A Study of the Effect of Home Background, Environmental Factors, Emotional Intelligence and Peer Influence on Students' Academic Performance

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Abstract: This study examined the effect of home background, environmental factors, emotional intelligence and peer influence on students' academic performance. For the successful execution of this research work, primary data via self-administered questionnaires was employed. These were administered to 150 randomly selected secondary school students (male and female) in Abeokuta metropolis of Ogun State vis-à-vis stratified and simple random sampling technique. Data collected were analysed electronically using SPSS 21. The analysis techniques employed were Percentages, Multiple Regression, Correlation Matrix and Coefficient of Determination. Results from the analysis revealed that home background, environmental factors and emotional intelligence have positive effect on students' academic performance while peer influence has negative effect on students' academic performance. However, of the three positive effects from home background, environmental factors and emotional intelligence, only the positive effects from environmental factors and emotional intelligence is statistically significant at 95% confidence level. Home background exerts insignificant effects on students' academic performance. The negative effect of peer influenceis statistically significant on students' academic performance.In terms of magnitude of effect, emotional intelligence has the most effect on students' academic performance followed by environmental factors, home background and peer influence.The regression ANOVA indicates that the effects of home background, environmental factors, emotional intelligence and peer influence are jointly significant on students' academic performance. In addition, home background, environmental factors, emotional intelligence and peer influencecontribute to approximately 30.9% of the variation in students' academic performance. The multiple correlation coefficient value of 0.556 indicates that there is an average positive but imperfect relationship between the regressand (academic performance) and the regressors (home background, environmental factor, emotional intelligence and peer influence).

Keywords: academic performance, emotional intelligence, environmental factors, home background,peer influence.

INTRODUCTION

Education is the key to creating a society which is dynamic and productive, offering opportunity and fairness to all. Therefore, it is automatic that efforts should be geared towards maintaining high standards in schools. The standard will be reflected in students' academic performance. In Nigeria, education is considered the most important instrument for change and national development. However, of all the problems facing Nigeria's education system none is more agonizing and persistent as the poor academic performance of students especially of secondary schools at the external examinations conducted by the West African Examination Council (WAEC) and National Examination Council (NECO). This has however resulted in frustration, high drop-out rates and inability to gain admission into tertiary institutions. In spite of numerous efforts made by researchers, education and policy makers to tackle this problem, academic performance of students does not seem to have improved.

Academic achievement is undoubtedly a research after the heart of educational psychologists. In their attempt to investigate what determines academic outcomes of learners, they have come with more questions than answers. In recent time, prior literature has shown that learning outcomes (academic achievement and academic performance)have been determined by such variables as; family, school,society, and motivation factors [1, 2, 3]. In the same vein, Parker, Creque, Harris, Majeski, Wool, and Hogan [4] noted that much of the previous studies have focused on the impact of demographic and socio-psychological variables on academic achievement. More recently, another emerging dimension to the determinant of academic achievement is government factor [1, 5]. In spite of the seeming exhaustiveness of literature on the determinants of academic achievement of learners, there seems to be more area of interest to be investigated. This becomes obvious in view of the continue interest of researchers and Educational psychologists; and the continued attention of government and policy makers and planners.It is

therefore, instructive in the present study to investigate the effect of home background, emotional intelligence, and environmental factors and peerinfluenceon students' academic performance.

AIM AND OBJECTIVES OF THE STUDY

The aim of this research work is to examinethe effect of home background, environmental factors, emotional intelligence and peer influence on students' academic performance.

The objectives are:

1. To investigate the significance of home background on students'academic performance.
2. To investigate the significance of environmental factors on students' academic performance.
3. To investigate the significance of emotional intelligence on students' academic performance.
4. To investigate the significance of peer influence on students' academic performance.
5. To investigate the joint significance of home background, environmental factors, emotional intelligence and peer influence on students' academic performance.
6. To investigate the proportion of variation in students' academic performance that is being explained by home background, environmental factors, emotional intelligence and peer influence.

RESEARCH HYPOTHESES

- H_{01}: Home background does not have significant effect on students' academic performance.
- H_{02}: Environmental factors do not have significant effect on students' academic performance.
- H_{03}: Emotional intelligence does not have significant effect on students' academic performance.
- H_{04}: Peer influence does not have significant effect on students' academic performance.
- H_{05}: Home background, environmental factors, emotional intelligence and peer influencedo not have a joint significant effect on students' academic performance.

LITERATURE REVIEW
Home Background and Academic Performance

Motivating students to achieve set goals in school is of great concern to teachers, parents and researchers. A child's first educational experiences are centred in the homes; his ideas, attitude and general pattern of behaviour are as a result of his childhood rearing. The variation in the academic attainments of students could be related directly to differences in the home and its influence[6].

Without empirical support, it is reasonable to argue that home has a considerable role on the performance of student. It is equally reasonable to mention that the family (home) plays a major role in hindering or enhancing this development. Fraser [7] also highlighted the fact that home environment is rather more close by connected with progress at school even more than intelligence quotient (IQ). Ezewu[8] also found out that emotional disturbance has a disrupting effect on a student's performance. He asserts that "a student who lives in an atmosphere full of tension and insecurity arising from the continuous struggle against poverty has a cause of failure".

Durojaiye[9] in his investigation among four thousand (4000) primary and secondary children from Ibadan in Nigeria found that 88% of children from extended family situation were influenced by grandparents, aunts and uncles in discipline at home, 92% complained of lack of clear standard to follow, 91% complained of being unable to study at home because of their being sent on errands by relatives. The study also found out that 78% justified the need to lie as a means of escaping blames and punishments from all sides and 75% admitted regular stealing. The extended family system, the said appeared to be the less favourable than nuclear family for the emotional and academic well-being of the child.

Some polygamous homes burden children with domestic duties that they had little time left for rest or study. In some cases the children from polygamous home were left to care for their younger ones, which prompted their inability to attend school.

The family (home) teaches the child a great deal both consciously and unconsciously during the first years. Later the school takes over part of the task but no teacher can influence the student as much as the parent does, because of the genetic factors. This influence does not only extend to transmission of culture but the student also tends to because the roles that he plays. The parental role that children experience are taken as very important factors which are responsible for students' development and intelligence.

Environmental Factors and Academic Performance

Environmental influence before now have not been considered as one of the factors that affect academic performance in secondary schools hence it has little or no attention in educational discourse and consideration. But over the past decade remarkable studies have indicated a correlation between the environment and academic performance of students. Environment plays major role in the life of every individual whether a students, teachers, employer or employee. Though some people are yet to believe that

environment brings about better performance. Udoh[10] in his article "The Environmental Health Problems in Nigeria Schools", Identified some unhealthy practices in our schools. These include sitting of schools, inadequate facilities, poor ventilation etc.

Most of our schools have no light, insufficient facilities, sick buildings and no ventilation. Under these conditions the health of students and teachers according to Udoh[10] may be adversely affected, which will in turn reflect on students' performance.

Therefore, for the students to carry his learning effectively and efficiently, it is necessary that learning takes place in conducive environment.Onukwo[11] in his note says that a conducive environment enhances a child's growth and development. Children feel happy in a peaceful and friendly environment where as schools sited in noisy urban streets are associated with deficits in mental concentration leading to student's poor performance.

Studies have shown that environmental factors to a large extent affect both the physical and psychological potentials of an individual. This has led to the contention that many students fail to develop their potentials due to inadequate environmental stimulation[6].

Emotional Intelligence and Academic Performance

In the beginning, psychologists focused on cognitive constructs like memory and problem solving in their first attempt to write on intelligence. This did not last when researchers begun to challenge this orientation and recognised that there are other non-cognitive aspects of intelligence. For instance, Robert Thorndike wrote about social intelligence in 1937. And as early as 1943, David Wechsler proposed that the non-intelligence abilities are essential for predicting ability to succeed in life. Imbrosciano and Berlach[12] have remarked that ''success'' may be viewed in three main domains. A good student is often referred to as being ''intelligent'', or ''well behaved'', or ''academically successful''. Arising from this are the questions: Are there any connection between these domains? Is there a strong connection, between intelligence and academic achievement? Do students with high intelligence behave better? These and many more questions underscore the important place intelligence has been found to play in academic success.

Goleman[13] gave a short of answer when he asserted that success depends on several intelligences and on the control of emotion .Specifically, he stressed that intelligence (IQ) alone is no more the measure of success. According to him intelligent account for only 20% of the total success, and the rest goes for Emotional and Social intelligences. Abisamra[14] then queried that if this is found to be so, why the teachers don't begin to teach its components (i.e., emotional intelligence) to students at schools? He then concluded that if emotional intelligence affects student achievement, then it is imperative for schools to integrate it in their curricula and thereby raising the level of students' success.

According to Salovey and Mayer [15] Emotional Intelligence is being able to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this to guide one's thinking and actions. Again, Salovey and Mayer [16] wrote that an emotionally intelligent person is skilled in four areas: identifying, using, understanding, and regulating emotions. Similarly, Goleman also stressed that emotional intelligence consists of five components: Knowing one's emotions (self-awareness), managing them, motivating self, recognising emotions in others (empathy), and handling relationships.

In recent times therefore, social scientists and educational psychologists are beginning to uncover the relationship of emotional intelligence to other phenomenon. These are: leadership[17]; group performance [18]; academic achievement [14];and policing [4]. The foregoing attest to the significance of emotional intelligence to all constructs(school achievement inclusive).As a matter of fact, emotional intelligence (EI) has recently attracted a lot of interest in the academic literature.

Specifically, Finnegan [19] argued that school should help students learn the abilities underlying the emotional intelligence. This he believes could lead to achievement from formal education years of the child. In a recent studies conducted by Parker, Summerfeldt, Hogan and Majeski[20, 21] they discovered that various emotional and social competencies were strong predictors of academic success. Similarly, Parker, et al [4] found emotional intelligence to be significant predictors of academic success. In the same vein, Low and Nelson [22] reported that emotional intelligence skills are key factors in the academic achievement and test performance of high school and college students respectively. Likewise, Abisamra[14] reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the schools' curricula. Petrides, Frederickson and Furnham in Cotton and Wikelund[23]argued that any investigation of the potential effects of emotional intelligence on academic performance must be pursued in a specific context .In essence, the importance of emotional intelligence on academic achievement has been found to be very significant .Nevertheless, and in spite of the studies reviewed, there is still a need to further investigate the relationship of emotional intelligence to academic achievement most especially in country like Nigeria, where most researchers are yet to show interest in the construct.

Peer Influence and Academic Performance

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to group norms [24]. While most educators believe that peer pressure has an influence on children's academic performance, [24] observes that few studies have been done to prove this believe. Peer groups are an important socialization agent. According to Castrogiovanni[25], a peer group is defined as a small group of similar age, fairly close friends, sharing the same activities. Adolescents ask questions relating to social identity theories such as, "Who am I?" and "What do I want out of life?" Feeling to be part of a groupis it is the stereotypical jocks, or punks, allows adolescents to feel like they are on the way to answering some of these questions. Given that adolescents spend twice as much time with peers as compared to parents or other adults is reason enough to study the influence or pressures that peers place on each other.

Peer pressure is also defined as when people of one's own age encourage or urging the person to do something or to keep from doing something else, no matter if the person personally want to do it or not (Ryan, 2000). The more subtle form of peer pressure is known as peer influence, and it involves changing one's behaviour to meet the perceived expectations of others [26]. In general, most teens conform to peer pressure on fairly insignificant things like music, clothing, or hairstyles. When it comes to more important issues like moral values, parents still remain more influential than the peer group [27]. Participating in peer group activities is a primary stage of development and adolescents' identities are often closely associated with that of their peers [28].

A number of students see some of their peers as role models. Teachers, parents and peers all provide adolescents with suggestions and feedback about what they should think and how they should behave in social situations. These models can be a source of motivation or a lack thereof. Modelling refers to individual changes in cognition, behaviour, or effects that result from the observation of others [29]. Observing others perform a particular behaviour or voice a certain opinion can introduce an individual to new behaviours and viewpoints that may be different from his or her own.

Observation also enlightens an individual on the consequences of such behaviour and opinions. Depending on these consequences, observation of a model can strengthen or weaken the likelihood that the observer will engage in such behaviour or adopt such beliefs in the future.

Lockwood and Kunda[30] classify role models into two, namely positive role models and negative role models. Positive role model, they say, refers to individuals who have achieved outstanding success and are widely expected to influence others to pursue similar excellence. Negative role model, on the other hand, refers to the individuals who have experienced misfortunes and are widely expected to motivate people to take the steps necessary to avoid similar unpleasant outcomes. Positive role models can inspire one by illustrating an ideal, desired self-highlighting possible achievement that one can strive for, and the root for achieving them. Negative role model can inspire one by illustrating disasters and highlighting mistakes that must be avoided so as to prevent. Because peer groups play a key part of an individual's development process, they can have a negative effect on young people due to peer pressure. Peer pressure is the demand placed on the individual to engage in certain activities and peer conformity is the degree to which an individual adopts actions that are sanctioned by their peer group.

Risk taking behaviours such as substance abuse and sexual activities have been shown to negatively affect school performance in a negative way [28]. Teenagers learn about what is acceptable in their social group by "reading" their friends' reactions to how they act, what they wear, and what they say. The peer group gives this potent feedback by their words and actions, which either encourages or discourages certain behaviours and attitudes. Anxiety can arise when teens try to predict how peers will react, and this anxiety plays a large role in peer influence. In fact, Burns and Darling [26] state that self-conscious teenagers worry about how others will react to their future actions; infact this is the most common way of how adolescents are influenced by their peers. When a teen takes an unpopular stand and goes against the expectations or norms of the peer group, he or she is at risk of being ridiculed. Ridicule is not an easy thing to accept at any age, let alone when you are twelve or thirteen years old.

According to Howard [31], adolescents have always been exposed to peer influence, but the kinds of peer influence that they encounter have changed tremendously in the past years. Peers can influence everything from what an adolescent chooses to wear to whether or not an adolescent engages in drug related or other delinquent behaviour. Thus, knowledge of the effects of peer pressure is important for all in the society. Teachers and other education practitioners and those in related professional training should have an understanding of the issues surrounding negative peer influence. With this knowledge, the concerned education practitioners will be more likely to prevent negative peer influence and be more adequately prepared to help a teenager facing negative aspects of peer pressure.

METHODOLOGY
Research design

This research work was carried out to examine the effect of Peer Influence (PI), Environmental Factor

(EF), Home Background (HB) and Emotional Intelligence (EI) on students' Academic Performance (AP). For the successful execution of this research work, primary data via self-administered questionnaires was employed. These were administered to 150 randomly selected secondary school students (male and female) in Abeokuta metropolis of Ogun State vis-à-vis stratified and simple random sampling technique. Data collected were analysed electronically using SPSS 21.

Techniques of data analysis

The analysis techniques employed were Percentages, Multiple Regression, Correlation Matrix and Coefficient of Determination.

Method of data analysis

In analysing the data for the effect of peer influence, environmental factor, home background and emotional intelligence on students' academic performance, a regression analysis was conducted to investigate the effect and significance of the regressors. The PI, EF, HB and EI were taking as the regressors while the AP was taken as the regressand. In addition, multiple correlations to determine the strength of the relationship between the regressors and the regressandwere computed. Bivariate correlation between the variables was analysed by Pearson correlation coefficient. Coefficient of determination to explain the proportion of the variation in the regressand that is being explained by the regressors was equally computed. Regression ANOVA is used to determine the joint significance of the regressors on the regressand.

RESULT

Table 1:Demographic Variables

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	64	42.7	42.7	42.7
Female	86	57.3	57.3	100.0
Total	150	100.0	100.0	
Religion				
	Frequency	Percent	Valid Percent	Cumulative Percent
Christianity	103	68.7	68.7	68.7
Islam	47	31.3	31.3	100.0
Total	150	100.0	100.0	
Nationality				
	Frequency	Percent	Valid Percent	Cumulative Percent
Nigerian	150	100.0	100.0	100.0

Table 2: Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.556[a]	.309	.289	3.04918
a. Predictors: (Constant), EI, HB, PI, EF				
b. Dependent Variable: AP				

Table 3: ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	581.147	4	145.287	15.626	.000[b]
	Residual	1301.653	140	9.298		
	Total	1882.800	144			
a. Dependent Variable: AP						
b. Predictors: (Constant), EI, HB, PI, EF						

Table 4: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	38.062	4.370		8.711	.000
	PI	-.136	.059	-.163	-2.285	.024
	EF	.164	.043	.274	3.842	.000
	HB	.007	.085	.006	.078	.938
	EI	.150	.022	.480	6.767	.000
a. Dependent Variable: AP						

Table 5: Correlation Matrix

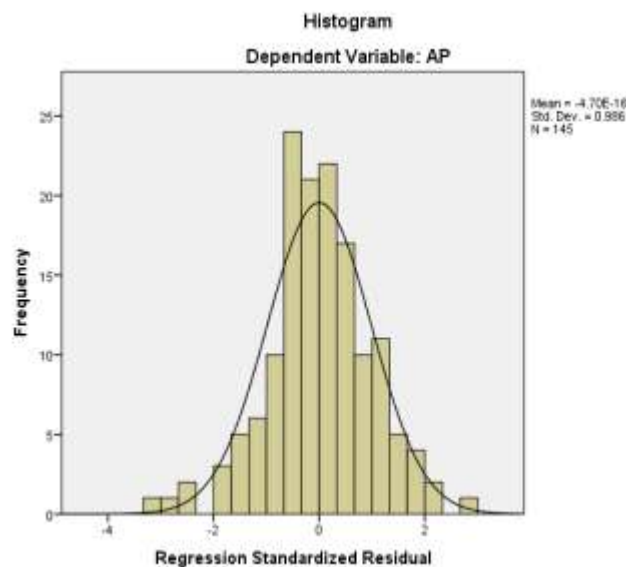|		PI	EF	HB	EI	AP
PI	Pearson Correlation	1	.079	-.129	-.098	-.174[*]
	Sig. (2-tailed)		.338	.121	.232	.035
	N	150	150	150	150	150
EF	Pearson Correlation	.079	1	-.117	-.109	.195[*]
	Sig. (2-tailed)	.338		.158	.184	.017
	N	150	150	150	150	150
HB	Pearson Correlation	-.129	-.117	1	.003	-.031
	Sig. (2-tailed)	.121	.158		.970	.713
	N	150	150	150	150	150
EI	Pearson Correlation	-.098	-.109	.003	1	.462[**]
	Sig. (2-tailed)	.232	.184	.970		.000
	N	150	150	150	150	150
AP	Pearson Correlation	-.174[*]	.195[*]	-.031	.462[**]	1
	Sig. (2-tailed)	.035	.017	.713	.000	
	N	150	150	150	150	150
*. Correlation is significant at the 0.05 level (2-tailed).						
**. Correlation is significant at the 0.01 level (2-tailed).						

Fig-1: Histogram of Standardized Residual

DISCUSSION OF RESULTS

The model summary table indicates that home background, environmental factors, emotional intelligence and peer influence contribute to approximately 30.9% of the variation in students' academic performance. A multiple correlation coefficient value of 0.556 indicates that there is an average positive but imperfect relationship between the regressand (academic performance) and the regressors

(home background, environmental factor, emotional intelligence and peer influence).

The regression ANOVA table indicates the joint significance effect of the regressors on the regressand. A *Sig.* value of 0.000 *(which is less than the set 5% level of significance)* indicates that the effects of home background, environmental factors, emotional intelligence and peer influence are jointly significant on students' academic performance.

The regression coefficients table indicates that home background, environmental factors and emotional intelligence have positive effect on students' academic performance while peer influence has negative effect on students' academic performance. However, of the four regressors under study only home background exerts insignificant effects on students' academic performance at 95% confidence level with a *Sig.* value of 0.938.

In terms of magnitude of effect, emotional intelligence (Beta = 0.480) has the most effect on students' academic performance followed by environmental factors (Beta = 0.274), home background (Beta = 0.006) and peer influence (Beta = –0.163).

CONCLUSIONS

From the results of this study, it can be concluded that that home background, environmental factors and emotional intelligence have positive effect on students' academic performance while peer influence has negative effect on students' academic performance. However, of the three positive effects from home background, environmental factors and emotional intelligence, only the positive effects from environmental factors and emotional intelligence is statistically significant at 95% confidence level. Home background exerts insignificant effects on students' academic performance. The negative effect of peer influence is statistically significant on students' academic performance.

In addition, the effects of home background, environmental factors, emotional intelligence and peer influence are jointly significant on students' academic performance.

More also, home background, environmental factors, emotional intelligence and peer influence contribute to approximately 30.9% of the variation in students' academic performance.

RECOMMENDATIONS

In the light of the findings of this study, the following recommendations are made to ensure an improved students' academic performance.

1. Parents should try as much as possible to improve the home environment of the students so as to enhance their academic performance.

2. If parents/guardians and government could improve the learning environment of the students and motivate them, it is most likely that students' academic performance will improve.

3. Parents should try as much as possible to ensure that their children keep good friends who do not influence them negatively in their academic performance.

4. The principals of secondary schools should develop a rapport and understand the feelings and needs of their students. Students should be encouraged to choose their friend wisely as some have negative influence on their academic performance, especially those who sneak out of school, use drugs and those who do not attend school regularly.

5. The efforts in developing emotional intelligence should follow the right pace to cultivate the skills and can be leveraged to free students from emotional disorders.

6. Precaution should be taken when it comes to parental encouragement since unreasonably high demand and too much pressure for good performance made by some parents on their children may cause anxiety and fear of failure which may affect the child's academic performance negatively.

7. The Government should increase the bursary allocation to the students from poor families so as to retain them in school to enhance their performance.

8. The school administration need to increase the number of education days for parents so that parents can be more involved with their student's academic performance.

9. Parents ought to improve their parenting styles as this can affect their children performance.

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