

# Examination of the Predictive Effects of Parents Attitude, Socio-Economic Status and Home Facilities on Secondary School Learning Outcomes in South-West Nigeria

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## Abstract

The challenges facing secondary school level of education in Nigeria seem to have negatively affected student learning outcomes. Literature reveal that about 70.0% of candidates presented for Senior Secondary School (SSS) Certificate Examinations between 2001 and 2010 failed in five subjects including English language and mathematics. Most studies previously conducted on home affecting secondary school student learning outcomes only investigated socio-economic status without considering their combined influence with the parent attitude towards their children education. This study, therefore, examined the predictive influence of parents' socio-economic status, parent's attitude towards their children education and home facilities on secondary school student learning outcomes in Oyo State, Nigeria. The study adopted the correlational survey design. Multistage sampling technique was adopted for the study. Stratified sampling technique was used to select 4,670 SSS II students from 348 public secondary schools that have presented students for SSS examination between 2001 and 2010. Home Factors Questionnaire (HFQ) ( $r = 0.79$ ) was used for data collection. Data were analysed using descriptive statistics and multiple regressions at 0.05 level of significance. Two components of home education matrix as indicated by the students: parents' socio-economic status ( $\beta = 0.165$   $t = 9.21$ ) and parents' attitude toward children's education ( $\beta = 0.459$ ,  $t = 24.911$ ) contributed significantly to student learning outcomes, while home equipment did not. A significant difference was found between the learning outcome of students from the three socio-economic background ( $F(3, 2656) = 100.347$ ,  $P < 0.05$ ). It was discovered in this analysis that learning outcome of students from low socio-economic background ( $m = 18.46$ ,  $sd = 9.10$ ) seems to be lower than the learning outcome of students from medium socio-economic background ( $m = 23.51$ ,  $sd = 9.03$ ) and students from high socio-economic background ( $m = 19.70$ ,  $sd = 8.06$ ). Learning outcome of students from high and medium socio-economic backgrounds were not significantly different from each other. Parents should demonstrate positive attitude towards their children's education.

**Keywords:** Parent attitude, Parent socio-economic status, Home facilities, Learning outcomes

## Introduction

Student learning outcome is of utmost importance to the parents, students, teachers, governments, employers of labour, school and communities in general, regardless of the disagreement over its conceptualization by different groups and individuals. It is often desired and pursued because of its direct relationship with student advancement as well as the national growth and development. It is an end product of teaching and learning process. Learning outcome can be successful or unsuccessful. It is successful when judged to have met a specified standard after students have gone through a programme of learning process or has been exposed to a course or training.

There is a strong link between educational attainment, career development, income level and social mobility. Moreover, student learning outcome determines the quality of life in the society. Hence, the government, parents and the communities invest heavily on education. Aborode (2008) asserts that Federal Government spent N832.6 billion to finance public education from 1999 to 2007.

In this study, minimum of five credit passes in at least five (5) subjects, including English language and Mathematics attained by student in public examinations conducted by approved examination bodies such as WAEC and NECO is regarded as a successful learning outcome. This is the required entry qualification for higher education, employment and elective office in Nigeria. Hence, it is regarded as a standard for a successful learning outcome.

Challenges faced by the secondary school level of education in the country seem to have thwarted the learning outcome of this level of education. The goals of secondary school level of education seem unattainable because of the overwhelming influences of those challenges. There have been major heart cry of many Nigerian citizens to salvage the declining secondary school education.

The opinion of the most scholars (Dwakwambo, 2012; Falae, 2010; Ugborugbo, 2008; Egwu, 2008; Okebukola, 2008) is that the students learning outcome is declining. This arises from the sluggish performance of secondary school students in public examinations and in the world of work. Nwachukwu (2006) opines that despite the huge amount invested in public education, the nation is yet to meet international standard. Okebukola

(2008) declaration that tertiary institutions in Nigeria were being fed with poor quality students from secondary schools is additional information that learning outcome at this level of education leaves much to be desired. Parents and employers of labour also complain of secondary school students that cannot communicate in simple English language and job seekers who are unfit for employment, respectively. The insistence of Nigerian universities and polytechnics to conduct post- UTME for prospective candidates might not be too far from the fear of being fed with secondary school students that cannot cope with higher education.

Further, reports from public examination bodies such as WAEC and NECO indicate that secondary school student learning outcome over the last one decade in public examinations has been declining. According to WAEC, from year 2001 to 2010, less than 30% of the total students presented for Senior Secondary School Certificate Examinations (SSSCE), were successful. This trend reflected what prevailed in NECO and UTME. Also, 90.0% of the candidates who sat for November/December 2011 SSSCE failed, while 80 % of the total students presented for 2012/2013 WAEC examination also failed. The recently released 2014 UTME results lend further credence to the poor secondary school students' learning outcome in Nigeria.

Many reasons have been suggested for the poor learning outcome among students ranging from shortage of teachers, dearth of physical facilities, policy failure and lack of collaboration between home and school. For instance, Eguridu (2012) alerts stakeholders over the decrease in the number of qualified teachers, inadequate and dilapidated classrooms, lack of teaching aids and other facilities as issues that contributed to the poor performance of candidates in WAEC examinations. Dankewanbo (2012) attributes poor student learning outcome to students' attitudes and poor school facilities. Akiri and Ugrugbo (2008) blames it on quality of teacher and government. Omoregie (2008) submits that dearth of resources has played a major role in Education policy failure. Egwu (2008) admits that the mass failure recorded by WAEC and NECO was a testimony to many years of neglect to the education sector. He submits "The blame should be jointly shared by government for not providing the environment and facilities, the pupils for not taking their studies seriously and to parents who bribe invigilators for their children to perpetrate examination malpractices." Falae (2010) expresses the same opinion at the National Executive Council meeting of Nigeria Confederation of Principals of Secondary Schools. He blames the poor student learning outcome on the parents, teachers and government. It can therefore be inferred from the various opinions expressed that a host of education matrices are responsible for the variance in students learning outcome.

Eguridu (2013) alerts stakeholders over the decrease in the number of qualified teachers, inadequate and dilapidated classrooms, lack of teaching aids and other facilities as issues that contributed to the poor performance of candidates in WAEC examinations. Notably, it is not the intention of this paper to investigate all the education matrices suspected to be causing the decline in secondary school student learning output. To attempt doing that would be an impossible task. The paper only attempts to examine the predictive influence of parents attitude towards their children education, socio-economic status and home facilities on student learning outcome.

**Table 1: Summary of candidates with 5 credits in WAEC/NECO Exams (2001-2010)**

Year	Total Entry for WAEC	WAEC Total No of students with 5 credits	% of students with 5 credits in WAEC	% of student with 5 credits in NECO
2001	1,099,296	178,054	16.19%	35.49%
2002	1,224,381	188,494	15.35%	25.99%
2003	1,039,028	200,148	19.26%	22.61%
2004	1,051,246	191,938	18.25%	16.00%
2005	1,091,763	203,991	18.68%	3.34%
2006	1,184,210	284,326	24.01%	23.33%
2007	1,275,466	325,754	25.54%	42.09%
2008	1,369,142	188,442	13.76%	47.16%
2009	1,373,009	356,981	25.99%	1.8%
2010	1,321,781	329,652	24.94%	21%

**Source: Federal Ministry of Education (2010) Statistics of Education in Nigeria**

Eke (2008) in his study on impact management environment on student outcome quality, examined the relationship between teacher/student relationship and students' learning outcome and concluded that there is a positive relationship between teacher/student relationship and students' learning outcome but ignored the area of parent/teacher relationship and home climate which the current study examined. Findings from earlier studies (Adeogun and Osifila, 2008; Adeboyeje, 2007; and Adedayo, 2001) showed that the scale of inputs [resources] in the form of funds, facilities, teachers, pupils and the like vis-à-vis transactions and outputs of institutions in the form of products were not acceptable and desirable, beneficial and effective from the points of view of stakeholders in the education sector, namely government, society, private agencies, parents and international

bodies. Home education matrix is a combination of the parents socio-economic status, parents attitude towards children education, and home equipments.

Previous studies on home related factors and student learning outcome indicate divergent definitions and perceptions of home involvement in students' learning outcome. The importance of the home in the child development and successful learning outcome cannot be overemphasized. According to Peter, Seeds, Goldstein and Coleman (2008) parental involvement in education seems to exert more influence than poverty, school environment, peers or teaching on student learning outcome. In fact, research evidence strongly suggests that children whose parents are involved during the crucial developmental stages of pre-school and early school years, may experience success, not just in school but throughout life (Gianzero, 2001; Henderson and Berla, 1997; Olatoye and Agbalogun, 2009). When parents are involved, students tend to perform better. School also benefit from parental involvement. Such benefits include improved teacher morale, higher ratings of teacher by parents, moral and financial support from families and better reputation in the community (Amatari, 2011). Abdul-el-Fattah (2006) opines that parental involvement has been seen as mechanism for raising standards, developing new partnership between school and parents in the local community and promoting social inclusion. From experience and personal interview conducted on students home, it seems the harsh economic situations in Nigeria have affected many homes and families; parents are so distracted they hardly spare the time to monitor their children education and in some cases delegate or abandon these responsibilities to housemaids, teachers or boarding schools. They tend to pursue money at the expense of their children in most cases. The consequence is that children learn wrong values, take home works are not supervised, while some parents cannot even spare time to follow up on their children and wards, so teachers' work are not complemented. All these might have contributed to the seemingly declining student learning outcome in secondary schools. Traditionally, teachers have been prepared for their role in isolation from the homes and communities in which they will work. As a result, a serious discrepancy exists between the preparation teachers received and the connections they are expected to create to benefit students learning outcome. Literature suggests that through ongoing pre-service and in-service training, educators can be better equipped with skills needed to create relationships with parents and students.

Parent involvement in homework is a key area of research in the field of home and student connections with schools, as it is a primary way that parents are involved with their children's education. Hoover-Dempsey et al (2001) examined a broad body of literature to understand the parameters of parents' involvement in student homework and the influence of that involvement on related student outcomes. They suggest that the body of empirical work on homework help might be strengthened by more theoretically grounded research focused specifically on the content, process and outputs of parents' involvement in homework. In particular, they suggest that research should explore parent motivations for engaging in homework helps, the dynamics of effective parent-child interactions during homework, involvement and the specific mechanisms of involvement that influence students' outcomes. Observably the different interpretations of what constitute the home involvement may likely lead to discrepancy. Kihl et al, (2000) opine that parental and teacher school connections have been measured inconsistently across studies, without adequately capturing the full picture of these connections and their results in research outputs on the subject matter.

Objective of the paper is to generate rich data about the possible positive and negative impact of home related factors on student learning outcome.

Many studies on influence of home related factors on student learning outcome differ on their findings. (Mbakwem, 2008; Eke, 2006; Nkanru, 2006; Adegbile, 2005; Akindele, 2004; Douglas, 2004;) have variously studied some of the home related factors such as family size, facilities, parents socio-economic status, and student learning outcome in secondary schools either singly or jointly, without consensus of opinions in their relative and combined impact on student learning outcome or how these various home factors should be combined to achieve successful learning outcome. The quest by researchers to provide answers to the student poor learning outcome in secondary school level of education seems not to have solved the problem. Consequently, there is an urgent need for concerted efforts towards re-examining some of the home factors crucial to determining the success or failure of an educational system. Also, there is the paucity of literature on the combined effects of parents attitude toward their children education, economic status and home facilities and students' learning outcome at secondary school level in south-west, Nigeria, hence the need for this study. In the light of the above, the study sought to examine the predictive effect of home matrices on school learning outcome.

### **Statement of the problem**

70.0% of candidates presented for the public examinations conducted by WAEC and NECO for the year 2001 to 2010 failed, while only 30.0% were successful. These results are discouraging, especially for parents, governments and schools who may have invested heavily on the children through the secondary school level of education, a level very important to be ignored. It is quite pertinent to note that a number of studies have focused

on causes and consequences of poor learning outcome in secondary like teacher and school matrices without considering the combined effects of home related factors on learning outcome in secondary schools. This study therefore examines the predictive effect of home related factors of parents socio-economic status, parent attitude toward their children education and home equipment on student learning outcome in South-west Nigeria.

### Research Questions

Towards accomplishing the objectives stated above, study collected and analyzed data to answer the following research questions:

- What are the socio-demographic characteristics of the parents?
- What are the relative contributions of parents attitude towards their children education, socio-economic status and home facilities on learning student outcome?
- Which of the predictor variables will most significantly influence student learning output?

### Hypotheses

**H<sub>01</sub>:** There is no significant difference in the performance of students from high, medium or low socio-economic background in the secondary schools investigated.

**H<sub>02</sub>:** There is no significant association among the independent variables of parents attitude, socio-economic and school education matrices and students' learning outcome.

### Methodology

**Design:** This study adopted correlational survey research design in which data collected from a sampled population was used to infer facts about home and student learning outcome. It was conducted *ex-post facto* because the variables of the study have already occurred and the researcher had no control over the variables. Correlation among variables of the study was examined.

**Sample and Sampling Techniques:** A combination of multistage random sampling, purposive and cluster sampling techniques were adopted for this study.

The second stage was based on probability proportionate to size (PPS) sampling technique. Forty per cent (40%) of the total (LGAs) of the selected states were selected. Eight (LGAs) were selected out of 20 in Lagos State, 13 (LGAs) were selected from Oyo State out of 33 and six 6 (LGAs) were selected from Ekiti State out of sixteen 16. In all, a total of 27 (LGAs) were used for the study. At the third stage, 25.0% of the public and private secondary schools in the selected local governments were used for the study, they were randomly selected. An intact class of SS 2 students was chosen from each of the selected school for the study.

**Table 2: Summary of the Sample**

REGION	STATE	LOCAL GOVERNMENT AREAS	SAMPLED SECONDARY SCHOOL STUDENTS	
		No of Selected Local Govt.	Public	Private
Lagos /Ogun	Lagos	8	880	700
Oyo/Osun	Oyo	13	1630	580
Ekiti /Ondo	Ekiti	6	500	380
<b>Total</b>		<b>27</b>	<b>3010</b>	<b>1660</b>
	<b>Grand Total</b>		<b>4670</b>	

**Source:** Fieldwork (2012)

**Population:** The study adopted the correlational survey design. Multistage sampling technique was adopted for the study. Simple random sampling technique was used to select Lagos, Oyo and Ekiti states from the South-west zone. Stratified sampling technique was used to select 4,670 SSS II students from 348 public secondary schools that have presented students for SSS examination between 2001 and 2010.

**Table 3**

Region	State	Local Government Areas	Total Number of School	
			Public	Private
Lagos /Ogun	Lagos	20	293	295
Oyo/Osun	Oyo	33	774	188
Ekiti /Ondo	Ekiti	16	154	94
<b>Total</b>		<b>69</b>	<b>1,221</b>	<b>577</b>

**Instrument for Data Collection:** Home Factors Questionnaire (HFQ) ( $r = 0.79$ ) were used for data collection. Data were analysed using descriptive statistics and multiple regression at 0.05 level of significance. HFQ was developed by the researcher adapting Animasahun (2007) to elicit information from respondents on student home environmental factors and how each variable affects student learning outcome. HFQ consists

sections A and B. Section A is made up of six questions relating to socio-demographic information about the students, such as: name of students, type of school, family structure, family size, residential status and parents. Section B consists of 21 questions (7- 29), such as parents highest educational qualification, occupation, income size, attitude towards their children education and the school, parents level of encouragement and facilities at home.

**Method of Data Analysis:** Percentages, frequency counts and cumulative frequencies were used to provide answers to research question 1 on socio-demographic variables (education, income and status) of parents. Multiple regression analysis was used to provide information on the composite and relative contributions of the 4 predictor variables of student home and school variables to student learning outcome.

## Results and discussion

**Table 4: Distribution of Students' Parents According to Educational Qualifications**

	Fathers' Educational Qualification			Mothers' Educational Qualification		
	Frequency	Percent	Cumulative Percent	Frequency	Percent	Cumulative Percent
No Response	12	0.5	0.5	12	0.5	0.5
No formal Education	396	14.9	15.3	409	15.4	15.8
SSCE	806	30.3	45.6	793	29.8	45.6
OND	246	9.2	54.9	241	9.1	54.7
NCE	96	3.6	58.5	131	4.9	59.6
HND	189	7.1	65.6	199	7.5	67.1
Professional Certificate	165	6.2	71.8	167	6.3	73.4
B.Ed	170	6.4	78.2	225	8.5	81.8
B.Sc/B.A	289	10.9	89.1	281	10.6	92.4
M.Sc/MA	100	3.8	92.8	85	3.2	95.6
M.Ed	135	5.1	97.9	84	3.2	98.8
Ph.D	56	2.1	100.0	33	1.2	100.0
Total	2660	100.0		2660	100.0	

The result revealed that less than 15 per cent of the parents have no formal education while over 84 per cent of the parents have formal education. This implies that most of the parents are educated, therefore should appreciate the importance of secondary school education. However, the study did not establish this fact. It could be inferred that most of the parents' should be able to provide the necessary financial support for their children/wards at the secondary school level of education, more especially that the government in the South-west operate the free education policy.

**Table 5: Distribution of Students' Parent Income**

		Frequency	Percent	Cumulative Percent
Valid	No Response	6	0.2	0.2
	10,000 - 50,000	566	21.3	21.5
	51,000 - 100,000	350	13.2	34.7
	101,000 - 150,000	642	24.1	58.8
	151,000 - 200,000	397	14.9	73.7
	201,000 - 250,000	286	10.8	84.5
	251,000 - 300,000	102	3.8	88.3
	301,000 - 350,000	109	4.1	92.4
	351,000 - 400,000	101	3.8	96.2
	401,000 - 450,000	101	3.8	100.0
	Total	2660	100.0	



**Table 6: Distribution of Students' Parents Socio-Economic Status**

		Frequency	Percent	Cumulative Percent
Valid	No Response	34	1.3	1.3
	High	565	21.2	22.5
	Medium	1798	67.6	90.1
	Low	263	9.9	100.0
	Total	2660	100.0	

67.6 percent of the student parents fall within the middle socio-economic status, with 21.2 in high socio-economic status and 9.9 in low socio economic status. Therefore it could be inferred that most of the student's parent should be able to provide the necessary financial support for their children/ward in the secondary school level of education.

The study revealed that 55.4 per cent of the respondents have basic facilities at home that could facilitate learning, while less than 26.8 per cent do not have the basic facilities. 44.4 per cent of the respondents expressed that their parents supported them using private teachers while 52 per cent disagreed with this view. In terms of attendance of parent/teacher association meeting 56 per cent of the respondents indicated that their parents did not attend parent/teacher meeting regularly. This might not be unconnected to the fact that most of the parents are educated and might be too busy to spare time for the necessary follow up on the progress of their children. These might be the reasons why most parents blame the teachers for the poor students learning outcome forgetting that the students learning outcome is a joint responsibility among all the stakeholders in education.

### Research Question 2

#### **What is the relative effect of home education matrices (parents socio-economic status, parents attitude towards children education and home) on student learning outcome?**

The results show relative contributions of the independent variables to student learning outcome. It was observed that parents attitude towards their children education is positively significant in predicting students learning outcome and as well made the greatest contribution to students learning outcome ( $\beta = 0.475$ ,  $t = 24.911$ ,  $P < 0.05$ ), Parents socio-economic status also has a positive and significant relationship with students learning outcome and came next in order of contribution ( $\beta = 0.165$ ,  $t = 9.213$ ,  $p < 0.05$ ) whereas home equipment ( $\beta = 0.013$ ,  $t = 0.739$ ,  $P > 0.05$ ) and family size ( $\beta = 0.013$ ,  $t = 0.697$  and  $P > 0.05$ ) were found not significant in predicting students learning outcome. That means home equipment and family size might not affect students' learning outcome.

In conclusion, the result revealed that the predictor variables of parent attitude and socio-economic status will significantly influence students learning outcome while home facilities did not. However, the findings are in support of the position of Adepoju (2008) that found the home to be a major contribution to students learning outcome.

An examination of the three home education matrices to students learning outcomes as shown below.

- $X_1$  = Home Facilities ( $\beta = 0.013$ )
- $X_2$  = Parents Socio-economic ( $\beta = 0.165$ )
- $X_3$  = Parents attitude towards their wards education ( $\beta = 0.475$ )
- $X_4$  = Family size ( $\beta = 0.013$ )

Constant  $\beta = -3.62$  Hence, productive model of Home education matrices and students learning outcome become

$$Y = -3.652 + 0.013 X_1 + 0.165 X_2 + 0.475 X_3 + 0.013 X_4$$

That is, the parents attitude towards their children will most significantly predict the students learning outcome in secondary school. This is an indication that stakeholders in education system may need to involve the parents more in the planning and execution of educational policies.

**Hypothesis 1:** There is no significant difference in performance of students from high, medium or low socio-economic background in the secondary schools investigated.

**Table 8: Multiple Comparisons between Learning Outcome of Students from High, Medium or Low Socio-economic Background**

(I) Parents' Socio Economic Status	(J) Parents Socio Economic Status	Mean	Std. Dev.	Mean Diff (I-J)	Sig.	df	F	P-Value	Remark	
High	Medium	19.70	8.060	1.241*	0.236	3	100.347	0.004	Sig.	
	Low			-3.810	0.000					
Medium	High	23.51	9.033	-1.241	0.236					
	Low			5.051*	0.000					
Low	High	18.46	9.104	3.810*	0.000					2656
	Medium			-5.051*	0.000					

A-one-way ANOVA was calculated to compare learning outcome of students from high, medium or low socio-economic background. Learning outcome of students from high and medium socio-economic backgrounds were not significantly different from each other. It can therefore be inferred that student parents socio-economic status do affect the students' learning outcome. The hypothesis 5 is therefore rejected.

**Hypothesis 2:** There is no significant association among the predictor variables of parents attitude, socio-economic and home facilities on student learning outcome.

**Table 9: Relationship between Elements of Home Educational Matrix (Parents Socio-economic status, Parents attitude towards children education and Home equipment) on Students Learning Outcome in Secondary Schools in Nigeria.**

	R	R Square	Adjusted R Square	Std. Error of the Estimate		
	0.662 <sup>a</sup>	0.438	0.436	7.146		
Analysis of Variance						
Source of Variance	Sum of Squares	df	Mean Square	F	P	Remark
Regression	98971.990	10	9897.199	193.811	0.004 <sup>a</sup>	Sig.
Residual	127103.850	3064	51.066			
Total	226075.840	3074				

**Significant at P<0.05 N.S. stands for Not Significant at P>0.05**

Table 9 indicated the regression analyses of composite of home matrices on students learning outcome. Regression Coefficient R indicating the relationship between the predictor variables (element of home matrices) and students learning outcome is 0.662. Estimated R. square is 0.438. Further verification using analysis of variance produce F value of (193.811) which is significant at 0.004 level of confidence. This implies that there is a significant relationship between home matrices and student learning outcome. The relationship is positive and the null hypothesis 2 is therefore not accepted.

### Discussion of Findings

Research Question examined the socio-demographic characteristics of the student parents in terms of level of education, income size, attitude towards children education and home facilities. Table 4 shows that about 15 percent of the parents have no formal education while over 84.6 percent of the student parents have formal education. This might not be unconnected with the fact that South West Nigeria is an education favoured region as a result of Awolowo free education policies.

On the home education matrices the study established that only 15.4 percentage of the students parent investigates had no formal education while 84.6% of the parents are educated, while 43.6 percent of the parents earn less than N100,000.00 a month which could account for parents inability to provide necessary educational materials for the students. The low income size of most of the parents could be responsible for poor learning outcome in Nigeria secondary school. No matter the quality and quantity of teacher and physical facilities if the students could not get study materials they might not perform at their best. The study revealed that 44.4 percent of the respondent strongly disagree that the parent support through private teacher, 26.3 percent claimed that the parent do not follow up with their teachers on their children performance, 42.6 percent were of the opinion that the parent do not partake in parents teacher association. The finding from the study showed that parents attitude toward their children education account for 91 percent of incidence of poor student learning outcome in Nigerian secondary school. This implies that parent's attitude is the most significant variable in determining students learning outcome. It could be in that poverty may deprive a child the chance of good learning outcome due to

many factors associate with or among which, while some lack of concentration in class due to hunger, dirtiness as a result inability of parent to provide children ward with extra pairs of school uniform, shoes, text books writing materials and in some cases failure of parent to send their children to good schools with quality teachers. Research question two considered the relative effect of element of home education matrices which comprises of parents socio-economic status. parents attitude towards their children education and home facilities on student learning outcome.

An examination the relative contributions of three elements of home education matrix to student learning outcome. Parents socio-economic status made the greatest contribution to student learning outcome ( $\beta=0.475$ ,  $t=24.911$ ,  $P<0.05$ ) followed by parents socio-economic status while home facilities came last. This is an indication that if the parent give necessary motivation and support to their children irrespective of their socio-economic status, the children are likely to perform well in their studies and achieve successful learning outcome all other things been equal. The productive model of student learning outcome arrived at  $y = 3.652 + 6.013x$ .

The results reveals that parents attitude towards their wards education is positively significant in predicting students learning outcome and as well made the greatest contribution ( $\beta = 0.475$ ,  $t = 24.911$ ,  $P < 0.05$ ), Parents' socio-economic status also has a positive and significant relationship with students' learning outcome and came next in order of contribution ( $\beta = 0.165$ ,  $t = 9.213$   $p < 0.05$ ) whereas parents educational qualifications ( $\beta = 0.013$ ,  $t = 0.739$ ,  $P > 0.05$ ) and parents income level ( $\beta = 0.013$ ,  $t = 0.697$  and  $P > 0.05$ ) were found not significant in predicting students' learning outcome.

Results show that there is association among home factors of parents socio-economic status, attitude towards children education and home facilities and student learning outcome.

The result of the findings indicated that home education matrices compositely accounted for 20 percent variance in students learning outcome. The test for significance showed  $F_2$ , (2658) value of 111.595 significant at 0.05 level of coefficient.

The composite effect of home education matrices (Parents, socio-economic status, attitude toward children education and home equipment) on students learning outcome on the study shows the multiple R is 4.449 with an estimated R square (0.202) and adjusted R-Square (0.200). The result of the findings implies that home education matrices compositely accounted for 20 percent variance in students learning outcome, produced  $F(2658)$  value of 111.595 significant at 0.05 level of confidence. The result confirms findings of previous researchers that home education matrices positively and significantly related to students learning outcome. (Danesty, 2002; Shittu, 2004 & Olaniyi, 2004).

Also, the findings from the study showed that parents attitude their children toward education accounts mostly for the incidence of poor student learning outcome in Nigerian secondary schools. This implies that parent's attitude is the most significant variable in determining students' learning outcome. This finding support the position of Aversh (2006), Ezewu, (2003) that students motivation for learning from parents is one of the most critical determinants of success and quality learning outcome. However, the area of student support or motivation for learning from parents seem not to have been focused much in the process of finding solution to the perennial poor students learning outcome so researchers might need to beam their search light to this area.

All the independent variables were positively significant as predictor of students learning outcome except home facilities. In terms of relative contribution of independent variables, the result revealed that parents attitude was the only one found to have the most positive and significant correlation with student learning outcome ( $B = 0.600$ ,  $t = 38.992$ ,  $P < 0.01$ ). The result of EALT administered on the selected SS II students from investigated secondary schools had a mean average of 21.93 and a standard deviation of 9.3. All the students scored below 40 percent and about 51.9 percent scored well below 25 percent.

## Conclusion

The findings of this study revealed that no single education factor can independently be held responsible for the variance in students' learning outcome in secondary schools in South-west Nigeria. That is, many home related factors such as parents' socio-economic status, parents' attitude towards their children education and home environment amongst others contribute in no small measure to the variance in students' learning outcome. Therefore, it can be concluded that education is a joint responsibility of all-the teacher, the parent and the school. This study support the view that the parents are not providing enough support for the school when it comes to follow up with students' performance, attendance of parent/teacher meeting and lesson teachers as back up for schools. The parents do not spare time to attend school open days and other activities nor supervision of home assignments.

The study also revealed that parent socio-economic background do not necessarily determine the students' learning outcome for so many other variable jointly produce students' learning outcome.

## Recommendations

The teachers and school management should incorporate the home into the planning and execution learning



process at the secondary school level of education. The parent should be encourage to partner with teachers in educating the students through financial and attitudinal support.

In line with the summary of the finding of this study the following recommendations are made.

- i. Students' learning outcome at the secondary school level of education should become a team work between the home and school.
- ii. There should be psychological reorientation of parents through programmes, seminars to develop right attitude towards the education of their children and see themselves as major partners in the provision of education
- iii. Parent Teacher Association (PTA) which is a symbol of relationship between home and school should be revived and encouraged in our secondary schools.
- iv. Teachers should go beyond the classroom in their duties. They should be interested in what happen in students' homes, and be more sensitive to students' needs. They can achieve this by bridging the gaps that may exist between the home and school.

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