Effects of Home Background on Educational Development of Secondary School Students in Ebonyi State: A Case Study Onicha L.G.A.

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ABSTRACT
This study examined the effects of home background on educational development of secondary school students in Onicha Local Government Area of Ebonyi State, using some selected schools in Onicha Local Government Area, as a 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, academic development

INTRODUCTION
Home background is the source of early stimulation and experience in children. The home influences the child at a time when his mind is most receptive. It provides the first impression which may last through the whole of the child’s life and also shape his attitude towards learning. The child often sees the parents, siblings and things in his/her immediate environment to be most significant and they are capable of promoting or diminishing him in self worth and academic performance. There have been several studies done within and outside Nigeria on the effects of home background or environment as well as the socio-economic status of parents on the academic achievement of students (Ajila and Olutola, 2007; Umaifo, 2012). Most researchers have confirmed the effect of home background on the academic development of secondary school students, and also linked it to certain factors like parents becoming isolated from their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school. Many homes are not even led by a parent, but by a grandparent, guardian or some other adult. It must be noted that while there are so many factors influencing the ability of students to develop or progress academically, Ozmert (2007) emphasized the importance of home background as a major factor in the development of
students’ academic performance. In view of this, Hussain (2006) noted that secondary school students in public schools often come from economically poor and average income homes, an assertion which is not far from the reality as witnessed in Onicha Local Government Area of Ebonyi State.

Objectives of the Study
(i) To determine the extent to which does family size affect the academic performance of student

RESEARCH METHODS
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. Two hundred (200) respondents comprising of 170 students and 30 staffs were randomly selected from secondary schools in Onicha Local Government Area of Ebonyi State. The questionnaire contains questions rated on a 4 point scale of very high extent (VHE), high extent (HE), low extent (LE), and very low extent (VLE). The criterion for decision was 2.50. T-test was used to test the hypothesis

PRESENTATION OF RESULTS
Research Question 1: To what extent does family size affect the academic performance of student?

Table 1: How does family size affect the academic performance of student?

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEM STATEMENT</th>
<th>VHE¹</th>
<th>HE²</th>
<th>LE³</th>
<th>VLE¹</th>
<th>Total</th>
<th>( \bar{X} )</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When the family size is large the parents hardly have time for their children.</td>
<td>(520)</td>
<td>(180)</td>
<td>(14)</td>
<td>(3)</td>
<td>(717)</td>
<td>3.58</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>There is competition among children of large family size which enhances their academic performance.</td>
<td>(400)</td>
<td>(150)</td>
<td>(60)</td>
<td>(20)</td>
<td>(630)</td>
<td>3.15</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>Large family size is not always a conducive environment work due to distraction.</td>
<td>(384)</td>
<td>(102)</td>
<td>(100)</td>
<td>(20)</td>
<td>(606)</td>
<td>3.03</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>Parents of large family size hardly meet up with their children’s financial demands.</td>
<td>(560)</td>
<td>(120)</td>
<td>(38)</td>
<td>(1)</td>
<td>(719)</td>
<td>3.59</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>Children from large family size have elder ones who help them with their home works and assignment.</td>
<td>(240)</td>
<td>(180)</td>
<td>(140)</td>
<td>(10)</td>
<td>(570)</td>
<td>2.85</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Total Mean 16.2
Grand mean 3.24

Source: Survey work, 2016.

Table 1 above shows the highest positive responses which favoured the postulation that Parents of large family size hardly meet up with their children’s financial demands. This has an average mean score of 3.59 while item 1, 2, 3 and 5 also have a positive response with average mean scores of 3.58, 3.15, 3.03 and 2.85 respectively, all of which are above the accepted criterion of 2.50. The total mean for this table is 16.2 and a grand total mean of 3.24 which is also accepted because it is above the accepted criterion (2.50).
Research Question 2: To what extent does single parent’s home affect the Academic Performance of Student?

Table 2: Single Parent’s homes affect the Academic Performance of Student.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Item Statement</th>
<th>VHE¹</th>
<th>HE²</th>
<th>LE²</th>
<th>VLE¹</th>
<th>Total</th>
<th>X</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student whose parents stay together performance better than students whose parents are separated.</td>
<td>(552)</td>
<td>138</td>
<td>(96)</td>
<td>32</td>
<td></td>
<td>698</td>
<td>3.49</td>
</tr>
<tr>
<td>2</td>
<td>Single parenthood has negative impact on a student’s performance.</td>
<td>(480)</td>
<td>120</td>
<td>(165)</td>
<td>55</td>
<td></td>
<td>613</td>
<td>3.45</td>
</tr>
<tr>
<td>3</td>
<td>Children from broken homes feel rejected and isolated and hardly partake in class activities.</td>
<td>(280)</td>
<td>70</td>
<td>(120)</td>
<td>40</td>
<td></td>
<td>420</td>
<td>2.79</td>
</tr>
<tr>
<td>4</td>
<td>Single parents hardly have time for the children</td>
<td>(196)</td>
<td>49</td>
<td>(93)</td>
<td>31</td>
<td></td>
<td>328</td>
<td>2.54</td>
</tr>
<tr>
<td>5</td>
<td>Single parents hardly meet up with children’s needs</td>
<td>(396)</td>
<td>99</td>
<td>(93)</td>
<td>31</td>
<td></td>
<td>528</td>
<td>3.04</td>
</tr>
</tbody>
</table>

| Total Mean                                      | 15.31 |
| Grand mean                                     | 3.06  |

Source: Survey work, 2016.

Table 2 above shows the highest positive responses which favoured the assertion that students whose parents stay together perform better than students whose parent are separated. This has an average mean score of 3.49. While item 2, 3, 4 and 5 also have a positive mean scores of 3.45, 2.79, 3.54 and 3.04 respectively all of which are above the accepted criterion of 2.50. The total mean for this table is 15.31 and a grand total mean of 3.06 which is also accepted because it is above the accepted criterion of 2.50.

Hypothesis (H01): There is no significant relationship between parental educational background and academic development of students.

Table 3: Independent t– test analysis of hypothesis one.

<table>
<thead>
<tr>
<th>S/No.</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>Educational Background</td>
<td>50</td>
<td>12.5</td>
<td>5.99</td>
<td>198</td>
<td>1.33</td>
<td>1.96</td>
<td>0.05</td>
</tr>
<tr>
<td>2</td>
<td>Academic development</td>
<td>150</td>
<td>13.6</td>
<td>2.26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis on table 3 reveals that t-cal (91.33) is less than the t-crit (1.96). This implies that there is no significant relationship between parental educational background and academic development of students.

DISCUSSION OF THE FINDINGS

Table 1 shows clearly that family size affects the academic development of secondary school students. From the findings, it’s obvious that the family size has both negative and positive influence on the students. Large family size has negative influence, of parents not paying adequate attention to their children, challenges of meeting children’s financial needs and absence of conducive learning or studying environment at home. However, the findings show that such large family has elders who help their younger ones with school’s assignments thereby enhancing their academic performance. Consequently, the result of findings has shown that family size affects the academic performance of the students.

In Table 2, the findings show that single parent homes affect the academic performance of students. Single parents home may be caused by divorce, death of a spouse or even pregnancy outside wedlock.
Consequently, the result of the findings has shown that single parenting may cause serious psychological trauma on the children and this can adversely affect their concentration on their school work and it can make their performance to drop drastically.
From the findings, it was discovered that the whole background drastically affects the academic development or performance of secondary school students. The home is seen as the agent that creates the first impression which last through out a child’s life and is also seen as a place that shapes the child’s attitude and behavior in any area of his/her life and even career development. Home is seen as the most significant environment that helps in promoting and stimulating in the child’s life self –worth and self confidence that will yield good academic performance.

CONCLUSION
In conclusion, the home which is the cell of the society and also the foundation of all education remains a tool for every child’s socialization. Children are most influenced by the training they set from the homes they come from.

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

a. Parents should provide their wards with essential materials that will help them improve on their academic performance.

b. School’s management should discuss the importance of materials in learning and enhanced or conducive home environment with parents in PTA meetings.

c. The Government at all levels should establish and equip more adult education centers for the training of illiterate parents.

REFERENCES