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HOME ENVIRONMENT AND SOCIAL MEDIA AS CORRELATES OF ACADEMIC UNDERACHIEVEMENT OF HIGH ABILITY SECONDARY SCHOOLS STUDENTS IN OYO METROPOLIS

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Abstract

This study examined the relationship between home environment, social media and academic underachievement of high ability secondary school students in Oyo metropolis. The population of this study comprised all high ability Secondary School Students One (SS 1) in Oyo Metropolis. Three hundred respondents were drawn from the twenty schools selected from the four local governments in Oyo Metropolis. Slosson Intelligence Test and Contributions of Home Environment and Social Media Scale were used as instruments. Slosson Intelligence Test was constructed and validated by Slosson (1961) while Contributions of Home Environment and Social Media Scale was designed by the researcher which was later validated and the reliability co-efficient yielded $r = 0.78$. The result of the first hypothesis revealed that there is a significant relationship between home environment and academic underachievement of high ability students. The indication is that the relationship between home environment and academic underachievement of high ability students resulted in the lower $r = 0.68$ against p -value $.195$. The result of the second hypothesis revealed that there is a significant relationship between social media and academic underachievement of high ability students. This indicated that r -crit of $.62$ against p -value $.195$. It was recommended that parents should serve as good role models to their high ability children by embarking on good social habits that is worthy of emulation. Parents and teachers must also counsel the high ability students from time to time to be mindful of what they browse in the internet.

Keywords: Home environment, Social Media, Academic Underachievement, High Ability

Introduction

There is perhaps no situation more frustrating for parents and teachers than living or working with children who do not perform well academically as their potential indicate. These children are labeled as underachievers, yet few people agree on what this term means. Although the study of underachievement has a long educational history, it is more productive to consider what motivates students to do well. Too often, students who show great academic potential fail to perform at a level commensurate with their abilities. Some underachieving students may lack self-efficacy, goal-directedness, or self

regulation skills (Hosie, 2007); other low achievers may suffer from either obvious or hidden disabilities. Still others may underachieve in response to inappropriate educational conditions or environments. Underachievement is a behaviour and as such, it can change over time. Often, underachievement is seen as a problem of attitude or work habits. However, neither habits nor attitude can be modified as directly as behaviours (Adelodun, 2015). Underachievement is recognized as significant concern for educators, parents and the community because unfulfilled potential has far-reaching implications for a student's health, well-being and future life choices. Underachievement has been associated with high-risk behaviours such as delinquency.

High ability students are naturally resourceful; they are often neglected, because they appear to be able to take care of themselves academically. Teachers often give them less attention and they are not encouraged to develop their talents. It is rather unfortunate that in this twenty-first century people's notions have not changed appropriately. Fakolade (2012), asserted that the high ability students needs assistance, in specialized curriculum, instructional programmes, materials and experience that will allow them to realize their full potential. These children and youth exhibit high performance capability in intellectual, creative and artistic areas, possess an unusual leadership capacity or excel in specific academic fields. They require the service or activities not ordinarily provided in the regular school. Outstanding talent is present in children and youths from all cultural groups across all economic strata and in all areas of human endeavour. According to Renzulli (2002), high ability students include students who might not achieve high in intelligent scores, but who demonstrate above average ability in an area, combined with task commitment and creativity. Hallahan and Kauffman (2006) described it as a multifaceted combination of different types of abilities. A person with high ability tend to show analytical understanding, which allows for dividing problems into their critical components, synthetic insights, shown by the initiative ability to cope with novel situations or practical application, skills, which makes it possible to use analytical and synthetic skill to solve problems. High ability underachievement is a confusing concept. Is it possible for a student that has been identified as high ability learner to underachieve? When students do not fulfill or meet up with expectations, these can result to anxiety for the student, parents and educators, particularly when a high ability student seemingly chooses to underachieve (Gross, 1989). The underachievement of high ability students is particularly worrisome for three reasons. High ability individuals are likely to demonstrate altruistic dispositions when their needs are optimally met (Piechowski, 2003).

Home environment is considered a powerful influence on the child. A home environment is viewed as consequential for child developments and emotional adjustment (Fatuzzo, 2000). Historically, examination of the influence of home environment on developmental

outcomes have focused on distal variables as primary measures of home experience, such as the family income, parents educational level, parents occupational status, parental involvement and parenting styles. The academic achievement of any child cannot be separated from the home environment in which the child grew up (Fantuzzo, 2000). Many studies revealed that various factors are responsible for scholastic underachievement of high ability students, such as low socio-economic background, students cognitive ability, school rated factors, environment of the home or support given by the parents and other members of the family (Khan and Malik,1999; Fan,2001). Family financial resources, which are associated with parents occupation and educational attainment, often imply increase learning opportunities both at home and in the school. Indeed family background in terms of family types, socio-economic status and educational background play important role in children educational attainment and social integration (Ushe, 2012). The home has a great influence on the child's psychological, emotional, social and economic state.

Ashika (2020) stated that parents are also likely to provide a more stimulating environment in other to promote cognitive development. In terms of education, high ability students from high socio-economic status are also more likely to attend better schools. Chen (2009), studied the effect of family background, students ability and achievement in rural China. He found that parental education and mother education differ across the child's gender and level of ability. For example, father's education has significant positive effect on academic achievements of both boys and girls. mother's education matter for girls. The effect of father's education matters for low ability children. Linus (2015), states that family financial resources, which are associated with parents' occupation and educational attainment often increase learning opportunities both at home and in the school. Better educated parents can help their children in learning through their interactions in day-to-day activities.

Social media technologies takes on many different forms including magazines, internet forums, weblog, social blog, micro blogging, wikis, social networks. podcast, photographs or pictures, video, rating and social book making. According to Kapan and Heanlein (2010), the six different types of social media are collaborative projects (for example Wikipedia), blog and micro-blogs (example, Twitter), content communities (for example, YouTube), social networking sites (for example Face-book), virtually game words (for example, World of war-craft) and virtual social worlds (for example, second life). Social media may have started out as a fun to connect with friends. but it has evolved to become a powerful tool for education and business. Facebook, twitter and tools such as skype are connecting students to learning opportunities in new and exciting ways. Social media includes web and mobile-based technologies which are used to turn communication into interactive dialogue among organizations, communities and

individuals (Kaplan & Haenlein, 2010). Social networking tools are not just for flirting. The evolving world of internet communication-blogs, tags, podcasts, file swapping and others offer students radically new ways to research. They (social media) are social software which mediate human communication. In the year 2010, social media became one of the most powerful sources for news updates through platforms like Twitter and Facebook (Kaplan & Haenlein, 2010). Social networking is the software that allows people to come together around an idea or topic of interest. Bryer and Zavattaro (2011), describe social media as technologies that facilitate social interaction, makes possible collaboration and enable deliberation across stakeholders. These technologies include blogs, wikis media (audio, photo, video, text) sharing tools, networking platforms (including facebook) and virtual words. They (social media) are range of applications that augment group interaction and shared spaces for collaboration, social connections and aggregates information exchange in a web based environment. Different media like Facebook, MySpace, Twitter and many others are a new development that can be used to improve academic achievement. But the rate at which our students are using social media these days most especially among high ability students has called for concern among parents, teachers and society. That is why the researcher of this work looked at this area of home environment and social media to the prediction of underachievement among high ability students. Non-facilitating home environment is the most prevailing factor that contribute to academic underachievement of the high ability students. The quality of a child's early learning in the home environment relates positively to the development of intelligence. Home influences the high ability students at the most earliest possible time of his life at a time when his mind is most receptive, it provides the first impression which may last through the whole life of the ability students.

Statement of the problem

Since the advent of social media sites in the 1990s, it is assumed in some quarters that its implication on students' academic under-achievement is increasing day-in-day-out as a result of exposure of our youths, thereby, neglecting our values and norms pursuing other peoples culture which is contrary to African culture. Moreover, there is hardly any institution of learning in this country that is not faced with academic underachievement. The way students in these institutions of learning particularly, secondary school students are using social media has been called for serious attention. This habit is embraced by all ages in the society but it prevails among students due to their day to day contact with the social media, be it through watching films by Nollywood, or pornography films or reading of dailies which exposed them to non-sensitive activities at the expense of their academic. In today's Nigeria, over exposure to foreign culture through modern day channels of mass communications like satellite broadcast, internet and unregulated pirated videos, especially musical videos have taken their toils on the moral rectitude of our youths especially girls.

This researcher observed that a lot of work had been done to ameliorate problems such as poor academic performance and sexual harassment among students. But the issue of underachievement among high ability students is too alarming and it has been causing abnormal behaviour, social ills, drop-out, poor performance, even, it has been affecting the whole nation because all nation of the world depends on their high ability children and any attempt for the high ability students not to utilize their potentials for the benefit of their country will lead to retardation of technological advancement. This research work therefore, carried out its investigation on the contribution of home environment and social media to the prediction of underachievement among high ability students in Oyo Metropolis, Oyo State.

Purpose of the study

The main purpose of this study is to find out the relationship between home environment, social media and academic underachievement of high ability students.

Hypotheses

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

- i. There is no significant relationship between home environment and academic underachievement of high ability secondary school students in Oyo Metropolis.
- ii. There is no significant relationship between exposure to social-media and academic underachievement of high ability secondary school students in Oyo Metropolis.

Methodology

Descriptive survey research design of correlational type was used for this study. Survey is often used to obtain information on aspects of behaviour that are difficult to observe directly and also make it relatively easy to collect data on attitudes and opinions from large samples of participants. This method does not manipulate variables in the specified aspect of the real world of study. It does not add to it or delete. It only carefully observes and record information as they naturally occur at the point in time when the study is being conducted.

Sample and sampling techniques

Simple random sampling technique was used to select three hundred participants out of the six hundred respondents qualified to be referred to as high ability students in the selected schools. To choose the high ability students, the researcher depended on teacher's nomination, continuous assessment records and Slossan Intelligence Test (SIT).

Twenty secondary schools were randomly selected for this study. There are four Local Governments area in Oyo out of which five secondary schools were randomly selected from each Local Government making twenty schools altogether. Thirty out of all the students identified as high ability students had earlier been selected in each of the schools since they were in Junior Secondary School One (JSS1). They were then subjected to close monitoring. The students' academic records indicated that some of them started underachieving consistently from Junior Secondary School two to Senior Secondary School one (JSS2-SS1). Fifteen out of the students in this category were later randomly selected from each school and everything summed up to three hundred respondents.

Instrumentation

The following instruments were used in the course of this study:

1. Slosson Intelligence Test (SIT)
2. Contribution of Home Environment and Social Media Scale

Validity and reliability of instrument

1. **Slosson Intelligence Test:** Slosson intelligence test was constructed and validated by Slosson (1961) and renormed in 1981. The revised third edition was in 2006. It was designed and organised as a test of general intelligence. Slosson Intelligence Test is a foreign test but it has been adapted to suit African children. For example, certain words and items were changed to suit the culture of the testee without altering the content validity of the test (Oduolowu,1998). Adediran (2011) revalidated it and got a reliability Cronbach's Alpha of 0.86. The test was used in this study to assess the intelligence quotient of the high ability students.

2. **Contributions of Home Environment and Social Media Scale:** This instrument was designed by the researcher and it is in two parts, that is. A and B. Section A is meant to measure the degree of contribution of home environment to academic underachievement of high ability students while section B measures the degree of contribution of social media to academic underachievement of high ability students. The instrument was pilot tested using samples that were not part of those used for the real study. The reliability coefficient obtained was 0.84.

Procedure for Data Collection

The Researcher visited all the twenty secondary schools used in the four local government councils of Oyo. Permission was sought from each of the Principals in the choosen schools and research assistants were recruited from each of the schools. The research assistants were trained on how to carryout their duties after which the

instruments were administered on the participants. Three hundred instruments were administered and collected back on the spot. When the instruments were collected, it was discovered that one of them was wrongly filled while the remaining two hundred and ninety nine were appropriate.

Method of Data analysis

Data obtained for this research were analyzed using descriptive statistics of simple percentage that measured the demographic variables of the participants, while Pearson Product Moment Correlation (PPMC) measured the relationship between the independent variables and dependent variables and Multiple regression analysis measured relative and joint contributions of the independent variables and dependent variable. All at 0.05 level of significance.

Testing of Hypotheses

Hypotheses: I: There is no significant relationship between home environment and academic underachievement of high ability students.

Hypothesis I was generated to examine the relationship between home environment and academic underachievement of high ability students. To examine this, Pearson Product Moment Correlation was employed and the result is presented below:

Table 1 Showing the Relationship between Home Environment and Academic Underachievement of High Ability Students

Variable	N	Mean	Std Deviation	Df	r-cal	P-value	Decision
Home environment	299	22.19	2.14	297	0.68	.195	Rejected
Academic Underachievement	299	26.15	3.53				

From the table above it can be seen that the relationship between home environment and academic underachievement of high ability students resulted in the lower $r = .68$ against $p\text{-value} = .195$. Thus the hypothesis raised was rejected. Hence there is significant relationship between home environment and academic underachievement of high ability students.

Hypothesis II: There is no significant relationship between exposure to social media and academic underachievement of high ability students.

Hypothesis II, was generated to examine the relationship between exposure to social media and academic underachievement of high ability students. To examine this, Pearson Product Moment Correlation was also employed and the result is presented below:

Table 2: Showing the Relationship between Exposure to Socio-media and Academic Underachievement

Variable	N	Mean	Std Deviation	Df	r-cal	P-value	Decision
Social media	299	22.19	3.14	297	0.62	.195	Rejected
Academic Underachievement	299	23.15	3.23				

The table above shows the relationship between social-media and academic underachievement. It was indicated that r-crit of .62 against p-value .195. Thus, the hypothesis was rejected. This indicated that there is significant relationship between social media and academic underachievement among high ability students.

Discussion of findings

The relationship between home environment and academic underachievement of high ability students

In this study, the relationship between home environment and academic underachievement of high ability students was addressed.

The results stated above indicated that home environment was associated with academic underachievement of high ability students. The current results of this research are consistent with related research of Fantuzzo (2000), who reported that academic achievement of any child cannot be separated from the home environments in which the child was brought up. This shows that academic underachievement can be caused by unstimulating home environments. Also, there are numerous studies that reviewed that various factors are responsible for scholastic failure of students, such as low socio-economic background, students cognitive ability, school related factor, home environments or support given by the parents and other family members.

Ushie (2012) submitted that home environments has a great influence of the child's psychological, emotional, social and economic state. This finding also corroborates the findings of Ajila and Otuola (2000), who reported that home environments affects the individual since parents are the first socialization agents in an individual's life and this can cause a lot of academic underachievement if the home of high ability is no more conducive and stimulating for academic activities.

The relationship between Social Media and academic underachievement of high ability Secondary School Students

This results shows that there is collaboration between this present study and some other research which had been carried out as regards to the exposure to social media and academic underachievement. Barrow (2001), who reported that impairment of

educational performance utilizing synchronous communication programmes including internet site and forms. Vangh (2008), Karpinski (2009) pointed out that. Facebook, Watsap users devoted lesser time to their studies in comparison to non user and subsequently recorded lower academic performance. Khan (2009) observed that facebook users often time experience poor performance academically. Englander, Terregrossa and Wang (2010) posited that social media is directly related to underachievement among students, most especially high ability students because his findings show that many students of this generation spend more time on chatting, down loading music, games films, sending immoral messages at the expense of their academic activities that later result to academic underachievement.

Conclusion

Based on the outcome of the findings, it was concluded that home environments and exposure to social media serve as factors which promote underachievement among high ability students. Likewise it was also discovered that social media/networking also contribute to academic under-achievement among high ability students. There is need for parents to give proper monitoring to their children through instructions, observations and practices in order to avoid un-stimulating environment or wrong use of commands that can lead to psychological trauma which will later cause academic underachievement. Also wrong use of social media which may influence its victims negatively, thereby making them to underachieve should be avoided.

Recommendations

1. "Charity begins at home", parent should also serve as a good role model to their children by portraying good social habits to their children.
2. It is glaring that home environments bothers so much on morality, parents should adequately provide basic needs for their children so as to curb them from dipping their hands into immoral acts most especially, through social media.
3. Guidance and counseling centre should be set up in schools which will organize programmes to educate students about effects of underachievement.
4. Social networking sites should be expanded and new pages should be created to enhance academic activities.
5. Parents and teachers must always counsel students to be mindful of what they browse in the internet. While browsing, they should concentrate on things that are educative.

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