HOME ENVIRONMENT AND PARENTAL SOCIO-ECONOMIC STATUS AS DETERMINANTS OF ADOLESCENTS' STUDY HABITS AND ACADEMIC PERFORMANCE IN EDUCATION DISTRICT IV OF LAGOS, STATE: IMPLICATIONS FOR ASSESSMENT

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Abstract

The study investigated home environment and parental socio-economic status as determinants of adolescents' study habits and academic performance in Mathematics. The study employed correlation research design. A sample of one hundred and fifty-two (152) Senior Secondary-two (2) was randomly drawn through simple random sampling within the study area. Two research questions were answered while two hypotheses were tested. The data for the study were collected using four instruments namely: Home Environment Questionnaire (HEQ), Parental Socio-Economic Questionnaire (PSEQ), Mathematics Achievement Test (MAT) and Study Habits Questionnaire (SHQ). Mathematics Achievement Test (MAT) comprised 20 multiple-choice items with four answer choices/options (A-D) designed and constructed by the researcher from past question papers of WAEC (2012-2018). The research instruments were face and content validated by experts. The instruments have internal consistency reliability coefficients of 0.87 0.80 and 0.76 for HEQ, PSEQ and SHQ through Cronbach alpha. Kuder Richardson 20 was used to establish the reliability coefficient of 0.81 for MAT. Pearson Product Moment Correlation Coefficient was used to answer the research questions while the hypotheses were tested at 0.05 level of significance. The results revealed that adolescents' home environment and parental socio-economic status do not significantly determine students' study habits and academic performance in Mathematics. It was recommended that students should work hard in their academic pursuit irrespective of the parental socio-economic status since it does not significantly guarantee academic success. Students from poor home environment can effectively make use of school libraries for better study habit as well as improved academic success. More so, parents and guardian of children should make the home conducive by providing the basic facilities and resources needed for enhanced study habit and academic achievement. Finally, Government should provide free education and instructional

materials that can assist students from less privileged homes in achieving educational success.

Introduction

Education in its broadest sense is a process designed to inculcate knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote self-actualization for all. Naturally, education is often said to be the powerful tool for developing intellectual abilities, shaping cultural attributes, acquiring knowledge and skills as well as a favorable tool to move a nation towards developing its scientific and technological culture. Achieving this goal requires understanding of the commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare.

Education is required for the growth and development of an individual. It is on the basis of high academic performance that students get selected to good secondary schools, better courses of study in tertiary institutions and eventually better jobs in the world of work. Education aims at developing the well-integrated persons so as to enable him to get adjusted in the society. Hence, the aim of education may be put as" bringing out broad personality changes in the individual which includes attitudes, interest, ideals, ways of thinking, work habits, personal and social adaptability. Academic performance has become a yardstick of self-worth and success. Wholesome maximum development of the child is the primary concern of any educational system.

The education of the child starts at a very young stage in the family. The parents are the first teachers of a child. This education is called informal education. This education plays the role as an instrument of social change which is imparted to the children initially in the home environment. This education is in conjunction with home environment and socio-economic status of the parents. Socio-economic status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social status or class of an individual or group. Socio-economic background may affect learning outcomes in numerous ways. For example, parents with higher socio-economic status are able to provide their children with the (often necessary) financial support and home resources for individual learning (Asikhia, 2015). They are also more likely to provide a more stimulating environment to promote cognitive development. At the level

of educational providers, students from high-SES families are also more likely to attend better schools, particularly in countries with differentiated (or "tracked") educational systems, strong segregation in the school system according to neighborhood factors and/or clear advantages of private over public schooling (Schulz, 2016). Asikhia (2015) further opines that parents' socio-status could be defined more objectively by using such indices as occupation, income and education. Students of parents with low SES earn lower test scores and are more likely to drop out of school. Low SES of parents may negatively affect academic performance because it prevents access to vital resources and creates additional stress at home. Similarly, parent's level of education has a proven influence on students' academic achievement (Maicibi, 2014). Educated parents are more likely to use complex language and a wider vocabulary with their children (Penny, 2011). Parents with lower levels of education are less likely to have high expectations for their children's academic careers. Parents with more education are more likely to get involved in the school.

Better- educated parents are familiar with how schools work and are comfortable with school structure (Penny, 2011). More so, Kundu and Tutoo (2014) assert that parents' level of education influences students' motivation and performance in the sense that educated parents value education and they tend to encourage their children to value and actively engage in receiving education. Higher occupational parents indicate better economic condition and this may result in material support for the education of their children (Vickers, 2012). Similarly, Hobson (2012) found that parents of higher academic achievers practice more professional, administrative and clerical occupations, while the parents of the under- achievers pursue occupations such as trades, production work and semi-skilled and unskilled occupations. To Escarce (2014), most under- achievers come from the lower- socio-economic levels of the home-environment and that the psychosocial encouragement here contributes very little towards improving the intellect. Families from low socio-economic status are less likely to have the financial resource or time available to provide children with academic support. The quality of parents and home background of students goes a long way in predicting the academic performance of a student. A child from poor home may suffer because there may be lack of money to pay school fees, purchase books, uniforms and other school materials, such a child may play truant, thus his performance in school will be adversely affected. Research findings have argued for and against that children from low social economic status, household and communities, usually develop academic skills more slowly, compared to children from higher socio economic status group.

Factors which are present in the family have been found to contribute greatly to the study habit and academic performance of the students. Among these are parental educational backgrounds, parental incomes, parental exposures, parental relationship with each other, strength of the family, population, religion, occupation amongst others which determines to a great extent the readiness of the child to learn. However, the influence of other factors like mental and physical disabilities can account for poor academic performance of students in the various subjects. In the word of Francis (2015), lower income families may be aware of the importance of education in the society, but at the same time, they are also aware of their limited resources to measure up with such educational demands. According to him, a family that can scarcely provide for the basic needs of the family which include food, shelter and clothing will hardly motivate the academic excellence of their children, instead they will pressurize their children to seek for job opportunities with little support from the family. The implication of the agreement is that families are likely to give their children poor academic background because of lack of financial supports. The socio-economic status of a family is capable of affecting the behaviour of the children and determines their aspirations. Families with high socio-economic status often have more resources in preparing their children for school. They also have easy access to information regarding their children's health; as well as social, emotional and cognitive development.

Interestingly, Ojo and Yilma (2010), also noted that in all socio-economic groups, parents face major challenges when it comes to providing optimal care and education for their children and these challenges may be more pronounced in poor families. Thus, according to them, it is sometimes very noticeable when the basic necessities are lacking. They added that poor families may also have inadequate or limited access to community resources that promote and support children's development and readiness for school. Parental SES is found to be a good motivator for the children. Parental motivation is another family background factor which can influence the academic achievement of adolescents.

Adolescents under motivated condition, exhibit purposeful behaviour aimed at achieving academic goals. The achievements of these goals determine the motive. Motivations from educated parents tend to strengthen the academic aspiration and language development in their children to perform better in their academic work as well as motivations from the less educated parents. They identified low motivational orientation, low self-esteem/self-efficacy, emotional problems, poor study habits, poor teacher consultation and poor interpersonal relationships as some of the causes (Fayemi, 2011). Some

adolescents may come from homes where education is much valued where there are books around them and most of the time, they see their parents reading. Some parents may give books as present to their children or they may organize mini library for them at home or by encouraging them to use state library. The importance of parental level of education to academic achievement of adolescents cannot be over-emphasized. Parental level of education, quality of parents and home background of adolescents go a long way in predicting the academic performance of adolescents. Learning environment that contains barriers/obstacles/distraction such as noise, gas smoke, pollution amongst others can constitutes health hazards which in turn affect or reduce student's concentration or perceptional focus to learning. For example, when market and garages are located near home, they were found to pose a threat to adolescent academics. Also, noise and pollution from these sources may often endanger adolescent life, academic, concentration and study habits.

According to Eweniyi (2011), different factors such as the child's intelligence, state of health motivation, anxiety, availability of suitable learning environment, adequacy of educational infrastructure amongst others apart from SES may influence students' academic performance positively or negatively. Furthermore, inadequate funding, poor teaching methodology, infrastructural decay, low morale among the teachers, indiscipline among teachers and students as some of the factors responsible for students' failure in national examination. Also, Adegbite (2014) noted that some Nigerian students at every level of education sponsor their education by engaging in various kinds of works like, hawking, house helps, cleaners, security guards, recharge card sellers, fuel attendants, causal workers amongst others. The efficient and effective way of learning depends upon the study habits of the students. Study habits of a child is very important because it's influences the academic achievement of students. Parents and teachers must help in improving the study habits of students in order for them to achieve academically. Teachers in schools should become facilitators of learning. The finite treasure within every learner should be discovered and nurtured. For the purpose of improving learning, effective study skills have to be taught. Study skills include reference, reading, listening, study' habits and strategies. Learning can improve with planning of where, when and how much to study, Positive attitude, proper physical condition and balanced emotional states are important factors influencing study habits.

Academic performance on the other hand occupies the highest point of school priorities, it is the academic outcome which provides the information about the extent to which a student, teacher or institution has achieved their

educational goals. Academic performance refers to the level of performance of students in school accomplishment or success in school. However, academic performance is the core of educational growth (Aremu & Oluwole, 2017). To Jansen (2014), academic performance is the process of developing the capacities and potentials of the individual student so as to prepare that individual to be successful in a specific society or culture. The need for academic achievement according to McClelland (2011), is one of the psychological motives that play an important role in success and achievements of a man.

Academic achievement has to do with what a learner is able to accomplish by execution of class work in the school. In the same vein, Stiggins (2013), sees academic achievement as something a learner does or achieves at school, college or university, in class, in a laboratory or field work. Similarly, Ling (2012) opined that academic achievement refers to achievement of individuals' objective to various types of knowledge and skills. It is the level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examinations (Kohli, 2015). Research has shown that besides being the criteria of promotion into the next class, academic achievement is an index of all future success in life. This goes on to explain why Olaleye (2011) sees academic achievement as excellence in all academic disciplines, in class, as well as extracurricular activities. It includes excellence in sporting, behaviour, confidence, communication skills, punctuality, assertiveness, arts, culture and education mostly in Mathematics. Mathematics is one of the core subjects that every student must pass for promotion or transition into the next level of education. As important as Mathematics is, it is used in our daily activities. Mathematics is applied in the business, workplace, home activities, and personal activities among others. This necessitated the premium placed on Mathematics for every student to have it at least pass mark. Mathematics is very important in the development of numerical and spatial skills needed for people to do well in science and technology. It also helps one to develop reflective skills, reasoning and thinking abilities as well as logic for critical examination of issues. The importance of Mathematics as a subject cannot be over-emphasized.

Studies have agreed and disagreed on the influence of home environment and parental SES on students study habits and academic performance. There is no showing the influence or relationship between these variable in the locale of the study. Based on this forgoing, it becomes very imperative for this study to cover this gap. Hence the researcher investigated home environment and parental SES as determinants of adolescents study

habits and academic performance in selected public secondary schools in Education District IV of Lagos-State.

Statement of the Problem

Students are expected to develop good and quality study habit that can help them in their academic achievements. But the reverse is the case mostly by adolescents in public secondary schools in Education district IV of Lagos state as shown by personal experience. It is disheartening to note that there has been consistent poor performance and high failure rate by our Senior Secondary School Students in core subjects, English-Language and Mathematics across the nation (WAEC Chief Examiners', 2010-2018; Adedayo, 2016; Abakporo, 2015; Adeyegbe, 2003 and Uwadiae, 2000). This development is not palatable owing to the report of Aburime (2017), that English –Language and Mathematics are very important subjects in Nigeria. Yet, for more than twenty years, education in Nigeria has been in a sorry state and achievement in this core subjects has been very low and frustrating. So far, every effort made to save Nigerian education from the devastating effect of persistent poor achievement has failed. It sounds unbelievable that more than 80 per cent of the candidates who sat for the examination failed to obtain at least a credit in these core subjects despite the fact that they are one of the minimum requirements for admission into Universities and other Tertiary institutions. This situation is saddening. Most students in Nigerian secondary schools consistently performed poorly in both internal and external examinations. This has been a great challenge to the educational sector which affects the adolescents' future adversely. Students may perform poorly possibly because they do not have the require skills, lack the perceived personal efficacy to make optimal use of them, faulty home environment or low economic status of their parents. Stakeholders have consistently blamed teachers, school environment, facilities and quality of instruction as the major cause of students poor study habit and underperformance in examinations. Parents also blame government for not equipping the schools with learning materials, government blamed parents for not helping their child/wards in doing homework, and students are also blame by parents and government for poor study habits and dedication to their studies. The table 1 below shows the results of senior secondary school students' in the West Africa Senior School Certificate Examination (Nigeria), (WASSCE).2010-2018.

Table 1: Statistics of Performance in Senior School Certificate Examination (Nigeria)

YEAR	Total No. Who sat	No. of Students that Obtained Credit & Above (A1-C6)	% of Students with Credit & Above (A1-C6)	No of Students with (D7-F9)	% of Students with (D7-F9)
2010	1,351,557	453,447	33.55	898,110	66.45
2011	1,540,250	819,390	38.93	952,620	61.07
2012	1,675,224	819,390	49.00	852,834	51.00
2013	1,543,683	555,726	36.00	987,957	64.00
2014	1,692,435	529,732	31.30	1,162,703	68.70
2015	1,593,442	544,638	34.18	1,048,804	65.82
2016	1,544,234	597,310	38.68	946,924	61.32
2017	1,559,162	923,486	59.22	630,676	40.78
2018	1,572,396	786,016	49.98	786,380	50.02
	MEAN	**41.20%**	**MEAN**	**58.20%**

Source: WAEC Chief Examiner Report, 2018

Commenting on the above statistics, Oruwari (2018) blames poor performance in English language and Mathematics on teachers' insensitivity to the nature of the subjects when planning instructional activities in the classroom. To him, further reasons why students fail includes: lack of textbooks, lack of vision, lack of passion, lack of personal work, school, family balance: lack of maturity and discipline. However, very limited attention has been given to most aspects of home environment of students, parental level of education, parental occupation, family size and type of family as it may affect their academic performance. It is in line with this backdrop that the researcher investigated the impact of home environment and parental socio-economic status on the study habit and academic performance of adolescents in Education District IV). Hence, the need for the study.

Purpose of the Study

The purpose of this study is to investigate home environment and parental socio-economic status as determinants of study habit and academic performance of adolescents in Education District IV). Specifically, the study intends to:

1. Find out the relationship between home environment and study habits of adolescents in Education District IV.
2. Determine the relationship between parental socio-economic status and academic performance in Education District IV.

Research questions
The following research questions posed were answered in this study.
1. What is the relationship between home environment and study habits of adolescents in Education District IV.
2. What is the relationship between parental socio-economic status and academic performance of adolescents in Education District IV.

Hypotheses
The following hypotheses were tested at 0.05 level of significance.
Ho$_1$ There is no significant relationship between home environment and academic performance of adolescents in Education District IV.

Ho$_2$ There is no significant relationship between parental socio-economic status and academic performance of adolescents in Education District IV.

Methodology
The study employed correlation research design. A sample of one hundred and fifty-two (152) Senior Secondary-two (2) was randomly drawn through simple random sampling within the study area. The target population for this study is the Senior Secondary Two (S.S.2) students from government-owned schools within this Lagos Mainland zone of Educational District IV of Lagos State. The estimated senior secondary students' population for this district is 33,118 of which 11,827 are Senior Secondary Two (II) students (Education District II, 2019).

Simple random sampling was used in selecting any three (3) senior secondary schools used for the study, within the area of study. Followed by, stratified random sampling techniques in selecting the participants for the study. The sample size was one hundred and fifty two (152) students.

Two research questions were answered while two hypotheses were tested. The data for the study were collected using four instruments namely: Home Environment Questionnaire (HEQ), Parental Socio-Economic Questionnaire (PSEQ), Mathematics Achievement Test (MAT) and Study Habits Questionnaire (SHQ). Mathematics Achievement Test (MAT) comprised 20 multiple-choice items with four answer choices/options (A-D) designed and constructed by the researcher from past question papers of WAEC (2012-2018). Two of the subscales which measure Home Environment and Parents' Socio-Economic Status were adopted from Ogbeba's (2012), while the subscale which measures Adolescents' Study Habits was adopted and modified from the work of Gilbert Wrenn's (2005). The research

instruments were face and content validated by experts in the field of Measurement and Evaluation. The instruments have internal consistency reliability coefficients of 0.87 0.80 and 0.76 for HEQ, PSEQ and SHQ through Cronbach alpha. Kuder Richardson 20 was used to establish the reliability coefficient of 0.81 for MAT. Pearson Product Moment Correlation Coefficient was used to answer the research questions while the hypotheses were tested at 0.05 level of significance.

Results

Research questions 1: what is the relationship between home environment and the study habits of adolescents in Education District IV

Table 1: Pearson Product Moment Correlation "r" between Adolescents' Home Environment and parent social-economic status on their Study Habits

Variables	N	df	r-cal.	Decision
Poor home environment Adolescents' Study Habits towards Mathematics	152	150	-0.038	Low negative relationship

Table 1 revealed that the Pearson Product Moment Correlation coefficient is -0.038 which showed that there is a negative low relationship between poor home environment and adolescents' study habits towards Mathematics. This means that an increase in poor home environment leads to a corresponding decrease in adolescents' study habits towards Mathematics.

Research questions 2: what is the relationship between parental socio-economic status and academic performance of adolescents in Education District IV

Table 2: Pearson Product Moment Correlation "r" between parental socio-economic status and academic performance

Variables	N	df	r-cal.	Decision
Parental Social-Economic Status				
Academic performance	152	150	-0.005	Hypothesis is accepted

Table 2 revealed that the Pearson Product Moment Correlation coefficient is -0.005 which showed that there is a negative low relationship between parental socio-economic status and academic performance. This means that an increase in parental socio-economic status leads to a corresponding decrease in academic performance.

Hypothesis 1: There is no significant relationship between home environment and the study habits of adolescents in Education District IV

Table 2: hypothesis testing on the relationship (a measure of influence) between Adolescents' Home Environment and parent social-economic status on their Study Habits

Variables	N	Df	r-cal.	Sig. value (p)	Alpha value	Decision
Poor home environment Adolescents' Study Habits towards Mathematics	152	150	-0.038	0.640	0.05	Hypothesis is accepted

It is noteworthy that a very small negative relationship was observed between adolescents' home environment and their study habits towards Mathematics. This was evidenced with a yield of the calculated "r" (r-cal. = -0.038) at 150 degrees of freedom given that the obtained level of significance (p-value) is 0.640 > 0.05 *(statistical benchmark)*. By implication, the null hypothesis is therefore accepted; hence, adolescents' poor home environment does not significantly determine their study habits (towards Mathematics) within Lagos Mainland Local Government Area of Lagos State.

Hypothesis 2: There is no significant relationship between parental socio-economic status and academic performance of adolescents in Education District IV

Table 4: hypothesis testing on relationship between Adolescents' Parental Social–Economic Status and Adolescents Academic Performance.

Variables	N	df	r-cal.	Sig. value (p)	Alpha value	Decision
Parental Social-Economic Status Adolescents' academic Mathematics	152	150	-0.005	0.952	0.05	Hypothesis is accepted

As revealed in table 4 above, it is noteworthy that a very small negative relationship was observed between adolescents' parental social-economic status and their academic performance in Mathematics. This was evidenced with a yield of the calculated "r" (r-cal. = -0.005) at 150 degrees of freedom given that the obtained level of significance (p-value) is 0.952 > 0.05 *(statistical benchmark).* By implication, the null hypothesis is therefore accepted; hence, adolescents' parental socio-economic status does not significantly determine their academic performance (in Mathematics) within Lagos Mainland Local Government Area of Lagos State.

Discussion of Findings

Findings from hypothesis one revealed that adolescents' home environmental and parental socio-economic status do not significantly determine their study habits and academic performance in Mathematics within Lagos Mainland Local Government Area of Lagos State. Rendering opposing evidences, was Miler (2012) who noted that good home environment (i.e. a home where parents are always giving orders) tends to produce children who express good habits towards their academic studies, although some of these children may be doing all of these either for personal reasons, internal reasons, or for the purpose of pleasing their parents. Such students according to Steinberg et al (2011) express stronger study habit in terms of the following values: stronger work orientation, greater engagement in classroom activities, greater time spent on homework, positive academic self-conception, lower level of school misconduct (i.e. cheating or copying), among others. Since study habit is a set of skills or strategies for the school-aged children to adopt, it will not be out of place to recall the finding of Levine *et al.* (2015) which indicated that socio-economic status significantly influence their performance level. Furthermore, Onyi (2012) also noted that students from peaceful homes share their academic problems with their parents. This culture of

communication brings about parental encouragement which yields a positive correlation between the home environment and the students' academic performance.

Findings from hypothesis two revealed that adolescents' parental socio-economic status does not significantly determine their academic performance (in Mathematics) within Lagos Mainland Local Government Area of Lagos State. In contrast to this present research finding was Fantuzzo et al (2013) who opined that home environment has a powerful influence on the child, and that it is consequential for child developmental outcomes, which include the child's academic achievement, cognitive ability, school readiness, and emotional adjustment. Several researches like Khan & Malik (2013), Fan (2012), Gonzalez-Pienda et al (2014) submitted that among many factors responsible for the scholastic failure of students (students' performance), home environment is a prominent factor alongside with parental socio-economic background and other school related factors. Contrary to the finding of this study was Izundu (2012) who found that there is a significant relationship between the parents' socio-economic status and students' academic performance. The findings is not in support with the opinion of Caro (2014) who noted that parental socio-economic status of school students is an important explanatory factor that influences the overall academic performances in school, he elucidated that students who possess low parental socio-economic status scored low in their achievement test, and that that they have the tendency to drop out from school. More so, Escarce (2014) also submitted that most under-achievers come from home environment that is characterized with lower socio-economic level. Still in disarray with the finding of this study was the submission that academic performance of any child cannot be separated from the parental socio-economic level (Fantuzzo et al., 2012). Numerous studies revealed that low parental socio-economic background among other variables such student's cognitive abilities, school related factors, environment of the home, support given by the parents and other family members (Khan & Malik, 2013; Fan, 2012; Gonzalez-Pienda et al., 2014). It is worthy to note that parental socio-economic status characteristics to a greater extent can determine student's performance in school and their adjustment to life (Aikens et al., 2013).

Conclusion

Based on the research findings, it was concluded that adolescents' poor home environment and low parental socio-economic status do not significantly determine their study habits and academic performance respectively.

Recommendations

Based on the findings and conclusion in this study, it would be appropriate to recommend that:

1. Students should work hard in their academic pursuit irrespective of the parental socio-economic status since it does not significantly guarantee academic success.
2. Students from poor home environment can effectively make use of school libraries for better study habit as well as improved academic success.
3. Parents and guardian of children should make the home conducive by providing the basic facilities and resources needed for enhanced study habit and academic achievement.
4. Government in authority should provide free education and instructional materials that can assist students from less privileged homes in achieving educational success.
5. Government should assists school authorities to create edutainment programmes within the confines of the school environment; such edutainment programmes should be properly planned to continuously refurbish adolescents' study habits which will set them on the path of good academic performance, it should also equip them with cutting edge strategies towards personal and group studies.
6. Students should also take the individual challenge to identify the kind of study strategies that suit their personality; this is a culture of self-discovery.

Implications for Assessment

The implications for assessment for evaluators/assessors curriculum/planners of these findings are also highlighted below:

1. Evaluators, assessors and teachers should provide adequate data for counselors and the students on their academic performance based parental socio-economic status.
2. Assessment results on the effectiveness of different study strategies can be made available to the students in order to be properly guided.
3. There is the need for assessors to be objective in their assessment of students in the school irrespective of their socio-economic status.
4. There is need for parents to self examine themselves and the home environment in order to provide the required support that can boast their children academically as well as to improve their study habits.

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