

# Academic Achievement of Students in Basic Science among Secondary Schools in Rivers State: Synergy of Parents' Educational Background, Socio- Economic Status and School Location

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**Abstract:** *Academic achievement of students in schools is very important to stakeholders in education and those outside education sub-sector. The falling standard in our education system evidenced in the poor students' performance in recent time beckons for a probe to unveil the actual causes of the development. In view of the above, researchers and educators have studied several variables that could be responsible for the poor and falling standard and had come up with deferring results. However, the synergy of these variables on students academic achievement have not been fully examined which is why this study is raised. The study examined the synergy and relationship between academic achievement of students in Basic science and parent's socioeconomic and educational status, alongside school location. It adopted a correctional design to examine the relationship between parents SES, educational level and the location of schools with students' academic achievement in Rivers State. The population of the study consisted of all the students in the selected schools in the three senatorial districts of the state; out of which a sample of two hundred (200) students were randomly selected. Three null hypotheses were raised and tested at 0.5 level of significance. Data were gathered through a self designed instrument titled the Students Performance Questionnaire (SPQ) and Teacher's Questionnaire (T.Q). The null hypotheses were tested using one way ANOVA, t-test and regression analyses. Findings show that the synergy of parent's socioeconomic status and location of the schools strengthened students' academic achievement in Basic Science. However, the study revealed that the educational background of the parents does not synergized with other variables to influence the academic achievement of students.*

**Keywords:** Basic Science, Academic Achievement, Socio Economic Status, Educational Background, School location and Parents

## 1. Introduction

In today's competitive and global world, education is an important means for the socially, technologically and scientifically disadvantaged nations to meet the standard of living and globally positioned. Since education has an important role to play in development of the nation and individuals, it is pertinent to thoroughly scrutinize how it impacts them. One of the most assured ways of measuring the impacts is through their achievement in schools. Academic achievement is a psychological construct that measures the level of knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests in a term or annual examination. Thus the glittering crown which reflects a sense of sincerity, candidness and perseverance on the part of the learner and also parents, teachers and all those helping to make the achiever and thus a result of didirectional results. The realization of these is usually through concerted efforts and synergy of the many stakeholders which may include but not limited to; parents, teachers, and the other school factors such as; school environments, teaching and learning facilities and school locations. The parents' contribution to their students' academic achievement maybe influenced by their level of social and economic status (SES) and educational background. This study attempts to examine specifically, the role, and the synergy, parents SES, educational background and school location play in students' academic achievement.

Basic science is the gate way science. The science studied at the basic level to prepare students for the core science subjects at the senior secondary and higher institutions

The objectives of basic science are to enable learners to:

- 1) Develop interest in science and technology
- 2) Acquire basic knowledge and skills in science and technology
- 3) Apply their scientific and technological knowledge and skills to meet societal needs
- 4) Take advantage of the numerous career opportunities offered by science and technology
- 5) Become prepared for further studies in science and technology

However, it has been observed that the aforementioned objectives are not practically achieved. This is evident in the poor academic performances of students in basic science in secondary schools over the years.(Joseph & Ikechukwu, 2013). This situation has been a serious concern to all well meaning stakeholders in the education sector, probing into the major causes of the poor performances in the subject with differing opinions; some attributing it to the difficult nature of the subject, others have attributed it to poor and inadequate teaching and learning facilities and inadequate laboratories, while a vast majority have attributed it to teachers handling the subject. Since the development of any nation or people depends largely on the quality of education she has, it therefore means that any true development must

begin with the development of human resources (Wobodo, 2010)

Given the importance of science and technology to the overall development of nations and the abysmal performance of students in basic science the researcher was motivated to further investigate into the causes of the poor performances of students by looking at the role parents educational level, parents socio-economic standing and the location of schools of students to this development and their synergy on students achievement in basic science with a view to revamping the falling standard.

Socioeconomic status in this paper is conceptualized to mean the economic fortunes in terms of income, wealth, and social status and to which a family is disposed. According to Jeynes (2002) the socio-economic status of the child is determined by the SES of their parents and is determined by combining parents' educational level, occupational status and the income level of the family.

In general terms, however, SES describes an individual's or a family's ranking on a hierarchy according to access to or control over some combination of valued commodities such as wealth, power, and social status (Mueller & Parcel, 1981). While there is disagreement about the conceptual meaning of SES, there seems to be an agreement on Duncan, Featherman, and Duncan's (1972) definition of the tripartite nature of SES that incorporates parental income, parental education, and parental occupation as the three main indicators of SES (Gottfried, 1985; Hauser, 1994; Mueller & Parcel, 1981).

The socioeconomic status of parents to some extent determines the success or otherwise of their children in their academic endeavours. More so, the type and quantity of textbooks which a parent may be able to buy for the child during the school year is also a function of the level of SES, the child performance in the school during the child schooling age or years, it also determines the type of school which the child attends, especially in this time where the public schools are not serviceable. Parents compete in accessing private schools whether at the primary; secondary or tertiary levels were the cost of training is high basically because they can afford it. The economic and social status of parents also may determine a child chance of gaining entry into the federal government colleges which government adequately provides for, even the best private international and demonstration secondary schools are dominated by children from higher socioeconomic status families because they can afford them (Uguji, 1998). One major reason pupils/students in primary/secondary schools performed poorly is attributed to the child's family background. The family being one major social institutions and an important agent of socialization plays a critical role in the child's development especially the mental, cognitive and health of the child. It is in the family that good foundation for moral and spiritual development of the child is laid. The family inspires and educates the child about the norms and social values of the society.

The socio-economic status (SES) of a child is most commonly determined by combining parents' educational

attainment, occupation and income level (Jaynes, 2002). According to Jaynes (2002) Earmon (2005) Hochschild (2003), has been shown that students of low income earners have low test score and are more likely to drop out of school. The consequence of the above is that students of parents whose income are low usually have poor academic achievement in terms of their test scores. The position of the former is corroborated by Majoribanks (1996) who found a similar trend that low socioeconomic status negatively affects academic achievement of students because low SES prevents access to vital resources and may create additional stress at home as well as disrupting the child's health.

The economic hardship that may be caused by low SES could lead to disruptions in terms of parental care, an unprecedented family disagreements and the likelihood of depression (Eamon, 2005). It would be ideal to extrapolate that SES is likely linked to home environment and one could deduced that since SES is linked to home environment, it is likely to dictate the quality of home for children hence the academic achievement.

The status of the family has been identified as a determinant of the type of education children receives. It plays a key role in the development of the child's learning capabilities, intellectual and emotional stability, good nutrition and health which are necessary ingredients for the child's learning. These are greatly influenced by the type of family a child hails from (Okujagu, 2003).

Socio economic status is most commonly determined by the parents' educational level (it can be one of the parents, that is, either (father or mother), occupational status and income level (Jeynes, 2009, McMillian & Western, 2011). It has also been found (Eamon, 2005) that socioeconomic status of the child's parents determines to a great extent the success or achievement of the child academics. It has been shown that low socioeconomic status negatively affects academic achievement of the child in the school because when the resources are not provided to the students at the right time the students will be prevented access to vital resources, the situation may creates additional mental, emotional and financial stress at home and results to the choice of school the child attends will become clog. Socioeconomic background remains one of the major sources of educational inequality in the present again educational success at whatever level depends very strongly on this pivot (Eamon, 2005, Jaynes, 2002; Graetz, 2009).

Family stress, Socio-economic factors, family income, parents education, teacher-student ratio, presence of trained professional teachers in schools and location of the school are some of the key variables that affect the performance of the students in schools. (Raychauduri et al., 2010). Kernan, Bogart & Wheat (2011) found that academic success of graduate students was enhanced if the optimal health related barriers are low and to achieve this, the SES of students needs to be improved.

Family income, according to Escarce (2003) has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. According to him residential stratification and segregation,

plays in this case, low-income students usually attend schools with low rating, have reduced achievement, not motivated, and higher risk of educational failure, when compared with their counterparts. Student from low income earners receive lower grades, earn lower scores on standardized test and are more likely to drop out of school or join deviant groups to compensate the incompetency. (Wobodo, 2010). Furthermore, social class is also a determinant of students' achievement. It was found (Zappola 2008) that children from families of low income earners are more likely to exhibit the following identifies pattern in terms of educational outcome; have low level of literacy, innumeracy and poor comprehension, low retention rate, high levels of unethical school behavior and more likely to have academic challenges with the studies and may display prominent negative attitudes to school and the attends health problems.

Bichi and Gusson, (1979) cited in Fiord and Harris (1997), claimed that poverty is one of the major contributors to students educational failure, not simply because poor children are doomed to underperform but because the consequences of poverty was that their health and nutritional status is inadequate to allow for the optimal mental development and for the actualization of their educational potentials. In the same vein, Evans (2004) further observed that children from lower income family have less stable homes, greater exposure to environmental toxins and violence and so limited extra-familiar social support networks. There is no doubt that parents in such settings would report lower educational expectations, less monitoring of children's school work and less overall supervision of social activities compared to students from high socio-economic families. Evans, (2004) repeatedly discovered that low socio-economic status children are less cognitively stimulated than high socio-economic status children, as a result of reaching less and experience less complex communications with parents. There is a relationship between parent's occupation and student's academic achievements. This was shown in the study of (King & Bellow, 2008) who used the occupation of parents as a alternative for income to examine the relationship between income and students academic achievement. According to them, children of poor parents had fewer years of school than children of parents with white collar jobs. Their findings further revealed that the educational levels of both parents (Mother and Father) had a positive and significant correlation with the academic achievement of children. They therefore concluded that the level of education a child acquires depend largely on educational opportunities of the parents.

Another proxy of SES is social differentiation which is a universal phenomenon of human society. It refers to the process by which member of the society divide up activities. Accordingly, Zanden (2008) in Nwobodo (2010) social difference become different by virtue of playing distinctive roles when a society displays graded series of ranks, which is called stratification. In other words, social stratification refers to the unequal distribution among members of a society. These inequalities are usually passed on from one generation to another. Those who are advantaged ensure that their children remain advantaged. So the social class a parent

belong have a lot to do with their personality and it does determine the class of their children, the type of school they attend, the kinds of friends they keep and so on. Similarly, Uka (2007), Ogionwo( 2004) have shown typical situation of class difference in Nigeria as it exit in child rearing practices among Nigerians.

The parent's level of education is closely linked to their life chances, income and well being (Battle and Lewis 2002). Therefore it is absolutely necessary to have a clear understanding of the factors that hinder or promote the child academic achievement especially in this period where education is becoming very valuable.

Educational level of parents has a significant impact on the academic achievement of science students. Tavani & Losh (2003) found that education level of parents was a significant predictor of children educational achievement in schools. The parental value for education is another indicator of children achievement. In other words, education of children is greatly influenced by the educational level or attainment of their parents, the higher their educational aspirations, the more encouragement and assistance they offered to their children. The contributions of literate parents to the academic achievement of their children have been viewed by many researchers (Joseph & Ikechukwu). Interestingly, they found that literate parents are more likely to understand the academic needs of their children, use of academics books and other materials they feel are appropriate for their children motivate and encourage them to develop interest in reading, taking interest in school work and helping them when the need arises. A literate mother, for instance, does home work (assignments) with her children and it's generally acknowledge that family environment is the most powerful influence in determining a child's academic motivation and achievement Parental income as an indicator of SES reflects the potential for social and economic resources that are available to the student. The second traditional SES component, parental education, is considered one of the most stable aspects of SES because it is typically established at an early age and tends to remain the same over time. Moreover, parental education is an indicator of parent's income because income and education are highly correlated in the United States (Hauser & Warren, 1997). Children from educated family stand better chance when it comes to learning as they acquire and tap into the experiences of their parents and build from it the skills and concepts that are implicit in school culture. Parent's educational background greatly affects the academic achievement of science students because their parents assist them in all ramifications at home before going to school.

Since the home environment plays or contributes meaningfully, to the academic achievement of students in schools, Ezewu (1983) pointed out that primary school pupils from poor family background are often given too much work at home at the expense of their studies. Most of them are not punctual, goes to school late and in most cases are truants to school which indirectly affect their academic performance in school, an evidence of positively high relationship between socioeconomic background of students and their performance academically. The consequences of

this are the poor health of the child and neurodevelopment problems. For example, family SES, which will largely determine the location of the child's neighborhood and school, not only directly provides home resources but also indirectly provides "social capital," that is, supportive relationships among structural forces and individuals (i.e., parent-school collaborations) that promote the sharing of societal norms and values, which are necessary to success in school (Coleman, 1988; Dika & Singh, 2002). The location of schools is closely related to the social and economic conditions of students. U.S. Department of Education, (1996) showed that even after accounting for family SES, there appear to be a number of significant differences between urban, rural, and suburban schools. Data from the National Assessment of Educational Progress, for example, indicated that the achievement of children in affluent suburban schools was significantly and consistently higher than that of children in "disadvantaged" urban schools (U.S. Department of Education, 2000)

In summary, the relationship between SES and academic achievement was the focus of much empirical investigation in several areas of education research as revealed by the plethora of literature. Recent researches employed more advanced procedures to best examine the relation between SES and academic achievement. The present study discovered that of the numerous investigations none has been done in the locality and the result of the finding. From The foregoing therefore the research was designed to assess the magnitude of the relation between parents SES, educational background and the location of the school on the academic achievement of students in Basic Science in secondary schools in Rivers State with a view to ascertain whether there is a synergy.

## 2. Research Questions

The following research questions were raised to guide the study:

RQ1: Does parents' educational background contributes to students Academic achievement?

RQ2: What are effects of parents' socioeconomic status on students' academic achievement?

RQ3: Does the type of school the students attend contribute to the academic achievement of students in Basic Science?

RQ4 does parent SES, educational level and school locations synergize to improve students' academic achievement?

### Hypotheses

Three null hypotheses were formulated and tested at 0.05 level of significance.

H<sub>01</sub>: There is no significance relationship between educational background and academic achievement of students in basic science.

H<sub>02</sub>: Parent socio-economic status does not have a significant relationship with academic achievement of students in basic science.

H<sub>03</sub>: There is no significance relationship between school location and academic achievement of students in basic science.

H<sub>04</sub>: There is no significance relationship between parents SES educational level and school location on students academic achievement.

## 3. Methodology

The study adopted a survey design because it was basically designed to find out the effects of the three independent variables (parent's socioeconomic status and educational background and school location on academic achievement (dependent variables) of students in Basic science.

The population of the study consisted of all the students in the basic classes which were drawn from the three Senatorial Districts of Rivers State. A sample size of two hundred students was selected as active participants, through the stratified random sampling technique.

The data was generated through a self developed questionnaire titled; Determinants of student's achievement in basic science (DOSAIS).

Its reliability was determined using the Cronbach alpha because the options in the instrument were more than two responses strongly agree, agree, disagree and strongly disagreed). The instruments were distributed to the various sampled school via research assistants trained prior to the distribution that retrieved them and returned the instruments to the researcher.

The entire returned instruments were subjected to coding and sorting. The mean and standard deviation were used to answer the research questions while the null hypotheses were tested using ANOVA, t-test and regression Statistics

## 4. Results

**Table 1:** Summary of Demographic Distributions

Variables	Categories	N	%
Class	basic 8	92	49.2
	Basic 9	95	50.8
Sex	Male	101	54.0
	Female	86	46.0
Location	Urban	113	60.4
	Rural	74	39.6
Parent's Socio Economic Background	Employed	17	9.1
	Unemployed	36	19.3
	Business	69	36.9
	Retiree	65	34.8

Table 1 showed the summary of demographic distributions of respondents. It showed that 92(49.2%) were in basic 8 while 95(50.8%) were in basic 9. On gender, 101(54.0%) were male while 86(46.0%) were female. Location had it that 113(60.4%) were in urban areas while 74(39.6%) were in rural areas. On parents' socio economic background, 17(9.1%) were employed, 36(19.3%) were unemployed, 69(36.9%) were in business while 65(34.8%) were retirees.

**Research Question 1:** Does parents' educational background contributes to students Academic achievement?

**Ho1:** There is no significant relationship between parents Educational Background and students' academic achievement in basic science.

**Table 1:** One-way ANOVA on the influence of parents' educational Background on the academic achievement of students in Basic Science

Source of variation	Sum of Squares	Df	Means	F	Sg	D
Between Groups	164.352	3	54.784	379	768	
Within Groups	19078.523	132	144.537			
<b>TOTAL</b>	<b>19242.875</b>	<b>135</b>				

Table 1 shows that the level of education of the parents do not significantly influenced students achievement in Basic

Science in secondary schools  $F_{1=122} = 379, p > .05$ ). The post test of multiple comparison used also indicated the observed means difference are not statically significant.

**Research question 2:** What are the effects of parental socio-economic status on the academic achievement of students in Basic science?

**H<sub>02</sub>:** The socio-economic status of parents does not significantly affect the students' academic achievement

**Table 2:** Mean scores of students over the effect of parental socio-economic status on the achievement of students in integrated science

S/n	Items	Employed N=76	Unemployed N=55	Business N=49	Retirees N=20
		Mean	Mean	Mean	Mean
1	Parents are poor and could not provide necessary things for my school	2.80	2.82	2.76	2.70
2	My parents could not pay my school fees on time I stay at home for a long time	2.62	2.55	2.57	2.85
3	They could afford my textbook	2.42	2.69	2.51	2.40
4	My parents could not afford my school fees so I stay long at home	2.50	2.65	2.51	2.45
5	I stay some weeks to look for money to support myself	2.42	2.55	2.51	2.20
6	Lack of food, leading to malnutrition which makes me have poor reading and concentration in the class hence poor performance	2.32	2.73	2.29	2.80
7	Parent unemployment is a source of stress in the family and it affects y performance	2.29	3.02	2.88	2.90
8	Live in a congested home where there is no space to do home work after school	2.49	2.73	2.55	2.50
9	Always enjoyed at home after school	2.42	2.67	2.55	2.40
10	Go to bed late due to domestic work	2.50	2.64	2.55	2.60
11	Home lack study materials	2.36	2.56	2.47	2.45
12	Always go to school late due to domestic work	2.34	2.31	2.18	2.40
13	Parents buy all prescribed textbook for me, this enables me to always accomplish my school/home assignment	2.88	2.47	2.63	2.55
14	Parents provided all necessary educational facilities for me at home, including internet and personal computer.	2.68	2.60	2.45	2.50
15	School is located within the neighborhood of mechanic garage which makes concentration in the class at time impossible	2.57	2.56	2.61	2.85
16	Parents enrolled me in a school without functional toilet/ latrine which makes students vulnerable to diseases.	2.45	2.71	2.55	2.40
17	Parents make me hawk their wares in the morning before going to school and this hinders my learning	2.51	2.56	2.37	2.70
18	Parents compel me hawk after school daily	2.24	2.71	2.43	2.75
	<b>Grand mean</b>	<b>2.49</b>	<b>2.64</b>	<b>2.52</b>	<b>2.58</b>

Table 2 shows subjects means responses on the effects of parental socio-economic status on the environment of students in basic science. Furthermore, the result shows that grand mean perception of students whose parents are employed (M =2.49) with unemployed (M=2.64) while parents in Business has M=2.52 with retirees having M=2.58.

**Table 3:** Summary of linear regression on the effects of parental socio-economic status on the academic achievement of students in Basic science

A: Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.046 <sup>a</sup>	.102	.003	1.12468

a. Predictors: (Constant), STATUS

B: Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.893	.461		12.788	.000
	STATUS	.095	.151	.046	.626	.023

a. Dependent Variable: ACHIEVEMENT

C: ANOVA <sup>a</sup>						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.495	1	.495	.391	.023 <sup>b</sup>
	Residual	234.008	185	1.265		
	Total	234.503	186			

a. Dependent Variable: ACHIEVEMENT  
 b. Predictors: (Constant), STATUS

Part B of Table 2 showed that the Summary of linear regression on the effects of parental socio-economic status on the academic achievement of students in Basic science could be described as strong and positive (Beta=.046). The R-square value of .102 in part A showed roughly a 10.2% effect of parents' socio-economic status on the students' academic achievement. The regression analysis showed that an increase in the socio-economic status of parents might lead to an increase in the students' academic achievements. The result of the F-statistics showed that the socio-economic status of parents does significantly affect the students' academic achievement ( $F_{1, 185} = .391, p < .05$ ). The null hypothesis was rejected at 0.05 alpha level.

**Research question 3:** Does location of school contribute to the academic achievement of students in Basic Science?

**H<sub>03</sub>:** There is no significant difference in the achievement of students in basic science based on school location

**Table 3:** Mean, standard deviation and independent sample t-test on difference in the achievement of students from urban and rural school in basic science

	Location	N	Mean	SD	T	p-value
Achievement	Urban	113	5.61	1.10	0.01	0.99
	Rural	74	5.61	1.17		

Table 3 showed the mean, standard deviation and independent sample t-test on difference in the achievement of students from urban and rural school in basic science. It showed that the students in urban had a mean contribution of M=5.61, SD=1.10 and rural areas had a mean contribution of M=5.61, SD=1.17. The result of the independent sample t-test showed that there is no significant difference in the achievement of students from urban and rural school in basic science (t=0.01, p>.05). The null hypothesis was upheld at 0.05 alpha level.

**Research question 4:** What are the combined effects of social-economic status of parent and the school location on student achievement in basic science?

**H<sub>04</sub>:** Parents' socio-economic status and school location does not significantly influence the achievement in basic science

**Table 4:** Summary of linear regression on combined effects of social-economic status of parent and the school location on student achievement in basic science

A: Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.046 <sup>a</sup>	.115	.009	1.12773

a. Predictors: (Constant), LOCATION, STATUS

B: Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.902	.526		11.224	.000
	Status	.095	.152	.046	.625	.023
	Location	.006	.169	.003	.036	.041

a. Dependent Variable: ACHIEVEMENT

C: ANOVA <sup>a</sup>						
Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	.497	2	.248	.195	.020 <sup>b</sup>
	Residual	234.006	184	1.272		
	Total	234.503	186			

a. Dependent Variable: ACHIEVEMENT  
 b. Predictors: (Constant), LOCATION, STATUS

Part B of Table 4 showed that the Summary of linear regression on the effects of parental socio-economic status on the academic achievement of students in Basic science could be described as strong and positive (Beta=.046). The R-square value of .115 in part A showed roughly an 11.5% combined effect of parents' socio-economic status and

location on the students' academic achievement. The regression analysis showed that an improvement in the socio-economic status of parents and location might lead to an increase in the students' academic achievements. The result of the F-statistics showed that parents' socio-economic status and school location does significantly influence the achievement in basic science (F1, 184=.195, p<.05). The null hypothesis was rejected at 0.05 alpha level.

## 5. Discussion

The result from table 1 above shows that there is no significant difference in the academic achievement of students in Basic Science based on their parent's level of education. This indicates that parents' educational background is not a predictor of students' achievement at this level of education. Students can do well academically provided all other variables for learning are in place. Although, the findings of this research was not in agreement with the findings of Murphey, 2005, Bernbeck, 2011.who found on the contrary that parental education was found a significant predictors of educational achievement. Tavani & Iosh (2003) also found contrary to the result of the study that Parental education had also positive relationship with achievement, motivation of the students and Sharma and Tahira (2011)show an agreement with the above result confirmed that the influence of parental education, parental occupation and family size on science achievement of the secondary school students was positively related. The results indicated that family variables including parental education had significant relationship with the achievement of their children

The study in table 2 above clearly showed that students' academic achievement in Basic Science is tied to the socioeconomic status of the parents. In other words, there is a positive relationship between good academic achievement in Basic Science and parental SES. Children whose parents are rich i.e. wealthy are bound to perform better because almost everything needed educational support necessary for the child's learning were provided at the right time and quantity. On the other hand children whose parents are poor suffer academically and so perform poorly virtually in all respect.

This relationship between parents SES and academic achievement is the reason for a clear socioeconomic gradient because it is gradual and increases across the range for SES (Williams, 2003). This gradient implies a gap in academic achievement between students of high and low SES D'Anguilli et al (2008). In their finding agrees with the finding of this research. The consequence of this ap has far reaching effects, it has been observed that children of lower socioeconomic status has direct effect of stress on the development of the brain. More so it is well established that children of lower SES experience greater levels of environmental and psychosocial stress (Evans 2004), Goodman, et al 2005). A substantial evidence in line with the findings of this research also suggests that early cognitive stimulation may affect later neurocognitive outcomes, including academic achievement, it has been further established that access to cognitively enriching materials varies with socioeconomic status; children below

the poverty line have less access to reading materials and enriching learning activities such as trips to educational sites, etc. Bradley, Corwyn, McAdoo & Coll (2001) and hear fewer words of speech (Risley, 1992) especially in the Basic Science studies.

Finally, the school location has been implicated as a predictor of academic achievement of students in Basic Science. School location does significantly influence student's performance in Basic Science. The result from table 3 showed that Z-cal (.363<t-cal (1.960) at the df of 134 at .05 level of significance. This means that school location is a vital variable in determining the academic.

This means that school location influences students' performance either positively or negatively. Schools located in remote areas, students from such schools may not do well because of the location, this finding agree with the findings of Richardson (1989), that school location of the student affect academic achievement either negatively or positively. Also, Okah (2004) agreed that the school location matters a lot in the academic achievement. The location of a school determines to a large extent the success and the failure of the students.

Summarily, school located in a very good place with modern learning facilities, a well equipped laboratory, library and good infrastructure promotes learning and facilitates positive academic achievement.

## 6. Conclusion

The study clearly revealed that parents SES have a strong relationship with students' academic achievement in schools. The levels of the parents economic and social standing dictates to a large extent the type of school children attend, even those who are in rural or suburb where teaching and learning facilities are not adequately provided the parents economic standing and social status can change the trend such that child can cope with the academic challenges.

However, despite the strong relationship revealed by study between the parents SES and students academic achievement, the study revealed that parents education background does not have any relationship on students achievement, this may allude concept of nature and Nurture, provided the students IQ and natural endowments are very strong it does not need the parent of the child or student to be literate in order to influence or change the child academic abilities.

The study again established the fact that school location is a predictor of academic achievement of students in Basic Science. It does significantly influence student's performance in Basic Science in secondary schools. This means that school location, as it does influences students' performance should be considered, especially when establishing schools. Schools located in rural areas may have some challenges ranging from inadequate facilities, shortage of qualified teachers, lack of information and technology based resources etc. The obvious consequences are that students from such areas may not develop their potentials maximally. However, students from urban schools may do well because of the location, the study revealed that school

located in a very good place with modern learning facilities, a well equipped laboratory, library and good infrastructure promotes learning and facilitates positive academic achievement. . The location of a school determines to a large extent the success and the failure of the students. Therefore, parents SES, educational level and the location of the school where students attends are strong synergy for students' success academically.

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