Influence of Home Environment on the Academic Performance of the Students in Some Selected Schools in Dekina Local Government Area in Kogi State, Nigeria

Uloko Anthonia
Department of Business Administration, Kogi State University Anyigba, Nigeria

Corresponding Author: Uloko Anthonia

Abstract:
This study investigates empirically the influence of home environment on the academic performance of the students in some selected schools in Dekina Local Government Area in Kogi State, Nigeria. The study was anchored on Charles Darwin Social Theory and Theory of Parent Involvement. The researcher used mainly primary data from a sample of 120 respondents obtained by the use of a well-structured questionnaire. The data collected were analyzed using multiple linear regression analysis. The probability value of the estimate was used for accepting and rejecting the hypotheses of the study. The result of the regression analysis indicates that a positive relationship exist between parents’ economic status (PES) and Students Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant (p<0.05). A positive relationship exist between parents educational background (PEB) and Students Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant (p<0.05). Parental marital style (PMS) was negatively related to Students Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria. Home location of parent (HLP) was positively related to Students Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant (p<0.05) and in line with a priori expectation. It was concluded that parents’ economic statuses, parental educational backgrounds, parental marital Styles, and home locations of parents all do have varying degrees of effects on the performance of students in the study area. It was recommended among others that illiterate parents should be encouraged to go to school, in that their literacy will enhance their children academic achievement in schools.

Keywords: Academic, Students, Performance, Schools, Environment, Kogi, Nigeria

1. Introduction:

Background to the Study:
A home is a place where pupils live with their parents or guidance and it is the place where they are groomed. It is a place where the child begins to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). The home influences the students at the most possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole of 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 (Ekanem, 2004). The environment is the immediate surroundings in which the pupils find themselves. It is also refer to as the physical and psychological conditions that affect children. The parents or guidance of these children are responsible for providing the right home environment that will facilitate effective learning for their wards and some factors that influence their academic performance include: parental educational background, background, parental economic status, parental marital status and parental home location (Collins, 2007).

According to Ogbemudia and Aiasa (2013), the parents or guidance of these pupils are responsible for providing the right home environment that will facilitate effective learning for their wards. Furthermore, in pupil’s home environment some factors that influences their academic performance: parental educational background, background, parental economic status (At least an average financial status), parental marital status and parental home location. In assessing the parental marital status on pupils academic performance, much attention will be given to sound human relations, as the home environment that is tensed due to divorce or unhealthy atmosphere of quarrelling, fighting due to polygamy cannot favour learning, in the home as the mind of the pupils will not be settled in order to give room for creativity.

Ekanem (2004) stated that harmonious home create emotional stability in the child at home and subsequently throughout his school life. Hence the researcher was also concerned with the careful study of the influence of single parenthood due to broken home, death, widowhood and intact home on the academic performance of pupils in English Language. In terms of the influence of home location on the academic performance of pupils, the researcher was concerned with the socio-metric factors such as the kinds of social activities around the home environment of the pupils. For instance, a pupil that lives near the market square will adopt the language of the people around him/her which is pidgin. This could affect the child in learning good English at school. Likewise, a pupil that lives in a communal compound where pidgin is the order of the day would also be affected negatively in the learning of good English at school. Furthermore, pupils from homes located in an environment where there is noisy traffic, noisy sound of machine from ply-wood industry and market square will be affect negatively in their performance because the noisy environment will disturb them from concentrating while reading their novels, English text. Story books and even in listening to educative radio programmes. Hence, Durojaiye (1976) maintained that physical and psychological conditions of the home environment affect the children academically.

Education/Academic is very vital in human existence because the society and education are interrelated and inter-dependent. This can also be seen in the nature and development of a child in a given society. The school is an umbrella governing children from different parental background and social background and as such the children learning and rate of academic development is closely related to experience. The child’s performance in school is determined by environment in which the child finds him or herself. In the child’s environment different factors can be found, which include social economic, psychological, cultural genetic environmental and emotional. The issue of pupils’ performance at schools has been of concern ever since modern education was introduced. Many countries have come to realize that pupils are at the heart of educational process and that without good performance; all innovations in education are doomed to failure. There is a wide dissatisfaction with the current situation of schooling in many countries and parents come in for the blame. This is because majority of the parents involve their children in garden and other domestic work. This makes pupils have limited time with their teachers and no time for revision, therefore, affecting their performance (Filmer, 2005; Lee, Zuze, and Ross, 2005).

According to Education News Colorado on 18th June 2012, many parents in United States of
America are now living in poverty than in 2000. According to Hacker(2008) 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 social economic status of the parents translates into parents’ inability to adequately finance their children’s education. According to Eze, (2002) 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.

Many authors (Harris & Gibbon, 1996; Hofferth & Sandberg, 2001; Jameson, 1997; Wallis & Cole, 1998) discuss factors in a home environment that provide children with educational tools needed to achieve academic success. Even though Hacker (2008) suggests that you cannot purchase a child’s success or wish it into existence, poverty affects a child’s academic success in many ways.

Statement of Research Problem:

There are many factors that are blamed for the students’ poor academic performance; factors as school variables (such as environment, structures, buildings, location, etc), teachers variables (such as teacher’s age, experience, education, gender, etc), indiscipline, low intelligence, anxiety, students’ variables (such as attitude, self-concept, self-esteem, study habit, interest etc) and so-on have been found to cause poor academic performance. While, these factors have been identified as possible factors that contribute to the variations in academic performance, the home environment is hardly mentioned as hindrance to poor performance of the student in schools. Based on the facts above, this study therefore attempted to investigate empirically whether the differences in academic performance of the students can be attributed to differences in their home environments.

Objectives of the Study:

The main objective of this study will be to investigate empirically the influence of home environment on the academic performance of the students in some selected schools in Dekina Local Government Area in Kogi State, Nigeria. The general objectives including the following:-

1. To determine the influence of parents’ economic status on the student’s academic performance in some selected schools in Dekina Local Government.
2. To examine the influence of parents educational background on the student’s academic performance in some selected schools in Dekina Local Government.
3. To investigate the effect of parental marital style on the student’s academic performance in some selected schools in Dekina Local Government.
4. To determine the influence of home location of parent on the student’s academic performance in some selected schools in Dekina Local Government.

Research Hypotheses:

This study will be guided by the following null hypothesis (H₀) hypothesis.

H₀₁ There is no significant relationship between Parents’ economic statuses on the student’s academic performance in some selected schools in Dekina Local Government.

H₀₂ There is no significant relationship between parental educational backgrounds and involvement on the student’s performance in some selected schools in Dekina Local Government.

H₀₃ There is no significant relationship between parental marital styles on the student’s performance in some selected schools in Dekina Local Government.

H₀₄ There is no significant relationship between home locations of parent on the student’s academic performance in some selected schools in Dekina Local Government.

2.0 Literature Review:

Conceptual Definitions:

Home/Primary Environment:

The primary environment of a student is the home and it stands to exert tremendous impact on the students’ achievements (Hoover-Dempsey et al., 2005). 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 life style is influenced by the home. The type of family system
the child is exposed to could influence his academic achievement in school (Keith, 1993)

**Academic Performance:**

Academic performance is the advancement of students going from one phase to another or obtains a score of issues which are in middle position to higher (Henderson and Mapp, 2002). They argue that student achievement is most usually limited by report cards and grades, grade point averages, enrolment in advanced years, attendance and staying in school, been advanced to the next stage, and improved behavior. In this study academic performance refers to score in school examinations.

**Contents or Factors Influencing Home Performance of Students:**

**Parents’ Economic Status and Students’ Academic Performance:**

Parent educational status is considered one of the most stable aspects of Socio Economic Status (SES) because it is typically established at an early age and tends to remain the same over time (Sirin, 2005). To date, many studies have established the effect of parent’s socioeconomic status on parental involvement. One consistent finding is that parents from the higher economic status are more involved in their child’s education. In this case, the higher the parent’s education level, occupation status, income and their household income, the higher would be the parent’s involvement in their child’s education. As a result, the strength of parental involvement enables the children to achieve education success at school (Katsilis & Rubinson, 1990).

Researchers also argue that nonmonetary factors such as parenting (measured by parents’ educational expectations for their children and the attention parents give to their children’s education) and home environment (measured by the presence of books, newspapers, and other learning materials at home) can be more important for children’s academic achievement than money. They have found that regardless of family income, high parental expectations and more parental attention to and effort toward their children’s education help raise children’s academic achievement (Bradley et al., 2001b; Mayer, 1997; McLanahan & Sandefer, 1994; Yeung et al., 2002).

**The Influence of Family Involvement on Students’ Academic Performance:**

In today’s fast-paced society, families are finding it more difficult to stay connected with their children’s education (Epstein, 2001). Increasingly, in the modern family, both parents work outside of the home (Benson, 2002). In the report “Every Child Learns, Every Child Succeeds,” Alberta’s Commission on learning (2003) found that often the family is led by a single parent with little or no help from extended family Members. Furthermore, the extended family has become significantly less extended as Mobility has increased. Parents are becoming isolated from their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school.

Many families are not even led by a parent, but by a grandparent, guardian, or some other adult (Benson, 2002). In what is sometimes called a traditional family environment, parents, usually including a stay-at-home mother, were able to monitor the school work of their children carefully and in turn to ensure to a much greater degree than in today’s nontraditional family that student performance remained high in factors such as engagement, academic achievement, attendance and attitude toward school (Deslandes & Bertrand, 2005).

Report cards were valued and trusted in the home as an accurate reflection of academic achievement (Guskey, 2002). Parents were able to keep in touch with the school and the life of their children in the institution, and to monitor success or lack thereof. When children came home from school, homework was completed, assignments finished, tests studied for and snacks eaten, more often than not at the kitchen table under the watchful eye of a parent (Deslandes & Bertrand, 2005).

Henderson (1990) indicates that there are positive
academic outcomes stemming from parental involvement with benefits beginning in early childhood, through adolescence. Studies conducted over the last 30 years have identified a relationship between parent involvement and increased student participation in learning. World Bank (1999) parent helping students with homework enhances self-esteem, improved behavior, and better academic performance and good school attendance.

Just as this traditional family may have existed, it may also have been a figment of society’s collective imagination. Whether it existed or not, however, there is no denying that the school-to-home connection, at least for middle class America, was in place and effective at keeping parents involved in the education process. Many parents worked closely with their children, in cooperation with the school, and marked academic success occurred (Epstein, 2001). With the changes in family life and indeed in societal makeup, schools are now finding it increasingly difficult to keep parents informed of and actively engaged in the day-to-day progress of their children (Deslandes & Bertrand, 2005). Teachers and administrators are discovering that the support they once received in getting students to do their homework is not there, because the parents are not at home to insist that students complete their assignments. Even if parents are present, homework turns out to be a major issue within the home environment (Allen, 2000). A 1997 report by Public Agenda Online states, “Homework is the vortex where teacher complaints and parental pressures seem to converge. In many households, it is tinder that ignites continuous family battles and a spawning ground for mixed signals and even some resentment between teachers and parents” For parents, staying connected to the day-to-day school life of their children has become difficult. Perhaps they will find it easier to stay connected through the use of technology. Many web-enabled software management programs are available, such as Students Achieve Desire to Learn, and Edline. In a study of computer use in the home in 2003, Statistics Canada (2004) found that 64% of Canadian households had at least one member who used the Internet regularly. This was a 5% increase from 2002, an increase that built on gains of 19% and 24% respectively observed in 2000 and 2001. The trend certainly indicates an increase in these numbers in future years, and a potential avenue of communication that schools can explore.

However, even if the possibility exists for increased parent involvement, a basic question arises whether there is a relationship between the type of parent involvement and high school student performance factors such as engagement, academic achievement, attendance and attitude toward school. Researchers such as Epstein (2001) and Allen (2000) claim that increased parent involvement will result in greater student engagement, productivity and academic success. Epstein’s research, for the most part, relates to the influence of parent involvement in the lives of elementary-aged students. Research findings show that parental involvement in children’s learning activities positively influences their levels of achievement and motivation to learn (Epstein, 1992). Many studies indicate that the influences of parental involvement upon students’ in primary school education make a difference. Similarly, parental influence on a student’s academic success in high school may be a factor that cannot be ignored.

The Influence of Parenting Styles on Students’ Academic Performance:

Parenting styles and techniques have consistently been shown to relate to various outcomes such as child psychological problems (e.g., aggression) and academic performance (Warner, & Eyberg, 2002). Several conceptualizations of parenting styles or characteristics have been delineated. Most have focused on quantities and qualities of warmth, responsiveness, and control in the parenting repertoire (e.g., Coolahan, McWayne, & Fantuzzo, 2002). A plethora of research exists building on the work of Querido et al. (2002). In general, an authoritative parenting style emphasizing both responsiveness and demanding appears superior in fostering higher academic performance (Reitman, Rhode, Hupp, & Altobello, 2002).

In one study using a sample of African American
adolescents (11-19 years old), Attaway and Hafer-Bry (2004) found that parental beliefs in high degrees of control predicted lower grades, but parental beliefs in responsiveness did not contribute to adolescents’ grades. Some have stated that Asian American parents view “parental control” as a more organizational type of control that fosters smooth family functioning and harmony (Chao, 2001). Although the effects of parenting styles have been shown to be inconsistent across ethnic groups, research has generally found a positive relationship between authoritative parenting and academic performance (Baumrind, 1991; Ingoldby, Schvaneveldt, Supple, & Bush, 2003).

The Influence of Home Location on Students’ Academic Performance:

In terms of the influence of home location on the academic performance of students, this research is concerned with the socio-metric factors such as the kinds of social activities around the home environment of the students. For instance, a student that lives near the market square will adopt the language of the people around him/her which is pidgin. This could affect the child in learning good English at school. Likewise, a student that lives in a communal compound where pidgin is the order of the day would also be affected negatively in the learning of good English at school Ogbemudia and Aiasa (2013).

Furthermore, students from homes located in an environment where there is noisy traffic, noisy sound of machine from ply-wood industry and market square will be affect negatively in their performance in schools because of the noisy environment will disturb them from concentrating while studying their books, textbooks. Story books and even in listening to educative radio programmes. Hence, Durojaıye (1976) maintained that physical and psychological conditions of the home environment affect the students academically.

Empirical Review:

Significant studies have suggested that economic status is one of the best predictors of student achievement (Bryk, & Smith, 1993). Hill and O’Neil (1994) found that, increasing family income in USA by $10,000 per year is associated with an increase in student achievement of 2.4 percentile points. Grissmer, Kirby, Berends, and Williamson (1994) had similar findings on the relationships between income and mathematics as well as income and reading achievement.

Previous studies have showed that students who come from families with illiterate parents have significantly less school success than students from educated parents (Martini, 1995; Walker et al., 1998) and intact families (Amato & Keith, 1991). Some potential explanations were - parents in such settings reported lower educational expectations, less monitoring of children’s school work and less overall supervision of social activities compared to students from highly educated and intact families (Jacob and Harvey, 2005). More educated parents are assumed to create environments that facilitate learning (Williams, 1980; Teachman, 1987) and involve themselves in their children’s school experiences and school environments (Steinberg et al., 1992; Useem, 1992). However, there are students who come from low-income and single parent homes who are high achievers and many students from high socio-economic and intact families who are low achievers. Students may also come from homes where the parents are highly educated and involved in their children’s education, yet achieve poorly at school (Jacob & Harvey, 2005).

Hofferth & Sandberg (2001) did a study on how American children spend their time. The authors were careful not to try and determine causality, but rather examine some activities significantly associated with achievement. This article has shown that the amount of time spent at home eating, sleeping and reading is linked to children’s achievement and behavior. Other activities thought to affect academic success were: household work, household conversations, group leisure activities, and family meals.

According to Walberg (2001) “family is a partner in
education productivity”. He argues that despite his evidence, family involvement in Schools throughout the United States remains minimal. Zappala, (2002) said that regardless of educational level, income status, or ethnic background, parents want their children to be successful in school. However, for families facing adverse conditions, such as poverty and lack of resources, there are obstacles for involvement at school; in educational discipline home environment is very significant to students’ academic performance. Pappas (2001) added that forging home-school partnership, non-English speaking parents, and the inability to understand English is a major deterrent to their participation in school, as is the lack of knowledge about the school system. Without understanding English, and therefore, not understanding the demands of the tasks sent home, non-English speaking parents face an additional obstacle in their effort to get involved in their children’s learning at home, coupled with parents’ work schedules, inadequate child care, and lack of transportation.

A study done by Greenberg (2009), entitled “Parent as a partnership in young children” states that, there is need to stretch the conceptualization of how families can be involved in education and contributes to their children academic performance depending to their home environment and clarity about roles and responsibilities between families and educators this depends to the student influences of students home environment. Coleman (1991) stated despite the consensus about how important it is for family and school to work together across developmental stages, theories of parent involvement in education have been based on the elementary school students in their context and do not focus on the changes that occur with middle school and early adolescent development

Methods and results of an empirical study by Kohl, (2000) show divorce is the most common but only one way a traditional family might develop into a single-parent family. Registered marriages are declining in the United States, but separations and divorces remain very high. Half of all marriages are expected to end in divorce. Then again, not all people who separate actually file for divorce. A more representative statistic might be, approximately 64% of the marriages will be disrupted. Whether the reason is divorce or something else Kohl, (2000) reminds us that 50% of the country’s children will live in a single-parent home by the year 2001. He further argued that Children from divorced families are more likely to have difficulties with school performance, delinquency, and disruptions in peer relationships, precocious sexual behavior and substance abuse.

Financial challenges is a prevailing feature amongst many developing countries around the world with ever increasing severe effects of social and economic backdrop felt in countries within sub-Saharan Africa (Hill, 2008). It is arguably a multidimensional challenge found in different forms both in urban and rural areas only possibly differing in its intensity with the effect felt most in day secondary schools depending on the school size.

In a study conducted on the effects of family structure and parenthood on the academic performance of Nigerian University students, Uwaifo (2008) found significant difference between the academic performance of students from single-parent family and those from two-parent family structure. 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 arisen from home. These include lack of parental encouragement, lack of conductive 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 the adulthood, with a higher proportion of school dropouts, behavioral problems and even delinquency among this population.
Epstein, Sanders, Simon, Salinas, Jansorn, and Van Voorhis (2002) draw three key conclusions about parental involvement. First, parental involvement tends to decline across the grades unless schools make conscious efforts to develop and implement partnerships with parents. Reasons for this declining pattern include parents’ lack of familiarity with curriculum at the higher grades; adolescents’ preferences to have their parents stay involved in less visible ways; parents’ decisions to return to the work force once their children gain more independence; and secondary teachers’ lack of awareness of how to effectively involve parents at the higher levels.

Second, affluent parents tend to be involved in school more often and in positive ways, whereas economically distressed parents have limited contact with schools, and usually in situations dealing with students’ achievement or behavior. Schools that work on building relationships with all parents, however, can equalize the involvement of all socioeconomic groups. Finally, single parents, employed parents, fathers, and parents who live far from the school, on average, are less involved in the school unless the school organizes opportunities that consider these parents’ needs and circumstances. Although these patterns are generally observable among schools, they can be overcome if schools develop programs that include families that otherwise would not become involved on their own.

The study of Anthony (2014) surveys a sample of 198 pupils in Matamba Ward in Makete to assess the extent of Parental involvement to test whether that is related to their academic performance, using the Multiple Regression analysis technique. Analyses of Variance (ANOVA) technique was also used to find out whether there are significant differences in the mean score of both parental involvement and academic performance across various sample characteristics. Study finds significant differences in academic performance across the age, education, school type (ownership) and class size categories. Moreover, significant differences were found in parental involvement across the living environment, education, occupation, school type and class size categories. Parental involvement alone significantly explains 13 percent of the variation in academic performance ($F= 19.65; p < 0.001$) but when used together with the other variables, its significance disappears even though the model now explains 37% of the variation ($F=8.362; p <0.001$). School type remains the only significant variable.

Theoretical Framework:

Charles Darwin Social Theory:

This study is based on Charles Darwin’s social theory which emphasize that every citizen should be given, through education, the social status to which he or she entitles him or her to inherited aptitude. Schematically, the theory observes that provision of formal equity of access to education by putting everybody on the same level from the scratch guarantees that the ensuring run is a just one. The theory asserts that the criteria of the scholastic promotion should be ability and will. Therefore the home environment is expected to set in motion an intensive social mobility by facilitating an open competition where the academically able would get access to careers that they deserve is significant. All students should therefore be given a conducive home environment to learn so as to excel in academics (Jerome, 2012).

This study makes use of two theories and was backed up by them, they include Charles Darwin Social Theory and Theory of Parent Involvement.

The following are assumption of Charles Darwin Social Theory which stated that:

1. Every citizen should be given, through education, the social status to which he or she entitles him or her to inherited aptitude
2. The provision of formal equity of access to education by putting everybody on the same level from the scratch guarantees that the ensuring run is a just one.
3. The the criteria of the scholastic promotion should be ability and will. Therefore the home environment is expected to set in motion an intensive social mobility by facilitating an open
competition where the academically able would get access to careers that they deserve is significant.

4. All students should therefore be given a conducive home environment to learn so as to excel in academics.

**Theory of Parent Involvement:**

The theory of parents’ involvement was also seconded by Grace et al (2012) that the impact is real gamey. They said that the most precise prediction of a pupil’s achievement in school is not income or social status, but the extent to which that pupil’s parent is able to produce a home environment that encourage learning and to express high expectations for their children’s achievement and future careers. They point out that involvement, including at ‘home,’ good parenting, helping with homework, talking to teachers, attending school functions, through taking part in school organization. By answering all this last solution is really high in public demonstration where the events are real gamey. It is noted that, the roles of parental encouragement and participation in their child's academic motivate pupils and enhance their public presentation. The parental encouragements have significant impacts on their children behaviours’ relating to school achievement as defined by different scholars like (Epstein (1995); Finn and Rock (1997); (Moss and St. Laurent, 2001).

The assumption of Theory of Parent Involvement is as follows:

1. They said that the most precise prediction of a pupil’s achievement in school is not income or social status, but the extent to which that pupil’s parent is able to produce a home environment that encourage learning and to express high expectations for their children’s achievement and future careers.
2. They point out that involvement, including at ‘home,’ good parenting, helping with homework, talking to teachers, attending school functions, through taking part in school organization.
3. The roles of parental encouragement and participation in their child's academic motivate pupils and enhance their public presentation.

**3.0 Research Methodology:**

The study adopts the descriptive survey design. Descriptive survey design was selected because the study entailed asking a large number of people questions (in form of questionnaires) about their opinions and ideas, and even describe what the people say. The target population of the study are all the principals and selected students of the 10 secondary schools in Dekina Local Government Area in Kogi State, Nigeria. The researcher used multistage sampling. At the first stage, purposive sampling was used to sample 10 public secondary schools in Dekina Local Government Area in Kogi State with 10 principals from the ten schools. In each of the selected schools, the researcher select 10% of the students in each school out of a population of 110 students. This is sufficient according to Gay (2003) who stated that a sample size of at least 10% of the population is sufficient. 10% of 110 students for the 10 schools studied equals 110 students plus 10 principals brings to total population to 120 respondents. This population is not too large for the use of sampling formula such as Taro Yamane’s formula in sample size determination, hence it was used in the computation of the relationship between the variables of the study in the study area.

The researcher used the questionnaire method in collecting data from the respondents. The questionnaire was designed to cover respondents with prior knowledge of the study under consideration. The questionnaires was divided into five parts; section A of the questionnaires covered the demographic details of the respondents, section B covered the influence of parents’ economic status on students’ academic performance in secondary schools in Dekina Local Government Area in Kogi State, section covered the influence of home environment on students’ academic performance in secondary schools in Dekina Local Government Area in Kogi State, Nigeria, section D covered the influence of parenting style on students and section F covered the influence of home location on students’ academic performance. The five point Likert-scales question ranging from Strongly agree=5, Agree=4, Undecided=3, Disagree=2,
Strongly disagree=1, formed A, B, C, and D parts of the questionnaire.

In this study, the two most common types of validity, which are content and construct validity, were considered. While content validity was tested through the expert contributions, construct validity was tested with the use of Factor analytical tool that considered Kaiser-Meyer-Olkin (KMO) and Bartlett’s Test of Sphericity. The result of the factor analysis as shown by the rotated sum of squared loadings indicates that two components i.e. component 1 and 2 accounted for 71.645% of the variance of the whole variables of the study. This shows that the variables have strong construct validity. To establish the validity of the instrument, therefore pilot test technique was employed using 30% of the respondents. The questionnaire was subjected to a scale test and reliability was assessed based on the Cronbach’s Alpha from the test and it was found that the data is reliable since the Cronbach Alpha coefficient is 0.811 which shows that the questionnaire is reliable and has sufficient internal consistency (reliability).

### Table 1: Cronbach Alpha Coefficients

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|---------------------------------------------|------------|
| .811             | .852                                        | 5          |

**Source:** SPSS 23.0 Result, 2019

Multiple regression analysis was employed to determine the effect or outcome of the relationship between influence of home environment on the academic performance of the students variables. The traditional multiple regression formula and its implicit forms are represented below:

\[
Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e \quad (1)
\]

The implicit model form of the model is as shown below:

\[
SAP = f (PES, PEB, PMS, HLP) \quad (2)
\]

Where,

\[
SAP = \text{Student’s academic performance}
\]

\[
PES = \text{Parents’ economic statuses}
\]

\[
PEB = \text{parental educational backgrounds}
\]

\[
PMS = \text{Parental marital Styles}
\]

\[
HLP = \text{home locations of parent}
\]

The explicit form of the model can be restated as follows:

\[
SAP = b_0 + b_1 PES + b_2 PEB + b_3 PMS + b_4 HLP + U_t \quad (3)
\]

Where,

\[
b_0 = \text{Regression Constant}
\]

\[
b_1, b_2, b_3, b_4 = \text{Regression Coefficients}
\]

\[
U_t = \text{Error Term}
\]

A priori expectation

\[
(X_1) = \text{Parents’ economic statuses; a priori expectation is positive}
\]

\[
(X_2) = \text{parental educational backgrounds; a priori expectation is positive}
\]

\[
(X_3) = \text{Parental marital Status; a priori expectation is positive}
\]

\[
(X_4) = \text{home locations of parent; a priori expectation is positive/negative.}
\]

### 3.7 Methods of Data Analysis:

The data for the study was collected, coded and analyzed using computer-based Statistical Package for Social Sciences (SPSS version 23.0 for Microsoft Windows). Multiple Regression Analysis was used to assess the nature and degree of relationship between the dependent variable and a set of independent or predictor variables. However, standard error of the estimate was used to test the 4 hypotheses for this study.

**Decision rule:** The following decision rules adopted for accepting or rejecting hypotheses: If the probability value of \(b_i\) [\(p(b_i) > \text{critical value}\)] we accept the null hypothesis, that is, we accept that the estimate \(b_i\) is not statistically significant at the 5% level of significance. If the probability value of \(b_i\) [\(p(b_i) < \text{critical value}\)] we reject the null hypothesis, that is, we accept that the estimate \(b_i\) is statistically significant at the 5% level of significance.

### 4.0 Results and Discussion:

**Regression Results and Discussion:**

This section examines the basic assumptions of normality of the data used for the Ordinary Least Squares regression analysis and presents the discussions thereof. It is graphically presented as shown in figure 1.

#### a) Normality Assumptions
Figure 1 above shows a histogram of the residuals with a normal curve superimposed. The residuals look close to normal, implying a normal distribution of data. Here is a plot of the residuals versus predicted dependent variable of Student's Academic Performance (SAP). The pattern shown above indicates no problems with the assumption that the residuals are normally distributed at each level of the dependent variable and constant in variance across levels of Y.

**Figure 1: Regression Standardized Residual**

### Table 2: Statistical Significance of the model

| ANOVAa | Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------|-------|----------------|----|-------------|---|------|
| Regression | 302.337 | 4 | 75.584 | .789 | .050\(b\) |
| Residual | 1437.863 | 15 | 95.858 | .587 | .647 |
| Total | 1740.200 | 19 | | | |

*Dependent Variable: SAP  
Predictors: (Constant), HLP, PES, PEB, PMS  
Source: SPSS 23.0 Result Output, 2019*

The F-ratio in the ANOVA table above tests whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predicts the dependent variable $F (4, 15) = 0.789, p = 0.050$ (i.e., the regression model is a good fit of the data).

### Table 3: Model summary

| Model | R | R Square | Adjusted R Square | Std. Error of Estimate | Durbin-Watson |
|-------|---|----------|------------------|-----------------------|---------------|
| 1 | .842a | .737 | .647 | 9.79069 | 2.952 |

*Predictors: (Constant), HLP, PES, PEB, PMS  
Dependent Variable: SAP  
Source: SPSS 23.0 Result Output, 2019*

The coefficient of determination $R^2$ for the study is 0.737 or 73.7%. This indicates that 73.7% of the variations in the model can be explained by the explanatory variables of the model while 26.3% of the variation can be attributed to unexplained variation captured by the stochastic term. The Durbin-Watson statistic is 2.952 shows that there is a minimal degree of negative autocorrelation in the
model of the study; hence the estimates of the model can be used for prediction.

Table 4: Regression coefficients

| Coefficientsa | Model | Unstandardized Coefficients | Standardized Coefficients | t | Sig. | Collinearity Statistics |
|---------------|-------|-----------------------------|---------------------------|---|-----|-------------------------|
|               |       | B   | Std. Error | Beta |     | Tolerance | VIF |
| 1  (Constant) |       | .218 | 1.864      |      | 3.406 | .004       |     |
| PES           |       | .414 | .270       | .377 | 1.534 | .015       | .914 | 1.094 |
| PEB           |       | .118 | .287       | .103 | .410  | .039       | .879 | 1.138 |
| PMS           |       | -.501| .217       | -.590| -.231 | .204       | .844 | 1.184 |
| HLP           |       | .178 | .233       | .201 | .761  | .046       | .787 | 1.271 |

a. Dependent Variable: SAP

Source: SPSS 23.0 Result Output, 2019

a) Effect of parents’ economic status on the student’s academic performance in selected schools in Dekina Local Government:
A positive relationship exist between parents’ economic status (PES) and Students Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant (p<0.05) and in line with a priori expectation. This means that a unit increase in parents’ economic status (PES) will result to a corresponding increase in Students Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria by a margin of 37.7 %. Using the probability value of the estimate, p (b₁) < critical value of 0.05 confidence level. Thus, we reject the null hypothesis. That is, we accept that the estimate b₁ is statistically significant at the 5% level of significance. This implies that parents’ economic status has a significant effect on the student’s academic performance in selected schools in Dekina Local Government.

The finding of this study is in line with that of Epstein, Sanders, Simon, Salinas, Jansorn, and Van Voorhis (2002) who found that affluent parents tend to be involved in school more often and in positive ways, whereas economically distressed parents have limited contact with schools, and usually in situations dealing with students’ achievement or behavior. Schools that work on building relationships with all parents, however, can equalize the involvement of all socioeconomic groups.

b) Effect of parents educational background on the student’s academic performance in selected schools in Dekina Local Government of Kogi State, Nigeria:
As shown by the results of the multiple regression coefficients, a positive relationship exist between parents educational background (PEB) and Students' Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant (p<0.05) and in line with a priori expectation. This means that a unit increase in parents educational background (PEB) will result to a corresponding increase in Students' Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria by a margin of 10.0%. Using the probability value of the estimate, p (b₁) < critical value of 0.05 confidence level. Thus, we reject the null hypothesis. That is, we accept that the estimate b₂ is statistically significant at the 5% level of significance.
significant. This implies that parents educational background has a significant effect on the student’s academic performance in selected schools in Dekina Local Government. Previous studies have reaffirmed this result and they showed that students who come from families with illiterate parents have significantly less school success than students from educated parents (Martini, 1995; Walker et al., 1998) and intact families (Amato & Keith, 1991). Some potential explanations were - parents in such settings reported lower educational expectations, less monitoring of children’s school work and less overall supervision of social activities compared to students from highly educated and intact families (Jacob and Harvey, 2005). More educated parents are assumed to create environments that facilitate learning (Williams, 1980; Teachman, 1987) and involve themselves in their children’s school experiences and school environments (Steinberg et al., 1992; Useem, 1992).

c) Effect of parental marital style on the student’s academic performance in some selected schools in Dekina Local Government:

Parental marital style (PMS) was negatively related to Students' Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is not statistically significant (p>0.05) and not in line with a priori expectation. This means that a unit increases in Parental marital style (PMS) will result to a corresponding decrease in Students Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria by a margin of 59.0%. Using the probability value of the estimate, p (b₁) > critical value of 0.05 confidence level. Thus, we accept the null hypothesis. That is, we accept that the estimate b₁ is not statistically significant at the 5% level of significance. This implies that parents marital styles has no significant effect on the student’s academic performance in selected schools in Dekina Local Government. Methods and results of an empirical study by Kohl, (2000) show divorce is the most common but only one way a traditional family might develop into a single-parent family and which do have a negative effect on the academic performances of students from such homes. The findings indicates that children from divorced families are more likely to have difficulties with school performance, delinquency, and disruptions in peer relationships, precocious sexual behavior and substance abuse. Also, Uwaifo (2008) found significant difference between the academic performance of students from single-parent family and those from two-parent family structure.

d) Influence of home location of parent on the student’s academic performance in some selected schools in Dekina Local Government, Kogi State Nigeria.

Home location of parent (HLP) was positively related to Students' Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria and the relationship is statistically significant (p<0.05) and in line with a priori expectation. This means that a unit increases in home location of parent (HLP) will result to a corresponding increase in Students' Academic Performance (SAP) in selected schools in Dekina Local Government Kogi State, Nigeria by a margin of 20.1%. Using the probability value of the estimate, p (b₁) < critical value of 0.05 confidence level. Thus, we accept the null hypothesis. That is, we accept that the estimate b₁ is statistically significant at the 5% level of significance. This implies that home location of parent has a significant effect on the student’s academic performance in selected schools in Dekina Local Government. The finding of this study is in line with that of Epstein, Sanders, Simon, Salinas, Jansorn, and Van Voorhis (2002) who found that, single parents, employed parents, fathers, and parents who live far from the school, on average, are less involved in the school unless the school organizes opportunities that consider these parents’ needs and circumstances. Although these patterns are generally observable among schools, they can be overcome if schools develop programs that include families that otherwise would not become involved on their own, hence the positive
effect.

5. Conclusion and Recommendations:

Conclusion:

This study examined to investigate empirically the influence of home environment on the academic performance of the students in some selected schools in Dekina Local Government Area in Kogi State, Nigeria. According to the study, the school is an umbrella governing children from different parental background and social background and as such the children learning and rate of academic development is closely related to experience. In the child’s environment different factors can be found, which include social economic, psychological, cultural genetic environmental and emotional. The issue of pupils’ performance at schools has been of concern ever since modern education was introduced. Many countries have come to realize that pupils are at the heart of educational process and that without good performance; all innovations in education are doomed to failure.

These findings of this study have shown that parents’ economic statuses, parental educational backgrounds, parental marital Styles, and home locations of parents all do have varying degrees of effects on the performance of students in the study area. This result points out to the fact that to canvass for an increased parental involvement in the overall welfare of students, This is because the results of our study has shown that parental involvement in children’s learning activities positively influences their levels of achievement and motivation to learn.

Recommendations:

On the basis of the findings of the study, the following recommendations were made:

i. The study recommends that government, curriculum planners and examination bodies in policy making and in planning educational strategies to reconsider the influence of home environment on academic performance for the study area. Thus, government should increase the bursary allocation to the students from poor families so as to retain them in school to enhance their performance.

ii. Illiterate parents should be encouraged to go to school, in that their literacy will enhance their children academic achievement in schools.

iii. Parents ought to improve their parenting styles as this can affect their children performance. Parents should endeavor to encourage their children to read and do their home work at home rather than spending their time on things that will not benefit them academically

iv. The study recommends that transport facilities such as school bus should be provided for the students so that it can aid the students from far and near to have seamless access to the school. This will free up time that would have been hitherto spent on hectic commuting from home to the school. Government should help to bring schools closer to the parents by establishing more number of schools in the various locality in the study area.

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