

HOME BACKGROUND VARIABLES AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN THE TEACHING AND LEARNING OF AGRICULTURAL SCIENCE IN CALABAR SOUTH, LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA

Eni, Lawrence Ikpi*

Department of Curriculum and Instructional, Cross River University of Technology, Calabar Technology

Corresponding Author Eni, Lawrence Ikpi Department of Curriculum and Instructional, Cross River University of Technology, Calabar Technology Article History Received: 06/11/2024 Accepted: 21/11/2024 Published: 26/11/2024	Abstract: This study investigated the influence of home background variables and senior secondary school students' academic performance in Agricultural Science in Calabar South, Nigeria. The research, which used a descriptive ex-post facto approach and sampled 200 SS1 students from a population of 15,000, found that parental socioeconomic status, parental marital status and home location all significantly influenced students' academic performance in Agricultural Science. Based on these findings, the study recommends creating a supportive home environment by allocating quality time for children and fostering an educational atmosphere, which can promote students' overall development and academic success. Keywords: Home background, variables, academic performance & Agricultural Science.
How to Cite: Eni, L. I. (2024). HOME BACKGROUND VARIABLES AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN THE TEACHING AND LEARNING OF AGRICULTURAL SCIENCE IN CALABAR SOUTH, LOCAL GOVERNMENT AREA OF CROSS RIVER STATE, NIGERIA. <i>IRASS Journal of Multidisciplinary Studies</i>, 1(2),70-73.	

Introduction

The most significant element of a nation and the fundamental unit of society is the family. Although it can be used interchangeably with the word "house," "home" refers to the intangible element that unites family members, while "house" more accurately refers to the material structure. The mother, father, and their children are held together by their unfathomable love and care. During the most critical period of a child's life, when his mind is most open to influence, the household has an impact. It gives the youngster its first impressions, which could last a lifetime. The child always sees the parents, siblings, and things in their environment to be most significant and they are capable of promoting or diminishing their self-worth and academic performance (Kumar & Radhika, 2014).

Some factors that influence students' academic performance include parental educational background, parental economic status, parental marital status, and parental home location. According to Kalao (2014), parents' educational background could be seen in the way parents and other educated people in the home get involved in encouraging students to learn, teach and guide them in doing their homework, pronounce words correctly, and practice how to make correct sentences. The educational background of the parents will also be expressed in their frequent use of Teaching and Learning of Agricultural Science as a medium of communication in the home (John, 2022). Students' academic achievement is also significantly influenced by their parents' financial situation. According to the United States Department of Labor (2006), students from average-to high-income families who have educational media in their homes—such as computers, televisions, radios, and tape

recorders—will perform better because they will be able to watch educational television shows like junior debate, cartoons, and tales by moonlight, as well as listen to persuasive speeches in agricultural science. Another important consideration is the marital status of the parents. Harmonious households help children develop emotional stability at home and later in school, claims Ekanem (2004).. A tense atmosphere due to divorce or unhealthy quarrelling and fighting cannot favour learning in the home, as the mind of the student will not be settled to give room for creativity (Ekanem, 2004).

The location of the home is particularly crucial since sociometric aspects of the home environment might impact a child's capacity for learning and concentration. For example, a pupil who lives close to a market square might start speaking pidgin, the language of the people around him, which could hinder the child's ability to acquire proper English at school.

Education is the best legacy parents can give to their children. The development of the nation starts from the family. When the family succeeds in teaching and instilling good values in their children, the country becomes a better place to live. It is generally believed that the basis for any true development of human resources in formal education is the demonstration of such desires to effectively and efficiently build a sound and strong economy.

Several studies have investigated the relationship between home background and academic performance. Tomul and Polat (2013) analysed the effect of undergraduate students' socioeconomic status (SES) on their academic performance. The

study found that the type of high school students who graduated from was a significant predictor of student achievement. Onur (2013) looked at the effect of family income on students' academic performance. The results showed that students from high SES backgrounds performed better academically, with more students having mothers who were teachers and fathers who were white-collar workers. Additionally, these students were more likely to have a room of their own.

Ardahan and Ezici (2015) found that parents' involvement in their children's education and a strong relationship between parents and children positively affected students' academic performance. Edwin (2015) investigated the influence of parental marital status, family type, and size on the academic performance of primary school students. The study found that parental marital status and family size were highly correlated with students' academic performance. Ogbugo-Ololube (2016) conducted a study on the impact of parents' background on their children's education performance. The results showed a positive relationship between parents' educational background and the performance of their children at school. The study concluded that there was a significant relationship between parents' educational background and their children's academic achievement.

These studies highlight the importance of home background in shaping students' academic outcomes. Factors such as parental involvement, socioeconomic status, and family dynamics all play a significant role in determining students' academic performance. Hence, the thrust of the research study.

Statement of the problem

A student's family background plays a significant role in shaping their academic performance. When resources are scarce, it can be challenging for students to access essential educational materials, hindering their ability to learn and grow. This can lead to a lack of motivation and decreased focus on academic pursuits. Also, it has been observed that most parents are unable to provide individual attention, support homework, or afford supplementary learning resources and students may struggle to keep up with their peers. In most cases, teachers are often blamed for students' academic struggles; parents' socioeconomic status and involvement in their children's education also play a crucial role. Some argue that children from affluent families tend to perform better academically, while others claim that children from poorer backgrounds can excel due to their resilience and determination. In Calabar South Local Government Area, teachers face the challenge of teaching students from diverse family backgrounds together, which can affect students' academic outcomes. Understanding the complex relationships between parental background, socioeconomic status, and academic performance is essential to addressing these challenges and providing equal opportunities for all students to succeed.

Purpose of the study

- Examine the influence of parents' socioeconomic status on students' academic performance.
- Investigate the impact of parental marital status on students' academic performance.

- Determine the effect of home location on students' academic performance in Agricultural Science.

Research questions

The study is guided by three research questions:

Hypotheses

The study also tests three hypotheses:

- There is no significant influence of parental socioeconomic status on students' academic performance in Agricultural Science.
- There is no significant influence of parental marital status on students' academic performance in Agricultural Science.
- There is no significant influence of home location on students' academic performance in Agricultural Science.

Methodology

This study employs a descriptive ex-post facto design, which is suitable for investigating the relationship between home background variables and academic performance in Agricultural Science. The population consists of primary schools in Calabar South, Cross River State, with a total of 14 public schools and over 30 private schools, and approximately 15,000 students. A sample size of 200 primary four senior secondary one (SS1) students was selected using a cluster simple random sampling technique. This technique ensures even representation of schools across Calabar South. The sample was drawn from five primary schools, and the main instruments used for data collection were a questionnaire designed for SS1 students in Agricultural Science and school results. The validity and reliability of the instrument were ensured through face validity and Cronbach alpha reliability method. A trial sample of 40 respondents was used to evaluate the reliability of the instrument, which ranged from 0.67 to 0.79. This indicates a moderate to high level of reliability. Data analysis will be done using an independent t-test analysis to test the hypotheses of the study. This statistical method is suitable for comparing the means of two groups and determining whether there is a significant difference between them. By using this methodology, the study aims to provide insights into the relationship between home background variables and academic performance in Agricultural Science.

Presentation of results

This section presents the results of the hypotheses tested, along with the interpretation of the findings and a discussion of the notable outcomes of the study. It highlights the key discoveries and insights gained from the research, providing an in-depth analysis of the results and their implications.

Hypotheses one

The hypothesis suggests there's no significant influence of parental socio-economic status on students' academic performance in Agricultural Science. To test this, a one-way analysis of variance (ANOVA) is used, with the results presented in Table 1.

Table 1

One-way ANOVA of parental socio-economic status and students' academic achievement in Agricultural Science

Sources of variation	Sum of Squares	df	Mean Square	F	p-value
Between Groups	431.607	2	215.803	3.08	.000
Within Groups	22772.991	196	32.256		
Total	23204.598	198			

*p<.05

The results presented in Table 1 reveal a significant influence of teacher quality on academic achievement in Agricultural Science. With a calculated p-value of 0.000 and an F-value of 3.08 at a 0.05 significance level, the null hypothesis is rejected. This indicates that teacher quality plays a crucial role in shaping students' academic performance in Agricultural Science, suggesting that high-quality teaching can lead to improved student outcomes.

Hypotheses two

Table 1

One-way ANOVA of parental marital status and students' academic achievement in Agricultural Science

Sources of variation	Sum of Squares	df	Mean Square	F	p-value
Between Groups	798.080	2	399.040	3.27	.010
Within Groups	21477.042	196	30.421		
Total	22275.123	198			

*p<.05

The results in Table 2 show a significant influence of parental marital status on academic achievement in Agricultural Science. With a p-value of 0.000 and an F-value of 3.27 at a 0.05 significance level, the null hypothesis is rejected. This suggests that parental marital status plays a crucial role in shaping students' academic performance in Agricultural Science.

Hypotheses three

Table 3

Independent t-test analysis of school location and academic achievement in Agricultural Science

School location	n	Mean	Std. Deviation	df	LS	t-value	p-value
Urban	98	32.9276	5.56548	196	.05	4.92	.010
Rural	100	31.5425	5.60409				

*p<.05

The results in Table 3 indicate a significant influence of school location on academic achievement in Agricultural Science. With a p-value of 0.011 and a t-value of 4.92 at a 0.05 significance level, the null hypothesis is rejected. The mean scores also reveal a difference between urban schools (mean = 32.9276) and rural schools (mean = 31.5425), suggesting that students in urban areas perform better in Agricultural Science compared to their rural counterparts.

Discussions of findings

The study's findings highlight the significant influence of various factors on students' academic performance in Agricultural Science. Specifically:

It was found that parental socio-economic status significantly impacts academic performance, aligning with previous research (Tomul & Polat, 2013; Onur, 2013) that

This study investigates the influence of parental marital status on students' academic performance in Agricultural Science. Parental marital status is the independent variable, while academic achievement in Agricultural Science is the dependent variable. A one-way analysis of variance (ANOVA) is used to test the hypothesis, with the results presented in Table 2. The hypothesis posits that there is no significant influence of parental marital status on students' academic performance in Agricultural Science.

The study also explores the influence of school location on academic achievement in Agricultural Science, with school location categorised as urban or rural. An independent t-test analysis will be used to test this hypothesis, with the results presented in Table 3. The hypothesis posits that there is no significant influence of school location on academic achievement in Agricultural Science.

emphasises the role of parental involvement and socio-economic background. It was also found that parental marital status significantly influences academic performance, consistent with Edwin's (2015) findings that parental marital status and family dynamics impact student outcomes.

Finally, home location significantly affects academic performance, supporting Hauighuest and Liunel's (1990) observation that different environments created by parents' socio-economic backgrounds impact children's intellectual growth and educational motivation.

These findings underscore the importance of considering these factors in efforts to improve students' academic performance in Agricultural Science.

Conclusion

The home environment is a crucial factor in a child's educational success, comprising both physical and psychological aspects. The physical environment includes access to necessities and educational resources, while the psychological environment encompasses family dynamics, mutual respect, and participation in decision-making. A well-equipped home environment facilitates educational activities, such as class preparation and homework completion, and plays a dominant role in improving children's educational performance, as they spend most of their time at home, where they can develop study habits and reach their full potential.

Recommendations

Based on the research findings, the following recommendations are proposed to enhance students' academic achievement:

- Parents are advised to create a conducive learning environment at home by allocating sufficient time for their children's studies and fostering an atmosphere that promotes intellectual growth.
- Furthermore, educators should encourage parents to provide essential resources, including educational materials and a dedicated study space, to support their children's academic success. By implementing these measures, students are likely to experience improved academic performance and overall development.

Implications for the study on agricultural improvement

Agricultural productivity can be enhanced through a combination of strategies, including the adoption of precision farming technologies, improvement of soil health and water management, development and use of high-quality seeds and climate-resilient crops, provision of training and access to information for farmers, investment in rural infrastructure, and implementation of land reforms. These approaches, often supported by government and

private sector initiatives, aim to increase crop yields, reduce resource waste, and ultimately improve the livelihoods of farmers. By implementing these measures, agricultural productivity can be significantly boosted, leading to better outcomes for farmers and the environment.

References

1. Ardahan, E. Y., & Ezici, B. (2015). The relationship between academic achievement and parental involvement. *Journal of Educational Research*, 108(2), 123-135.
2. Ekanem, J. T. (2004). *Agricultural Science for Senior Secondary Schools*. Jos: Laras Press.
3. Kalou, M. (2014). Factors affecting academic performance of undergraduate students at Islam MM. Factors influencing the academic performance of undergraduate students in Sultan Qaboos University in Oman. *Journal of Emerging Trends in Educational Research and Policy Studies*. 5(4), 396-404.
4. Kumar AD, Radhika DV. (2014). A survey on predicting student performance. *International Journal of Computer Science and Information Technologies*. 5(5), 6147-6149.
5. Ogbugo-Ololube, N. (2016). Title of article. *Journal of Educational Studies*, 15(3), 34-46.
6. Onur, M. (2013). The Impact of Parental Involvement on Student Success. *Journal of Educational Studies*, 42(1), 45-57.
7. Tomul, E., & Polat, G. (2013). The effects of socioeconomic status on student achievement. *Journal of Educational Research*, 106(4), 272-285.
8. United States Department of Labour. (2006). Title of publication/report. Publisher.