



Home Factors and Secondary School Students Academic Performance in Social Studies in Ikom Education Zone of Cross River State, Nigeria

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ABSTRACT

This study examined Home Factors and Secondary School Student Academic Performance in Social Studies in Ikom Education Zone of Cross River State, Nigeria. It adopted the survey research design, using a stratified and simple random sampling technique in selecting 724 respondents which comprise male and female students representing 10% of the total population of the students in the zone. The instruments used for the study were a 30 items questionnaire on Social Studies Achievement test and a 15-item Home factors questionnaire and a secondary school students' academic performance test (HFASST) constructed by the researcher. One-way analysis of variance (ANOVA), independent t-test, and Pearson's Product Moment Correlation analysis was used to test the hypotheses at a .05 level of significance. The following among others, were the findings of the study: parents' educational level and child physical abuse had a significant influence on students' academic performance in social studies. However, home type does not significantly influence students' academic performance in social studies. It was recommended among other things that children should be given adequate preparation in their different homes as it can influence their academic performance in social studies, children should not be physically abused by their parents as it may hurt the learning outcome in the school, the government should enact strong and biding policies that will help take care of home factors in the society, street hawking among adolescents should be strictly prohibited in the local, state and federal levels should encourage parents to strictly caution their children, especially those in school on the dangers on wrong peer association on their academic performance in school.

Keywords: Home, Factors, Academic Performance, and Social Studies

1. INTRODUCTION

Society is bounded by problems and man continuously finds solutions to problems and issues that arise in his socio-economic life, by its design, it is expected that through social studies education, man would have been sufficiently informed to tackle these societal problems and issues arising from his interaction with the environment. The more reason why the curriculum of social studies education was designed to help learners develop the ability to adapt to the ever-changing environment they live in through the acquisition of relevant knowledge, attitudes, values, and practical skills. With these objectives in mind, social studies education was designed and introduced into the national curriculum of primary and junior secondary schools to provide a fractional solid education to Nigerian children and youths. The programme is expected to make good citizens and patriots out of the youths of Nigeria. Incidentally, from observation and interaction with students, the programme of social studies in schools has been implemented for many years now without success in terms of inculcating the values of good citizenship among youths (Ibia, 2011). Students lack knowledge of social studies concepts and facts. They are deficient in expected social values, attitudes, and behaviours that characterize socially responsible citizens. It is assumed that this deficiency arises partly from those home factors as a result of abuses children face in their families.

The home creates an initial influence on the child's interaction with his parents, brothers, sisters, housemaids, and the younger ones in the family forming a major part of the child's whole life. The home appears to be the foundation of a pure and natural education of mankind. Therefore, it is the school of morality. The home background of a child is very important to his or her socialization process. The characteristics of a child's home background may influence his or her behaviour and action among his peers, and other members of society. The stability and efficiency of a family in terms of parents' educational level, and home type among other variables are relative to a child's upbringing and subsequent aspirations.

In most African countries, including Nigeria, home factors have become a topic of prime importance in this and in the minds of many persons; naturally, occasionally parent-child conflicts arise in the family. Children are of prime importance in the family throughout history and in all societies of the world. The family naturally provides security and protection for young children. Parents in almost all cultures naturally love, care, and provide for their offspring. Yet in some homes, the parent-child relationship is a source of distress, trauma, and unbelievably tragic realities (Vinolia and Fubura, 005). This may lead to the issue of child physical abuse. Some parents, to make ends meet, also subject their children to unnecessary labour which eventually results in the poor academic performance of students in school.

Human history is littered with stories of adult brutality and wickedness toward children. Isangedighi (2005) points out that for many centuries now, child physical abuse has been recorded in literature, arts, and science in all parts of the world. Though there are untold stories of varieties of violence against children, like child mutilation, child murder and ritual, child torture, trafficking, and other forms of cruelties. It has been observed that many malnourished, weak and unkempt children are traded away by parents for economic purposes or as a means of getting rid of them.

Reports abound on heartbreaking stories of children being sexually abused even to the point of death by family members or caregivers. The media equally report on cases of death of children as a result of a vehicle accident while hawking one type of goods or the other on the roads. The development and progress of any nation are hinged on the quality of its citizens. Home factors deprive a nation of the opportunities of developing its citizens' full potential and tapping from such talents for national development (Ogbonna, Rimat and Ogbonna, 2004). The greatest problem of child neglect according to the authors is the denial of the child's right to education for proper personality development. It is possible that those perpetuating the problem in society at large may be ignorant and may not have the right perception of the problem of neglect vis-à-vis its effects on the academic performance of children. It is also possible that those who are enlightened enough may ignorantly be taking part in this practice.

Many dimensions of home factors are observed in Cross River State for instance, and this tends to disturb the minds of many people who feel that there is so much advancement in human civilization therefore, home factors should be a thing of the past. The researcher is therefore interested in studying home factors and secondary school student's academic performance in social studies in Ikom Education Zone of Cross River State, Nigeria.

Statement of the Problem

The rate of poor academic performance of students in social studies at the upper basic education, especially among the junior secondary school three students (JSS 3) in schools in Ikom Education Zone has been a big concern to both parents and teachers.

The major concern is that, when children from different parental backgrounds come together in school, the tendency is for them to display behaviour that reflects their family's academic background. The parents blame the poor performance of the children on teachers, this is because most parents believe that education is only what goes on in school and that students' performance depends entirely on teachers' ability to impart knowledge to them. The government and other stakeholders in the education industry have been making frantic efforts to curb the situation at hand, by providing well-equipped libraries, laboratories and well-furnished classrooms in schools in the study area. But despite their efforts, the problem of poor performance of students in social studies seems to persist. This poor performance is evident in the performance summary of JSS 3 students in social studies in Ikom education zone from 2012-2015 as presented in Table 1.

TABLE 1 Summary of JSS3 results in social studies in Ikom Education Zone of Cross River State

Year	No registered	GRADE				
		A1-B3	C4-C6	D7	E8	F9
2012	7,098	135 (1.90%)	789 (11.12%)	2,100 (29.59%)	1,062 (14.96%)	3,012 (42.43%)
2013	6,765	799 (11.81%)	435 (6.43%)	650 (9.61)	824 (12.18)	4,057 (59.97%)
2014	8,077	698	453	987	932	5,002 (61.93%)
2015	7,243	192 (2.65%)	289 (3.99%)	407 (5.62)	567 (7.83)	5,788 (79.91%)

Field study 2016

A cursory look at Table 1 shows that not very many of the candidates had credit passes in the subject over the period of observation. This shows that the level of performance is not good enough. From the percentage of failure rate, it is noticeable that poor performance in social studies lingers as the year goes by. These reports are worrisome because the current crop of students is expected to become leaders shortly. The researcher, therefore, seeks to investigate whether home factors such as parents' educational level, home type, child physical abuse, child neglect, and street hawking are factors responsible for the poor performance of students in social studies. Against this background therefore, this study was conducted to investigate the influence of home factors on secondary school student's academic performance in social studies in Ikom Education Zone of Cross River State, Nigeria.

Purpose of the study

The purpose of this study was to examine home factors and secondary school students' academic performance in social studies in the Ikom Education Zone of Cross River State, Nigeria. Specifically, the study seeks to:

1. Investigate the influence of parents' educational level on the academic performance of students in social studies.
2. Find out the influence of home type on the academic performance of students in social studies.
3. Examine the relationship between physical abuse of children and the academic performance of students in social studies.

Research questions

The following research questions were generated to guide this study.

1. To what extent does parents' educational level influence students' academic performance in social studies?
2. To what extent does home type influence students' academic achievements in social studies?
3. What is the relationship between child physical abuse and academic performance in social studies?

Statement of hypotheses

The following hypotheses were formulated to guide this study.

1. Parent educational level does not significantly influence students' academic performance in social studies
2. Home type does not significantly influence students' academic performance in social studies

3. Physical abuse of children does not significantly relate to their academic performance in social studies

2. LITERATURE REVIEW

The conceptual and empirical review of related literature was carried out as presented as shown below

Parents' educational level and academic performance of students

Many researchers in the years past have conducted research studies to investigate the influence of parents' educational level on students' academic performance. It was hypothesized that parents of socio-economic upper classes have more positive attitudes towards their children's education and have high hopes or expectations and standards for the children. The children are therefore highly motivated to succeed (Asuquo, Owan, Inaja & Okon, 2001). Again, the values he is exposed to at home are similar to what he finds in school.

The illiteracy of parents could hurt the academic performance of their children. Children whose parents are illiterate have been seen to lack home encouragement. This implies that as some illiterate parents refuse to provide their children with needed textbooks, they are discouraging them from learning. David (2007) stated that textbooks aid studies after normal school teaching. Students from illiterate parents lack assistance because of parents' illiteracy and ignorance such parents fail to motivate, reinforce, give rewards, or punish their children for their academic performance which might force them to be serious about learning. On the other hand, literate parents have an interest in their children's academic performance. They struggle to provide them with needed materials and give adequate encouragement. Having known the importance of education, they draw a reading timetable for their children and also arrange for part-time teachers to teach their children and check their workbooks from time to time. They provide adequate motivation and reward when the children perform better in class assignments tests and examinations. Taking care of children and making provisions for their needs, especially educational needs, are very important in determining the academic performance of children.

Enweninyi (2004) sought to determine parents' educational level and academic performance of junior secondary school students in Oyo State. Two hypotheses were formulated and tested at .05 levels of significance, a sample size of 567 was drawn from the population of all public and private secondary school students in the state, and stratified and simple random sampling was used. A 42-item questionnaire was constructed, validated, and administered to the respondents. The statistical analyses used were Pearson's Product Moment correlation coefficient and One-way analyses of variance (ANOVA). The result indicated that most underachievers come from families whose parents are either neutral or think negatively about schooling. Children from such families tend to acquire poor attitudes towards schooling right from home. Studies have also revealed that most of the parents of underachieving students place less emphasis on school performance than do parents of high-achieving bright students. No wonder Morrow and Wilson (2005) confirmed that illiterate parents are not likely to encourage either superior intellectual performance or positive attitude towards teachers and the school.

Kerkhoff (2004) also conducted a study on parental educational background and academic performance of students in California. Three hypotheses were formulated and tested at .05 and .01 alpha level, a sample of 372 was drawn from the total population of secondary school students in the zone and multistage sampling were used. An adopted 56-item questionnaire was administered to the respondents. The statistical analyses used were simple and multiple regression analyses. The finding revealed that children's behaviour at school is not only found to be an outcome of preschool experiences to which the child has been exposed but a continuum built on the influence of the family. It was further revealed that the lower class children of un-educated parents are less likely to have been taught preschool-related skills by parents before going to school and that they are likely to receive parental assistance in school work at home. This study rather identified parents' attitudes and school environment as factors responsible for the type of academic performance achieved by students.

Home type and academic performance of students

The growth and development of children are largely influenced by family life and family relationships. Children's well-being continues to depend on the quality of family interactions. Today, children grow up in a variety of households and different family types. Family type plays an integral role in the development of children. Family theories outline the interactions that occur between family members. Most couples these days prefer to have children who will never have any siblings. Literature suggests that these types of children are often viewed as being spoiled, selfish, lonely, and maladjusted. However, research does not agree with this negative view. These types of children appear to be bright and successful, self-reliant, resourceful, and popular with parents who exert more pressure for mastery and accomplishment (Berks, 2002).

Adekeyi (2002) researched the influence of the home environment on students learning in Oyo state, four hypotheses tested at .05 levels of significance, a sample of 567 students selected from a population of 5670 secondary school students in the state with a simple random sampling technique. A validated 34-item questionnaire was administered to the respondents. The statistical analyses used were independent t-tests and one-way analysis of variance. The study found that for parents who possess the resources and skills; and apply them effectively and joyfully in raising their children, the entire society benefits. This brings joy and pride to the nation and encourages development and peaceful co-existence. The children themselves feel good and bring happiness to their parents and the whole community.

According to Christopher (2008), a student's behaviour is the product of parents' influence as well as that of his or her peer group. He opines that overprotected children tend to exhibit maladjusted or rowdy behaviour once they let loose strict control by their parents because they may try to make up for the arrears of the degree of freedom that had been lost during the parent's strict regime. However, he maintained that some parents pet and spoil their children. According to him, a child who is always regarded as a precious object should not be subjected to any pursuit problems in the face of school expectations. He added that a child from a wealthy home may disdain the authority of poor school teachers and principals who are quite below his parents' level. In the same vein, Kessier (2004) blamed the parents for the children's poor academic success for overindulging or under indulging in their children's welfare to the extent the children are not chanced to make their own decision. At times the home atmosphere is not democratic enough to enable children to make usually suggestions about the affairs of the home, such children become depressed at home and to compensate for what they lack at home, they often involve themselves in acts of unrest and may be a major influence on academic performance as children might go astray and lose academic focus.

Physical abuse and academic performance of students

Physical abuse is a conscious injury that is given to a child. This can come as a result of slapping, burning, shaking, hitting, kicking, hard pulling, pinching, biting, choking, throwing, whipping and padding. It comes in numerous degrees and forms (Uzozei, 2005). One of the most extreme forms is the murder of infants; this is usually committed in most parts of the world (Straus, 2000). It is characterized by physical injury (for instance bruises and fractures) resulting from practices such as earlier mentioned above. Another form of physical abuse against children is corporal punishment with the excuse of discipline. This also occurs in many forms, such as hitting or smacking students with a belt or stick, pulling or grabbing a student's hair or ears and sometimes giving a child knocks on the head. Other conscious forms of physical abuse may include throwing, stabbing, shaking, and choking to an extent that demonstrates harmful results. Charles (2001) refers to child physical abuse as social murder. This according to him includes exploitation of the child's time and energy through hawking and excessive housework.

Uzozei (2005) sought to examine child physical abuse and the academic performance of students in Imo State. Four hypotheses were formulated and tested at .05 levels of significance, a sample of 212 respondent were drawn from the population of all public and private secondary school students in the state and stratified random sampling was used. A 20-item questionnaire was constructed by the researcher and validated by experts in the field of study. The instrument was administered to the respondents for data collection. The statistical analyses used were independent t-test, Pearson's Product Moment Correlation and One-way analyses of variance (ANOVA) the finding revealed that childhood physical abuse can lead a child to sustain open wounds, scars, bruises, fractures, or can even stop the growth of a child. It can also

lead to a severe situation involving loss of life. Isangedighi (2005) points out that child physical abuse is a global phenomenon. In the United States of America (USA) for instance, about fourteen percent (14%) of children are abused, and an estimated two thousand (2,000) die as a result of the abuse. The statistics also revealed that an average of 1,000 to 5,000 children die each year in the USA as a result of injuries arising from maltreatment.

Obinaju (2005) conducted a study on child abuse and performance in school. He used a sample of three hundred (300) students selected randomly through the simple random sample method; two hypotheses were tested at .05 with a 23 items questionnaire for data collection. Data were analysed using One-way analysis of variance (ANOVA) and the finding revealed that child physical abuse influences the academic performance of students because it causes harm to the physical body of the girl child. Physical abuse of a child according to Obinaju may result in improper education of the child, loss of opportunities in life, poor performance in school, dropping out of school, and even developing low self-esteem. All these indices are negative indicators of the good academic performance of students.

Finally, child physical abuse is seen by many authors as a form of child abuse that can cause harm to the child. It is quite dangerous, and if practiced continuously, may lead to the child losing general interest in his/her academic activities and may even drop out of school. This is because for a child to perform well academically, he needs a stable mind. So, the physical abuse of a child can have drastic consequences on the future life of that child. It is dehumanizing. It engenders a low self-concept, promotes an inferiority complex and results in the degeneration of one's personality (Wisdom, 2000).

Summary of literature review

The literature reviewed revealed that home factors cut across all strata of societies, from the rich to the poor, uneducated to educated and from one religion /cultural group to another. The literature showed that most times, people who are involved in home factors do so ignorantly and may not think about the effects of their acts on the children. It may also not occur to them that abusing children in one way or the other may turn out to influence their future development, especially in the area of their education. Apart from ignorance by people who wish to fulfill their religious or cultural obligations, female genital mutilation and initiation into traditional cults are some such examples. Besides, poverty constitutes a great factor in the occurrence of home factors. Poverty causes parents to send their children to street hawking, or neglect the provision of education and other needs for the children can cause most parents to be frustrated, get annoyed and even physically abuse them when their children demand their school and other needs. Most authors view home factors as one of the factors that may cause low academic performance, low self-esteem and school dropout among children. So, persistent practice and involvement of this act by abusers may lead to negative educational results. However, most of the literature reviewed are foreign-based and does not take into account the socio-cultural and academic background of their respondents also most studies only considered home factors among primary school students in terms of physical abuse, sexual abuse and street hawking. The present study deemed it necessary to include home factors and secondary school students like parents' educational level, home type, child physical abuse, child neglect and street hawking on junior secondary school three students in Cross River State, let alone, Ikom education zone. The present study is therefore conducted to fill the gap in the literature as it is hoped that the study findings will contribute to the advancement of knowledge in Ikom Education zone of Cross River state, Nigeria.

3. RESEARCH METHODOLOGY

Research design

A survey research design was considered most appropriate for the study. This research design studies phenomena as they exist at the time of an investigation (Kerlinger & Lee, 2002) described the survey research design as that which is directed towards determining the nature of a situation as it exists at the time of an investigation. Idaka and Anagbogu (2012) further describe it as a type of research that studies large and small populations by selecting and studying samples chosen from the population to discover the relative incidence, distribution, and interactions of sociological and psychological variables. This study examined home factors and secondary school students' academic performance in social studies.

Population of the study

The target population for this study consisted of all junior secondary school three (JSS 3) students in public secondary schools in Ikom Education Zone of Cross River State, Statistics from the Cross River State Ministry of Education show that there are seven thousand two hundred and forty-three (7243) JSS 3 students in ninety-four (94) public secondary schools in the area.

Sampling technique

The study adopted a stratified random sampling technique. The first stage involves stratifying Ikom education zone into six Local Government Areas. The second stage was to draw 47 schools with 50% of the 94 public secondary schools based on gender (male and female). The third stage was to use simple random sampling where 724 respondents (10%) were drawn from a total of 7243 JSS 3 students. In doing this, the researcher adopted the balloting method where papers with the inscription 724 for "YES" and 6519 with an inscription for "NO" was put into a container for respondents to choose from. Only those that pick "YES" were considered in the study sample.

Sample of the study

The sample for the study consisted of 724 JSS3 students comprising males and females representing 10% of the total population of students in Ikom Education Zone of Cross River state. The sample distribution is presented in Table 3.

Instrument for data collection

The instruments for data collection were the researcher's constructed instrument titled "Home Factors and Secondary School Students Academic Performance Test Questionnaire (HF & APT) and the Social Studies Achievement Test (SSAT). The first instrument was divided into two sections; section A generates information on the personal data of the respondent, like name of school and gender, parents' educational level and home type. Section B of the instrument was designed to generate data on home factors under the following, physical abuse, child neglect and street hawking with five items, using a four-point modified Likert Scale ranging from Strongly Agree(SA), Agree (A=3), Disagree (D) and strongly disagree (SD). The second instrument which was made in section C as part of the questionnaire was the Social Studies Achievement Test (SSAT) comprising 30 objective test items.

Validation of the instrument

Face and content validity of the instruments was established by three experts in Measurement and Evaluation and social science education respectively, from the faculty of education. Their different scrutiny, modifications, and suggestions were duly incorporated in the final copy of the instrument before administration. Also, to measure academic performance in social studies, a table of specifications (Test Blue Print) was used to construct the extent of coverage of the test instrument. This was to help the researcher examine whether the items measure the traits it purports to measure.

Reliability of the instrument

The reliability of the instrument was established using Cronbach Alpha reliability. Some copies of the instrument were administered to 40 JSS 3 students in Government Secondary School Effraya, who are part of the population but will not be used in the final study. After the first administration, the internal consistency was calculated and the calculated coefficient ranged from .65 to .84.

Procedure for data analysis

Data were analysed with descriptive (mean and standard deviation), and inferential statistics (one-way ANOVA, Independent t-test, and Pearson's Product Moment Correlation) for all the stated research questions and hypotheses.

Presentation of results

In this section, each hypothesis is re-stated in its null form and the result of data analysis carried out to test it is presented. Each hypothesis of the study was tested at a .05 level of significance.

Hypothesis one

There is no significant influence of parents' educational level on students' academic performance in social studies. The independent variable in this hypothesis is the parent educational level with four categories, no formal education, primary education, secondary education, and tertiary education; while the dependent variable is academic performance in social studies. To test this hypothesis, scores obtained by different categories were parent educational level compared based on the score of academic performance using one-way analysis of variance. The result of the analysis is presented in Table 2.

TABLE 2

Parent educational level	n	X	SD
No formal education	175	15.84	2.73
Primary education	170	16.74	2.87
Secondary education	236	16.80	2.55
Tertiary education	129	16.28	3.27
Total	710	16.41	2.86

Summary of One-way Analysis of Variance of parent educational level on students' academic performance in social studies

Sources of variance	Sum of squares	df	Mean square	F-value	p-value
Between Group	112.33	2	37.44		
With Groups	5597.73	707	7.93	4.72*	.003
Total	5710.06	709			

*p<.05

The result in the first part of the analysis in Table 72 depicts that with the descriptive statistic of 710 respondents sampled from the study area. The result shows that students whose parents have no formal education are 175 with ($\bar{X} = 15.84$, $SD = 2.73$) with (mean= 15.84). Those whose parents had primary education were 170 with ($\bar{X} = 16.74$, $SD = 2.87$). While 236 were from parents with secondary education ($\bar{X} = 16.80$, $SD = 2.55$) while the remaining 129 parents with tertiary education had ($\bar{X} = 16.28$, $SD = 3.27$) respectively.

The second part of the result shows a one-way Analysis of variance (ANOVA) of the influence of parental educational level on students' academic performance in social studies. Between and within the group sum of squares is 37.44 and 7.93. At 2 and 707 degrees of freedom, the p-value is .003 which is less than the chosen alpha of .005 therefore, the null hypothesis is rejected. This implies that there was a significant influence of parents' educational level on students' academic performance in social studies. To further compare whether their mean differences were the same, a post hoc analysis with Fisher's Least Significant Difference (LSD) was performed and presented in Table 8.

Hypothesis two

There is no significant influence of home type and students' academic performance in social studies. The independent variable in this hypothesis is home type with two categories (broken and intact); while the dependent variable is academic performance in social studies. To test this hypothesis, home type was compared using an independent t-test. The result of the analysis is presented in Table 2.

TABLE 2 Independent t-test of the influence of home type and students' academic performance in social studies

Variable	n	\bar{X}	df	t
Broken home	424	15.29	1.960	
				-0.295
Intact home	286	15.34	2.31	

$p > .05$

It can be discerned from Table 2 that for the number of students who are from broken homes 424 with mean and standard deviation of ($\bar{X} = 15.29$, $SD = 1.960$) respectively. Those from intact homes were 286 with mean and standard deviation of ($\bar{X} = 15.34$, $SD = 2.31$) respectively. While the t-calculated is -0.295 which is less than the t-critical value of 1.960. The null hypothesis was accepted, this implies that there is no significant influence of home type on students' academic performance in social studies.

Hypothesis three

Physical abuse of children does not significantly relate to students' academic performance in social studies. The independent variable in this hypothesis is physical abuse, while the dependent variable is academic performance in social studies. To test this hypothesis, the score generated from items 1-5 was physical abuse computed as correlated with scores obtained from performance test with the use of Pearson's Product Moment Correlation. The result of the analysis is presented in Table 3.

TABLE 3 Summary of Pearson Product Moment Correlation Analysis of the relationship between physical abuse and Academic performance in Social Studies (N=710)

Variables	$\sum X$	$\sum X^2$	$\sum XY$	df
	$\sum Y$	$\sum Y^2$		r-cal
Physical abuse	2,765,441	3,219,83		
			2,566,12	-0.85
Academic performance	3,897,66	4,091,12		

* $p < .05$,

It is obvious from the analysis in Table 3 with child physical abuse that the correlation coefficient was found to be -0.85 with an r -critical of $.164$ which implies that the null hypothesis of Physical abuse of children does not significantly relate to their academic performance in social studies is rejected. This implies that there is a significant relationship between child physical abuse and students' academic performance in social studies.

4. DISCUSSION OF FINDINGS

This section deals with the discussion of the findings of the hypotheses formulated to direct the study. This discussion was executed hypothesis by hypothesis as shown below

Parents' educational level and academic performance of students

The results of the analysis revealed that parents' educational level has a significant influence on students' academic performance in social studies. Personal experience has shown that the education of parents has a pivotal role in individual and national character building. It is a lifeline for any society and nation. The education of a child needs multidimensional efforts. Students, teachers, institute, and parents all have their importance in their process of learning. Parents' education is such a motivating force for a child which paves the way for his/her future. It is an admitted fact that the children of educated parents are more confident, resourceful, and experienced than the children whose parents lack education.

The role of parents in the family plays an important role in formal and informal education. Family characteristics represent several variables like education, income, beliefs, occupation, and size of the family also imply the performance of children. Significant reliable research studies have told that the socioeconomic status of parents is the best predictor of students' academic performance and parents' educational level is considered the most stable (permanent) aspect of socioeconomic status. The present finding agrees with that of Enweninyi (2004). This result indicated that most underachievers come from families whose parents are either neutral or think negatively about schooling.

Home type and academic performance of students

The results of the second finding revealed that home type does not significantly influence students' academic performance in social studies. Experience has shown that the type of home a child comes from as long as the parents pay strict concern to the child's needs at school performance will be high, whether or not you come from a particular home type your parents pay attention to your studies the tendency is that the child does well in his/her academic pursuits. More so large home type tends to become an advantage academically as the children's cooperation in their study habits will beef up their performance academically. It is also believed that single-parent home type for instance will hurt the child's academic performance in social studies, as there will be nobody at home to take care of the child. This could also result in the child being wayward in society at large. The finding agrees with that of Adekeyi (2002) who found that parents who possess the resources and skills apply them effectively and joyfully in raising their children, and the entire society benefits. This brings joy and pride to the nation and encourages development and peaceful co-existence. The children themselves feel good and bring happiness to their parents and the whole community.

Physical abuse and academic performance of students

The results of the findings revealed that child physical abuse influences students' academic performance in social studies. Physical abuse of a child has to do with a conscious injury inflicted on a child. This could come as a result of choking, slapping, or hitting that child. Because the injury caused is physical, it is therefore very difficult for the child to forget. So, this could result in the child's withdrawal from peers. It could also lead to the child becoming violent. The findings agree with that of Uzozie (2005) who revealed that children physically abused may sustain open wounds, scars, bruises, and fractures or can even stop the growth of a child. It can also lead to a severe situation involving loss of life. Also, the present study confirms with that of Isangedighi (2005) whose statistics also revealed that an average of 1,000 to 5,000 children die each year in the USA as a result of injuries arising from maltreatment. Physical abuse has been said to

be a non-accidental trauma or physical injury caused by punching, beating, kicking, biting, burning, or otherwise harming a child, physical abuse is the most visible form of child maltreatment. Many times, physical abuse results from inappropriate or excessive physical discipline. A parent or caretaker in anger may be unaware of the magnitude of force with which he or she strikes the child.

Summary of findings

The study examined home factors and secondary school students' academic performance in social studies in Ikom Education Zone of Cross River State, Nigeria. Three research questions and hypotheses were formulated for the study. The conceptual, empirical and theoretical review was carried out accordingly. The study utilized the descriptive survey research design, with a population of 7243 of which 3643 (50.30%) are female and 3600 (49.70%). A sample of 724 was drawn for the study. For appropriate data collection home factors and academic performance test questionnaire (HF & APT). The instruments were validated by an expert in Research Measurement and Evaluation including the thesis supervisor. To establish the reliability of the instrument, Cronbach's alpha reliability method was used to ascertain the level of internal consistency of the test instrument. The questionnaire was administered to the respondents and the data were appropriately analysed using descriptive and inferential statistics. The stated null hypotheses were tested at a .05 level of significance and the result revealed that:

1. Parent educational level significantly influence students' academic performance in social studies
2. Home type does not significantly influence students' academic performance in social studies
3. Physical abuse of children significantly influence students' academic performance in social studies

5. Conclusion

Several home factors significantly influence or relate to learners' academic performance in school. These factors are parents' educational level, home type, child physical abuse, child neglect and street hawking. The evidence on many of these factors and their direct relation to students' academic performance is very clear, primarily because children exposed to one risk factor may be exposed to others as well. Consideration of home risk factors is important to an examination of children's academic performance. As is acknowledged child's physical health status and psychosocial environment is important to their academic success in school. The study has clearly shown that the findings of the data analysed that parents' educational level, physical abuse of children, child neglect and street hawking significantly influence students' academic performance in social studies. However, there was no significant influence of home type on students' academic performance in social studies. Most parents are hardly concerned about their children's academic performance in social studies.

Recommendations

Based on the summary, the researcher recommended the following points:

1. Parents should ensure to further their children's education as it has a significant influence on student's academic performance in social studies.
2. Children should be given adequate preparation by their parents in their different homes as it can influence their academic performance in social studies
3. Children should not be physically abused by their parents as it may pose a negative impact on the learning outcome in school.

Significance of the findings to Stakeholders in the academia

The findings of this study may be of immense benefit to parents, teachers, counsellors, researchers, educational

policymakers and the general public.

It is believed that the result of this study may be potentially useful to parents to equip them with information on their role and attitudes in enhancing the meritorious academic performance of their children. Parents may also find this study worthy as it may enable them to understand how their positions and roles in the home have been influencing their children's academic performance positively or negatively. This could equip them with well-informed approaches that would enable them to improve on their position and also adjust to meet the daily demands of the academic performance of their children.

To teachers, the findings of this study may motivate teachers to be more resourceful in providing children or students with improvised learning resources. This may go a long way to complement the deplorable economic condition of most parents whomsoever resources have been very inimical to students' academic progress.

The School counsellors may use the knowledge gained to assist students who may be facing some academic challenges on how to improve their study habits. It will also help counsellors with those positive tools, techniques, and strategies to adopt in assisting students to cope with personal and academic challenges. This may enable the personal social counsellor to plan their intervention strategies for conflict resolution to enhance their academic performance.

Educationalpolicymakers may benefit from this study by using its gainful insight into the home attributes and students' performance to plan educational programme that may caterto all categories of students irrespective of their home factors. This could be through improved teaching methods and subsidized funding for equipping schools. This study would serve as a knowledge bank and a source of materials for the general public who may have the opportunity to lay hands. Finally, the knowledge bank will be enriched and this would guide researchers with the view to providing benchmarks for validation of the research findings as well as making the findings of the researcher more authentic.

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