Home Background and Educational Development of Secondary School Students in Onicha L.G.A. of Ebonyi State

1\^ AMADI, Eric Chikweru (Ph.D) & 2\^ ANI, Chijioke Nweke

1Department of Educational Foundations, Faculty of Technical & Science Education, Rivers State University, Port Harcourt-Nigeria

1Department of Educational Foundations, Faculty of Technical & Science Education, Rivers State University, Port Harcourt-Nigeria

* amadi.eric@ust.edu.ng; joesac2000@gmail.com; joesac2000@yahoo.com,+2348035452254

ABSTRACT
This study focused on home background and educational development of secondary school students in Onicha Local Government Area of Ebonyi State, using some selected schools in Onicha Local Government Area, as case study. It is a survey study. 200 respondents comprising of 170 students and 30 staffs were randomly selected from the study area. Two research questions and one hypothesis was developed to test the correlation between home background and students’ academic development in secondary school. Questionnaire was used to gather data and data was analyzed using mean statistics. Also, as hypothesized, academic development of students in the selected schools was significantly positively correlated with home background. It is revealed that home background has effects on academic development of secondary school students. It is recommended that parents should be educated on the needs to create enabling home environment for their children’s academic development, and similar research with relevant research methodology should be carried out in other states of the federation to ascertain the degree of conformity which this research have on the correlation between home background and academic development.

Keywords: home background, secondary school students, parental income

INTRODUCTION
Parents or guidance are responsible for providing the right home environment that will facilitate effective learning for their wards. One of the first educations a child gets is from the home which justifies the saying that “education starts from the cradle to the grave”. In a nutshell we can say that the home is the root of a student’s performance both morally and academically, because it is in the home that the child first learns how to talk, walk and do certain domestic chores. The permissive home allows the child to do whatever the child desires, no matter what it is and how it affects the child. The children brought up in this kind of home environment grow up without respect for laws, rules and regulation.

Broken home results from the death of a spouse or divorce. Children from this kind of home often suffer a lot of psychological breakdown; the child is hardly accepted, cared for and loved. In such homes “runaways” can be bred. The effect of this type of home on children can be disastrous, as such children may eventually end up as hooligans, bandits, drugs addicts etc.

Democratic home seems to be the best, because the child is given the freedom to express his/herself. Children from such homes are cool headed, obedient to authority and posses good sense of judgment etc. While autocratic home gives a child no freedom whatsoever to express his/her feelings or
opinions on the activities of the home. Therefore, whatever he/she does is guided by strict principles; such a home may have damaging effect on the child such that the child is rendered socially maladjusted, aggressive and timid. Home types and styles of upbringing in essence have a great impact on student’s performance in school.

**Design of the Study**

This research adopted a descriptive design. The reason is that it aims at evaluating the effect of home background on the educational development of secondary school students.

**PRESENTATION OF FINDINGS**

**Research Question 1: To what extent does a family with illiterate parents negatively influence the educational development of students from such home?**

Table 1: Family with illiterate parents negatively influence the educational development of students from such home.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM STATEMENT</th>
<th>VHE</th>
<th>HE</th>
<th>LE</th>
<th>VLE</th>
<th>Total</th>
<th>( \bar{X} )</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Illiterate parents always insist that their children must be adequately educated.</td>
<td>(280)</td>
<td>70</td>
<td>(165)</td>
<td>55</td>
<td>(130)</td>
<td>65</td>
<td>(10)</td>
</tr>
<tr>
<td>2</td>
<td>Children from illiterate background perform better than others academically.</td>
<td>(220)</td>
<td>55</td>
<td>(180)</td>
<td>60</td>
<td>(160)</td>
<td>80</td>
<td>(5)</td>
</tr>
<tr>
<td>Total Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey work, 2016.

Table 1 above showed the highest responses in item one (1) which favoured the assertion that illiterate parents always insist that their children must be adequately educated. This has an average mean score of 2.92 while item 2 also has a positive response with average mean score of 2.82 which is also above the accepted criterion of 2.50. The total mean for this table is 5.74 and a grand total mean of 2.87 which is also accepted because it is above the accepted criterion (2.50).

**Research Question 2: To what extent does the parents’ profession affect the academic achievement of their children in secondary schools?**

Table 2: Parents profession affects the academic achievement of their children in secondary school

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM STATEMENT</th>
<th>VHE</th>
<th>HE</th>
<th>LE</th>
<th>VLE</th>
<th>Total</th>
<th>( \bar{X} )</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student whose parents are educated out perform those that their parents are not educated.</td>
<td>(12)</td>
<td>3</td>
<td>(15)</td>
<td>5</td>
<td>(300)</td>
<td>150</td>
<td>(42)</td>
</tr>
<tr>
<td>2</td>
<td>Children of professional parents have favourable home background for academic development than others.</td>
<td>(480)</td>
<td>120</td>
<td>(90)</td>
<td>30</td>
<td>(98)</td>
<td>49</td>
<td>(1)</td>
</tr>
<tr>
<td>3</td>
<td>Professional parents are so attached to their jobs that they hardly have time for their children.</td>
<td>(420)</td>
<td>105</td>
<td>(105)</td>
<td>35</td>
<td>(40)</td>
<td>20</td>
<td>(40)</td>
</tr>
<tr>
<td>Total Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Mean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey work, 2016.

Table 2 above showed the highest negative responses in item one (1) which disagreed with the assertion that student whose parents are educated out-perform those that their parents are not
educated. This has a mean score of 1.84 which is below the accepted criterion of 2.50 while item 2 and 3 have a positive response with average mean scores of 3.34 and 3.02 respectively all of which are above the accepted criterion of 2.50.
The total mean for this table is 8.2 and a grand total mean of 2.73 which is also accepted because it is above the accepted criterion (2.50).

**HO1:** There is no significant relationship between parent’s income and educational development of students.

### Table 3. Relationship between parent’s income and educational development of students

<table>
<thead>
<tr>
<th>S/ N</th>
<th>Variables</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>DF</th>
<th>T-cal</th>
<th>T-crit</th>
<th>Level of Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parent’s Income</td>
<td>100</td>
<td>14.3</td>
<td>12.1</td>
<td>198</td>
<td>3.48</td>
<td>1.96</td>
<td>0.05</td>
</tr>
<tr>
<td>2</td>
<td>Educational development</td>
<td>100</td>
<td>16.7</td>
<td>10.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis on table 3 reveals that the t-cal (3.48) is greater than the t-crit (1.96), this implies that there is significant relationship between parent’s income and educational development of students. There, the null hypothesis is rejected and alternate hypothesis accepted.

**DISCUSSION OF FINDINGS**

Table 1 was on “to what extent does a family with illiterate parents negatively influence the educational development of students from such homes?” the two items considered shows that illiterate parents always insist that their children must be educated. Therefore, it means that illiterate parents do not have negative effect on the children’s academic performance.

Table 2 considered how parents’ profession affects the academic achievement of their children in secondary schools. Although, the result shows that children of professional parents have favourable home background for academic development than others. However, on other items, the respondents disagreed that students whose parents are educated, out-perform those whose parents are not educated, hence, stressing that parent’s profession does not affect students’ academic development.

Parents, the home managers are the ones responsible for providing the right environment for their children to be effective in their learning process. It can now be said that home environment plays the most crucial role in a student’s academic performance or development because it’s actually home that the child first learns how to talk, walk and even spends greater percentage of his/her life.

**CONCLUSION**

Parents are urged to be alive to their responsibility for moral education and they should strive to promote a home environment that is conducive for learning. Parents can also do a lot to build strong foundation for a successful and positive school experience.

**RECOMMENDATIONS**

In view of the findings of this study the following recommendations are made by the researcher:

1. Illiterate parents should be encouraged to go to school in that, their literacy will enhance their children’s academic performance in Schools.
2. Government and school management should encourage pupils to study hard by giving prizes and awarding scholarships to the best students at the end of each term or year.
3. Parents should Endeavour to give their wards spare time to read and do their home works at home rather than engaging them in domestic works all the time.

If the above recommendations are strictly adhere to, the problem of poor academic developments in our secondary schools will be minimized if not totally eradicated.
REFERENCES