

INFLUENCE OF HOME AND SCHOOL ENVIRONMENTS ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN NIGERIA

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ABSTRACT

This paper examined the Influence of Home and School Environments on Students Academic Performance in Secondary Schools in Nigeria. It began by introducing the reader to the general influence of home and school environment on the students' academic performance in secondary schools. The paper also clarified the concepts of home and school environments and students academic performance and highlighted the various aspects of the home and school environments and their influence on the students' academic performance in secondary schools in Nigeria. It was recommended amongst others that parents should practice good parenting in order to provide a pleasant home environment as to facilitate their children psychological and physiological growth that would enhance their learning development in the school. Also, the educational administrators should adopt a flexible and democratic leadership style in schools and the school environment should be adequately planned and beautifully constructed and painted to appease to the aesthetic values of the students as well provide ventilations and adequate lighting in the classroom and among others .Conclusion were made and the implication of the study drawn.

Keywords: Influence, Home-School Environment, Academic Performance, Socio-Economic, Leadership-Parenting Styles, Physical Facilities, Nigeria.

Introduction

Education is the aggregate of all processes by which a child or youths or adult develops the ability, attitude and other forms of behavior of positive values. Quality education does not happen by chance, it is a product of an effective teaching and learning process, coupled with effort of the teacher, the school, students, parents and their various home environments (Elujekwute, 2019). The increasing fall in the quality of manpower and the negative implication of this on the posterity of Nigeria is making the issue of learning environment and students' academic performance a concern. According to Lawal (2013) there exists a relationship between education and nation-building. Hassan (2013) posits that secondary school is pivotal in human capital formation and development. Put differently, secondary education is an instrument for national development in that it moulds and forms the individual who after, advances the society. More so, secondary schools are important because tertiary institution draws their students. Thus, the essence of secondary education is to lay the foundation for further study at a higher level. However, Obem (2015) observes that about 93% of secondary school leavers in any given year do not qualify to gain admissions into higher institution for university education. This is because according to Samase (2015) in Nigeria, yearly there is a below average performance of thousands of students in examination conducted by National Examination Council (NECO) and West African Examination Council (WAEC) where only 20% of the candidates pass at acceptable credit level. Besides the failure rate, the complaints also covers that secondary schools are not meeting the expected end of producing quality students. Various studies have pointed to various factors as having the predominant impact on the performance of students in external examinations.

The physical characteristics of the home and school have a variety of effects on teachers, students, and the learning process. According to Jihina (2013) poor lighting, noise, unpleasant classrooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which lead to poor performance and higher absentee rates. These factors can adversely affect students' behavior and lead to higher levels of frustration among teachers, and poor learning attitude among students. Beyond the direct effects that insufficient facilities have on students' ability to learn, the combination of inadequate facilities, which create an uncomfortable and uninviting workplace for teachers, combined with frustrating behavior by students including lack of concentration and apathy, create a stressful set of working conditions for teachers. In the views of Beera (2013) because stress and job dissatisfaction are common pre-cursors to lowered teachers morale and enthusiasm, it is possible that the aforementioned characteristics of school facilities have an effect upon the academic performance such as student-teacher ratio, school location, school population, classroom ventilation, poor lighting in classrooms, and inconsistent temperature in the classroom with student health problems and student behavior. The environment is the immediate surroundings in which the students find themselves. In the views of Agba (2011) it also refers to as the physical and psychological conditions that affect children. The parents/guidance of these students is responsible for providing the right home environment that will facilitate effective learning for their wards.

The home environment entails emotional warmth displayed by parents while interacting with their children; provision of stimulating and learning experience in the home; and physical surrounding experience in the home; and physical surrounding; such as safety of play areas and cleanliness. A health and safe home environment is essential for promoting and protecting health and development during childhood. The home environment plays a very learning important role in students' personal growth, Chukwudi (2013) states that parents, who provide a warm, responsive and supporting healthy environment, encourage exploration and learning materials accelerate their children's intellectual development. Students need stable, supportive, social environment and access to learning resources within the home to enhance cognitive, emotional and physical development. Alternatively, unstable, noisy, chaotic home environment have negative effects on children health and academic performance. Douglas (2012) states that children are motivated to work on activities and learn new information and skills when their environment are rich in interesting activities that arouse their curiosity and offer moderated challenges.

School environment consist of both material and non-material resources in the school. It includes the teachers, peers, cohesiveness, the subjects, method of teaching. A healthy and attractive school environment makes for conducive learning and promotes students pride in their schools and their interest to stay in school (Mgbodile, 2005). School environment includes the school building and the surrounding grounds such as noise, temperature and lighting as well as physical, biological and chemical agent. Chinyoka and Naidu (2014) states that teaching and learning environment as the setting physical and conceptual in which teaching and learning are carried out as deliberately planned. Chinyoka Naidu further maintains that learning environment means classrooms surroundings, physical facilities in the classroom and teacher- student relationship. The physical appearance and general condition of school physical facilities are the striking basis upon which many parents and friends of any educational institution make initial judgment about the quality of what goes on in the school. They are often turned off by dilapidated school blocks with sinking roofs and broken walls, bushy lawn and over grown hedges. Also are profane writings on walls, littered lawns and path ways. Elujekwute (2019) affirms that the school physical environment is like a mirror reflecting the image of a school and through it the public decide whether or not to associate with the particular school. Environment is very important factor in achievement of goal of any educational programme. Students acquire most of their knowledge through the interaction with facilities provided in the environment for learning. Also learning is influenced by the environment people are exposed to and the facilities provided in such environment lead to experience. More so, Codjoe (2007) opines that environment enrichment regarding physical facilities is a major factor in student's academic achievement. Supporting this Ayodele (2005) and Ayodele and Adebisi (2013) states that school resources aid student academic performance. It is now certain that most of secondary school students cannot gain admission into federal universities or university of their choice due to poor performance in the placement examination into these schools. The poor performance may be attributed to poor learning environment especially in the following areas; schools building, library services and school location and school facilities. From the foregoing discussion, it has been shown that both the home and school environment have influence on the academic performance of secondary schools students. Therefore, this paper examines the influence of home and school environment on students' academic performance in secondary schools in Nigeria.

Concept of Home Environment

The term home environment is a place where students live with their parents or guardians and it is a place where they are groomed. It is a place where the students begin to learn the norms and values of the society in which they find themselves. The family is a social unit in any society and it is the source of early stimulation and experience in children (Elujekwute, 2019). Collins (2014) states that, the home influences the students at the most earliest possible times of his/her life at a time when his/her mind is most receptive. It provides the first impression which may last through the whole life of the student. The students often see the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing him/her in self worth and academic performance. Home environment has been recognized as having a lot of influence on academic performance of the students in secondary schools in Nigeria. Ganga and Chinyoke (2010) explains that the students' first place of contact with the world is the family. The student as a result acquire initial education and socialization from parents and other significant member in the family, thus the parents are indeed the first educators. According to Khan, Begum and Imad (2019) the home environment being a powerful influence on the students and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic achievement of the student depending on the social climate in the home. The variance in psychosocial emotional fortification in the family background could be an indicator to high or low academic performance of the student, bearing in mind the intervening effects of high and low socio-economic status and emotional stability of students which is a prerequisite to academic achievement. This is because psychological problem are potential source of trouble with, however a number of factors contribute to such students and such factors emanate from the school environment, curriculum planning and implementation, sibling and peer group influence, home environment, parents, socialization patterns in the home, location of the home, modern gadgets at home and among others.

Concept of School Environment

The term school environment is the thread that connects the multitude of activities on the school and in many respects this thread is almost invisible, yet everyone experience its influence. Parveen (2007) opines that it could be said to be the external influences in the school that can influence academic performance of students irrespective of their intelligent quotient. School environment can also be considered as the second teacher since space has the power to organize and promote pleasant relationships between people of different ages to provide changes, to promote choices and activities and for its potential for sparking different types of social and affective learning (Bandhana and Sharma, 2012). School environment means the extent to which school settings promote student's safety and health, which may include such as the physical plant, the academic environment, available physical and mental health supports and services and the fairness and adequacy of disciplinary procedures (Elujekwute, 2019). The environment in which the learner acquires knowledge has a great influence on the cognitive achievement of the learner. It has also been generally agreed the quality of learning is markedly influenced by environment and organizational factors. Egunola (2014) opines that the learning is an intimate transaction between the learner and his environment. This transaction takes place in a specific context. The child learning in conducive environment transcends the school parameter. School environments ---wall, ground, light and mechanical system can serve as active contributors to the students learning process (Clerk and Goyder, 2007). Keep further states that learning opportunities can be integrated into the structure of

the making it an active space rather than passive spaces, housing a disarray of things. Clerk (2006) emphasizes on the importance of learning environment strongly states that growth depends upon internalizing events into a strong system that corresponds to the environment, it is this system that makes possible the child's increasing ability to go beyond the information encounter on a single occasion. He does this by making predictions and extrapolations from his stored model of the world. Downie (2015) states that for individuals to be self-motivating and self imitating, the environment or the setting must be amenable and responsive to human interaction. If the settings do not allow for permeability and malleability, then individual initiative in the learning process is stifled. Nnorom, Ezenwagu and Nwankwo (2020) defines intelligence as an accumulation of knowledge which is as a result of the child's exploration of and experimentation with the environment and his ability to assimilation with the environment and his ability to assimilate and accommodate the environment. Nnorom, Ezenwagu and Nwankwo further maintains that active interaction with the environment is regarded as the most basic requirement for proper intellectual development. School environment according to Jihina (2012) refers to facilities that are available to facilitate students learning outcome and it includes books, audio-visual, software and hardware of educational technology as well as size of classrooms sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical's arranged. Chinyoka and Naidu (2013) defines school environment as an orderly environment in which the school family feels valued and able to pursue the schools missions free from concerns about disruptions and safety, Chinyoka and Naidu further states that several aspect of a schools physical and social environment comprise its environment and identifies the following eight areas; appearance and physical plant students interactions, faculty relations, leadership/decisions making disciplined environment, learning environment, attitude and culture.

Academic Performance

Academic performance refers to excellence in all academic discipline. Steinberg (2005) posits that academic performance encompasses students ability and performance; it is multi-dimensional; it is intricately associated to human growth and cognitive, emotional and social physical development. The student academic performance of any student cannot be separated from the home environment in which the student lives; a health home environment offers emotional security to a child. Academic performance of students is key feature in education. According to Ogbemudia and Aiasa (2013) academic performance is considered to be centre around which the whole education system revolves. Academic performance, Akinsanya, Ajayi and Salomi (2011) refers to the level of achievement or learning outcome of students. Kang (2011) states that academic performance is the knowledge gained which is assessed by marks by a teacher and or educational goals set by students and teachers to be achieved over a specific period of time. Eshetu further adds that these goals are measured by using continuous assessment or examination results. Okeke, Nzewie and Njoku (2012) opines that the academic performance of students determines the success or failure of any academic institution. Academic performance of students has an influence on the socio-economic development of a country. In the same vein Muola (2010) asserts that students' academic performance serves as bedrock for knowledge acquisition and the development of skills. More so, the top most priority of all educators is academic performance of students. The performance tests are used to arrive at academic performance. Therefore, performance tests are instrument used to measure learning abilities. In some countries, academic performance

is measured by the academic index, In Nigeria; academic performance of students is mainly measured by the students' performance in external examinations like West Africa Examinations Council (WAEC), National Examinations Council (NECO) and Joint Matriculation Board (JAMB) examinations. Kang (2011) states that individual differences in academic performance have been linked to differences in intelligence and personality with higher mental abilities as demonstrated by IQ test (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly. The parents /guardians of the students are responsible for providing the right home environment that will facilitate effective learning for their children. What the students learns at home and how his/her family motivates him/her towards education contribution to the students' success or failure at school. Academic performance refers to the degree of a student's accomplishment of his or her tasks and studies. In the views of Agba (2011) academic performance is the most well-known indicator measuring academic performance is grades which reflect the student's score for their subjects and overall tenure. Success is measured by academic performance in most educational institutions. In this case, how well a student meets standards set out by an institution itself or an external examination body either sets up by the government or an independent outfit signifies success or poor performance. According to Edeh (2015) academic performance is a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points average and degrees. Here, the achievement level of the student is judged by the marks that the students have scored in the quarterly examinations. According to Elujekwute (2019) academic performance which is synonymous with academic achievement is commonly measured by examination or continuous assessment. In the same vein, Bossaert, Doumen, Buyse and Versehueren (2011) sees academic performance as students' success in meeting short or long term goals in education. Academic performance can be conceptualized as the knowledge obtained or skills developed in the school subjects usually designed by test scores or marks assigned by the teacher. From the foregoing discussion, one can confidently define academic performance as the attainment of educational aims and objectives by the students after having undergone a period of teaching and learning. It includes. It includes the performance of students in internal and external examinations to the satisfaction of the examiners. This implies that for the students to record high academic performance, moderating factors in the teaching and learning process should be adequately controlled to achieve desired results.

Influence of Home Environment on the Academic Performance of Secondary School Students

The home environment has great influence on the students' psychological, emotional, social and economic state thus affecting the students' academic performance. The importance of home environment on students academic performance cannot be underestimated since the home is the source of basic inspiration (Bronfenbrenner, 2008). This indicates that parents have a role to play on the academic performance of children. Parental attitudes towards school may lead to high or low level support they give their children. Motivating students to achieve set goals in school is of great concern to teachers and parents. A child's first educational experiences are centered in the homes this because his ideas, attitude and general pattern of behavior are as a result of his childhood learning. Uba (2015) notes that, the variation in the academic attainments of students could be related directly to differences in the home and its influence and some polygamous homes burden children with domestic duties that they had little time left for rest or study. In some cases the children from polygamous home were left

to care for their younger ones, which prompted their inability to attend school. Evache (2015) notes that family size to a large extent determines the relative amount of physical attention and time which each child gets from his parents. Too many children in the home entail less amount of attention in terms of time available for each child. It is also possible that family size influence the level of intellectual quantity that the child brings into the classroom.

Wada (2011) points out that the greater the number of children in the family, the lower the measure of intellectual quantity of the subsequent children. The significant relationship between socio-economic class and success in school has been shown by Fashola (2014) who states that the socio-economic class as one of the major causes of unnatural inequalities in education. In most western countries, all types of public and private schools serve different social class. Fashola further explains that inequality of educational opportunities results when there is keen competition to enter an institution and their need to pay high fees. Students from higher socio-economic to classes are expected to perform better in schools. Duba (2012), states that the most important predictor of achievement in school associated with the family is socio-economic status. Duba further adds that the relationship of socio-economic achievement is always consistent, no matter whether our measure of status is occupation of the parents, education or both of them. On the whole, the child's background affects the school success. Also, family stability has been found to exert serious effect on the child's education.

Influence of Parents Socio-Economic Status on the Academic Performance of Secondary School Students

A large part of a person's intelligence can be ascribed to accumulation of experience and knowledge gathered from different sources. Development in childhood forms the basis of a child's later intelligence. Ezewu (2013) states that it is imperative that a child receives good and adequate food, be protected against illness, be intellectually stimulated and be well-adjusted at childhood. Good parenting, supported by strong economic home background could enhance strong academic performance of a child, where a child is properly counseled in choice of courses and vocation that matches his/her mental ability, interest and capability. A child who has juvenile delinquent behavior would definitely have poor performance and such a child is likely to drop out of school when he/she is still young because of parental deprivation of the essential needs According to Downie (2015), it would appear that quite apart from the fact that the impoverished child tends to be an under-achiever, it would seem that his poverty causes him to be even further behind in his schoolwork than his low intelligence would lead one to suppose. Downie further concludes that poverty is more closely linked to backwardness in schoolwork than to dullness. Unemployment coupled with meager wages is the sole causes of poverty. Ezewu (2013) notes that, such factors as poor feeding little sleep and unhygienic domestic conditions may have a deleterious effect on the child's health which may result in a lowering of his capacity to learn. This may rob him/her of a background and general knowledge which is accepted as self evident by most schools. Hassan (2013) points out that people of stable economic background normally value education more than those of low economic background. Such people often use their income on learning resources, resulting in good student support, hence good performance. Economic background is often measured as a combination of education, income and occupation (Ezewu, 2013). Due to their poverty levels, families with low economic background may have inadequate or limited capital to buy learning resources and access to adequate information that can help promote and support students' performance. Maban (2012) maintains that most of academic under

achievers come from the lower economic backgrounds and that the psycho-social encouragement here contributes very little towards improving the intellect.

The children of skilled parents perform better at school and are more likely to go on to higher education than the children of the unskilled and semi-skilled parents because the skill parents have higher ability of securing well paying jobs as opposed to semi-skilled which implies that they are able to meet their children's needs satisfactory. Skilled workers have higher aspiration for their children than unskilled workers (Olive, 2016). When a child comes from a home where parents provide adequately for needs of the child, the foundations are firmly laid by the time the child goes to school. However, a student whose parents are financially handicapped may have stunted growth, both physically and morally, due to inadequate provision of food, stimulus materials and comfortable sleep. Children from low economic status households and communities develop academic skills more slowly compared to children from higher economic status groups. Morua, (2014) notes that basic academic skills are correlated with the home environment, where low literacy environment and chronic stress negatively affect a child's pre-academic skills, also the schools in low economic status communities are often under-resourced in terms of mentors, competitors and auxiliary services, thus, negatively affecting students' academic progress. In modern societies, schooling is an important influence on social mobility (movement from one status to another) whereby educational grades or overall examination marks are considered in gaining access to good secondary schools and later superior jobs and higher income that go with them. With this regard, people try to ensure the best possible education for their children, hoping that they would secure social and economic advantages in future.

Influence of Parents' Educational Level on Students' Academic Performance

The level of education of the parents affect the way they assist their children and this may have an adverse effect on the child's academic performance. Olive (2016) observes that academic achievements of children whose parents have attained high educational levels tend to be higher than those whose parents are not. Educated parents in general are likely to find themselves comparatively in greater material support for the education of their children. Edeh (2015) investigates interrelation among conditions of households' economic status, proximal environmental experiences and adaptation level of sample of 398 middle grades, among early adolescents from predominantly poor rural areas. The findings indicated that youth from families in which none of the parents had graduated from high school exhibited significantly low emotional and academic standards as compared with those whose parents had higher educational level. According to Agba (2011) students' school progress is more closely related to his or her home environment, which includes the parent's educational level. Agba further adds that, even when two children are of equal intelligence, the child with better educated parents reaches a higher standard in his/her schoolwork. This is because the educated parents are likely to help their children in their schoolwork and encourage them to do further reading so as to do well in school. Collins (2014) points out that, the education of a parent can be an indication of positive educational progress of the child. Clark and Goyder (2007) states that most homes today, it is apparent that parents' educational levels correlate positively with the academic performance of their children, this is because educated parents are more likely to give their children practice in their school subjects at home and go to school to find out about their progress report, and assignment records and function as achievement models. Beera (2013) observes that two categories of family backgrounds, the elite and traditional household,

and maintains that the family set up affects a child's degree of verbal behavior, their instructional attitudes, and communication, which in turn affects the child's academic performance in several courses, mostly in languages. Wada (2011) carried out a research to investigate the relationship between education of parents and academic achievement of their children in semirural setting. The results revealed that the children whose parents attended school performed better in class work than the children whose parents did not attend school. This indicates that, parental education was positively related to the academic achievement of children.

Influence of Family Size on the Students Academic Performance

Children from large families are not likely to receive the same amount or same type of verbal stimulation from adults which children from smaller families obtain and consequently, children from large families tend to do less well academically. According to Agba (2011) the reason could be that children from large families are unlikely to take full advantage of educational opportunities provided due to inadequate family resources, hence resulted in backwardness in school. Duba (2012) states the effects of family size on academic achievement of children. The results showed that Family size and the number of siblings were inversely related to the class room achievements of the children. Same trend was observed when he conducted a study to find the relationship between Family size and academic achievement of children. The result revealed a negative correlation between the size of family and academic achievement, which indicated that the bigger the family, the lower was the academic achievements of the children. Morua (2014) argues that parents with small families will not only find it easy to provide for the physical needs of the children but also be in a good position to give them attention, encouragement, stimulation and support them with school work. Parents of large family are always busy trying to look for basic needs for survival and thus could not be in a good position to give them attention, encouragement, stimulation and support them with school work. Vanger (2014) observes that the large-sized families, to some extent, related to the culture of poverty, and there is a relationship between family size and economic status. Therefore, the negative correlation found between family size and academic achievement would be expected. The intellectual activity of a child is a function of the intellectual environment of the home. This intellectual environment is dependent on the ability level of all the members of the family who are older than the child. Therefore, Idoko (2013) maintains that when the number of children in the family increases, by comparison with the number of adults, the home environment will be less stimulating for intellectual development. In other words, when the number of children in a family increases, the attention each child receives from the parents will be reduced, even though this attention might in part be substituted, for the younger children, by attention from older siblings.

Influence of Parenting Styles on Students' Academic Performance

Parenting styles and techniques have consistently been shown to relate to various outcomes such as child psychological problems (e.g., aggression) and academic performance. Several conceptualizations of parenting styles or characteristics have been delineated. Most have focused on quantities and qualities of warmth, responsiveness, and control in the parenting repertoire. The majority of published studies on parenting styles have used some variation of the parenting style construct delineated by Baumrind. According to Maban (2012) identifies three parenting styles: authoritative, permissive, and authoritarian. Authoritative parenting is characterized by high levels of nurturance, involvements, sensitivity, reasoning, and

encouragement of autonomy. Parents who direct the activities and decisions for their children through reasoning and discipline would be described as authoritative. Conversely, permissive parenting is characterized by making few demands, exhibiting non-controlling behaviors, and using minimal punishment. For example, parents who do not establish rules and guidelines for their child's behavior would be described as possessing a permissive parenting style. Authoritarian parenting tends to fall at the other end of the continuum. Parents characterized as authoritarian exhibit highly directive behaviors, high levels of restriction and rejection behaviors, and power-asserting behaviors. Hassan (2013) points out that authoritative parenting was positively associated with academic performance; and authoritarian and permissive parenting is negatively associated with grades. This relation between authoritative parenting style and academic performance in children has been found across ethnic groups. Although the effects of parenting styles have been shown to be inconsistent across ethnic groups, research has generally found a positive relationship between authoritative parenting and academic performance.

Influence of School Environment on the Students' Academic Performance

Students' academic success is greatly influenced by the type of school they attend. School factors include school structure, school composition and school climate. The school that one attends is the institutional environment that sets the parameters of a students' learning experience. According to Collins (2014) as schools are faced with more public accountability for student academic performance, school level characteristics are being studied to discover methods of improving achievement for all students. Considerable research has been conducted on teaching skills, climate, socio-economic conditions, and student achievement (Uba, 2015; Downie, 2015; Olive, 2016). Depending on the environment, schools can either open or close the doors that lead to academic performance. Hassan (2013) observes that school sector (public or private) and class size are two important structural components of the school. Private schools tend to have both better funding and smaller sizes than public schools. The additional funding for private schools leads to a better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement.

Influence of Principal's Leadership on the Students' Academic Performance

The way in which the principal works with teachers has a demonstrable effect on student outcomes. Maban (2012) affirms that purposeful leadership by the principal and assistant principal and the principal's role in hiring and firing teachers. Maban further adds that outcomes were more favorable when there was a combination of firm leadership together with a decision making process in which all teachers felt their views were represented. Examples of the School Effect variables used to describe principal leadership include such principal strategies as the type of classroom monitoring and feedback and the type of support for individual teacher improvement. Fashola (2014) remarks that other "principal leadership" characteristics such as shared academic leadership versus non shared academic leadership, relationship to the district or central office, and uniform procedures for discipline.

Influence of the School Social Climate on the Students' Academic Performance

A model of a school social structure by Samase (2015) includes teacher satisfaction with school structure, parental involvement, differentiation in student programs, principal's report of time devoted to instruction, and open versus closed classroom. His measure of school social climate used 14 variables derived from student, teacher, and principal reports of the norms,

expectations, and feelings about the school. Ekanem (2014) examines that student's attitudes toward school, teachers' perceptions of students, within-school organizational factors, and school resource levels. Ekanem further reveals that number of factors within the school that were associated with more effective regimes. Among the social and psychological variables associated with effective schools were such characteristics as high proportion of pupils in authority positions, positive academic expectations, low levels of coercive punishment, and high levels of student involvement.

Influence of the Availability of Information and Communication Technology (ICT) on the Students' Academic Performance

One of the four key predictors of students' performance in the building assessment scale was availability of technology for teachers. Computers in the classroom are a powerful educational tool and their use is becoming more widely available in schools. However, the suggestion that, as currently used, computers might be interfering with such learning is made in a recent according to Wada (2011) it is important, therefore, that computers 'do not override the important socio-cultural, psychological and physiological human factors related to teaching and learning. Wada further identifies problems associated with computer use, which include lighting and problems with individual workspaces, and argue that ergonomically designed furniture in the computer classroom has a positive influence on the learning environment. It was found that these factors affected learning behavior and cooperation, perhaps ultimately impacting on achievement. There are important organizational and pedagogical considerations relating to the sitting of computers and other ICT equipment within a classroom. Duba (2012) suggests that the introduction of ICT must be 'owned' by the teacher and embedded within existing pedagogy.

Influence of Adequacy of Physical Facilities on the Students' Academic Performance

The image of a school is dependent on the quality of its infrastructure. The physical Facilities of the school have a variety of effects on teachers, students and the teaching and learning process. They include; administration office, staffrooms and offices, classrooms, laboratories, workshop equipment, stores, libraries, hostels, staff houses and school ground. Physical facilities in terms of adequacy and quality have been noted to have great impact on students' academic performance in examination. The library is an essential factor in the teaching-learning process. Fashola (2014) identifies a library as an instructional resource which may significantly influence the teaching-learning process and eventually the performance of pupils. Collins (2014) observes that overcrowding in classrooms make it difficult for pupils to write and the teacher is also unable to move around the class to assist needy students and this affects the teaching and learning process. Crowded classroom conditions not only make it difficult for learners to concentrate but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work.

Influence of Sufficiency Instructional Materials on the Students' Academic Performance

Availability of instructional materials is a core determinant factor in the successful implementation of any curriculum. According to Agba (2011) the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in materials are crucial in planning and implementing a successful life skill program. The availability of learning resources is the most influential factor which may explain differing performance levels. It is generally assumed that the use of instructional materials leads to

better academic performance. Performance of students in examinations is influenced by the availability of school facilities such as laboratories, libraries, textbooks, laboratory equipment among other (Evache, 2015). The quality and sufficiency of such equipment as, instructional materials have a direct bearing on quality of education as they determine how effectively the curriculum is implemented. There is clear evidence that there is a relationship between adequate provision of book and achievement. Textbooks are often the most cost effective means of improving academic achievement and increasing the efficiency of schools. Elujekwute (2019) points out that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials. Schools with adequate facilities such as textbooks and other instructional materials stand a better chance of having better results than poorly equipped ones. Sufficient quality and quantity resources and facilities determine how effectively the process of teaching and learning take place. Jihina (2013) affirms that instructional materials such as textbooks, visual and audio materials not only enhance communication between teachers and learners but, also facilitate child centered learning through discovery. With the availability of text books pupils will be able to read on their own while at home and do their homework. Availability of good quality instructional materials is an important factor on pupil's achievement. Thus a well- produced and easily available reference material is an important asset. Good quality instructional materials can motivate interest, maintain concentration and make learning more meaningful.

Influence of Class Size on the Students' Academic Performance

The influence of class size has a great impact on the teaching and learning process. The smaller the class size, the easier it is for the teacher and learner interaction thus improving the teaching and learning process since the teacher will be able to give the learner individual attention. Mick (2011) notes that large class size impacts negatively to the teaching-learning process since the teacher is not even able to move freely to assess the pupils work as they do their exercises. Large class size makes monitoring of pupils' attendance very difficult thus encouraging pupils' absenteeism, and the quality of feedback to pupils become very low thus making the teaching-learning process ineffective (Vanger, 2014). The small class size allows for individualized attention and this strengthens the cordial relationship between the teachers and learners. Managing a large class is a serious problem in many schools as it creates stressful working conditions for the teachers and leads to higher teacher absenteeism.

Influence of School's Location on the Students' Academic Performance

The school location has variables such as schools in rural or urban areas, economic status of the neighborhood, clans, and schools built near market centers among other variables that affect the teaching-learning process (Uba, 2015). The extent to which pupils learning could be enhanced depends on the location of the school. When a school is built near market center, the noise from the market will distract the learners from concentrating thus affecting the process of teaching-learning. Economic status of the school neighborhood also has an impact on the teaching-learning process. He notes that schools located in low economic status communities are often under resourced and this affects the teaching-learning process. Parents from low economic status are unable to afford resources such as books, computers or tutors to create this positive literacy environment. Maban (2012) notes that, when the communities' economic status is low: they may not be able to support the school financially. Economic status of the community will make the community have the ability to Support or not support the schools within their communities. The urban or rural location of the school has an effect on

the teaching-learning process. Most schools in the urban areas are well staffed as compared to those in rural areas since everyone wants to work in the urban centers due to the technology which is high in the urban areas as compared to the rural areas. This causes under staffing in the rural areas thus affecting the teaching-learning process.

Peer Influence of peer group on the Students' Academic Performance

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to group norms. While most educators believe that peer pressure has an influence on children's academic performance, Duba (2012) observes that few studies have been done to prove this believe. Peer groups are an important socialization agent. Fashola (2014) defines peer group as a small group of similar age, fairly close friends, sharing the same activities. In its most acceptable form, peer group is a healthy coming of age intermediary, by which youth grasp negotiating skills and learn to deal with challenges and to solve problems in a social context. Peer group can also act as positive role model, for example, if one is involved with a group of people that are ambitious and working hard to attain high academic goals, one might feel pressured follow suit to avoid feeling excluded from the group. A negative peer influence could be seen as one of the militating force why most student record poorly in academic performance, the reason for this not farfetched; they spend larger amount of time in extra curriculum. More often than none, academic priorities are neglected and thus academic performance grossly affected. The more subtle form of peer pressure is known as peer influence, and it involves changing one's behavior to meet the perceived expectations of others.

Influence of Noise on the Students' Academic Performance

There is considerable literature considering the effect of noise on human functioning, quite a lot of it relating to children learning in noisy environments. According to Beera (2013) and Collins (2014) this can be seen as developing from laboratory- based cognitive psychology experiments, which attempted to understand the effect of noise on cognitive functioning through examining performance of narrow tasks, often involving memory. However, even these experiments, in situations which are considerably more restricted than in a classroom, allow for some argument about the precise cognitive mechanisms for the results they obtained. However, they do advocate explanatory elements that recur in the 'real world' literature, such as noise, annoyance, distraction and direct masking of cognitive processes, as well as revealing a general tendency for noise to be disruptive, therefore impairing performance. Uba (2015) argues for combining field and laboratory methodologies when considering the effect of raised levels of ambient noise on children and concludes that there are consistencies in the findings of the two approaches. Another line of research interest relates subjective perceptions of noise and noise annoyance to objective measures of noise. Ekanem (2014) concludes that the judgments of both adults and children correlate well with background noise, while noise annoyance is more related to peaks of noise and some noises are perceived as more annoying than others.

Influence of Light on the Students' Academic Performance

This is a considerable support that a variety of sustainable designs a significant influence on student's behavior and academic achievement. One of the most critical physical characteristics of classroom is lighting (Olive, 2016). The importance of an appropriate visual environment for learning task deserves careful consideration. The visual environment affects a learner's

ability to perceive visual stimuli and affects his/her mental attitude and thus, performance. Fashola (2014) states that the lighting of a school should be considered on active climate of the total educational environment and good lighting contributes significantly to the aesthetics and psychological character of the teaching space; students perform well than in a dark classroom. Classroom lighting plays a particularly critical role because of the direct relationship between good lighting and students' performance. Students cannot study unless lighting is adequate. The effectiveness of information collection is reduced in bad light seeing in bad light can lead to the development of ineffective programming of the information collection process which may become habitual. Bad light leads to discomfort and poor academic performance. There is a considerable amount of literature relating to lighting in the classroom. There is research relating to different kinds of lighting, from daylight to artificial, and there is a disagreement among researchers on which form of lighting is the most suitable for the classroom. In relation to student achievement, it is argued that day lighting offers the most positive influence as daylight produces biological effects on the human body (Duba, 2012; Hassan, 2013; Idoko, 2013; and Downie, 2015). Evache (2015) affirms that for lighting to be effective, daylight must be supplemented by automatically controlled electric lighting that dims in response to daylight levels. Uba (2015) maintains that good lighting call only be achieved by a combination of direct and indirect lighting. Wada (2011) points out that lighting condition that induced negative affect reduced performance, and therefore, lighting conditions that induced positive effect improves students' academic performance.

Influence of the colour of School Buildings on the Students' Academic Performance

Colour choice can also impact the teaching-learning process. Morua (2014) found that colour influences students' attitudes, behaviors and learning. This is because colour affects a student's attention spent and affects a student and teacher's sense and time. Paints colour in schools, especially carefully planned colour schemes positively affects academic achievement of students. Hassan, (2013) affirms that the proper use of colour in schools can convert an atmosphere that is depressing and monotonous into one that is pleasing, exciting and stimulating. Change in colour schemes in schools reduces absenteeism and promotes positive feeling about schools. Colour also affects blood pressure in students. Beera (2013) states that warm colour with slight elevations in blood pressure. Therefore, lighting and colour choice lay a significant role in the achievement of student's academic performance. Uba (2015) argues that we have a basic, biological reaction to colour and that 'the psychological reaction to colour does not preclude the basic biological reaction that stems from human evolution. Colour transmitted through the eye is argued to affect mood, mental clarity and energy levels. Edeh (2015) maintains that bright colours on any colour background attract an individual's attention. It has been asserted that when an individual sees a colour or thinks of a colour, certain reactions take place in the mind. However, the effects of such reactions and the possibility of consistencies between people are much more debatable. Depending on the age of children, different colours are considered stimulating; younger children prefer bright colours and patterns while adolescents prefer more subdued colours.

Conclusion

The aims of establishing secondary schools are to prepare students for further academic endeavors, meaning contribution to societal life, development of the individual self and occupational opportunities. This and other parameters are used to measure the academic performance of the students. The performance of students should not be affected by any

intervening or moderating factors. From available data, evidence abound that the home and school environment has influence on the academic performance of secondary school students. To effectively achieve the objectives of secondary education, efforts must be made to moderate the home and school environment so that effective teaching and learning can take place and pave way for maximum academic performance of secondary school students, hence, the following recommendations.

Recommendations

Based on the findings of this study, the following recommendations were made;

- (1) Parents should practice good parenting in order to provide a conducive home environment for their children and provide the nutritional requirements of the children so as to facilitate their children psycho logical and physiological growth that would enhance their learning development in the school.
- (2) Parents should monitor their children to ensure that they do not find themselves in bad companies that might expose them to social vices by their peers in schools and also strive to provide the educational needs of students to aid their concentration on school tasks.
- (3) The school administrators should adopt a flexible and democratic leadership style in the school so as to enhance teaching and learning that can be smoothly organized and implemented and as well source, procure and install for use adequate instructional materials for effective teaching and learning to take in the school.
- (4) The school environment should be adequately planned and beautifully constructed and painted to appease to the aesthetic values of the students and also provide adequate ventilation and lighting in the classroom, dormitories, offices and halls among others as well the distance between classes and other halls in the school should not be too wide to reduce stress and strain during walking and noise should be properly controlled within and around the school environment by the educational administrators.
- (5) Educational Administrators should ensure that adequate infrastructure be made available for schools in the rural areas in order to attract and keep good teachers that would enhance students' academic performance.

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