



OPTIMIZATION OF ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS BY EFFECTIVE MANAGEMENT OF HOME AND SCHOOL LEARNING ENVIRONMENTS AND RESOURCES

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Abstract

The positive academic performance of a student is a direct reflection of the proper application of time and other resources that are invested in the student by his or her parents and teachers alongside the learning environments provided by home and school. The proper management of these combined resources in the development of a learner, is very fundamental to societal well-being in the sense that a healthy individual will help society to achieve its true potential. In this regard, various theories of human development were relied upon to show the relationships between parents and school authorities in the tripartite social contract incidental to child upbringing. This unconscious tripartite social treaty links child development to parents and home learning environment on the one hand and child's teacher and the school learning environment on the other hand. The management of these interfaces is a function of deliberate planning and proper control of available time and other relevant resources. In this study, various resources were deployed in order to understand the nature of this social contract and how it can be well managed for maximum benefit of society. The study relied on data generated from secondary schools in Ijebu North LGA of Ogun State, Nigeria. It was found that the level of education of parents affected the quality of learning and the level of exposure of students in support of learning. Research data were evaluated based on relevant design context in relation to the deployment of appropriate instrument of data acquisition; thus utilizing percentage or frequency of occurrence of particular attributes to draw research inferences. These measures clearly showed that some issues such as educated father with semi-illiterate mother, early demise of either parent, single parenting, income capacity of father or mother, daily availability and frequency of contact with father or mother, and many other seemingly minor issues have significant influences on the quality of life and learning environment available to the child. The findings of the study resulted into far-reaching recommendations that could be very instrumental to child development.

Keywords: *competitive capacity, academic outputs, home learning environment, socio-economic capacity, underachievement, positivist theory, formative years, self-governance, selective behavior, internal data consistency, academic socialization.*

1. Introduction

Students' home and school learning environments are dynamically related when considered alongside their academic performance and general well-being. In this regard, the complications arising from such environments thus require the deployment of critical management tools that have resulted effective organizational behavior in addition to well regimented mode of instructional materials deliveries. The home environment as we shall see in the study is a crucial component of the students' academic performance assessment. Thus, were home or school learning environments are found to be toxic or hostile to effective learning, poor students' competitive capacity is noticed. In the foregoing regard, home learning environments vary in many aspects and these includes, the parents' level of formal education, economic capacity or status, professional or occupational status, religious background, core human and related values, interests, parents' views of life and expectations from their children, communal inclinations and size of the family. In the foregoing regard, studies have indicated that students who are coming from different home environments are affected differently by such variations in environment (Ogoye, 2007); and (Ngussa and Gundu, 2019). It should thus be pointed out, that home environments that may likely affect students' academic performance are those related to the student's place of abode or residence, educational level of the guardian or parents, parents level of income, nature of family life -stable or unstable family, level of parent's or guardian's moral support and interpersonal contacts with the student and other forms of motivation, among other issues.

In the foregoing regard, a student's home can be defined as a place of residence or where he or she takes refuge for safety when it refers to a building, and in terms of adverse natural circumstances requiring bodily protection. A home therefore can be said to be a place in which an individual or a family can live and also safely preserve personal property (Magnuson, 2007). In this regard, Magnuson was of the opinion that parent's academic

socialization being the influence parents have on the academic ability of their children should be well channeled in order to enhance the proper shaping of students' personality, skills, behaviors and attitude towards school and general educational attainment. The study further explained that parents' influences students through the environment they create around the students and through the nature of discussions they engage in. In this regard, a student's academic socialization can be influenced by parent's socio-economic status. Thus, highly educated and socially exposed parents tend to create and display more stimulating learning environments at home and this enhances the student's learning ability.

As would be seen in this paper, school authorities are by regulation required to provide counseling and guidance to parents. The intent of this regulation is to create an atmosphere for parents to serve as early mentors to their children. In this way, the parents are required to monitor the academic and social growth of their children which ultimately enhances the quality of their academic outputs (Marzano, 2003). Based on this overriding view of foundations for early education, parental continual involvement in a child later years of educational pursuit is a sure building block for the adult that the child later becomes in life. Relatedly, the academic performance of students is contingently dependent on the continual involvement of parents in their children academic activities. This also encourages the child to realize the goals of greater educational quality and academic success (Barnard, 2004).

Based on the foregoing view, parents or guardians should endeavor to provide adequate motivational support for their children and ward by creating enabling and conducive environment for learning to occur incrementally. For this to apply, parents must control their children learning processes by managing the resources at their disposal in addition to the provision of additional learning facilities and also participate in the process of learning. The parents are usually the first teachers of the children. In support of classroom work, parents are required to also engage their children in extra moral classes. This has the capacity to improve the children learning capabilities and also give them the confidence and challenge for higher knowledge application and appreciation.

Further, it is imperative to note that since parents are an unquantifiable and essential component of their children's environment, it is the duty of the parents to educate or train themselves in specialized early education topics or ideas. This creates the necessary academic awareness that is required to create a conducive environment for learning. This practice also helps the parents to gain mastery or control of their children learning processes which makes them role models to their children. Further, the involvement of parents in the management of learning resources for their children creates a sense of self-awareness to the children, which is a cardinal requirement for child development.

The foregoing thus enhances the view that children require to gain the confidence of their parents in their abilities to succeed in minor things in order to face challenges of life with a success minded approach. Further, this confidence of parents on their children also enables the children to gain a sense of belonging that they can make decisions for themselves without any negative outcome (Nidhi, 2016). In view of this situation, it should be noted that the time range between birth and young adulthood accords the parents enormous possibilities of opportunities to create a balance in their child's life. In addition, parents' abilities to build self-esteem in their children enables them to build and maintain stable relationships at social, family and work environments in their later years as adults. Further, given the crucial roles of parent in children's lives, parent's mannerisms and ways of life speaks volume as to the image and nature that their children will imbibe. This means that a parent's life is a real-time recording that the child is encoding into their young minds and at some points, the parents' mannerisms and views of life will play out through the children, when the opportunity presents. Conclusively, family is the most important support system that children has, in the regard; the molding of the character of a child by the parents is a challenging experience.

Consequently, family environment seems to impact on academic performance of children. It should be noted that families in common and parents in particular have often been considered to be the most significant support system available to the child. This means that the strongest factor in molding a child's character or behavior is the relationship with their parents. Students who have struggled educationally in most circumstances are at higher risk of school avoidance, and eventually leaving or dropping out of school, than those who are effective. For struggling students, however, school is often a place that only helps to strengthen the low self-esteem (Pappattu and Vanitha, 2017).

Given the foregoing view, quality education is not an accidental occurrence in a child's life, rather it is a function of effective teaching and learning which is based on the input of the teacher, the school, the student's parents and their various home environments. Most times, the outcomes of poor academic performance of students in schools are shifted to the instructors or teachers, school management and the school environment. In is important to note that at certain times, some parents have failed to perform their roles towards their children's success by over engaging them with domestic chores and trading; thus leaving them with little time to study for their examinations. Waseka and Simatwa (2016) pointed that the performance of the students has been left in the hands of the teachers and they are solely blamed for the learners' poor performance. This study investigated the perceived influence of teachers and available learning infrastructure on the performance of secondary school students'.

In our society today, most people especially parents do not give attention to student's education through adequate guidance and encouragement even in the absence of good academic performance of their children. They seem to be busy with other social, cultural, political and religious activities which even keep them away from home; having lesser time to spend with their children to monitor their academic performance and also invest time resources in them. While other people see socio-economic status of the family as an effect on the child's academic performance.

Meanwhile, secondary education occupies a critical position in the educational system because it plays dual role of either preparing students for higher education level or for labour market. This level of education determines the academic and professional career of students and equally serves as a link between basic and higher education by absorbing the former and supplying entrants into the later (National Policy on Education, 1998).

In the foregoing regard, it should be noted that issues of academic underachievement among adolescent students in our secondary schools should be of great concern to parents and society, bearing in mind that they are society's future leaders. This scenario is made worse when such students eventually graduate from formal school setting into the job market; their performances are usually below the expectations of their firms, industries or companies, organizations or institutions be it public or private. This view is well documented in the work of Ibeawuchi and Ekechukwu (2017). Thus, this situation presents a state of affairs that poses danger to the broader society. Especially when viewed against the fact that the federal government through the National Policy on Education expects all students to succeed academically; thus, underachievement may constitute a serious detriment to the full realization of this objective. In addition to political ramifications, underachievement is a visible sign that education is not effective for all students, especially students who are technically disconnected from their parents.

2. Problem Statement

According to the views of Rayneri, Gerber and Wiley (2006), academic underachievement is seen as a national problem in most countries of the world. This account for why Matthews and McBee (2007) posited that the topic of academic underachievement has fascinated modern educators for a significant period of time to the point that it has become an ongoing concern. In this regard, underachievement is a global issue that affects many countries of the world. Thus, as a finding of this paper, poor performance of students may not only be ascribed to their teacher's inability to impart the requisite knowledge but can also be traced to the living conditions and home environments of students in relation to their parents' socio-economic capacity.

In the foregoing regard, Etsey (2005) found that parental support variables causing pupils to perform poorly academically were, their inability to provide breakfast, textbooks and other basic school needs among other factors. Thus, parent's less interaction with their children's teachers and less involvement in the Parents Teachers Association (PTA) of their children's schools has also been seen as fundamental to students' academic underachievement. Similar studies have indicated that the inability of parents to provide breakfast for their children before leaving for school and failure to provide subject textbooks is the major home conditions that are responsible for the poor academic achievement of some students.

As a follow-up of the foregoing views, Choudhary (2009) studied family patterns and academic achievement of students and found that students from urban joint family were better in academic achievement than the students coming from rural joint family; students coming from urban nuclear families were better in academic achievements than students coming from rural nuclear families; urban students were better in academic achievements than rural students. This shows that home environmental factors and appropriate learning facilities

have significant influence on student's academic performance. In the same vein, the availability of infrastructural facilities necessary for learning and social amenities for comfort can influence student's performance.

Similarly, family size and type are also linked to high academic achievement. Family size and type to some extent determine the level of attention and time which a pupil receive from their parents. Financial challenges associated with family size and type could be better explained in Okunniyi (2004) findings. Thus, the views in Okunniyi, imply that as families expand or increase in number, parents sometime cannot afford to give their children the same level of attention when relatively compared to when the family size is manageably small. Further, given that a family size is large, some parents find it difficult to provide the basic necessities required by their children to succeed in school. An example is the provision of learning aids, comfortable rooms to stay and do their assignments and take-home exercises, away from TV and social media distraction, visits to places of interest, holiday trips, opportunity to visits tourist attractions and public entertainment and pleasure parks or centers, etc.

Conversely, Omoruyi (2014) observed that growing up in a single-parent family or with one of the divorced parents indicate terrifying tasks for the child and his or her single parent. It should be noted that some families are bound to be confronted with challenges of inadequate financial capacity, lack of care or family affection, no love, etc., and all these affects the child's training. In support of this view, Schults (2006) once held that just like children, if adults from broken homes are to be compared to those from unbroken and united family, it would be shown that those from a more united family are more socialized in behavior, academically sound and emotionally stable than the other. Furthermore, Ayodele (2007) opined that that the place where a child grew up himself/ herself has the capability to determine his/her learning abilities and ultimately his academic achievements in school.

In the foregoing regard, efforts geared towards motivating students to achieve set goals in school are expected to be of a great concern to teachers, parents and researchers. It should be further noted that a child's first educational experiences are expected to be anchored in their homes. This means that his ideas, attitude and general pattern of behaviour are the resultant effects of his childhood background. Thus, this variation in the academic attainments of students could be related directly to differences in the home and its attendant influence. Some students and parents have the notion that the factors responsible for the re-occurrence of massive failure of students in junior and senior West African School Certificate Examinations (WASCE) is the factor emanating from the school authorities and the teachers alone. Experience has shown that some students even go to special centers while few enlightened parents maintained that there are some factors in student's home environment which also contribute to that. Based on these mentioned facts, this study is interested in investigating the impacts of home environment on academic performance of students within the schools located in Ijebu North Local Government Area of Ogun State of Nigeria.

3. Theoretical Framework on the basis of the Objectives of the Study

The theoretical foundation for this study deals with the impact a parent has on their children in terms of the beneficial purpose of parenthood to the learning process. Further the relevance of the home environment on the students' ability to learn and his or her academic performance is of essence to this study on the basis of its objective and structural framework. Although, Ijebu North Local Government Area was taken as the pilot study, suffice to state that the findings of the study appear to cut across majority of the rural areas of Nigeria and many other African communities. In consonance with this understanding, it should be noted that the following assessment form the core objectives of this study; to wit, the study is directed to:

1. Ascertain the relative importance of parental involvement in children learning pathways
2. Understand the critical role that the home environmental has on children's transformations in relation to their academic performance within their secondary school period of learning.
3. Determine the role that parents' level of education play on their children educational development.
4. Determine the effects of parental involvement in the academic work of their children and on their academic performance in general.
5. Resolve issues incidental to the functioning of schools in relation to their roles in the improvement of academic performance of students.

3.1 The Positivist Theory of Parental Attachment

This theory was propounded by Bowlby (1980). The basis of this theory is that during early childhood, a child unconsciously forms psycho-emotional bond with the nearest caregiver. The theory holds that this phenomenon

has a far reaching lifelong consequence on the child and the caregiver who is usually the parents. Thus, the theory avers that during formative years a child develops a sensitive and emotionally driven preference for the consistent caregiver and in the circumstance activate a moral and secure human attachment with that person. This attachment is necessary for engendering a child's continuous socio-emotional growth and development, in addition to his or her overall well-being. To this end, the theory holds that where this defined notion of sensitive and emotional attachment is lacking, it results poor parenting which indirectly imply a neglect of crucial requirement for a healthy human. The ultimate result of this incapacitation is a sociological risk factor that is incidental to mental health problems.

It should thus be noted that this theory is pertinent to the core issues advanced in this study, i.e. the emotional development and well-being of students is a derivative function of incremental changes resulting from directed or regimented learning models. Thus, on the basis of this theory, parents and guardians are required to appreciate the relevance of emotional bonding to the mental stability of the child in relation to his learning and modification of lifestyle on the basis of acquired knowledge. Further, this theory holds promises for proper understanding of human content development in respect of how human attributes contributes to the biological and psychological conditions of the children. The understanding of these attributes enables the avoidance of improbable human potentials relative to the behavioral patterns of a child. The theory thus require that parents should adopt better views of the various range of child behaviours. This will enable them not to have expectations beyond a child's personal capability.

3.2 The Theory of Self-Determination

The theory of self-determination was proposed in the work of Deci and Ryan (1985). This theory holds that humans are active organisms, whose capacity is ever expanding; thus, creating opportunity to take control of challenging circumstances, thereby innovating and integrating ideas that builds up their human content in such coherent manner that define their individualism. Deci and Ryan argued that natural human development predispositions do not function spontaneously, but rather follows a pattern that is consistent with social conditions and support. In their view, social context does not have relative influence that can support or impede human tendencies that are driven towards active engagements and emotional growth. In this regard, the social context of human development can crystalize into lack of integration, relative defense and fulfillment of human needs or their relative substitutes.

Thus, this theory avers that the contention between the active organism and the social context of its existence is the predictive basis for relative human behavioral experiences and development. In this regard, self-determination theory is appropriate to this study, and this is conditional on the fact that individuals or group of individuals are expected to be self-determined in order to achieve a set goal. This is called self-governance and are taught by parents to their children in their earlier formative years. Thus, inculcating the habit of determination can enhance students' academic achievement.

3.3 Maslow's Theory of Human Needs-Motivational Approach

Abraham Maslow (1970) propounded the theory of human needs, where he argued that motivation is crucial to human development and remained an ever constant, fluctuating and complex component of human existence. In Maslow's view, man is constantly racing towards the satisfaction of his needs and this becomes the basis of fluctuating human demands. These needs according to Maslow are arranged in hierarchical order which commences from the base of a pyramid structure of needs to higher order of human needs. Consequently, Maslow's view of hierarchy of human needs is further categorized into two compartments, namely *deficit needs* (which are physiological in nature, and includes issues such as, safety, personality, individualism, and many other social elements within the realm of self-esteem) and *growth needs* (self-actualization, natural anticipation for success, and other issues in support of self-esteem). Futuristically, Maslow opined that once a particular human need is satisfied, it ceases to be a motivator of future human behavior, thus creating the need or necessitating the emergence of another need, and the cycle continues indefinitely. This is why human needs are insatiable.

As a theoretical framework, Maslow's postulation is incidental to the views of this study on the basis of relevance of motivation to the acquisition of knowledge and learning in general. Thus, motivation is a fundamental factor that enhances learning whether in school or at home. Students who are well motivated learn better than students who are not. In the foregoing regard, an important challenge to parents and teachers is the creation of motivational concerns that can draw the attention and focus of the learner to enable them sustain, meet or

surpass predetermined outcomes. Thus, in the view of Maslow, motivation invigorates and sustains human behavioral patterns. This means that motivation directly regulate human behaviors, thus enhancing the process of selective behavior. This implies that a motivated learner has capacity to exhibit purposeful or directed behavior which is characteristically objectified in the achievement of targeted goals. Thus, psychologically balanced students are motivated in the process of learning on the basis of their satisfaction. This satisfaction borders on the physiology of human needs such as: safety, water, shelter, clothing, food, rest etc.

4. Research Methods and Data Sampling Techniques

(i) Research Design

The investigation for this work utilized descriptive survey design which is known for its appropriateness given the circumstance of the argument presented in the study. This view is in line with Kothari (1985) understanding of survey design which is related to describing, recording, analyzing and reporting of conditions under review that exist or existed. In this light, Kerlinger (1973) averred that survey design method is generally used in situations where analysis of field data is critical in the evaluation of circumstances incidental to effective decision processes. Thus, were a study is only specific to the conditions on ground and no variables are required to be influenced or modified, then survey design is appropriate in such circumstance for data acquisition, analysis and interpretation.

(ii) Study Variables

The study has independent variables whose factors relate to home environments. These factors are deemed to constitute or contribute to the learning environment, parent's level of education, and involvement of the learner's parents in school homework and exercises. In the foregoing regard, the dependent variable of the study is the academic performance level of students within the timeframe under review.

(iii) Target Population Sampling

The targeted population sampling in respect of generation of data from field study indicate that a compliance with the baseline provided by the study of Frankel and Wallen (1993) is crucial to proper assessment of the issues. In this regard, Frankel and Wallen opined that a study should necessarily target the larger group that is of interest to the researcher, and to which the application of his findings is most appropriate. This means that many the target population for the study are the public senior secondary school students in the Ijebu North Local Government area of Ogun State, Nigeria. Based on this streamlined targeted sample, the total numbers of public senior secondary schools that could be found in Ijebu North Local Government of Ogun State is fifteen (15) (Ogun State Ministry of Education 2018).

(iv) Data Acquisition by Random Sample and Sampling Technique Adopted

The researcher randomly selected ten (10) schools from all public secondary institutions in Ijebu North Local Government of Ogun State. The targeted schools were randomly selected using a sampling technique that randomly selecting twelve (12) students from each school based on three students from SS1, SS2 and SS3 respectively and in mixed gender schools, equal number of male and female students were selected from each class. This resulted gender balance in order to ensure internal data consistency with the basics of research data design. Thus, the study sample size is composed of one hundred and twenty (120) learners and ten (10) teachers that are selected one from each secondary school.

(v) Research Instruments Utilized in the Study

The study utilized questionnaire and scheduled interview of respondents in the bid to collect field data for the analysis. Thus, structured questionnaires were administered on students, while scheduled interviews were conducted to generate data from the selected teachers. It should be noted that the questionnaire was used for data collection in line with the benchmark provided by Kiess and Bloomquist (1985) who observed that this instrument provides a significant advantage in the administration of measures for acquisition of actionable research data.

(vi) Data Integrity, Analysis and Interpretation

During the acquisition of data, the respondents were informed of the confidential nature of the information they were to provide. In this regard, the respondents were required not to write their names or provide any personal details. This increased the authenticity of the findings as the respondents freely gave their unbiased opinions. Thus, the participants are composed of one hundred and twenty (120) students from 10 public senior secondary schools in Ijebu North Local Government Area of Ogun State. Based on this number of respondents 42 students

(30%) were males while 98 students (70%) were female. It should be noted that ten (10) classroom teachers were also part of the respondents and they were directly interviewed in order to provide validation to the express opinions of the student respondents.

4.1 Analysis of responses based on the study questionnaire

Table 1: Students' ages

Age in years	Frequency	Percent
14 and below	6	5.0
14- 16	74	61.8
17 - 18	34	28.2
above 18	6	5.0
Total	120	100.0

Source: Field data, 2021

Table 1 shows that majority 74 (61.8%) of the students were aged between 14– 16 years, followed by 34 (28.2%) who were aged between 17 -18 years. Only a few of the students were aged 14 and below and also above 18. This means that the study selected students who are mature enough to provide informed opinion and intelligent answers on issues put to them for response.

Table 2: Grades by attained students in last two terms

Students' grades	Two Previous Terms		Last Term	
	F	%	F	%
A1 to B2	15	12.5	6	5.0
B3 to C4	48	40	54	45.0
C5 to F9	57	47.5	60	50.0

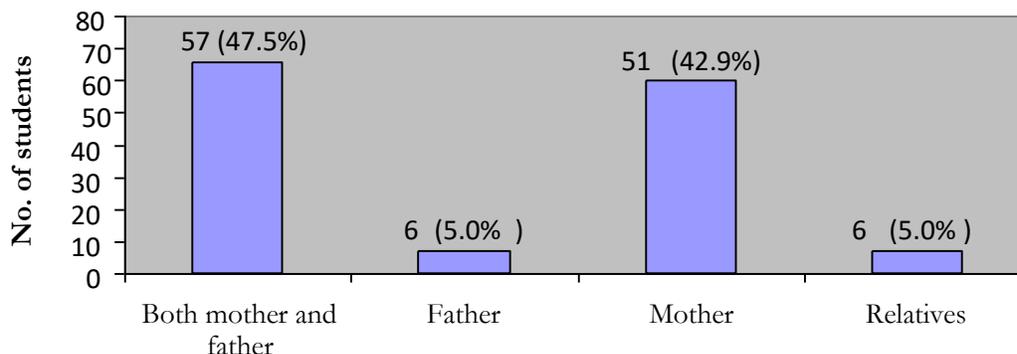
Source: Field data, 2021

Table 2 above indicate that majority of the learners scored grades C5 and F9, with 40 % of them getting a B3 to C4 in term 1 and the number increasing to 45 % in term 2. 47.5 of the students scored a C5 to F9 in term 1, with the number increasing to 50 % in term 2. Only a few students scored between A1to B2. This shows that most of the students were average performers in their academic pursuits.

4.2 Analysis of Socio-economic Background of Students

Students' socio-economic backgrounds play a big role in their academic life, because it draws the line on who can afford education and to what level. Students from well-to-do backgrounds have naturally more opportunities than their counterparts who come from underprivileged backgrounds. Students from privileged backgrounds are also expected to perform better than their counterparts from underprivileged backgrounds, though this may not always be the case. As shown below, Figure 1 indicate the people that students live with most of the time.

Figure 1: People who live with students



Source: Field data, 2021

Figure 1 shows that 57(47.1%) of the students indicated that they lived with both parents (mother and father) while 6 (5.0%) indicated father only, 51 (42.9%) indicated mother only while 6 (5.0%) indicated that they lived with relatives. The majority of the students come from backgrounds with both parents, who are expected to provide for them their needs sufficiently.

The students were given statements about families and were required to indicate which one was true about their families. Their responses are shown in table 3.

Table 3: Statements on family

Statements	Frequency	Percent
Father is not alive	15	12.5
Single parent (mother)	27	22.5
Single parent (father)	9	7.5
Parents divorced	12	10
Both parents are alive	57	47.5
Total	120	100.0

Source: Field data, 2021

Table 3 shows that 15 (12.5%) of the students indicated that their male parent (father) is not alive, 27 (22.5%) indicated that they lived with a single parent (mother), 9 (7.5%) indicated that they lived with a single parent (father), 12 (10%) indicated parents had divorced while 57 (47.5%) indicated that both parents were alive. Most of the students indicated that both of their parents were alive. This implies that majority of them (52.5%) of them do not come from stable families.

Table 4: Parents' level of education

Education Level	Father's Education		Mothers Education	
	F	%	F	%
University	19	15.8	6	5.0
College (Polytechnic/Teacher Training)	21	17.5	40	33.3
Secondary school	15	12.5	27	22.5
Primary School	55	45.8	44	36.7
Did not attend	3	2.5	3	2.5
Don't know	7	5.9	0	0.0

Source: Field data, 2021

Table 4: shows that most of the learner's parents have attained education to primary school level, and as expected, the fathers registered a slightly higher number than the mothers. This could be because of the responsibilities the girl child faces. Thus, 15.8 % of the fathers and only 5% of the mothers had reached university level, while 17.5% of the fathers and 33.3% of the fathers had reached secondary school level.

In the foregoing regard, Phillips (1998) found that parental education and socio-economic status have an impact on student achievement. Thus, students with parents who were both college educated tended to achieve educational level at the highest levels. Income and family size were modestly related to achievement.

Table 5: Amount of salary/ earnings per month

Amount of salary (in Naira)	Father's Earnings		Mother's Earnings	
	F	%	F	%
Less than 20,000	18	15	27	22.5
20,000 – 50,000	6	5.0	3	2.5
50,001 – 100,000	0	0.0	6	5.0
More than 100,000	12	10.0	6	5.0
I do not know	84	70	78	65

Source: Field data, 2021

Table 5 shows that majority of the students did not know the amount of salary their parents earned, while the majority of those who knew indicated that their parents earned less than 20,000 naira.

Table 6: Factors affecting performance

Factors affecting performance	Frequency	Percent
Indiscipline	8	80.0
Lack of commitment to studies	5	50.0
Absence from school	8	80.0
Poverty	6	60.0
Learning abilities	8	80.0
Students' attitude towards education	7	70.0
Gender	5	50.0
Parents and community involvement educational process	6	60.0
Peer influence and conformity	8	80.0
Lack of motivation	7	70.0

Source: Field data, 2021

Table 6 shows that the most common factors affecting student performance as per the views of 80% of the class teacher were indiscipline, learning abilities and peer influence and conformity. As per view of 70% of the class teachers indicated that absence from school, students' attitudes towards education and lack of motivation were also some of the serious factors affecting student' performance.

Table 7: Role of family socioeconomic status on student performance

Role of SES on performance	Frequency	Performance
Students who are from a low economic status are more likely to drop out of school	8	80.0
Students from single-parent households do not perform as well as those from two-parent households	7	70.0
Supportive and attentive parenting positively affect academic achievement	9	90.0
Educated parents support students more than uneducated ones	8	80.0
High parent aspirations increase students' interest in education	6	60.0
More educated mothers who have high self-esteem influence children's education positively	7	70.0
Smaller family size is linked with positive performance	5	50.0
Students from high quality neighborhoods perform better in school than those from poor neighborhoods	5	50.0

Source: Field data, 2021

Table 7 shows that 90% of the class teachers indicated that supportive and attentive parenting positively affects academic achievement, 80% of them indicated that students from low economic status were more likely to drop out of school and that educated parents supported students more than uneducated ones. This is in support of what hammer (2003) said that adolescent from a family of lower socioeconomic status is more likely to leave high school before finishing and less likely to attend college.

Table 8: Student performance across father's level of education

Father's level of education	Grade for term two			Total
	A1 to B2	B3 to C4	C5 to F9	
University	2	7	10	19
College (Polytechnic, teacher training college)	1	16	5	22
Secondary school	0	3	12	15
Primary school	0	29	26	55
Did not attend	3	0	0	3
Do not know	1	0	5	6
Total	7	55	58	120

Source: Field data, 2021

Table 8: shows that 2 of the students whose fathers had university education had an A 1to B2, 7 of them had B3 to C4 and 10 of them had C5 to C6 16 of the students whose fathers had reached college level attained B3 to C4, while 5 of them attained C5 to C6. On the other hand, all the 3 students whose fathers had not received any kind of formal education attained A1 to B2 grades. The results in the table seem to imply that fathers' education had minimum impact on the performance of the students, since even students whose fathers got no formal education performed well.

Table 9: Student performance based on mothers' level of education

Mother's level of education	Grade for term two			Total
	A1 to B2	B3 to C4	C5 to F9	
University	0	6	1	7
College (Polytechnic, 1 teacher training college)	19	20	20	40
Secondary school	3	4	20	27
Primary school	0	25	18	43
Did not attend	3	0	0	3
Total	7	54	59	120

Source: Field data, 2021

Table 9 shows that all the 3 students whose mothers did not have any formal education attained between A1 to B2. On the other hand, 6 of the students whose mothers had reached university level attained B3 to C4. Most of the students whose mothers had reached college level ranged from B3 to C5. This implies that mothers' education levels had an impact on students' performance.

Table 10: Student performance across availability of private studying area

Have private place for studying	Grade for the two term			Total
	A1 to B2	B3 to C4	C5 to F9	
Yes	10	42	14	70
No	3	20	27	50
Total	14	126	140	120

Source: Field data, 2021

Table 10 shows that 10 of the students who had private study areas attained A1 to B2, 42 of them attained B3 to C4 and 14 of them attained C5 to F9. On the other hand, 3 of the students who had no private study area

attained A1 to B2, 20 of them attained B3 to C4 and 27 of them attained C5 to F9. This implies that those students who had a private study area performed better than those who did not.

Table 11: Factors affecting academic performance

Factors	Yes		No	
	F	%	F	%
Do you have a quiet place at home for studying without disturbance?	54	45.0	66	55.0
Does your studying area have a chair and table?	44	36.7	76	64.3
Does your parent/guardian buy you other books to improve your school work?	42	35.0	78	65.0
Have you ever been sent home for failure to pay fees?	13	10.8	89.2	60.0
Have you ever missed school for any other reason other than failure to pay fee?	75	62.5	35	37.5

Source: Field data, 2021

Table 11: shows that 10.8 % of the students had been sent home from school for lack of school fees, 35 % of them reported that their parents/guardians bought them other books to improve their school work, while 35.7% indicated that their studying areas had a chair and a table. However, 62.5% of the students indicated that they had ever missed school for other reasons other than payment of fee, and they cited such reasons to be sickness, work at home and the burial of a loved one.

Studies have shown that there are many factors that affect academic achievement of students. Higher-achieving students are likely to have the following characteristics: positive feelings about their school experiences; attribute their success in high school to such things as hard work, self-discipline, organization, ability, and high motivation; tend to watch relatively little television during the school week; tend to associate with students who also were successful in school; and avid readers (WEAC, 2005).

Table 12 Treatment after good performance

Treatment	Always		Sometimes		Never	
	F	%	F	%	F	%
Do your parent/guardian give you a gift when you do well in your examinations?	17	14.2	24	20.0	79	65.8
How often do your parents praise or congratulate you for doing well in school?	66	55.0	36	29.6	18	15.4

Source: Field data, 2021

Table 12 shows that 55% of the students indicated that their parents/guardians always congratulated them for doing well in school, while 29.6% indicated that their parents/guardians sometimes gave them a gift when they did well in their examinations. However, majority (65.8%) of the students reported that their parents never gave them gifts for doing well in their examinations.

5. Discussion of Findings

The study established that 57 (47.5%) of the learners or students indicated that they lived with both parents (mother and father) while 9 (7.5%) indicated father only, 27 (22.5%) indicated mother only while 15 (5.0%) indicated that they lived with relatives. This means that 36 (12.9%) of the students indicated that their male parent (father) was not alive, 21 (7.5%) indicated that they lived with a single parent (mother), 12 (10 %) indicated parents had divorced while 57 (47.5%) indicated that both parents were alive. Most of the students indicated that both of their parents were alive.

In the forgoing regard, most of the students' parents have attained education to secondary school level, with the fathers registering a slightly higher number than the mothers. This could be because of the responsibilities the girl child faces. It was established that 15.8% of the fathers and only 5% of the mothers had reached university level, while 17.5% of the fathers and 33.3% of the mothers had reached college level. This skew in educational attainment is directly an outcome of bias in female education which pervaded Nigerian localities in previous times.

It should be noted that the study found out that majority of the students did not know the amount of salary their parents earned, while the majority of those who knew indicated that their parents earned less than 20,000 naira. The implication of this finding is that low income parents may not have the financial buoyancy that will enable them give the best of learning opportunities to their children.

As have been viewed above, the most common factors affecting student performance as per the views of 80% of the class teachers were, indiscipline, learning capabilities and peer influence and conformity. Thus, 70% of the class teachers indicated that absence from school, students' attitudes towards education and lack of motivation were also some of the serious factors affecting student's performance.

Based on the data for analysis, 90% of the class teachers that were interviewed during the study agreed that supportive and attentive parenting, positively affects academic achievement and 80% of them indicated that students from low economic status were more likely to drop out of school and that educated parents supported students more than uneducated parents. Further, it should be noted that 70% of the class teachers indicated that students from single- parents' households do not perform better than those from two-parent household, this means that learners from single parents' conditions are less likely to achieve academic excellence and success in later part of their lives. Thus, more educated mothers who have high self-esteem in society influence student's learning processes positively.

Further, a careful study of the tables shows that two (2) of the students whose fathers had university education had an A1 to B2, 7 of them had B3 to C4 and C4, 10 of them had C5 to F9; thus, 3 of the students whose fathers had reached college level attained B3 to C4, while 12 of them attained C5 to F9. On the other hand, all the 6 students whose fathers had not received any kind of formal education attained A to F9 grades.

All the 3 students whose mothers did not have any formal education attained between A1 to B2. On the other hand, 6 of the students whose mothers had reached university level attained A1 to B2. Most of the students whose mothers had reached college level ranged from B3 to C4. Thus, ten of the students who had private study areas attained A to B2, and 42 of them attained B3 to C4 while 14 of them attained C5 to F9. On the other hand, 3 of the students who had no private study attained A1 to B2, 20 of them attained B3 to C4 and 27 of them attained C5 to F9. This implies that private study areas had influence performance.

Based on the findings of the study, it was discovered that 10.8% of the students had been sent home from school for lack of school fees, 35% of them reported that their parents/guardians bought them other books to improve their school work, while 36.7% indicated that their studying areas had a chair and a table. However, 62.5% of the students indicated that they had ever missed school for other reasons other than payment of fee, and they cited such reasons to be sickness, work at home and the burial of a loved one. It was established that 55% of the students indicated that their parents/guardians always congratulated them for doing well in school, while 14.2% indicated that their parents/guardians sometimes gave them a gift when they did well in their examinations. However, 65.8% of the students reported that their parents never gave them gifts for doing well in their examinations.

In view of the foregoing, the most common ways of improving students' performance in schools is to maintain good home discipline, through encouragement and motivation and providing adequate teaching/learning resources. The study also found out that 80% of the class teachers also commented that early covering of the syllabus, parent involvement in the learning process and employing qualified teachers were some of the ways of improving students' performance.

6. Conclusion of the study

In view of the findings of this study, as discussed above, it can be concluded that most of the students came from financially unstable homes and families, as both of their parents were either not leaving together or divorced. Further, learners from low economic status family backgrounds were more likely to drop out of school; thus implying that educated parents have the inclination to support students more than uneducated parents. The study found that some of the students are not regular in school for reasons other than inability to pay school fees. These reasons include the fact that they are busy with work that their parent gives them at home.

Further, the study also found that most parent do not motivate their children with any form of gifts in line with Maslow's theory of needs. This finding is crucial to managers of educational institutions because it can enable better appreciation of individual learners' developmental phases; as the teachers could encourage the parents to concentrate on motivating their children to do better by giving them gifts, praising or congratulating them for doing well and making the home environment a learning environment.

It was further revealed in the findings that most students do not have quiet place at home for studying without disturbances, they do not have access to reading facilities such as chair and table, parent / guardian do not buy books or educational materials that enhances or helps students to improve on their school works. The study also revealed from the findings that indiscipline, absenteeism from school, parents' poverty status, student's poor learning attitude and weaknesses towards education, lack of motivation and learning ability are factors affecting academic performance of students in school.

7. Recommendations

The study is of the opinion and thus recommends that parents should take particular interest and ensure that their children receive all the support they need or that the parents can give in order to improve their performance in school.

Secondly, school proprietors or heads should initiate ideas or ways of reducing the socio-economic gap between students and ensure that all students feel adequate in school by channeling donations and funds and school bursaries to the needy students. This will give them equal opportunity or footing with the ones who are from well-off families.

Thirdly, it is the clear duty of governments to ensure that schools and learning facilities are adequately provided with teaching/learning resources in order to give the students equal opportunity in learning and personal development.

Fourthly, the study recommends that parents should be involved in the school work of their children; so that they can understand and monitor their progress, while providing them with the necessary learning resources.

Fifthly, parents should ensure that house chores are reduced for their children as to afford them more time for studies. This also means that school authorities are also recommended to provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work.

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