

HOME , SCHOOL ENVIRONMENT AND PEER GROUP INFLUENCE AS CORRELATE OF SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN ECONOMICS IN ISEYIN LGA, OYO STATE

OJO Michael Bamidele

Department of Curriculum and Instruction, Emmanuel Alayande College of Education, Oyo.

Abstract

The study examined the home, school environment and peer group influence on Secondary school students' academic performance in Economics in Iseyin local government area. The study adopted a descriptive research design. Simple random sampling technique was used to select five secondary schools out of eleven secondary schools in Iseyin local government areas. Forty students in each school were purposively selected because only students offering Economics were used as sample. In all, two hundred (200) students participated in the study. Questionnaire and Economics achievement test were the main instruments used in the study. Data were analyzed using multiple regression and analysis of variance (ANOVA.). Results of the study revealed that home background, school environment and peer influence jointly predicted students' academic achievement in Economics. The result also showed that the relative contribution of the independent variables to students' academic performance was significant. It is recommended that parents should provide different media like books, educational gadgets at home, libraries should be established in schools, and principal of secondary schools should encourage parents to provide for the needs of their children in learning Economics. Students should also be encouraged to choose their friends wisely.

Introduction

Studies on students' academic performance at the secondary school level in various school subjects had consistently indicated that students had been under achievers (Osokoya, 1998; Folayajo, 2004; Olopoenia, 2005). Various findings on factors capable of influencing performance in Economics can be summed up as home factors, teacher's factors, peer group factors, school factors and personal factors. Among these various factors, some factors seem to be more potent in the prediction of students' performance (Odinko, 2002). Falayajo (1996) explained that home factors are the

factors associated with the background information of the parents or guardians and the home that a student comes from which influences his/her academic performance in Economics.

Studies on family had revealed that the involvement of the home in a child education has much influence on the academic development of the child (Comer & Haynes, 1991). Durojaiye (1976) noted that parental provisions of appropriate educational need and opportunities can contribute to the child's intellectual development. Okpala and Onocha (1985) and Falayajo (1996), also reported that

home, socio-economic status, parents' level of education, parents' biogenetic factors like physical size, gender ability and temperament have significant influence on students' academic performance in Economics and aspiration. Mortimer (1992) also reported that family income is a great predictor of students' academic success.

Lawani (2004) established a correlation between home language and other factors such as heredity, socio-economic status of parents, school environment, attitude of students and students' academic achievement. The family no doubt is a very important institution whose influence on children's educational and personality development cannot be over emphasized. In fact, many of the problems of the child can be laid at the door steps of families. Osaren (1996), asserted further that the anxiety in the child is detrimental to functioning in the intellectual tasks and that a child who is emotionally insecure or feel unwanted may devote a lot of energy getting through eccentric behaviours instead of intellectual pursuits.

The school is societal formal institution where learning takes place. It also functions as a socializing agent by providing the intellectual and social experience from which children develop the skills, knowledge, interest and activities that characterize them as individual which shape their abilities to perform adult roles. Thus, the schools exert influence in students by their educational policies leading to achievement, their formal organization of introduction of student authority; and the social relationships that evolve in the classroom (Berns, 2004.) However, the issue of school providing good quality education goes beyond what children learn and how they learn. It is also about the environment in which they are to learn. If schools are to serve as the centers of learning, cultural

transmission as well as facilitate essential service for children, their environment must address all aspect of the child as a learner and what is in the best interest if the child.

School environment which include instructional spaces, administrative spaces, as well as the teachers and students are essential in teaching- learning process. The extent to which students' learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a well planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performances of the students. Williams, Persaud and Turner (2008), quoting Marsden (2005), reported that safe and orderly classroom environment (aspect of instructional space), school facilities (accessories) were significantly related to students' academic performance in Economics.

The physical characteristics of the school have a variety of effects on teachers, students and the learning process. Poor lighting, noise, high level of carbon dioxide in classrooms and inconsistent temperatures make teaching and learning difficult, poor maintenance and in effective ventilation systems also lead to poor health among students as well as teachers, which leads to poor performance and higher absentee rates (Franzier, 2002; Lyons, 2001; & Ostendorf, 2001). These factors can adversely affect students' behaviour and lead to higher levels of frustration among teachers and poor learning attitude among students.

Odinko (2008) noted that the environmental characteristics of any school setting are seen as important elements that could have some impact on the level of

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cognitive, affective and psychomotor skills attainment of children. Embedded in these characteristics are factors such as human, material and physical environments.

Omotore (2013) also noted that beyond the direct effects that poor facilities have on students, ability to learn the combination of poor facilities which create an uncomfortable workplace for teachers, combined with frustrating behaviour by students create a stressful set of working conditions for teacher, because stress and job dissatisfaction are common pre-cursors to lowered teacher enthusiasm.

Peer pressure refers to the influence exerted by a peer in encouraging a person to change his/her attitudes, values in order to conform to group norms. While most educators believe that peer pressure has an influence on children's academic performance in Economics, Kirk (2000) observes that a few studies have been done to prove these beliefs. According to Lashbrook (2000), adolescents are well aware that they influence each other. Peer influence can provide many positive elements in an adolescent's life. It is important, however, to remember that peer influence can potentially have a deadly impact or other various negative effects. It is vital for education and other related professionals to understand the complex aspects of peer influence in order to stop these negative effects before they occur. It is assumed that peer influence can have both positive and negative effects on students' academic performance and socialization.

Karir and Kipkemboi (2014) also noted that peer group allows students to be themselves in the truest sense of the world. Students sometimes need to put on an act in order to gain acceptance from the specific group with which they would like to be associated.

Literature notes that child's peer group influences social and academic development, and these influences begin at start of a formal education. Peer group influences the child's study habits and academic performance in Economics (Wenzel & Caldwell; 1997). Lawrence (1993) argued that students' academic performance in Economics is not only influenced by peers, but also by his/her parents and teachers. Consequently, it also noted that peer effects become more important as time passes, peaking some during adolescence.

Goethe (2001) found out that weak students do better when grouped with weak students. It shows that student's performance improves if they are with the students of their own kind. Karir and Kipkemboi (2014), quoting Sacerdote, (2001), found that students' grades in Economics was higher when students' had strong academic peers.

Statement of the Problem

Students' academic performance at the secondary level constitutes a lot of concern for parents and other education stakeholders and this has resulted to many scholars seeking for the major factors responsible for this problem. Past studies have focused on gender differences, socio-economic background, and attitude to learning on student's academic achievement. It is on the basis of this that the study sought to provide and empirically document information on the relationship among home background (parent/guardians level of education, parents occupation, family settings expected parental roles), school environment (school locations, classroom condition, availability of instructional facilities and accessories) and peer group influence on academic performance in Economics of secondary school students in Iseyin Local Government Area of Oyo state.

Research Questions

1. To what extent will home background, school environment and peer group influence jointly predict students' academic performance in Economics in Iseyin Local Government Area of Oyo State?
2. What is the relative contribution of each of the independent variables (home, school environment and peer group influence) on students' academic performance in Economics in Iseyin Local Government Area of Oyo State?

Methodology

Research Design

The study adopted the descriptive survey research design. The study investigated the extent to which each of the identified independent variables relates with students academic performance in Economics as well as the composite contribution of the independent variables to the dependent measures.

Sample and Sampling Technique

A simple random sampling procedure was used to select five schools within the selected Local Government Area. Forty (40) students constituted the sample of the study in each school and a total number of two hundred (200) students participated in the study but two questionnaires were invalid. One hundred and ninety Eight (198) participants responded to the questionnaire. Ninety eight (98) participants were males representing 49.50% while the females were one hundred (100) representing 50.5%.

Research Instruments

Four main research instruments were used in the study namely:

- i. Student's Home Background Questionnaire (SHBO)
- ii. Student's School Environment Questionnaire (SSEQ)
- iii. Peer Group influence Questionnaire (PGIQ)
- iv. Economics Achievement Test (EAT).

Student's Home Background Questionnaire: -(SHBQ) This questionnaire was of the modified Likert type. It was divided into two sections A and B. Section A solicited demographic information while section B sought information on parent's level of education, parent's occupation, family settings and expected parental roles to the children. Using Cronbach's alpha the reliability coefficient of 0.87 was obtained.

Student's School Environment Questionnaire: -(SSEQ) was used to obtain information on school location, classroom conditions, availability of instructional facilities and accessories. Using Cronbach's alpha the reliability coefficient of 0.78 was obtained.

Peer Group Influence Questionnaire:-(PGIQ) was used to obtain information on the influence of peer group pressure. The reliability coefficient of 0.72 was obtained on this instrument.

Economics Achievement Test:- (EAT) This comprised twenty (20) multiple choice objective items. A test retest method was used and using Pearson Product Moment Correlation, the reliability coefficient of $r=0.86$ was obtained.

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Data Analysis

The data were analyzed using multiple regression and analysis of variance (ANOVA).

Research Question 1: To what extent will the independent variables namely; Home

background (parents' educational level, parental occupation family settings, expected parental roles) school environment (school location, classroom conditions, availability of instructional facilities and accessories) and peer influence when put together predict students' academic performance.

*Table 1:
Students' Performance in Economics*

Source of Variance	Sum of squares	DF	Means square	F	Sign p	Remarks.
Regression	2408.36	3	802.79			
Residual	9652.43	193	32.39	24.78	000*	Sig.
TOTAL	12060.80	196				
R=0.447 R ² =0.200 R ² ADJ=0.192 Standard Error = 5.69128						

p= <0.05

The analysis of variance (ANOVA) on table 1 indicates that it yielded F-ratio level of 24.78 which is significant at 0.05 level of significance. The implication of the results is that students' performance in Economics is significantly correlated with the independent variables. That is improvement in students' performance in Economics is dependent and can be attributed to the combined influence of the independent variables.

The table shows a co-efficient of multiple correlations (R) of 0.447 and a multiple R square 0.200. This means that 20% of the variance in the students' academic performance in secondary schools' Economics is accounted for by all the three predictor variables, when taking together while the remaining 80% is due to other factors and residual not considered in this study.

Research Question 2: What is the relative contribution of each of the independent variables on students' performance in Economics?

Table 2:
Relative Contributions of Each of the Independent Variables to Students' Academic Performance in Economics

Model Independent Variables. Predictor	Unstandardized Coefficient		Standardized coefficient Beta (β)	Rank	T	Sign	Remarks
	β	Std error					
Constant	4.342	2.301	Contributions		6.321	.000	
Home Background	0.206	0.226	0.204	3rd	2.211	.012	Sig
School Environment	0.162	0.042	0.201	1st	3.266	.000	Sig
Peer Influence	2.143	0.516	0.225	2nd	3.148	.000	Sig

p= <0.05

Table 2 shows that one of the three independent variables (home background) made the lowest contribution to students' academic performance ($\beta = .204$). Peer influence made the second greatest contribution of students' academic performance ($\beta = .225$) while school environment contributed the greatest ($\beta = .231$).

Discussion of Results

The result reveals that home background, school environment and peer influence, when combined, correlated significantly with students' academic performance in Economics. This is supported by Ntumi (1983), in Ezeokoli and Osikomaiya (2011), who was of the opinion that structural variables of the school such as school location and class size could enhance or determine cognitive development of the pupils irrespective of their level of intellectual ability. In a similar vein, Kanyongo, Certo and Launcelot (2006) found that home (educational support at home) and study at home were significant predictor of students' academic achievement. Beveley, Geslae and Ozola, (2008) found that socio-economic position of the family influenced students' academic achievements.

Mwamwenda and Mwamwenda (1998), cited by Oludotun (2000), also support this finding that school facilities are predictors of academics achievement, and that the performance of pupils from schools with student classrooms is significantly better than that of pupils from schools with insufficient classrooms, in Mathematics and Social Studies. They further assert that the extent to which school facilities are provided contribute to the differences in performance of pupils in Sciences, Mathematics and Language. Availability of school facilities such as classrooms, desks and seats are thus integral to academic achievement. That the availability and management of school facilities affect academic achievement in school is supported by Berry (2002); Health and Mendell, (2002); Holt and Smith (2002); Hattle, (2003); and Buckley, Schneider and Sang (2004). According to Hattle, (2003), school facilities, such as building, contributed to the 5-10% of the variance in school achievement attributable to the school. Thus school's academics achievement is a relevant outcome of child friendly school environment.

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Conclusion

Based on the findings of this study, it could therefore be inferred that for students to perform brilliantly well in their academic endeavours, it is advisable that students should live with both parents. In addition, the parents/guardians should show much interest in their children studies. It is also necessary that parents should provide necessary motivation and reinforcement for their children to learn. The school as an institution of learning which also acts as a second home for learners has been found to have a strong relationship with students' academic performance. Peer level factors also have a relationship with students' academic performance. Students whose friends engage in negative activities such as use of drugs; sneaking out of school and being absent from school frequently are likely to have lower academic achievement.

Recommendations

- Based on the findings of the study, the following are recommended.
- Parents should provide different necessary materials like books, educational gadgets at home in order to supplement and reinforce Economics that is learnt in school.
- Libraries should be established in schools so that students could have access to Economics textbooks that cannot be afforded by their parents.
- Principals of secondary schools should encourage parents to provide for the needs of their children in learning Economics.
- Students should be encouraged to choose their friends wisely as some have negative influence on their academic performance in Economics, especially those who sneak out of school, use drugs and those who do not attend school regularly

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