

## Home Environment and Academic Achievement of Senior Secondary School Students in English Language in Ogun-East Senatorial District, Nigeria

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### Abstract

This study examined the relationship between the home environments and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District, Ogun State, Nigeria. Six null hypotheses were tested in the study. The study adopted the descriptive research design of the ex-post-facto type. A sample of 850 Senior Secondary School two students in twenty public secondary schools were randomly selected using a multi-stage sampling procedure. Two research instruments were used for data collection. Findings showed the significant relative contribution of home environments of family income ( $\beta = 0.344$ ;  $t = 10.889$ ;  $p < 0.05$ ) and parental educational background ( $\beta = 0.290$ ;  $t = 9.244$ ;  $p < 0.05$ ) to academic achievement of senior secondary school students in the English Language in Ogun-East Senatorial District. The study concludes that family income and parental educational background positively relate to the academic achievement of Senior Secondary School students in the English Language. The study recommends among others that other avenues of income generation could be sought by parents to cushion the effect of the economy on their family while parents should give more attention to their children's academic work since the role of the parents in their children's academic achievement can never be underemphasised.

**Keywords:** Home environments, family income, family type, parental educational background, academic achievement.

### 1. Introduction

Since its entry into the country many years ago, the English language has assumed an important role as the official language of Nigeria, which means that whatever a Nigerian does, they have to communicate in English and cannot therefore escape English Language throughout the life of their career of choice. English is one language that has journeyed around the world and now has almost as many speakers as its native speakers; an exploit that is unparalleled in the history of any language in the world. The language is progressively growing in strengths, pushing other world languages backwards in the global space and opening new frontiers.

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However, the learning of the English Language in Nigeria has been bedevilled with many challenges. Several reports have been given of the poor quality of graduates from Nigerian secondary schools, who in turn become problematic undergraduates in universities and other higher institutions of learning. The half-baked students fail to effectively write and speak correct and standard English Language since their foundations are wobbly (Ehigiator, 2020; Kyari, Akwana, & Ma'aji, 2018). Students' performances in English affect their achievement not only in English Language as a subject but also in other subjects. In 2020, only 65.24% of the candidates obtained five credits including the English Language, also in the report for the 2019 WAEC results, 64.18% had credit passes in subjects including the English Language as reported by the head of WAEC National office (Ehigiator, 2020). Despite these seemingly successful results, students have failed to properly display the knowledge of the language that has become important in their lives in the higher institutions and other sphere of their daily lives, which has thus necessitated urgent attention.

Just as was noticed and explained above, students have continually failed to pass this important subject in the Senior Secondary School Certificate Examinations. The percentage of students that pass English in the West African Senior Secondary School Certificate Examinations has fluctuated each year in recent times as provided in the statistics given above. This has been attributed to many factors. Kyari, Akwana, and Ma'aji (2018) identified a faulty curriculum, availability and competence of English Language teachers and learners' interests in the subject as some of the reasons for the continual failure of students in English Language. Ibanga (2017) posited that inadequate funding of schools, societal problems, unavailability of appropriate teaching aids and the competence of teachers could be blamed for the failure of these students in the subject. Another perceived contributor to the wobbly foundation of these secondary school students is the home environment.

In a similar vein, academic achievement is the extent to which a student, teacher or institution has attained their short or long-term educational goals (Lamas, 2015). He further explained that the complexity of academic achievement starts from its conceptualisation; sometimes it is known as school readiness, academic performance and school performance, but generally, the difference in concepts are only explained by semantics as they are used as synonyms. According to Shahzadi and Ahmad (2011), completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Academic achievement is an issue that deeply concerns students, parents, teachers and authorities not only in Nigeria but all over the world (Lamas, 2015). Von Stumm, Helland Chamorro-Premuzic (2011) noted that individual differences in academic achievement have been linked to differences in intelligence and personality which is why students with higher mental ability and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. 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 (Masud et al, 2019).

Since academic achievement is among the several components of academic success, many factors, including socioeconomic status, student temperament and motivation, peer, and parental support influence academic achievement (Masud et al, 2019). Students' academic achievement is affected by different factors such as learning abilities, teacher factors, and their home environment. Simmons, Musoba, and Choong (2005) concluded that family income level, attending full time, receiving grant aid and completing advanced-level classes in high school have statistically significant effects on college persistence among first generation college students. Thus, this study is interested in the effect of some elements of the home environment on the academic achievement of secondary school students as the saying goes "charity begins at home". The home plays an important

role in the learning ability of students as such it is necessary to examine the effect of home environmental factors on the achievement of secondary school students in English Language.

Home environment is not an abstract concept. The home environment of English Language students has been chosen from the list of other factors (school environment, teachers' factors, teaching strategies, etc) for this study because it is considered primary to the learner compared to other factors. Every learner is from a home; hence, the state of that home cannot be overlooked in considering their academic achievement. It is the combination of physical and psychological environment, as Mukama (2010) noted. The physical environment includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of the home includes the mutual interactions of family members, respect, and many other things (Mukama, 2010). Both aspects have a direct and significant influence on the overall development of students (Mukama, 2010; Muola, 2010). There are certain influential factors which influence home environment and Codjoe (2007) identified them as nature of the family, authority (head of family), educational status of parents, attitude of parents towards children and the financial position of the family. Mukama (2010) submitted that all these factors are significant for home environment. As many as the factors of the home environment are, this study is concerned with the effects of family income, family type, and parental educational background on the academic achievement of students in secondary school.

Having examined the scholarly angles to the problem, interest in the effects of the home environment rose and as such this paper examined the role that family type, family income and parental level of education as elements of the home environment play in the academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District in Ogun State, Nigeria.

### **1.1. Statement of the Problem**

Despite the importance of English as a global language and its significance in various educational systems, students at the senior secondary school level are perceived to be facing challenges in achieving satisfactory levels of proficiency in the English Language. While some students encounter difficulty in comprehending and effectively communicating in English, many others struggle with reading, writing, listening, and speaking skills. The problem of poor academic achievement in English Language not only affects students' immediate educational experiences but also has long-term consequences. This is because, proficiency or a credit pass in the English language in an external examination (such as the West Africa Senior School Certificate Examination, WASSCE) is often a prerequisite for tertiary education, career opportunities and participation in a globalised world. Students who struggle with English Language learning may face limited prospects for personal and professional growth. From the personal experiences of the researcher, it was observed that children learn better with the help of their parents coupled with whatever they could have been taught in their schools. This suggests that the home environment; the physical and psychological environments, may be associated with positive or negative achievement in English Language.

Also, researches within and outside the country has been conducted to demonstrate that the home environment – the physical and psychological environments – can be associated with positive and negative achievement in academics. Sensitive parenting, emotional warmth around the home, parental attitude to education, as well as the provision of basic amenities around the home have been found to be linked with the academic achievement of the children in various school subjects. These studies have examined the influence of these listed home environment and factors and more including parental educational level on the academic achievement of students in school subjects. However, none of these studies have examined the influence of the home environment on children's academic achievement in the English Language, especially among families in Ogun East

Senatorial District of Ogun State. Thus, the major problem of this study was to examine the influence of the home environment on the academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District, Ogun State, Nigeria.

## 1.2. Hypotheses

The following null hypotheses were tested in the study:

**H01:** There is no significant relationship between family income and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District.

**H02:** There is no significant relationship between family type and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District.

**H03:** There is no significant relationship between parental educational background and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District.

**H04:** There is no significant difference in the academic achievement of senior secondary school students in English Language by gender in Ogun-East Senatorial District.

**H05:** There is no significant combined contribution of the home environmental factors (family income, family type, and parental educational background) to the academic achievement of senior secondary school students in the English Language in Ogun-East Senatorial District.

**H06:** There is no significant relative contribution of the home environmental factors (family income, family type, and parental educational background) to the academic achievement of senior secondary school students in the English Language in Ogun-East Senatorial District.

## 2. Literature Review

According to Ward et al. (1996), academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. It is the completion of educational benchmarks such as secondary school diplomas and bachelor's degrees that are often seen as representing 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 (Ward et al., 1996).

Academic achievement has been defined and explained by several authors and scholars. According to Narad and Abdullah (2016), academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period. They added that these goals are measured by using continuous assessment or examination results. Annie et al. (1996), cited in Arshad et al. (2015), also indicated that academic performance measures education outcomes. They stressed that it shows and measures the extent to which an educational institution, teachers and students have achieved their educational goals. Similarly, Yusuf et al. (2016) opined that academic performance is a measurable and observable behaviour of a student within a specific period. The scholars add that it consists of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end-of-semester examination. Again, Martha (2009) emphasised that academic performance of students is defined by a student's performance in an examination, tests, and in course work. The definitions above showed that the definition of academic performance is based on measurable outcomes such as class exercise, tests, and examination results. Based on this, the operational definition of academic performance used in this study is the results obtained by a student at the end of a specific term in all subjects.

Essential to well-being in adolescence is a nurturing and supportive home environment, one that fosters competence and adaptive functioning. This includes adequate structure, parental sensitivity and warmth, appropriate discipline and guidance, the provision of enriching materials and educative experiences, plus adequate nutrition (Bradley & Kao, 2011). These aspects of the environment become increasingly important during adolescence as youth strive toward autonomy and self-identity. Home environment means the dwelling unit, building, or house and its furnishings and the neighbourhood in which the individual resides.

The home environment refers to aspects of people's domestic lives that contribute to their living conditions; this includes all the human and material resources present at the home that affects the student's education and living, such as the parent's level of education, their occupation, socio-economic status and socialising facilities available in the house (Akinsanya et al., 2011). Thus, the home is the basic institution for providing the child's primary socialisation and laying the educational foundation for the child upon which the other agents of socialisation are built. According to Adesehinwa and Aremu (2010), the education received by a child from parents and others at home is most likely to have highly significant and dominant effects on the behaviours of the child later in life.

Slaughter and Epps (2012) referred to the home environment as the characteristics of societal components created by members of the family living together in one area and doing activities that are directly related to the duties of the family. According to Slaughter and Epps (2012), the academic performance of students is also influenced by the kind of environment the student is directly involved in at home. In a similar observation, Barnard (2015) observed that the performance in students' academics strongly relies on how the parents are involved in matters concerning their children's academics. Barnard (2015) further indicated that the government has increased school engagement through the implementation of programmes in school settings to reduce chronic absenteeism and truancy such as addressing individual student/family needs within family communication, needs for social services, problem-solving and tutoring.

There have been a lot of studies on the relationship between the home environmental factors and the academic achievement of students. Several home environmental factors have consistently been found to be positively associated with a child's academic achievement (Hara & Burke, 1998). Specifically, children whose parents at home are more involved in their education have higher levels of academic achievement than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy-makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success is relatively stable after early elementary school (Entwisle & Hayduk, 1998). It is important to examine factors that contribute to early academic success and that are amenable to change. The home environment is essentially the most important factor in this regard.

In addition to the physical and social characteristics of the home environment, the lifestyle choices that parents make for their children determine on a day-to-day basis the educational experiences of the children (Kurtz-Costes, 2001). These lifestyle choices include how children spend their time outside of school; parental supervision of homework; the amount of television the child is permitted to watch; the extent to which play with peers is monitored; and so forth. All of these factors are related to children's school achievement (Kurtz-Costes, 2001). Differences in the educational outcomes of children of divorce versus intact marriages are now attributed in part to reliable differences in the home environmental factors and daily activities of these groups of children. Single parents, who on average must survive on a lower income than couples, have fewer material and

emotional resources to devote to their children. Thus, children in single-parent households are more likely than peers in two-parent households to have little adult supervision during after-school hours, to interact with parents who are stressed, and to shoulder heavy domestic responsibilities at an early age (Kurtz-Costes, 2001). These factors of the home environment rather than parental marital status have the strongest influence on children's cognitive and emotional outcomes.

Children's educational activities at home are based on the physical environment of their home. Home facilities for children enable and restrain them from practicing educational activities at home. Class preparation and practice at home are fundamental for a child, as a child spends only five and six hours at school and the remaining time is spent at home which needs to be utilised properly (Roemmich et al., 2006). The proper utilisation of home time of child means provision of educational environment at home, which plays a dominant role in improving the academic achievement of children. The establishment of Parents' Teacher Councils/ Associations at school is an important step toward increased parent's involvement in the educational activities of children (Hussain, 2013; Cooper et al., 2006; Davis-Kean, 2005). Machet (2002) further presented a more detailed description of the home environment and its influences on the educational performances of students. The power of imitation enables the children to learn from their parents and elders. Parents watching TV, having lunch, dinner, breakfast and other activities at home provide numerous learning opportunities for children from parents and other family members.

## 2.1 The Social Interdependence Theory

The social interdependence theory is said to be one of the most important theories dealing with parental impacts on their children's academic achievement. The theory found its roots traced to the emerging school of Gestalt psychology. According to Johnson and Johnson (2005), the social interdependence perspective began in the early 1900s, when one of the founders of the Gestalt school of psychology, Kurt Koffka, proposed that groups were dynamic wholes in which the interdependence among members could vary. Building on the principle of Gestalt psychology, Lewin (1935) in Johnson and Johnson (2011) refined Koffka's notions as he contends that the essence of a group is the interdependence among members, which results in the groups being a dynamic whole so that a change in the state of any member or subgroup changes the state of any other member or subgroup. Lewin (1935) submitted that group members are made interdependent through common goals because as members perceive their common goals, a state of tension arises that motivates movement toward the accomplishment of the goals.

However, Deutsch (1949; 2006) extended Lewin's (1935) reasoning about social interdependence and formulated the theory of cooperation and competition. According to Gillies and Ashman (2003, p.4), "Morton Deutsch (1949) was the first to investigate interactions between individuals and group processes that emerged as a consequence of the cooperative or a competitive social situation". To achieve his thoughts on the theory, Deutsch (1949) conducted a study with first-year university students; his objective was to determine how individuals perceive that they are either cooperatively or competitively linked. He hypothesised that if individuals work cooperatively to achieve the group goals they will see themselves more psychologically interdependent than students in the competitive situation.

The results of Deutsch's (1949) study showed that students in cooperative groups have a stronger sense of group feeling than students in competitive groups, who were self-centred (Gillies & Ashman, 2003). In essence, Deutsch's (1949) study provided evidence that when groups cooperate, they are more productive and motivated to achieve, communicate better, and have better intra-group relations than groups that compete (Gillies & Ashman, 2003). Social interdependence exists when individuals share common goals and each individual's outcomes are affected by the actions of the others (Johnson & Johnson, 2015). It

may be differentiated from social dependence (i.e., the outcomes of one person are affected by the actions of a second person but not vice versa) and 'social independence' (i.e., individuals' outcomes are unaffected by each other's actions). Deutsch's (1949) theory was extended, much more elaborated and applied to education by Johnson and Johnson (2011). This theory conceptualises three basic types of goal interdependence:

- a) positive where individuals perceive that they achieve their goals only if their mates in the cooperative group achieve their goals;
- b) negative when each member in the group perceives that he can achieve his goal only if his mates in the group fail to achieve their goals; and
- c) no interdependence when there is no correlation among individual goal achievement, i.e., each member thinks that the achievement of his goal is separated from others' goal achievement.

Family type, family income and parental educational background as elements of the home environment are psychological constructs, hence the need for the social psychology theory. The dependence of children on their parents is also germane to this study; this is the justification for the adoption of the social interdependence theory. This study thus focuses on the home environment and the academic achievement of students in English Language. Hence, these theories have implications to this study as they relate to the important factors to be covered in this study.

### 3. Methodology

#### 3.1. Methods

This study employed an ex post facto descriptive survey design in its aim to achieve the results expected. An ex post facto study, which is also called the after-the-fact research, is a category of research design in which the investigation starts after the fact has occurred without interference from the researcher.

#### 3.2. Background Information

The research area was Ogun-East Senatorial District of Ogun State, Nigeria. 8,490 senior secondary two (SSII) students in 133 public senior secondary schools in Ogun-East Senatorial District of Ogun State constituted the population of this study. (Department of Planning, Research and Statistics, Ogun State Ministry of Education, Science and Technology, 2022). There are three senatorial districts in Ogun State: Ogun East, Ogun Central, and Ogun West. Ogun-East Senatorial District consists of nine local government areas: Ijebu East (Ogbere), Ijebu North (Ijebu Igbo), Ijebu North East (Atan), Ijebu Ode (Ijebu Ode), Ikenne (Ikenne), Odogbolu (Odogbolu), Ogun Waterside (Abigi), Remo North (Ilisan Remo) and Sagamu (Sagamu).

#### 3.3. Participants

The sample size for this study is 850 Senior Secondary School Two (SSSII) students in 20 public secondary schools in Ogun-East Senatorial District. A multi-stage sampling procedure was adopted in selecting the sample for the study. In the first stage, the simple random sampling technique was adopted to select 55 per cent of the education zones in the Ogun-East Senatorial District, that is, 5 education zones (Ijebu-North, Ijebu-East, Ijebu-Ode, Odogbolu and Sagamu) were randomly selected for this study. In the second stage, 25 per cent of schools in the selected education zones were randomly sampled using proportionate random sampling. That is, five schools were randomly selected in Ijebu-North, three schools were randomly selected in Ijebu-East, four schools were randomly selected in Ijebu-Ode, four schools were randomly selected in Odogbolu, and four schools were randomly selected in Sagamu. In the third stage, a class of SS2 students was randomly sampled in each of the selected

schools. This means that 20 classes of SS2 students were randomly selected for the study. However, 10 extra students from five of the schools were added to the selected sample to cater for an anticipated loss in some of the questionnaires. Thus, the total number of students in all the selected classes totalled 850.

### 3.4. Procedure

Two instruments were used for this study. The first instrument is a researcher-developed questionnaire tagged “the Home Environment and Academic Achievement Questionnaire (HEAAQ)”. The second instrument is an achievement test tagged “English Language Achievement Test (ELAT).” HEAAQ is aimed at eliciting responses from the participating students who were the respondents in this study. The instrument gives off the opinions of the students on the pervading environment in their homes as well as the attitude of their parents. It contains eight-item statements on family income and academic achievement in the English Language; ten-item statements on family type and academic achievement in the English Language; and eight-item statements on parental educational background and academic achievement in the English Language. All items were structured on a four-point Likert response scale of Strongly Agree, Agree, Disagree and Strongly Disagree with response scores of 4, 3, 2 and 1 respectively. ELAT was used to test the achievement of the respondents who took part in this study. Pearson’s Product Moment Correlations Coefficient Formula was used to obtain the reliability coefficients of the two instruments. The questionnaire was subjected to two-time test administrations on senior secondary school II students that were not part of the study’s samples for test-retest reliability and the following coefficients of stability were obtained. For the Home Environment and Academic Achievement Questionnaire (HEAAQ), the reliability coefficient was .85, while for The English Language Achievement Test (ELAT) the reliability coefficient was .74. From their reliability coefficients, the two instruments were considered reliable for use in data collection. The ELAT comprised standardised fifty multiple-choice tests adapted from past West African Examination Council’s Senior School Certificate Examination on English Language from the year 2020. For analysis of data, the tests were marked and marks awarded as required. The questionnaire data were analysed using simple percentages and frequency counts for demographic data. The use of bar charts and pie charts were also employed in the analysis of demographic data. The null hypotheses 1 to 3 were tested using Pearson’s Product Moment Correlation. The null hypothesis four was tested using a t-test and the null hypotheses five and six were tested using Multiple Regression Analysis at 0.05 level of significance.

### 3.5. Results and Analysis

**Table 1. The response rate of administered questionnaires**

Questionnaire Status	Frequency	Percentage (%)
Valid (Returned)	800	94.1
Missing	50	5.9
Administered	850	100

Source: Field Work, 2023

The above table shows the number of copies of questionnaires for the study that were made and returned. The return rate was 94.1 per cent because the researcher waited for each of the participants to finish the questionnaires and collected them immediately. The table shows that out of 850 copies that were made and administered, 800 copies were returned and considered valid for analysis; this implies that data obtained from the 800 copies of the questionnaire were used for analysis of data.



**Table 2. Gender of respondents**

Gender	Frequency	Percentage (%)
Male	384	48.0
Female	416	52.0
Total	800	100.0

Source: Field Work, 2023

According to the table above, 48.0% of the respondents were male while 52.0% of the respondents were female. This shows that the female respondents were more than the male respondents who participated in the study.

**Table 3. Descriptive statistics of the study's variable**

Variables		Mean	S.D	Midpoint	Remarks
Family income	00	14.55	3.067	16.0	Low
Family type	00	22.92	4.993	20.0	Intact
Parental educational background	00	16.63	4.643	16.0	High
Academic achievement	00	19.400	5.301	25.0	Low

The table above shows the descriptive mean score and standard deviation score of home environments (family income, family type and parental educational background), and academic achievement of respondents in the Ogun-East Senatorial District. It was found that the descriptive mean score of family income was 14.55 with a standard deviation score of 3.067 which is less than the midpoint score of 16.0 implying that the family income of average students in the study area was low. It was also found that the descriptive mean score of family type was 22.92 with a standard deviation score of 4.993 which is greater than the midpoint score of 20.0 implying that the family type of average students in the study area was intact home. It was discovered that the descriptive mean score of the parental educational background was 16.63 with a standard deviation score of 4.643 which is slightly higher than the midpoint score of 16.0 implying that the parental educational background of an average student in the study area was high. It was also discovered that the descriptive mean score of academic achievement of respondents was 19.40 with a standard deviation score of 5.301 which is lesser than the midpoint score of 25.0 implying that the academic achievement in English Language of average students in the study area was low.

### 3.5.1. Testing of Hypotheses

**H<sub>0</sub>:** There is no significant relationship between family income and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District.

**Table 4. Relationship between family income and academic achievement of senior secondary school students in English Language**

Variables		Mean	S.D	f	r	Sig.	Remark
Family income	00	14.55	3.067	98	.390**	.000	Significant
Academic achievement	00	19.40	5.301				

Table 4 shows the Pearson's correlation coefficient of the relationship between family income and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District. The result revealed a significant positive relationship between family income (Mean = 14.55, S.D = 3.067) and academic achievement in the English Language (Mean = 19.40, S.D = 5.301) at 798 degrees of freedom ( $r = .39, p < 0.05$ ). Thus, the null hypothesis which stated that there is no

significant relationship between family income and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District was rejected.

**H0<sub>2</sub>:** There is no significant relationship between family type and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District.

**Table 5: Relationship between family type and academic achievement of senior secondary school students in English Language**

Variables		Mean	S.D	f	r	Sig.	Remark
Family income	00	22.93	4.993	98	-.058	.101	Not Significant
Academic achievement	00	19.40	5.301				

Table 5 shows the Pearson's correlation coefficient of the relationship between family type and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District. The result revealed an insignificant negative relationship between family type (Mean = 22.93, S.D = 4.993) and academic achievement in the English Language (Mean = 19.40, S.D = 5.301) at 798 degrees of freedom ( $r = -.058$ ,  $p > 0.05$ ). Thus, the null hypothesis two which stated that there is no significant relationship between family type and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District was not rejected.

**H0<sub>3</sub>:** There is no significant relationship between parental educational background and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District.

**Table 6. Relationship between parental educational background and academic achievement of senior secondary school students in English Language**

Variables		Mean	S. D	f	r	Sig.	Remark
Family income	00	16.63	4.643	98	.341**	.000	Significant
Academic achievement	00	19.40	5.301				

Table 6 shows the Pearson's correlation coefficient of the relationship between parental educational background and academic achievement of senior secondary school students in the English Language in Ogun-East Senatorial District. The result revealed a significant positive relationship between parental educational background (Mean = 16.63, S.D = 4.643) and academic achievement in the English Language (Mean = 19.40, S.D = 5.301) at 798 degrees of freedom ( $r = .34$ ,  $p < 0.05$ ). Thus, the null hypothesis which stated that there is no significant relationship between parental educational background and academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District was rejected.

**H0<sub>4</sub>:** There is no significant difference in the academic achievement of senior secondary school students by gender in the English Language in Ogun-East Senatorial District.

**Table 7. T-test of difference between male and female students' academic achievement in English Language**

Gender		Mean	S.D	f	t	Sig.	Remark
Male	84	19.66	4.964	98	1.341	.180	Not Significant
Female	16	19.16	5.589				

Table 7 revealed the t-test value showing the difference between male and female students' academic achievement in the English Language in Ogun-East Senatorial District. The result revealed no significant difference in the academic achievement of male (N = 384, Mean = 19.66, S.D = 4.964) and female (N = 416, Mean = 19.16, S.D = 5.589) senior secondary school students in English Language in Ogun-East Senatorial District ( $t = 1.341, p > 0.05$ ). Thus, the null hypothesis four which stated that there is no significant gender difference in the academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District was not rejected.

**H0<sub>5</sub>:** There is no significant combined contribution of home environments (family income, family type, and parental educational background) to the academic achievement of senior secondary school students in the English Language in Ogun-East Senatorial District.

**Table 8. Regression Model Summary Indicating the Combined Contribution of Home Environments (Family Income, Family type, and parental educational background) to academic achievement of students in English Language**

R		R Square	Adjusted R Square	Std. Error of the Estimate		
.484		.234	.231	4.64752		
ANOVA						
Model	Sum of Squares	Df	Mean Square	F	Sig.	Remark
Regression	5258.847	3	1752.949	81.157	.000	Sig.
Residual	17193.153	796	21.599			
Total	22452.000	799				

**Dependent Variable:** Academic achievement

**Predictors:** (Constant), family income, family type, parental educational background.

Table 8 shows the regression model indicating the combined contribution of home environments (family income, family type, and parental educational background) to the academic achievement of senior secondary school students in the English Language in Ogun-East Senatorial District. The regression model summary in Table 4.15 indicated that all the identified three factors of home environments jointly contributed significantly to academic achievement of senior secondary school students in English Language ( $F_{3, 796} = 81.157; p < .05$ ). The  $R^2$  adjusted indicated that 23.1% of the variance in academic achievement of senior secondary school students in English Language was as a result of the combined contribution of the home environment factors (family income, family type, and parental educational background). Therefore, the null hypothesis five which stated that there is no significant combined contribution of home environments (family income, family type, and parental educational background) to academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District was rejected. This implies that home environments significantly contributed to students' academic achievement in English Language in public senior secondary schools in the Ogun-East Senatorial District.

**H0<sub>6</sub>:** There is no significant relative contribution of home environments (family income, family type, and parental educational background) to the academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District.

**Table 9. Standardized regression coefficients showing the relative contribution of home environment factors (family income, family type and parental educational background) to academic achievement in English Language**

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig.
	B	Std. Error	Beta		
(Constant)	5.677	1.256		4.520	.000
Family income	.595	.055	.344	10.889	.000
Family type	-.019	.033	-.018	-0.578	.564
Parental educational background	.331	.036	.290	9.244	.000

Dependent Variable: Academic achievement

Results in Table 9 showed the standardized regression coefficients,  $\beta$  indicating the relative contributions of home environments (family income, family type, and parental educational background) to academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District. Results showed that, the relative contribution of family income to students' academic achievement in English Language was significant ( $\beta = 0.344$ ;  $t = 10.889$ ;  $p < 0.05$ ). The relative contribution of family type to students' academic achievement in English Language was not significant ( $\beta = -0.018$ ;  $t = -0.578$ ;  $p > 0.05$ ). The relative contribution of parental educational background to students' academic achievement in English Language was significant ( $\beta = 0.290$ ;  $t = 9.244$ ;  $p < 0.05$ ). This means that, in terms of their predictive strength, family income is the most potent predictor among the three home environment factors followed by parental educational background. Family type was not a predictive factor of academic achievement in the English Language. Thus, the null hypothesis six which stated that there is no significant relative contribution of home environments (family income, family type, and parental educational background) to academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District was rejected.

### 3.6. Discussion

The result of hypothesis one, which is based on the relationship between family income as an element of the home environment and the academic achievement of Senior Secondary students in the English Language in Ogun East Senatorial District of Ogun State, revealed that there is a positive and significant relationship between the two variables. This finding means that family income is essential to the academic achievement of Senior Secondary School students in English Language in the study area. This finding is in line with the study of Adzido et al (2016) who submitted that education is not cheap anywhere in the world and that poverty must not be an excuse to deny children access to education. They found out that family income is one of the factors responsible for getting an education and educational achievement. Adzido et al (2015) also agreed with this finding that family income can affect the educational achievement of students as learners from poor families have shown lower academic achievement scores than students from richer homes. Ogunshola (2019) also found out that parental income position is associated with good parenting in the home, the provision of a secure environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values, high aspirations relating to personal fulfilment and good citizenship, contact with schools to share information, participation in school events, monitoring the academic related activities in school and so on. The result agreed with the two previous studies highlighted because there is common knowledge that family income predisposes students to positive learning achievement despite their location. A good family income would mean better provision of a secure learning environment and provision of learning-stimulating gadgets and devices which in turn will bring about improved achievement.

The result of hypothesis two, which is on the relationship between family type as an element of the home environment and the academic achievement of senior secondary students in English Language in Ogun East Senatorial District of Ogun State, revealed that there was negative and insignificant relationship between these two variables under study. This result means that family type is not a determinant of academic achievement in the English Language in the study area. This result does not agree with the finding of Marks (2006), who in a study of 30 countries submitted that family size and family type have effects on students' achievement in reading. Marks (2006) noted that in most countries, socioeconomic background accounts for a sizable part of the effects of family size on student achievement and that there is little evidence for the resource dilution explanation to account for the effects of family size. He explained that students from larger, single-parent and reconstituted families tend to be located in the academically weaker parts of the school system. Salami and Alawode (2002) also noted that single parents are fast-growing family patterns both inside and outside Nigeria nowadays and they have various effects on the academic achievement of their children. The result did not agree with the two previous studies highlighted because there is a differentiation in the location of the studies. This result may have been informed by the fact that parents are becoming more aware of the effects of single-parentage and large family size on the achievement of their wards. Therefore, different measures are taken such as engaging private teachers and sending them to schools and private hostels among others. These measures help diffuse the effects of family type on students' achievement in the English Language and in general.

The result of hypothesis three, which is on the relationship between parental educational background as an element of the home environment and the academic achievement of Senior Secondary School students in English Language in Ogun-East Senatorial District of Ogun State, revealed that there is a positive and significant relationship between parental educational background as an element of the home environment and the academic achievement of Senior Secondary School students in English Language in Ogun-East Senatorial District of Ogun State. This means that parental educational background is important and has effect on the academic achievement of senior secondary students in English Language in the study area. This finding is in line with the discovery of Onyedikachim and Ezekiel-Hart (2021) who found that the level of parents' education influences their knowledge, beliefs, values, and goals regarding child-rearing so that a variety of parental behaviours are indirectly related to children's school achievement. They explained further that students whose parents have higher levels of education may have an enhanced regard for learning, more positive ability beliefs, a stronger work orientation, and more effective learning strategies than the children of parents with lower levels of education. Also, parental educational level is known as a factor positively related to children's academic achievement (Grissmer et al, 1994). Ahmad and Naeema (2013) also suggested that children from families where parents have less education tend to perform systematically worse in school than pupils whose parents have more education. The reason for this result is not far-fetched; one cannot give what he does not have. Parents with no education or less education would not be of any or much value to their children academically.

The results of the t-test in hypothesis four, which examined the difference in the academic achievement of male and female Senior Secondary School students in English language in Ogun-East Senatorial District, showed that there is no significant difference in the achievement of male and female Senior Secondary School students in English Language in Ogun-East Senatorial District. The result showed that female Senior Secondary School students achieved equally in English Language as their male student counterparts. This means that there is nothing to separate the male and female students of Ogun-East Senatorial District when it comes to academic achievement in the English Language. This finding negates Parajuli and Thapa (2017) findings which found that there is a significant gender differences in the academic achievement of students in Kaski, Nepal. The female students were discovered to have performed better than their male counterparts. It also agreed with Ghazvini and Khajepour (2011), who discovered that differences exist in the cognitive-motivational functioning of male and female

students in the academic environment, with the females having a more adaptive approach to learning tasks. However, it is not in agreement with the study of Wrigley-Asante, Ackah, and Frimpong (2023), who found in their study that the academic achievement of males is better than females at the Senior Secondary School level but at the tertiary level, the academic achievement of females will have improved at the tertiary education level when compared to that of males. It is also against the finding of Mwhia (2020) who discovered that there is a significant difference in the academic achievement of students relating to gender in Kenya because male students achieved better than female students. The result failed to agree with some of the previous studies because there is a difference in location and the subject under study.

The result of null hypothesis five which examined the combined contribution of the three home environment factors and the academic achievement of Senior Secondary School students in the English language in Ogun-East Senatorial District of Ogun State, showed that there is a significant contribution of home environments (family income, family type and parental educational background) to the academic achievement of Senior Secondary School students in English Language in Ogun-East Senatorial District. This finding means that the home environment is a contributory factor to the academic achievement of Senior Secondary School students in the study area. This finding is in line with earlier finding of Hara and Burke (1998), who submitted that the home environment has consistently been found to be positively associated with a child's academic achievement. In addition, Muola (2010) found out that the home environment hinders or supports children's overall development because parents' attitudes play a dominant role and where it is supportive enhances children's performances and has a positive impact on a child's development. Bandhana (2010) identified that students living in non-supportive home environments struggle in every walk of life including educational life. Jayanthi and Srinivasan (2015) also found out that the home environment is positively correlated with the academic achievement of students while Parveen (2007) submitted that the size, income and relations of the family, educational level of parents, social and economic status of the family have a positive significance on student academic performance.

The result of the null hypothesis six which examined the relative contribution of home environments (family income, family type and parental educational background) to academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District, however, revealed that family income and parental educational background relatively contributed significantly to academic achievement of senior secondary school students in English Language in Ogun-East Senatorial District. Thus, the null hypothesis six was rejected. This result implies that only family income and parental educational background can dependently and independently predict students' academic achievement in the English Language. This means that the family type is not independent enough a factor to determine the academic achievement of Senior Secondary School students in the study area. This result is not in agreement with the finding of Li and Qiu (2018) who in their study found that parental income, family type and parental educational background predict Chinese students' academic achievement. The finding is also against the finding of Ella, Odok and Ella (2015) whose study showed that there is a significant influence of family size and family type on the academic performance of secondary school students in Government in Calabar Municipality, Cross River State, Nigeria. It is additionally in negation of the finding of Ene (2021) whose study showed that students' family size and family type are significantly related to students' academic achievement in Social Studies in Cross River State, Nigeria. This result is in negation with the previous studies because it was carried out in a different locale from the previous studies. Also, the tools of analysis were different.

#### 4. Conclusion and Recommendations

Based on the findings, it could be inferred that various elements of the home environment contribute to the academic achievement of Senior Secondary School students in English Language in Ogun East Senatorial District. There are many factors affecting the academic achievement of Senior Secondary School students in the English Language in Ogun East Senatorial District of Ogun State but the relationship and influence of three elements of the home environment have been examined in this study and it could be concluded that family income and parental educational background are positively related to the academic achievement of Senior Secondary School students in English Language in Ogun East Senatorial District and this means that these home environment elements affect the achievement of students in the area under study. Students' skills and decision-making abilities are positively affected if the home environment is healthy enough for them to focus on their academic work while their skills and achievement will suffer a downward trend if the focus is distracted by a negative home environment. Hence, as much as there are many factors and conditions responsible for the academic achievement of students in the English Language in the area under study, the home environment has been seen to play a large part in the positive or negative achievement of students in the English language. Based on the findings and conclusions of this study, the following recommendations are made:

- a) Family income could be raised through an increase in the source of earnings of the parents. Additional sources of income could be undertaken by the parents to provide other floating income for the family. This will translate to better funding of children's education, hence better achievement.
- b) Parents should pay more attention to their children's academic work since the role of the parents in their children's academic achievement can never be underemphasised.
- c) Irrespective of their educational background, parents should take a keen interest in their children's academics as constant monitoring from them will ensure that the students achieve higher scores in the English Language.
- d) The parents of senior secondary school students should make the home environment healthy for their children and conducive for academic learning since learning begins at home before extending to the school environment.
- e) Due to the higher scores recorded by the female students in this study, they should be encouraged to study more through the motivational gifts while the male students should be assisted to increase their focus on the learning English Language.

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