

**INFLUENCE OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT AMONG
SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA OF
EDO STATE**

BY

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**DEPARTMENT OF HEALTH SAFETY AND ENVIRONMENTAL EDUCATION,
FACULTY OF EDUCATION, UNIVERSITY OF BENIN.**

AUGUST, 2021

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF HEALTH
SAFETY AND ENVIRONMENTAL EDUCATION, FACULTY OF EDUCATION, IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
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OF BENIN, BENIN CITY**

AUGUST, 2021

CERTIFICATION

We the undersigned, certify that this work was carried out by OGHABUGBE SOLOMON VICTOR in Department of Health Safety and Environmental Education, Faculty of Education, University of Benin, Benin City.

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DEDICATION

This project is dedicated to God Almighty, the author and finisher of my success, for his protection, provision, peace and abiding favour throughout the duration of my studies and I pray he continue doing it.

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The researcher tenders his profound gratitude to Almighty God for His grace that has seen him through his studies in University of Benin, Benin City. The researcher wish to show his deep and sincere appreciation to his project supervisor, Dr. T.A. Akingbade, whose fatherly advice, constructive criticism, dedication and guidance has made it possible for him to accomplish this project work. His appreciation also goes to the Dean Prof. E.O.S Iyamu, his project coordinator Dr. S.O Olikibo, the Head of department Dr. E.D Igudia and all the staff and lecturers of the department of health, safety and environmental education. His appreciation goes to his ever loving parents Mr and Mrs Harrison Agbontaen Oghabugbe for their love, kindness, prayers and support for the success of this programme. I pray God keep them strong and healthy with long life, in Jesus name. Amen. The researcher would also express great gratitude to the families of Mummy ogbowen, Mr ikechukwu, Mr emumejakpo, Mr ehis, Prince. Dr. J.A. Obasogie, Mr and Mrs ikuedojo oladunjoye, Mr Jeffery, Mr kingsley Agbontaen, Pastor Nosa Ogbevoen, Mummy fortune, for their prayers and support in various types and kind. Thanks also goes to my wonderful siblings, Mrs Ruth ibojo, Moses Oduagbon Oghabugbe, Blessing Okuiomose Oghabugbe, and also my cousins and nephews, for everything you guys have done for me. And also to friends and well-wishers, Uwa Agbowanre, Eseosa bro, Ome, Ekwe, Uren Tamal, Ammie Peters, Effosa modric, Oluwa glorious, Aisosa osewenkhae, Erhazee i. fidelis, Faithful ose, Precious smallie, Osahenkho Success, Egbon Favour, Dmyles, VTL, MakaMor, p10 boys, Omooba prince, Greatest hall 3 hostel, My roommates in block e room 107, Destiny okija, My Awesome Coursemates(HSE CLASS OF 20), Kelvin Imoloame, Christian Fellowship

International(CFI), VIP, Affections, CGMI Adolor branch, CPFN(Chapel of Hope), CAC, Clinton keys, Daplem, Members of the Iponri Police Barracks, Lagos State, Ado ishaku, Mr Sylvester, Oitohmen Mercy, Etinosa,.Calebo, DC, Obehi, Rachel, Sir Whyte, Sir J, My TP colleauges, SLY, Miller Isreal, David, Daniel Agborga, ASG, Damian, Eddie, Duke, Victor ibile, Ota, IJB, Caro, for making my stay on campus worthwile and your encouragements, love, care, and support in all kinds have been inestimable. And to all that I cannot mention in this book, I say you shall never be stranded for everything good in life in Jesus name. Amen.

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ABSTRACT

The principal aim of this research is to ascertain the influence of the home environment on academic achievement among secondary school students. To determine this, four research questions were formulated which comprise the questionnaire that was used to solicit factual information from students in (redo) local Government area in Edo State through proportionate stratified random sampling techniques. The sample used consisted of hundred students. The data was analyzed by the use of percentages; the factor investigated includes performance of secondary school student in relation to parental socio economic status, parents involvement with school works and other variables in the home environment that may influence student achievement.

CHAPTER ONE

INTRODUCTION

Background to the Study

The academic performance of any student cannot be separated from the home environment in which the child lives, healthy home environment offers become useful members of the society. This training begins at home in the informal way. The home of a child is the first place he enters as he is born into the world by his or her parents. Children are motivated to work on activities and learn new information and skills when their environments are rich in interesting activities that arouse their curiosity and offer moderate challenges.

The same can be said about home environment unfortunately there is much variability in motivational influences in homes, some homes have many activities that stimulate children thinking as well as computer, books, puzzles, and parents who may be heavily interested in their children cognitive development and spent time with them on learning. Much of the variability in the relation between family income and children's intellectual development comes from the family provision of a stimulating home environment (Young, Linver & Brooks, 2002). Children intellectual development is most strongly influenced by the home environment during infancy and early childhood. When they are under the direct influence of parents.

As children mature, schools and peers also begin to play a role in their intellectual socialization. There is much evidence supporting the hypothesis that the quality of a child's early learning in the home environment relate positively to the development of intelligent and reading skills, (Meece, 2002, Senc Chai & Lefevre 2002), and parental involvement in schooling also predict achievement (Luckner, Whaley & Egeland, 2004). The family is the child's first place of contact with the world. The child as a result, acquires initial education and socialization from parents and other significant persons in the family.

Agulana (2000) pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. Structurally, family/homes is either broken or intact. A broken home in this context is one that is not structurally intact, as a result of divorce, separation, death of one of parent and illegitimacy. According to Frazer (2004), psychological home conditions arise mainly from illegitimacy of children, the label of adopted child, broken homes, divorce and parental deprivation. Such abnormal conditions of the home, are likely to have a detrimental effect on school performance of the child he asserts. Life, in a single parent family or broken home can be stressful for both the child and the parent. Such families are faced with challenges of inadequate financial resources (children defense find 2004). Schults (2006) noted that if adolescents from unstable homes are to be compared with those from stable homes, it would be seen that the former have more social, academic and emotional problems. Rochlkepartain (2003) is of the opinion that the family and its structure play a great role in children's academic performance.

Levin (2001) states that parents are probably the actor with the clearest un-dimensional interest in a high level of their children's academic performance. To some extent, there is simple evidence to show the marital instability brings about stress, tension, lack of motivation and frustration obviously, these manifestations act negatively on a child's academic performance. Johnson (2005) asserts that children of unmarried parents /separated families often fail and are at risk emotionally. However, this may not be completely applicable in all cases of broken homes. Some children irrespective of home background or structure may work hard and become successful in life. Moreover, Ayodele (2007) stated that the environment where a child finds himself/herself goes a long way in determining his learning ability and ultimately his academic performance in school. Which on the long run increases academic performance? Within the home environment we must examine both the roles of mothers and fathers because differentiate parent behaviour has often been implicated as a variable affecting children's development. Some of the potential parental behaviour that can influence children motivational beliefs are:

- Attributions for the child's school performance
- Perception of the task difficulty of school work
- Value for school work
- Expectation and confidence in children's abilities

The home environment provide the foundation for learning and is an clement of the student life that can affect grades. Providing opportunities to learn outside the school help facilitate student success in the school environment, as reported by the university of Minnesota extension.

According to experts the mothers educational level had the single most important impact on a young child's academic performance. The school cannot single handedly provide the continuation of the home environment, but the can play estimate role in laying foundation of the child in learning how to read and write however, this influence is characterized by various factors such as the parents educational attainment and cultural issues. Over the years the society recorded a persisted increase in the poor performance in the various school examination such as the senior school exam (S.S.C.E) comments from educator have shown that the blame for poor performance has been as a result of neglect and care free attitude toward academic work by students and parents. It is against this background that researcher has decided to investigate academic performance on child. There are innumerable factors that affect the child academic performance as stated above.

It is obvious that a child academic performance is directly related to his or her environment as well as learning facilities and socio cultural issues. Every child is born with certain level of intellectual ability and capability but a good conducive environment with adequate learning facility will help boost intellectual and academic capability of the child. Parent from good learned environment will; always have good attitude toward education any provide learning materials such as the television, instructive videos, books and toys (creative toys) etc that facilitate the learning process if they arc provided. Educated parents will always, believe that it is important to help a child with his or her home work and revise the school work that the child had done but this is the opposite if a child is from a poor home environment to a large extent he or she is deprived of the opportunities and he or she struggle with the teaching and learning process.

Statement of the Problem

Good education does not happen by chance. It is a product of effective teaching and learning coupled with the effort of the teachers, the school, the students, parents and their various wards (Heckman, 2008; Heckman, 2011). Often at times the blames on the poor performance of students in schools are shifted to the teachers and the school authorities. Most families in our society seem not to give adequate attention to the education of their children. It appears some of the parents have erroneous notion about the performance of their children, they do not know and seem to fulfill their role of guidance and encouragement in the child's performance in schools (faubert, 2012; field, kuczera and pont, 2007; heckman, 2011). Some people also have the notion that the mass failure or success in schools could be traced back to the teachers and the school authorities.

While other people see socio-economic status of the family as an influence to the child's academic performance. However, some research works have revealed that the performance of the students is a joint effort of both the school authorities and that of the parents in different home environment OECD (2012), equity and quality in education. This calls for further research to find out the causes of the poor performance of the students and then proffer solution to that. In Edo state for instance, some students and parents have the notion that the factors responsible for the re-occurrence massive failure of student in junior and senior West African School Certificate Examinations (WASCE) is the factor emanating from the school authorities and the teachers alone. Some students even go to special Centre's while few enlightened parents maintained that

there are some factors in students home environment which also contribute to that. It is on this premise that this study was set out to identify some of the home environmental factor affecting the students' academic performances and proffer solution to that.

Research Questions

This research work is carried out to find answers to the following questions

- To what extent does parental involvement influence the secondary school students academic performance?
- To what extent does parents occupation affect the secondary school students academic performance?
- Does the type of family structure and family situations influence the secondary school students' academic performance?
- To what extent does parental educational status influences secondary school students academic performance?

Purpose of the Study

The general purpose of this study is find out the influence of home environment on academic performance. Specifically, the study is set out to examine the influence of parental occupation on the;

1. The academic performance of secondary school students in Oredo local government.

2. Find out whether the size of the family to which they belong affect the students academic performance in Oredo metropolis.
3. Determine the extent to which type of family would affect the academic performance of students.

Significant of the Study

This study will help contribute to the existing knowledge already on ground concerning the home environment and academic achievement in secondary school students of Oredo local government area. The findings of the investigation will help the various authorities as teachers, parents, and caregivers in adopting method or technique in child rearing as well as teaching so as to bridge the gap of variation in academic performance and how to organize students in such a way that they are all carried along academically no matter his or her family condition.

Scope of the Study

The study was design specifically to investigate the relationship between home and school environment and the academic achievement among secondary school students in Oredo local government area in Edo state. It is restricted to only fifteen secondary schools within this community.

Definition of Terms

Academic Achievement: Refers to the level of schooling must successfully complete. Another ability to attain success in studies. (four dictionary, 2013) for example when you receive great

grades, this is an example of academic achievement, where you after college and graduate school, with a good result. It should also be the extent to which a student teacher or institution has achieves their educational goal.

Curriculum: Curriculum is the total Aggregate of subject or construct, course of study organized and planning by an institution like a school that is disseminated to the students within a certain time phase in a usually formal setting

Family: Collins students dictionary defines family as a social groups consisting of parents and their children it may be broader than this in some casts and yet may also be more limited to a single parent and a child/children.

Literacy: Traditionally literacy has been defined as the ability to read and write. However in the past twenty years or so, this conventional definition of literacy has been challenged and broadened to include a wide range of complex and multiple dimensional processes and skills.

Family Literature: the term family literacy was coin by Taylor (2003) in her study of the ways in which the parents impart assist the literacy of their children. This concept of family literacy should be distinguished from family literacy programs (e.g. Hannon and Bird, 2004,Was and Hermann,2004)

Family Structure: the composition and membership of the family and the organization and patterning of relationships among individual family members.

CHAPTER TWO

LITERATURE REVIEW

Concept of Home

Home is the place where you feel in control and properly oriented in space and time; it is a predictable and secure place. In the words of poet Robert frost; Home is the place that, when you have to go there they have to take you in. "In short, Home is the primary connection between you and the rest of the world". A home, or domicile, is a space used as a permanent or semi-permanent residence for an individual, group or family. It is a fully or semi sheltered space and can have both interior and exterior aspects to it. Homes provide sheltered spaces for instance rooms, where domestic activity can be performed such as sleeping, preparing food, eating and hygiene as well as providing spaces for work and leisure such as remote working, studying and playing. Physical forms of homes can be static such as a house or an apartment, mobile such as a houseboat, trailer or yurt or digital such as virtual space. The aspect of 'home' can be considered across scales, from the microscale showcasing the most intimate spaces of the individual dwelling and direct surrounding area to the macro scale of the geographic area such as town, village, city, country or planet.

Places of residence do not necessarily correlate with associations to the home; the home consists of a physical space as well as an emotional and psychological relationship, where

memory, comfort, activity and familiarity are some many important factors in the construction of home. Amongst being a space of domestic activity the home in the 21st century has appropriated new meanings with the advance of technology, therefore enabling multiple activities to be performed within a singular space. The home blurs boundaries of the domestic, the professional and the leisurely and conceptually becomes an amorphous space. The home as a concept expands beyond residence as contemporary lifestyles and technological advances redefine the way the global population lives and works. Home means an enjoyable, happy place where you can live, laugh and learn. It's somewhere where you are loved, respected, and cared for. When you look at it from the outside, home is just a house. A building. Maybe a yard. But on the inside, it's a lot more than wood and bricks. The saying "Home is where the heart is" says it all. Home is also where your memories lie. Home is where I got my head stuck under the couch. Home is where I fell in the goldfish pond. I remember sleeping in the playhouse, falling down the stairs and climbing up the apple tree. Without memories, most people wouldn't be the people that they are today. Just like memories, home is also where your hopes and dreams are. Dreaming about when you grow up. Being a spaceman or a firefighter. Sinking beneath the sea as a scuba diver.

I couldn't imagine living without dreams. My home grounds them, and without a home, I wouldn't have any. There are, however, people without homes, living on streets, and homeless shelters. Not much is very fair about some people living in huge, glorious, shining white mansions and others living huddled and wet, in small, sagging, cardboard boxes. There are 2.2 billion children in the world. Half of these children live in poverty and are homeless. Did you know that in my own province, British Columbia, a homeless person dies every 12 days? Picture

this: A man, sitting on a street corner, watching people with fancy clothes and overflowing shopping bags stroll by without a care in the world. I lie does not have a home, so what does home mean to him? I-le lives on that street corner. Without memories, without hopes, without dreams. Maybe even without a chance to live. There arc countless ways to help poverty, the leading cause of homelessness. You can buy secondhand, support charities, or even collect donations. Though I haven't done this yet, I want to challenge myself. I would also like to challenge you. There is no one meaning for the word home. If you are lucky enough to have one, what does it mean to you? That is for you to decide.

Types of Home

Building

A house is a building that functions as a home for humans ranging from simple dwellings such as rudimentary huts of nomadic tribes to complex, fixed structures of wood, brick, or other materials containing plumbing, ventilation and electrical systems. Most conventional modern houses will at least contain a bedroom, bathroom, kitchen or cooking area, and a living room. In traditional agriculture-oriented societies, domestic animals such as chickens or larger livestock (like cattle) may share part of the house with humans. The social unit that lives in a house is known as a household. Most commonly, a household is a family unit of some kind, although households may also be other social groups or individuals. The design and structure of homes is also subject to change as a consequence of globalization, urbanization and other social, economic, demographic, and technological reasons. Various other cultural factors also influence the

building style and patterns of domestic space. A terraced house is a style of medium-density housing where a row of identical or mirror-image houses share side walls, while semi-detached housing consists of pairs of houses built side-by-side or (less commonly) back-to-back, sharing a party wall and with mirrored layouts.

An apartment (in American English) or a flat (in British English) is a self-contained housing unit (a type of residential real estate) that occupies only part of a building. Such a building may be called an apartment building, apartment house (in American English), block of flats, tower block, high-rise or, occasionally mansion block (in British English), especially if it consists of many apartments for rent. In Scotland it is called a block of flats or if it's a traditional sandstone building a tenement, which has a pejorative connotation elsewhere. Apartments may be owned by an owner/occupier by leasehold tenure or rented by tenants (two types of housing tenure).

A homestead consists of a dwelling, often a farm house, together with other buildings and associated land, and facilities for domesticated animals. In Southern Africa, the term can also refer to a cluster of several houses that is inhabited by a single family.

Portable Shelters

- A houseboat on Lake Union in Seattle, Washington
- A houseboat on the Mississippi
- Campervan as a mobile home
- Mobile home

- Houseboat
- Yurt
- Campervan

Occupants in a Home

A home's occupants may be a single individual, a family, household, or several families in a tribe.

Occupants may be part of other groups, such as nursing home residents or children in an orphanage.

Domesticated or tamed animals may live alongside human occupants for various reasons.

Individual or Person

A person (plural people or persons) is a being that has certain capacities or attributes such as reason, morality, consciousness or self-consciousness, and being a part of a culturally established form of social relations such as kinship, ownership of property, or legal responsibility. The defining features of personhood and, consequently, what makes a person count as a person, differ widely among cultures and contexts. In addition to the question of personhood, of what makes a being count as a person to begin with, there are further questions about personal identity and self: both about what makes any particular person that particular person instead of another, and about what makes a person at one time the same person as they were or will be at another time despite any intervening changes. The plural form "people", is often used to refer to an entire nation or ethnic group (as in "a people"), and this was the original meaning of the word; it

subsequently acquired its use as a plural form of person. The plural form "persons" is often used in philosophical and legal writing.

Family

In human society, family (from Latin: familia) is a group of people related either by consanguinity (by recognized birth) or affinity (by marriage or other relationship). The purpose of families is to maintain the well-being of its members and of society. Ideally, families would offer predictability, structure, and safety as members mature and participate in the community.

In most societies, it is within families that children acquire socialization for life outside the family, and acts as the primary source of attachment, nurturing, and socialization for humans. Additionally, as the basic unit for meeting the basic needs of its members, it provides a sense of boundaries for performing tasks in a safe environment, ideally builds a person into a functional adult, transmits culture, and ensures continuity of humankind with precedents of knowledge. Anthropologists generally classify most family organizations as inatrifocal (a mother and her children); patrifocal (a father and his children); conjugal (a wife, her husband, and children, also called the nuclear family); avuncular (for example, a grandparent, a brother, his sister, and her children); or extended (parents and children co-reside with other members of one parent's family). Members of the immediate family may include spouses, parents, grandparents, brothers, sisters, sons, and daughters. Members of the extended family may include aunts, uncles, cousins, nephews, nieces, and siblings-in-law. Sometimes these are also considered members of the

immediate family, depending on an individual's specific relationship with them, and the legal definition of "immediate family" varies. Sexual relations with family members are regulated by rules concerning incest such as the incest taboo.

Household

A household consists of one or several persons who live in the same dwelling and share meals. It may also consist of a single family or another group of people. The household is the basic unit of analysis in many social, microeconomic and government models, and is important to economics and inheritance.

Domesticated or Tamed Animals

A tame animal is an animal that is relatively tolerant of human presence. Tameness may arise naturally (as in the case, for example, of island tameness) or due to the deliberate, human-directed process of training an animal against its initially wild or natural instincts to avoid or attack humans. The tameability of an animal is the level of ease it takes humans to train the animal, and varies among individual animals, breeds, or species. In public parks, some wild animals have been sufficiently tamed so as to lose their natural fear of humans. In other languages, the word for taming is the same as the word for domestication. However, in the English language, the two words refer to two partially overlapping but distinct concepts. For example feral animals are domesticated, but not tamed. Similarly, taming is not the same as animal training, although in some contexts these terms may be used interchangeably.

Taming implies that the animal tolerates not merely human proximity, but at minimum human touching. Yet, more common usage limits the label "tame" to animals which do not threaten or injure humans who do not harm or threaten them. Tameness, in this sense, should be distinguished from "socialization" wherein the animals treat humans much like conspecifics, for instance by trying to dominate humans.

Roommate

A roommate is a person with whom one shares a living facility such as a room or dormitory except when being family or romantically involved. Popular sayings about homes include "home is where the heart is", "home sweet home", "a man's home is his castle", "there's no place like home", "to be at home", "home away from home", "make yourself at home", "you can never go home again", and "home is where you hang your hat".

Concept of the Environment

The term environment has been derived from a French word "Environia" means to surround. It refers to both abiotic (physical or nonliving) and biotic (living) environment. The word environment means surroundings, in which organisms live. Environment and the organisms are two dynamic and complex component of nature. Environment regulates the life of the organisms including human beings. Human beings interact with the environment more

vigorously than other living beings. Ordinarily environment refers to the materials and forces that surrounds the living organism. Environment is the sum total of conditions that surrounds us at a given point of time and space. It is comprised of the interacting systems of physical, biological and cultural elements which are interlinked both individually and collectively. Environment is the sum total of conditions in which an organism has to survive or maintain its life process. It influences the growth and development of living forms.

In other words environment refers to those surroundings that surrounds living beings from all sides and affect their lives in toto. It consists of atmosphere, hydrosphere, lithosphere and biosphere. It's chief components are soil, water, air, organisms and solar energy. It has provided us all the resources for leading a comfortable life. According to P. Gisbert "Environment is anything immediately surrounding an object and exerting a direct influence on it." According to E. J. Ross "Environment is an external force which influences us." Thus, environment refers to anything that is immediately surrounding an object and exerting a direct influence on it. Our environment refers to those thing or agencies which though distinct from us, affect our life or activity. The environment by which man is surrounded and affected by factors which may be natural, artificial, social, biological and psychological.

Components of Environment

Environment mainly consists of atmosphere, hydrosphere, lithosphere and biosphere. But it can be roughly divided into two types such as (a) Micro environment and (b) Macro

environment. It can also be divided into two other types such as (c) Physical and (d) biotic environment.

- a) Micro environment refers to the immediate local surrounding of the organism.
- b) Macro environment refers to all the physical and biotic conditions that surround the organism externally.
- c) Physical environment refers to all abiotic factors or conditions like temperature, light, rainfall, soil, minerals etc. It comprises of atmosphere, lithosphere and hydrosphere.
- d) Biotic environment includes all biotic factors or living forms like plants, animals, Micro-organisms.

Functions of the Environment

1. Provides the supply of resources
 - The environment offers resources for production.
 - It includes both renewable and non-renewable resources.
 - Examples: Wood for furniture, soil, land, etc.
2. Sustains Life
 - The environment includes the sun, soil, water, and air, which are essential for human life.
 - It sustains life by providing genetic and biodiversity.
3. Assimilates waste
 - Production and consumption activities generate waste.
 - This occurs mostly in the form of garbage.

- The environment helps in getting rid of the garbage.
4. Enhances the quality of life
- The environment enhances the quality of life.
 - Human beings enjoy the beauty of nature that includes rivers, mountains, deserts, etc.
 - These add to the quality of life.

Concept of Home Environment

The home environment entails: emotional warmth displayed by parents while interacting with their children; provision of stimulating and learning experiences in the home; and physical surroundings, such as safety of play areas and cleanliness. It is usually a place in which an individual or a family can rest and be able to store personal property. Most modern-day households contain sanitary facilities and a means of preparing food. Animals have their own homes as well, either living in the wild or in a domesticated environment. Home is a place where the child's earliest education and socialization begins. According to Nwachukwu and Agulaana (2002), the home is described as the primary and most important human institution for the socialization of the child. The child's experience within the family definitely influences his behaviors; they have provides the child the nature which he or she requires for normal physical cognitive and psycho to social development. The child usually builds his self-image in the home based on the members of the family status in the society. To a large extent, the home being the child's first part of call in the society constitutes his reference point for evaluating his behavior

expectation and performance against that of children from other families. The foundation that is laid for the child in home equips him for the challenges he will face in the future.

What the child learns at home and how his family motivated him towards education contributes to the child success or failure in school. Bergin (1981) in his explanation holds that stimulating home environment may teach generalized skill the help children to profit more from school institution that peer from less stimulating environment furthermore, he assert that it is possible that some parents teach their children to value the kind of learning activities the school provide and these enhance their motivation to do the work the school set before them. Onyehalu (1990) contended that the home provides an important for which the child's learning capacity is enhance. Sperling (19679) asserts that the exact environment has not been determined. It seems to he at least plus or minus 15 point he continued that any person below 90 intelligent that is below average intelligent quotient (IQ) level is classified as dull. But exposure to stimulating environment has the tendency of increasing the person's intelligent quotient level from 90 to about 105. Hence, these will make a person formally below average intelligent to be classified into the upper figure of a person with average. Lawson (1979) opined that minority of children is faced with having to develop functional adaptation to two sets of environment, to the home and neighborhood on one hard and to the large "main stream" society particularly the school on the other hand. According to Henderson (1981) and Lowsa (1979) the home and neighborhood environment and school environment present the child with different sets of demand characteristics. The child's success in school environment depends on the degree of overlap or continuity on the demand characteristics of the home neighborhood. Bayley (1990) posited that

environmental conditions that determine how the individual's intelligent quotient will develop include nutrition health, quality of stimulation, emotional climate of the home and the type of feedback elicited by behavior.

In continuation, he said that given children with the same goes, the child with better parental and postnatal nutrition, the more, intellectually stimulating and emotionally secured home and the more appropriate reward for academic accomplishment will attains a high (7Q) score, when tested in grade. He posited that environmental 'condition accentuate 'whatever differences intelligence that are present at birth. Bronfenberene, (1978) emphasized the intrinsic interconnectedness of the family and the school and the connectedness of the family and the school and the importance of these interconnections to development of children. He further argued that in the last two decades there has been a breakdown of the ties between the home and the school resulting in increased stress on the children and is on evidence of increasingly disturbed psychological functioning. This analysis shows that there is need to examine the relationship between the home and school and the developmental impact on the academic performance of the child. Jester and barley (1969), in the study found out that the amount of conversation in the home particularly that directed towards the child relate significantly to the child's performance on development tests. Elizabeth Frasier in her study "Home Environment and the school" (1968) investigated whether there is a relationship between factors in the home

environment of the child and his progress in school.. She found out that factors in the home environment correlated with school more than they did with intelligence.

The environmental factors which she found to have contributed most to the difference were partly socio-economic, motivational and emotion. It follows therefore that the socio-economic status of the parent together with atmosphere of the home impact of the children academic performance seeing the emotional state of the child, determines how successful he is going to be in his academic pursuit.

Concept of Academic Achievement

Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas 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. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools

are receiving money based on its students' academic achievements. A school with more academic achievements would receive more money than a school with fewer achievements. In California, the achievement of schools is measured by the Academic Performance Index.

Factors that Influence Academic Achievement

1. Individual differences influencing academic performance

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by 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. Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement. Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviors and attitudes towards school.

Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly

educated parents tend to have more stimulating learning environments. Further, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance. Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies. Studies have shown that physical activity can increase neural activity in the brain, specifically increasing executive brain functions such as attention span and working memory; and improve academic performance in both elementary school children and college freshmen.

2. Non-cognitive factors

Non-cognitive factors or skills are a set of "attitudes, behaviors, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination. To create attention on factors other than those measured by cognitive test scores sociologists Bowles & Gintis coined the term in the 1970s. The term serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes.

3. Self-efficacy

Self-efficacy is one of the best predictors of academic success. Self-efficacy is the belief of being able to do something. Stajkovic et al. looked at the Big Five traits on academic success as well and saw that conscientiousness and emotional stability were predictors of self-efficacy in

over half of their analyses. However, self-efficacy was more indicative of academic performance than personality in all of the analyses. This suggests that parents who want their children to have academic achievement can look to increase their child's sense of self-efficacy at school.

4. Motivation

Motivation is the reasoning behind an individual's actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with higher need for achievement have greater academic performance.

5. Self-control

Self-control, in the academic setting, is related self-discipline, self-regulation, delay of gratification and impulse control. Baumeister, Vohs, and Tice defined self-control as "the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the attainment of long-term goals." In other words, self-control is the ability to prioritize long-term goals over the temptation of short-term impulses. Self-control is usually measured through self-completed questionnaires. Researchers often use the Self-Control Scale developed by Tangney, Baumeister, & Boone in 2004. Through a longitudinal study of the marshmallow test, researchers found a relationship between the time spent waiting for the second marshmallow and higher academic achievement. However, this finding only applied for participants who had the marshmallow in plain sight and

were placed without any distraction tactics. High locus of control, where an individual attributes success to personal decision making and positive behaviors such as discipline, is a ramification of self-control. High locus of control has been found to have a positive predictive relationship with high collegiate GPA.

6. Extracurricular Activities

Organized extracurricular activities or cultural activities have yielded a positive relationship with high academic performance including increasing attendance rates, school engagement, GPA, postsecondary education, as well as a decrease in drop out rates and depression. Additionally, positive developmental outcomes have been found in youth that engage in organized extracurricular activities. High school athletics have been linked with strong academic performance, particularly among urban youth. However, involvement in athletics has been linked to increased alcohol consumption and abuse for high school students along with increased truancy. While research suggests that there is a positive link between academic performance and participation in extracurricular activities, the practice behind this relationship is not always clear. Moreover, there are many unrelated factors that influence the relationship between academic achievement and participation in extracurricular activities (Mahoney et al., 2005). These variables include: civic engagement, identity development, positive social relationships and behaviors, and mental health (Mahoney et al., 2005). In other research on youth, it was reported that positive social support and development, which can be acquired through organized after school activities is beneficial for achieving academic success (Eccles & Templeton, 2002). In

terms of academic performance there are a whole other group of variables to consider. Some of these variables include: demographic and familial influences, individual characteristics, and program resources and content (Mahoney et al., 2005).

For example, socio-economic status has been found to play a role in the number of students participating in extracurricular activities (Covay & Carbonaro, 2010). Furthermore, it is suggested that the peer relationships and support that develop in extracurricular activities often affect how individuals perform in school (Eccles & Templeton, 2002). With all these variables to consider it is important to create a better understanding how academic achievement can be seen in both a negative and positive light. In conclusion, most research suggests that extracurricular activities are positively correlated to academic achievement (Mahoney et al., 2005). It has been mentioned that more research could be conducted to better understand the direction of this relationship (Eccles & Templeton, 2002). Together this information can give us a better understanding of the exact aspects to consider when considering the impact that participation in extracurricular activities can have on academic achievement.

7. Successful Educational Actions

There are experiences analysed by research projects that show how the incorporation of Successful Educational Actions (SEAs) in schools with high absenteeism are contributing to the improvement of academic achievement.

Factors Influencing the Home Environment on Academic Achievement

The development of an individual is seen as a by-product of the first learning institution for the child parents as the first teacher of the child and significant role models give the child the first experience of attention in that small community of diverse individuals. According to Fredricks. A. and Resinski T.V (1998), the home environment is a contributing factor in the development of a reading ability of a child and the child feels at ease when he or she works out problems with his or her parents. Home environment in itself, is an embarrassing term and it comprises the following societal cultural background, educational level of parents a child linguistic background, learning facilities, occupation of parents e.t.c all these are major determinants of developments of individual potentials.

However, we shall be talking about some factors which are;

- Educational attainment of parents
- Learning facilities
- Parental home influence
- Social cultural influence

Educational Attainment of Parent

The educational attainment of parents often affects the achievement among secondary school students in Oredo local government. It is observed that parents who have attained certain educational, psychological and material needs. In other words, educated parents tend to be more

committed and ensure that the Child gets the best occasionally. They often find out about the child performance in school by liasoning with his or her teachers. Goldenberg (1999) observed that literate parents are likely to look into a Childs everyday routine and literacy influences which may directly or indirectly affect positively, the child literacy development and experience at home and school.

Furthermore, the role of educated parents in a Childs academic performance cannot be over stressed, as majority of them want the best for their children. It has also been reported that the literate parents spend more time to supervise their children school work and assisting the child with home work tasks.

In summary, it has been asserted that educated parents produce a relatively large number of intelligent children of high ability than less educated parents. Binkley M.R (Adopted by J.G Lipson and L.A Macpadden 1999) this however shows that the higher academic attainment of parents the better their children academic achievement. This emerges as a critical factor in predicting a child literacy performance at school.

Learning Facilities

The influence of learning facilities in the development of a child's academic potentials cannot be overemphasized. V. H. Bell-Gam and Osunde A.O (2001) stated that learning materials otherwise known as instructional aids, play significant role in the learning process and provide a child with unique experience. A good conducive environment will appear to contain

more learning facilities that a child could incorporate into his academic activities in other words; adequate learning materials at home will boost the Childs intellectual and academic capability.

Margaret Omozuwa and Ede Iyamu (2003) also argued that an environment stimulating and conducive for learning, aids the adolescent intellectual ability. Such environment with educational gadgets, such as video, television, radio, toys and relevant textbooks e.t.c aids cognitive development. Goldenberg (1999) claimed that by getting in touch with a variety of printed materials, a child will understand the function of written language. In summary, it can be derived from this factor of literature review that a good home environment must be adequately equipped with learning materials, and a child must initially learn that these relevant. materials in his immediate environment are very meaningful.

Parental Home Influence

Another factor of this study is that the parental home environment is very important and meaningful. Parents naturally become the Childs first teacher before the child is sent to school. At the stage of a Childs mental development, the mother for instance, is all he or she has and also, a child who always had his or her mother cannot betray him or her. Ede Iyamu and Margaret O. Omozuwa (2003). Binkley M.R (1998) also found that many children have been taught to read at home parents offer guidance to teach the child to develop reading habits before he or she goes to school and a child who begins to read at home do at least well, and in many instances better in the first grade. Fredricks A. and Rasinski T.V (1998) also stated that a child learns naturally when his parents read to him, and also to let him handle books at home and by doing this the

child gains direct information. Eduwen (1999) however, concluded that the degree to which a child is motivated determines the energy he or she will put into the learning process and this as a matter of fact with interest, facilitates learning. In summary, when a child is surrounded by caring parents who will provide the security he need for desirable learning, the child will develop positive association with reading and writing hence, active parental involvement in the school is essential to a child educational accomplishment.

Socio-Cultural Influence

Cultural values always play an important role in the educational achievement of any child and parents are renowned for their willingness to sacrifice this set of values for the sake of the child education. J. O. Afe and E. O. Egbochukwu (2005) posited that a child develops ideas of right and wrong through the home, and at this stage, a foundation for moral characteristic is laid. Also, parents teach certain norms which they expect their child to • follow, and in this way the education of such a child is adequate taken care of, Omogiade O. and Agholor B. U. (2005). Goldenberg G. (1999) also claimed that the significance placed upon a academic achievement varies between cultures, and that parents and teachers believe that the emphasis on more efforts, the more likely that both parents and teachers can be helpful in aiding the child academic activities. According to Omozuwa M. and E Iyamu (2003) they states that in a good social environment, there is good cordial relationship with neighbors and the culture of the parents, habits of elders or siblings affect the child personality and cognitive development.

In conclusion, Goldenberg G. (1999) further stated that knowledge of one's culture is passed, and when a child is surrounded by parents with such embracing cultural heritage and moderately competitive kingship relationship, a foundation for literacy is built with less difficulty.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is basically concerned about the method and procedures used in conducting this research. This chapter is subdivided into; design of the study, population of the study, sample size and sampling technique, instrument for data collection, validation of instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

The design of the study adopted for, this research is the descriptive survey design. This design entails the collection and use of data systematically from a given population to describe certain characteristics, features of the population. It is considered appropriate for this study being that the work is intended to collect data from small group with view to describing the population,

determining the Influence of Home Environment On Academic Achievement Among Secondary School Students in Oredo Local Government area of Edo State.

Population of the Study

The population of this study is the students in Oredo Local Government Area of Edo State. There are about 112 secondary schools in the area with a total student's population of about 1052 (senior secondary schools only) this will however represent the total population of study.

Sample Size and Sampling Technique

A total of 100 students were carefully selected from 10 schools of about 1052 students to form the sample of study. The simple random sampling technique was adopted and also the Dicothonomous rating scale was used. Out of this figures, 10 students were carefully picked from each school as respondents to represent the 100 students.

Instrument for Data Collection

The main research instrument used for this study is the questionnaires. It was carefully designed to contain relevant data to the study. The questionnaires consist of two sections. Section A contains personal information about the respondents such as the sex, age, and class bracket, while section B consists of twenty questions met for students to provide responses to.

Validation of Instrument

To validate this research instrument, it was reviewed by experts in the field of education to ascertain its potentials and ability to effectively play its role in the study. The questionnaires were reviewed for its comprehension for what it was supposed to define and final questionnaires were prepared in line with various suggestions.

Reliability of the Instrument

The test retest method was used to test the reliability of the instrument. It was administered to students and their responses were scored after an interval of weeks. The same questionnaires were re-administered to the same students and their scores of the first attempts were correlated with students during the second administration and respondents give the same answer.

Method of Data Collection

Copies of the questionnaires were carefully examined and evaluated by the supervisor and I personally distributed them to the individual schools to be administered. They were also guaranteed absolute confidence on the information they would provide. However, since students

have similar problems in their academic pursuit this survey was restricted to students in the senior secondary schools only.

Analysis of Data

The responses or data collected were grouped, tabulated into frequencies and analyzed in accordance with the questions and information. The statistical techniques used in this analysis of data was the simple percentage. This method was used because the researcher finds it more convenient and accurate. This simple percentage method is carried out by dividing the number of responses by the number of respondents and then multiply by 100 that is:

Formula $P = \frac{R}{N} \times 100$

R= Number of responses

N= Total number of respondents

P= The results obtained (%)

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF RESULTS

The purpose of this chapter is to report, analyse and discuss the result of the research study which was conducted in line with the data generated in the course of the research. The presentation and analysis was also made in line with the research questions raised in chapter one. The results of the findings are discussed.

Section A: Demographic of the Respondents. Sex Distribution

Gender	Frequency	Percentages (%)
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Male	15	30
Female	30	60
Missing	5	10
Total	50	100

The table shows that 30% of the respondents are male while 60% are female, while 10% never indicated his/her gender.

Age Distribution

Age bracket	Frequency	Percentages (%)
Below 16	25	50
16 - 18	15	30
Above 18	8	16
Missing	2	4
Total	50	100

From the information gathered it was found out that most of the students were of the age below 16 years old. In this age bracket there were 50% of all students in the study area. A

further 30% were in the age bracket 16-18, while 16% were in the age bracket 18 and above. Those who failed to indicate their age bracket were 4%.

Class Distribution

Class	Frequency	Percentages
Sss 1	47	94
Sss2	0	0
Sss3	0	0
Missing	3	6
Total	50	100

The table indicates that 94% of the students were in Sssl while 6% failed to respond to the item.

Section B

Answering the research questions

Responses	Number of respondents	Percentage %
Yes	40	80

No	10	20
Total	50	100

Research question 1: Does parents who are educated always want to give their children the best education?

The table above reveals that 80% respondents agreed that parents who are educated give the best education to their children while 20% says no.

Research question 2: Does the education of parents have influence on the children home literacy experience?

Responses	Number of respondents	Percentage °A)
Yes	45	90
No	5	10

Total	50	100
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Table two above shows that 90% respondents believes that education of parents have influence on child's home literacy while 10% says that the education of parents do not have any influence on child's home literacy experience.

Research question 3: Do educated parents assist their children in his/her home-work task?

Responses	Number of respondents	Percentage %
Yes	20	40
No	30	60
Total	50	100

The table above shows that only 40% respondent agrccd that parents assist their children in his/her homework task while 60% respondent disagreed.

Research question 4: Does children whose parents are educated do better in school than those whose parents are not educated?

Responses	Number of respondents	Percentage %
Yes	40	80
No	10	20

Total	50	100
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Table 4 shows that 80% respondents agreed that a child whose parents are educated do better in school than those whose parents are not educated while 20% disagreed.

Research question 5: Are literate parents likely to produce a relatively large number of educated children?

Responses	Number of respondents	Percentage %
Yes	42	84
No	8	16
Total	50	100

From the table above, it shows that 84% respondent agreed that literate parents will produce a large number of educated children while 16% respondents disagreed.

Research question 6: Do children from rich and educated parents performs better in school than a child from poor illiterate parents?

Responses	Number of respondents	Percentage %
Yes	10	20
No	40	80

Total	50	100
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The table shows that 20% respondents have strongly belief that a child from rich and educated parents performs better in school than a child from poor illiterate parents while 80% respondents disagreed.

Research question 7: Does a healthy home environment offer emotional security to a child academic performance?

Responses	Number of respondents	Percentage %
Yes	39	78
No	11	22
Total	50	100

Table 7 above shows that 78% says yes that a healthy home environment of parents offers emotional security to a child's academic performance while 22% respondents disagreed.

Research question 8: Can the attitude of parents affect the child performance in the school?

Responses	Number of respondents	Percentage %
Yes	45	90
No	5	10
Total	50	100

Table 8 above reveals that 90% respondents agreed that the attitude of parents affects the child's performance in school while 10% of respondents disagreed.

Research question 9: Does children of educated parents perform better in school?

Responses	Number of respondents	Percentage %
Yes	7	14
No	43	86
Total	50 -	100

Table 9 shows that only 14% respondents agreed that only educated parents children do better in school while 86% respondents disagreed.

Research question 10: Can parents interest on a child's assignment increase the child's motivation to learn?

Responses	Number of respondents	Percentage %
Yes	47	94
No	3	6
Total	50	100

Table 10 above shows that 94% respondents believe that parents interest on child's assignment increase the child motivation to learn while 6% respondents disagreed.

Research question 11: Does un-conducive learning environment reduce child's academic performance?

Responses	Number of respondents	Percentage %
Yes	46	92
No	4	8
Total	50	100

Table 11 shows that 92% respondents know that unconducive learning environment can reduce the academic performance among secondary school students while only 8% respondents do not know that unconducive learning environment affects the child learning performance.

Research question 12: Do you think that inadequate learning materials can reduce a child's performance in school?

Responses	Number of respondents	Percentage %
Yes	40	80
No	10	20

Total	50	100
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Table 12 above shows that 80% respondents agreed that inadequate learning materials reduces a child's performance in school while 20% disagreed.

Research question 13: A child who learns to read at home has better grades in school?

Responses	Number of respondents	Percentage %
Yes	35	70
No	15	30
Total	50	100

Table 13 above shows that 70% respondents agreed that a child who learns to read at home has better grades in school while 30% respondents disagreed.

Research question 14: Can children surrounded by all kinds of learning materials do better than those with no learning materials?

Responses	Number of respondents	Percentage %
Yes	45	90
No	5	10

Total	50	100
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The table above shows that 90% respondents believes children surrounded by all kinds of learning materials do better than those with no learning materials while 10% respondents disagreed.

Research question 15: Do learning materials help to stimulate a child to learn?

Responses	Number of respondents	Percentage %
Yes	45	90
No	5	10
Total	50	100

From the table above, it shows that 90% respondents agreed that learning materials help to stimulate a child to learn while 10% disagreed.

Research question 16: Does the significance placed upon academic achievement vary between cultures?

Responses	Number of respondents	Percentage %
Yes	35	70
No	15	30
Total	50	100

The table above shows that 70% of the respondents agreed the significance placed upon academic achievement vary between cultures while 30% disagreed.

Research question 17: Can a child who has cordial relationship with his/her parents always perform well in school?

Responses	Number of respondents	Percentage %
Yes	42	84
No	8	16
Total	50	100

Table 17 shows that 84% respondents agreed that a child who has cordial relationship with his/her parents perform well in school while 16% disagreed.

Research question 18: Can a child from a humble background with embracing cultural heritage be serious in school?

Responses	Number of respondents	Percentage %
Yes	23	46
No	27	54
Total	50	100

Table 18 above shows that 46% respondents believe a child from humble background with embracing cultural heritage be serious in school While 54% disagreed.

Discussion of Findings

The discussion was based on the major findings of this research. In this research study it was found that high level of educated parent to an extent, have more influence on their children to achieve and perform well in their studies. This is because a well educated parent usually shows interest and care in their children academic performance or achievement and

their choice of subject and career while in secondary school by providing their children all necessary leaning materials. This undoubtedly leads to better performance and achievement in their studies. This study conform the work of Watson (2006), who found in his study that those high level educated parent are often interested and influential on the academic performance of their children.

The study also revealed that parental level of income is highly correlated with students' academic performance. The findings of the study is supported by the work of Lacour and Tissington (2011) who discovered that low achievement is closely connected with lack of resources. It is contrary to that of Ebenuwa-Okon (2007) and (2010) who discovered that financial status do not significantly influence academic performance. He believed that enhanced academic performance is a matter of personal determination than financial determination.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations of the study.

Summary

The study seeks to investigate the influence of home environment on academic achievement among secondary school students in Oredo local government Area. The influence of home environment on the child academic performance cannot be over emphasized. The researcher has been promoted to look into home environment as it has influence on a child academic performance and the factors that were considered are parents home background, level of educational attainment, learning facilities and socio-cultural issues. A careful examination was made to determine the effects of the above factors on a child's academic performance however in the research methodology, questionnaire was used to elicit for the necessary information needed for the research work. The questionnaires were specially designed for students in the senior secondary schools in Oredo Local Government Area of Edo State.

Findings

- The findings were analyzed and it was discovered that a child from a healthy and conducive home environment performs better in school than those from Un-conducive home environment.
- It was also revealed that a child who is surrounded by all kinds of learning materials always learn at home.
- Finally, the findings also revealed that students from educated home perform better academically compared to his or her counterparts from less educated home whose parents spend little or no time to assist them.

Conclusion

In conclusion, this research work can be concluded from the above findings that home to a large extent has influence on a child academic performance. Most parents who are not educated do not show much interest in the child school work, especially' those who are engaged in trading and business. Also some of these homes are not conducive for the child to learn and there are no adequate learning facilities to stimulate the child to learn. It can be concluded from this angle therefore that the environment of the home has great influence on the academic achievement among secondary school students in Oredo local government area of Edo state.

Recommendation

Based on the finding from the study the following recommendations are made:

- Since education of the child starts from the home, conducive learning environment should be put in place to prepare the child for better academic performance.
- Parents should be enlightened regardless of their social and academic status on the importance and the need to educate the child for a better future.
- Parents should be encouraged to buy any learning facilities/materials for the child's and also to assist in monitoring their academic progress from time to time as these will help to enhance the child academic performance in school.
- Teachers should put into consideration the difference in socioeconomic and home background of students in order to help those from highly educated homes and those not from educated home.

- Since education is an instrument for social transformation, political and economic development, government should try as much as possible to provide sufficient proportion of their budget allocation to education, so as to adequately face the need and constraints faced by students in their studies.

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APPENDIX

DEPARTMENT OF HEALTH, SAFETY AND ENVIRONMENTAL

EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF 13ENN, BENIN CITY

QUESTIONNAIRE

INFLUENCE OF HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE

Dear Respondents,

This is designed to access the Influence of Home Environment on Academic Achievement Among Secondary School Students in Oredo Local Government Area of Edo State.

This research work is purely for academic purpose and will be treated as confidential. You are therefore required to kindly and truthfully respond by providing answers to the question below.

Thank You

**OGHABUGBE SOLOMON VICTOR
RESEARCHER**

Section A

Instruction: please tick (√) as appropriate

Demographic background

Sex: Female 0 Male 0

Age: Below 16years () 16-18years () Above 18ycars

Class: SS1 () SS2 () SS3 ()

Section B

S/N	ITEMS	YES	NO
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1	Does parents who are educated always want to give their children the best education?		
2	Does the education of parents have influence on the child's home literacy experience?		
3	Do educated parents assist their children in his/her home-work task?		
4	Does children whose parents are educated do better in school than those whose parents are not educated?		
5	Are literate parents likely to produce a relatively large number of educated children?		
6	Do children from rich and educated parents performs better in school than children from poor illiterate parents?		
7	Does a healthy home environment offers emotional security to a child academic performance?		
8	Can the attitude of parents affect the child performance in school?		
9	Does children of educated parents perform better in school?		
10	Can parentsinterest on a child's assignment increase the child's motivation to learn?		

11	Does conducive learning environment reduce child's academic performance?		
12	Do you think that inadequate learning materials can reduce a child's performance in school?		
13	A child who teams to read at home has better grades in school?		
14	Can children surrounded by all kinds of learning materials do better than those without learning materials?		
15	Do learning materials help to stimulate a child to learn?		
16	Does the significance placed upon academic achievement vary between cultures?		
17	Can a child who has cordial relationship with his/her parents always preform well in school?		
18	Can a child from humble background with embracing cultural heritage be serious in school?		
19	Does knowledge of the culture of literate parents through oral and written tradition seen in a child?		
20	Do educated parents offer guidance before the child goes to school?		