IMPACT OF HOME AND SCHOOL ENVIRONMENT ON THE ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOLS IN IKERE LOCAL GOVERNMENT AREA OF EKITI STATE, NIGERIA

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ABSTRACT

The study examines Impact of Home and School Environment on the Academic Performance of Students in Secondary Schools in Ikere Local Government Area of Ekiti State, Nigeria. The research design that was used in this study is the descriptive survey method. The study was conducted in Ikere Local Government Area of Ekiti State. The population of this study consists of all the public secondary school Students in Ikere Local Government Area of Ekiti State. A simple random sampling was used to select twenty (20) students from five selected secondary schools from the study area, making a total of one hundred (100) respondents the study. Three (3) research hypotheses were formulated for the study. A well-structured questionnaire was used to collect information from the respondents. The instrument was subjected to validity and reliability mechanism. To ensure the reliability of the instrument, a re-test method was applied using an equivalent group of respondents in the selected secondary schools, in the study area. The degree of reliability (r) of the instrument was r = 0.86, this shows that the test is highly correlative. The instrument was administered to the students and the data collected was analysed. Chi-square (X^2) statistical analysis was used to test the null hypotheses at 0.05 level of` significance.

KEYWORDS: Impact, Home, School Environment, Academic performance, secondary school.

INTRODUCTION

School performance is an issue that deeply concerns students, parents, teachers and authorities. It has been observed that students perform differently in their

academic performance and this has been traced to home and school environments respectively being some of the factors that is responsible for the difference in students' performance.

According to Elujekwute (2019) in Ifemma, Chukwudi & Naidu (2021),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.

Jerome (2015) opined that Education is the process of instructions aimed at the all-round development of the individual, facilitating realization of self-potential and latent talents of an individual. He furthered, that Education makes man a right thinker and a correct decision maker. It is through education that knowledge and information is received and spread throughout the world. Without education, man is as though in a closed room and with education he finds himself in a room with all its windows open towards outside world.

Education in its broad sense, is a process designed to inculcate knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment (Adesuyi, 2016). Its primary purpose is to foster and promote the fullest individual self-realization for all people. It is indispensable to normal living, without education, the individual would be unqualified for group life.

Amaechina et al, (2019) also asserted that education is an essential factor for effective development of any nation. The quality of education not only depends on teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment. Environmental influence before now has not been considered as one of the factors that affect academic performance in secondary schools, hence, it has little or no attention in educational discourse and consideration. However, the school environment remains an important area that should be studied and well managed to enhance students' academic performance.

The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even student themselves.According to

Farooq et al, (2019), there are numerous factors affecting students' academic achievement. These factors may be home, school and peers oriented. Mangle, (2017) studied learning from multi-dimensioned perspective and found students' aptitude, interest, home environment, peer's interactions and nature of learning materials has significant influences on students learning.

Parveen (2017), Codjoe (2017) and Muola (2017) unanimously reached to the conclusion that home is the most influential factor among all the mentioned factors. It is the first institution where a child starts to learn, and mother is the first teacher for the baby, while the role of peers is performed by the other members of the family. "Home environment" is not an abstract concept. It is the combination of physical and psychological environment. First one includes rooms, basic facilities such as water, shelter, clothes, food and other physical needs of the individuals, while the psychological environment of home includes the mutual interactions of family members, respect, say in family matters and such other things. Both the aspect has a direct and significant influence on the overall development of students (Mukama, & Muola, 2010).

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 (2017) there exists a relationship between education and nation-building. Hassan (2017) posited 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. Asides 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.

According to Ekeke & Theresa (2018), the home is an essential place in the upbringing of a child as the first environment within a family. The home, which is the traditional nuclear family, is the smallest unit and microcosm of the larger society. Therefore, the family is a universal organization and it is hard to imagine how society can function without the family. Family members are related by blood, law and marriage. However the family is responsible for supporting, caring and preparing children for adulthood, which in turn will determine his/her personal development. They furthered, that the family is the child's place of contact with the world; the child as a result acquires initial education and socialization from parents and other significant persons in the family. The family lays the foundation for the child before the child goes to school, and the personality that the child takes to school is determined by the home. The family has great influence on child's physical, mental and moral development. They noted that the family lays the psychological moral and spiritual foundation in the overall development of the child. Thus parenthood is faced with great responsibility that requires the full cooperation of both parents who must ensure the total development of their children.

A home is a place where one lives permanently, especially as a member of a family or household (Anthonia, 2016). It is a place of residence or refuge. A home is not a mere transient shelter. Its essence lies in the personalities of the people who live in it. Home Environment is the surroundings, where one live. According to Anene (2015) environment is the aggregate of all internal and external conditions affecting the existence, growth and welfare of organisms. It is an influence an individual came in contact with after the hereditary has been through the gene plasma. Anene explained that environment can be divided into physical, social and abstract environment. Physical environment is the objects or materials found in the home, school or community. It also includes the people like parents, siblings and peers (Anene, 2015).She also explained that the social environment is the social life, societies and club affecting the individual. Abstract environment is the reactions, feedback and the responses received on interactions with others. Environment can also be classified as urban or rural environment.

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, 2015). 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 & Naidu (2014) stated 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 maintained 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) affirmed 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, (2017) opined that environment enrichment regarding physical facilities is a major factor in student's academic achievement. Supporting this Ayodele & Adebiyi (2017) stated 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.

It has been observed that students' background and school environment has both negative and positive impact on students' academic performance. Good education does not happen by chance. It is a product of effective teaching and learning coupled with the effort of the teacher, the school, the students, parents and their various home environments. Often a time the blames on the poor performance of students in school are shifted to the teachers and the school authorities.

Most families in our society seem not to give adequate attention to the education of their children. It appears some of the parents have erroneous notion about the performance of their children, they do not know and seem to fulfill their role of guidance and encouragement in the child's performance in schools. Some people also have the notion that the mass failure or success in schools could be traced back to the teachers and the school authorities. While other people see socio-economic status of the family as an influence to the child's academic performance.

However, some research works have revealed that the performance of the students is a joint effort of both the school authorities and that of the parents in different home environment.

This calls for further research to find out the causes of the poor performance of the students and then proffer solution to that. It is on this premise that this study is set out to identify some of the home and school environmental factors affecting the students' academic performances and proffer solution to that.

RESEARCH HYPOTHESES

The following hypotheses were formulated and tested at $p < 0.05$:

1. There is no significant relationship between home background and students' academic performance.

2. There is no statistically significant relationship between peer group pressure and student's academic performance.

3. There is no significant relationship between the school environment and students' academic performance.

LITERATURE REVIEW

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 & 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 & 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 socioeconomic 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.

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 (2017) 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 & Goyder, 2017). 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 (2016) 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.

Academic performance refers to excellence in all academic discipline. Steinberg (2015) posits that academic performance encompasses students' ability and performance; it is multidimensional; 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 & Aiasa (2017) academic performance is considered to be centre around which the whole education system revolves. Academic performance, Akinsanya, Ajayi & 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) opined 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 & Versehueren (2011) sees academic performance as students' success in meeting short or long term goals in education.

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, 2018). 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 extend 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.

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.

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 (2017) states that it is imperative that a child receives good and adequate food, be protected against illness, be intellectually stimulated and be welladjusted 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 in 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 (2017) 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 sell evident by most schools. Hassan (2017) 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, 2017). 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.

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 (20l4) points out that, the education of a parent can be an indication of positive educational progress of the child. Clark & Goyder (2017) 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 (2017) 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.

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 other 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.

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 (2017) 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.

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 lime 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.

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 1CT equipment within a classroom. Duba (2012) suggests that the introduction of ICT must be 'owned' by the teacher and embedded within existing pedagogy.

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.

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.

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 arc 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.

Study conducted by Isaac, Haastrup & Osalusi (2015) titled "Learning Environment and Secondary School Effectiveness in Nigeria" population for the study was made up of all the secondary school teachers and principals of public secondary schools in South-West Nigeria with a sample of 1201 teachers and 60 principals selected from 60 secondary schools using multiple-stage, simple and stratified random sampling techniques. Two sets of instruments were used for the study and the design is descriptive research design of the survey type. The first instrument was a questionnaire tagged "Secondary School Effectiveness Questionnaire" (SSEQ) and the second instrument was a preformed design to collect students" results in the SSCE for 3 years (2015-2017). The instrument reliability coefficient stood at 0.87 and the data collected were analysed using frequency counts, percentage score and Pearson Product Moment Correlation. The hypothesis was tested at 0.05 level of significance.

Findings from the study revealed that: there was a significant relationship between learning environment and school effectiveness, secondary schools in the south-west were to a large extent effective in the affective and the psychomotor domains of learning but not all are effective in cognitive domain. The study further concluded that positive learning environment can significantly improve the academic performance of students in secondary schools.

Abdulraheem (2011) conducted a study on the effects of cooperative instructional strategy on junior secondary school students" performance in social studies, in Ilorin Nigeria. The subjects included all the third year students from two purposely selected secondary schools in Ilorin West Local Government Area of Kwara state. The treatment and control groups were made up of 48 and 48 students respectively.

The selected secondary schools were randomly assigned to treatment and control groups. The findings showed that the students taught using co-operative instructional strategies (COOPIS) performed significantly better than their counterparts who were taught using conventional instructional strategy.

The study conducted by Abdulraheem (2011) focuses mainly on students" performance in social studies while the present study focus on academic performance of students in government. The study conducted by Abdulraheem was specifically targeted at instructional strategy as an aspect of learning environment, while the present study examined the impact of home and school environment

(facilities) on the performance of students in government in senior secondary schools in Ikere Local Government Area of Ekiti State.

Previous studies have showed that students who come from families with illiterate parents have significantly less school success than students from educated parents (Martini, 2015; Walker et al., 2018) and intact families (Amato & Keith, 2011) Some potential explanations were - parents in such settings reported lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from highly educated and intact families (Jacob and Harvey, 2015). More educated parents are assumed to create environments that facilitate learning and involve themselves in their children's school experiences and school environments (Steinberg et al., 2012; Useem, 2012).

However, there are students who come from low-income and single parent homes who are high achievers and many students from high socio-economic and intact families who are low achievers. Students may also come from homes where the parents are highly educated and involved in their children's education, yet achieve poorly at school (Jacob & Harvey, 2015).

Hofferth & Sandberg (2013) did a study on how American children spend their time. The authors were careful not to try and determine causality, but rather examine some activities significantly associated with achievement. This article has shown that the amount of time spent at home eating, sleeping and reading is linked to children's achievement and

behavior. Other activities thought to affect academic success were: household work, household conversations, group leisure activities, and family meals.

According to Walberg (2015) "family is a partner in education productivity". He argues that despite his evidence, family involvement in Schools throughout the United States remains minimal. Zappala, (2016) said that regardless of educational level, income status, or ethnic background, parents want their children to be successful in school. However, for families facing adverse conditions, such as poverty and lack of resources, there are obstacles for involvement at school; in educational discipline home environment is very significance to students' academic performance. Pappas (2011) added that forging home-school partnership, non-English speaking parents, and the inability to understand English is a major deterrent to their participation in school, as is the lack of knowledge about the school system. Without understanding English, and therefore, not understanding the demands of the tasks sent home, non-English speaking parents face an additional obstacle in their effort to get involved in their children's learning at home, coupled with parents' work schedules, inadequate child care, and lack of transportation.

These studies has significant relationship with present study because the former sought to establish the effect of, school facilities, school location, students-teachers' relationship, home background and teacher-made instructional materials on the academic performance of secondary school students in Islamic studies. While the current study examined the impact of home and school environment on the performance of students in government in senior secondary schools in Ikere Local Government Area of Ekiti State.

METHODOLOGY

The research design that was used in this study is the descriptive survey method. The researcher carried out the study by involving public secondary school students in some selected secondary schools in Ikere Local Government Area of Ekiti State. The study was conducted in Ikere Local Government Area of Ekiti State. The study is on impact of home and school environment on the academic performance of students in senior secondary schools in Ikere Local Government Area of Ekiti State.

The population of this study consists of all the public secondary school students in

Ikere Local Government Area of Ekiti State.

A simple random sampling was used to select twenty (20) students from five selected secondary schools from the study area, making a total of one hundred (100) respondents the study.

A well-structured questionnaire was used to collect information from the respondents. The questionnaire was divided into segments. Section A contains information on personal data of the respondents, while section B contains questions on "Impact of home and school environment on the academic performance of students in secondary schools in Ikere Local Government Area of Ekiti State".

The Instrument was subjected to validity and reliability mechanism. To ensure the reliability of the instrument, a re-test method was applied using an equivalent group of respondents in the selected secondary schools, in the study area. After an interval of two weeks, the instrument was re-administered to the same group. Two sets of scores obtained were correlated using the Pearson Product Moment correlation co-efficient. The degree of reliability of the test obtained was r = 0.86, this shows that the test is highly correlative.

The instruments was administered to the students on the day approved by the school authorities for the exercise. The researcher was assisted by trained research assistants in the administration and collection of the instruments.

The data taken from the students was carefully examined and scrutinized by the researcher. The careful distribution of the survey questionnaires were managed by the researcher. Chi-square (X^2) statistical analysis was used to test the formulate null hypotheses at 0.05 level of` significance.

RESULTS AND DISCUSSION

Test of Hypotheses

Hypothesis 1: There is no significant relationship between home background and students' academic performance.

Table 1: Pearson Correlation Summary of home background and students' academic performance

Variable	N	Mean	SD	r-cal	r-tab	Sig (P)
Home background	50	3.51	0.49			
Students' academic performance	50	3.09	0.33	0.82*	0.23	0.02

P <0.05 ***Significant**

The result of analysis presented in table 1 revealed that there was high relationship between home background and students' academic performance as r_{cal}(0.82) was greater than r_{tab} (0.23) and P-value (0.02) less than 0.05 level of significance. This led to the rejection of hypothesis one. Hence, there is significant relationship between home background and students' academic performance.

Hypothesis 2: There is no statistically significant relationship between peer group pressure and student's academic performance.

Table 2: Pearson Correlation Summary of peer group pressure and student's academic performance

Variable	N	Mean	SD	r-cal	r-tab	Sig (P)
Peer group pressure	50	3.45	0.59			
Student's academic performance	50	3.09	0.33	0.63*	0.23	0.01

P <0.05 ***Significant**

The result of analysis presented in table 2 revealed that there was high relationship between peer group pressure and student's academic performance as r_{cal}(0.63) was greater than r_{tab} (0.23) and P-value (0.01) less than 0.05 level of significance. This led to the rejection of hypothesis two. Hence, there is statistically significant relationship between peer group pressure and student's academic performance.

Hypothesis 3: There is no significant relationship between the school environment and students' academic performance.

Table 3: Pearson Correlation Summary of school environment and students' academic performance

Variable	N	Mean	SD	r-cal	r-tab	Sig (P)
School environment	50	3.30	0.50			
students' academic performance	50	3.09	0.33	0.52*	0.23	0.02

P <0.05   *Significant

The result of analysis presented in table 3 revealed that there was high relationship between school environment and students' academic performance as r_{cal}(0.52) was greater than r_{tab} (0.23) and P-value (0.02) less than 0.05 level of significance. This led to the rejection of hypothesis three. Hence, there is significant relationship between the school environment and students' academic performance

DISCUSSION

The finding of the study revealed the influence of home background on the academic performance of students in senior secondary schools and it was found that students perform better academically when their parents provide basic educational aids and equipment for their studies, students studied harder when their parents reinforce them for good academic performance, parents' concern about students' grades and performances motivates students' academic achievement, students feel happy and motivated when their parents discuss their academic career with them and students perform better academically when their school fees and other school levies are paid promptly. Hence, there is influence of home background on the academic performance of students in senior secondary schools in Ikere Local Government Area. The test of hypothesis confirmed that there was significant relationship between home background and students' academic performance.

Another finding of the study revealed the effects of peer group pressure on students' academic performance in senior secondary schools and it was revealed that friends advise other to read regularly thereby affecting their academic performance

positively, bad peer group influence makes students to be involved absenteeism which negatively affect the academic performance in school, bad peer group lead to lack of adequate preparation towards examination which negatively affect the academic performance in school, peer group pressure encourage deviant behavior in school which negatively affect the academic performance in school and good association with friends within the school environment positively influence students' academic performance. This is an indication that there was effect of peer group pressure on students' academic performance in senior secondary schools. The test of hypothesis further revealed that there was statistically significant relationship between peer group pressure and student's academic performance.

Another finding of the study was the effect of school environment on academic performance of students in senior secondary schools and it was revealed that school located in a noisy environment affect student's academic performance, poor physical structure of school building affect student's academic performance, the ratio of students in classrooms to the available teachers has effect on students' academic performance , students in school located in rural area tends to be affected academically and the level of teacher to students' interaction in the school affect student's academic performance. Hence, there was effect of school environment on academic performance of students in senior secondary schools. The test of hypothesis further confirmed that there was significant relationship between the school environment and students' academic performance**.**

CONCLUSION

Based on the findings of this study, it was concluded that there is an impact of home and school environment on the academic performance of students in secondary schools in Ikere Local Government Area of Ekiti State.

RECOMMENDATIONS

Based on the findings of this study, it was recommended that:

1. There should be adequate support both financially and materially from home for students in secondary schools in order to encourage them perform better academically

2. The school should make adequate provisions for learning material in the school to enhance effective teaching and learning for better academic performance.

3. The school environment should be made conducive enough to ensure safety and uninterrupted learning among secondary school students

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