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# **Influence of Home and School Factors on Academic Achievement of High Achieving Secondary School Students in Abeokuta, Ogun State**

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## **Abstract**

*The study examined the relationship between home environment, school environment and academic achievement of high achieving secondary school students in Abeokuta, Ogun State. The study adopted descriptive survey research design of correlational type. Simple random sampling technique was used to select six secondary schools from two local government areas in Abeokuta, Ogun State. Two government secondary schools and one private secondary school were picked from each of the two local government areas. In each of the six schools, Slosson Intelligence Test was used to screen the intelligent ones among the Senior Secondary School II students. The continuous assessment records were carefully looked into in order to randomly select 35 high achieving students from each of the four government schools used and 30 high achieving students from each of the two private schools selected. The participants were two hundred (200) in all. The three main instruments used were students' rating scale on the influence of home and school factor on academic achievement of high achieving students, multi-dimensional approach (Teachers nomination, school records and examination results) and Slosson Intelligence Test. Two hypotheses were tested at 0.05 level of significance. Data were analysed using Pearson Product Moment Correlation (PPMC). The results revealed there was a positive relationship between home environment*

and academic achievement of high achieving secondary school students ( $r=.797$ ); there was no significant relationship between school environment and academic achievement of high achieving secondary school students ( $r= -.242$ ). Based on the above findings, it was recommended that parents must always ensure that their home environment is worked upon and made highly stimulating and conducive for learning since it has been established in this study that a stimulating home environment does have positive influence on academic achievement of high achieving students. It was also recommended that parents should give birth to the number of children they can take proper care of and that they must always keep a watchful eye on their children to ensure that they do not keep bad friends who can have negative influence on their academics.

**Keywords:** Home Environment, School Environment, Academic Achievement, High Achieving Students

## Introduction

Education is the best legacy parents can give to their children. When the family succeeds in teaching and imparting good values in their children, the country becomes a better place to live in. The responsibility of training a child basically lies in the hands of the parents. This is congruent with the common assertion of the sociologist that education is an instrument of cultural change which is being taught from home (Ogunsola and Adewale 2012). Akanle (2007) also noted that education is the best legacy a nation can give to her citizens especially the youth. This is so because the development of any nation or communi-

ty depends largely on the quality of education of such a nation. Hence formal education remains the vehicle for socio-economic development and social mobilisation in any society.

Many factors have been identified to influence academic achievement of students either positively or negatively. Numerous factors identified include: students' efforts, parents' educational background, parental socio-economic background, peer group influence, family income, self-motivation, teachers' effectiveness and so on. So many researches have been conducted on the influence of each of all the factors enumerated above and

many more on the academic achievement of high ability students in secondary schools but none known to the researchers has ever examined the influence of the combination of both home and school factors on students' academic achievement. This informs the reason why the researcher is very much interested in this particular area.

Academic achievement which happens to be the dependent variable of this study can be described as the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative scores and completion of educational benchmarks such as secondary school education and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important- procedural knowledge such as skills or declarative knowledge such as facts. Individual differences in academic achievement have been linked to differences in intelligence and personality. Stu-

dents with higher mental ability as demonstrated by intelligence quotient tests (IQ tests) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Adelodun and Ibeabuchi (2016) are of the opinion that academic achievement is a measure of how well students perform in academics over a period of time, and it is usually reflected in scores in tests or examinations. According to them, academic achievement is an important parameter in measuring success in students. They also stressed that students' examination results or scores are used as the major measurement of students' academic achievement. This implies that a student fails when he or she performs below expectation in an examination in respect to the threshold placed by the school for pass.

Literature has shown that academic achievement have

been determined by such variables as; family, society and motivational factors (Aremu and Sokan, 2003). Parker, Creque, Harris, Majeski, Wool and Hogan (2003) noted that much of the previous studies have focused on the impact of demographic and socio-psychological variables on academic achievement. More recently, another emerging dimension to the determinant of academic achievement is government factor (Aremu and Sokan, 2003). In spite of the seeming exhaustiveness of literature on the determinants of academic achievement of learners, there seems to be more area of interest to be investigated. This becomes obvious when one considers the fact that these researchers are also examining the relationship between home, school factors and academic achievement of secondary school students which nobody known to them has ever ventured into.

Home environment which is one of the major independent variables of interest in this study has been extensively discussed by many researchers. Carmen (2007) observed that parents are becoming too isolated from their children and are

therefore finding it difficult to keep a careful watch on what needs to be done to help them succeed in school. He went further to say that in many families, the parents are so business minded that their children are trained by grand parents, guardians, house maids or some other adults. Handerson (2010) observed that there are positive academic outcomes stemming from parental participation with benefits beginning in early childhood, throughout adolescence and beyond. Sukon (2015) in his own case noted that parental involvement continues to be the most influential factor in student academic achievement and student motivation. The study carried out by Sukon (2015) titled "Influence of home related factors" stressed that students whose parents are closely involved in school life and who monitor their progress make good performance in high school.

Handerson (2010) pointed out that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood, through adolescence. Kotheri (2014) stressed that parents helping students with

home work enhances self-esteem, improved behaviour and better academic performance and good school attendance. A study carried out by Greenberg (2009) entitled "parent as a partnership in young children" also stressed the importance of parental involvement by stating that there is need to stretch the conceptualisation of how families can be involved in education and contribute to their children academic achievement depending on their home environment.

School factor is another variable of interest in this study that could have either positive or negative effect on the academic achievement of students in the school. School environment plays a vital role in the development of the personality of the students. As students spend most of their life in school, the school environment is highly responsible for inculcating of great values in him. The extent to which student learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a well-planned school will gear up ex-

pected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic achievement of the students.

Relating this study to international occurrences are the assertions of Williams, Persand and Turner (2008), quoting Mardsen (2005), which reported that safe and orderly classroom environment (aspect of instructional space), school facilities (accessories) were significantly related to students' academic achievement in schools. The three researchers also quoted Glassman (2004), asserting that a comfortable and caring environment among other treatments helped to contribute to students' academic achievement. The physical characteristics of the school have a variety of effects on teachers, students and the learning process. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which leads to poor performance and higher absentee rates (Frazier, 2002). These factors can adversely affect student behaviour and lead to higher levels of frustration among

teachers and poor learning attitude among students.

It is generally believed that high ability students are known for academic excellence no matter the problems or constraints they are confronted with while in school. People believe they do not need much help from teachers, parents, counsellors and even government before they display superior performance most especially in academics. Some refer to them as all rounders while some call them intellectual wizards. The high achieving secondary school students were deliberately used by these researchers in order to find out whether home and school factors could be worked on to enhance their academic achievement.

### **Statement of the Problem**

Academic achievement, which is basically measured by examination results is one of the major goals of a school. It has been observed that most researches on academic achievement of students always focus on factors responsible for underachievement among learners, neglecting factors influencing academic achievement of high achieving

students. By extension, these researchers can boldly say that nobody known to them has ever worked on to what extent can home and school factors affect the academic achievement of high achievers. The reason for this neglect is not far-fetched. High achieving students are often seen as being perfect. People generally believe that they are so academically superior to their non-gifted mates that they do not need the help of their teachers, school guidance counsellors and even their parents before they can excel in schools. It is believed that with or without the help of the aforementioned set of people, they will still perform brilliantly. Most researchers believe that because of the giftedness they display in schools, they will rather focus their researches on the underachievers who needs a lot of help and attention.

The effort being made in this study is to explore the possibility of using the collaborative efforts of the home and school to enhance the academic achievement of the high achieving students believing that no matter how well they perform in school work, they can still do better. This study is also set out to show the whole world that it is an er-



roneous belief that high achieving students are self-reliant and they do not need the help of anybody to excel in academics. This study will be an eye opener to the teachers, parents, school guidance, counsellors, high achieving students themselves, curriculum planners and even the government on the roles they could play in order to contribute their own quota to better the lots of high achieving students academically.

### Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

- (i) There is no significant relationship between home environment and academic achievement of high achieving secondary school students.
- (ii) There is no significant relationship between school environment and academic achievement of high achieving secondary school students.

### Methodology

The study adopted descriptive survey research design of corre-

lational type. Simple random sampling technique was used to select six secondary schools from two local government areas in Abeokuta, Ogun state. Two government secondary schools and one private secondary school were picked from each of the two local government areas. Purposive sampling technique was needed to select the respondents because the researchers were interested in studying the academic achievement of only high achieving students.

In each of the six schools, Slosson Intelligence test was used to screen the intelligent ones among the Senior Secondary School II Students. Out of the intelligent students picked, their continuous assessment records were carefully looked into in order to select the high achieving students in each of the six schools. 35 students who scored above 70 percentile in each of the four government schools used in the two local government were randomly picked while 30 students who also scores above 70 percentile in each of the two private schools selected were picked as samples. The implication of this is that the

total number of high achieving respondents used were 200.

Three main instruments were used in collecting data for this study. They are as follows:

- (i) Students' rating scale on the influence of home and school factor on academic achievement of high achieving students';
- (ii) Multi-dimensional approach (Teachers' nomination, school records and Examination results); and
- (iii) Slosson Intelligence Test.

The first two instruments stated above, namely; students' rating scale on the influence of home and school factor on academic achievement of high achieving students were developed by Aremu (2003) and Standardised with reliability coefficient of 0.85. Multi-dimensional approach (Teachers nomination, school records and examination results) was self-developed and standardised with reliability co-efficient of 0.80. The third one named Slosson Intelligent Test (SIT) was constructed and validated by Slosson (1961) and re-normed in 2006. It was designed and organised as a test of general mental ability. Oyun-doyin (2003) described SIT as a

foreign test that has been adapted to suit African students, for example, certain words and items were changed to suit the culture of the testee without altering the content validity of the test. Such words like "Pennies", "Dollars" were changed to "Naira" and "Kobo", "Dime" and "Nickel" to 10 and 5 kobo respectively. The former was used in America while the latter was used in Nigeria. These researchers ensured that Slosson Intelligence Test was re-validated before using it for this study.

### **Method of Data Analysis**

In analysing the data, descriptive statistics was used. The research hypotheses were tested using Pearson Product Moment Correlation (PPMC) for the findings of the study.

### **Results**

The result of the study was considered based on two null hypotheses tested at 0.05 level of significance.

#### **Hypothesis 1**

There is no significant relationship between home environment and academic achievement

of high achieving secondary school students.

**Table 1: Analysis of the relationship between academic achievement and home environment of high achieving secondary school students**

| Variable             | Mean    | Std. Dev. | N   | R     | P     |
|----------------------|---------|-----------|-----|-------|-------|
| Academic Achievement | 35.8250 | 7.1111    | 200 | .797* | <0.05 |
| Home Environment     | 28.1900 | 7.0578    |     |       |       |

\*Sig. at 0.05 level

As illustrated in the table above, the average of academic achievement of high achieving student was 35.8250, standard deviation was 7.1111 while average of home environment was 28.1900 and standard deviation was 7.0578 with a population (N) of 200. The correlation (r) was calculated to be .797\*. The result indicated that home environment influenced academic achievement of high achieving students tested at 0.05 level of significance (P). Therefore, the

stated null hypothesis that there will be no significant relationship between home environment and academic achievement of high achieving secondary school students is rejected ( $r = .797^*$ ,  $N = 200$ ,  $P < 0.05$ ).

### Hypothesis 2

There is no significant relationship between school environment and academic achievement of high achieving secondary school students.

**Table 2: Analysis of the relationship between school environment and academic achievement of high achieving secondary school students**

| Variable             | Mean    | Std. Dev. | N   | R      | P     |
|----------------------|---------|-----------|-----|--------|-------|
| Academic Achievement | 35.8250 | 7.1111    | 200 | -.242* | <0.05 |
| School Environment   | 42.7650 | 8.0157    |     |        |       |

\*Sig. at 0.05 level

The table above reveals that the average of academic achievement of high achieving students was 35.8250, standard deviation was 7.1111 while average of school environment was 42.7650 and standard deviation was 8.0157 with a population (N) of 20. The correlation (r) was calculated to be  $-.242^*$ . The result indicated that school environment does not influence academic achievement of high achieving students tested at 0.05 level of significance (P). Therefore, the stated null hypothesis that there will be no significant relationship between school environment and academic achievement of high achieving secondary school students is accepted. ( $r = -.242^*$ ,  $N = 200$ ,  $P < 0.05$ ).

### **Discussion of Findings**

The findings of the two hypotheses tested were discussed as follows:

#### ***The relationship between home environment and academic achievement of high achieving secondary school students***

The researchers of this study discovered that there is a correlation between home environ-

ment and academic achievement of high achieving students. This can be interpreted to mean that in the population of this present study, academic achievement of high achieving students is governed by circumstances in home environment like type of family background either polygamous or monogamous, presence of educated role model at home, parents not being the authoritative type, a stimulating environment at home for learning and students learning more at home through availability of some basic electronics like television, radio and computer. All the aforementioned factors go a long way in influencing positively academic achievement of high achieving students.

The findings of this study is in agreement with the opinion of Ogunsola and Adewale (2012), who maintained that education is an instrument of cultural change which is being taught from home. United State Department of Labour (2006) also stated that it is the responsibility of parents to provide their children with all the necessary learning materials instead of using them as hawkers. This was further supported by Azikiwe (2008) who observed that

the implementation of the reform/innovation cannot be achieved if the basic instructional materials are in short supply at home. The implication of this finding is that the more conducive the home environment is the better the academic achievement of high achieving secondary school students.

***The relationship between school environment and academic achievement of high achieving secondary school students***

The findings of this study revealed that there is no correlation between school environment and academic achievement of high achieving secondary school students. This can be interpreted to indicate that in the present study, academic achievement of high achieving students is not governed by circumstances in school environment like its location, presence of qualified and competent teachers in the school, students having cordial relationship with the teachers, healthy relationship between school administration, teachers and students together with some other factors resident in the school environment. The

findings of this study shows that the level at which school environment influences academic achievement of high achieving students is very low. It must however be noted that most high achievers are people with intrinsic motivation. This is congruent with the view of Hambleton *et al.*, (2005) which says "Not all the students get equal opportunity to rise on the ladder of education. Each student has a unique personality and unique needs, beliefs and attitudes. Each student enters the class with different background knowledge and different experiences but almost all students wish to take the first position and be on the victory stand in the class. But these opportunities find a particular student who is harder, more intelligent and devoted to education than others".

This finding explains the fact that students that are exposed to the same lesson or learning environment and taught by the same set of teachers may perform differently in their academics. The differences in their academic achievement can be traced to the positive influence of home environment on academic achievement of high

achieving students and definitely not to the positive influence of school environment on academic achievement of high achieving students.

### Conclusion

The major contribution of this study provided the empirical evidences to show that home environment has a great influence on academic achievement of high achieving secondary school students. On the other hand, the study also revealed that there is no significant relationship between the school environment and academic achievement of high achieving students. Based on these findings, conclusion could be made that there is a relationship between home environment and academic achievement of high achieving students while school environment has no correlation with the academic achievement of high achieving students. These findings have again directly or indirectly pointed to areas which have to be addressed in order to enhance the learning outcomes of high achieving students.

It is evident from this study that high achieving students who enjoy lots of parental

support in their academic works do excel better in schools. This finding is supported by Ogbe-mudia and Aiasa (2013) who maintained that physical and psychological conditions of the home environment affect the children academically.

### Recommendations

Based on the findings and conclusion of this study, the following recommendations were made:

- (1) Since it has been established in this study that a stimulating and conducive home environment for learning do have positive influence on academic achievement of high achieving students, parents must always ensure that their home environment are worked upon and made highly stimulating and conducive for learning.
- (2) Low income earners who are parents should try as much as possible to control their birth rate so as to be able to provide their children with the necessary learning materials.
- (3) Parents should also be watchful and try as much as possible to ensure that their

children keep good friends  
who do not influence them

negatively in their academic  
endeavour.

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