) all showed poor achievement in science. This persistent trend of low achievement in science subjects among secondary school students has been a source of worry and frustration to students, parents, teachers, curriculum experts, and evaluators because of the implications it has in the development of science and technology and overall development of the nation (Okonkwo, 2021).

Due to the importance of science, the Federal government of Nigeria adopted education as an instrument per excellence for effecting national development (FRN. 2014). The government for instance, built and equipped science laboratories: produced special science books: provided seminars and in-service training for science teachers (Njoku, 2013). To enhance the study of science, the Federal government made science compulsory throughout the Universal

Basic Education (UBE) period; that is 9 years of free and compulsory education for all Nigerian children. To further boost the study of science, the government stated in the National Policy on Education (FRN. 2014: 38-39) that 'a greater proportion of expenditure on university education shall be devoted to science and technology'. Notwithstanding all the efforts of the government to improve science and technology education, studies show that the problem of poor achievement at the end of junior secondary school is still persistent (Falaye & Afolabim, 2012: Okonkwo, 2021: Ozuome, Oguzie, Mokwelu & Anyamene, 2020). Some researchers tend to blame the poor achievement of students on inadequate teaching and learning strategies (Njoku, 2017).

Literature reports from Western countries however tend to suggest that home environment has the potentials for predicting the academic achievement students (Okafor, Obi & Oguzie, 2018). Home is the first institution of a child that has significant impact with his or her overall life. The family is a social unit in any society and it is the source of early stimulation and experience in children. The home influences the child at the most possible time of his life and when his mind is most receptive.

The home provides the child with the first impression which may last throughout the child's life. 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 (Khan, Begum & Imad, 2019). The background is the condition and immediate surroundings in which children find themselves which is referred to as the physical and psychological conditions that affect children (Hussain, 2013). The parents or guidance of these children are responsible for providing the right home environment that will facilitate effective learning for their wards. Furthermore, in child's home background, some factors that may influence their academic performance may include: parental educational background, parental economic status (At least an average financial status), parental marital status and parental home location. However, this study focused on Parent's educational background and parental economic status

Parent's educational background, could be seen in the way parents and other educated people in the home get involved in encouraging these students to learn, teach and guide the students in doing their homework, pronounce words correctly and practice how to make correct sentences. The educational background of the parents will also be expressed in their frequent use of English Language as a medium of communication in the home (Randhana A' Sharma, 2012). These will help in laying a good foundation for self-expression, confidence in speaking good English in the public and good understanding of Basic English concepts in the school.

Another home background factor that is suspected to predict the academic achievement students is parental economic status. Parental economic status is suspected to have relationship with the ability of the parents to provide necessary facilities or materials that can help in making the learning of different subjects for the students. This involves the provision of mini library for children which include; textbooks, story books, and picture books and spelling charts which will help the students to learn words identification, correct spellings, correct sentences, master the use of correct tenses in line with pictures (Clark *&* Goyder, 2017). Students from average/high income home background, that have some educational media in their homes such as Computer, television set, radio, tape recorder could be at an advantage

in their achievement because these media may help them to listen to programmes meant to improve them academically: watch educative programmes on television such as junior debate. Cartoons, science programmes, all these exposures could reflect on the students' academic achievement at school (Codjoe, 2017).

Some studies have been done on impact of home environment and academic achievement of students but these works differ in either the scope or location of the studies. Among such works include Khan, Begum and Imad (2019) which investigated the relationship between home environment and secondary school students' performances. The focus of the study was to find out the relationship of home interactions, physical facilities and students' academic performances. Results obtained from analysis illustrated that a substantial majority of respondents are lacking separate study rooms at their homes; have a very low interactional opportunities at home in home related matters, but still majority of them were satisfied with their home environment. Another study related to this present study was done by Muhammad, Khalid and Abu (2020), who investigated the effect of home environment on students' academic achievements at higher level. The study's main objective was to explore the rapport between the home environment and students' academic achievement in Pakistan. The study results indicated a weak positive correlation between home environment and students' academic achievement. It is also revealed that there were no differences of opinions between male and female perception about home environment and academic achievement.

Oden (2020) worked on the influence of home environment on the academic performance of a child; the study was carried out in Egor Local Government Area of Edo State. The study showed that learning materials stimulate a child to learn and that a child who has cordial relationship with his her parents performs better in school than those who do not. It was also discovered that cultural factors can also influence a child's academic performance.

Dzever (2015) investigated the impact of home environmental factors on academic achievement of senior secondary school students in Garki Area District, Abuja-Nigeria. The study examined the impact of home environment factors on the academic achievement of public secondary school students in Garki Area District. Abuja. Nigeria. The results revealed a positive and significant relationship between permissive patenting styles with academic performance. Also, the result from the study identified income, educational background and occupational level as well as permissive parenting style as the main predictive variables influencing students' academic achievement. These studies reviewed are related to the present study but differ in designs, scopes and locations of the studies. Therefore, the need to investigate the extent home environment predicts academic achievement of students at secondary school at Ikwuano Local Government Area of Abia State motivated this study.

Statement of the Problem

Secondary school education has its broad aims as preparing the students for useful living within the society and for higher education. This aim can only be achieved when students perform well in their academic studies, in the school system, academic achievement of students is made possible through putting in place appropriate learning needs. In spite of the importance of academic achievement as a key subject for realizing the nation's scientific and technological aspirations, there is ample evidence of continued poor achievement indifferent school subjects. The academic achievement of secondary school student has been persistently

poor and on the decrease among secondary school students. Reports from most public schools showed that both internal and external examinations are poorly performed by the students. Many scholars argued that teaching and learning experience alone may not be the panacea for students to perform differently. It has also been proved by psychologist that a difference in intelligence is not the only factors responsible for the difference in achievement of students. However, very scanty attention has been given to most aspects of home background of students like parental level of education, parental occupation, family size and type of family as these may affect their academic performance. Most families in our society seem not to give adequate attention to the education of their children. It appears some of the parents have erroneous notion about the academic achievement of their children, they do not know and seem to fulfill their role of guidance and encouragement in the child's achievement in schools. The problem of this study therefore put in a question form is: To what extent does home environment predict the academic achievement of senior secondary school students in Ikwuano Local Government Area of Abia State?

Purpose of the study

The purpose of this study was to investigate the extent home environment predict the academic achievement of senior secondary school students in Ikwuano Local Government Area of Abia State. The specifically, the study sought to determine:

1. the extent parents' educational background predict academic achievement of students.
2. the extent parents' economic status predict academic achievement of students

Research Questions

The study was guided by the following research questions:

1. What extent does parents' educational background predicts academic achievement of students'?
2. What extent does parents' economic status predicts academic achievement of students?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance

HO1: Parents' educational background does not significantly predict academic achievement of students.

HO2: Parents' economic status does not significantly predict academic achievement of students

Methodology

The study adopted a correlational research design. A total of 104 respondents drawn through multi-stage sampling technique from a population of 3880 senior secondary school students in eight public secondary schools in Ikwuano Local Government Area of Abia State (SSEMB. 2023) were used for the study. Two instruments namely. "Home Environment Questionnaire (HEQ) and Students' Academic Achievement Test (SAAT)" were developed by the researcher from information got from literature and were face validated by three experts: one expert in Educational Psychology, one in Guidance and Counselling and another expert in Measurement and Evaluation; all from Michael Okpara University of Agriculture Umudike, respectively. The Students' Academic Achievement Test (SAAT) was face validated by three specialists; one from Measurement and Evaluation and two specialists from Mathematics Education. The instrument was validated using the Content Validity which was derived using

the Table of Specification or Test Blue Print. The instruments were structured based on 4-poinl ratings scale and weighed on the following scale: Very High Extent (VHE) 4 points. High Extent (HE) 3 points. Low Extent (LE) 2 points and Very Low Extent (VLE) I point. The decision rule of 0.00 - 0.20 = Very Low Relationship. 0.21-0.40 = Low Relationship. 0.41 - 0.60 = Moderate Relationship, 0.61-0.80 High Relationship and 0.81 - 1.00 = Very High Relationship were used for the interpretation. The stability of the HEQ was determined using Pearson's Product Moment Correlation Coefficient and reliability index of 0.85 was obtained. The internal consistency of the items was determined using Cronbach's Alpha method which yielded reliability estimates of 0.78. The reliability of the SAAT was determined using Kuder-Riehardson (KR-21) formula and reliability coefficient calculated was 0.88. Data obtained through the administration of the three instruments were organized and analyzed using Pearson's r. R^2 (coefficient of determination) to answer the research questions while linear regressions were used to test the null hypotheses at 0.05 levels of significance.

Results

The results of this study were presented in line with the research questions and hypotheses that guided the study.

Research Question One: What extent does parents' educational background predict academic achievement of students?

Table 1: Correlation Matrix of Parents' Educational Background as Predictor of Academic Achievement of Students

Source		**PEB**	**SAAT**
PEB	Pearson correlation	1	.823
	Sig. (2-tailed)		.000
	N	194	194
	Pearson correlation	.823	1
SAAT	**Sig. (2-tailed)**	**.000**	
	N	**194**	**194**
	R^2	**.677**	

PAO = Parents' Educational Background, SAAT = Students' Academic Achievement Test. * *Correlation is significant at the 0.05 level (2-tailed).

Data in Table I indicated a correlation coefficient (r) of .82 which is positive and within the coefficient limit of ± 0.81-1.00. This indicated that parents' educational background to a very high and positive extent predicted students' academic achievement in Ikwuano Local Government Area of Abia Stale. The coefficient of determination (R^2) .677 indicates that 67.7% of the variance observed in the students' academic achievement was accounted for by parents' educational background. Therefore, parents' educational background predicted 67.7% of the variance observed in the students' academic achievement in in Ikwuano Local Government Area of Abia State.

Hypothesis One: Parents' educational background does not significantly predict academic achievement of students.

Table 2: Linear Regression Analysis of the Relationship between Parents' Educational Background and Students' Academic Achievement

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	121.543	1	121.543	.792153.	.000[b]
Residual	152.842	193	.792	463	
Total	274.385	194			

Df =degree of freedom. F = F-calculated. Correlation is significant at the 0.05 level (2-tailed)

The data in the Table 2 showed that parents' educational background significantly predicted students' academic achievement. The calculated f-value of 153.463 in respect of the relationship between parents' educational background and students' academic achievement is higher than I'-critical value of 1.96 with degree of freedom of 193 at 0.05 level of significance. Therefore, the null hypothesis that states that parents' educational background does not significantly predict academic achievement of students was rejected. Consequently, parents' educational background significantly predicted academic achievement of students.

Research Question Two: To what extent does parents' economic status predict academic achievement of students?

Table 3: Correlation Matrix of Parents' Economic Status as Predictor of Academic Achievement of Students

Source		PES	SAA
PF.S	Pearson	**1**	**.811***
	Sig. (2-tailed)		**000**
	N	**194**	**194**
SAA	Pearson	**.811**	**1**
	Sig. (2-tailed)	**.000**	**194**
	N	**194**	
	R^2	**.658**	

PES = parents' Economic Status. SAA = Students' Academic Achievement.
* Correlation is significant at the 0.05 level (2-tailed).

Data in Table 3 indicated a correlation coefficient (r) of .81 which is positive and within the coefficient limit of± 0.81-1.00. This indicated that parents' economic status to a very high and

positive extent predicted students' academic achievement in Ikwuano Local Government Area of Abia State. The coefficient of determination (R^2) .658 indicates that 65.8% of the variance observed in the students' academic achievement was accounted for by parents' economic status. Therefore, parents' economic status predicted 65.8% of the variance observed in the students' academic achievement in Ikwuano Local Government Area of Abia State.

Hypothesis Two: Parents' economic status is not a significant predictor of academic achievement of students.

Table 4: Linear Regression Analysis of the Relationship between Parents' Economic Status and Academic Achievement of Students

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	**123.453**	**1**	**123.453**	**154.124**	.006[b]
Residual	**154.562**	**193**	**.801**		
Total	**278.015**	194			

The data in the Table 4 showed that parents' economic status significantly predicted students' academic achievement. The calculated 1-value of 154.124 in respect of the relationship between parents' economic status and students' academic achievement is higher than f-critical value of 1.96 with degree of freedom of 193 at 0.05 level of significance. Therefore, the null hypothesis that stales that parents' economic status is not a significant predictor of academic achievement of students was rejected.

Consequently, parents' economic status significantly predicted academic achievement of students.

Major Findings of the Study

It was found from the study that:

1. Parents' educational background significantly predicted academic achievement of students. Parents' educational background predicted 67.7% of the variance observed in the students' academic achievement in Ikwuano Local Government Area of Abia State.
2. Parents' economic status predicted 65.8% of the variance observed in the students' academic achievement as 65.8% of the variance observed in the students' academic achievement was predicted by parents' economic status in Ikwuano Local Government Area of Abia State.

Discussions

The findings of the study were discussed based on the major findings of the study. The finding of the study showed that parents' economic status significantly predicted academic achievement of students. Parents' economic status predicted 67.7% of the variance observed in the students' academic achievement in Ikwuano Local Government Area of Abia State. The

findings of this study support the findings of the study by Khan. Begum and Jmad (2019) which investigated the relationship between home environment and secondary school students' performances. Results obtained from analysis illustrated that a significant relationship between home environment and secondary school students' performances. The study further observed that substantial majority of respondents were lacking separate study rooms at their homes; have a very low interactional opportunities at home in home related matters, but still majority of them were satisfied with their home environment. The findings of this study slightly agree with the findings of the study by Muhammad. Khalid, and Abu (2020), who investigated the effect of home environment on students' academic achievements at higher level in Pakistan. The study results indicated a weak positive correlation between home environment and students' academic achievement

The Finding of this study further showed that Parents' economic status predicted 65.8% of the variance observed in the students' academic achievement as 65.8% of the variance observed in the students' academic achievement was predicted by parents' economic status in Ikwuano Local Government Area of Abia State. The findings of this study agree with the finding of another study conducted by Oden (2020) was on the influence of home environment on the academic performance of a child in for Local Government Area of Edo State. The study showed that learning materials stimulate a child to learn and that a child who has cordial relationship with his her parents performs better in school than those who do not. It was also discovered that cultural factors can also influence a child's academic performance. The findings of the study also support the findings of the study by Dzever (2015) which reported a positive and significant relationship between permissive patenting styles with academic performance. Also, the result from the study identified income, educational background and occupational level as well as permissive parenting style as the main predictive variables influencing students' academic achievement. Codjoe (2017) believed that students from average/high income home background, which have some educational media in their homes such as Computer, television set, radio, tape recorder could be at an advantage in their achievement because these media may help them to listen to programmes meant to improve them academically.

Counselling Implications for the Study

Results reported in this study have implications for counselling practice. The results underscore the need for students to work towards the economic status of the parents to excel in their academic achievements. Counsellors, teachers and school authorities should equip parents with needed information that could make them to provide relevant facilities needed in their home environments that could encourage students to listen to medial in order to get accurate information to progress in their academic achievement.

Conclusion

Parents' educational background significantly predicted academic achievement of students. Parents' educational background predicted 67.7% of the variance observed in the students' academic achievement in Ikwuano Local Government Area of Abia Slate. This finding may provide supportive frameworks, from which one can assess the extent parents' educational background could determine the nature of academic materials the student could be exposed to. The fact that parents' economic status predicted 65.8% of the variance observed in the students' academic achievement as 65.8% of the variance observed in the students' academic

achievement was predicted by parents' economic status in Ikwuano Local Government Area of Abia State may provide supportive frameworks from which one can assess the extent parents' economic status could determine the level of demands made by school authorities n the students and the nature of academic materials the students could be exposed to improve their academic achievement.

Recommendations

Based on the findings of this study the following recommendations are made:-

1. Secondary school students should be provided with information from this study; which would help them understand the importance of home environment on their academic achievement.
2. Stakeholders such as counsellors/psychologists. parents/guardians. teachers/school administrators should evolve new approaches and techniques for making educational system effective by orienting them on the simple and cost effective modern techniques that would ensure appropriate management of psychological wellbeing of students to achieve academic excellence without discriminating against those students from poor socio economic background.

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