

**INFLUENCE OF HOME ENVIRONMENT ON ACADEMIC  
PERFORMANCE OF LOWER BASIC PUPILS IN OREDO  
LOCAL GOVERNMENT AREA**

**BY**

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**BEING A PROJECT SUMMITTED TO THE INSTITUTE OF  
EDUCATION, IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A BACHELOR  
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UNIVERSITY OF BENIN, BENIN CITY.**

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## **DECLARATION**

This project is based on a study undertaken by **OHIA MICHELLE ADAKU** matriculation number **EDU1903865** in the Institute of Education, University of Benin, Benin city, under the supervision of **Dr W.C Uwadiae** in the Institute of Education. All ideas and views are products of my personal research and where the works of others have been used and expressed, they are duly acknowledged.

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## CERTIFICATION

We, the undersigned, certify that this project work was carried out by **OHIA ADAKU MICHELLE** with matriculation number **EDU1903865** of the Institute Education, University of Benin, Benin City, Nigeria, in partial fulfilment of the requirements for the award of B. Ed DEGREE in Early Childhood Education.

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**Dr W.C. Uwadiae**  
**(Project supervisor)**

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**Date**

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**Prof K. Aluko**  
**(Project coordinator)**

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**Dr. (Mrs) F.I Iyamu**  
**(Ag Director of the Institute)**

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**Date**

## **DEDICATION**

This research work is dedicated to God Almighty the creator of life for his grace, wisdom, mercy and unconditional love which saw me through my academic pursuit in University of Benin.

## ACKNOWLEDGEMENTS

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## **ABSTRACT**

This study investigates the influence of home environment on the academic performance of lower basic pupils in Oredo Local Government Area, Benin City. The research objectives was to determine how various aspects of the home environment, including the availability of educational resources, family structure, and parental involvement affect pupils' learning outcomes. The study employs a descriptive survey design, utilizing a structured questionnaire administered to a sample of 100 teachers selected from nine public primary schools in the area. The instrument was validated by three lecturers in the institute of education. The data was analyzed frequency counts, simple percentage, mean and standard deviation. The findings reveal that a supportive home environment significantly enhances children's academic performance. Access to educational materials such as books, computers, and educational toys is positively correlated with better academic outcomes. The study also highlights that children from stable family structures and those receiving active parental support and involvement, such as assistance with homework and participation in school activities, perform better academically. Conversely, children from homes with many siblings, fractionalized homes, or single-parent households tend to have lower academic performance due to less individualized attention and support. The study concludes that the home environment plays a crucial role in shaping the academic success of lower basic pupils. It was therefore recommended that parents should provide educational resources at home, fostering a stable family environment, and promoting active parental involvement in their

children's education. These findings underscore the need for collaborative efforts between teachers and parents to create conducive learning environments both at home and in school.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The home environment plays a pivotal role in shaping a child's academic journey, influencing various aspects of their development, including cognitive growth, educational aspirations, and overall academic performance. In the context of Oredo Local Government, the significance of the home environment on the academic outcomes of lower basic pupils cannot be overstated. Benin City represents a diverse urban landscape characterized by a mosaic of socio-economic disparities and cultural heterogeneity, which in turn, contribute to the

varying home environments experienced by children across households within the city.

Within this context, it becomes evident that while some children are fortunate to grow up in environments characterized by supportive family structures, abundant educational resources, and active parental involvement, others encounter significant challenges. These challenges may include economic hardship, familial instability, and limited access to educational opportunities among others. The impact of these diverse home environments on the educational trajectories of lower basic pupils in Oredo Local Government area underscores the need for a nuanced understanding of the dynamics at play.

Numerous studies in the field of education have highlighted the influential role of the home environment in shaping academic performance. Drawing from Bronfenbrenner's ecological systems theory, which emphasizes the interconnectedness of various environmental systems in influencing human development, researchers have underscored the significance of family interactions, parental

involvement, and socio-economic conditions within the microsystem in shaping children's cognitive and academic development (Bronfenbrenner, 1979). Additionally, longitudinal research has demonstrated that the quality of the home environment during early childhood significantly predicts later academic success, further emphasizing the enduring impact of early experiences on educational outcomes (Bradley & Corwyn, 2002).

Despite the wealth of research on the influence of the home environment on academic performance, there remains a notable gap in the literature specifically examining this relationship within the unique socio-cultural context of Oredo Local Government area. Global studies often offer valuable insights into generalizable trends; however, they frequently overlook the intricate socio-cultural dynamics and contextual factors that shape educational experiences in the Oredo Local Government area. Consequently, there is a pressing need for localized research that delves into how the distinctive characteristics of

the home environment impact the academic performance of lower basic pupils in this setting.

Moreover, existing literature often adopts a reductionist approach, focusing on isolated aspects of the home environment without adequately considering the complex interplay among multiple factors. By narrowly focusing on individual variables such as socio-economic status or parental involvement, current research may overlook crucial nuances that could elucidate the pathways to educational success or failure among lower basic pupils in Oredo Local Government area. Therefore, this study seeks to address these limitations by adopting a comprehensive framework that encompasses the diverse dimensions of the home environment and their collective influence on academic performance.

Therefore, this study endeavors to provide a comprehensive understanding of how the home environment shapes the academic performance of lower basic pupils in Oredo Local Government area. By examining the multifaceted nature of the home environment and its

interaction with various socio-cultural and contextual factors, this research aims to inform evidence-based interventions and policies that promote educational equity and support the holistic development of children in diverse socio-cultural contexts.

### **Statement of the Problem**

Despite the wealth of research on the influence of the home environment on academic performance, there remains a paucity of literature specifically examining the interplay in the context of Benin City. While existing studies offer valuable insights into global trends and generalizable findings, they often overlook the unique socio-cultural dynamics and contextual factors that shape educational experiences in Oredo Local Government area. Consequently, there is a pressing need for localized research that explores how the distinctive

characteristics of the home environment impact the academic performance of lower basic pupils in this setting.

Moreover, the existing literature frequently adopts a reductionist approach, focusing on isolated aspects of the home environment without considering the complex interplay among multiple factors. By failing to account for the synergistic effects of socio-economic status, parental involvement, family dynamics, and resource availability, current research overlooks crucial nuances that may elucidate pathways to educational success or failure. Therefore, this study seeks to address these seeming limitations by adopting a comprehensive framework that encompasses the diverse dimensions of the home environment and their collective influence on academic performance of lower basic pupils in Oredo Local Government area.

### **Research Questions**

The following research questions were generated to guide this study:

1. What influence do home environment have on academic performance of lower basic pupils in Oredo Local Government area?
2. Parental involvement and support contribute to children's academic performance in Oredo Local Government area.
3. Do the availability of educational resources within the home environment, such as books, computers, and educational toys influence pupils' learning outcomes in Oredo Local Government area?
4. Does family structure influence the academic performance of lower basic pupils in Oredo Local Government area?

### **Purpose of the Study**

The purpose of this study was developed on insights on the influence of home environment on the academic performance of lower basic pupils in Oredo Local Government area. Specifically, the study aims to achieve the following objectives:

1. To determine the influence of home environment on the academic performance of lower basic pupils.
2. To examine the complex role of parental involvement and support in fostering children's academic performance.
3. To investigate the effect of resource availability within the home, including educational materials, technology, and learning spaces, on pupils' learning outcomes.
4. To analyze how family structure influences children's academic performance and educational trajectories of lower basic pupils.

### **Significance of the Study**

This research holds significant implications for various stakeholders, including educators, policymakers, parents, and researchers. Firstly, by shedding light on the specific ways in which the home environment influences academic performance in Oredo Local Government area, this study contributes to the existing body of knowledge on educational disparities and socio-cultural determinants of

learning outcomes. Secondly, the findings of this research can inform the design and implementation of evidence-based interventions and policies that address the unique needs of lower basic pupils in Oredo Local Government area, promoting educational equity and inclusivity.

Moreover, parents and caregivers stand to benefit from a deeper understanding of how they can optimize the home environment to support their children's educational success. By identifying strategies for fostering parental involvement, creating enriching learning environments, and promoting positive family dynamics, this research can empower parents to play an active role in their children's education and promote positive academic outcomes.

Furthermore, educators and policymakers can utilize the findings of this study to inform curriculum development, teacher training programs, and school-based interventions that address the socio-economic, cultural, and familial factors that influence educational achievement. By adopting a holistic approach to education that

recognizes the interconnectedness of home, school, and community environments, stakeholders can work collaboratively to create supportive learning ecosystems that enable all children to thrive academically and socially.

### **Scope and Delimitation of the Study**

This study will focus on lower basic pupils, encompassing primary 1 to primary 3, attending selected schools within the Oredo Local Government area. The choice of this population reflects the critical developmental stage of early childhood education, wherein foundational skills and attitudes towards learning are established.

In terms of content, the study focuses on home environment, encompassing socio-economic factors, parental involvement, resource availability, and family structure.

### **Definition of Terms**

The following terms were defined in the study to ensure clarity and consistency:

- **Home Environment:** The physical, social, and emotional conditions within the household in which a child grows and develops, encompassing familial relationships, socio-economic status, cultural practices, and access to resources.
- **Academic Performance:** The level of achievement attained by a student in academic subjects, typically measured through grades, test scores, or standardized assessments.
- **Lower Basic Education:** The initial stage of formal education, usually comprising primary 1 to primary 3, targeting children aged 6 to 9 years old, and focusing on foundational skills in literacy, numeracy, and social development.
- **Parental Involvement:** The degree to which parents are actively engaged in their child's education, including activities such as helping with homework, attending school events, communicating with teachers, and fostering a supportive

learning environment at home.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of relevance to the study under the following sub-heading:

- Theoretical Framework
- The Impact of Home Environment on Academic Performance
- Parental Involvement and Support on academic performance

- Availability of Educational Resources on academic performance
- Family Structure Dynamics on academic performance
- Summary of Reviewed Literature

### **Theoretical Framework**

Bronfenbrenner's ecological systems theory provides a comprehensive framework for understanding the complex interplay between individuals and their environments. At the core of this theory is the concept of nested systems, wherein individuals are situated within multiple environmental contexts that interact dynamically to shape development. The microsystem, the compound, the immediate environment in which an individual operates, is particularly relevant to this study as it encompasses the home environment of lower basic pupils.

Within the microsystem, the home environment serves as the primary context for children's development during their formative years. Various factors within this environment, such as socio-economic status, parental involvement, resource availability, and family dynamics, play

crucial roles in influencing children's academic trajectories. These factors interact dynamically to create a unique ecological niche within which children grow and learn.

Socio-economic status (SES) is a fundamental determinant of the home environment and significantly impacts children's access to educational resources, opportunities, and support systems. Families with higher SES often have greater financial resources to invest in their children's education, including access to tutoring services, educational materials, and extracurricular activities. In contrast, lower SES households may face economic challenges that limit access to such resources, potentially hindering academic performance (Bradley & Corwyn, 2002). Parental involvement is another key factor within the home environment that influences children's academic outcomes. Research consistently demonstrates that parental involvement, including activities such as helping with homework, attending school events, and communicating with teachers, positively correlates with academic achievement (Fan & Chen, 2001). Actively involved parents

create a supportive learning environment at home, fostering positive attitudes towards learning and academic success.

The availability of educational resources within the home also plays a critical role in shaping children's academic trajectories. Access to books, computers, educational toys, and learning materials can enhance children's cognitive development and academic skills (Davis-Kean, 2005). However, disparities in resource availability may exist across households, contributing to inequalities in educational outcomes among lower basic pupils.

Family dynamics, including the structure of the family unit, communication patterns, and parenting styles, further influence children's academic performance. Stable family structures and positive parent-child relationships are associated with better academic outcomes, whereas family instability or conflict may pose challenges to children's learning experiences (Amato, 2001). Beyond the microsystem, mesosystem and macrosystem factors also exert influence on the home environment and its impact on academic performance. The mesosystem refers to the interactions between different microsystems, such as the

relationship between home and school environments. Collaborative efforts between parents and teachers, for example, can facilitate academic success by creating cohesive support systems for children (Bronfenbrenner & Morris, 2006). Meanwhile, macrosystem factors, including cultural norms, societal values, and government policies, shape broader educational contexts that may either support or impede children's academic development.

## **The Impact of Home Environment on Academic Performance**

The impact of the home environment on academic performance is a topic of significant interest and importance in educational research. Numerous studies have underscored the influential role of the home environment in shaping children's academic outcomes, highlighting the

complex interplay of various factors such as parental involvement, socio-economic status, and familial dynamics.

One key aspect of the home environment that influences academic performance is parental involvement. Research consistently demonstrates that parents who are actively engaged in their children's education contribute to positive academic outcomes. This involvement can take various forms, including helping with homework, communicating with teachers, attending school events, and creating a supportive learning environment at home (Fan & Chen, 2001). In Oredo Local Government area, where educational resources may be limited in some households, the role of parental involvement becomes even more critical in promoting academic success among lower basic pupils.

Furthermore, the socio-economic status of the home environment significantly impacts children's academic performance. Families with higher socio-economic status tend to have greater access to resources such as educational materials, technology, and extracurricular activities, which can enhance children's learning

opportunities and cognitive development. Conversely, children from socio-economically disadvantaged backgrounds may face barriers to academic success due to limited access to resources and opportunities (Bradley & Corwyn, 2002). In Oredo Local Government area, where socio-economic disparities are prevalent, addressing these inequalities in access to educational resources is essential for ensuring equitable educational outcomes for all lower basic pupils.

Additionally, familial dynamics within the home environment play a crucial role in shaping children's academic performance. Stable family structures, positive parent-child relationships, and supportive family environments have been associated with better academic outcomes among children. Conversely, family instability, conflict, and negative parenting practices can hinder children's academic success (Amato, 2001). Understanding the impact of familial dynamics on academic performance is particularly important in contexts like Oredo Local Government area, where cultural norms and practices may vary widely among households.

## **Parental Involvement and Support on Academic Performance**

Parental involvement is widely recognized as a critical factor in determining children's academic success. Research has consistently shown that when parents actively engage in their child's education, it can lead to improved academic outcomes, higher motivation levels, and increased overall well-being. In the context of Oredo local government area, where educational disparities exist and socio-economic factors often shape educational opportunities, understanding the nuances of parental involvement is essential for promoting positive academic outcomes among lower basic pupils. Several factors influence the extent and nature of parental involvement in children's education. One significant factor is socio-economic status (SES). Parents from higher SES backgrounds often have more resources at their disposal, such as time, money, and educational materials, which enable them to be more actively involved in their child's education. They may have the flexibility to attend school events, volunteer in classrooms, and provide additional academic support at home. On the other hand, parents from lower SES backgrounds may face barriers to involvement, such as long

work hours, limited access to transportation, and financial constraints, which can impede their ability to participate in their child's education.

Educational background is another influential factor. Parents who have higher levels of education tend to place a greater emphasis on the importance of education and may be more equipped to support their child's learning (Davis-Kean, 2005). They may possess the knowledge and skills necessary to assist with homework, engage in meaningful conversations about academic topics, and advocate for their child's educational needs. In contrast, parents with lower levels of education may feel less confident in their ability to support their child academically and may be less likely to engage in educational activities at home.

Cultural beliefs and practices also play a significant role in shaping parental involvement. In some cultures, parents may hold strong beliefs about the role of education in their child's future success and may prioritize academic achievement above all else (Davis-Kean, 2005). These parents may be highly involved in their child's education, monitoring their progress closely, and providing ample support and

encouragement. In contrast, cultural beliefs that prioritize other aspects of child development, such as obedience or practical skills, may lead to less emphasis on academic achievement and lower levels of parental involvement in education.

### **Promoting Parental Involvement on Academic Performance**

Despite the challenges that may hinder parental involvement, there are several strategies that schools and communities can employ to promote and enhance parental engagement in children's education. Providing opportunities for parents to be actively involved in school activities, such as parent-teacher conferences, workshops, and volunteer programs, can help build strong partnerships between parents and educators (Fan & Chen, 2001). Schools can also offer resources and support to parents, such as workshops on how to help with homework, access to educational materials, and information about community resources available to support families.

Furthermore, fostering a welcoming and inclusive school environment that respects and values the diverse backgrounds and

experiences of families can encourage greater parental involvement (Fan & Chen, 2001). Schools should strive to create opportunities for meaningful communication between parents and teachers, ensuring that parents feel heard, respected, and empowered to participate in their child's education. By working collaboratively with families and recognizing the unique contributions that parents can make to their child's learning, schools can create a culture of shared responsibility for student success.

In conclusion, parental involvement is a key determinant of children's academic success, with implications for their overall well-being and future opportunities. Understanding the factors that influence parental involvement, such as socio-economic status, educational background, and cultural beliefs, is essential for promoting positive academic outcomes among lower basic pupils in Oredo local government area, (Davis-Kean, 2005). By implementing strategies to enhance parental engagement and fostering strong partnerships between schools and families, educators can create a supportive and

enriching educational environment that maximizes the potential for student success.

### **Availability of Educational Resources on Academic Performance**

Access to educational resources within the home plays a crucial role in shaping children's learning experiences and academic outcomes. Research has consistently shown that children who have access to a rich array of educational materials, such as books, computers, and educational toys, are more likely to perform well academically and develop essential skills for success in school and beyond. In the context of Oredo Local Government area, where socio-economic disparities are prevalent, understanding the availability of educational resources within different households is essential for addressing inequalities in educational outcomes and promoting educational equity among lower basic pupils.

### **The Impact of Educational Resources on Academic Performance**

Access to educational resources has been linked to numerous positive outcomes for children's academic development. For example,

having a variety of books available at home can foster a love of reading, improve literacy skills, and enhance overall academic achievement. Research has shown that children who grow up in homes with a rich literacy environment, characterized by frequent reading activities and access to a diverse range of reading materials, tend to perform better in school and demonstrate higher levels of academic motivation and engagement (Sénéchal & LeFevre, 2002).

Similarly, access to technology, such as computers and the internet, can provide children with valuable learning opportunities and resources that support their academic growth. Technology can facilitate access to educational websites, interactive learning tools, and multimedia resources that can enhance children's understanding of academic concepts and promote self-directed learning. Additionally, exposure to educational toys and games that encourage exploration, problem-solving, and creativity can help children develop essential cognitive skills and foster a positive attitude towards learning.

Despite the importance of educational resources for children's academic development, disparities in resource availability may exist

based on socio-economic status and family background. Children from higher socio-economic backgrounds are more likely to have access to a wide range of educational materials and resources due to factors such as greater financial resources, parental education levels, and social networks. In contrast, children from lower socio-economic backgrounds may face barriers to accessing educational resources, such as limited financial resources, lack of access to libraries or bookstores, and inadequate internet connectivity.

In Oredo Local Government area, where socio-economic disparities are prevalent, these disparities in resource availability may contribute to inequalities in educational outcomes among lower basic pupils. Children from affluent families may have access to private tutors, enrichment programs, and educational experiences outside of school, giving them a significant advantage over their peers from less privileged backgrounds. Addressing these disparities requires targeted interventions that provide equitable access to educational resources and support children from disadvantaged backgrounds in accessing the resources they need to succeed academically.

Efforts to promote equitable access to educational resources should focus on both increasing the availability of resources within communities and providing support to families to help them make the most of the resources available to them. Schools can play a crucial role in ensuring that all children have access to high-quality educational materials and technology by providing resources such as libraries, computer labs, and educational software. Additionally, schools can collaborate with community organizations and government agencies to expand access to educational resources beyond the school setting, such as through community libraries, after-school programs, and digital literacy initiatives.

Furthermore, providing support to families to help them create a rich learning environment at home is essential for promoting children's academic success. Schools can offer workshops and resources to parents on topics such as literacy development, digital literacy, and educational activities they can do at home with their children. By empowering parents with the knowledge and skills they need to support their child's learning, schools can help bridge the gap in resource

availability and promote positive academic outcomes for all children, regardless of their socio-economic background.

In conclusion, access to educational resources within the home significantly impacts pupils' learning outcomes and academic success. Disparities in resource availability based on socio-economic status and family background may contribute to inequalities in educational outcomes among lower basic pupils in Oredo Local Government area. Addressing these disparities requires targeted interventions that provide equitable access to educational resources and support families in creating a rich learning environment at home. By promoting access to high-quality educational materials and supporting parents in fostering a supportive learning environment, educators can help ensure that all children have the resources they need to succeed academically and reach their full potential.

### **Family Structure Dynamics**

Family structure dynamics encompass various aspects of the familial context, including household composition, parental marital

status, family cohesion, and cultural practices, all of which can significantly influence children's academic performance. Understanding these dynamics is crucial for addressing educational disparities and promoting positive outcomes among lower basic pupils in Oredo Local Government area.

The composition of the household and parental marital status can have a profound impact on children's academic performance. Research has consistently shown that children from stable family structures, characterized by two-parent households with a supportive and nurturing environment, tend to perform better academically compared to those from non-traditional family arrangements, such as single-parent households or households with high levels of conflict or instability (Amato, 2005). Stable family structures provide children with emotional security, consistent support, and a conducive environment for learning, which are essential for academic success.

In contrast, children from non-traditional family arrangements may face additional challenges that can negatively impact their academic performance. For example, children from single-parent

households may experience financial strain, lack of parental support, and limited access to resources, all of which can hinder their academic development. Similarly, children from households with high levels of conflict or instability may experience emotional distress and disruptions in their daily routines, making it difficult for them to focus on their studies and excel academically.

Family cohesion, characterized by warmth, support, and positive communication among family members, is another important aspect of family structure dynamics that can influence children's academic performance. Research has shown that children who perceive their families as cohesive and supportive tend to have higher levels of academic motivation, engagement, and self-esteem, which are associated with better academic outcomes (Fuligni et al., 1999). Strong family cohesion fosters a sense of belonging and security, providing children with the emotional stability and support they need to thrive academically.

Furthermore, cultural practices and beliefs within the family can shape children's educational trajectories. In Oredo local government

area, where cultural heterogeneity is prevalent, families may adhere to different cultural norms and practices regarding education, discipline, and gender roles, all of which can impact children's academic experiences and outcomes. For example, some families may prioritize education and invest heavily in their children's academic success, while others may have different priorities or beliefs that influence their approach to parenting and education.

### **Summary of Literature Reviewed**

The literature reviewed provides valuable insights into the multifaceted nature of the home environment and its impact on the academic performance of lower basic pupils in Oredo Local Government area. Several key themes emerge from the reviewed literature, emphasizing the critical role of various factors in shaping educational outcomes among children in this context.

The home environment serves as the foundational context within which children develop and learn. Research indicates that factors such as socio-economic status, parental involvement, and family dynamics

significantly influence children's academic trajectories. In Oredo Local Government area, where socio-economic disparities are prevalent, understanding the diverse home environments experienced by lower basic pupils is essential for addressing inequalities in educational outcomes. By recognizing the unique challenges and opportunities present within different households, educators and policymakers can develop targeted interventions that support children's academic success.

Parental involvement emerges as a critical determinant of children's academic success. Studies consistently demonstrate that parents who are actively engaged in their child's education contribute to positive academic outcomes. In Oredo Local Government area, where cultural beliefs and socio-economic factors may influence parental involvement, understanding the barriers and facilitators of parental engagement is essential for promoting positive educational outcomes among lower basic pupils. By fostering partnerships between schools and families and providing resources to support parental involvement, educators can create a supportive environment that enhances children's academic achievement.

Availability of Educational Resources: Access to educational resources within the home is another important predictor of children's academic performance. Research suggests that children who have access to a rich learning environment, including books, computers, and educational toys, are more likely to succeed academically. However, disparities in resource availability may exist based on socio-economic status and family background. In Oredo Local Government area, where economic inequalities are widespread, addressing disparities in resource access is crucial for promoting educational equity and ensuring that all children have the opportunity to reach their full academic potential.

Family structure dynamics, including household composition, parental marital status, and family cohesion, also play a significant role in shaping children's academic performance. Research indicates that children from stable family structures tend to perform better academically compared to those from non-traditional family arrangements. Additionally, cultural practices and beliefs within the family may influence children's educational trajectories. Understanding

the influence of family structure dynamics is essential for designing interventions that promote positive outcomes among lower basic pupils in Oredo Local Government area. By providing support and resources to families and collaborating with community stakeholders, educators can help create a supportive environment that fosters academic success for all children.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is structured under the following headings;

- Research Design.

- Population of the Study.
- Sample and Sampling Technique.
- Research Instrument.
- Validity of the Instrument.
- Reliability of the Instrument.
- Method of Data Collection.

### **Research Design**

Research Design The research design of the study was a descriptive survey design which aimed at assessing the influence of home environment on the academic performance of lower basic pupils in Oredo local government area. It is concerned with collecting data on and describing the characteristic features and facts about the population of the study.

### **Population of the Study**

The population of this study comprises of the public and primary school teachers in Oredo local government area.

## **Sampling and Sampling Technique**

For the purpose of this study, two stage sampling techniques were used to select nine primary schools in the Oredo Local Government area. From the nine, the sample size for the study was 100 teachers selected through two stage sampling techniques. This was carried out as follow:

First, the systematic sampling technique was employed in selecting nine primary schools from the existing 88 primary schools in the Oredo Local Government area. Second, the schools purposive sampling technique was used on lower basic teachers from the nine schools earlier selected. This sampling technique was used for the study.

## **Research Instrument**

The instrument used for the data collection was a questionnaire titled “influence of home environment on academic performance of

lower basic pupils in Oredo Local Government area”. It comprises three sections A, B and C. Section A contains information on demographic data of the school such as ownership of school, name of school, gender of three respondents and marital status of the respondent. Section B and C contains description and questions which the respondent is expected to give the most appropriate answer to by writing a tick in the appropriate column provided.

### **Validity of the Instrument**

The instrument was validated by the researcher’s supervisor and two other lecturers. Appropriate modifications were made where necessary before the questionnaire was administered.

### **Reliability of the Instrument**

The reliability of this instrument was determined by administering the sample of the research questionnaire on this field of

study with similar characteristics for the research study. A split half method was determined by calculating two independent cases from two odd and even groups. The cronbach alpha was calculated which yielded a value of 0.71

### **Method of Data Collection**

The questionnaire was administered personally by the researcher to respondents. Some were collected on the first day of administration while the rest were collected on the next visit. It was administered after obtaining permission from the head teachers of each school.

### **Method of Data Analysis**

The collected data used for this study was analyzed with the use of frequency counts and simple percentages and mean and standard deviation.

## **CHAPTER FOUR**

## **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

This chapter deals with data analysis, presentation, and discussion of findings on the influence of home environment on academic performance of lower basic pupils in Oredo Local Government Area.

### **Demographic Data of Teachers**

**Table 1: Teachers Gender**

Gender	Frequency	Percentage
Male	31	31%
Female	69	69%
Total	100	100%

Table 1 clearly shows gender of preschools teachers with majority of the teachers being female having a frequency of 69 while the male with a frequency of 31. This therefore shows for every male teacher there are about two female teachers and this clearly shows that women particularly venture in to the teaching profession more than men do.

**Table 2: Teachers Professional Experience**

Professional experience (years)	Teachers' frequency	Percentage
0-5	32	32
6-10	27	27%
11-15	27	27%
16-20	14	14%

Table 2 shows that majority of teachers 32% have work experience of between 0-5 years as a teacher. Teacher with experience of 6-10 years were 27%, teachers with 11-15 years of experience were 27% and teachers with the most years of experience, as the same goes for those within the years of 16-20 who also were 14%.

Majority of the teachers with 16-20 years of experience were the head teachers of their school which shows that they were more qualified due the number of years they have spent in the teaching field and profession. This implies that experience is very imperative as it helps the teachers to acquire enough managerial skills over this period of time and it has served as a very important key to run a nursery and primary school.

**Table 3: Demographic Data of Teachers by Professional Qualifications**

Professional qualification	Frequency	Percentage
SSCE	0	0%
ND/NCE	85	85%
HND/B.sc	15	15%
M.sc	0	0%
PhD	0	0%

Table 3 indicates that majority of the teachers have a diploma, ND/NCE (85%) in education of children. This is to show that the

teachers handling the schools which the questionnaire was administered have undergone a level of training in this field and this could be attributed to the decision of government towards the policy on early childhood education that requires teachers handling preschool learners to have a certificate or diploma so that they will be able to perform their duties expectantly in their respective fields and be able to plan and organize ECCE activities and programs effectively. They were other teachers who had a different qualification, HND/B.sc (15%), while the SSCE, M.sc and PhD no teachers with the qualification in the administered schools.

The above table shows that the teachers had the qualifications to understand the influence of home environment on academic performance of lower basic pupils in Oredo local government area, and will be able to commit to ensuring that that learners get the most suitable home environment that will help improve their academic performance.

**Research question 1: What influence do home environments have on the academic performance of lower basic pupils in Benin City?**

**Table 4: Influence of home environment on academic performance.**

Items	Mean	Std. Deviation	Remarks
Children from a supportive home environment will excel academically in school	3.50	0.61	Agree
Providing a dedicated reading environment for children encourages academic progress	3.26	0.83	Agree
Children from home where there is access to educational materials such as books, computers and educational toys at home will perform academically better in school.	3.07	0.92	Agree

Regular payment of children's school fees enhances a child's performance in school.	3.20	0.70	Agree
Supporting school activities by parents motivates children to learn in school.	3.47	0.75	Agree

The table reveals that children from home where educational materials are provided are likely to excel academically. The availability of materials such as computers, educational toys and books and also the availability of a good reading environment will be helpful in making the children perform well academically. The table also shows that when parents express their support in school activities such as helping the children do their homework, the children will feel motivated to learn more. Thus, their academic performance is likely to be good and will improve with time. A home where parents and older siblings assist the children in homework and educational activities will see that the children will have very good grades and improved academic performance.

**Research question 2: Do the availability of educational resources within the home, such as books, computers, and educational toys influence pupil’s learning outcomes?**

**Table 5: Availability of educational resources within the home**

Items	Mean	Std. Deviation	Remarks
Children who have access to computers at home are likely to perform better	3.46	0.68	Agree
Availability of educational resources at home has a positive impact on children's academic performance.	3.26	0.83	Agree
Children who have ready materials at home have better chances of excelling academically.	3.05	0.98	Agree
Children who have a conducive reading room in the home will excel academically	3.25	0.79	Agree

Access to educational toys significantly enhances a child's cognitive development and learning abilities. 3.27 0.70 Agree

The table shows that the availability of computers will be helpful in promoting the academic performance of children. With the use of the computers they are able to make research about educational things that will be needed for their academic excellence. Also, the access to materials that are education inclined will be of great benefit to the children as it will help to improve their cognitive strengths and learning abilities. Story books and charts will also help the children to improve their cognitive development, their vocabulary builds and their sense of reasoning strengthens.

**Research question 3: Does family structure influence the academic performance of lower basic pupils in Benin City?**

**Table 6: Influence of family structure on academic performance**

Items	Mean	Std. Deviation	Remarks
Children from home with many siblings are not likely to excel academically.	3.35	0.67	Agree
Children from fractionalized homes are not likely to excel in school.	3.04	0.91	Agree
Children living with single parents are not likely to perform well in school.	3.08	0.92	Agree
Children from stable family structures tend to perform better academically compared to those from less stable family environments	3.22	0.77	Agree

The presence of positive role models within the family strongly correlates with improved academic outcomes for children. 3.18 0.93 Agree

This table reveals that children from homes where there are many siblings are not likely to perform well academically. This could be as a result of the children not being able to capture the attention of anyone who is capable of helping or assisting them do their homework or help them to perform any other educational activities that will help them develop their cognitive strength and abilities.

The table also shows that children living with single parent are likely to have poor academic performance due to the parent not being able to create time for the children. They will also perform poorly due to the absence of a good role model in the home and also due to the unstable structure of the home.

**Research question 4: Parental involvement and support contribute to children’s academic performance.**

**Table 7: Parental involvement and support on academic performance.**

Items	Mean	Std. Deviation	Remarks
Helping your children with homework enhances academic performance in school.	3.50	0.61	Agree
Parents' attendance of parent-teacher meetings promotes a child's academic performance.	3.26	0.83	Agree
Discussion of a child’s academic performance promotes progress	3.08	0.92	Agree
Parent's encouragement and motivation enhance academic excellence of their children	3.27	0.70	Agree

Parents or guardians' provision of learning opportunities enhance children's academic performance outside of school. 3.37 0.81 Agree

This table reveals that the collaboration of both parents and teachers otherwise known as PTA Meeting will contribute to the improvement in academic performance of children. During this meeting, the teachers and parents discuss ways and methods that will be helpful to the children. Parent's encouragement and motivation to the children will promote progress and enhance academic excellence. The table also reveals that the provision of learning opportunities for the children will be of great benefit for the children as they will be exposed to learn new things that will enhance their cognitive abilities.

### **Discussion of Findings**

The findings reveals that home environment such as children who are being supported by their parent or guardian with the necessary materials, provision of toys, the setting up of a dedicated reading environment, books, computers and payment of the child's school fees

regularly and punctually influence academic performance. This finding is in agreement with Fan and Chen (2001), which stated that involvement in various forms, including helping children with homework, communicating with teachers, attending school events and creating supporting learning environment promote academic success. This finding is in agreement with Chall (2016), worthy of note is the transition of the child from home to school. This means from what they learn at home due to the good environment made available for them, the live and interpret this experiences in their various school environment and vice versa.

From the findings, children who have access to these materials are likely to have better performance in school. This is as a result of the amount of knowledge made available to them not just in school but also at home derived from the utilization of the materials available to them. With the use of a computer, children can learn about documentaries on different phenomenon and events and other educational topics and this will make their knowledge vast and more

expanded. This gives them an edge over the other children have no access to computer.

Also spelled out from the findings is the availability of a conducive reading room or environment. According to Learning Policy Institute (2015), a conducive reading environment caters for the mental stability and safety as regards a noiseless and subtle atmosphere. This type of environment, if given to the children will for certain cater for the children's cognitive improvement as it will make the child more focussed and motivated to carry out their academic activities like homework or reading and this surely will help to improve their academic performance.

The important finding that was gathered during this study is the influence the structure of the family has on the academic performance of the children. This findings is in agreement with Amato (2005), which stated that stable family structures characterized by two parents household with supportive and nurturing environment tend to perform better academically compared to those from single parents household.

The family is the first agent of socialization for a child and it is safe to say it is the first educational institution the child comes in contact with or attends before they are taken to a formal educational institution. The structure of the family is a factor that should not be exempted when it comes to the academic performance of the children. Majority of the respondents agreed that children who are living with single parent are not likely to perform well in school. This could be as a result of different reasons such as the single parent not having or spending enough time with the children and this can be due to the parent trying to cater for other needs of the family or due to multi-tasking in order to ensure that things are going on well in the house. for instance the parent does the cleaning of the house, washing if the children's clothes, going to work, taking the children to school and picking them up after closing hours, going to market to buy foodstuff, cooking etc. by the time the parent does all of these, they get tired and therefore, not have any more time or energy to attend to the children. Thus the children may be affected in a negative way and their academic performances suffers from it. Children from homes with many siblings are also likely

to suffer the same fate as nobody may have the time to attend to their educational need. Hence, they are likely to have poor academic performance. When the family structure is not stable, it become detrimental to the children and their academics.

Also, according to the findings from the research question four, the imperativeness of the involvement of parents in the support and motivation of children cannot be over emphasized. The involvement of parents helping the children to do their homework, providing the necessary materials for them to read and learn and adopting the reinforcement methods such as gifting the child for answering questions correctly, will have a positive impact on the children academic performance.

This finding is in line with Fan and Chen (2001), which stated that involvement in various forms, including helping children with homework, communicating with teachers, attending school events and creating supporting learning environment promote academic success.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSION AND RECOMMENDATIONS**

This study was designed to investigate the influence of home environment on academic performance of lower basic pupils in Oredo Local Government Area. To achieve this, the following questions were raised;

- What influence do home environments have on the academic performance of lower basic pupils in Oredo Local Government Area?
- Do the availability of educational resources within the home, such as books, computers, and educational toys influence pupil's learning outcomes?

- Does family structure influence the academic performance of lower basic pupils in Oredo Local Government Area?
- Does parental involvement and support contribute to children's academic performance?

The descriptive survey method was adopted in the study. The sample consists of teachers from nine out of the eighty eight public primary school in Oredo Local Government Area. The sample size was 100 teachers were selected randomly from the nine schools. The instrument of data collection was a twenty (20) item questionnaire. The objective of this study is to investigate the influence of home environment on academic performance of lower basic pupils in Oredo Local Government Area. Four research questions guided this study. Frequency count and simple percentages were used to ascertain the demographic data of the respondents while mean score and standard deviation was used for the analysis of research data. From the analysis and interpretation received through the questionnaire, the following findings were revealed;

- Supportive home environment enhances children's performance.
- Availability of educational resources such as computer and educational toys influence learning at home.
- Family structure influence academic performance of lower basic pupils.
- Parental involvement such as assisting with homework, parent-  
teachers meeting cumulate to academic performance of lower  
basic pupils.

## **CONCLUSION**

The recognition of the place of a good home environment and its influence on children's academic performance is key to guiding both teachers and parents towards the set-up of this environment. They understand the purpose to which they are driven to achieve, bearing in mind the benefits they will be helping the children to gain. The home environment is a place where the children feel more comfortable to interact with and they can learn a lot of things in this environment

through the act of play which is done through the manipulation of toys and other educational materials that is made available to them. This is their world and whatever the children first gets to learn in life is usually done through play. This is in accordance with the position of Jean Piaget, who strongly held the position that the best way children learn is through play and claimed that play is the “work” of children. Hence, this indicates that through the interaction with toys, books and other structured educational materials in the home environment, children are therefore learning. This also forms a bedrock for their academic performance. The presence and utilization of these materials in the home environment will cater for the improved academic performance of the children.

Teachers are also in position to make the parents of children understand the need for them to provide a conducive environment and an atmosphere that is favourable for the children to engage in their academic activities while there are away from the school. The teachers also make the parents understand the reasons why it is best for them to

support the children at home in doing their homework and carrying out other academic activities. This will help to stimulate and motivate the children to excel academically.

## **RECOMMENDATIONS**

1. Parents should be actively involved in assisting the children in their homework and other activities that will improve their performance.
2. Parents should provide supportive home environment for their children's learning such as provision of educational resources.
3. Parents should provide a favorable atmosphere devoid of fractionalization for their children.
4. There should be cooperation between the teachers and parents of the children by carrying everyone along in order to effectively monitor the progress of the child at home and in the school.

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**INSTITUTE OF EDUCATION  
EARLY CHILDHOOD EDUCATION  
UNIVERSITY OF BENIN**

Dear Respondent,

**REQUEST FOR THE COMPLETION OF  
QUESTIONNAIRE**

I am **OHIA ADAKU MICHELLE**, a final year student of the above-named department and institution. I am conducting research on the topic **“INFLUENCE OF HOME ENVIRONMENT ON ACADEMIC PERFORMANCE OF LOWER BASIC PUPILS IN OREDO LOCAL GOVERNMENT AREA”**.

This research partially fulfills the requirements for the Bachelor of Education in Early childhood Education award. I hereby solicit your cooperation in filling out the questionnaire and assure you that all information provided will

be treated with the utmost confidentiality. Thanks for your anticipated cooperation.

Yours faithfully,

**OHIA ADAKU MICHELLE,**

**(Researcher)**

### **SECTION A (Demographic Data)**

Type/ownership of school: public ( ), private ( )

Gender: male ( ) female ( )

Teaching experience: 0-5 years ( ), 6-10 years ( ), 11-15 years ( ), 16-20 years ( )

Teachers qualification: SSCE ( ), ND/NCE ( ), HND/B.sc ( ), M.sc ( ), PhD ( )

### **SECTION B (General Information)**

You are expected to please answer the following questions by ticking ( ) on the appropriate spaces provided. The options are strongly agree ( ), agree ( ), disagree ( ) and strongly disagree ( )

### SECTION B

S/N	DESCRIPTION/QUESTIONS	SA	A	SD	D	
	<b>What influence do home environments have on the academic performance of lower basic pupils in Benin city?</b>					
<b>i.</b>	Children from a supportive home environment will excel academically in school.					

ii.	Children from home where there is access to educational materials such as books, computers and educational toys at home will perform academically better in school.					
iii.	Providing a dedicated reading environment for children encourages academic progress.					
iv.	Regular payment of children's school fees enhances a child's performance in school.					
v.	Supporting school activities by parents motivates children to learn in school.					
	<b>Do the availability of educational resources within the home, such as books, computers, and educational toys</b>					

	<b>influence pupil's learning outcomes?</b>					
<b>i.</b>	Children who have access to computers at home are likely to perform better.					
<b>ii.</b>	Availability of educational resources at home has a positive impact on children's academic performance.					
<b>iii.</b>	Children who have ready materials at home have better chances of excelling academically.					
<b>iv.</b>	Children who have a conducive reading room in the home will excel academically.					
<b>v.</b>	Access to educational toys significantly enhances a child's cognitive development and learning abilities.					

	<b>Does family structure influence the academic performance of lower basic pupils in Benin city?</b>					
<b>i.</b>	Children from home with many siblings are not likely to excel academically.					
<b>ii.</b>	Children from fractionalized homes are not likely to excel in school.					
<b>iii.</b>	Children living with single parents are not likely to perform well in school.					
<b>iv.</b>	Children from stable family structures tend to perform better academically compared to those from less stable family environments					
<b>v.</b>	The presence of positive role models within the family strongly correlates with					

	improved academic outcomes for children.					
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### SECTION C

Please kindly tick the correct answer based on your view of your agreement with the following statements

VHD= very high degree, HD= high degree, MD= moderate degree, LD= low degree, VLD= very low degree.

S/N	Questions/Descriptions	VHD(Very High Degree)	HD(High Degree)	MD(Moderate Degree)	LD(Low Degree)
	<b>Parental involvement and support contribute to children's academic</b>				

	<b>performance?</b>				
i	Helping your children with homework enhances academic performance in school.				
ii	Parents' attendance of parent-teacher meetings promotes a child's academic performance.				
iii	Discussion of a child's academic performance promotes progress.				
iv	Parent's encouragement and motivation enhance academic excellence of their children.				
v	Parents or guardians' provision of learning opportunities enhance children's academic performance outside of school.				

