

THE RELATIONSHIP BETWEEN HOME ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN ENUGU STATE, NIGERIA

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Abstract

The study was to determine the relationship between home environment and students' academic achievement. Three research questions and three null hypotheses were formulated and posed respectively to guide the study at 0.05 level of significance. A correlational survey research design was adopted for the study. The study was carried out in Enugu State. Twenty thousand two hundred and twenty-four (20,224) students from 2017/2018 academic session in all the 290 government owned senior secondary schools in Enugu State formed the target population for the study. A sample of hundred (500) students was used for the study. The study adopted a multi-stage sampling procedure (simple random and proportionate stratified sampling technique). Two instruments were used for data collection (Home Environment Questionnaire (HEQ) and Students' Academic Achievement Proforma). The HEQ consist of 20 items modeled on a four (4) point rating scale. The instrument was trial tested on 20 SS3 students in 3 secondary schools outside the sampled zone in Enugu State and the reliability coefficient of 0.81 was obtained using Cronbach's Alpha. Data collected were analyzed using Pearson Product Moment Correlation Coefficient at 0.05 level of significance. The findings of the study, among others, revealed that there was a significant direct and positive relationship between home environment and students' academic achievement. The findings of the study also revealed that gender and location does not significantly moderate the relationship between home environment and students' academic achievement. Based on the findings of the study, it was recommended among other things that parents should make the home environment more conducive for learning.

Keywords: Home environment, academic achievement, gender, learning environment.

Introduction

The increasing concern over the persistent differences in academic achievement among Senior Secondary School students in Enugu State, Nigeria, has raised important questions about the extent to which variations in the home environment, as an independent variable, influence students' educational performance and outcomes, especially when education is widely recognized as the foundation of national development and individual advancement. The success achieved by any nation hinges on the quality of its education system. The National Policy on Education (Federal Republic of Nigeria, 2013) describes education as an instrument par excellence for achieving national development. In the same vein, Igboabuchi (2010) defines education as a deliberate, systematic, and sustained effort to transmit or acquire knowledge, values, attitudes, skills, and sensibilities, while further explaining it as guidance toward a deeper understanding of the art of living, involving the inculcation of appropriate norms, aspirations, and competencies for functional societal living. Similarly, Balogun (2010) describes education as the light that dispels ignorance, without which the world is in darkness, emphasizing its role as the foundation for scientific, technological, and modern development. In this study, education is viewed as an

organized process of effecting positive change in individuals, which is ultimately reflected in their academic performance.

Unfortunately, poor performance of some senior secondary school students in West Africa Examination Council (WAEC) for some years, leaves one in doubt whether these students understood the essence of education. An evidence of this reflects clearly on the West African Examination Council results of the secondary school students from 2014 to 2017 as reported by the Chief Examiner. The results state that 38.41% of students who sat for SSCE organized by WAEC in 2014 obtained five credits including English and Mathematics, 36.57% in 2015, 31.28% in 2016 and 49.65% in 2017 respectively (WAEC Research and Statistics Unit, Enugu, 2017). A systematic analysis of the above results could indicate the level of inefficiencies, and intellectual laziness of some secondary school students. Eneja (1988) had earlier observed that, many students have cultivated the habit of laziness towards their academic pursuit. Many others sacrifice their academic pursuit to playing music, organizing and attending parties, engaging in clandestine and occultic practices, and other forms of vices. Inerhumunwa (2009) concluded that a good number of secondary school students now believe in searching for easy way to success. This problem is found right from the primary school level to the higher institutions of learning. It cuts across all age groups including the adult learners who undergo courses such as the sandwich degree programme. The situation is most unfortunate when incessant cases of violence, kidnapping, murder, assaults are reported at examination centres (Inerhumunwa, 2009).

Furthermore, Ndili (2009) stated that the situation is worsened by the fact that many parents, teachers and some highly placed individuals in the education sector who are expected to be the custodians of the educational future of the country appear to be involved in encouraging, or condoning examination fraud. This development brought about the decline in healthy competition, and meritorious awards that used to be the experience in schools in the days gone by. This lend credence to Achebe (2012) affirmation that there was a strong culture of meritocracy, a very high quality of instruction and friendly competition that pervaded their academic life during their days in the secondary school which equally helped enhance their academic achievement.

Academic achievement according to Osakinle and Falana (2011) is the result obtained by students or grades awarded to them after series of teaching and learning interactions between teachers and learners. It is the extent to which teachers or institutions have achieved their educational goals. Usman (2000) defined academic achievement as the measure of students' learning or acquisition of certain skills at the end of teaching and learning activities. It reflects in examinations written by students after the process of learning. Academic achievement is based on the degree of intellectual stimulation that the students could receive from learning situations. Chime (2004) also defined academic achievement as the result of an interactional session between a teacher and a learner and when this interaction becomes ineffective, it leads to poor academic achievement. Eze (2002) rightly pointed out that poor academic achievement brings untold hardships and frustrations to an individual and backwardness in the development of the country. In this study, academic achievement is the result obtained by students after teaching and learning process. Poor academic achievement could be attributed to many factors which include: utilization of inappropriate teaching methods in the schools, poor quality school science teachers, and location (Macmillan, 2012), negative students' attitude or interest towards specific subjects and gender inequality (Bassey, 2002). Gambari (2010) on his own part identified some of the factors that may have contributed to the poor achievement of

students as lack of qualified teachers, poor infrastructures, non-availability of equipment and non-availability of standard laboratory. Poor academic achievement according to Adeyemo (2011) may also be attributed to type of school, socio-economic status of parents, teaching method, unavailability of parents in the home, hostile location, students' gender and nonchalant attitudes expressed by parents to their children at home.

Home, according to Onwubiko (2012) refers to the social unit formed by parents and children who live together in one dwelling and carry out the generally recognized functions of family life. It is a place where one lives permanently especially as a member of a family or household. He further stated that the concept home occupies an important place in any organized social living. In line with this, Nwaogidu (2017) states that home is the primary societal unit, the first and most important agency which enables one to develop the potentiality to face formal education. Keith (2008) had earlier affirmed that the type of home a child comes from optimally determines the academic achievement. For Okonkwo (2010), home has a significant influence on the student's psychological, emotional, social and economic state. Operationally, home is a sensitive place where children with the help of their parents are first exposed to learning activities in a defined environment. Home environment as affirmed by Onwubiko (2012) refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. Taylor (1984) had earlier opined that home environment is an informal learning situation in which the family, more especially parents, acts as educators. It is a place where the whole range of human experience takes place. Be that as it may, Oyenuga (2007) argued that good home background and conducive environment tends to promote students' academic performance. In line with this, Ajila and Olutola (2007) affirmed that the state of the home affects the individual since the parents are the first socializing agents in an individual life. This according to Okonkwo (2010) is because home environment of a child affects his reaction to life situations and level of performance. On the contrary, a study carried out by Fan and Chen (2001) revealed that there is no significant relationship between home environment and students' academic achievement. Certainly, children coming from different home environments are affected differently by such variations. However, most of an individual's personality patterning originates at home. Children inherit certain family potentialities, as they continue to relate with their environment. when this is done, one's attitudes, beliefs, ideals and overt behavior reflects the influences received from the home experiences, taking cognizance of one's gender.

Gender, is derived from the latin word 'genius' which means kind, sort type or race. It is taken to be a social construction rather than biological condition. In the words of Amadi (2015), gender is a set of qualities or behaviours expected from a female or male by the society. It is the roles and responsibilities of women and men that are created in families, societies and cultures. For Akpachafo (2009), it is a social connotation that has sound psychological background, and it is used to refer to specific cultural patterns of behavior that are attributed to human sexes. Gender relates to cultural attributes of both males and females. Gender according to Lahey (2003) is a psychological experience of being a male or a female. It has to do with personality and central components of self-concept. Unlike sex, which is concerned with only the distinction between male and female based on biological characteristics, gender encompasses other personality attributes as roles, orientation and identity based on individual's conceptualization of self. According to Hornby (2010), gender is the character of being a male or female; it is a range of physical, mental and behavior characteristics pertaining to and differently between masculinity and femininity. From literature, a number of studies have affirmed that there is a

significant relationship between gender and academic achievement (David, 2001; Manggwat, 2006; Singh, 2010). In contrary studies by Akpochafo (2009) and Obiageli (2013) maintained that gender has no significant relationship on students' academic achievement, rather it is the learner's personal efforts and dispositions to learning activities that determine his/her academic achievements irrespective of the school location. Location according to Gershmehi (2008) is a specific point or a place where something happens or exists, a place of settlement, a place of activities or residence. It is a point on the earth's surface expressed by coordinate system such as latitude and longitude. Location is also seen as a particular place or position in physical space.

However, it is an act of putting something in a definite position (Merriam, 2015). In the present study, location will be seen as a specific place or environment within which teaching and learning take place. School location according to Ezike (2001) is the environmental condition around a school, which could be urban or rural. There is a general view among researchers that location can predict students' academic achievement. Ibudeh (2008) stated that students, who reside in urban centres especially where there are higher institutions like polytechnics and universities, are likely to have inclination for higher education than those in the rural setting. Students in urban setting could have more access to libraries, laboratories, etc than those in rural settings. For Adelabu (2008), lack of social amenities in rural areas hinges on the educational services, such as, electricity, pipeborne water, and technical resources, safe and secure facilities that are essential to successful educational programmes. Omale (2011) observed that students in urban areas performed better than those in the rural areas. On a contrary, Bulala, Bamatlala and Nenty (2014) affirmed that students from the rural areas perform significantly better than their urban counterparts. As a result of disagreement among researchers on the relationship between home environment, gender, location and students' academic achievement, there is need to investigate not only the relationships among these variables but also to find out the moderating influence of gender and location on the relationship between home environment and students' academic achievement.

Statement of the Problem

The growing rate of poor academic achievement among many of the secondary school students in SSCE (WAEC) examinations from literature has become a source of concern to parents, teachers, government, researchers and other stake holders. The researcher observed that these students came from different home environments. Some came from urban areas, while others came from rural areas. Some of the students came from rich homes while others find it difficult to pay their school fees at the appropriate time. The researcher had many a time encountered these students in their different homes and realized the indisposition of some of the parents towards these students due to the nature of their businesses and jobs. These parents used to come back late at night and would leave the house very early to meet up with their engagements. They are not bothered about the academic achievements of their students. The question is, can students' home environment affect their academic achievement? Some researchers however, found that home environment has much to contribute to the students' academic achievement. But the assumption that the more conducive the environment is, the more efficacious the students become, the higher the students' academic achievement, is questionable. This is because students whose home environment is poor and not conducive and who also lack parental support, encouragement, care and affection have equally been found to develop their potentials and talents to the optimal level. They have also been found to have high academic achievement. There have also been contradictory findings among researchers on

the relationship between home environment, gender, location and students' academic achievement. For instance, some found out that home environment, gender and location have a significant positive relationship with students' academic achievement while others have it that these variables have no relationship at all on students' academic achievement. From the foregoing, it can be seen that the effects of these variables on students' academic achievement have not been extensively studied in order to draw clear picture of the relationships among these variables. Hence, there is need to investigate these variables collectively in order to objectively establish not only the relationships among these variables but also the moderating influence of gender and location on the relationship between home environment and students' academic achievement.

Purpose of the Study

The purpose of this study is to determine the relationship between home environment and students' academic achievements in senior secondary school. Specifically, the study seek to:

1. examine the relationship between home environment and students' academic achievement?
2. examine the relationship between home environment and Students' academic achievement based on gender?
3. examine relationship between home environment and students' academic achievement based on location?

Research Questions

The following research questions guided the study,

1. What is the relationship between home environment and students' academic achievement?
2. What is the relationship between home environment and Students' academic achievement based on gender?
3. What is relationship between home environment and students' academic achievement based on location?

Hypotheses

The following null hypotheses were formulated to guide the study and tested at 0.05 level of significance.

- H₀₁:** There is no significant relationship between home environment and students' academic achievement.
- H₀₂:** There is no significant relationship between home environment and students' academic achievement based on gender.
- H₀₃:** There is no significant relationship between home environment and students' academic achievement based on location.

Methods

The study adopted a correlational survey research design and was conducted in Enugu State, Nigeria. The State has six education zones which include: Enugu education zone, Awgu education zone, Agbani education zone, Nsukka education zone, Obollor-Afor education zone and Udi education zone. Enugu education zone consists of: Enugu East, Enugu North and Isi-Uzo Local Government Areas; Awgu education zone consisting of: Awgu, Aninri and Oji River Local Government Areas; Agbani education zone consist of: Enugu South, Nkanu East and Nkanu West Local Government Areas; Nsukka education zone consisting of: Nsukka, Igbo-Etiti and Uzo-Uwani Local Government Areas; Obollo-Afor education zone consisting of: Igbo-Eze North, Igbo-South and Udenu

Local Government Areas and Udi education zone consisting of: Ezeagu and Udi Local Government Areas. The population for the study consist of 20,224 SS3 Students of 2017/2018 academic session in all the 290 Government owned secondary schools in the state.

A sample of 500 SS3 students made up of 215 male and 285 female students was used for the study. A multi-stage sampling procedure was adopted for this study. In the first stage, simple random sampling technique by balloting with replacement was used to select three education zones (Enugu, Obollo-Afor and Nsukka). At the second stage, simple random sampling technique with replacement was also used to select six Local Government Areas (Isi-Uzo, Enugu North, Nsukka, Igbo-Etiti, Igbo-Eze South and Udenu) from the selected three education zones. At the third stage, proportionate stratified sampling technique was used to draw fifteen (15) secondary schools from the six selected Local Government Areas (i.e., two (2) secondary schools from Isi-Uzo Local Government Area; one (1) from Enugu North; three (3) from Udenu; two (2) from Igbo-South; five (5) and two (2) schools were selected from Nsukka and Igbo-Etiti Local Government Areas respectively). In the fourth stage, proportionate stratified sampling technique was also used to sample two hundred and fifteen (215) male students (i.e., twenty-six (26) male students from Isi-Uzo Local Government Area; fourteen (14) from Enugu North; twenty-eight (28) from Udenu; twenty-two (22) from Igbo-Eze South; eighty-four (84) and forty-one (41) male students were selected from Nsukka and Igbo-Etiti Local Government Areas respectively) and two hundred and eighty-five (285) female students (i.e., twenty-seven (27) female students from Isi-Uzo Local Government Area; thirty (30) from Enugu North; forty-nine (49) from Udenu; fifty (50) from Igbo-Eze South; eighty-three (83) and forty-six (46) female students were selected from Nsukka and Igbo-Etiti Local Government Areas respectively). This was established using the formula: $n \div N \times \text{sample size}$ (*Number of male/female students in a Local Government divided by the total number of male/female students in the six Local Government Areas times the sample size*), where n = number of male/female students in a Local Government and N = total number of male/female students in the six Local Government Areas). Proportionate stratified sampling technique was used in the third and fourth stages because the number of schools, male and female students in the six Local Government Areas are not equal.

Two instruments were used for data collection (questionnaire and students' academic achievement proforma). The questionnaire titled "Home Environment Questionnaire (HEQ) was developed by the researcher has a total of 20 items modeled on a four (4) point rating scale. The response options for items were – Always (A); Sometimes (S); Rarely ® and Never (N) with numerical values of 4, 3, 2, and 1 points assigned to each of the responses respectively. On the other hand, "Students' Academic Achievement Proforma (SAAP) designed by the researcher was used to collect the students' end of session results (which is the mean/average score of the three ends of term's examination) of the sampled students.

The instruments [Home Environment Questionnaire (HEQ) and Students' Score Proforma] were face-validated by three experts; one expert in Measurement and Evaluation from the Department of Science Education and two experts in Educational Administration and Planning Unit, from the Department of Educational Foundations, all from the Faculty of Education, University of Nigeria, Nsukka. The HEQ was trial tested on 20 SS3 students in 3 secondary schools in Enugu education zone. In order to determine the internal consistency of the items, the responses of the students were subjected to Cronbach Alpha reliability estimate and the reliability coefficient of 0.81 was obtained.

Pearson Product Moment Correlation Coefficient was used to answer research question 1, while research question 2 was answered by comparing the correlation coefficient (r) obtained for male and female and also for urban and rural. Regression analysis was used to test hypothesis 1, while hypothesis 2 and 3 were tested using t-test for the significance of two samples correlation coefficients at 0.05 level of significance.

Results

Research Question 1: What is the relationship between home environment and students' academic achievement?

Table 1: Pearson's Product Moment Correlation Analysis of the Relationship between home environment and students' academic achievement

Variable	$\bar{X}$	SD	N	R	r^2
Home environment	55.41	12.25	500	0.76	0.57
Students' Achievement	68.61	13.92			

$\alpha = 0.05$, R^2 = coefficient of determination

To answer this research question, the scores from the responses of the respondents on home environment were correlated with students' academic achievement. The result in Table 1 shows that the correlation coefficient obtained between home environment and students' academic achievement was 0.76. this means that, there exist a direct positive high relationship between Home environment and students' academic achievement. Table 1 also shows that, the coefficient of determination (r^2) associated with the correlation coefficient of 0.76 was 0.57. This coefficient of determination (r^2) indicates that, 57% of students' academic achievement is attributed to or predicted by home environment.

Research Question 2: The moderating influence of gender on the relationship between home environment and students' academic achievement?

Table 2: Pearson Product Moment Correlation Analysis on Moderating Influence of Gender on the Relationship between Home Environment and Students' Academic Achievement

Variable (Gender)	N	R	r^2
Male	233	0.59	0.54
Female	267	0.61	0.37

$\alpha = 0.05$, R^2 = coefficient of determination

In order to answer research question two, the scores from the responses of male and female respondents (students) on home environment was correlated with the scores of students' academic achievement. The result shows that the correlation coefficient (r) of 0.59 and 0.61 with associated coefficient of determination (r^2) of 0.34 and 0.37 were obtained for male and female students respectively. The result shows that there exists a direct positive moderate relationship between home environment and students' academic achievement for male and female students in favour of the female students. The difference in the relationship between home environment and students' academic achievement is 0.02 in favour of the females. The result also shows that the coefficients of determination r^2

indicates that 34% variation in academic achievement of male students can be attributed to home environment. The difference in the variation of male and female students' academic achievement as predicted by home environment is 3% in favour of females. Hence, gender moderated 3% of the variation in students' academic achievement in favour of the females than their male counterparts.

Research Question 3: The Moderating Influence of Location on the relationship between Home environment and students' academic achievement?

Table 3: Pearson's product moment correlation analysis on the moderating influence of location on the relationship between home environment and students' academic achievement

Variable (Location)	N	R	r ²
Urban	273	0.58	0.34
Rural	227	0.63	0.40

$\alpha = 0.05$, R^2 = coefficient of determination

In order to answer research question two, the scores from the responses of urban and rural respondents on home environment were correlated with the scores of students' academic achievement. The result shows that the correlation coefficient (r^2) of 0.34 and 0.40 were obtained for students in urban and rural areas respectively. This means that there was a direct positive moderate relationship between home environment and academic achievement of students in urban and rural areas in favour of students in rural areas. The difference in the relationship between home environment and students' academic achievement is 0.06 in favour of the rural students. The coefficient of determination r^2 indicates that 34% of the variation in the academic achievement of students in the urban areas can be attributed to home environment while 40% variation to the academic achievement of students in rural areas can be attributed to home environment. The difference in the variation of urban and rural students' academic achievement as predicted by home environment is 6% in favour of rural students. Hence, located moderated 6% of the variation in students' academic achievement in favour of students in rural areas than their urban counterparts.

Hypothesis 1

H₀₁: There is no significant relationship between home environment and students' academic achievement.

Table 4: Regression Analysis of Home Education Environment and Students' Academic Achievement

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	34152.708	1	34152.708	271.763	0.000
Residual	62584.020	498	125.671		
Total	96736.728	499			

$\alpha = 0.05$

In order to test hypothesis 1 (H_{01}), the regression analysis was used. The result in Table 4 shows that an F-ratio of 271.763 with associated exact probability value of 0.00 was obtained. This probability value of 0.00 was compared with 0.05 set as level of significance for testing the hypothesis and it was found to be significant because 0.00 is less than 0.05. The null hypothesis which stated that; there is no significant relationship between home environment and students' academic achievement was rejected. Inference drawn was that, there is a significant relationship between home environment and students' academic achievement. In other words, home education environment is a good predictor of students' academic achievement.

Hypothesis 2

H₀₂: There is no significant relationship between home environment and students' academic achievement based on gender

Table 5: t-test analysis of the significant difference between the correlation coefficients (r) of male and female students in relationship between home environment and students' academic achievement

Variable (Gender)	N	R	Df	S.E.	t-cal	t-crit	Dec
Male	233	0.59	494	0.09	-0.22	1.96	NS
Female	267	0.61					

Key: R = correlation coefficient, N = Number of respondents (students), df = Degree of freedom, S.E = Standard error, t-cal = t-test value calculated, t-crit = t-test critical or table value, Dec = Decision, NS = Non-significant.

In order to test hypothesis 2 (H_{02}), t-test analysis of the significant difference between two samples correlation coefficient (r) was used to test for the significant difference between the correlation coefficients (r) of male and female students in the prediction of their academic achievement. The results as presented in Table 5 indicates that a calculated t-value of -0.22 was obtained, while the t-critical or table value at 0.05 level of significance and 494 degree of freedom was 1.96. The decision rule is to reject the null hypothesis if the calculated t is greater than the critical or table value of t, otherwise do not reject. Thus, since the calculated value of t (-0.22), the null hypothesis which stated that there is no significant relationship between home environment and students' academic achievement based on gender is not rejected. In other words, there is no significant difference between the correlation coefficient of male and female students in the relationship between home environment and students' academic achievement. The inference drawn is that gender does not significantly moderate the relationship between home environment and students' academic achievement.

Hypothesis 3

H₀₂: There is no significant relationship between home environment and students' academic achievement based on location

Table 5: t-test analysis of the significant difference between the correlation coefficients (r) of urban and rural students in relationship between home environment and students' academic achievement

Variable (Location)	N	R	Df	S.E.	t-cal	t-crit	Dec
Male	273	0.58	494	0.09	-0.55	1.96	NS

Female 227 0.63

Key: R = correlation coefficient, N = Number of respondents (students), df = Degree of freedom, S.E = Standard error, t-cal = t-test value calculated, t-crit = t-test critical or table value, Dec = Decision, NS = Non-significant.

Table 5 shows the t-test analysis of the significant difference between the correlation coefficients (r) of urban and rural students in relationship between home environment and students' academic achievement. The result shows that the calculated t-value of -0.55 with the t-critical or table value of 1.96 at 0.05 level of significance and 494 degree of freedom was obtained. The decision rule is to reject the null hypothesis if the calculated t value is greater than the t-critical or table value, otherwise do not reject. Therefore, since the calculated value of t (-0.55) is less than the t-critical value (1.96), the null hypothesis which stated that there is no significant relationship between home environment and students' academic achievement based on location is not rejected. In other words, there is no significant difference between the correlation coefficient of students in urban and rural areas in the relationship between home environment and students' academic achievement. The inference drawn is that location does not significantly moderate the relationship between home environment and students' academic achievement.

Discussion

The findings of this study showed that there exist a direct positive and high relationship between home environment and students' academic achievement. It also showed that there was a significant relationship between home environment and students' academic achievement. These findings are in accordance with the findings of Dzever (2015) and Sharma, Choudhary and Sahdev (2013). Dzever (2015) found that home environment has positive and significant relationship with students' academic achievement. Sharma, Choudhary and Sahdev (2013) in their own analysis found that there is consistent relationship between home environment and students' achievement. In line with this, Gottfried, Fleming and Gottfried (1998) found that students whose homes had a greater emphasis on learning opportunities and activities were more academically intrinsically motivated. This implies that the home environment of the child influences his/her academic achievement. This result demonstrated the importance of having educational and developmental resources in the home as well as the importance of parents talking to, playing with and reading to their children.

The findings of the study also showed that there exists a direct positive moderate relationship between home environment and students' academic achievement for male and female students. The result also showed that there is no significant difference between the correlation coefficient of male and female students in the relationship between home environment and students' academic achievement. This means that gender does not significantly moderate the relationship between home environment and students' academic achievement. In line with these findings, Omenka and Kurumeh (2013) found that there is no significant effect of gender on students' academic achievement. Supporting, Amuda, Ali and Durkwa (2016) found that home environment influences students' academic achievement irrespective of gender. That is to say that home environment has much to contribute to students' academic achievement equally whether male or female.

The findings of the study showed that there was a direct positive moderate relationship between home environment and academic achievement of students in urban

and rural areas in favour of students in rural areas. The result also showed that there is no significant difference between the correlation coefficient of urban and rural students in the relationship between home environment and students' academic achievement which location does not significantly moderate the relationship between home environment and students' academic achievement. This means that home environment significantly influences students' academic achievement regardless of location. These results are in line with earlier findings of Yusuf and Adigun (2010) in their own studies found that location had no significant influence on students' academic performance. In the same vein, Bulala, Ramatlala and Nenty (2014) found that there is no significant difference between students' academic performance in rural, peri-urban and urban secondary schools; while Considine and Zappala (2002) in their separate study found that there exist a positive direct relationship in the moderating influence of gender on achievement in favour of the female than their male counterparts. Considine and Zappala (2002) also found out that geographical location does not significantly predict outcomes in school performance.

Conclusion

Based on the findings of the study, it is concluded that the home environment plays a significant and positive role in determining the academic achievement of Senior Secondary School students. The result indicates that students who are exposed to a supportive, stable, and resourceful home environment tend to perform better academically than those from less conducive home backgrounds. Furthermore, the study reveals that gender and location do not significantly moderate the relationship between home environment and students' academic achievement, implying that the influence of home environment cuts across both male and female students as well as urban and rural settings. Overall, the findings emphasize that academic success is strongly linked to the quality of the home environment, making it a critical factor in students' educational development.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Parents and guardians should ensure that they provide a stable, supportive, and conducive home environment that promotes learning and academic development among their children.
2. Parents should take active interest in their children's education by monitoring their academic progress, providing moral support, and encouraging consistent study habits at home.
3. Government should provide adequate educational support materials such as textbooks, writing materials, and learning aids, especially for students from low socio-economic backgrounds.
4. Government and educational stakeholders should improve access to quality education by ensuring that schools are equipped with conducive learning environments that complement the home environment.
5. Community and social welfare agencies should organize awareness programs to educate parents on the importance of creating a positive home environment for improving students' academic achievement.

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