Home-Based Factors, Institutional Environment and Teacher Characteristics as Determinants of Students' Academic Performance in Ogun State Senior Secondary Schools, Nigeria

Sotannde Rabiu Adewale (Ph.D.)

Federal College of Education (FCE-ABK),Osiele, Abeokuta,Ogun State,Nigeria.

ABSTRACT: *The issue of students' academic performance has become a matter of general interest to the nation's governments, educationists, parents, and students because of the growing rate of academic failure especially at the secondary school level. Hence, this work investigated home-based factors, institutional environment and teacher characteristics as determinants of students' academic performance in Ogun State senior secondary schools.The study adopted descriptive survey research design. The sample consisted of 1700 respondents made up of 1400 students and 300 teachers selected through stratified random sampling technique from public secondary schools in Ogun State, Nigeria. Three research instruments were used for data collection. They are, 'Students Home Factors Questionnaire (SHFQ) (r = .76), Institutional Environment Questionnaire (IEQ) (r = .82), and Records of Students Academic Performance (RESAP). Data were analysed using Multiple Regression Analysis. Two null hypotheses were formulated and tested at 0.05 alpha level.Findings revealed that home based factors, institutional environment and teachers' characteristics made significant joint contribution to the prediction of students' academic performance (F = 25.487; p < .05). Moreover, these variables made significant independent contributions to the prediction of students' academic performance. Out of the three predictors, the most potent factor was teachers' characteristics (β= 6.131, t = 4.181, p < .05); followed by home based factors (β= 4.254; t= 3.154, p < .05) while institutional environment (β= 2.734, t= 2.691; p < .05) was the least potent predictor of students' academic performance.It was recommended that parents should be encouraged to make their homes to be learners' friendly. This can be done by creating awareness on the influential role of home factors on students' academic performance. This should be done during PTA meetings, school visiting days and through the mass media. That governments, school proprietors and school administrators should endeavour to make the school environment to be conducive for learning through proper location of schools, provision of teaching – learning facilities and making the school environment to be learners' friendly. Also, teachers' quality should be continually improved through self-development efforts, periodic seminars, and workshops, and on-the-job training to keep teachers abreast of the developments in their field. Finally, schools should provide effective counselling services and administrative supports to facilitate teaching and learning in order to improve students' academic performance.*

KEYWORDS: home based, institutional environment, teachers' characteristics, academic performance, location and gender.

INTRODUCTION

Education remains the biggest instrument for academic progress, social mobilization, political survival and effective national development of any country. For several years, much research effort had been focused on the factors that influence academic performance of students at the secondary level of education in Nigeria. Akinleke (2017) stated that in Nigeria, researches have shown that students' academic performance is declining at a disturbing rate. Also in 2015, out of 1,593,442 candidates that sat the WASSCE in May/June, only 529, 428 candidates obtained credit in five subjects and above including English Language and Mathematics representing 38.68 percent. These are the only candidates who could use the result to advance to higher level, provided they had credits passes in subjects relevant to their proposed courses of study. In short, the performances of candidates in the two subjects as reflected in the report spanning 2004-2015 have remained constantly below average.

This poor performance of students is an indicator of decline in quality of education. Adegbite (2005) have made concerted efforts at investigating trends of students' performance as well as factors responsible for the level of their performance in which home based factors (socio-economic status of parents, family setting: intact family and single parent family, parents' involvement in homework), institutional environment (school libraries, school leadership style, school discipline) and teachers' characteristics (educational level, experience, morale) are not expected.

Home based factors such as socio-economic status of parents, family setting: intact family and single parent family, parents' involvement in homework plays an important in determining students' academic performance. This is because children from home with low socio-economic status are at a greater risk of hunger, homeness, sickness, physical and mental disabilities, violence, family stress and educational failure(Khagendra, 2020).Family background is the bedrock of children's psychological development, social relations, moral advancement, and socio-economic attainments. Family setting and background play important role in strengthening or upsetting student's academic performance (Akinleke, 2017). Parental involvement is found as a strong determinant for academic performance of high school students.Amponsah, Milledzi, Twum-Ampofo and Gyambrah, (2018) found positive relationship between parental involvement and academicperformance of students.

The institutional environment is a vital factor within the school system and in this study, there are school libraries, school leadership style, school discipline. The school library is a fundamental part of teaching and learning in secondary schools that afford resource accessibility which support the curriculum. In African countries, the formation of library has been associated with the purpose to achieve academic performance (Bimenyimana, 2021). Leadership is a position ofdominance and prestige accompanied by the ability to direct, motivate and to assist others in achieving a specific purpose (Ogunsayin, 2006). Discipline in school is a very important aspect towards academic

excellence, while lack of it usually gives rise to a lot of problems such as lack of vision and mission, poor time management, irregular attendance and punishment. It also plays a vital role in the acquisition of sense of responsibility in learners as well as educators (Weli&Nnaa, 2020).

Federal Republic of Nigeria (2013) identifies a direct link between quality of Education and the quality of teaching stating that: "Teacher education will continue to be given a major emphasis in all our educational planning because no education system can rise above the quality of its teachers. Hence, teachers' characteristics (educational level, experience, morale) may be a major determinant of students' academic performance.

Bamidele and Adekola (2017) found that there was significant difference in the achievement of students taught by high qualification level teachers and those students taught by low qualification level teachers, between students taught by trained teachers and students taught by untrained teachers and between students taught by long time experienced teachers and short time experience teachers.teachers' attitude towards classroom teaching, class assessment and students' behaviour in class are often a reflection of the teacher'slevel of morale on the job.Low teacher morale might causeteachers' reduction in productivity (Bambi, 2020).Against this backdrop, the researcher is interested in investigating the influence of home based factors, institutional environment and teacher characteristics on the academic performance of students in senior secondary schools in Ogun state, Nigeria.

Objectives of the Study
Majorly, the research investigated the influence of home based factors, institutional environment and teachers' characteristics on students' academic performance of senior secondary school in Ogun State.
The specific objectives clearly stated as to:
i. Determine the relative contribution of home based factors, institutional environment and teachers' characteristics on students' academic performance.

Statement of the Problem
In Nigeria, there is a general notion that the quality of education is falling and this is evident in the observed decline in the academic performance of students, most especially in external examinations such as West African Senior Secondary Certificate Examination (WASSCE), and National Examinational Council (NECO).

The incessant high rate of students' poor academic performance necessitates this study. This has become worrisome to stakeholders in Education as it calls for serious concern. The question therefore is that what factors could be responsible for this development. Therefore, the researcher is motivated to investigate the influence of home based factors, institutional environment and teacher characteristics on students' academic performance in Ogun State secondary schools.

Hypotheses

The following hypotheses are formulated to guide the study.

Ho_1: There is no significant composite contribution of home-based factors, institutional environment and teachers' characteristics to students' academic performance in Ogun State Senior Secondary School.

Ho_2: There is no significant relative contribution of home-based factors, institutional environment, and teachers' characteristics to the predictor of students' academic performance in Ogun State Senior Secondary School.

METHODOLOGY

The study adopted descriptive survey design. The sample consisted 300 teachers comprising 150 male and 150 female teachers as well as 1400 students comprising 700 male students and 700 female studentsrandomly selected from 15 schools. Three research instruments were used for data collection. They are: Students Home Factors Questionnaire (SHFQ) (r = .76), Institutional Environment Questionnaire (IEQ) (r = .82), and Records of Students Academic Performance (RESAP). The data collected for the study were analyzed using inferential statistics of multiple regression analysis. The two hypotheses were tested at 0.05 alpha level. The sample selection is as shown in table 2.1.

Table 1. 1: Distribution of Sample Selection for the Study

Group	Male		Female		Total	
Teachers	150	(50%)	150	(50%)	300	(100%)
Students	700	(50%)	700	(50%)	1400	(100%)
Total	850	(50%)	850	(50%)	1700	(100%)

RESULTS

Ho_1: there is no significant composite contribution of home based factors, institutional environment and teachers' characteristics to students' academic performance in Ogun State Senior Secondary Schools.

Table 1.2: Summary of regression analysis on composite contribution of independent variables (home based factors, institutional environment and teachers' characteristics) to the dependent variable (students' academic performance)

R =   .814[a]
R square =   .663
  Adjusted R square = .663
Standard Error of Estimate = 2.101

	Sum of Squares	**Df**	**Mean Square**	**F**	**P**
Regression	967.521	3	322.507	25.487	.000[a]
Residual	21461.615	1696	12.654		
Total	22429.136	1699			

Table 1.2 revealed significant combined contribution of home based factors, institutional environment and teachers' characteristics to the prediction of students' academic performance (F = 25.487; p < 0.05). This means that home based factors, institutional environment and teachers' characteristics made significant joint contribution to students' academic performance. The results also yielded a coefficient of multiple regression R of 0.814[a] and multiple R-square = .663 while adjusted R^2 = .663. This suggests that the three factors combined accounted for 66.3 % of the variance in students' academic performance. The other factors accounting for 33.7 % of the variance in students' academic performance are beyond the scope of this study.

Hypotheses Two:
Ho2:   There is no significant relative contribution of home based factors, institutional environment and teachers' characteristics to students' academic performance in Ogun State Senior Secondary Schools.

Table 1.3: Relative contribution of home based factors, institutional environment and teachers' characteristics to students' academic performance

Model	Unstandardised Coefficients		Standardised Coefficients		
	B	**Std Error**	**Beta**	**T**	**Sig.**
(Constant)	28.572	1.338		11.321	.000[a]
Home based factors	4.254	1.623	.534	3.154	.000[a]
Institutional environment	2.734	1.437	.329	2.691	.001[a]
Teachers' characteristics	6.131	1.846	.752	4.181	.000[a]

Table 1.3 showed that the three factors are potent predictors of students' academic performance. The most potent factor was teachers' characteristics (B = 6.131, t = 4.181, p < 0.05); followed by home based factors (B= 4.254; t= 3.154, p < 0.05) while institutional environment (B= 2.734, t= 2.691; p < 0.05) was the least potent predictor of students' academic performance. These findings suggest that home based factors, institutional environment and teachers' characteristics contributed in varied proportions to students' academic performance. However, each of the three variables made significant independent contributions to students' academic performance.

DISCUSSION

The findings on the first hypothesis revealed that home based factors, institutional environment and teachers' characteristics made significant joint contribution to students' academic performance. This result is highly plausible because education is a collaborative activity which requires all stakeholders to play their roles separately and collectively. Hence, the homes have their roles to play such as provision of basic necessities of life including food and shelter for students and overseeing their school works on daily basis. Similarly, the school has to provide adequate learning facilities and make the environment to be friendly to students while the teachers must display sound professional qualities and disposition towards the students. This finding corroborates Owoeye and Yara (2010) who identified parental socio-economic background and home factors as significant determinants of students' academic performance. It also supports Ajayi (2008) who found that institutional environment plays significant roles in students' learning. It also lends credence to Kemjika (2009) report that teachers' characteristics are vital to students' learning and academic performance.

The findings on the second hypothesis revealed that home based factors, institutional environment and teachers' characteristics contributed in varied proportions to students' academic performance. The findings showed that the most potent factor was teachers' characteristics; followed by institutional environment while home based factors was the least potent predictor of students' academic performance. This finding is understandable because students' academic performance is a complex phenomenon and the influential factors in such a complex activity is most likely to be multidimensional but inter related. Hence, this finding supports Akinkugbe, (2006) who reported that several factors influenced students' academic performance in schools. It also lends credence to Orebiyi, (2005) report that students learning and performance in schools depend largely on a lot of factors some of which have to do with the background of the students, the quality of facilities and instruction at school as well as the commitment of their teachers to duty.

SUMMARY OF FINDINGS

The major findings of this study are highlighted below;
1.   That there is a significant composite contribution of home based factors, institutional environment and teachers' characteristics to students' academic performance in Ogun State Senior

Secondary Schools. This means that home based factors, institutional environment and teachers' characteristics made significant joint contribution to the prediction of students' academic performance.

2.   There is no significant relative contribution of home based factors, institutional environment and teachers' characteristics to the prediction of students' academic performance in Ogun State Senior Secondary Schools. In the order of the strength of contributions; teachers' characteristics was the most potent predictor, followed by home based factors, while institutional environment was the least potent of students' academic performance.

CONCLUSION

The findings of this study led to the conclusion that home based factors, institutional environment and teachers' characteristics made significant joint contributions to students' academic performance. This means that these factors when properly explored and provided for can help to boost students' academic performance. However, when the home is not adequately responsive to students' needs, when the institutional environment is not conducive for learning and when teachers lack basic qualities required for effective teaching and learning, students' academic performance may be adversely affected. Therefore, there is need to encourage parents to make the homes learners' friendly. The school management should make the school environment to be conducive for learning and teachers' qualities should be continually improved.

Recommendations

The following recommendations are proffered based on the findings of this study;

i.   That parents should be encouraged to make the homes learners' friendly. This can be done by creating awareness on the influential role of home factors on students' academic performance. This should be done during PTA meetings, school visiting days and through the mass media, that is radio and television programmes.

ii.   That governments, school proprietors and school administrators should endeavor to make the school environment to be conducive for learning through proper location of schools, provision of teaching – learning facilities and making the school environment to be learners' friendly.

iii.   That teachers' quality should be continually improved through self-development efforts, periodical seminars, and workshops, and on the job trainings to keep teachers abreast of the developments on their field.

iv.   Students should be encouraged to work harder in order to improve their academic performance. Therefore, schools should provide effective counselling services and administrative supports to facilitate teaching and learning in order to improve students' academic performance.

References

Adegbite, J.A (2005). The Relative effectiveness of three models of expository advance organisation on secondary students' academic performances in reading comprehension.*Unpublished Ph.D thesis. University of Ibadan, Ibadan.*

Akinleke, O. (2017). Impact of Family Structure on the Academic Performance of Secondary School Students in Yewa Local Government Area of Ogun State, Nigeria. *International Journal of Sociology and Anthropology Research, 3*(1), 1-10.

Amponsah, M., Milledzi, E., TwumAmpofo, E., &Gyambrah, M. (2018). *Relationship between Parental Involvement and Academic Performance of Senior High School Students: The Case of Ashanti Mampong Municipality of Ghana.*

Bambi, B.I. (2020). Teachers' Attitude and Morale as Correlates of Students' Academic Performance in Financial Accounting in Senior Secondary Schools in Adamawa State, Nigeria. *Advances in Multidisciplinary Research Journal, 6*(1), 81-94.

Bamidele, A. D.,&Adekola, F. F. (2017). Effects of Teacher's Qualifications and Teaching Experience on Students' Academic Achievement in Basic Science in Junior Secondary School. *International Journal of Education and Evaluation*, *3*(2), 1-9.

Bimenyimana, J. (2021). School Library Facilities and Students Academic Performance in Secondary Schools in Nyamasheke District-Rwanda. *Journal of Education, 4*(1), 112-126.

Federal Government of Nigeria (2013), National Policy on Education, Lagos:NERDC.

Pant, K. R. (2020). Influences of parental socio-economic status on academic achievement: A case study of rural communities in Kailali, Nepal. *Contemporary Research: An Interdisciplinary Academic Journal*, *4*(1), 95-109.

Ogunsayin, S. (2006). *Secondary school management and supervision*. Ilorin: Crystal Press

Weli, E. S., &Nnaa, L. F. (2020). Impact of Discipline on Students' Academic Performance in Public Junior Secondary School in Rivers State. *International Journal of Innovative Psychology & Social Development, 8*(4), 95-104.