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Influence of Home Environment on The Academic Performance of Pupils

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ABSTRACT

The film of this study has on the influence of the home environment on the academic performance of pupils in the Isole Local Government Area of Lagos State. The study thus examined various factors, which were likely to enhance the academic achievement of the pupils. The study then revealed that (1) parental socio-economics (2) parental level of education (3) parental motivation (4) parental income and (5) stability at home all have bearing on the academic performance of children at the primary school level. Consequently, suggestions were made for better enhancement of the academic performance of the children. However, there is no significant relationship between influences of the home environment on the academic performance of pupils in the Isole local government area of Lagos state.

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1. INTRODUCTION

This work researches the influence of the home environment on the academic performance of pupils, a case study of pupils in Isolo Local Government of Lagos state. From the beginning, the Nigerian environment is associated with unclassified problems entangled with an impoverished outlook and being devoid of the most modern facilities and infrastructure that could sustain an urban area. This is manifested in the standard of living and the contributions of the people towards national development.

This circumvented problem in rural areas has an adverse effect on the pupils' academic performance. It is imperative therefore to exhume the associated rural problem that affects their academic achievement with the prevailing order in the educational arsenal. Most often than not, there has been a persistent cry about the state of intellectual attainment in the school system. This cry does not include only pupil performance in rural areas but in urban as well.

Environment according to the Oxford Advanced dictionary is the natural conditions like land, air, and water, in which people, animals, and plants live and also circumstances affecting their life. The environment can be physical or psychological (Rahmat, 2021). The physical environment deals with material aspects such as infrastructure, and availability of resource facilities. The psychological environment includes the home, school community, and significant other people in our lives such as parents, peers, and siblings. The quality of our homes is very significant; some have a history or tradition of formal education and modern influences, while some are not so well equipped. The gadgets, resources, and facilities in both types of the home will influence the learning processes of children born in these homes (Abulude *et al.*, 2022).

Studies have shown that if a child lives in an impoverished environment for the first four years of life, he is likely to lose as much as, in reading knowledge and skills, general knowledge and skills. "The environment" provides the necessary conditions for both physical and intellectual growth. The African child has often been handicapped by ill health, lack of motivation, nutritional deficiencies, and unfair criticism. This hampers his intellectual development considering such treatment invariably results in a negative self-concept.

"Home" is where the child, the parent, or guardians live and from where the child set out to and from school. Home is the first enduring environmental factor in promoting readiness for school work in the child. This is because parents or guardians in the home are the children's first teachers. From the day a child is born and begins to hear, he or she begins to develop literacy as parents and other caring adults, and preschool teachers speak, play, sing, and read to them. As a child moves from infant to toddler and then to preschooler, he learns to be able to read, write, listen, and speak. Early literacy development is a significant part of preparing children to achieve academically. Basic literacy activities that are associated with children's engagement with texts and success in reading were identified by literacy researchers (Dickinson *et al.*, 2001; Maulid & Sakti, 2022) include; oral language development, which includes book reading, phoneme awareness activities (acquired through nursery rhymes jingles poetry and books that contain words with rhymes). The influence of parents especially, Mothers on children's early literacy acquisition and subsequent school achievement is well documented in numerous studies (Kirby & Hogan, 2008). Research shows that greater parental involvement in children's learning positively affects the child's school performance (Grace *et al.*, 2012) and greater social and emotional development. Parents not only provide good learning experiences, talking with the child, sharing experiences, and teaching but also help to organize a child's learning experiences. Also, pupils with richer home

literacy environments demonstrate higher levels of reading knowledge and skills than those with low academic exposures. Psychologists have also discovered from various studies that heredity goes a long way to determine a child's intelligence and consequently the level of his academic performance in a given environment. Those children whose parents are noted for higher intelligence quotient are bound to inherit such traits through genetic transfer and such children are sometimes referred to as a chip of the old block (Palma *et al.*, 2021; Fareeda *et al.*, 2023). It has also been observed that children of well-to-do parents sometimes perform below academic standards because they often waste most of their valued time watching television, video films, and programs or even wandered away from home. While some children of very poor family backgrounds struggle very hard to become great achievers. In conclusion, parents contribute a lot to the academic performance of their children in school, it is assumed that students from homes that do not have an interest in education tend to perform poorly in subjects like Basic Science, English Language, Mathematics, and Local language among others. This is because they lack encouragement and incentives from their parents which affects them negatively. Therefore, the home is expected to provide a good atmosphere to enhance students learning.

Most people hold the view that the home environment of a child affects his academic performance. Today, most parents are not highly involved in the early academic acquisition of their children. In the home mothers are the first teachers, they are caregivers and minders of the child during the critical period of their development, though fathers do as well (Reay, 1999; Schofield & Beek, 2005). The problem arises from the fact that the jobs of so many parents are so demanding and this may explain why they do not have ample time for their children. Some parents are either unable or refuse to provide the basic need of their child due to the socio-economic attainment existing among the various homes in highly civilized areas and this also affects the academic performance in the school. The thrust of this project is to critically examine and analyze the effect of home background on the academic performance of students. Though this research was carried out elsewhere, little or no effort has been made in the past to carry out this research in the Isolo Local Government of Lagos State. This work seeks to investigate how the role played by the home, directly or indirectly affects the student's academic performance. To investigate this, therefore, the following questions will be considered.

Research questions are

- (i) What is the extent of the effect of the socio-economic status of parents on students' academic performance in some selected primary schools in the Isolo Local Government Area?
- (ii) What is the extent of the academic status of the parent on students' academic performance in some selected primary schools in the Isolo Local Government Area?

For this study, the following hypotheses were formulated:

- (i) There will be no significant difference in the academic performance of pupils due to parental social economic background.
- (ii) There will be no significant difference in the academic performance of pupils due to parental academic background.

2. REVIEW OF RELATED LITERATURE

Home environment means the family background of the child which includes all human and material resources. The student's home environment can either accelerate or hinder a student's academic performance. A home can be defined as a place of residence or refuge when it refers to a building. Human beings are born into different environmental conditions.

Though people may have different hereditary potentials, the environment in which they find themselves may have a greater influence on their lives producing what the people may become in the future. To this, the child is the product of his total environment. The child's environment influences what he would be able to learn as he grows up. The extent to which the child may reach academically depends largely on certain environmental conditions. Children born into two different environments may tend to behave differently from each other. [Adeleye et al. \(2022\)](#) states that a child that comes from a remote village will behave differently from another one that comes from a city. This is because their environment is different from each other. In the same way, a child whose parents are rich may have better living conditions than a child from a poor background, so their behaviors would be different. A stimulating environment gives a positive effect on the child's rate of development and learning effectiveness. On the other hand, a poor environment lacking access to good food, good clothes, and a clean environment will have a poor or negative influence on the child's growth and development.

An environment according to [Pervin \(1978\)](#) can be defined as those aspects of the organism's surroundings to which it responds at a given time. These surroundings may include the physical or the psychological. [Bartos \(2013\)](#) said this may include what the child can see, hear, taste, touch, smell, or feel. All these have a great influence on the child's learning abilities.

The home has a far-reaching influence on the child. The child's home environment influences attainment at school ([Mensah & Kiernan, 2010](#)). Also, the home environment variables could be manipulated to enhance students' academic performance. The level of educational attainment of parents could influence the academic achievement of their children. Those students whose parents have a tertiary level of education perform on average; significantly perform better in tests of science, reading, and mathematical ability than do those whose parents have only basic school certificates. In a family where both the father and mother are educated, their children are always taken good care of in their academic activities ([Ceka & Murati, 2016](#)). Such parents know the importance of getting educational materials for their children in school. They may go through their children's exercise books after school or even employ a private teacher to teach them after school. By so doing, their academic performance will be improved; whereas in the case of illiterate families, the need to supervise the children's exercise books is not there, hence their children's low academic performance in school. Educated parents may also have a library at home, stocked with novels, encyclopedias, and other educational books and educational audio-visual tapes. When children make use of these materials, it will enhance their intellect.

3. METHODS

This study aimed to find out the influence of the home environment on the academic performance of pupils in a school in the Isolo Local Government Area of Lagos State. Thus, a simple survey research technique was employed. A research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions. Good research is therefore not accidental. Thus, a qualitative simple survey research technique was employed for use in this study. It is good at surfacing deep issues and making voices heard and was thus found suitable to explore the influence of the home environment on the academic performance of pupils in a school in the Isolo Local Government Area of Lagos State. It also allows the researcher to gain an understanding of social phenomena from participants' perspectives in their natural settings ([Darke et al., 1998](#)).

For our data collection, the questionnaire method was used. Where necessary, however, a face-to-face interview was conducted in addition to the questionnaire. The question was divided into two sections – A and B. Section A consists of Question 1 and was aimed at eliciting demographic information about the respondents. They are based on age, sex, and parental background.

4. RESULTS AND DISCUSSION

In all one hundred and fifty questionnaires were administered based on thirty (30) questionnaires to each of the five primary schools selected for the study (see **Table 1**). The entire one hundred and fifty questionnaires were retrieved. This clearly shows 100% of the total questionnaire was administered. **Table 1** shows that there was a total of one hundred and fifty respondents. Out of the respondents, 100(66.7%) were male, while 50(33.3%) were female. It further reveals heavy dependence on male views. This was not pre-determined and the researcher did not expect that there would be much difference in the views of both males and females.

Table 1. Frequency distribution of respondents by sex.

Sex	No.	Percentage (%)
Male	100	66.7
Female	50	33.3
Total	150	100.0

Table 2 above indicates that most of the respondents fall within the age of 12 years. This is sixty (60) out of the total respondents of one hundred and fifty or 40%. It also indicates that pupils between the ages of 9 and 10 years began their education at an earlier age. However, since all the pupils were carefully guided during the process of answering the questionnaire, the results of our findings were believed to be very reliable.

Table 2. Frequency distribution of respondents by age.

Age	No.	Percentage (%)
9 years	40	26.7
10 years	50	33.3
12 years	60	40.0
Total	150	100.0

The hypothesis states that there will be no significant difference in the academic performance of pupils due to parental social economic background. To confirm this hypothesis, some questions were used. This result is reflected in **Tables 3** and **4**.

Table 3 shows that 60(40.0%) of the respondent's parents were salary earners, while 40(26.7%) were businessmen. Also, 50(33.3%) of the parents were petty traders. This means that those parents in the categories of salary earners and businessmen were more likely to cater very well academically for the welfare of their children.

Table 3. What is your father's occupation?

Occupation	No.	Percentage (%)
Salary earner	60	40.0
Businessman	40	26.7
Petty trading	50	33.3
Total	150	100.0

Table 4, 40(26.7%) of the respondents' parents earned N10,000, while 50 (33.3%) earned N20,000 and 60 (40%) earned N50,000 and above. It is hereby implied that the higher your income the more likely you will be able to finance very well the education of your children.

Table 4. Your school fees and other dues are paid regularly and as when due.

Parents income	No	Percentage (%)
₦10,000.00	40	26.7
₦20,000.00	50	33.3
₦50,000.00 and above	60	40.0
Total	150	100.0

The hypothesis states that there will be no significant difference in the academic performance of pupils due to the home environment. Some questions were used to test the above hypothesis as shown in **Table 5**. **Table 5** shows that 130(86.7%) of the respondents had their school fees and other dues paid regularly. 20(13.3%) had their due not paid regularly. This may be due to a lack of funds by the parents. However, it was observed that this had a bad effect on the academic performance of the children.

Table 5. Your school fees and other dues are paid regularly and as when due.

Responses	No.	Percentage (%)
Yes	130	86.7
No	20	13.3
Total	150	100.0

The purpose of this study is to find out the influence of the home environment on the Academic Performance of pupils in Isolo L.G.A of Lagos State. In order, to achieve this aim, the opinions of various authors were sought. Also, some periodicals were used and some of the areas included parental socio-economic status, parental academic backgrounds, and home environment.

In addition, a random sampling was used to select one hundred and fifty pupils from the primary schools in Isolo Local Government Area. The questionnaire was the main instrument of research in the study. For the data analysis, a simple percentage was used for describing the results and testing the hypotheses.

5. CONCLUSION

In light of the above findings, it is conclusive that home environment as regards (a) socioeconomic status (2) parental level of education (3) stability at home all have bearing on the performance of the children academically, most especially at the primary school level. Considering its importance in the future of the pupils, there should be a conscious effort put forward by parents in providing a favorable home environment for their wards, thereby laying solid foundation for pupils at home. With the changes in economic structure whereby the socio-economic level of the parents is being frequently adversely affected, it is recommended that:

- (i) Government should make its free education policy meaningful by providing adequate funds to create a satisfactory environment for good quality primary school education.
- (ii) Government at the three-tier levels should embark on policies aimed at improving the standard of living of the citizens.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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