Full Length Research Paper

Influence of home environment on the academic performance of primary five pupils' in English Language in Orhionmwon Local Government Area of Edo State

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This study investigated the influence of home environment on the academic performance of primary five pupils' in English Language in Orhionmwon Local Government Area of Edo State. Four variables were considered which include parental academic background, parental economic status, parental marital status and parental home location. A sample size of 50 primary five pupils obtained from five public primary schools in Orhionmwon Local Government Area of Edo State was used. Five hypotheses were formulated to guide the study. Ex-post Facto research design was used for the study. Two instruments were used for data collection such as Home Environmental Factor Questionnaire (HEFQ) and Pupils Achievement Test (PAT) in English Language. The dependent t-test and the analysis of variance ANOVA were used to analyze the data. The result obtained from the study at 0.05 level of significance shows that parental academic backgrounds, parental economic status, parental marital status and parental home location have significant influence on primary five pupils academic performance in English Language hence the null hypotheses were rejected while the alternative hypotheses wee retained. This implies that home environment has significant influence on the academic performance of primary five pupils' in English Language. These findings were extensively discussed and appropriate recommendations were made.

Keywords: Home Environment, English Language, Orhionmwon Local Government, Academic Performance, Primary Five Pupils'.

INTRODUCTION

A home is a place where pupils live with their parents or guidance and it is the place where they are groomed. It is a place where the pupils begin to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in children (Collins, 2007). The home influences the child at the most possible time of his life at a time when his mind is most receptive. It provides the first impression which may last through the whole of the child's life. The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him in self worth and academic performance (Ekanem, 2004).

The environment is the immediate surrounding in which the pupils find themselves. It is also refer to as the physical and psychological conditions that affect children (Durojaiye, 1976). The parents or guidance of these pupils are responsible for providing the right home environment that will facilitate effective learning for their

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wards. Furthermore, in pupil's home environment some factors that influence their academic performance in English Language include: parental educational background, background, parental economic status (At least an average financial status), parental marital status and parental home location.

Here, the researcher focuses on how the educational background of parents influence the academic performance of primary five pupils in English Language. This aspect considered majorly the influence of parental involvement and awareness of the pupil's involvement in educational activities right from home. This could also be seen in the way parents and other educated people in the home get involve in encouraging these pupils to learn how to speak good English, teach and guide the pupils in doing their home work in English language, pronounce words correctly and practice how to make correct sentences in English Language with these pupils. The educational background of the parents will also be expressed in their frequent use of English Language as a medium of communication in the home (John 1994). These will help in laying a good foundation for self expression, confidence in speaking good English in the public and good understanding of Basic English concepts in the school. On the aspect of parental economic status as it relates to pupils academic performance in English Language, much emphasis was laid on the ability of the parents to provide necessary facilities or materials that can help in making the learning of English Language easy for the pupils. This involves the provision of mini library for children which include English textbooks, story books, and picture books and spelling charts which will help the pupils to learn words identification, correct spellings, correct sentences, master the use of correct tenses in line with pictures, (United State Department of Labor, 2006). Azikiwe (2008) maintained that the implementation of the reform/innovation cannot do so much if the basic instructional materials are in short supply. This aspect helped the researcher to compare the academic performance of pupils from low, average, as well as high income parental background. Pupils from average/high income home environment that have some educative media in their homes such as Computer, television set, radio, tape recorder will be at an advantage in their performance in English Language because these media will help them to listen to good speeches in English Language, watch educative programmes on television such as junior debate, Cartoons, tales by moonlight, all these exposures will certainly reflect on the pupils performance in English Language at school.

In assessing the parental marital status on pupils academic performance in English Language, much attention was given to sound human relations, as the home environment that is tensed due to divorce or unhealthy atmosphere of quarrelling, fighting due to polygamy cannot favour learning, in the home as the

mind of the pupils will no be settled in order to give room for creativity. Ekanem (2004) stated that harmonious home create emotional stability in the child at home and subsequently throughout his school life. Hence the researcher was also concerned with the careful study of the influence of single parenthood due to broken home, death, widowhood and intact home on the academic performance of pupils in English Language.

In terms of the influence of home location on the academic performance of pupils in English language, the researcher was concerned with the socio-metric factors such as the kinds of social activities around the home environment of the pupils. For instance, a pupil that lives near the market square will adopt the language of the people around him which is pidgin. This could affect the child in learning good English at school. Likewise, a pupil that lives in a communal compound where pidgin is the order of the day would also be affected negatively in the learning of good English at school.

Furthermore, pupils from homes located in an environment where there is noisy traffic, noisy sound of machine from ply-wood industry and market square will be affect negatively in their performance in English because the noisy environment will disturb them from concentrating while reading their novels, English text. Story books and even in listening to educative radio programmes. Hence, Durojaiye (1976) maintained that physical and psychological conditions of the home environment affect the children academically.

Purpose of the study

The purpose of this study include to:
i. Determine the influence of the educational background of parents on pupils' academic performance in English Language.
ii. Access the influence of parental economic status on pupil's academic performance in English Language.
iii. Find out the influence of parental marital status on pupils academic performance in English Language.
iv. Ascertain the influence of home location on pupil's academic performance in English Language.

Statement of problem

The complain about the mass failure in English Language among primary five pupils in internal and external examinations in Orhionmwon Local Government of Edo State has become a complex in the State. This study therefore sought to determine if home environment influences the academic performance of primary five pupils in English Language

Research hypotheses

The following hypotheses were tested at 0.05 level of significance
1. There is no significant influence of parental educational background on pupils' academic performance in English Language.
2. There is no significant influence of parental economic status on pupils' academic performance in English Language.
3. There is no significant influence of parental marital status on pupils' academic in English Language
4. There is no significant influence of home location on pupils' academic performance in English Language
5. There is no significance influence on parental academic background, economic status, marital status and home location of pupils academic performance in English Language.

METHODOLOGY

In this study the researcher used the ex-post Facto research design, this is because in involves seeking of opinion from pupils. The sample size used for this study consisted of 50 primary five pupils obtained from five primary schools. This sample size was selected through simple random sampling technique. In this process every member of the population had an equal chance of being selected.

The data used for this research were collected by the use of two instruments which were designed by the researcher such as "Home Environmental Factors Questionnaire (HEFQ) and pupils Achievement Test (PAT).

The Home Environmental Factor Questionnaire (HEFQ) was made up of twelve (12) items which were responded to by the pupils in primary five. The responses categorized into four points Likert Scale

Strongly Agree   -SA   4 points
Agreed   -A   3points
Disagreed   -D   2 points
Strongly Disagreed   - SA   1 points

On the other hand, the data for the dependent variable, which is pupils academic performance in English Language was obtained from the researcher's developed instrument Pupils Achievement Test (PAT). This pupils' achievement test consist of ten (10) questions which attracted 2 marks each to get a total of 20 marks.

These tests were responded to by the pupils in primary five. Their responses were scored accordingly and collated respectively.

The researcher administered the two instruments Home Environmental Factor Questionnaire (HEFQ) and Pupils Achievement Test (PAT) to fifty primary five pupils in Orhironmwon Local Government Area of Edo State

and at the end. The researcher collated the result respectively.

The validity of the instruments was done through face and content validity processes. The test items were given to two language specialist (Lecturers) for scrutiny. They were also given to a specialist in test and measurement for correction. The instruments were corrected by the researcher following their recommendations.

The reliability of the instrument was tested using "Home Environmental Factors Questionnaire (HEFQ) through split-half approach. As the name implies the method involved the division of the instrument into two equal parts. Here the researcher considered twelve items in the instrument.

All the odd numbers were made to form the first group while all the even numbers constituted the second group of scores. The researcher then calculated the correlation coefficient of the two groups (roe) Pearson Product Moment Correlation (PPMC), and obtained a value of (0.52).

The researcher then used their value to determine the reliability coefficient ® by using Spearman's Brown formula below:

$$r = \frac{2roe}{1 + roe}$$

The result of this calculation gave the reliability coefficient of (0.68) which was high enough to justify the use of the instrument.

The Dependent t-test and the analysis of variance (ANCOVA) were used to test the hypotheses.

RESULTS

Hypothesis 1

The null hypothesis states that there is no significant influence of parental educational background on pupils' academic performance in English Language.

From Tab 1 below, the obtained t-value was (41.3) while the critical t-value was (2.01) at 48 degree of freedom and at 0.05 level of significance.

The significance of the result was determined by comparing the calculated t-value with the critical value of t. The result showed that the calculated t-valued was higher than the critical t-value. Hence, the result was positively significant. Therefore, the null hypothesis I (HO_1) above was rejected while the alternative one which states that there is significant influence of parental educational background on pupils' academic performance in English Language was upheld.

Hypothesis 2

The null hypothesis states that there is no significant inf-

Tab 1: The correlated t-test analysis of the influence of parental educational background on pupils' academic performance in English Language.

Variables	X	S	S^2	r	t-cal
Parental Educational background (x)	12.8	3.15	9.92	0.83	41.3
				0.83	41.3
Pupils' academic performance	25.2	1.68	2.82		

Significant at 0.05 level, df = 48, t-crit = 2.01

Tab 2: The correlated t-test analysis of the influence of parental economic status on pupils' academic performance in English Language.

Variables	X	S	S^2	r	t-cal
Parental Educational background (x)	13.68	3.19	10.18		
				0.74	46.1
Pupils' academic performance	25.2	1.68	2.82		

Significant at 0.05 level, df = 48, t-crit = 2.01

Tab 3: The correlated t-test analysis of the influence of parental marital status on pupils' academic performance in English language. N = 50

Variables	X	S	S^2	r	t-cal
Parental marital status	13.38	3.41	11.63	0.83	41.3
				068	39.4
Pupils' academic performance	25.2	1.68	2.82		

Significant at 0.05 level, df = 48, t-crit = 2.01

luence of parental economic status on pupils' academic performance in English language.

From Tab 2 above, the calculated t-value was (46.1) while the critical value of "t" was (2.01) at 0.05 level of significance and 48 degree of freedom.

The significance of the result was determined by comparing the obtained t-value with the critical t-value. The result showed that the obtained t-value was higher than the critical t-value. Hence, the result was positively significant. Therefore, the null hypothesis 2 (HO_2) above was rejected while the alternative was upheld.

Hypothesis 3

The null hypothesis states that there is no significant influence of parental marital status on pupils' academic performance in English Language.

From Tab 3 above, the calculated t-value was (39.4) while the critical t-value was (2.01) at 48 degree of freedom and at 0.05 level of significance.

The significance of the result was determined by comparing the calculated t-value with the critical t-value. The result showed that the obtained t-value was higher

than the critical t-value. Hence, the result was positively significant. Therefore, the null hypothesis 3 above was rejected while the alternative one which states that there is significant influence of parental marital status on pupils' academic performance in English Language was upheld.

Hypothesis 4

The null hypothesis states that there is no significant influence of home location of the pupils' on their academic performance in English Language.

From Tab 4 below, the obtained t-value was (38.5) while the critical t-value was (2.01) at 48 degree of freedom and at 0.05 level of significance.

The significance of the result was determined by comparing the obtained t-value. The result showed that, the obtained t-value was higher than the critical t-value. Hence, the result was positively significant. This result caused the null hypothesis 4 (HO_4) above to be rejected while the alternative one which states that there is significant influence of home location of the pupils on their academic performance in English language was retained.

Tab 4: The correlated t-test analysis of the influence of home location Of the pupils' on their academic performance in English Language

Variables	X	S	S^2	r	t-cal
Home location	13.65	3.4	9.92	0.83	41.3
				0.72	38.5
Pupils' academic performance	25.2	1.68	2.82		

Significant at 0.05 level, df = 48, t-crit = 2.01

Tab 5: One-way analysis of variance of the combined influence of Parental educational background, economic status, marital Status and home location on pupils' academic performance in English Languages N =50

Variables	SS	Df	Ms	f-cal
Between groups	28242.3	4	7060.6	
				5.513
Within groups	313780.5	245	1280.7	

Significant at 0.05 level; fcrit = 2.21.

Hypothesis 5

The null hypothesis states that parental educational background, economic status, marital status and home location of the pupil's do not significantly influence pupils' academic performance in English Language.

From the Table above, the obtained F-value was (5.51) while the critical F-value was (2.21) at 0.05 level of significance.

The significance of the result was determined by comparing the calculated f-value with the critical f-value. The result showed that the calculated f-value was higher than the critical f-value. Hence, the result was positively significant. Therefore, the null hypothesis 5 (HO₅) above was rejected while the alternative one which states that parental educational background, economic status, marital and home location significantly influence pupils academic performance in English language.

DISCUSSION

Hypothesis one stated that there is no significant influence of parental educational background on pupils' academic performance in English Language**.** The result of the study shown in Tab 1 indicated that there was significant difference in parental educational background on pupils' performance in English Language. This result is in agreement with John, (1994) who stated that, the educational background of the parents will be expressed in the frequent use of English language as a medium of communication in the home.

Hypothesis two stated that there is no significant influence of Parental economic status on pupils'

academic performance in English language. In Tab 2, the result obtained showed that there was positively significance. This result implies that parental socio-economic status has a positive influence on the pupils' academic performance in any subject including English Language performance (output), which is dependent on (input) that is, availability of learning materials which could also be a function of the financial position of the family. The result of the findings in this study is in agreement with U.S. Department of Labor (2006) where they stated that, it is the responsibility of parents to provide their children with all the necessary learning material instead of using them as hawkers. This was further supported by Azikiwe (2008) who maintained that the implementation of the reform/innovation cannot do so much if the basic instructional materials are in short supply

Hypothesis three stated that there is no significant influence of parental marital status on pupils' academic performance in English Language. The result of the data analysis in Tab 3 showed that there were significant differences on parental marital status on pupils academic performance in English Language. The virility of this result is in agreement with the opinion of Ekanem (2004), who maintained that harmonious home creates emotional stability in the child at home and subsequently throughout his school life.

Hypothesis four stated that there is no significant influence of location of the home on pupils' academic performance in English Language. In Tab 4 above, the result of the data analysis showed a positive significance on the influence of location of the home on pupil's performance In English Language. The above state-ment was agreed by Durojaiye (1976), who opined that

physical and psychological conditions of the home environment affect the children academically.

Hypothesis five stated parental educational back-ground, economic status, marital status and home environment do not significantly influence pupils' academic performance in English Language. The results of comparing all the variables using analysis of variance (ANOVA) showed that there were significant differences in pupils' academic performance in English language in all the variables. The results of this finding authenticated the work of Kafui (2005) position that, insufficient English Language textbooks for pupils' in schools obstructs the pupil's reading ability and vocabulary development as exercises are often given and pupils' need this books to do their exercises and assignments. Furthermore, the results of this study agreed with the views of Asiedu-Afrofi (1978), who stated that lateness and absenteeism were the two major problems associated with pupils' performances in English Language as their irregularity to classes can result in loss of content and knowledge of the subject matter being taught. In the same vein, Lockheed (1991) stated that lack of parental interaction with the teachers of their wards to know what problems their children are encountering in the school and what possibly could be done to resolve such problems serves as lack of motivation on the part of the pupils'. Thus, the consequence of this was poor academic performance of pupils' in schools which is in consonance with findings of this study.

CONCLUSION

English language as everybody knows, in the context of our culture is an acquired language, and it is very important to learners in every discipline. Considering its importance in the future of the pupils in primary five especially in writing external examination, seeking for admission into any course of study, there should be a conscious effort put forward by parents in providing favorable home environment for their wards thereby laying good foundation for primary five pupils in the learning of English language at home so as to improve their performance in this subject at school.

RECOMMENDATIONS

1. Parents should try as much as possible to improve the home environment of the pupils so as to enhance their academic performance.
2. Low income earners should try as much as possible to control their birth rate so as to be able to provide their wards with the necessary learning materials.
3. Parent should try as much as possible to ensure that their children keep good friends who do not influence them negatively in their academic performance in English Language.
4. Regular sensitization meeting and community non-formal education especially single parents to inform them about the value of English Language and Education to the children, community and the nation.

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