

Home Environment and Influence on the Academic Performance of Primary School Pupils

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Abstract: This study examined the effect of home environment on the academic achievement of pupils in primary schools in Ijebu North Local Government Area, Ogun State. The objectives were to determine the extent to which home environment influences pupils' academic achievement in primary schools in Ijebu North Local Government Area, Ogun State; examine differences in male and female pupils' academic achievement; and determine differences in male and female pupils' home environment. The study adopted a descriptive survey research design. A sample of two hundred and fifty (250) pupils from twenty-five (25) primary schools in Ijebu North Local Government Area, Ogun State, participated in the study. The researchers used a self-designed checklist titled Home Environment and Academic Achievement to collect data. The researchers used descriptive statistics, regression and an independent-samples t-test for data analysis. The findings revealed that the home environment significantly influenced pupils' academic achievement. The study also found no significant difference in academic achievement between male and female pupils and no significant difference in home environment between male and female pupils. Based on the findings, the study recommended that parents and teachers encourage pupils to develop positive study habits at home and in school. Parents should encourage pupils to learn at home without distractions and support learning activities.

Keywords: Home Environment; Academic Achievement; Parental Involvement; Pupil Performance; Socio-economic Status; Descriptive Statistics; Descriptive Survey.

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1. Introduction

A student's academic performance cannot be separated from the home environment in which the child lives; a healthy home environment provides emotional security [1]. One of the primary objectives of education is to develop individuals into useful members of society [2]. This training is not limited to school; it also extends to the home, where parents first introduce the child to the world [3]. Children are motivated to work on activities and learn new information and skills when their environments are rich in interesting activities that arouse curiosity and offer moderate challenges [4]. The same applies to the home environment. Unfortunately, many differences exist in how children are raised at home. Some homes offer many stimulating activities, such as computers, books, and puzzles, and parents who may be heavily invested in their children's cognitive development and spend time with them on educational activities [5]. According to Parveen [17], family size, income, relationships, parents' educational level, and the family's social and economic status significantly affect student academic performance [6]. Kunje et al. [12] found that most parents strongly influenced children's study at home and could also discuss their academic progress with their children [7]. This shows that much of the family's role in children's intellectual development comes from providing a stimulating home environment [8]. The home environment most strongly influences children's intellectual development during infancy and early childhood. Peers and schools also start to contribute to children's intellectual socialization as they get older [9]. Several environmental factors at home have proven to be significant [10].

These include the mother's responsiveness, discipline style and involvement with the child; organization of the environment; and the availability of appropriate learning materials and opportunities for daily stimulation [11]. Parents who create a warm, sensitive, and supportive atmosphere foster exploration, promote curiosity, and provide play and educational materials, which helps support the development of their children's intellect [12]. The home environment provides the foundation for learning and is an important part of the pupil's life that can affect grades [13]. Learning experiences outside school improve students' performance in class. The school cannot single-handedly replace the learning that should be provided at home, but it can help lay the foundation for the child to learn to read and write [14]. However, factors such as parents' educational attainment and cultural issues shape this influence [15]. Over the years, educators have been blamed for poor performance due to neglect and parents' carefree attitude toward academic work [16]. As stated above, countless factors affect a child's academic achievement. A child's academic achievement is directly related to their environment, learning facilities and socio-cultural issues. Educated parents will believe it is important to help a child with homework and review the schoolwork the child has completed [17]. This is often not the case for a child from a poor home environment, and such a child is largely deprived of the opportunities that other pupils enjoy in the learning process. Therefore, a pupil's academic achievement cannot be separated from the home environment in which they live. Good education does not happen by chance [18].

It is a product of the combination of parents at home coupled with the effort of the teacher, the school, the students and various home environments. Often, blame for students' poor performance is shifted to teachers and school authorities [19]. It seems that many families in our society do not pay adequate attention to their children's education. It also appears that some parents hold mistaken beliefs about their children's performance; they do not seem to know how to fulfill their role in guiding and encouraging their child's performance in school. Some people also believe that pupils' failure or success can be traced back to teachers and school authorities [20]. Against this background, this study examines the effect of home environment on the academic achievement of pupils in primary schools in Ijebu North Local Government Area, Ogun State. Specifically, the study investigates the extent to which home environment influences pupils' academic achievement and examines possible differences in academic achievement and home environment between male and female pupils [21]. The study focuses on pupils in primary schools within Ijebu North Local Government Area, Ogun State, to establish empirical evidence on how the home environment affects educational achievement. This study will contribute to the existing knowledge concerning the home environment and academic achievement of pupils in primary schools. The findings will help various stakeholders, such as teachers, parents and caregivers, adopt appropriate child-rearing and teaching methods. This will help reduce variation in academic achievement and ensure pupils receive academic support, regardless of family background [22].

2. Literature Review

2.1. Conceptual Review

2.1.1. Concept of Academic Achievement

Academic achievement is the ability to do well, fairly, or poorly in an examination, and it is commonly measured by examinations or continuous assessment. It is also defined as the knowledge acquired and skills developed in class subjects, generally indicated by marks obtained in tests and annual examinations. Academic achievement has become an indicator of a child's future in this highly competitive world. It is one of the most important goals of the educational process. It is the ability to attain knowledge or the level of competence in school tasks, usually measured by standardized tests and expressed as grades or test scores based on pupils' performance. Darling, Barnard [7] defined academic achievement as the knowledge obtained or

skills developed in the school subjects, usually measured by test scores or marks assigned by the teacher. Ali et al. [3] asserted that academic achievement means how much knowledge the individual has acquired from school. Therefore, in this study, academic achievement is measured by the knowledge, skills and attitudes students gain in relation to the subject's instructional objectives.

2.1.2. Factors Influencing Academic Achievement

Academic achievement is not determined solely by grades obtained in assessments, as factors such as family, society, and the teacher's teaching-learning activities are most relevant to students' optimal educational development. Therefore, academic achievement is influenced by countless intricately linked variables, making it challenging to investigate. However, academic achievement does involve factors such as intellectual skills, personality, motivation, aptitudes, interests, study habits, self-esteem, and home environment. According to Jayanthi and Srinivasan [11], several factors influence students' academic achievement, including teachers, family economic status, student factors and home environmental factors. Awasthi [4] observed eight key sources of poor academic achievement, with teachers and students ranking above other factors. Among the numerous factors that influence academic achievement, the home environment has received considerable attention because it represents the child's first learning setting and shapes educational experiences from an early age.

2.1.3. Concept of Home Environment

Home environment can be defined as the factors that form part of people's domestic lives which help improve their living standards; this covers all human and physical factors available in the home which influence the learning process and the mode of living of the students, such as the education of the parents, their occupations, economic status and the social facilities available in the home. Thus, the home is the basic institution for providing the child's primary socialization and laying the educational foundation on which other agents of socialization are built. Mangal [13] asserts that the education parents and other people in the home impart to the child is highly likely to exert a significant and dominant influence on their behavior later in life. Slaughter and Epps [19] describe the home environment as the characteristics of societal components created by family members living together in one area and engaging in activities directly related to family duties. According to Kamuti [8], academic achievement of students is also influenced by the kind of environment the student is directly involved in at home. According to Parveen [17], the size, income and relations of the family, educational level of parents and social and economic status of the family had a significant positive influence on student academic performance.

2.2. Theoretical Review

2.2.1. Bronfenbrenner's Ecological Systems Theory

Urie Bronfenbrenner developed Ecological Systems Theory in 1979. The theory explains that the environment influences child development. Bronfenbrenner developed a simple yet useful paradigm that shows the different systems that influence an individual's development. It highlights the ever-widening spheres of influence that shape every individual, from the immediate family to the neighborhood, the nation, and the wider world. The theory frames child development within relationship systems that make up the child's environment. It describes multiple environmental layers that affect a child's development. Each layer is further made up of different structures. The theory also recognizes that a child's biological makeup plays a key role in development through the child's growing body and the interplay between immediate family/community environments and the broader societal landscape throughout the lifespan. Changes or conflicts in one layer may affect the other layers. To study a child's development, then, researchers must look not only at a child and her immediate environment, but also at the interactions among the larger environmental systems. The Ecological Systems Theory identifies five environmental systems with which an individual interacts. These include the microsystem, mesosystem, exosystem, macrosystem and chronosystem. Each one represents a different level of environmental influence, and together they shape a child's development, behavior and learning outcomes:

- **The Microsystem:** The microsystem includes the immediate influences on a child, including family, school, peers, and other close relationships. The influences in the microsystem have direct contact with the child. Relationships within microsystems are reciprocal, and both the child and the other party can influence each other.
- **The Mesosystem:** The mesosystem is where microsystems interact. At this level, microsystems are not seen independently; instead, they are viewed in terms of how they intertwine. For example, it includes the relationship between parents and teachers, parents and health services or the community and religious institutions. These interactions can either positively or negatively influence a child's development.
- **The Exosystem:** The exosystem includes factors that influence a child's development but may not directly involve the child. The exosystem can affect a child positively or negatively, depending on what happens within it. It includes institutions and settings such as the workplace, local government, and the mass media. Structures in this layer may

influence a child's development by indirectly affecting structures in the child's microsystem. This includes parents' schedules or job conditions.

- **The Macrosystem:** The macrosystem focuses on how cultural elements affect a child's development, such as socio-economic status, wealth, and poverty. It is the largest and most distant collection of people and places that still significantly influence the child. It includes the child's cultural patterns and values, specifically dominant beliefs and ideas, as well as political and economic systems.
- **Chronosystem:** The chronosystem adds the useful dimension of time to Bronfenbrenner's ecological systems theory. It demonstrates the influence of both change and constancy in the children's environments. The chronosystem may include changes in family structure, address and parents' employment status, as well as major societal changes such as economic cycles and wars.

Bronfenbrenner's Ecological Systems Theory is relevant to the present study because it explains how a child's development and learning are influenced by the environments surrounding the child. Among the environmental systems identified by Bronfenbrenner, the microsystem is particularly important because it includes the home and family environment where the child has direct interactions. The theoretical approach stresses that regular interaction with parents and other significant adults is critical to a child's growth and learning. Additionally, the theory states that an unstable family environment can adversely affect children's development and, in turn, their academic performance. This makes it appropriate for investigating academic achievement among primary school students.

2.3. Empirical Review

Muola [20] found that some caregivers discussed academic progress at school and talked about what happens there. According to Faaz and Khan [10], parenting styles differed in achievement motivation by gender, favoring females. Rahimpour et al. [21] noted a significant relationship between permissive, authoritarian, and authoritative parenting styles and students' average scores. This concurs with Chonge et al. [9], who found that parenting styles significantly influenced students' mathematics performance. Barnard [7] observed that students' academic achievement strongly depends on how parents are involved in matters concerning their children's academics. Jayanthi and Srinivasan [11] noted that the home environment was positively correlated with students' academic achievement in mathematics. Kunje et al. [12] observed that wealthier families in Malawi seemed to influence their children's school achievement more than poorer families by providing for students' needs and motivating them to attend school. Awasthi [4] found that, among six parenting styles, accepting parenting is best, as children who perceive accepting parenting have higher academic achievement than those who perceive any other parenting style.

According to Obeta [16], inadequate provision of educational materials in Nigeria, parents' attitudes, and parents' socio-economic status affected students' academic performance to a great extent. The study recommended that parents discuss with their school-going children matters concerning their academic performance and identify the challenges these students may be facing to improve their academic performance. Faaz and Khan [10] show that socio-economic status strongly affects students' educational achievement. Roemmich et al. [22] assessed socio-economic status, especially the impact of parents' income and the parent-child relationship, on students' academic performance in Japanese high schools. Ali et al. [3] found that parental income and parenting style significantly influence students' academic performance in Kenyan secondary schools. The reviewed studies generally indicate that home environment factors such as parental involvement, parenting style, socio-economic status, parental education and availability of learning resources significantly influence students' academic achievement. However, most existing literature has focused on secondary school students, with relatively little attention given to primary school pupils. This creates a need for further investigation into how the home environment influences academic achievement at the primary education level.

3. Methodology

The study adopted a descriptive research design. The researcher aimed to record, analyze and interpret the existing conditions or variables. The research was non-experimental; therefore, the researcher did not manipulate variables but described them as they existed. The target population comprised pupils in selected primary schools in Ijebu North Local Government Area, Ogun State. In this study, the researchers selected a sample of two hundred and fifty (250) pupils from twenty-five (25) primary schools in Ijebu North Local Government Area using simple random sampling. Ten (10) pupils were selected from each of the twenty-five (25) schools to make up a total of two hundred and fifty (250) respondents. The researchers used a self-designed checklist titled Home Environment and Academic Achievement to collect data. The instrument consisted of two sections: Section A contained the pupils' demographic information, while Section B covered home environment and academic achievement. Because of the respondents' age, the researcher administered the instrument. The researcher personally visited the selected schools, asked the pupils relevant questions, and recorded their responses on the checklist. The researcher established the instrument's face and content validity before data collection. The researcher analyzed the data using descriptive and inferential statistics. The researcher used descriptive statistics such as frequencies, percentages, means and standard

deviations to summarize the data. The researcher used inferential statistics, including regression analysis and independent-samples t-tests, to examine the research questions and determine the significance of relationships and differences among the study variables.

4. Data Analysis and Results

This paper presents data analysis. The questionnaire data were coded and analyzed using descriptive and inferential statistics. The responses were presented using percentages, means, standard deviations, regression analysis, and independent-samples t-tests. The data were analyzed from 250 copies of the questionnaire administered to primary pupils in Ijebu North Local Government, Ogun State.

4.1. Demographic Characteristics of Respondents

Table 1 shows that 48% of the pupils who participated in this study were male, while 52% were female. This result showed that more female pupils participated in the study than male pupils.

Table 1: Gender distribution of respondents

Gender	Frequency	Percentage
Male	120	48
Female	130	52
Total	250	100

Source: Field Survey in 2024

A total of 250 respondents participated in the survey. Of these, 120 (48%) were male, and 130 (52%) were female. The results show that the distribution of responses in the two gender groups was quite even. However, female respondents made up a slightly larger proportion of the total sample than male respondents. The insignificant difference in representation indicates that the study captured the opinions of both men and women. This gender distribution provides a fairly balanced basis for investigating the variables studied.

4.2. Effect of Home Environment on Academic Achievement

Table 2 above shows that home environment affects the academic achievement of pupils in primary schools in Ijebu North Local Government Area, Ogun State, yielding a regression coefficient (R) of 0.373 and a coefficient of determination (R^2) of 0.139. This shows that the home environment accounts for 13.9% of the total variance in pupils' academic achievement. Table 2 also indicates that the analysis of variance of the regression data produced an F-ratio value of 40.05, significant at the 0.05 level. This means that home environment significantly influences pupils' academic achievement in primary schools in Ijebu North Local Government Area, Ogun State.

Table 2: Regression analysis of home environment and academic achievement

Regression		ANOVA				
Model	Sources	Sum of Squares	Df.	Mean Square	F	Sig.
R = .373 ^a	Regression	1708.873	1	1708.87	40.05	.000 ^b
$R^2 = .139$	Residual	10580.837	248	42.66		
Adj. $R^2 = .021$	Total	0.021 12289.710	249			

Source: Field Survey in 2024

Table 2 presents the regression analysis findings on the relationship between family environment and students' academic achievement. The results showed a correlation coefficient of $R = .373$, indicating a favorable relationship between family environment and academic attainment. $R^2 = .139$, the coefficient of determination, indicates that home environment variables account for 13.9% of the variation in pupils' academic achievement. The regression model was also statistically significant, $F(1, 248) = 40.05$, $p < .001$. These results show a significant correlation between family environment and academic achievement, indicating that the home environment strongly influences students' academic performance.

4.3. Difference in Academic Achievement by Gender

Table 3 showed a non-significant result ($t = 0.14$, $p > .05$). This outcome indicated no significant difference in academic achievement between male and female pupils in primary schools. The mean score of (54.94) recorded by male pupils is not

significantly different from that of (56.13) recorded by female pupils at the 0.05 level of significance. The difference is not statistically significant. Therefore, male and female pupils' academic achievement in primary schools in Ijebu North Local Government Area, Ogun State, do not differ significantly.

Table 3: Independent samples t-test of male and female pupils' academic achievement

Variables	N	Mean	SD	Df.	t-cal	t-tab	Remarks
Male	120	54.9412	11.08901	248	0.14	0.70	Not Significant
Female	130	56.1364	11.23106				

Source: Field Survey in 2024

The results of the independent-samples t-test conducted to compare the academic achievement of male and female children are presented in Table 3. The mean score and standard deviation for male children were 54.94 and 11.09, respectively, while the mean score and standard deviation for female pupils were 56.14 and 11.23, respectively. The calculated t-value was 0.14, which was less than the tabular value of 0.70. This shows that the observed difference between the mean scores of male and female students is not statistically significant. Therefore, the data show that gender does not significantly affect the academic performance of the studied children.

4.4. Difference in Home Environment by Gender

Table 4 showed a non-significant result ($t = 3.64$, $P > 0.05$). This outcome indicated no significant difference in the home environment between male and female pupils. The mean score (62.00) recorded by male pupils is not significantly different from the mean score of (64.37) recorded by female pupils at the 0.05 level of significance. The difference is not statistically significant. Hence, there is no significant difference in male and female pupils' home environment in primary schools in Ijebu North Local Government Area, Ogun State.

Table 4: Independent samples t-test of male and female pupils' home environment

Variables	N	Mean	SD	Df.	t	Sig.	Remarks
Male	120	62.0000	8.18252	248	3.64	0.02	Not Significant
Female	130	64.3756	12.04587				

Source: Field Survey in 2024

Table 4 presents the results of the independent-samples t-test comparing the home environments of male and female students. The results show that the average score for male students was 62.00 ($SD = 8.18$), and the average score for female students was 64.38 ($SD = 12.05$). The t-value obtained was 3.64 with 248 degrees of freedom. Although the mean scores of male and female students differed, the difference did not meet the required criterion for statistical significance. Thus, the data imply no statistically significant difference in household settings between the two genders.

5. Conclusion and Recommendation

The study investigated the effect of home environment on pupils' academic achievement in primary schools in Ijebu North Local Government, Ogun State. The findings revealed a significant influence of home environment on pupils' academic achievement in primary schools in Ijebu North Local Government Area, Ogun State. This shows that part of the variation in the relationship between home environment and pupils' academic achievement comes from the family's provision of a stimulating home environment. The study also found no significant difference in academic achievement between male and female pupils in primary schools in Ijebu North Local Government Area, Ogun State. The study also found no significant difference in the home environment of male and female pupils in primary schools in Ijebu North Local Government Area, Ogun State. Thus, gender did not significantly influence academic achievement in the present study.

Based on the findings, the study concluded that the home environment plays a significant role in determining pupils' academic achievement in primary schools in Ijebu North Local Government Area, Ogun State. The study found no significant difference in academic achievement between male and female pupils in primary schools in Ijebu North Local Government Area, Ogun State. The study also found no significant difference in the home environment of male and female pupils in primary schools in Ijebu North Local Government Area, Ogun State. In response to these findings, the study proposes several recommendations. First, parents and teachers should encourage pupils to develop positive study habits both at home and in school. Second, parents should endeavor to allow pupils to learn at home without distractions and support learning activities. Third, schools should make learning attractive to motivate pupils.

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