



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original
content from this work
may be used under the
terms of the creative
commons attributes
4.0 licence.

HOME ENVIRONMENTAL FACTORS AND ACADEMIC PERFORMANCE: A STUDY OF SECONDARY SCHOOL STUDENTS IN OWERRI ZONE II, IMO STATE, NIGERIA

Submission Date: January 23, 2024, **Accepted Date:** January 28, 2024,

Published Date: February 02, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue02-02>

Stephen Nnorom

Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

ABSTRACT

This study investigates the influence of home environmental factors on the academic performance of secondary school students in Owerri Zone II, Imo State, Nigeria. Through surveys and data analysis, the research explores various aspects of the home environment, including parental involvement, socio-economic status, family structure, and home learning environment, and their impact on students' academic achievements. The findings contribute to a deeper understanding of the intricate relationships between home environmental factors and academic outcomes, informing educational policies and interventions aimed at enhancing student success in the region.

KEYWORDS

Home Environmental Factors, Academic Performance, Secondary School Students, Owerri Zone II, Imo State, Nigeria, Parental Involvement, Socio-Economic Status, Family Structure, Home Learning Environment, Educational Policies.

INTRODUCTION

The academic performance of secondary school students is influenced by a multitude of factors, with the home environment playing a crucial role in shaping

educational outcomes. In Owerri Zone II, Imo State, Nigeria, where secondary education serves as a cornerstone for future opportunities, understanding

the impact of home environmental factors on academic performance is of paramount importance. This study aims to investigate the intricate relationships between home environmental factors and academic achievement among secondary school students in the region.

The home environment serves as the primary socializing agent for children, shaping their attitudes, behaviors, and academic aspirations. Within the Nigerian context, where educational attainment is highly valued, the home environment assumes particular significance in fostering a supportive and conducive atmosphere for learning. Home environmental factors encompass a range of dimensions, including parental involvement, socio-economic status, family structure, and the home learning environment, all of which intersect to influence students' academic trajectories.

Parental involvement, characterized by parental engagement in educational activities and support for learning, has been consistently linked to improved academic outcomes among students. Active parental involvement, including monitoring homework, communicating with teachers, and fostering a culture of learning at home, contributes to a positive academic climate and reinforces the importance of education in children's lives.

Socio-economic status, reflecting the economic resources and social capital available to families, significantly shapes educational opportunities and outcomes. Higher socio-economic status is often associated with access to educational resources, enrichment activities, and supportive environments conducive to learning. Conversely, lower socio-economic status may pose barriers to academic

success, including limited access to educational materials, inadequate housing conditions, and financial stressors that impede students' ability to focus on their studies.

Family structure, including factors such as parental marital status, family size, and household composition, also influences students' academic performance. Stable family structures characterized by supportive relationships and consistent routines tend to promote positive academic outcomes, while disruptions in family dynamics or transitions, such as divorce or remarriage, may pose challenges for students' academic engagement and well-being.

The home learning environment, encompassing access to books, educational materials, and a quiet space for studying, further shapes students' academic experiences and achievements. A stimulating home learning environment fosters curiosity, critical thinking skills, and a love for learning, reinforcing and extending the educational opportunities provided within the school setting.

Against this backdrop, this study seeks to explore the nuanced interplay between home environmental factors and academic performance among secondary school students in Owerri Zone II, Imo State, Nigeria. By examining the complex dynamics of the home environment and its implications for educational outcomes, the research aims to inform policy discussions and educational interventions aimed at promoting student success and equitable opportunities for learning in the region. Through a comprehensive analysis of home environmental factors, this study contributes to a deeper understanding of the socio-cultural contexts shaping

educational experiences and outcomes in Owerri Zone II, Imo State, Nigeria.

METHOD

The process of investigating the relationship between home environmental factors and academic performance among secondary school students in Owerri Zone II, Imo State, Nigeria, involved a systematic and thorough approach. To begin, the study meticulously selected a representative sample of secondary school students using a stratified random sampling technique, ensuring diversity across public and private school settings. This methodological choice aimed to capture the varied socio-economic and educational contexts within the region.

Following participant selection, the research team developed a structured questionnaire designed to gather comprehensive data on home environmental factors and academic performance indicators. The questionnaire underwent rigorous pilot testing to refine its clarity, relevance, and cultural appropriateness for the study population. Feedback from pilot participants facilitated necessary adjustments to ensure the questionnaire effectively captured the nuances of the local context.

Data collection sessions were conducted with the selected secondary school students, adhering to ethical guidelines and obtaining informed consent from participants and parental consent for minors. Trained researchers administered the questionnaire in school settings, providing clear instructions and maintaining confidentiality throughout the data collection process. By conducting data collection sessions during school hours, the study minimized

disruptions and maximized participation rates among students.

Quantitative data collected through the questionnaire were subjected to rigorous statistical analysis, including descriptive and inferential statistical techniques. Descriptive statistics provided insights into the distribution and variability of responses across different variables, while inferential statistics facilitated the exploration of relationships between home environmental factors and academic performance outcomes. Concurrently, qualitative data obtained from open-ended survey questions underwent thematic analysis to identify recurring patterns and themes, enriching the quantitative findings with nuanced qualitative insights.

Throughout the data analysis phase, the research team employed data triangulation techniques to corroborate findings across quantitative and qualitative data sources, enhancing the credibility and reliability of the study outcomes. This comprehensive approach allowed for a holistic understanding of the complex interplay between home environmental factors and academic performance among secondary school students in Owerri Zone II, Imo State, Nigeria.

The study selected secondary school students from Owerri Zone II, Imo State, Nigeria, using a stratified random sampling technique. Stratification was based on school types (public and private) to ensure representation across different educational contexts. The sample size was determined using appropriate statistical formulas to achieve a representative sample that reflects the diversity of the secondary school population in the region.

A structured questionnaire was developed to gather data on home environmental factors and academic performance. The questionnaire included sections on parental involvement, socio-economic status, family structure, home learning environment, and academic achievement indicators. Questions were designed to elicit both quantitative responses (e.g., Likert-scale ratings) and qualitative insights (e.g., open-ended responses) from participants.

Prior to data collection, the questionnaire underwent pilot testing with a small sample of secondary school students to assess its clarity, comprehensibility, and relevance. Feedback from pilot participants was used to refine the questionnaire, ensuring that it captured the nuances of home environmental factors and academic performance within the local context of Owerri Zone II, Imo State.

Trained researchers administered the questionnaire to the selected secondary school students during school hours. Participants were briefed on the study objectives, procedures, and confidentiality measures before completing the questionnaire. Data collection sessions were conducted in classrooms or designated spaces within the schools to minimize distractions and ensure privacy.

Ethical approval was obtained from the relevant institutional review board prior to commencing data collection. Informed consent was obtained from all participants, and parental consent was obtained for participants under the age of 18. Participants were assured of confidentiality and anonymity, and they were informed of their right to withdraw from the study at any time without consequences.

Quantitative data collected through the questionnaire were entered into statistical software for analysis. Descriptive statistics, including frequencies, means, and standard deviations, were computed to summarize the distribution of responses across different variables. Inferential statistics, such as correlation analysis and regression modeling, were employed to examine the relationships between home environmental factors and academic performance indicators.

Qualitative data from open-ended survey questions were subjected to thematic analysis to identify recurring patterns, themes, and insights related to home environmental factors and academic performance. Data triangulation techniques were used to corroborate findings across quantitative and qualitative data sources, enhancing the validity and reliability of the study outcomes.

By employing a rigorous methodological approach grounded in both quantitative and qualitative data collection techniques, this study aimed to provide a comprehensive understanding of the influence of home environmental factors on academic performance among secondary school students in Owerri Zone II, Imo State, Nigeria. The integration of diverse data sources enabled a nuanced exploration of the complex dynamics shaping educational outcomes within the local context.

RESULTS

The study examining home environmental factors and academic performance among secondary school students in Owerri Zone II, Imo State, Nigeria, yielded valuable insights into the intricate relationships between these variables. Quantitative analysis

revealed significant associations between various home environmental factors and academic performance indicators. Specifically, parental involvement, socio-economic status, family structure, and the home learning environment emerged as key predictors of academic success among students.

Parental involvement was found to be positively correlated with academic performance, with students reporting higher levels of parental engagement demonstrating better academic outcomes. Activities such as parental supervision of homework, communication with teachers, and involvement in school events were associated with improved grades and standardized test scores. Moreover, students from higher socio-economic backgrounds exhibited higher academic achievement levels, highlighting the role of economic resources and educational opportunities in shaping students' academic trajectories.

Family structure also played a significant role in students' academic performance, with stable family environments characterized by supportive relationships and consistent routines correlating with higher academic achievement. Conversely, family disruptions, such as divorce or remarriage, were associated with lower academic performance outcomes, underscoring the importance of familial stability in promoting students' educational success.

The home learning environment emerged as another influential factor, with access to educational resources, a conducive study space, and parental support for learning positively impacting students' academic outcomes. Students who reported having books, educational materials, and quiet study areas at home tended to perform better academically, highlighting the importance of a stimulating home environment in

fostering a culture of learning and academic achievement.

DISCUSSION

The findings from this study underscore the critical role of the home environment in shaping students' academic performance in Owerri Zone II, Imo State, Nigeria. The positive associations observed between parental involvement, socio-economic status, family structure, home learning environment, and academic achievement emphasize the need for holistic approaches to education that recognize the influence of home environmental factors on students' learning outcomes.

The results also highlight the importance of targeted interventions aimed at enhancing parental involvement and support for learning, particularly among students from disadvantaged backgrounds. Collaborative efforts involving schools, families, and communities can help bridge the gap in educational opportunities and promote equitable access to resources and support systems for all students.

Furthermore, the findings underscore the significance of family stability and cohesion in fostering positive academic outcomes among secondary school students. Policies and programs aimed at strengthening family structures and providing support for families undergoing transitions or challenges can contribute to improved academic performance and overall well-being among students.

CONCLUSION

In conclusion, the study underscores the pivotal role of home environmental factors in influencing the academic performance of secondary school students in

Owerri Zone II, Imo State, Nigeria. By recognizing and addressing the complex interplay between parental involvement, socio-economic status, family structure, and the home learning environment, educators, policymakers, and stakeholders can implement targeted strategies to support students' academic success and promote educational equity within the region.

Moving forward, interventions that empower families, build community partnerships, and create supportive learning environments both at home and in school can help unlock the full potential of secondary school students in Owerri Zone II, Imo State, Nigeria. By addressing the multifaceted needs of students and families, educational systems can work towards fostering inclusive, supportive, and empowering environments that nurture academic excellence and promote holistic development among all students.

REFERENCES

1. Agulanna GG, Nwachukwu FJ. Psychology of learning. Owerri: Vantage Press; 2009.
2. Aikens NL, Barbarin O. Socioeconomic differences in reading trajectories: The contribution of family, neighborhood and school contexts. *J. Educ. Psychology*. 2008;100:235-251.
3. Ajila C, Olutola A. Impact of parents' socio-economic status on university students' academic performance. *Ife J. Educ. Studies*. 2000;7:3139.
4. Akuezilo EO, Agu N. Research and statistics in education and social sciences: Methods and applications. Awka: Nuel Centi; 2007.
5. Ali. Factors affecting student academic performance: Case study from University of Somalia in Mogadishu-Somalia; 2013.
6. Asikhia OA. Students and teachers' perception of the causes of poor academic performance in Ogun state secondary schools [Nigeria]: Implications for counselling for national development. *European J. Social Sci*. 2010;13:229-249.
7. Chukwudi OC. Academic performance of secondary school students-the effect of home environment. Double Gist Publishers. Nig.; 2013.
8. Douglas H. Understanding environmental cognition; 2012. (First Published October 15, 2012)
9. Dush K, et al. The intergenerational transmission of partnering; 2018. (Published: November 13, 2018)
10. Eshetu AA. Indiscipline problems of high school students: The case of Ethio-Japan Hidasse Secondary School (Addis Ababa, Ethiopia). *Journal of Education and Practice*. 2014;5(37):23-28. Available: <http://www.iiste.org>
11. Estes K. Managing the student-parent dilemma: Mothers and fathers in higher education. *Symbolic Interaction*. 2011;34 (2):198-219.
12. Farooq, et al. Factors affecting academic performance of students: A case of secondary school level; 2011.