

**PARENTAL ATTITUDE, SOCIO-ECONOMIC STATUS AND HOME
FACILITIES AS PREDICTORS OF SECONDARY SCHOOL STUDENTS'
LEARNING OUTCOMES IN SOUTH-WEST, NIGERIA**

ODUNSI Adenike Olufunmilayo MRS
The Polytechnic, Ibadan

OYEBANJI-ABIODUN Olayemi, Ph.D
Department of Educational Management
University of Ibadan, Ibadan

AND
AKINWUMI Femi Sunday, Ph.D
Department of Educational Management
University of Ibadan, Ibadan

ABSTRACT

This study examines the predictive influence of parental attitude towards their children education, parents' socio-economic status, and home facilities on secondary school students' learning outcomes in South-West, Nigeria. The study adopts the correlation survey design. Multistage sampling technique is 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 West African Senior School Certificate Examination (WASSCE) students from 348 public secondary schools that have presented students for West African Senior School Certificate Examination between 2001 and 2010. Home Factors Questionnaire (HFQ) ($r = 0.79$) were used for data collection. Data were analysed using descriptive statistics and multiple regressions at 0.05 level of significance. Two components of home education factors as indicated by the students: parents' socio-economic status ($\beta = 0.165$ $t = 9.21$) and parental attitude toward children's education ($\beta = 0.459$, $t = 24.911$) contributed significantly to students' learning outcomes, while home facilities did not. A significant difference was found between the learning outcome of students from the three socio-economic background ($F(3, 2656) = 100.347$, $P < 0.05$). Learning outcome of students from high and medium socio-economic backgrounds was not significantly different from each other. Therefore, parents should demonstrate positive attitude towards their children's education.

Key words: Parental attitude, Parental socio-economic status, Home facilities, learning outcomes

Introduction

Students' 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 students' advancement as well as 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 had been exposed to a course or training.

There is a strong link between educational attainment, career development, income level and social mobility. Moreover, students' 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 students in public examinations conducted by approved examination bodies such as West African Examination Council (WAEC) and National Examination Council (NECO) is regarded as a successful learning outcome. This is the required entry qualification for higher education, employment and elective

offices 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 has been major outcry of many Nigerian citizens to salvage the level of declining secondary school education.

The opinion of most scholars (Dwakwambo, 2012; Falae, 2010; Ugborugbo, 2008; Egwu, 2008; Okebukola, 2008) is that the students learning outcome is declining. This arises from the poor 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's (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 effectively in simple English language and job seekers who are unfit for employment as well. The insistence of Nigerian universities and polytechnics to conduct post- UTME for prospective candidates may not be too far from the fear of being fed with secondary school students that

cannot cope with the rigour of acquiring higher education.

Further, reports from public examination bodies such as WAEC and NECO indicate that secondary school students' learning outcome over the last one decade in public examinations has been declining. According to WAEC, from year 2001 to 2013, 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 performed poorly. 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 outcomes among students. These range 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 contribute to the poor performance of candidates in WAEC examinations. Dankewanbo (2012) attributes poor students' learning outcome to students' attitudes and poor school facilities. Akiri and Ugbrugbo (2008) blame it on quality of teachers 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 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 students' learning outcomes on 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 contribute 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 students' 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's education, socio-economic status and home facilities on students' learning outcomes.

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

Year	Total Entry for WAEC	WAEC Total No of students with 5 credits	% of students with 5 credits in WAEC
2001	1,099,296	178,054	16.19%
2002	1,224,381	188,494	15.35%
2003	1,039,028	200,148	19.26%
2004	1,051,246	191,938	18.25%
2005	1,091,763	203,991	18.68%
2006	1,184,210	284,326	24.01%
2007	1,275,466	325,754	25.54%
2008	1,369,142	188,442	13.76%
2009	1,373,009	356,981	25.99%
2010	1,321,781	329,652	24.94%
2011	1,540,250	476,091	30.91%
2012	1,695,878	649,156	38.8%
2013	1,543,683	308,737	20.0%

Source: Federal Ministry of Education (2014) *Statistics of Education in Nigeria*

Eke (2008) in his study on impact management environment on students' outcome quality, examines the relationship between teacher/student relationship and students' learning outcomes and concludes that there is a positive relationship between teacher/student relationship and students' learning outcomes but ignored the area of parent/teacher relationship and home climate which the current study examines. Findings from earlier studies (Adeogun and Osifila, 2008; Adeboyeje, 2007; and Adedayo, 2001) show 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 such as parental socio economic factor home equipment and attitude and students' learning outcomes indicate divergent definitions and perceptions of home involvement in students' learning outcomes. The importance of the home in the child development and successful learning outcome cannot be waved aside. 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 students' 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. Schools also benefit from parental involvement. Such benefits include improved teachers' morale, higher ratings of teachers 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. However, from experience and personal interview conducted on students' parents, it seems the harsh economic situations in Nigeria have affected many homes and families; parents are so distracted that they hardly spare the time to monitor their children's 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' works are not complemented. All these might have contributed to the seemingly declining students' learning outcome in secondary schools.

Parents' involvement in homework is a key area of research in the field of home and students' connections with schools, as it is a primary way that parents are involved with their children's education. Hoover-Dempsey et al (2001) examine a broad body of literature to understand the parameters of parents' involvement in students' homework and the influence of that involvement on related students' outcomes. They suggest that the body of empirical work on homework helps might be strengthened by more theoretically grounded research focused specifically on the content, process and outputs of parents' involvement in homeworks. In particular, they suggest that research should explore parental 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 teachers' 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.

Parents are influential factor in students' learning outcomes, whether intentionally or unintentionally, children become aware of and get exposed to occupation or career opportunities with implied expectation.

The home is the primary social system for children. Home environment variables in this study include parental education, occupation, parenting style, parental beliefs and parental socio-economic status. Research indicates that parents are active agents in influencing their children's career development and learning outcomes (Akanni, 2000). The condition of the home affects the individual since the parents are the first socializing agent in an individual's life. This is because the family background and context of a child affect his reaction to life situations and his level of performance. Scheldon (2003) is of the view that the children who receive more encouragement and help from their parents do better at school than those without. Averch (2006) asserts that students' motivation for learning is generally regarded as one of the most critical determinants of the success and quality of any learning outcome. In this study, the correlation between learning outcome and motivation was very small. Thus, Danesty (2004) concludes that the environment in which the student comes can greatly influence his performance in school. It is evident (Adeyemo, 2010) that parents' occupational status tends to be strongly associated with the style of interaction which exists between members of the family. Parents with professional occupations tend to give more freedom to their children in participating in decision-making as part of independent training. Moreover, they are available for guidance and consultation which approximated the learning conditions in schools, while

children whose parents are traders or peasant farmers do not have such guidance. Chuma and Molyreux (2009) state that family economic factor could be represented by their incomes, education and occupation. These researchers state that the incomes, education occupation and parents could have effect on the children's educational aspiration.

Many studies on influence of home related factors on students' learning outcomes 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 students' learning outcomes in secondary schools either singly or jointly, without consensus of opinions in their relative and combined impact on students' learning outcomes or how these various home factors should be combined to achieve successful learning outcomes. The quest by researchers to provide answers to the students' 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 towards their children's education, economic status and home facilities and students' learning outcomes at secondary school level in south-west, Nigeria, hence the need for this study. In the light of the

above, the study seeks to examine the predictive effect of home matrices on school learning outcome.

Statement of the problem

Statistics from literature reveal that seventy percent (70.0%) of candidates presented for 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 schools such as teachers and schools matrices without considering the combined effects of home related factors of parental attitude, socio-economic and home facilities on secondary school students' learning outcomes. This study, therefore, examines the parental attitude, parents' socio-economic status and home facilities as predictors of secondary school students' learning outcomes in South-west, Nigeria.

Research Questions

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

- i. What are the relative contributions of parents' attitude towards their children education, socio-economic

- status and home facilities on students' learning outcomes?
- ii. Which of the predictor variables will most significantly influence student learning output?
- iii. What is the composite contribution of parental attitude, socio economic status and home facilities on students' learning outcomes?

Methodology

This study adopts correlational survey research design in which data collected from a sampled population was used to infer facts about home, education matrices and students' learning outcomes. It employs *ex-post* facto because the variables of the study have already occurred and the researchers had no control over the variables. Correlation among variables of the study was examined.

A combination of multistage random sampling, purposive and cluster sampling techniques were adopted for the study. The south western zone of Nigeria was stratified into three regions, namely Lagos/Ogun, Oyo/Osun and Ekiti/Ondo.

At first stage, one state was picked at random from each of the regions making three states because of their political similarities. From Lagos/Ogun region, Lagos with 20 (LGAs) were selected, Oyo State with 33 (LGAs) were selected from Oyo/Ogun region and Ekiti State with 16 (LGAs) were selected from Ekiti/Ondo region.

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. 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
Total		27	3010	1660
	Grand Total		4670	

Source: Fieldwork (2014)

Population

The study adopts the correlational survey design. Multistage sampling technique is 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 SSCF 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
Total		69	1,221	577

Home Factors Questionnaire (HFQ) ($r = 0.79$) was used for data collection. Data were analysed using descriptive statistics and multiple regression at 0.05 level of significance.

HFQ comprises of sections A and B. Section A is made up of questions relating to socio-demographic information which include among others age, gender, class, family structure, family size, residential status and marital status. Section B consists of questions on parental attitude, socio economic status and home facilities (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.

Data were analysed using descriptive statistics and multiple regression analysis. This study made use of the expected regression analysis method to determine the extent to which the independent variables (parental attitude, socio-economic status and home facilities) explain the dependent variable (students' learning outcome) apart from giving a quantitative estimate of the strength of relationship between the variable determine the composite contribution of the specified independent variable on the dependent variable.

This method has afforded the researcher the opportunity to determine the relative and composite effect of all and each of the independent variable on dependent variable.

Result and discussion

Results: The results reveals 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 at the secondary school level of education, more especially that the government in the South-west operate the free educationpolicy

Research Question One: What are the relative contributions of parents attitude towards their children education, socio-economic status and home facilities on students's learning outcome?

Table 4: Summary of multiple Regression Analysis showing the Relative contributions of Parents socio-economic status, Parental attitudes and home facilities

whereas home facilities ($\beta = 0.013$, $t = 0.739$, $P > 0.05$) 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 facilities did not affect students' learning outcomes. The result reveals that parental attitude and socio economic status has a predictive effect on students' learning outcomes while home facilities neither increase or decrease students' learning outcomes.

	Unstandardised Coefficients		Standardized Coefficients	t	P	Remark
	β	Std. Error	Beta			
(Constant)	-3.652	1.215		-3.005	0.003	Sig.
Parents Socio -economic Status	2.625	0.285	0.165	9.213	0.000	Sig.
Parents attitude towards their wards education	0.721	0.029	0.475	24.911	0.000	Sig.
Home facilities	-0.021	0.029	-0.013	-0.739	0.460	N.S.

The results show relative contributions of the independent variables to students' learning outcome. It was observed that parents' attitudes toward 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 outcomes and came next in order of contribution ($\beta = 0.165$, $t = 9.213$ $p < 0.05$)

Conclusion, the result reveals that the predictor variables of parents' 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.

Research Question 2: Which of the predictor variables will most significantly influence students' learning output?

Table 5: predictive values of independ variables on dependent variables

	Unstandardized Coefficients		Standardized Coefficients	Rank	t	P	Remark
	B	Std. Error	Beta				
(Constant)	-3.652	1.215			-3.005	0.003	Sig.
Parent Income	.234	0.336	0.013	3	.697	0.486	N.S.
Parents' Socio Economic Status	2.625	0.285	0.165	2	9.213	0.000	Sig.
Parents Attitude towards their wards' education	.721	0.029	0.475	1	24.911	0.000	Sig.
Home facilities	-.021	0.029	-0.013	3	-0.739	0.460	N.S.

The result show that parents' attitude towards their wards education is positively correlated to students' learning outcome and has the greatest contribution ($\beta = 0.475$, $t = 24.91$, $P < 0.05$), Parent socio-economic status came next in order of contribution. It has a positive and significant relationship with students' learning outcome ($\beta = 0.165$, $t = 9.213$, $p < 0.05$); parents' income size came third with ($\beta = 0.013$, $t = 0.697$ and $P > 0.05$); while home facilities, a contribution of ($\beta = -0.013$, $t = -0.739$, $P > 0.05$). Among the four home based factors examined, parents' attitude toward their children educations and parental socio-economic status were the main home based factors that can predict student learning outcomes in secondary school.

Parental attitude towards their children education comes first and made the most significant contribution on students' learning outcome with 47.5% as indicated by the coefficient Beta of 0.475 and it is significant at 0.05 level of confidence.

Next to this is parents' socio-economic status, a relative of 16.5% as indicated by the coefficient Beta of 0.165 and it is significant at 0.05 level of confidence.

The table shows that of home facilities do affect the students' learning outcomes because it is not significant as shown in the table above. Therefore home facilities, will not significantly predict students' learning outcome.

Research Question 3: What is the combined contribution of parents' attitude, socio economic status and home facilities?

Table 6: Regression Summary of Regression Analysis showing the composite contribution of Parental Attitude towards children education, Parents' Socio-economic status and Home equipment on Students' Learning Outcome

	R	R Square	Adjusted R Square	Std. Error of the Estimate			
	0.662 ^a	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 ^a	Sig.
Residual		127103.850	3064	51.066			
Total		226075.840	3074				

The results from above show the regression analyses of composite contribution Parental Attitude towards their children education, socio economic status and home facilities of home matrices on students' learning outcome. Regression Co-efficient 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 parental attitude, socio-economic status and home facilities jointly predicted students' learning outcomes of secondary school students in this study.

The result shows that, jointly, parental attitude, socio economic status and home facilities accounted for 43.8% variables observed in students' learning outcomes.

The results also show that the collective relationship between the independent variables and dependent variable entered in the model was significant $R = 0.662$, $df = 10$, 3064) $f = 193.811$ $p < 0.05$.

Discussion on Findings

On the parental socio-economic status the study establishes that only 15.4 percentage of the students' parents investigated 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 outcomes in Nigerian secondary schools. 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 reveals that 44.4 percent of the respondents strongly disagree that the parents support through private teachers, 26.3 percent claims that the parents do not follow up with their children's teachers, on their children performance, 42.6 percent were of the opinion that the parents do not partake in Parents Teachers Association (PTA). The findings from the study show that parents' attitude towards their children's education account for 91 percent of incidence of poor students' learning outcome in Nigerian secondary school. This implies that parents' attitude is the most significant variable in determining students' learning outcome. It could be that poverty may deprive a child the chance of good learning outcomes due to many factors associated with it. While some students lack concentration in class due to hunger; dirty as a result of inability of parents to provide children ward with extra pairs of school uniform, shoes, text books writing materials and in some cases, failure of parents to send their children to good schools with quality teachers.

The first result shows the relative contributions of parental attitude towards their children's education socio-economic status and home facilities to students learning outcomes. The findings also reveal that this might be due to the level of

motivation, financial and moral support which children receive from their parents.

As parents can play a direct role in their children's education by helping them with homework, providing them with necessary education material, school fees and follow up with school among others.

The result also demonstrates that there was relationship between parents' socio economic status and students' learning outcome 16.5% that is socio-economic status account for 16.5% variance in students' learning outcomes while home facilities have no significant relationship with students' learning outcome.

The relative contributions of Parental attitude toward their children education made the greatest contribution to students' 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 parents 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 second results reveal 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 home facilities ($\beta = 0.013$, $t = 0.739$, $P > 0.05$) was 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 students' learning outcome.

The third result of the findings indicated that parental attitude, socio economic status and home facilities compositely accounted for 43.8% percent variance in students' learning outcome. The composite effect of (Parents attitude toward children education, socio-economic status and home equipment) on students' learning outcome on the study shows the multiple R is 0.662 with an estimated R square (0.438) and adjusted R-Square (0.436). The result of the findings implies that home education matrices compositely accounted for 43.8% variance in students' learning outcome with $F(10, 3.064) = 193.811$ and 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 show that parents' attitude towards their children education accounts mostly for the incidence of poor students' learning outcome in Nigerian secondary schools. This implies that parents's attitude is the most significant variable in determining students' learning outcomes. This finding supports the position of Junaid and Abe

(2012), 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 are positively significant as predictors of students' learning outcome except home facilities. In terms of relative contribution of independent variables, the result reveals that parents' attitude was found to have the most positive and significant predictive influence on students' learning outcome.

Conclusion

The findings of this study reveal that no single education factor can independently be held responsible for the variance in students' learning outcomes in secondary schools in South-west, Nigeria. That is, many home related factors such as parents' socio-economic status, parental attitudes toward their children's 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 home related variables.

Therefore, from the result of the findings, it is concluded that all the independent variables that is parental attitude towards their children's education, parents' socio-economic status and home

facilities jointly predicted secondary school students' learning outcomes in South West Nigeria.

Recommendations

Parents should be aware of the way their attitude towards their children education and socio economic status can influence their children learning outcomes. Policy makers should focus on strategies to incorporate the parents into teaching learning process in secondary schools to improve learning outcomes.

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

- i. Policy makers and stakeholders in the education sector should involve the parents in the children or students' education process to encourage 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 so as to see themselves as major partners in the provision of education
- iii. Parents Teachers Association (PTA) which is a symbol of relationship between home and school should be revived and encouraged in our secondary schools.

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