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INFLUENCE OF SOME HOME ENVIRONMENTAL FACTORS
ON ACADEMIC PERFORMANCE OF TECHNICAL COLLEGE
STUDENTS IN ANAMBRA AND ENUGU STATES

BY

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DEPARTMENT OF VOCATIONAL TEACHER EDUCATION
UNIVERSITY OF NIGERIA
NSUKKA

DECEMBER, 1999

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A THESIS SUBMITTED TO THE DEPARTMENT OF VOCATIONAL
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PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTERS DEGREE IN INDUSTRIAL TECHNICAL
EDUCATION

UNIVERSITY OF NIGERIA
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UNIVERSITY OF NIGERIA, NSUKKA
FACULTY OF EDUCATION

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DECEMBER, 1999

CERTIFICATION

NWOKOYE, SAMUEL KANAYO, a postgraduate student in the department of Vocational Teacher Education, with Reg. No. PG/M.ED/93/14238 has satisfactorily completed the requirements for course and research work for the degree of Master of Education in Industrial Technical Education. The work embodied in this thesis is original and has not been submitted in part or in full for any other degree or diploma of this University or any other University.

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DEDICATION

This work is dedicated to God Almighty and
my honourable supervisor Sir, Dr. S.C.O.A. Ezeji.

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Nwokoye, S.K.

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Abstract

The Home Environment to a large extent, determines the academic achievement and socio-economic status of an individual. ^{The} The purpose of this study therefore is aimed at finding the influence of some home environmental factors on academic performance of technical college students in Anambra and Enugu States. Specifically, the study sought to determine the extent to which male and female students, urban and rural students, junior and senior students perceive the influence of some home environmental factors on academic performance. Senior secondary year two (SS2) and Junior Secondary year two (JS2) students were identified as the population for the study. Three hundred and twenty SS II and JS II students of Four Technical Colleges in Awka, Onitsha, Enugu and Nsukka made-up the sample for the study. Students included in the sample were accessed by the means of questionnaires. The questionnaire contained 30 items that were split into three clusters A-C. Subjects responded to these items utilizing a Four-point Likert-type, scale 320 students were administered with the questionnaire while 250 students representing

78% return rate had complete data utilized in data analysis. ^{Descriptive and} Inferential statistics which involved percentage, mean, standard deviation, t-test and Analysis of variance (ANOVA) were utilized in analyzing data collected for various sections of the instrument. Results of the data analysis showed that (1) the academic performance of female students was better than that of their male counterparts; (2) students from urban areas performed better in academics than those in the rural area; (3) junior students performed academically better than senior students. However based on the above findings the ministry of Education and school administration should organise seminars and adult education programmes for parents and Guardians to keep them abreast with the need for a stimulating environment and providing their children with education facilities that would enhance their academic performance in Technical Colleges.

CHAPTER I

INTRODUCTION

Background of the Study

The achievement of any person academically or professionally, to a large extent is influenced by the home environment (Animba, 1991). The home is one of the social agencies of education and infact. the most important because it lays the foundation for academic achievement for other agencies. The home as the primary institution for learning, affects school learning especially at the primary and secondary education levels (Okobia, 1984).

It is logical to presume that if the foundation laid in the home is not sound, the school has a shaky structure to build upon. If however, the home performs its educational functions effectively, the school can hope to strengthen the foundation for maximum social and intellectual achievement of the child. The home begins the process of education by satisfying the physical and psychological needs of the child and transmitting culturally acceptable behaviour through learning and social training (Durojaiye, 1976). The

child, therefore, reflects the image of the home. According to Bloom (1978), the child's home environmental conditions are important in the formation of cognitive abilities including his measured intelligence, creativity, the manner in which he conducts interpersonal relationship and his level of thinking.

The family as a primary agent of socialization is the first institution where a child identifies himself. According to Ezewu (1984), a child's mental capacity and emotional behaviour are necessary ingredients for school education and these are greatly influenced by the type of home an individual comes from. It is pertinent, therefore, to state that the school, especially the technical college is not and should not be regarded as a closed community. A child can not acquire knowledge, attitudes and skills in isolation from home and social influences.

In present day Nigeria, some homes (Ndi and posr) have learnt that the best place to channel their income is in education of their children. With this understanding, the educated parents try to maintain their status by ensuring that their children are even more educated than themselves; while the less educated families try their utmost best to see that their children do not

experience the unpleasant consequences of illitracy, ignorance and low social status which have engulfed them (Onyejiaka, 1972). In other words, the importance of education as a catalyst of progress, has come to be recognised by many people. The presence or absence of knowledge has determined the fate of individuals and even countries especially in science and technology which is yet to be developed in Nigeria.

Since this study is concerned with the influence of some Home Environmental Factors on Academic Performance of Technical College Students, it is pertinent to recognise that technical education is concerned with the acquisition of practical and applied skills as well as basic scientific knowledge (Federal Government of Nigeria, 1981). It can be said here that theoritical knowledge and practical skills are the corner stones of a sound economy leading to a raised standard of living in every country of the world.

Technical Education will not only make an individual knowledgeable and productive but also equip him to function, create and modify his society with a view to

making it more habitable (Umeh, 1981). Technical education is more than a training in specified skills, it must be a way of developing the all-round abilities of the individual, inculcating desirable attitudes to productive life and establishing worthy social and political ideals (Eyibe, 1985). It is against this background that the National Board for Technical Education (N.B.T.E., 1986) diversified the technical schools curricular to include the following areas of study: Electrical Installation, Electronics and Radio servicing, Block/Brick laying and concreting, painting and decorating, carpentry and joinery, furniture making, machine wood working, mechanical engineering craft, welding and fabrication, plumbing and pipe fitting, motor vehicle machanic, commercial studies- Technical Drawing, English language and communication, mathematics, integrated physical science, social studies and business management. These courses/subjects are expected to advance the scope of learning in these technical schools and colleges, arm the students with more practical skills and bring their training and activities in line with the New National Policy on Education.

This can only be achieved in a positive environment in which Educational facilities, motivation and encouragement are provided both at home and in the school.

Statement of the Problem

The academic performance of students in technical colleges depends not only on their intelligence quotients and quality of instruction in school but also on the socio-economic status of parents, educational facilities in the home and family size. Datta (1984) revealed that illiterate parents who have had no formal schooling do not provide their children with educational facilities for a conducive learning environment. The incentives to learn seem to be totally lacking in some homes, the children are often occupied with domestic duties that they have little or no time for their study.

Based on the above context, this study is designed to identity the Influence of some Home Environmental Factors on Academic Performance of Technical College Students in Anambra and Enugu States.

Purpose of the Study

The primary purpose of this study was to determine the Influence of some Home Environmental Factors on Academic Performance of Technical College Students in

Anambra and Enugu States.

Specifically, the study sought to determine the extent to which:

- i) Male and female students;
- ii) Urban and rural students
- iii) Junior and Senior Students perceive the influence of some home environmental factors on academic performance.

Significance of the Study

The home environment has been one of the chief determinants of human behaviour; it varies from place to place and resulted in divergent behaviour patterns in schools (Kiffes, 1975).

The study will create awareness to Education administrators and planners on those home environmental variables that affect the academic performance of students in technical colleges.

The result of this study will also enable parents to identify proper home environmental factors that affect the academic performance of their children. This is achieved by providing educational facilities in the home and a conducive study environment.

Furthermore, this study is also considered useful

to teachers and school counsellors to look beyond intellectual ability, interest and other home environmental factors for the causes of under-achievement in school, because it is possible for the child to be under-achieving due to lack of learning facilities and encouragement from parents.

The result of this study is also useful to the Government. This is because if they are aware of the divergent family background of the students with the concomitant individual differences, they would be in good position to guide and counsel students as regards academic achievement, career placement and public enlightenment programmes.

Delimitation of the Study

This study investigated the influence of some Home Environmental Factors on Academic Performance of Technical College Students:

Specifically, the content coverage is limited to the influence of educational facilities in the homes, socio-economic status and family size, on academic performance.

Research Questions

The following Research Questions were posed for this study.

1. How do male and female students perceive the influence of some home environmental factors on their academic performance?
2. What is the perception of urban and rural students on the influence of some home environmental factors and their academic performance?
3. To what extent do junior and senior students perceive the influence of some home environmental factors on their academic performance in school?

Hypotheses

The following Hypothesis guided the study:

- Ho₁ Gender is not a significant factor on the influence of some home environmental factors on Academic performance as perceived by technical college students.
- Ho₂ School location is not a significant factor on the influence of some home environmental factors on their academic performance.

Ho₃ The perception of junior and senior students will not differ significantly on the influence of some home environmental factors on their academic performance.

Limitations of the Study

Due to time and financial constraints this study was limited to Anambra and Enugu States. Such a situation may limit the generalization of the findings throughout the states, or other states of the Federation.

The use of only questionnaire for data collection may pose a c limitation to the authenticity of the findings of the study, since some students could have faked some of their responses.

Definition of Terms

Considering the nature and scope of the study, the following definitions are based on the topic in focus.

Environment: This refers to the physical and social conditions that influence a child's academic performance.

Family Size: This refers to the number of siblings and their parents.

Educated or Literate Parents:

Is used here to describe those families in which either of the parents or both have primary school education or above.

Uneducated or Illiterate Parents: This describes those families in which either or both parents had no primary education.

Socio-economic Status: This refers to the social standing of the family, especially in relationship to their financial resources.

Academic Achievement: For the purpose of this study school performance is used synonymously with academic achievement which is restricted to class tests.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, literature for this study was organised and presented under five sub-headings as listed below.

1. Educational Facilities in the Home and Academic Performance of Students in Technical Colleges.
2. Socio-Economic Status of Parents and Academic Performance of Students.
3. Family Size and Academic Performance of Technical College Students.
4. Related Empirical Studies on Family Background and Academic Achievement.
5. Summary of Literature Review.

Educational Facilities in the Homes and Academic Performance of Students in Technical Colleges

Educational facilities in the home may be considered as another important factor that can influence the students performance in technical colleges. These facilities which include textbooks, writing materials,

mock-ups, furnitures, radio and television, video films, maps and drawings are strong motivators for improved students performance. Parents are expected to reinforce the child's school work by providing him with all the needs, especially the important ones. Durojaiye (1976), contributing to our understanding of how the home environment could nurture or retard a child, said that parents see the need to send their children to school but they do not see the need for providing educational facilities and opportunities at home for the school child to support what he learns at school. To often compound the problem of inadequate environmental stimulation, he lamented that there is often no lighting, space and furniture for home work, no books, no radio and newspapers. A child who finds himself on this situation depends on nature rather than nurture because of the poor environmental stimulation that should enhance, but instead, retards his potentials. Ezewu (1983) found that children from high socio-economic status families usually speak good English before going to school. This is because their parents, with their good educational background, can provide sound models of English at home for the children to learn from. He went further to explain that such educated parents often provide their children with books

which stimulates them before they start attending school, thereby greatly facilitating the learning of other subjects. Such parents tend to show concern over their children's poor performance at school. Most of them either teach their children or appoint part-time teachers to coach them at home. Tomoyi (1976) pointed out that many students lacked effective class readers. This to inability of some Nigerian homes to provide all the texts needed by their children; because of poverty, their children study without the necessary texts.

Animba (1991) agreed with Tomari (1976), stressing that the economic situation in the country has affected the cost of living in such that only very rich parents can provide the minimum textbooks, materials, toys and facilities necessary for result oriented performance in technical colleges. Furthermore, quest for money and career make it impossible for parents, especially women, to care about providing some vital facilities in the homes. Children are left in the hands of ignorant house helps, nannies and day care proprietors who have little or nothing to offer the children with regards to character formation and so children become victims of negative peer influence. Studies by Fafunwa (1968) gave meaning

to the above statement, when he concluded that, the home instead of being a help, is mostly ^{an} hindrance due to the nonliterate circumstances of many African homes. He also observed the educational toys-small or big- are non-existent and the parents are not able to help their children, with their school problems. In otherwords, children can only be active in the school where educational facilities are provided but remain discouraged as soon as they arrive their respective homes, because they are not provided with educational facilities that would enhance their academic performance.

However, fulfilling the above mentioned services as it affects the provision of educational facilities in the homes depend largely on the socio-economic status of parents and more importantly the available fund to meet these social and material needs.

Socio-Economic Status of Parents and Academic Performance of Students

No other agent of socialization is as important to the total make-up of the child as his family (Blakemaze, 1981). The important identification with ethnic groups, culture, religion, social class and even how he views himself as a male or female have their origin in the

family. In other words, the most important predictor of achievement in school associated with the family is socio-economic status (S.E.S.). The higher the socio-economic status of the student's family, the more we expect his school achievement to be. Research shows that some pattern exists in America, Europe, Asia and Africa including Nigeria. Otite (1979) and Dave (1972) have commented on the role social status plays in a child's education. They explain that a high social status gives a child a high self-esteem, and high self-esteem seems in a large measure, to be due to parental affection, consistency and democratic behaviour.

Onwuchekwa (1984) in support of the above comments by Otite and Dave noted that children from high socio-economic homes, are sent to good nursery schools. This facilitates easy transition from home to school; and children from such homes always leave primary schools early for the best secondary or technical schools on the country. Invariably, they enter different Universities at home and abroad for courses (i) medicine, the sciences, Engineering, Architecture, Accountancy and Law.

Ezewu (1983) experiments the influence the home an childrens academic achievement and points out that families with a high socio-economic status prepare their children for school more adequately than those with low socio-economic status; as a result, children coming from the former background often are more ready to learn and consequently stand a better chance of succeeding.

Blakemore, (1981) referred to a study conducted by Dr. Ternani in his intensive, long range (35 years) research, where he pointed out that a highly gifted child is not usually peculiar to socially backward homes. He rightly pointed out that such children where above average in height, weight and appearance and they were generally better adjusted and socially adaptable. Ezewu (1983) agreed with Blakemore (1981) on the influence of the home on a child's academic achievement and said that the home has a very great influence (about two or three times) as that of the school in all aspects of social and cognitive development. This supports the view earlier held that what ever achievement one makes academically, to a large extent is influenced by the home.

A study by Ifejuka (1973) on the effect of socio-economic class on students academic performance showed that children from the low S.E.S. do not perform well

academically in school. She explained that environmental stimulation was lacking in many such homes and must of the children engage in petty trading and hawking after school hours because they have no hope of continuing their education after primary education. Cases of irregular school attendance, she concluded, is more in lower status homes and this results into dislike for school. However, families differ vastly in terms of their significance in the social order. Throughout the period of the child's secondary/technical education, he finds it very difficult to stand on his own in terms of productivity because his parents can not meet up with his demands. Some families have more prestidge, money and power than others, while some have wider experience and knowledge of how to operate within the context of their social environment.

Socio-economic status is associated with every complex number of variables in relation to the home environment; therefore, it is very important in the development of a child's physical and academic achievement.

Family Size and Academic Performance of Students in Technical Colleges

The number of people living in the family household is obviously of considerable importance to the child's social contacts as he grows up (Ottaway, 1980). The size of the family some times determines whether a family could provide a conducive environment for the student's learning or not. Dave (1972), observed that families with several children which characteristics is mainly based on lower socio-economic status, limit the number of children to be trained in school and these children do not receive adequate parental attention.

Ansu-Datta (1984), maintained that family size is said to affect learning process of the child at home, because it is assumed that larger families give less attention to individual children. He further said that the arguement put forward by Western Sociologists, that in a larger family, a child gets less material care, is not valid at all in African societies because the rating task of mothers, such as feeding and guidance are often performed by female members of the family. He concluded that in larger families the child is likely to receive adult company and protection which may help

his speech and psychomotor development. He went further to say that relations within the family may also influence the child's mental health and personality traits which will closely relate to his academic performance.

Musgrove (1971), maintained that the good home is an aid to success in the school system; this is where the family is small, the parents are ambitious for their children and the father is at least a skilled worker. The whole idea of a good home hinges on the smallness of the family. He further noted that the small family produces the most brilliant children as measured by intelligent test, presumably because intelligence is to a considerable extent inherited and intelligent parents show their intelligence by limiting the size of their families. It is also possible that in small families, the child is in closer touch with the parents and habitually uses more grown up languages and ideas than he would if he were left in a cloud of bibliings.

Nisbet (1973) corroborating the view of Musgrove (1971), pointed out that environment of large families with its attendant features of the limited amount of contact between parent and child and the consequent retardation of the child's verbal development tended to

depress the child's test score. His conclusion was based on previous work on comparism of orphanage and an only child of the family. The only child enjoys a greater vabal development than the child from an orphanage because of greater oppportunities of contact with adults which promotes the acquisition of adults vocabulary. The mere fact of belonging a large family implies restricted contact with adults and fewer oppportunities of acquiring adult habits of speech and thought; a disadvantage which enters into the intelligence tast performance of children from large families.

Nwosu (1972), who investigated how socio-economic class factors influence the oppportunity for post-primary education of youths in Aguata local Government Area revealed that post primary education oppportunity depends on family size. This is so because parents of a large family may not be able to sponsor their children in post-primary schools.

Adema (1988), in his contribution explained that in a small family children have oppportunity for education because there is proportionately more money from the family's income which is employed in feeding, medicine and clothing the large number of children in such that

little is left for their education beyond primary school level. Moreover, unhealthy, non-stimulating educational environment is the hallmark of large families. Even when there are no financial difficulties in large families, the constant interpretation by other children and a redirection in amount of individual attention which parents might otherwise be able to give, prove a handicap.

In otherwords, children in a large family are carefree in behaviour and may not be able to progress in their choice of career.

Related Emperical Studies on Family Background and Academic Achievement

The literature review so far concur with the belief that educational facilities in the home, socio-economic status of parents and family size, have significantly influenced students performance in technical colleges.

However, there are other emperical studies which are contrary to the reviewed literature in this chapter.

One of such studies was carried out by Cicirelli (1966). He used 609 sixth grade students in suburban Detroit school system. The sample was classified into low and high socio-economic group. In his findings, he observed

that creativity of high or middle socio-economic children did not significantly differ from the low socio-economic children. He therefore concluded by stating that the result of his study give little support to the idea that differences in creative achievement correlations reported in previous studies.

In another development, wall (1975) argued that many children do not lack stimulation but rather the reverse. According to him, an over crowded home where one has numerous adults with different ways of interacting with the child and with each other, a multitude of their children, constant watching of television and listening to the radio and such other familiar setting provide eiches of stimuli far beyond that of tranquil middle class home.

Some studies in Nigeria have also found no significant relationship between socio economic status and school achievement, thereby confirming the research findings by Cicirelli (1966) and Wall (1975).

One of such studies was by Nwizu (1977) who found that in orlu zone of Imo State, there was no significant relationship between the socio-economic status of parents and academic performance of senior secondary school students. He came to the conclusion through his findings

that socio-economic status and students achievement were not related. He explained that although the child from high socio-economic class may have more educational facilities like books, reading room, television and radio; and other comforts in the house denied his counterparts from low socio-economic class, that will not guarantee his doing better. He concluded that there was no difference between the academic performance of high socio-economic status children and their counterparts from low socio-economic status because knowing fully that their success in life or their academic achievement depend on their educational attainment, children from low class families work hard with little facilities in the school and at home to perform well at school.

In the same vein, Nwosu (1972), in a study of Aguata Division of Anambra State found that there was no significant relationship between social status of the father and the student's opportunity for education because one's maternal or paternal uncle or aunt may take up the responsibility of training his nephew or niece.

Anagbogu's study (1975) carried out in Warri Zone of Delta State, also found no difference in academic achievement of the children from high and low socio-economic

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classes. The findings of the study showed that among the most brilliant students when compared, the idea that children from upper and middle socio-economic families generally perform better than the children from lower socio-economic families does not exist significantly.

Summary of Literature Review

It has been shown in the review that some home environmental factors such as educational facilities, socio-economic status and family size affect the performance of students in technical colleges.

The results of the studies showed that home environment has some content and potent forces that could be useful in predicting a child's school achievement. This is because the environment provided and determines the child's reaction to his academic response.

On the other hand, are the studies which find no significant relationship between educational facilities, family size and socio-economic status of parents and students performance in school. The findings indicated that there were no difference between the academic performance of students from diverse socio-economic and

educational back ground. Thus the research and non-research findings on how these have environmental factors could be predictor of school achievement are inclusive.

It is necessary to note that most studies mentioned above were done outside Nigeria and few done in Nigeria were based strictly on provolent educational facilities in the homes, socio-economic status and family size.

The present study is going to fill the gap inherent in the previous studies by adding more variables. Child Abuse, Draug Adiction, Prostitution, parenting styles, Divorce, and Family instability.

CHAPTER III

METHODOLOGY

This chapter described the research design, the area of study, the population, Sample, Validity and reliability of the instrument. It further dealt with the Administration of the Instrument and Method of Data Analysis.

Research Design

A descriptive survey design is used in the present study. According to Nworgu (1991), Descriptive Survey are those studies which aim at collecting data on, and describing in a systematic manner the characteristics features or facts about a given population. The Research design sought to find out the Influence of Some Home Environmental Factors on Academic Performance of Technical College Students in Anambra and Enugu States.

Area of Study

The area of study was Anambra and Enugu States. These two states are included in the 36 States of the Federation. Anambra State is divided into Five Educational Zones, namely: Awka, Aguata, Nnewi, Ogidi and Onitsha;

while Enugu State comprises Enugu and Nsukka Zones.

Population

The population of the study consisted of all the senior secondary year two (SS2) and junior secondary year two (JS2) students in technical colleges in Anambra and Enugu States. There are two Technical Colleges in Anambra and Enugu States respectively. These classes were considered appropriate for the study since at the time of this study the SS3 and JS3 students were almost out of the school, having been engaged with their certificate Examinations.

Sample

The sample for the study consisted of 250 students (J.S and S.S students inclusive). Initially a total of 4 technical colleges (One technical college in Awka, Onitsha, Enugu and Nsukka respectively) were proportionately sampled from the two states of Anambra and Enugu. In each of these schools, 80 students were randomly sampled from the J.S II and S.S II students, and administered with the questionnaire. This means that 320 students were

administered with the questionnaire while only 250 of them returned as shown in the table below.

Table 1

Distribution of the Samples According to School Location, Gender and Class Levels

States	Colleges	Urban				Rural				Total
		M		F		M		F		
		JS	SS	JS	SS	JS	SS	JS	SS	
Anambra	Awka	45	35	-	-	-	-	-	-	80
	Onitsha	50	30	-	-	-	-	-	-	80
Enugu	Enugu	-	60	-	20	-	-	-	-	80
	Nguru- Nsukka	-	-	-	-	25	18	22	15	80
	Total	95	125	-	20	25	18	22	15	320
		220		20		43		37		320
		240				80				320

Instrument of Data Collection

The instrument used for the study was the Influence of some home environmental factors (HEF) inventory. This consisted of 30 items rated on a four point scale of:

- 1 = Strongly disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

The inventory has three clusters of 10 statements each. The Respondents are expected to indicate their extent of agreement or disagreement to these statements. The response items in the clusters will elicit responses from students, thus:

Cluster A = Educational facilities in the home

Cluster B = Socio-economic status of parents

Cluster C = Family size.

Validity of the Instrument

The instrument was subjected to face and content validation. It was presented to three experts in Educational measurement and Evaluation; two experts in Vocational Education as well as the researchers supervisor for scrutiny. The experts were specifically requested to vet the items in terms of clarity language, relevance to behaviour being measured and appropriateness to the class level. The aim of this was to ascertain the representativeness of the content or items of the instrument and the extent to which they relate to the students' academic performance. In doing this, the experts were given free hand to either remove any item they considered irrelevant or to add any other items

they considered important but not reflected in the instrument.

Reliability of the Instrument

To establish the reliability of the instrument, test-retest technique was adopted. The first test was administered to twenty J.S 2 students and twenty S.S 2 students of Government Technical College Abakaliki in Ebonyi State. The second test was administered to the same students two weeks after the first administration. The mean scores from the items of the instrument will be computed using Pearson's Product Moment Correlation.

Method of Data Collection

The researcher personally administered the questionnaires to the sampled schools. The respective form masters also helped in the administration of the instrument to the subjects. The researcher was also helped in this task by his colleagues who teach in some of these colleges.

Out of the total number of Questionnaire (320 copies) distributed, only 250 copies (representing 78% return rate) were collected used for statistical analysis.

Method of Data Analysis

All the Research Questions were answered using means (\bar{X}) and standard deviation (SD). A cut-off point of 2.50 was used:

(i.e. $4+3+2+1 = 10 \div 4 = 2.50$).

This means that a mean rating of 2.50 and above was regarded as positively enhancing students academic performance while a Mean score less than 2.50 was regarded as Negatively affecting students academic performance.

All the hypothesis were tested at 0.05 level of significance using t-test statistics. This was considered adequate because a two group comparison of Means were involved in each case.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the results of the study were presented. The analysis of the research questions were treated first, followed by the hypotheses.

Answering the Research Questions

Research Question One:

How do male and female students perceive the influence of some home environmental factors (HEF) on their academic performance?

Table 2

Means (\bar{X}) and Standard Diviation (SD) of Male and Female Students on Influence of HEF on their Academic Performance

S/No.	Male Students		Female Students	
	\bar{X}	SD	\bar{X}	SD
1.	2.93	0.75	3.24	0.48
2.	3.13	0.46	3.16	0.55
3.	3.18	0.48	3.23	0.61
4.	2.99	0.53	3.12	0.50
5.	2.57	0.72	2.71	0.69
6.	2.53	0.90	2.50	0.79
7.	2.51	0.81	2.66	0.79
8.	2.64	0.69	3.09	0.61
9.	3.14	0.63	2.84	0.80
10.	2.88	0.79	2.97	0.84
Cluster Total 1	28.50	6.76	29.52	6.66
Cluster Mean 1	2.85	0.68	2.95	0.67

S/No	Male Students		Female Students	
	\bar{X}	SD	\bar{X}	SD
11.	3.28	0.48	3.26	0.66
12.	3.06	0.64	3.28	0.57
13.	2.56	0.82	3.88	0.66
14.	3.05	0.49	3.07	0.58
15.	3.28	0.45	3.36	0.65
16.				
17.	2.72	0.70	3.04	0.72
18.	3.14	0.49	3.28	0.55
19.	3.05	0.67	3.17	0.67
20.	2.38	0.57	2.53	0.69
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Cluster Total 2	29.04	6.04	31.76	6.31
Cluster Mean 2	2.90	0.60	3.18	0.63
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21.	2.32	0.59	2.24	0.67
22.	2.34	0.79	2.54	0.83
23.	2.69	0.74	2.98	0.73
24.	2.41	0.60	2.79	0.66
25.	2.95	0.51	2.77	0.64
26.	2.29	0.80	2.68	0.77
27.	2.10	0.47	2.66	0.67
28.	2.43	0.65	2.49	0.71
29.	2.94	0.62	2.85	0.79
30.	2.95	0.73	3.09	0.67
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Cluster Total 3	25.41	6.50	27.09	7.14
Cluster Mean 3	2.54	0.65	2.71	0.71
<hr/>				
Grand Total	82.95	19.30	88.37	20.11
Grand Mean	2.75	0.64	2.95	0.67

Note: S/No. 1,2,3..... 30 represent the serial number of the items on the Questionnaire as in Appendix A.

From table 2, the item mean rating scores for the male students ranged from 2.10 to 3.28, with a grand mean of 2.75. Their standard deviations ranged from 0.45 to

0.82, with a grand mean value of 0.64. For the female students, their mean rating scores ranged from 2.24 to 3.88, with a grand mean of 2.95. Their standard deviations ranged from 0.48 to 0.82, with a grand mean value of 0.67.

A critical examination of this table with reference to the three clusters, show that in cluster 1 which dealt on Educational facilities prevalent in the home, the students (male and female mean ratings for items 1-10, had mean values of 2.50 and above. This indicated a positive perception. This means that the students (male and female) perceive educational facilities in their homes as having a positive influence on their academic performance. This is so because all the item mean ratings were greater than cut-off point of 2.50.

The item and cluster means for cluster 2 showed that all the values except item 20 (male) were greater than the cut-off point of 2.50. This means that students perceive socio-economic status of parents as correlating positively with their academic performance.

Cluster 3 which dealt on family size, showed that in the values for male students almost all items except items 23 and 25 are less than the cut-off point of 2.50.

While for female students only item 21 is less while other values are more than 2.50. This means that the male students negatively perceive family size as having influence their academic performance while the females perceive family size as having positive influence on their academic performance.

Research Question Two

What is the perception of urban and rural students on the influence of H.E.F on their academic performance?

Table 3

Means (\bar{X}) and Standard Diviations (SD) of Urban and Rural Students on Influence of H.E.F. on their Academic Performance

S/No	Urban		Rural	
	\bar{X}	SD	\bar{X}	SD
1.	3.12	0.48	2.66	0.76
2.	3.12	0.55	2.38	0.70
3.	3.10	0.59	3.21	0.51
4.	3.19	0.49	2.65	0.71
5.	3.91	0.66	2.16	0.54
6.	2.81	0.65	2.21	0.55
7.	2.95	0.57	2.94	0.73
8.	2.74	0.67	2.62	0.73
9.	3.02	0.56	2.44	0.72
10.	2.97	0.57	2.70	0.66
Cluster Total 1	29.93	5.79	25.97	6.61
Cluster Mean 1	2.99	0.58	2.60	0.66

S/No.	Urban		Rural		
	\bar{X}	SD	\bar{X}	SD	
11.	3.14	0.51	2.69	0.74	
12.	3.02	0.58	2.68	0.74	
13.	2.88	0.65	2.48	0.71	
14.	3.18	0.47	2.67	0.74	
15.	3.28	0.49	3.17	0.56	
16.	3.16	0.57	2.96	0.73	
17.	3.09	0.50	3.09	0.65	
18.	2.94	0.63	3.26	0.50	
19.	3.08	0.57	3.03	0.71	
20.	2.88	0.68	2.36	0.67	
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Cluster Total	2	30.65	5.65	28.39	6.75
Cluster Mean	2	3.07	0.57	2.84	0.68
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21.	2.34	0.63	2.36	0.72	
22.	2.72	0.75	3.20	0.59	
23.	3.10	0.61	2.62	0.80	
24.	2.55	0.73	3.05	0.78	
25.	2.63	0.76	3.07	0.71	
26.	2.65	0.75	3.12	0.73	
27.	2.63	0.72	2.26	0.67	
28.	2.70	0.74	3.21	0.57	
29.	2.90	0.78	2.64	0.74	
30.	3.03	0.60	3.03	0.74	
<hr/>					
Cluster Total	3	29.59	7.07	28.56	7.05
Cluster Mean	3	2.96	0.71	2.86	0.71
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Grand Total		90.17	18.51	32.92	20.41
Grand Mean		3.01	0.62	2.76	0.68

Note: S/No. 1,2,330 represents the serial number of the items on the Questionnaire as in Appendix A.

From table 3, the item mean rating scores for students from urban areas ranged from 2.34 to 3.28, with a

grand mean of 3.01. Their standard deviation ranged from 0.48-0.78, with a grand mean of 0.62. For students from rural areas, their mean rating scores ranged from 2.21 to 3.26, with a grand mean of 2.76. Their standard deviations ranged from 0.50 to 0.80, with a grand mean value of 0.68.

A closer examination of the table in the various clusters indicated that in cluster 1, both urban and rural students had mean ratings above the cut-off point of 2.50, except items 5, 6, and 9 which fell short of 2.50. This implies that the students, irrespective of school location perceived educational facilities in the home as promoting their academic performance which items 5, 6 and 9 negatively affected the academic performance of students in the rural areas.

On the other hand, the item and cluster means for clusters 2 and 3 were all greater than the cut-off point of 2.50. This means that irrespective of school location, the students, both in urban and rural areas, perceive socio-economic status of parents and family size as an important Home Environmental Factors that correlate positively with their academic performance.

Research Question Three:

To what extent do Junior and Senior Students perceive the influence of H.E.F. on their academic performance?

Table 4

Means (\bar{X}) and Standard Deviations (SD) of Junior and Senior Students on Influence of H.E.F. on their Academic Performance

S/No.	Junior Students		Senior Students	
	\bar{X}	SD	\bar{X}	SD
1.	3.25	0.63	3.14	0.74
2.	2.48	0.71	3.11	0.76
3.	3.11	0.66	3.37	0.62
4.	3.19	0.63	3.42	0.55
5.	2.62	0.75	3.52	0.54
6.	2.57	0.72	3.32	0.65
7.	2.95	0.79	3.46	0.76
8.	3.00	0.75	3.10	0.85
9.	3.30	0.59	3.12	0.76
10.	3.12	0.77	3.23	0.84
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Cluster Total 1	29.59	7.00	32.79	7.07
Cluster Mean 1	2.96	0.70	3.28	0.71
<hr/>				
11.	3.22	0.74	3.24	0.78
12.	3.34	0.58	3.27	0.81
13.	3.20	0.69	3.31	0.58
14.	3.06	0.77	3.50	0.54
15.	3.38	0.51	3.43	0.80
16.	3.29	0.64	3.80	0.73
17.	3.31	0.66	3.30	0.73
18.	3.26	0.65	3.38	0.80
19.	3.09	0.76	3.46	0.56
20.	3.06	0.82	3.14	0.83
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Cluster Total 2	32.21	6.82	33.83	7.16
Cluster Mean 2	3.22	0.68	3.38	0.72

S/No.	Junior Students		Senior Students		
	\bar{X}	SD	\bar{X}	SD	
21.	2.66	0.80	3.27	0.70	
22.	2.91	0.81	3.03	0.80	
23.	3.16	0.72	3.23	0.81	
24.	2.52	0.76	2.88	0.83	
25.	2.42	0.69	2.67	0.87	
26.	2.34	0.61	2.82	0.84	
27.	2.20	0.57	2.83	0.82	
28.	2.22	0.56	2.76	0.79	
29.	2.92	0.73	2.84	0.82	
30.	2.79	0.77	3.04	0.88	
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Cluster Total	3	28.14	7.02	28.37	8.20
Cluster Mean	3	2.81	0.70	2.84	0.82
<hr/>					
Grand Total		89.94	20.84	95.00	22.83
Grand Mean		2.99	0.69	3.20	0.75

Note: S/No. 1,2,3 ... 30 represents the serial number of the items on the Questionnaire as in Appendix A.

From table 4, the item mean rating scores for junior students ranged from 2.20 to 3.38, with a grand mean of 3.00. Their standard deviations ranged from 0.51 to 0.82, with a grand mean value of 0.69. For the senior students, their mean item rating scores ranged from 2.82 to 3.80, with a grand mean of 3.09. Their standard deviations ranged from 0.54 to 0.88 with a grand mean value of 0.75.

A critical examination of the table based on clusters 1 and 2 indicates that for Educational Facilities in the home, items 1-10 and socio-economic status of parents, items

11-20, had mean ratings greater than the cut-off point of 2.50 for both junior and senior students. This means that irrespective of class level the students perceive some Home Environmental factors as having a positive influence on the students academic performance.

All the items in cluster 3 except items 25-28 for junior students, were all all greater than the cut-off point of 2.50. This means that Family Size is a potent Home Environmental Factor that correlates positively with academic performance as perceived by majority of the students.

Testing the Hypotheses

Hypothesis One:

Gender is not a significant factor on the influence of some Home Environmental Factors (HEF) on Academic Performance as perceived by technical college students.

Table 5

t-test of Male and Female Students Peception on Influence of HEF on their Academic Performance

Gender	\bar{X}	SD	N	DF	t-cal	t-Crit.
Male	82.95	19.30	152	248	-2.12	1.96
Female	88.37	20.11	98			

From table 5, the calculated value of

(t-cal.) was - 2.12. The critical value of t(t-crit.) at 0.05 level of significance and 248 degrees of freedom (Df) was 1.96. Since the calculated value (2.12) was greater than the critical value (1.96), the first null hypothesis was therefore rejected. This means that a significant difference existed between male and female students in favour of the female students who recorded a higher mean score of 88.37 as against 82.95 scored by the male students. Thus gender was a significant factor in the perception of students on the influence of some HEF on their academic performance, in favour of the female students.

Hypothesis Two

School location is not a significant factor on the influence of some Home Environmental Factors on their academic performance.

Table 6

t-test of Urban and Rural Students' Perception on the Academic Performance

Location	\bar{X}	SD	N	DF	t-cal	t-crit.
Urban	90.17	18.51	145	284	2.88	1.96
Rural	82.92	20.41	105			

From table 6, the calculated value $t(t\text{-cal})$ was 2.88. The critical value $t(t\text{-crit.})$, at 0.05 level of significance and 248 degrees of freedom (Df) was 1.96. Since the calculated value (2.88) was greater than the critical value (1.96), the second null hypothesis was therefore rejected. This means that a significant difference existed between urban and rural students, in favour of the students from urban areas who recorded a mean rating of 90.17 as against 82.92 scored by students from rural schools. Thus, the result has indicated that school location was a significant factor on the influence of some HEF on students, academic performance.

Hypothesis Three

The perception of junior and senior students will not differ significantly on the Influence of some Home Environmental Factors on their Academic Performance.

Table 7

t-test of Junior and Senior Technical College Students' Perception on the Influence of HEF on their Academic Performance

Class Level	\bar{X}	S.D	N	Df	t-cal	t-Crit.
Junior	89.94	20.84	151	248	1.80	1.96
Senior	95.00	22.43	99			

From table 7, the calculated value of $t(t\text{-cal.})$ was 1.80 as against a critical value of 1.96 at 0.05 level of significance and 248 degrees of freedom. Since the t -calculated was less than the t -critical (1.96), the third null hypothesis was accepted. Therefore, class level was not a significant factor on the students' perception of the influence of some Home Environmental Factors (HEF) on their academic performance, in favour of the junior students who scored a mean rating of 89.94 as against 95.00 recorded by the senior students.

Discussion of Results

The result of the study were discussed with regards to the following issues:

- (i) Gender as a Factor in Students Perception of the Influence of H.E.F. on their Academic Performance.
- (ii) School Location as a Factor in the Students Perception of the Influence of H.E.F. on their Academic Performance.
- (iii) Class Level as a Factor in Students Perception of the Influence of H.E.F. on their Academic Performance.

Gender as a Factor in Students Perception of the
Influence of Some H.E.F. on their Academic Performance

From the findings of the study, gender was a significant factor on the students' perception of the influence of some H.E.F. on their academic performance. Generally, the female students had a higher mean rating score than the male students as seen from table 2.

The female had cumulative mean score of 88.37 as against 82.95 for the male students.

For Cluster I, the Cluster mean scores for males (2.85) and females (2.95) were all more than the cut-off point of 2.50. All the items had mean ratings greater than the cut-off point of 2.50. This result suggests that the students irrespective of gender, perceived educational facilities in the home as having positive influence on their academic performance.

Table 5 confirmed the superiority of the mean rating scores of the female students (88.37) even that of males (82.95). Thus, a significant difference that arose was in favour of the female students. The findings of this study was partly in agreement with that of Animba (1991) who reported a significant influence of gender on materialistic tendencies on students academic performance. However, the reason for the significant influence of gender in favour of the females could be

attributed to the fact that male students rarely take interest in school activities while the females are dominating our schools and colleges to the extent that over 75 per cent of students in Anambra State are females. This implies that females show more interest in schooling and therefore expected to react favourably to variations in the home environment.

School Location as a Factor in the Students' Perception of the Influence of HEF on their Academic Performance

From the findings of the study, school location tended to be significant on the influence of HEF on the academic performance of students. Students from urban schools recorded a higher mean score than those from rural schools as seen from table 3. Table 6, confirmed the superiority of the mean scores of the urban schools (90.17) as against that of the rural schools (82.92). Thus the significant difference observed among these groups was in favour of urban schools.

The finding of this study in respect of school location was at variance with Obiozor (1998) who reported that school location was not a significant factor on the influence of some home environmental factors on students academic performance. On the other hand, the result by Okwo (1985) is in agreement with the present study.

The reason for the significant difference due to school location in favour of urban students could be attributed to the fact that students from urban areas are usually better equipped with human and material resources. Secondly, students in urban areas are more exposed to enlightenment and recreational activities, and as such, they tend to be more sensitive to environmental variables in the home than their counterparts in the rural areas.

Class Level as a Factor in Students Perception of the Influence of Some HEF on their Academic Performance

The result of the study indicated that class level was not a significant factor on the influence of some HEF on the academic performance of students. Junior students scored less than their senior counterparts as seen from table 4. Table 7 confirmed the mean rating scores of the junior students (89.94) as against that of the senior students (95.00).

Although there was a paucity of literature, relating class levels to students academic performance, vis-a-vis home environmental factors, the result of this study could still be explained based on the differences between the junior and senior technical college students.

Basically, the junior students are still fresh in school and can be guided towards a progressive academic performance while the senior students are based with the societal cankerous quest for money and material wealth. This in effect has noticeably affected the senior students, hence their low achievement.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter discussed Restatement of the Problem, the summary of procedures used, conclusions, recommendations and suggestions for further study.

Restatement of the Problem

The academic performance of students in technical colleges depends not only on their intelligence quotients and quality of instruction in school but also on the socio-economic status of parents, educational facilities in the home and family size. Detta (1984) revealed that illiterate parents who have had no formal schooling do not provide their children with educational facilities for a conducive learning environment. The motives to learn seem to be totally lacking in some homes, the children are often occupied with domestic duties that they have little or no time for their study.

Based on the above context, this study is designed to identify the influence of some home environmental factors on Academic Performance of Technical College Students in Anambra and Enugu States.

Senior secondary year two (SS2) and Junior Secondary year two (JS2) students were identified as the population for the study. Three Hundred and twenty SS II and JS II students of Four Technical Colleges in Awka, Onitsha, Enugu and Nsukka made up the sample for the study. Students included in the sample were accessed by the means of questionnaires. The questionnaire contained 30 items that were split into three clusters A-C. Subjects responded to these items utilizing a Four-point Likert type scale. 320 students were administered with the questionnaire while 250 students representing 78% return rate had complete data utilized in data analysis. Inferential statistics which involved percentages, mean, standard deviation, t-test and Analysis of variance (ANOVA) were utilized in analysing data collected for various sections of the instrument.

Summary of Procedures Used

This study aimed at determining the influence of some Home Environmental Factors (HEF) on Academic Performance of Technical College Students in Anambra and Enugu States. The study also explored the influence of gender, school location and class levels on the

students academic performance. The study was guided by 3 research questions:

These include:

- i) How do male and female students perceive the influence of some home environmental factors on their academic performance?
- ii) What is the perception of urban and rural students on the influence of some home environmental factors and their academic performance?
- iii) To what extent do junior and senior students perceive the influence of some home environmental factors on their academic performance in school?

The hypotheses formulated for this study at 0.05

level of significance included:

H_{o_1} Gender is not a significant factor on the influence of some home environmental factor on academic performance as perceived by technical college students.

H_{o_2} School location is not a significant factor on the influence of some home environmental factors in their academic performance.

Ho₃ The perception of junior and senior students will not differ significantly on the influence of some home environmental factors on their academic performance.

Literature review for the study was conducted under the following sub-headings:

- i) Educational Facilities in the Home and Academic Performance of Students in Technical Colleges.
- ii) Socio-economic status of Parents and Academic Performance of Students.
- iii) Family size and Academic Performance of Technical College Students.
- iv) Related Empirical Studies on Family Background and Academic Achievement.
- v) Summary of Literature Review.

The study was a Descriptive Survey design. The study was carried out in Anambra and Enugu States. The sample consisted of 320 JS 2 and SS 2 students which was sampled by stratified proportionate random sampling technique.

The Stratification was in the dimension of gender, school location and class levels.

Data collection was done using a 30 item, 4 option Likert-type rating scale. The instrument was developed by the researcher but validated by three expert in Education measurement and Evaluation, two experts in Vocational Education as well as the researchers' supervisor. Data analysis was done utilizing means, standard deviation and t-test statistic at 0.05 level of significance. Results of the study indicated that:

i) Gender was a significant factor in the perception of the students on the influence of HEF on their academic performance.

Female students had a higher mean ratings than male students.

ii) School location tended to be significant on the influence of HEF on their academic performance. Students from urban schools had higher mean ratings than those from the rural areas.

iii) Class level was not a significant factor on the influence of HEF on the academic performance of students. Junior students scored less than senior students.

Conclusions

From the result of this study the following conclusions were made:

- i) Gender was a significant factor in the perception of the students on the influence of HEF on their academic performance. Female students had a higher mean ratings than male students.
- ii) School location tended to be significant on the influence of HEF on their academic performance. Students from urban schools had higher mean ratings than those from rural areas.
- iii) Class level was not a significant factor on the influence of H.E.F. on the academic performance of students. Junior students scored higher than senior students.

Recommendations

Based on the findings of this work, the following recommendations were made:

- (i) The State Ministry of Education, the State Education Commission and School Administrators should organise seminars and workshops for parents and Guardians to keep them abreast with the need and importance of technical education and general education as it affects their wards and children.

(ii) Parents and Guardians should be encouraged by the school Administration through Parents Teacher Associations (P.T.A.) to provide their children with education facilities that would improve their technical know-how and enhance their academic performance.

(iii) The efforts of the Adult education unit should be intensified to provide formal education to illiterate parents who had no opportunity to attend school. This would elevate their educational standard to enable them realise the importance of a stimulating home environment for their children.

(iv) Parents and prospective couples should be advised and encouraged to abide with the concept of small but better family size formation. This is necessary to enable them perform creditably in providing their children with all their social, academic and moral needs.

Suggestions for Further Study

It is suggested that further research be conducted in the following areas:

- (i) This study should be replicated on a broader geographical location.

- (ii) Perception of Technical teacher on the Influence of some school environmental factors on their job performance.
- (iii) Influence of Family background on the career choice of their children.
- (iv) Research work on Family background and character formation of students in technical colleges.

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Appendix A

Questionnaire on the Influence of Some Home Environmental Factors and Academic Performance of Technical College Students.

This study is on the above Topic.
Please complete this questionnaire as correctly as possible.
All information given will be handed in strict confidence.

Thanks.

Section A:

Personal Data

Please provide the following information about yourself.

A. Tick () may be used where necessary.

1. Name of School/College _____
2. Gender: Male , Female
3. School Location: Urban , Rural
4. Class Level: Junior Senior

Section B:

Influence of Some Home Environmental Factors on Students Academic Performance. Please indicate your level of agreement to:
(Strongly Agree, S.A; Agree, A;) or (Disagree, D.I; Strongly Disagree, S.D;) with the following statements, or items as they affect your academic performance in the school.

S/No. Cluster I: Educational Facilities
in the Home.

- My Parent(s):
1. Provides me with relevant Text Books;
 2. Encourages me to read News papers regularly;
 3. encourages me to listen to Radio News;
 4. encourages to watch Educational Programme on T.V.;
 5. provides educational
 6. provides me with Magazines;
 7. encourages me to use a study Time Table at home;
 8. provides educational posters in the reading room;
 9. provides me with relevant Technical Drawing Instruments;
 10. Inspects my class work at home.

Cluster II: Socio-Economic
Status of Parents

- My Parents:
11. pays my school fees promptly;
 12. encourages my class teacher to pay special attention to me;
 13. visits the school regularly to discuss my progress;
 14. encourages my reader teacher to teach moral lessons to students;
 15. provides me with correct school uniform;

SA	A	DI	SD

	SA	A	DI	SD
16.				
17.				
18.				
19.				
20.				
<u>Cluster III: Family Size</u>				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				

*JETS - Junior Engineers Technology and Science Club.