

Effect of Home Environment on Secondary School Students' Academic Performance in Abuja Municipal Area Council

¹Sanni, AMINU

*Dept. of Educational Foundations
Kogi State University, Anyigba.
Phone: +2347032923736*

&

²Onyedikachi, UKWU

National Open University of Nigeria, Abuja

Abstract

The study sought to find out Effect of Home Environment on Secondary School Students' Academic Performance in Abuja Municipal Area Council (AMAC). The descriptive survey design was adopted for the study. The population of the study comprised of all the secondary schools in the study area. A total number of 200 respondents were sampled. The main research instrument of this study was a structured questionnaire titled: Impact of Home Environment on Effective Students' Academic Achievement Questionnaire (EHESAPQ) and was divided into two sections. The instrument was validated by three experts. To establish the reliability of the instrument, two sets of responses were analyzed using the Pearson Product Moment Correlation Analysis (PPMC) with which the correlation was determined. A correlation of 0.71 was found reliable which was enough. Two research questions and research hypotheses were raised and answered descriptively using frequency counts and simple percentage, while the hypotheses were tested inferentially using t-test statistics. The result of the findings revealed that; broken home and parental socio-economic backgrounds have effect on students' academic achievement and the two null hypotheses were rejected. Based on findings and conclusion, the following recommendations

among others were made; parents should do everything possible to avoid cases of divorce that could lead to broken home, as it affects effective academic achievements of students from such homes employment opportunities should be created for the unemployed parents, parents should be encouraged to improve their educational standard by engaging in continuous programme.

Keywords: Home Environment, Secondary School Students, Academic Performance.

Word Count: 241

Introduction

The home is the primary institution for children, home as perceived by Abdulganiyu (1997), and Christe (2009) is a place in which an individual or a family can rest and store personal property. The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family. Agulana (2000) pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. According to Frazer (2004), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation. Such abnormal conditions of the home, are likely to have a detrimental effect on school performance of the child he asserts.

The family can therefore, be looked at as a social group characterized by common resident, economic, cooperation and production. When a child is born, the family is the first primary group with which they come into contact. Transmission of social values of right and wrong, what is morally and religiously accepted or condemned by the family, it follows therefore that by the time a child attained five to seven years of age he must have learnt what are his rights, obligations and roles within the society. However, the background of a student goes a long way to determine his/her individuality. As the child enters schools, he/she will start manifesting different attitudes and expectations. In addition, they

may be of the same age group, developed at different rates and so may be able to cope with the intellectual and social task of the school in varying extent. Structurally, family/home is either intact/stable or broken.

A stable home is one in which both parents (mother and father) lives together with their children, while a broken home is the one in which one or both of the parents are not living together with the children. According to Homeby (2004), broke home is a home in which the parents are separated or divorced or are no more together as a result of death. In the same way Udry (2004), define a broken home as a house in which the parental are no more living together. To some extent, it is the level at which the home operates that determine the academic achievement of a students in school. Broken homes can influence the achievement of a student's academically. Also, children that have suffered from neglect or lack of love (in broken homes) are known to be psychologically imbalanced to face the realities of life. When there is disunity in the family, or a difference between a mother and a father, the child is caught in the middle and will be at disadvantage. According to Blackby (2000) adequate research needs to be conducted in this direction to ensure smooth transition of children from early stages to adulthood. Reviewed literature indicates that there is an awareness of the importance of the home environment or family on pupil's/students' educational performance (Ezeh, 2002). The home has a great influence on the students' psychological, emotional, social and economic state (Ezeh, 2002). In the view of Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life (Ibokete, 2000). This is because the family background and context of a child affect his reaction to life situations and his level of performance. Although the school is responsible for the experiences that make up the individual's life during school periods, parents and the individual's experiences at home play tremendous roles in building the personality of the child and making the child what he is (Lesmin and Sarker, 2008).

The family lays the psychosocial, moral and spiritual foundations in the overall development of the child (Kumuyi 2004).

While the mother's significant role in this cannot be over-emphasized, studies on father-child relationship suggest that the presence of a father in the home influences significantly the development of a child (Okanezi & Hanachor, 2017). Thus, parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s) (Okanezi & Hanachor, 2017). This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent. Such families are faced with the challenges of diminished financial resources assumptions of new roles and responsibilities, establishment of new patterns in intra-familiar interaction and re-organization of routines and schedules (Kumuyi 2004).

In a situation where the parents are separated either legally or through mutual agreement, the children suffer emotionally, financially, and mentally, the general sense of insecurity is likely to have a great impact on the academic performance of such children (Ezeh, 2002). Despite the traits and disposition the child is born with, the environment the child grows in determine to a great extent the manifestation and enhancement of such traits. Unfortunately, many children today are faced with the challenges of multiple divorces or separations within their families (Ryan and Powelson, 2010). Parents who divorce often go on to remarry or form other intimate relationships have higher incidence of failure (Amato, 2000; Wallerstein, Lewis, and Blakeslee, 2000; Ward, 2002).

The increase in divorce rates is one of the most visible changes in contemporary family life (Lesthaeghe, 2005). Several studies have reported how children living in unstable marriages tend to have lower levels of economic well-being and reduced academic performances (Vleminckx and Smeeding 2000; Aassve et al., 2007; Heuveline and Weinshenker 2008). The increase of the new forms of divorce calls for a deep analysis of the new phenomena in order to understand their causes and consequences especially as it affects effective secondary school education. Divorce and the breakdown of family and conjugal ties have relevant consequences of demographic, social and economic nature for the persons involved.

There are negative consequences on the wellbeing of separated or divorced partners as well as on their children and the risks of poverty for women with children increase. Divorce can cause parents to become more inconsistent and ineffective in parenting and may reduce responsiveness to children's cognitive needs, diminishing the quality of the emotional relationships and attachment between parents and children (Osborn & McLanahan, 2007). This will consequently promote less parental involvement in school work, less or no attention given to early and regular attendance at school and less supervision outside the home (Osborn & McLanahan, 2007). Single parenthood has been found to adversely affect the learning situation of human being particularly the children that is to say, children who are reared in homes where parents are separated or divorced are most likely to be faced with sleep disturbance in class while learning and become irritable, fearful, aggressive and withdrawn (Cole and Cole 1993, Vander Zanden, 1980). Studies further confirm that children in one parent household not only do or perform poorly in school because they tend to lack self-control, but also become disruptive in the classrooms, instead of paying attention to what is being taught in class, they are busy disturbing others who are ready to learn. In addition, it is also reported that two years immediately after a mother's marriage break up, the mother exercise less control over her children than she did before. According to Omoniyi-Oyafunke, (2014) some of the factors influencing divorce (include; parental socio-economic status, educational level, gender and educational class level of the children.

Children's educational achievement is highly connected to their socio-economic background (Evans, Harkness & Oritz, 2004; Akanbi, 2014). Along with children's personal ability with school work, given the unstable home environment, the economic status of their parents plays a huge role in their own schooling functioning (Omoniyi-Oyafunke, 2014). Families that are unstable sometimes experience insufficient income as the available parent may work longer hours to earn more income (Sclafani, 2008). This leaves less time for them to spend overseeing their children's learning process. There is also, typically, more conflict in homes of

lower income parents because there are more tension caused by stress within the family. Abu and Kolawale (2012) argue that parents who expressed more conflict at home fail to provide a regular supervision for their children, resulting in poorer school adjustment and performance. It is not always true that lower-income parents are neglectful parents, but one can slip into that label given some extreme pressure ((Omoniyi-Oyafunke, 2014).

Academic performance is an objective score of attainment after a specified instructional programme. Academic performance can be influenced by many factors, but the impact family relationships play on a child's scholastic achievement alongside the development of the child cannot be overemphasized. This may be associated with tensions in the home, family discord or family instability (Okoye 2012). All these cumulatively produce an emotionally barren atmosphere in the home. The relationship between the husband and wife, parents and children, relationship among siblings if not cordial, resulting into conflicts especially between husband and wife and also leading to continuum of frequent quarrels and antagonism of both parties from time to time can completely end in broken homes.

Financial difficulties can have a damaging effect on health if allowed to persist uncontrolled. Financial stress has great effect on the individual's relationship both at home and at work. Carstem and Lachman (2000); further itemized increase in worry, poor concentration, lack of confidence, low self-esteem, lack of self-care, negative emotions, over use of alcohol and drugs among others as significant effects of financial stress on health and relationship. Other factor includes; poor time keeping, frequent absence, feeling guilty, and letting people down. Arewa (2000) observed that lack of money management can cause marital conflicts. How do these factors affect the academic achievement of students in Abuja Municipal council? This is the bases of this study.

Statement of the Problem

The effects of broken homes may impact greatly on the internal organization of the family and by extension; effect a child's emotion, personality and academic achievement. Bearing in mind

the role of the family in a child's education, the failure of the family to perform its duties could hinder the child's academic achievement. Any nation that is desirous of advancing technologically will no doubt ensure that the future of her future leaders (the adolescents) is well guided, protected and guaranteed.

Absconding from schools and poor academic performance among secondary school students are in alarming rate nowadays. Since divorce has negative consequences on the children of such marriages, this study intends to investigate divorce as it affects effective students' academic achievement in some selected secondary schools in Abuja Municipal Area Council, FCT, Abuja. It is assumed that broken homes retard the progress of those children from such background in that both parents are not on ground to direct and guide the child towards the achievement of educational goals. It is arguable or believed that children from broken homes are more likely prone to poor academic performance. A child may become a victim of broken home as a result of divorce or separation of the parents. When this happens, this child is entrusted to other people that are different from his parents. This person is expected to play the role of a surrogate parents despite his/her commitment of his/her own children without any empirical evidence, it is very clear that nobody will treat a child who is entrusted to his care the way he/she will treat his/her own child. By this token, the child is always confused and frustrated under the leadership style of style of step-father or step-mother.

These subsequently result to quitting from school or poor academic achievement of secondary schools student as education require critical thinking, relax mind and proper family support to be able to perform to expectation in the school.

Purpose of the Study

The purpose of this study is to investigate the Effect of Home Environment on Secondary School Students' Academic Performance in Abuja Municipal Area Council (AMAC). It is also meant to;

1. determine the effect of broken home on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).
2. find out the effect of parental socio-economic status on effective students' academic achievement in secondary schools in Abuja Municipal Area Council (AMAC).

Research Questions

1. What is the effect of broken home on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC)?
2. What is the effect of parental socio-economic status on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC)?

Hypotheses

HO₁: Broken home has no significant effect on effective students' academic achievement in secondary schools in Abuja Municipal Area Council (AMAC).

HO₂: Parental socio-economic status has no significant effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

Methodology

The study sought to find out the Effect of Home Environment on Secondary School Students' Academic Performance in Abuja Municipal Area Council (AMAC). The descriptive survey design was adopted for the study. The population of the study comprised of all the secondary schools in the study area. A total number of 200 respondents were sampled. The main research instrument of this study was a structured questionnaire titled: Impact of Home Environment on Effective Students' Academic Achievement Questionnaire (EHESSAPQ) and was divided into two sections. The instrument was validated by three experts. To establish the reliability of the instrument, two sets of responses were analyzed using the Pearson Product Moment Correlation Analysis (PPMC) with which the correlation was determined. A correlation

coefficient of 0.71 was found which was reliable. Two research questions and research hypotheses were raised and answered descriptively using frequency counts and simple percentage, while the hypotheses were tested inferentially using t-test statistics.

Results

Table 1: Participants Response on the effect of home environment on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC)?

The Table 1 showed participants response on the effect of home of environment on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC). The finding shows the following means scores 3.1, 3.3, 2.5, 3.3 and 3.0 which shows that all the respondents agreed that home environment has effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

S/N	ITEMS	SD 1	D 2	A 3	SA 4	MEA N	STD DEV	REMARK
1	Individuals raised in broken homes grow up with fewer opportunities to learn the interpersonal skills that are needed for a successful marriage	17(8.5)	27(3.5)	74(37.0)	82(41.0)	3.1050	.93721	POSITIVE
2	The greater family discrepancy between individual background characteristics, the less stability, the marital conflict	16(8.0)	31(15.5)	72(36.0)	79(39.5)	3.3150	2.55508	POSITIVE
3	If the family of the woman is richer than that of the husband , there may marital instability	45(22.5)	49(24.5)	51(25.5)	55(27.5)	2.5000	2.55058	POSITIVE
4	If one of the couple is from a martially unstable family, there may be marital instability.	20(10.0)	21(10.5)	90(45.0)	60(33.0)	3.3266	3.32405	POSITIVE
5	A family of higher social status may experience family instability.	25(12.5)	24(12.0)	75(37.5)	76(38.0)	3.0100	1.00246	POSITIVE

Research Question 2: What is the effect of parental socio-economic background on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC)?

Table 2: Participants Response on the effect of parental socio-economic background on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

S/N	ITEMS	SD	D	A	SA	MEAN	STD DEV	REMARK
		1	2	3	4			
6.	Individuals raised in broken homes grow up with fewer opportunities to learn the interpersonal skills that are needed for a successful marriage	20(10.0)	22(11.0)	87(43.5)	71(35.5)	3.0450	.93130	POSITIVE
7	The greater family discrepancy between individual background characteristics, the less stability, the marital conflict	17(8.5)	26(13.0)	73(36.5)	84(42.0)	3.2650	2.31116	POSITIVE
8	If the family of the woman is richer than that of the husband, there may marital instability	42(23.5)	48(24.0)	55(27.5)	55(27.5)	2.34062	3.1700	POSITIVE
9	If one of the couple is from a maritally unstable family, there may be marital instability.	44(22.0)	49(24.5)	54(27.0)	53(26.5)	2.34062	3.1700	POSITIVE
10	A family of higher social status may experience family instability.	20(10.0)	22(11.0)	87(43.5)	71(35.5)	3.0450	.93130	POSITIVE

Table 2 on the impact of parental socio-economic background on effective students' academic achievement in secondary schools in Abuja Municipal Area Council (AMAC). The finding shows the following mean scores 3.0, 3.2, 2.3, 2.3 and 3.0 which shows that established that all the respondents agreed that parental socio-economic background has impact on effective students' academic achievement in secondary schools in Abuja Municipal Area Council (AMAC).

Table 3: t-test analysis of participants' response that broken home has no significant effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

Variable	N	\bar{X}	Sd	Df	Cal t-value	Critical t-value	Significant Level	Result
Students	200	3.1	0.9	101	2.741	1.960	0.05	Rejected

The above t-test analysis shows that there is a significant difference between the opinions of the participant response on the effect of broken home on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC). We therefore accept the alternate hypothesis and reject the null hypothesis.

Ho₂: Parental socio-economic status has no significant effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

Table 4: t-test analysis of participants' response on parental socio-economic status has no significant effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC).

Variable	N	\bar{X}	Sd	Df	Cal t- value	Critical t-value	Significant Level	Result
Students	200	3.0	0.9	101	2.620	1.960	0.05	Rejected

The above t-test analysis shows that there is a significant difference between opinions of the participant response on the effect of parental socio-economic status on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC). We therefore, reject the null hypothesis earlier stated and accept the alternate hypothesis.

Discussion of the Findings

The findings on research question one revealed that broken home has effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC). This is in line with the findings of Gale Encyclopedia of Psychology (2001) explained that academic performance is an objective score of attainment after a specified instructional programme. Academic performance can be influenced by many factors but the impact of family relationship plays on the child cannot be over-emphasized. It further explained that due to tensions from the home, family

discord or family instability produce an emotionally barren atmosphere in the home. The relationship between the husband and wife, parents and children relationship among siblings if not checked results to conflict and which have adverse effects on the academic performance of the adolescents in schools. Also, Aremu (2011), described broken home as the integral part of the setting that is father and mother, the integral part is not available either by dead, separation or divorce.

According to Laldanmawia (2013), to be broken in the family, there must be some crises which are arisen out of misconception, mistreating, misunderstanding, unacceptance, etc. the occurring crises lead to the divorce of parents, disposal of sons or daughters and leaving home. It is controversial that whether to claim every splitting up is broken family, while they still run the family well. There are many families without father, mother, and other members but still conditionally and systematically running. They may not like to call them broken. Of course they are not broken, rather just some members left away. Guler and Erkal (2013) submit that fragmentation of the family due to such reasons as death, divorce or abandoning deeply hurt children who need care, love, support and affection most. The most remarkable in dictator of this faces us in preparing children to social life and their gaining a physically, socially and psychologically healthy personality. Besides, children's world which was destroyed by fragmentation shakes their social functions (that is to say, possibility to live socially) considerably. Therefore, it would not be wrong to think that fragmentation one of the hitches that families can encounter and the negative environments caused by it can influence children's physical, social and psychological development in a negative way. Hence, the disintegration of families in a desired or undesired way results in children' experiencing development problems. Furthermore, Tenibiaje and Tenibiaje (2011) are of the opinion that for academic performance of students from broken homes to be excellent, students of single parenthood should be encouraged on the three basic dimensions of self-concepts sense of belonging, sense of worth and sense of competence; and marital disunity is a major cause of single parenting should be avoided. Hence, parents

should tolerate, accommodate, appreciate and understand each other in marriage. Force of disunity should be ignored, de-emphasized, if not eliminated. Both parents should try to stay together for the sake of good upbringing of their children. Whenever there is problem in the home, the couple should try and see the counsel for a help or otherwise, settle the problems within themselves amicably.

Similarly, the findings on research question 2 revealed that parental socio-economic background has effect on effective students' academic performance in secondary schools in Abuja Municipal Area Council (AMAC). This can be attested to by Abdulganiyu (2002), statement that research have shown that children differs in various ways as a result of variable of their home background such as socio-economic status, parental attitude to school and child rearing practices. These home background variables are also found to be positive related to children's academic performance. Also Giwa (1997) have also investigated the various factors within the students home background or family that affect their academic performance in school, variable such as socio-economic status, family size, birth order, parental attitude child rearing practices parental absence or presence have been found to affect social and intellectual learning experience of children in school.

Furthermore, Otieno and Yara (2010) asserted that, learners from low socio-economic status families tend to value domestic activities more than schooling. Such children are subjected to child labour and have little time for studies. They indicated that in most developing countries, there are many families whose members despite their full days hard labour do not find it possible to make two ends meet. Children of tender age in such families have to work for their living. These coupled with little government financing of education sector makes many families unable to meet the requirements of their children's education thus, contributing greatly to their poor academic performance. Families with low socio-economic status often lack the financial, social and educational supports that characterized families with high socio-economic status (Taylor et al., 2000). Many students from low-

income homes are kept away or sent out from school or excluded from certain activities for lack of money to provide the prescribed equipment or materials (Umaoma, 2009). On the contrary, Pedrosa et al., (2006) in their study on social and educational background pointed out that those students who mostly come from deprived socio- economic and educational background performed relatively better than others coming from higher socio-economic and educational area (Osuafor and Okonkwo, 2013). This findings was further supported by Bliss (2004) who confirmed that socio-economic background of the parents include the parents educational attainment, level of income and Social class placement. If child's needs are not properly addressed his learning ability could be affected due to lack of motivation. Health (2005) opined that irrespective of the national equality of the opportunity children of parents in most affluence socio economic status tend to achieve greater academically than children of parent from lower socio economic status.

Conclusion

Based on the findings of this study, it is therefore concluded that broken home and parental socio-economic background has effect on effective students' academic performance.

Recommendations

Based on findings and conclusion, the following recommendations were made;

1. Parents should do everything possible to avoid cases of divorce that could lead to broken home, as it affects effective academic achievements of students from such homes.
2. Employment opportunities should be created for the unemployed parents.
3. Parents should be encouraged to improve their educational standard by engaging in continuous education, sandwich programme and distance learning program.

4. Parents should be enlightened on the need to stay together as husband and wife to raise a good family. They should persevere and tolerate each other in marriage.
5. It is obvious that secondary schools should have guidance services with a competent counsellor to counsel students from broken homes, child raised by single parent and parents who do not pay adequate attention to their children and wards' education and those students experiencing challenges in schools.

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