

## **Effects of home factors and students' classroom participation on the academic performance of senior secondary schools' students in Lagos Nigeria**

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*ABSTRACT Home factors entails the objects, materials, parents, siblings, peers and social life that exists in the home in which the students find himself/herself. All the variables in the home that affect a child's existence, behaviour and performance constitute the home environmental factors, while student achievement refers to the extent to which a learner has attained their short or long-term educational goals. Individual differences in academic performance are strongly correlated with differences in personality and intelligence. The study examined the effects of home factors and students' classroom participation on the academic performance of senior secondary schools in Lagos, Nigeria. Consequently, four research questions and three hypotheses were formulated to guide the study, the study was limited to Education District I, of Lagos, Nigeria. The study adopted the descriptive survey research design, using a self-constructed questionnaire to collect data from secondary school teachers and students. The validity of the instrument was done by experts in sociology of education and measurement and evaluation, while the researchers administered the instrument to 30 students not involved in the main sample for pilot testing. The reliability correlation coefficient index obtained was 0.78. The data collected were analysed using simple percentage, t-test, Chi-square and Pearson Product Moment Correlation Coefficient method of statistical analysis. These statistics were used to demonstrate whether the variables are correlated or related. The findings of the study revealed that students' home factors affect their academic performance; teachers and the students have different perceptions of the relevance of home factors; and that a significant relationship exists between home factors and students' classroom participation. The study therefore concluded and recommended that education should be mounted for parents in our formal and non-formal education programmes in order to educate parents on their roles as parents in the education of their wards.*

*Keywords: Home factors, teachers, students, participation, academic performance*

Education plays a vital role in promoting the development of human capital necessary for economic growth, as well as supporting the individual and society to develop their social, economic and cultural aspects. Especially modern education and schools aim to communicate the knowledge, skills and behaviours that young people need to be functional in society. Basically, schools are expected to contribute to the progress and development of society (Rapti, 2012). To assist in achieving this aim, governments contribute large investments to help with the expenditures of

running schools. Hence there is a vested interest in ensuring that these investments are utilized properly to ensure the delivery of quality, effective and efficient services within school. For this reason, it is inevitable that the effectiveness of schools will be questioned by policy makers, researchers and the society and become a subject of research. Attempts to determine the effectiveness of a school are central to ensuring that the school has the desired impact at the student level and to improve schools' teaching and learning environment (Ramberg, Laftman, Almquist, & Modin, 2019). In order to say that an organisation is effective, empirical evidence of effectiveness is required. When literature is examined, important studies to determine the effectiveness of schools are found (Averch, Carrol, Donaldson, Kiesling, & Pincus, 1972; Coleman, Campell, Hobson, McPartlana, Mood, Weinfeld, & York, 1966; Jencks et al., 1972; Purkey and Smith, 1983; Weber, 1971). The first research to determine school effectiveness was conducted by Coleman et al. (1966) who found that student background characteristics (home history and socioeconomic status) were more powerful than school-level factors in determining student achievement. Other studies in this area include extensive research to determine the impact of schools.

A home is a place where one lives permanently, especially as a member of a family or household. It is a place of residence or refuge. It is not a mere transient shelter. Its essence lies in the personalities of the people who live in it. According to Anene (2005), the environment is also the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms. Anene further explained that the environment can be divided into physical, social, and abstract environments. Physical environment is the objects or materials found in the home, school or community. It also includes people like parents, siblings and peers. Anene (2005) posited further that the social environment is the social life, societies and clubs affecting the individual.

However, prior studies have shown that there are numerous factors affecting students' academic performance. These factors may be home, school and peers oriented. Mangle (2007) studied learning from multi-dimensioned perspective and found students' aptitude, interest, home environment, peer's interactions, and nature of learning materials has significant influences on students' learning. Parveen (2007), Codjoe (2007) and Muola (2010) unanimously reached the conclusion that home environment is the most influential factor among all the mentioned factors. It is the first institution where a child starts to learn, and mother is the first teacher for the baby, while the role of peers is performed by the other members of the family. 'Home environment' is not an abstract concept. It is the combination of physical and psychological environment. First one includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of home includes the mutual interactions of family members, respect, say in family matters and such other things. Both aspects have a direct and significant influence on the overall development of students (Mukama, 2010; Muola, 2010). There are certain influential factors which influence the home environment. It includes the nature of family, authority (head of family), educational status of parents, attitude of parents towards children and financial position of the family; all these factors are significant for home environment (Codjoe, 2007; Mukama, 2010; Muola, 2010).

The home is the first social institution the child belongs to, where he/she

is first taught the values of life. A home prepares the child to face the outside world. Society expects parents to equip their children with the knowledge of his environment. The home is the first point of contact for the child in preparation for the future challenges (Walter et. al, 1993). The home is often viewed from various angles: the type of family, parenting style, functionality of the home and so on. The home can also be viewed as a very serious factor in a student's academic performance, especially when such students are not from impoverished homes. This type of family includes, single parents, divorced, merged family, two-parents family and so on. Parenting style has to do with authoritative parents, laissez-faire or democratic parenting style (Baumrind, 1991).

Generally, more time in extracurricular activities and other structured groups and less time on chores and television viewing were associated with higher test grades and class grades. More time on homework was associated with better grades. The point effects of all after school activities nearly doubled the predictive ability of any single activity (Tjaden, Rolando, Doty, & Mortimer, 2019). Many studies have examined parental involvement and their effect on students' learning and behaviour; only few however, have studied the factors that motivate parents to become involved (Lanthier, Wright and Edmonds, 2003).

Children receiving additional physical activities tend to show improved attributes such as increased brain function, nourishment, higher energy/concentration levels, changes in body building affects self-esteem, increases self-esteem and better behaviour which may support cognitive learning (Cocke, 2002; Trembalay, Inman & Willms, 2000). Studies have shown that children from separated parents or broken homes have difficulty in forming healthy relationships within their peer-group usually due to shyness or a personality disorder and this could affect their academic performances and participation in class, schoolwork, and examination (Kaslow, 1990).

Academic performance on the other hand is the outcome of education; it is the extent to which a student, teacher or institution has achieved the educational goals. According to Bossaert, Doumen, Bugse and Verschuerenc (2011) academic performance is commonly measured by examination or continuous assessment; however, there is a general agreement on how it is best tested. In some countries, the achievement of school is measured by the academic performance index. In Nigeria, academic performance is measured majorly by the student's performance in external examinations like WEAC Examinations both Senior and Junior WEAC, NECO examinations and JAMB examinations.

Measuring academic performance of students is challenging since student academic performance is a product of socio-economic, psychological and environmental factors. In the last 25 years, education in Nigeria has been growing as a profitable industry with the prime objective of maximising profit by delivering high quality education that produces well educated skilled mannered students according to needs and requirements of the dynamically growing market. But rather than achieving this on a great scale it appears as if the schools are more interested in maximising profit at all cost of the students mental and emotional well-being. That is the reason why the scope of this research is to find out what home factors affect the students' academic participation in school.

Teachers know that engaged students are more likely to succeed with academic tasks. According to the Centre for Comprehensive School Reforms and

Improvement, students are engaged when they devote substantial time and effort to tasks (Moser et al., 2011). Eric and Show (2011) say that engaged students care about the quality of their work, students involved in extracurricular activities outside normal school hours are more engaged in classroom activities because they build self-confidence and build additional support networks of students and staff.

That is why over the years, investigations of the factors that influence academic performance of students have attracted the interest and concern of teachers, sociologists, counsellors, psychologists, researchers, and school administration in Nigeria (Wiseman, 1973; Sogbetun, 1981). This is because of the public outcries concerning the low standard of education in the country (Imog, 2002). The declining quality of education in the country and the breeding of graduates with little technical know-how has resulted in serious setbacks in the industrial development of the nation. Different factors are capable of influencing the academic performance of students. Such factors may be the students' internal state (intelligence, state of health, motivation, anxiety etc.) and their environment (availability of suitable learning environment, adequacy of education infrastructure like textbooks, classrooms, and well equipped laboratories). Investigation of these factors has produced several findings by researchers. For example, Emeke (1984) attributed the cause of poor academic performance to a combination of personal and institutional factors.

Similarly, Chukwudi (2013) discovered that individual differences in academic performance have been linked to differences in intelligence and personality. He explained that students with higher mental abilities as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. Early academic achievement enhances later academic achievement. However, a number of factors contribute to that. It has also been discovered that certain factors can either influence or hinder the academic performance of students at any level of education. Such factors emanate from the school environment, curriculum planning and implementation, siblings/peer group influence, home environment e.g. parents, socialisation patterns in the home, location of the home, modern gadgets at home and so on. The target of this study is on home environmental factors affecting the academic performance of students. The student's home environment can either accelerate or hinder a student's academic performance.

A home has earlier been defined as a place of residence or refuge when it refers to a building. It is usually a place in which an individual or a family can live and store personal property. Magnuson (2007) pointed out that parents' academic socialisation is a term describing the way parents influences a student's academic achievement by shaping their skills, behaviours and attitude towards school. He further explained that parents influence students through the environment and discourse parents have with their children. This means that academic socialisation can be influenced by a parent's socioeconomic status. Thus, highly educated parents tend to have more stimulating learning home environments.

According to Dudait (2016) studies on education are intended to test student learning achievement and often analyse which educational environment factors have the biggest impact on student achievement. Determination of such factors and assessment of their impact is important in order to control the change in student achievement. Most surveys showed that student achievement is influenced

by economic home environment factors, and student's socioeconomic status.

Furthermore, Sogbetan (1981) and Akinsanya, Ajayi, and Salomi, (2012) went further to look deep at the causes of poor academic performance in secondary school students. Some of the factors identified are intellectual ability, poor study habits, lack of vocational goals, low self-concept, and low socioeconomic status of the family, poor family structure, and anxiety. The consequences of these include indiscipline in schools and low standard of education.

Buttressing this, Ayila and Olutola, (2000) identified and categorised problems responsible for students' poor performance to problems of teachers, problems of inadequate facilities in the schools, problems traceable to students' problems caused by parents and society at large and problems of government policies and funding of education.

Studies also indicated that there is an awareness of the importance of the home environment or family on students' academic performance. The home has a great influence on the students' psychological, emotional, social and economic state. According to Ayila and Olutola (2000), the state of the home affects the individual since the parents are the first socialising agents in an individual's life. 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. Thus, Ichado (1998) concluded that the environment in which the student comes from can greatly influence his performance in school.

Parveen (2007) along with Muola (2010) believe that home environments hinder or support children's overall development. Parents' attitudes play a dominant role and where it is supportive it enhances children's performances and has positive impacts on child's development. Interactions of family members are contributive for students' as it enables them to improve their linguistic, social, and intellectual skills. There is evidence that a supportive home environment enhances children's confidence in his/herself, enabling them to be sociable. This confidence helps students in developing their adjustment capabilities in different environments which positively influences students' educational performances. Students living in non-supportive home environments struggle in every walk of life including educational life (Parveen, 2007; Bandhana & Sharma, 2012).

Anene (2005) has equally stated that the home is the single most significant environmental factor in enabling children to develop the trust, attitude and skills that will help them to learn and engage positively with the world - a process that starts at birth, if not before. It is the foundation from which babies, young children and youths can grow to achieve their full potential. Good home learning environment provides love, security, simulation, encouragement and opportunities that help children to flourish. The quality of parent-child relationship is fundamental to children's longer-term development. Warmth, encouragement and an absence of hostility are key elements in a positive home environment.

Children from families with low socio-economic status are at a greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood, family stress and educational failure. Students from low socioeconomic background that encounter these environmental factors are four times more likely



to have learning disabilities than students from high socio-economic background while a combination of these environmental factors accelerate academic success (Obeta, 2014). A student, who has not eaten for days and has clothes that do not fit, cannot maintain focus in a classroom. Anene (2005) argues that students from high socio-economics status compared to students from low socioeconomic status families are not provided the same tools as the students from wealthy families, and that they are entering schools already behind those not living in similar conditions. Similarly, it is believed that factors such as malnutrition, lack of motivation in homes, spousal violence, and single parents as well as impoverished home environment affects the development of intellectual ability negatively (Mario, 2006). This means that students from low socioeconomic backgrounds tend to be below or just average in their intellectual development particularly when this phenomenon is accessed in terms of scores or tests.

Similarly, Hill et al. (2004) had also argued that socioeconomic status of parents does not only affect the academic performance, but also makes it possible for children from low background to compete with their counterparts from high socio-economic background under the same academic environment. Moreover, Smith, Fagan and Ulvund (2002) had asserted that significant predictors of intellectual performance at age of 8 years included parental socioeconomic status (SES). In the same vein, other researchers had posited that parental SES could affect school children as to bring about flexibility to adjustment to the different school schedules (Guerin et al., 2001). The same view is shared by Machebe (2012), who concluded that parental socio-economic status could influence academic performance of their children at school. In a previous local finding in Nigeria, Oni (2007) and Omoegun (2007) had averred that there is significant difference between the rates of deviant behaviour among students from high and low socioeconomic statuses.

Many studies have equally highlighted the positive connection between the home environment and the secondary school students' academic performance (Eamon, 2005). The studies' key focus relied on parents' unique role in the academic life of young learners. Duke (2000) highlighted that parents' encouragement and motivation significantly affected academic performance and proved to be a positive reinforcement for young learners. Mayer, (2010) observed the children of wealthy parents are likely to succeed more in life than poor ones. Because wealthy parents can spend more than poor parents on child education. The whole environment influences the interaction of children with the family. Rouse & Barrow (2006) perceived that financially disadvantaged parents are not able to afford the educational expenses of their children at higher levels. Children need a pleasing and exciting environment, characterised by social care, particularly by the mother, and provides various experiences and stimulations. Sander (2001) expresses that SES low level strongly disturbs the students' achievement and drags them down towards lower level. Therefore, parents are the most potent force to attain the academic achievements of their children. Home environments vary in many aspects, such as parents, friendly home environment, home facilities, parents' attention or care, motivational behaviour of parents, parents' financial status (Younas, Liu, Khalid, & Bakar, 2021). Children coming from different environments have their academic achievements affected differently.

It is against this backdrop that this study was construed to examine effects of home factors and students' classroom participation on academic performance of

senior secondary schools students in Nigeria.

### Methods

This study adopted descriptive survey research design. The population of this study includes teachers and students in senior secondary schools in Education District I of Lagos, Nigeria. There are 36 senior secondary schools in Education District I. From these 36 schools, 8% of the schools were randomly selected. Two teachers and three students from each school were included in the sample resulting in a total of 108 students and 72 teachers. A self-constructed questionnaire was used to collect the required data from the selected sample, using a 4-point Likert scale of: strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD).

The questionnaire was constructed by the researchers after a careful review of some related literature (Parveen, 2007; Muola, 2010) Instrument design was validated by experts in measurement and evaluation in sociology of education, to test each question content relative to the research. The questionnaires were administered to the selected teachers and students of the Senior Secondary Schools in Education District I of Lagos, Nigeria.

The questionnaire was administered by selected graduate students trained for that purpose. The data collected were analysed using simple percentage, t-test, Chi-square and Pearson Product Moment Correlation Coefficient statistical tools.

### Findings

#### Classification of Teachers based on Qualification

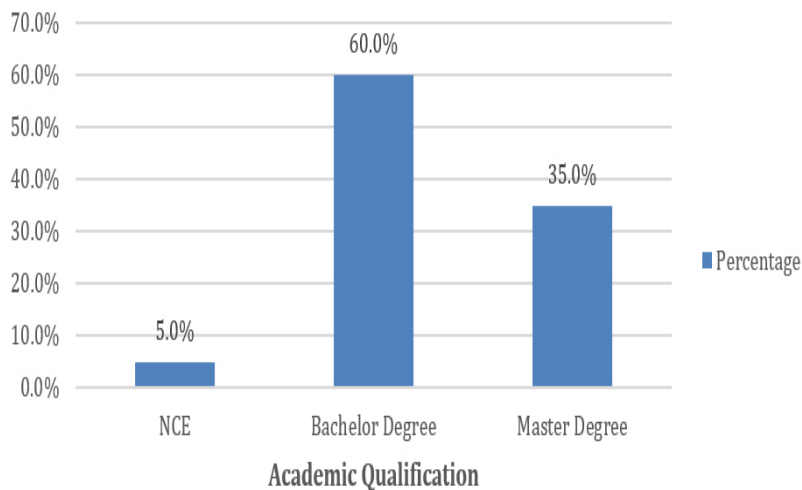


Figure 1. Percentage Distribution of Teacher's Qualification N=72

The figure above shows the percentage distribution of teachers' qualification. The figure revealed that 5.0% of the teachers had NCE certificate, 60.0% were

Bachelor degree holders and 35.0% with Master's degree. Majority of the teachers had a bachelor degree or its equivalent.

**Classification of Teachers according to Years of Experience**

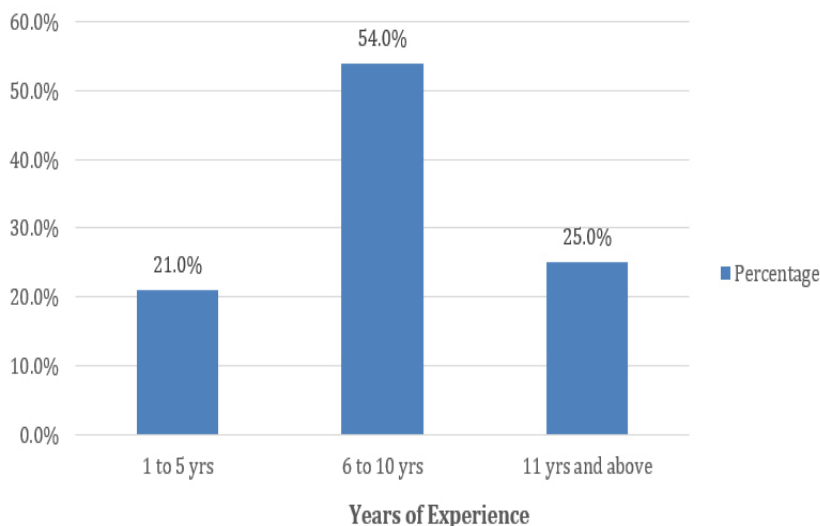


Figure 1. Percentage Distribution of Teacher's Years of Experience N=72

Figure 2 shows the percentage distribution of the teachers' year of experience.. The figure indicated that of 21.0% of the teachers had 1-5 years of experience, 54.0% had 6-10 years of experience and 25.0% had 11 years or more working experience. This depicted that majority of the teachers were highly experienced. Thus, make them suitable to provide relevant information on effects of home factors and students' classroom participation on the academic performance

Table 1  
Distribution of Students According to Age N=108

Age	Frequency	Percentage
13-15	85	78.7%
16-18	23	21.3%
19 and above	0	0
Total	108	100%

Table 1 shows that the majority of the students (i.e. 78.7%) are aged between 13 to 15 years and the remaining 21.3% are between 16 to 18 years old.

Table 2  
Distribution Students according to Sex N=108



Sex	Frequency	Percentage
Male	67	62%
Female	41	38%
Total	108	100

Table 2 shows that the majority of the respondents are male i.e., 62% while only 38% of them are female.

Table 3  
*Descriptive Statistics on Home Factors that Influence Students' Academic Participation in School Activities*

S/N	Question	SA	A	D	SD	Mean
11.	Students' homework/ assignments are not always checked by most of their parents.	12 (17.0)	14 (19.0)	29 (40.0)	17 (24.0)	2.29
12.	Electronic media have affected the students negatively at home.	9 (13.0)	29 (40.0)	19 (26.0)	15 (21.0)	2.44
13.	Students prefer to chat on their phone instead of finding useful information that can assist them in learning.	14 (19.0)	17 (24.0)	23 (32.0)	18 (25.0)	2.38
14.	The avoidance of use of corporal punishment on the students does not help matters.	30 (42.0)	24 (33.0)	14 (19.0)	4 (6.0)	3.11
15.	Parents do not spend quality time with their children at home.	35 (49.0)	27 (38.0)	10 (14.0)	0 (0.0)	3.35
	Pooled Mean					2.71

*Note: (Percentages are enclosed in parenthesis)*

Table 3 presents the home factors that influence students' academic participation in school activities in order of influence. According to the table, the respondents reported a very high influence for the statement, "parents do not spend quality time with their children at home", with a mean item score of 3.35 closely followed by the "avoidance of use of corporal punishment on the students does not help matters", with a mean score of 3.11. The statement, "electronic media have affected the students negatively at home", had a high influence with a mean score of 2.44 while "students' homework/assignments are not always checked by most of

their parents” with mean score of 2.29 was identified as the least factor on 4-point Likert scale. The table also depicted an overall mean score of 2.71

**Test of Hypotheses**

1: There is no significant relationship between home factors and student academic performance

Table 4  
*Chi-Square Computation on Home Factors and Student Academic Performance*

Variables	n	Df	Level of Sig.	Cal x <sup>2</sup>	Table X <sup>2</sup>	Decision
Students performance	65		0.01	6.85	3.84	Reject
Home factor	7	3				

Table 4 reveals that the calculated chi-square of 6.85 was greater than the critical value of 3.54 at p value less than 0.01, hence, the null hypothesis which states that there is no significant relationship between home factors and student academic performance was hereby rejected. In other words, student’s home factors affect their academic performance.

2: There is no significant difference in teachers and students’ perceptions of home factor relevance.

Table 5  
*Differences in teachers and students’ perceptions of home factors relevance*

Group	n	X	SD	Df	Level of Sig	Cal. t	Critical t	Decision
Teachers	72	9.34	5.54					
Students	108	7.88	5.86	178	0.00	4.03	1.70	Reject

Table 5 shows that t-test analysis on the difference between teachers and students’ perceptions of home factor relevance. The calculated t-value of 4.03 was found to be greater than the table value of 1.70 at 0.05 level of significance. Since the calculated t-value exceeds the table t-value, we reject the null hypothesis which states that there is no significant difference in teachers and students’ perceptions of home factors relevance. Based on this decision we conclude that the teachers and the students perceive differently the relevance of home factors.

3: There is no significant relationship between home factors and student's classroom participation.

Table 6  
*Correlation Computation on Home Factors and Students' Participation*

Variable	Mean	SD	DF	P.	r-CAL	r-Tab	Decision
Home Factor	29.7	5.15					
Students Participation	23.2	3.18	70	0.02	0.28	0.20	Significant

The calculated correlation (r) value of 0.28 is greater than the critical (table) value of 0.195 at 0.05 level of significance. Hence the null hypothesis, which stated that there is no significant relationship between home factors and student's classroom participation, is hereby rejected. Based on the above result and decision, it is concluded that there is a significant relationship between home factors and student's classroom participation.

### Findings

The major finding in this research work revealed the effect of home factors on students' participation and their performance in academic activities in senior secondary school. The finding revealed that student's home factors affect their academic performance. Different factors are capable of influencing the academic performance of students. Such factors may be the students' internal state (intelligence, state of health, motivation, anxiety etc) and their environment (availability of suitable learning environment, adequacy of education infrastructure like textbooks, classrooms, and well equipped laboratories). Emeke (1984) attributed the cause of poor academic performance to a combination of personal and institutional factors. Ayila and Olutola (2000) corroborating with this study stated that the state of the home affects the individual since the parents are the first socialising agents in an individual's life. This is because the family background and context of a child affect their reaction to life situations and their 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 who they are .

Also, the study revealed that home factors such as inadequate checking/or monitoring of students homework/assignments by their parents, negative effect of electronic media, students preference of chatting on the phone than using the phone to find useful information that could assist them in learning, and parental neglect have negative influence on students' academic participation in school activities. Ichado (1998) stated that parents' constant disagreement affects children emotionally and this could lead to poor academic performance in school. The family lays the psychosocial, moral and spiritual foundations in the overall development of the child. While the mother's significant role in this cannot be overemphasised;

studies on father-child relationship suggest that the presence of a father in the home influences the development of a child significantly (Agulanna, 1999). Thus parenthood is a responsibility requiring the full cooperation of both parents who must ensure the total development of their offspring(s). Maclean (2004) opined that dysfunctional family relationships lead to poor school performance and poor school performance leads to deterioration of family relationships.

Furthermore, the study revealed that the teachers and the students have different perceptions of the relevance of home factors. While the teachers see parental involvement as an encouraging factor for the students, the students see parental involvement as hindering them to be free. As a result, efforts by teachers in communicating to the parents are hindered by the students.

Additionally, the findings of this study revealed that a significant relationship exists between home factors and student's classroom participation. Home that lacks love, care, motivation by parents for their children and effective communication is a home that raises children with poor skills and morals. A conducive home influences the child's listening skills, classroom participation, and uninterrupted mind in the learning process. Supporting this finding Gonzalez-Pienda et al. (2002) highlighted the importance of the family structure as ideally providing a sense of security and stability that is necessary for children. They explained further that a family that is not functional is not stable and this might affect the child socially and academically.

### **Conclusion and Recommendations**

Home factors affect many aspects of family life. Establishing a daily routine is difficult in a hurried generation, the amount of parents' interest and time directly affects the amount of child's reading, writing and discussion between family members. Homework, television viewing, extracurricular activities, other types of structured after school groups and jobs all contribute to the academic performance of the child (Mc Mahon, 2010). Measuring academic performance of students thus becomes challenging since student performance is a product of socio-economic, psychological and environmental factors.

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