

INFLUENCE OF HOME BACKGROUND ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE IN ANAOCHA LOCAL GOVERNMENT AREA OF ANAMBRA STATE.

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Abstract

This study evaluated influence of home background on academic performance of secondary school students on English Language in Aniocha Local Government Area of Anambra State. Four research questions were formulated for the study. A descriptive survey research design was adopted while the population comprised all the secondary schools in Aniocha Local Government Area of Anambra State. The main instrument for data collection was a structured questionnaire. The questionnaire consists of two parts. The first part focused on the personal data of the respondents while the second part was designed to generate information on the influence of home background on academic performance of students and its made up of twenty (20) items. From the analysis of data collected, it was revealed that to a very high extent parental socio-economic status has significant influence on student academic performance in Aniocha Local Government Area of Anambra state, it also revealed the extent of influence “broken homes” has on students’ academic performance. Based on the findings, it was recommended among others parents should make effort to control the size and type of their families to a manageable level and also, this will allow them make good use of the available wealth to care for the educational needs of their children, and this could lead to the high level of academic performance of their childrens.

Keywords: Home background, academic performance and English-language.

INTRODUCTION

The overall importance of education in general and art education in particular to mankind cannot be over-emphasized. No nation can afford to neglect art education at any level of education and hope to thrive in any field of human endeavour. Art education is imperative for meaningful communication in any society. It is at the centre for communication necessary for socialization and socio-economic development of any nation.

The above notwithstanding, much has been said about secondary school students poor performance in art generally and English-language in particular. Over the years, performance in English-language has been dwindling. Scholars have raised alarm over the poor quality and lack of intelligibility of English spoken by substantial aggregate of students at all facets of education. In retrospect serious concern has been expressed over the declining standard of English language among Nigerian students, particularly the secondary school level. Hence, the west African Examination Council (WAEC) chief Examiners' Report in English Language and literature 2016 and 2017, university researchers, media and commentators lament the poor performance and the inability of the majority of students to articulate constructive English (Fadimu & Ogundipo 2014; & Akanya & Omachomu, 2019). The problems of students having poor result may be from the area of broken homes, parental socio economic status, family size and type, parental educational background, listening and speaking. The thrust of this study is to investigate on influence of home background on academic performance of secondary school students in English-language in Aniocha Local Government Area of Anambra State.

Statement of Problems

The level and extent at which students fail in Chemistry pose a lot of threat and raise questions about chemistry teaching and learning and overall students' academic performance in the subject. Although a lot issues may be responsible for the massive failure of students in chemistry both in WAEC and NECO examinations. These factors could be in the area of broken homes, parental socio economic status, family size and type, parental educational background, listening and speaking. If this continues to be then there is what could have been responsible for this trend and which one of the examinations is doing performing better? It is with this opinion that the researcher embarked on to carry out this study on the analysis of influence of home background on academic performance of secondary school students in English-language in Aniocha Local Government Area of Anambra State.

Research Questions

The study will provide answers to the following research questions:

1. What are the influences of parental socio-economic status on academic performance of students in English-language?
2. What extent are influences of broken homes has on academic performance of students in English-language?
3. What extent are the influences of family size and type on academic performance of students in English-language?
4. What extents are the influences of educational background of parents has on academic performance of secondary school students in English-language?

METHOD

The research design adopted for this study was descriptive research survey design. Descriptive survey design was selected because the study entailed asking a large number of people questions (in form of questionnaires) about their opinions and ideas, and even describe what the people say.

The study was carried out in Anaocha is a Local Government Area in Anambra State. Anaocha is a Local Government Area in Anambra State, South-Eastern Nigeria. Towns that make up the local government are Aguluzigbo, Agulu, Neni, Ichida, Adazi-Ani, Adazi-Enu, Adazi-Nnukwu, Akwaeze, Nri, Obeledu.

The population of this study comprised all the secondary schools in Anaocha Local Government Area of Anambra State. The total number of secondary school in Anaocha Local Government Area of Anambra State is sixteen (16) which comprises of 3800 students.

The sample size for the study comprised of 388 students from the public secondary schools in the study area. The schools for the study were classified along Local Government Areas.

The instrument used for data collection was a structured questionnaire. The questionnaire consists of two parts. The first was designed were focus on the personal data of the respondents while the second was designed to generate information on the influence of home background on academic performance of students and its made up of twenty (20) item. All the questions were rated using: Very High Extent (VHE); High Extent (HE); Very Low Extent (VLE); Low Extent (LE);

To determine the face validity of the instruments, initial copies of the instrument were administered to two experts from the Department of Guidance and Counselling Chukwuemeka Odumegwu Ojukwu University. They were specifically requested to assess the adequacy of the items in getting the required data, the quality of its language and the logicity of its arrangement. At the end, some items were removed, others restructured and new ones provided in their place. Their comments were strictly adhered to by the researcher to produce a final copy of the instrument.

The reliability of the instrument was determined by the test re-test method. The questionnaire was administered to the group of students and the data that was obtained from the exercise was then correlated to determine the co-efficient of reliability. The reliability result was .76 and it was reliable.

Data from the study were collated, arranged and analyzed with the arithmetic mean (X) and t-test statistic. The mean score was used to answer the research questions, while t-test inferential statistics was used in testing the hypotheses used for the study.

Response Options include:

Very High Extent (VHE);	4
High Extent	3
Very Low Extent	2
Low Extent (LE);	1

The decision rule was based on the mean rating which was calculated as follows:

$$\frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$$

Therefore, any item with a mean rating of 2.50 and above shows Agree, High Extent or Efficient where the mean rating is below 2.50 indicates Disagree, Low extent or Inefficient. For hypothesis testing if the t-calculated value is less than theoretical value the hypotheses is accepted but if the reverse is the case the hypothesis is rejected.

Result

Research Question One (1): What are the influences of Parental socio-economic status on Academic Performance of Students in English Language.?

Table 4.1: Mean Rating and Percentage Distribution on the Extent of the influences of Parental socio-economic status on Academic Performance of Students in English Language.

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1.	Parent working in good firms, establishment always wish their children to take up the same type of their own occupation or career after school	119 (30.9%)	30 (7.7%)	177 (45.6%)	62 (16.0%)	2.53	Accepted
2.	Poor parents that earned meager resources always encounter difficulties in buying learning material for their children	116 (29.9%)	124 (32.0%)	75 (19.3%)	73 (18.8%)	2.73	Accepted
3.	Poor parent discourages their children from going to school	177 (45.6%)	100 (25.8%)	80 (20.6%)	31 (8.0)	3.09	Accepted
4.	Only parents who are wealthy do encourage their children see themselves beyond Secondary school level.	100 (25.8%)	135 (34.8%)	87 (22.4%)	66 (17.0%)	2.69	Accepted
5.	Wealthy parents do pay for extra-moral class for their children	114 (29.4%)	72 (18.6%)	103 (26.3%)	99 (25.5%)	2.51	Accepted
Grand Mean						2.71	

Table 4.1 revealed that 38.4% of response from respondent accepted to a very low extent on a mean rating (2.53) that parent working in good firms, establishment always wish their children to take up the same type of their own occupation or career after school. Also, 61.9% of response from respondent to high extent accepted on mean rating 2.73 that Poor parents that earned meager resources always encounter difficulties in buying learning material for their children. Similarly, 71.4% of the response from respondent to very high extent accepted on mean rating (3.09) that Poor parent discourages their children from going to school. Meanwhile, 60.6% of the response from respondents to high extent accepted on mean rating (2.69) that Only parents who are wealthy do encourage their children see themselves beyond primary school level and 48.0% of responses from the respondents to high extent accepted on mean rating of (2.51) that wealthy parents do pay for extra-moral class for their children. However, the grand mean was 2.71 and this shows that to an high extent has parental socio-economic status has influences on of home background on academic performance of student in English language

Research Question Two: What extent are influences of “broken homes” has on Academic Performance of Students in English Language?

Table 4.2 Mean Rating and percentage Distribution on The extent of influences of “broken homes” has on Academic Performance of Students in English Language

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1.	When children from homes were mother & father do fight do usually lose control	137 (35.3%)	30 (7.7%)	171 (44.1%)	50 (12.9%)	2.65	Accepted
2.	Children from where mothers & fathers do quarrel usually have attitudinal problems	101 (26.0%)	116 (29.9%)	86 (22.2%)	85 (21.9%)	2.60	Accepted
3.	Pupils in our school from broken marriages also look depressed	91 (23.5%)	135 (34.8%)	87 (22.4%)	75 (19.3%)	2.93	Accepted
4.	One of the challenge children from broken homes face different from those in united homes is lack of concentration	155 (39.9%)	100 (25.8%)	83 (21.4%)	50 (12.9%)	2.63	Accepted
5.	Separation between parents has an effect on the position a children got in examination	124 (32.0%)	72 (18.6%)	103 (26.5%)	89 (22.9%)	2.60	Accepted
Grand Mean						2.68	

Table 4.2 revealed that 43% of the responses from respondent that they accepted to a very low extent accepted on a mean rating of (2.65) that children from homes where mother & father do fight do usually lose control. Also, 55.9% of the respondent response shows that they accepted to a high extent accepted on a mean rating of (2.60) children from where mothers & fathers do quarrel usually have attitudinal problems. Similarly, 58.3% of the respondent response shows that they accepted to a high extent accepted on a mean rating of (2.93) that children in our school from broken homes also look depressed. Furthermore, 65.7% of the respondent response revealed that they accepted to a high extent that one of the challenge children from broken homes face different from those in united homes is lack of concentration which was rated on a mean rating scale (2.63). Also, in like manner 50.6% of the respondent response shows that they accepted to a high extent accepted on a mean rating of (2.60) that Separation between parents has an effect on the position a children got in examination. The grand mean of respondent responses give an acceptable criterion mean of 2.68 and it can be concluded that to a high extent “broken homes” has influences on student academic performance.

Research Question Three: What extent are influence of “family size and type” on Academic Performance of Students in English Language?

Table 4.3 Mean Rating and percentage Distribution on The extent of influence of “family size and type” on Academic Performance of Students in English Language?

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1.	Children from families with small size have more attention of their parents than those from big size families.	101 (26.0%)	116 (29.9%)	86 (22.2%)	85 (21.9%)	2.60	Accepted
2.	Children whose families are small in size do achieve better academic height than those from large size families.	124 (32.0%)	72 (18.6%)	103 (26.5%)	89 (22.9%)	2.60	Accepted
3.	Families with undersized usually find it difficult to buy textbooks and learning materials for their Children.	111 (28.6%)	115 (29.5%)	87 (22.4%)	75 (19.3%)	2.68	Accepted
4.	Children from polygamous do have divided attention	139 (35.8%)	100 (25.8%)	83 (21.4%)	66 (17.0%)	2.80	Accepted
5.	Children from monogamous do have divided attention	97 (25.0%)	24 (6.2%)	165 (42.5%)	102 (26.3%)	2.30	Rejected
Grand Mean					2.68		

Table 4.3 revealed that 31.2% of the respondent response shows that they accepted to a low extent rejected on a mean rating of (2.30) that Children from families with small size have more attention of their parents than those from big size families. Meanwhile, 50.3% of the respondent response shows that they accepted to a low extent rejected on a mean rating (2.49) that Pupils whose families are small in size do achieve better academic height than those from large size families. Also, 58.2% of the respondent response shows that they accepted to a low extent rejected on a mean rating (2.68) that families with undersized usually find it difficult to buy textbooks and learning materials for their Children. Furthermore, 61.6% of the respondent response shows that they accepted to a high extent rejected on a mean rating of (2.80) that Children from polygamous do have divided attention and 55.5% of the respondent response shows that they accepted to a low extent rejected on a mean rating of (2.74) that student from monogamous do have divided attention. The grand mean of

respondent responses give an acceptable criterion mean of 2.60 and it can be concluded that to an high extent “family size and type” has influences influence of “family size and type” on Academic Performance of Students in English Language?

Research Question Four: What extents are the influences of educational background of parents has on Academic Performance of Students in English Language?

Table 4.4 Mean Rating and percentage Distribution on The extent of influence educational background of parents has on Academic Performance of Students in English Language?

S/N	Items	VHE	HE	VLE	LE	Mean	Remark
1.	Parents with good education usually create conducive environment for their child to study	95 (24.5%)	100 (25.8%)	92 (23.7%)	101 (26.0%)	2.49	Rejected
2.	Parents that are educated usually which their children to be like them.	143 (36.9%)	72 (18.6%)	103 (26.5%)	70 (18.0%)	2.74	Accepted
3.	Parents who went to school do help their children in doing their school homework, assignments etc after school.	139 (35.8%)	100 (25.8%)	83 (21.4%)	66 (17.0%)	2.80	Accepted
4.	Parents with good education usually encourage their children to embrace good academic pursuit.	103 (26.3%)	115 (29.5%)	87 (22.4%)	83 (21.4%)	2.61	Accepted
5.	Parents who are educated make sure their children are taught how to read and understand.	143 (36.9%)	72 (18.6%)	103 (26.5%)	70 (18.0%)	2.74	Accepted
Grand Mean		2.68					

Table 4.4 revealed that 50.3% of the respondent response shows that they to a low extent rejected on a mean rating of (2.49) that Parents with good education usually create conducive environment for their child to study. While, 55.5% of the respondent response shows that they to a high extent accepted on a mean rating of (2.74) that Parents that are educated usually which their children to be like them. Similarly, 61.6% of the respondent response shows that they to a high extent accepted on a mean rating of (2.80) that Parents who went to school do help their children in doing their school homework, assignments etc after school. Also, 56.0% of the respondent response shows that they to a high extent accepted on a mean rating of (2.61) those Parents with good education usually encourage their children to embrace good academic pursue. In like manner, 55.5% of the respondent response shows that they to a high extent accepted on a mean rating of (2.74) those Parents who are educated make sure their children are taught how to read and understand. The grand mean of respondent responses give an acceptable criterion mean of 2.68 and this shows that to an high extent educational background of parents has influences on educational background of parents has on Academic Performance of Students in English Language

Discussion of Findings

The result of this study based on research question one revealed that to a very high extent Parental socio-economic status has significant influence on student academic performance in Aniocha Local Government Area of Anambra state and this confirmed Aliyu (2016), investigation on the influence of family socio-economic status on academic achievement of Senior Secondary School students in Nassarawa Zonal Education Area of Kano State, Nigeria.

The result of this study based on research question two revealed the extent of influence “broken homes” has on pupil’s academic of student in English language in Aniocha Local Government Area of Anambra state and from all indication “broken homes” has significant influence on student academic achievement in Aniocha Local Government Area of Anambra

state. These results also confirmed Omoruyi (2014), investigation on the influence of broken homes on academic performance and personality development of the adolescents in Lagos State metropolis with particular focus on the Kosofe Local Government Area of Lagos State. The result of this study based on research question three revealed the extent of influence “family size and type” has on student academic performance in Aniocha Local Government Area of Anambra state and this results show that three items were accepted while the other were rejected. The implication of this mean that to a low extent family size and type influence student academic performance and this confirmed Ugwuja (2010) findings.

The result of this study based on research question four revealed the extent of influence on educational background of parents has on academic performance of student in English language in Aniocha Local Government Area of Anambra state and from all indication the items were accepted except item one. The implication of this is that to a very high extent the influence educational background has a very significant influence on academic performance of student in English language in Aniocha Local Government Area and this also confirmed Ogbugo-Ololube (2016) on parental background on the academic achievement of secondary school students in Obio/Akpor Local Government Area of Rivers State.

Conclusion

Based on the findings of this study, it was concluded that home background have influence on student academic performance in secondary schools in Aniocha Local Government Area of Anambra state. The implications of this was that student from low socio-economic background, broken homes, large family size and type and poor educational background are usually subjected to compromise educational upbringings. Consequence to this effect, the study indicted parents as contributing agent to children’s poor academic performance.

Recommendations

Based on the findings, the following recommendations were made:

1. Parental socio-economic status has immense influence on student academic attainment in school. Therefore, parents need to boost their socio-economic status in order to meet up with their children needs in school. Also, Government at both states and federal level should create more jobs and empowerment programme to boost the socio-economic status of parents.
2. Parents should be made to appreciate the importance of unity as broken homes distract pupils from concentrating on their academic pursuit. Parents should be actively involved in encouraging children to learn and also in supervising children academic work at home. Pupils’ should give serious attention to studies at home; in addition to other various works done at home, as the quality of effort they invested in their studies determine the height of their academic performance.
3. Parents should make effort to control the size and type of their families to a manageable level. This will allow them make good use of the available wealth to care for the educational needs of their children, and this could lead to the high level of academic performance of their childrens.

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