

## Home Environment and Students' Academic Achievement in Nigerian Senior Secondary School Physics

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### Abstract

This study examined the influence of home environment on physics students' academic achievement in Ondo West Local Government Area of Ondo State, Nigeria. Expost-facto research design was adopted for the study. Two hundred (200) senior secondary two (SS2) physics students were used for the study. Multistage sampling technique comprised of stratified and simple random sampling techniques was used to select schools and students. The instruments used in collecting data were Home Environment Questionnaire (HEQ) and physics Achievement Test (PAT) with reliability coefficients of 0.86 and 0.79 using Cronbach alpha and Kuder Richardson formular 21 respectively. The data collected were analyzed using t-test, Analysis of Variance (ANOVA) and multiple regression analysis. The results showed that, parents' educational status (PES) is the highest contributor to students' achievement in physics ( $\beta=.487$ ;  $t=32.87^*$ ;  $p=.000$ ). This is seconded by parents' socio-economic status (PSS) ( $\beta=.385$ ,  $t=29.36^*$ ;  $p=.000$ ), followed by parents' motivational levels (PML) ( $\beta=.313$ ;  $t=24.18^*$ ;  $p=.000$ ), followed by school location (SL) ( $\beta=.276$ ;  $t=11.24^*$ ;  $p=.000$ ) while types of school (TS) ( $\beta=.217$ ;  $t=5.43^*$ ;  $p=.000$ ) is the least facilitating students' achievement in physics. It is recommended among others that, parents should create a good and conducive learning environment for their children, provide necessary facilities that can stimulate learning at home by giving them necessary attention and guidance, and give them rewards when they excel in their academic achievement in school.

**Keywords:** Home Environment, Parents' Motivational levels, Parents' Socio-economic Status, Parents' Educational Status, School Location, Types of School

### Introduction

The home is the basic place that provides the child with primary socialization and laying the fundamental education background for the child upon which the other agents of socialization are built. The learning environments include; the home, the school and the society where the child operates (Akinbobola, 2010). Education received by a child from guardians or parents at home is most likely to have significant impact on the behaviour of the child later in life (Bada & Akinbobola, 2022).

Slaughter and Epps (2012) refer to home environment as the characteristics of society components formed by members of the

family, living together in a particular area and perform duties that are related to the activities of the family. The home environment as the immediate social environment of the child refers to as the ecology of child development. Ecology of human development is the scientific study of the progressive mutual interaction between an active developing human being and the changing features of the immediate environment in which the developing individual lives.

The home environment is the nature of the child's cognitive, emotional and social care inside the home and represents the child's psychological environment. The home setting is part of the society that determines the development and performance of the students in school and also refers to the knowledge, actions and behaviours that will lead them into a good and effective students (Ghalth, 2020). The home environment determines a lot about the child's self-development, self-concept and self-esteem. Hence, parents should take proper care, so that wrong concept or values are not inculcated in their lives. A child who develops wrong concept at home may exhibit poor academic achievement if the school cannot change the ill-manners developed at home (Akinbobola & Adedayo, 2010; Kham, Begum & Imad, 2019).

Home environment is the combination of psychological and physical environment. The psychological environment of home includes the mutual interactions of family members, respect, contribution to family matters and uphold the norms and values of the family. The physical environment includes physical needs of the individuals such as food, clothes, shelter, rooms, water and electricity. Both psychological and physical environment influence the overall development of individuals (Oommen, 2015). The future of the child is determined by his home environment. This is in accordance with the aim of pre-primary education which states that, parents should be able to effect a smooth transition from home to school. This implies that, children should have adequate preparation at home before moving to their levels of education (Federal Republic of Nigeria, NPE, 2014). The question is how many homes can offer effective transition of children from home to school? This is because of the differences in home environment factors such as motivational level, school location, types of school, parents' educational status and parents' socio-economic status.

Parents' motivation to encourage their children to learn science, especially physics can be a great factor in academic success. When parents value and actively promote the learning of science, children

are more likely to be interested in physics and perform well in school. Motivation from parents can come in different forms, such as enrolling children in schools that offer quality science instruction and providing instructional resources that enhance science learning (Saka, Akinbobola & Olorunfemi, 2024).

Children are more likely to exhibit motivation to learn when their parents or teachers are pleasant, sympathetic, show understanding and well organized. A child's responsiveness to development to which education exposes at home depends not only on his capacity but on environment, opportunity and parents' encouragement (Akinbobola & Osu, 2007)

The level of motivation of parents is a major determinant of the child's overall acquired intellectual ability. They normally monitor their children's academic activities and make sure that they do their home assignment given to them at school (Saka, Akinbobola & Saka 2023).

School location is also a major factor which can affect students' academic achievement because there exist some relationships between the learning process and the learning environment which is in a way related to the location of school Oredein (2016) defines school location as the immediate environmental conditions of a school, which may be either rural or urban. Also, Okorie and Ezech (2016) define school location as a particular area in the physical environment, whether urban or rural, where the school is cited. Oredein (2016) states that, while human beings have an unlimited capability for learning, this potential can be constrained by the behaviours and facilities provided by their immediate environment. However, whether rural or urban, the science environment constitutes the laboratory, adequate materials, adequate manpower (qualified science teachers) and peer group (Akinbobola, 2015).

In this context, rural areas refer to villages and areas far from the local government headquarters and lack basic infrastructural facilities. Urban areas on the other hand refers to areas within the local government headquarters with basic infrastructural facilities such as electricity, bore holes water supply and tarred road (Lanre-Babalola et al., 2023).

In Nigeria, secondary education is classified into private and public schools. Public secondary schools are established by communities, state and federal government with the approval of their respective state authorities (Lanre-Babalola et al., 2023). These schools are

managed by government agencies, such as teaching service commission. public secondary schools in Nigeria are further classified into unity schools, which are managed by the federal government and state schools, overseen by state governments (Nwajagu, 2022). On the other hand, independent schools also known as private secondary schools are established by non-government organizations. Voluntary agency schools and mission schools mainly focus on humanitarian and social objectives, whereas purely private schools are, primarily operated as profit-oriented enterprises (Mwajagu, 2022). The rise of private schools offer alternatives, but the high-cost limits access for poorer families, who often depend on public schools (Anchunda, 2023). Nonetheless, both public and private schools are expected to meet national educational goals, with the final examinations serving as a major measure of school effectiveness (Eze, Ezenwafor & Obidile, 2016).

Education of children starts at home and continues in school through the efforts of a teacher. A child's responsiveness to development, which education exposes him depends not only on his inbuilt nature, but on the environment, opportunity and parents' level of encouragement. Literate parents re-enforce their children's education from pre-school years. Also, the skills acquired through education has been extended to their children. Therefore, parental education and the type of occupation they are doing serve as strong determinants to a child's academic achievement at all levels of education. (Akinbobola, 2010; Bakar, Mamat & Ibrahim, 2017; Onyedikachim & Ezekiel -Hart, 2021).

Parental educational level is the highest level of education achieved by parents. It includes a wide range of levels, from primary school to professional. The educational attainment of parents has been considered as one of the reliable indicators of many sociological and psychological factors that affect the academic achievement of children (Akinbobola, 2010;

Ahmed & Anwar, 2013; Onyedikachim & Ezekiel-Hart, 2021). Well-educated parents can offer valuable guidance to their children, drawing from their own educational experiences and knowledge which will be of great benefits to their children. These include provision of relevant instructional materials for science practicals, textbooks, and conducive learning environment for their children (Akinbobola, 2010; Chohan & Khan, 2010; Bakar, Mamat & Ibrahim, 2017). Students with parents who possess higher levels of education may exhibit a

greater appreciation for learning more optimistic ideas about their abilities, a stronger inclination towards efforts, and more efficient learning practices compared to students whose parents have lower levels of education (Onyedikachim & Ezekiel-Hart, 2021).

Rodriguez-Hernandez, Cascaller and Kyndt (2019) states that, socio-economic status has influence on students' academic achievement. Parents contribute directly to the educational process of their children by monitoring and helping them in their school work and by providing information and experience supplement those their children do receive in schools. In some societies, there is no strict division of these social classes, the classification of income of parents is still low income, middle income and high income. Family income affects wide variety of valuables, higher income which is associated with better nutrition from childhood, greater education opportunities, higher intelligence and more motivational opportunities, higher intelligence and more motivation to work (Chubaienla & Imsutula, 2022)

Families with low income earning or background may find it difficult to provide for their children. The inability of parents to provide basic needs of their children in school may likely cause a gap in the achievement of students in physics. This is because students are required to bring textbooks, practical material, tools and equipment for laboratory use. On the other hand, families with high income earning are likely to provide both financial and materials supports to their children to ensure their progress in school (Akinbobola, 2009).

### **Statement of the Problem**

There is no gain saying the fact that, poor achievement of students in their examination is an issue stakeholder in education are contending with today, most especially in physics. This unsavoury and uncouraging situation has been attributed to diverse factors, such as students' home environment, students' commitment to studies, parental attitude towards their children academic pursuits and poverty, especially, the present state of economy of the country which has led to hardship which may likely affect the students' achievement in physics. Hence, what is the influence of home environment on students' academic achievement in senior secondary school physics?

## **Objectives of the Study**

The purpose of the study is to examine the influence of home environment on secondary school students' achievement in physics in Ondo West Local Government Area of Ondo State. Specifically, the study is design to achieve the following objectives:

1. To find out the influence of parents' motivational level on students' achievement in physics.
2. To assess the influence of school location (urban and rural) on students' achievement in physics.
3. To determine the influence of types of school (private and public) on students' achievement in physics.
4. To ascertain the influence of parents' education status on students' achievement in physics.
5. To investigate the influence of parents' socio-economic status on students' achievement in physics.
6. To examine the relative influence of independent variables of parents' motivational level, school location, type of school, parents' education status and parents' socio-economic status on students' achievement in physics.

## **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance:

1. There is no significant difference in the mean achievement score of physics students with high and low parents' motivational levels.
2. There is no significant difference in the mean achievement score of physics students from urban and rural schools.
3. There is no significant difference in the mean achievement score of physics students from private and public schools.
4. There is no significant difference in the mean achievement score of physics studentss whose parents are of low, average and high educational status.
5. There is no significant difference in the mean achievement score of physics students whose parents are of low, medium and high socio-economic status.
6. There is no relative significant influence in the independent variables of parents' motivational level, school location, types of school, parents' educational status and parents' socio-economic status on students' achievement in physics.

## **Methodology**

Ex-post facto research design was adopted for the study. The population of the study consisted of all the senior secondary two (SS2) students in the forty-two (22 public and 20 private, 32 urban and 10 rural) secondary schools in Ondo West Local Government Area of Ondo State. The sample size of the study consisted of two hundred (200) students. Multistage sampling technique was used for the study. The first stage was the use of stratified random sampling technique to select the schools. The two strata are urban and rural schools. Four (4) secondary schools were selected from each stratum. That is, eight (8) secondary schools were used for the study. The second stage was the use of simple random sampling technique to select two (2) public schools and two (2) private schools from each stratum through balloting. Also, twenty-five (25) students were randomly selected from each school, making a total of two hundred (200) students used for the study.

Home Environment Questionnaire (HEQ) and Physics Achievement Test (PAT) were the instrument used to collect data for the study. HEQ consisted of two sections, A and B. Section A sought information on demographic data such as student's age, gender, class, types of school, school location, parents' educational status, and parents' occupation. Section B sought information on parents' socio-economic status and parents' motivational level. The items were constructed with four option responses of Always, Often, Rarely and Never, with the rating scale of 4,3,2 and 1 respectively for positive statement. PAT consisted of fifty (50) multiple choice items on the concept of electricity. Each item had four (4) options (A, B, C, & D) with only one correct answer.

The instruments were validated by two (2) physics educators, two secondary school physics teachers, a guidance counsellor and an educational psychologist. To further strengthen the validity, the instruments were administered to a trial testing group of fifty (50) students who were not part of the main study. The results obtained in the administration of HEQ were subjected to Cronbach Alpha while the results obtained from the administration of PAT were subjected to Kuder Richardson formular -21. The results showed reliability coefficients of 0.86 and 0.79 for HEQ and PAT respectively. The administration of the instruments was done in the selected schools through the help of physics teachers (research assistants) in each school. Students whose parents have West African Senior Secondary

School Certificate (WASSSC) and below were classified as low education level; holders of National Diploma (ND) and Nigeria Certificate in Education (NCE) were classified as average (medium) education level while those who has Higher National Diploma (HND), First Degree and above were classified as high education level. Also, students whose parents' income is less than N100,000 per month were classified as low socio-economic status, between N100,000 and N250,000 were classified average socio-economic status while those who received more than N250,000 were classified as high socio-economic status. The data collected were analysed using t-test, Analysis of Variance (ANOVA) and multiple regression analysis. All the hypotheses were tested at 0.05 level of significance.

## Results

**Hypothesis One:** There is no significant difference in the mean achievement score of physics students with high and low parents' motivational levels.

The analysis is as shown in Table 1.

**Table 1:** t-test analysis of the mean achievement score of students based on parents' motivational level

Motivation Levels	N	X	SD	Df	t-cal.	Sign.	Decision at p<.05
High	118	76.24	5.96	198	24.18	.000	*
Low	82	54.72	6.34				

\* Significant at p<.05 alpha level

The analysis in Table 1 shows that, the main effect of parents' motivational levels on students' achievement in physics was significant ( $t(198) = 24.18^*$ ,  $p=.000$ ). Therefore, the null hypothesis stating a non-significant difference in the mean achievement score of physics students with high and low parents' motivational levels was rejected. This implies that, there is a significant difference in the mean achievement score of physics students with high and low parents' motivational levels. The table also indicated that, students with high motivational level achieved significantly better than students with low motivational level.

**Hypothesis Two:** There is no significant difference in the mean achievement score of physics students from urban and rural schools.

The analysis is as shown in Table 2.

**Table 2:** t-test analysis of the mean achievement score of physics students based on school location



School Location	N	X	SD	Df	t-cal.	Sign.	Decision at p<.05
Urban	100	74.48	7.64	198	11.24	.000	*
Rural	100	62.16	7.16				

\* Significant at p<.05 alpha level

As shown in Table 2, the main effect of school location on students' achievement in physics was significant ( $t(198) = 11.24^*$ ;  $p = .000$ ). Therefore, the null hypothesis stating a non-significant difference in the mean achievement score of physics students from urban and rural schools was rejected. This implies that, there is a significant difference in the mean achievement score of physics students from urban and rural schools. The table also indicated that, students from urban schools achieved significantly better than students from rural schools.

**Hypothesis Three:** There is no significant difference in the mean achievement score of physics students from private and public schools.

The analysis is as shown in Table 3.

**Table 3:** t-test analysis of the mean achievement score of physics students based on types of school

School Location	N	X	SD	Df	t-cal.	Sign.	Decision at p<.05
Private	100	71.62	7.72	198	5.43	.000	*
Public	100	65.12	7.46				

\* Significant at p<.05 alpha level

As shown in Table 3, the main effect of types of school on students' achievement in physics was significant ( $t(198) = 5.43^*$ ,  $p = .000$ ). Therefore, the null hypothesis stating a non-significant difference in the mean achievement score of physics students from private and public schools was rejected. This implies that, there is a significant difference in the mean achievement score of physics students from private and public schools. The table also indicated that, students from private schools achieved significantly better than students from public schools.

**Hypothesis Four:** There is no significant difference in the mean achievement score of physics students whose parents are of low, average and high educational status.

The analysis is as shown in Table 4.

**Table 4:** One – way Analysis of Variance (ANOVA) of the mean achievement score of students based on parents' educational status

Source of Variation	Df	Sum of Square	Mean Square	F-cal.	Sig.	Decision at p<.05

Between groups	2	13167.76	6583.88	235.81	.000	*
Within groups	197	5499.23	27.92			
Total	199	18666.99				

\* Significant at  $p < .05$  alpha level

As shown in Table 4, the main effect of parents' educational status on students' achievement in physics was significant ( $F(2, 197) = 235.81^*$ ;  $p = .000$ ). Therefore, the null hypothesis stating a non-significant difference in the mean achievement score of physics students with parents of low, average and high educational status was rejected. This implies that, the three levels of educational status (high, average and low) differ significantly in their enhancement of the academic achievement in physics.

To find the direction of significance under investigation, the achievement scores were subjected to Scheffe multiple comparison test for a post hoc analysis as shown in Table 5.

**Table 5:** Results of Scheffe's post hoc test for multiple comparison of parents' educational status on students' achievement in physics

Dependent Variable: Achievement Score						
(I) Educational Status	(J) Educational Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Lower Bound	Interval Upper Bound
High	Average	10.04*	.78	.000	4.53	10.04
	Low	19.61*	.84	.000	14.43	10.74
Average	High	-10.04	.78	.000	-10.04	-4.53
	Low	8.56*	1.12	.000	1.36	1.26
Low	High	-19.61*	.84	.000	-10.74	-14.43
	Average	-8.56*	1.12	.000	-1.26	-1.36

\*=the mean difference is significant at the .05 level

As shown in Table 5, the mean difference between high and average was 10.04; between high and low was 19.61; and between average and low was 8.56.

This implies that, physics students with parents of high educational status significantly achieved better than physics students with parents of average educational status, which in turn achieved significantly better than physics students with parent of low educational status.

**Hypothesis Five:** There is no significant difference in the mean achievement score of physics students whose parents are of low, medium and high socio-economic status.

The analysis is as shown in Table 6.

**Table 6:** One-way Analysis of Variance (ANOVA) of the mean achievement score of students based on socio-economic status

Source of Variance	Df	Sum of Square	Mean Square	F-cal.	Sig.	Decision at p<.05
Between groups	2	13110.63	6555.32	229.37	.000	*
Within groups	197	5630.96	28.58			
Total	199	18741.59				

\*= significant at p<.05 alpha level

As shown in Table 6, the main effect of parents' socio-economic on students' achievement in physics was significant ( $F(2,197)=229.37, p=.000$ ).; Therefore, the null hypothesis stating a non-significant difference in the mean achievement score of physics students whose parents are of low, average and high socio-economic status was rejected. This implies that, there is a significant difference of the mean achievement score of physics students whose parents are of low, average and high socio-economic status.

To find the direction of significance under investigation, the achievement scores were subjected to Scheffe multiple comparison test for a post hoc analysis as shown in Table 7.

**Table 7:** Results of Scheffe's post hoc test for multiple comparison of parents' socio-economic status on students' achievement in physics

Dependence Variable: Achievement Score						
(I) Socio-economic Status	(J) Socio-economic Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Lower Bound	Interval Upper Bound
High	Average	10.00*	1.20	.000	4.28	10.00
	Low	19.64*	1.21	.000	13.25	19.72
Average	High	-10.00*	1.20	.000	-10.72	-4.28
	Low	8.53*	1.21	.000	4.63	11.26
Low	High	-19.64*	1.21	.000	-19.72	-13.25
	Average	-8.53	1.21	.000	-11.12	-4.63

\*=the mean difference is significant at the .05 level

As shown in Table 7, the mean difference between high and average was 10.00; between high and low was 19.64; and between average and low was 8.53. This means that, high socio-economic status was the most effective in facilitating students' academic achievement in physics. This was followed by average socio-economic status while low socio-economic status was seen to be the least effective in facilitating students' academic achievement in physics.

**Hypothesis Six:** There is no relative significant influence of the independent variables of parents' motivational level, school location, types of school, parents' educational status and parents' socio-economic status on students' achievement in physics.

The analysis is as show in Table 8.

**Table 8:** Relative influence of independent variables on students' achievement in physics

Predictor Variable	Unstandardized Coefficient Beta( $\beta$ )	Standardized Coefficient		Rank	Sig.	t
		Std. Error	Beta ( $\beta$ )			
(Constant)	.601	3.443				.000
Parents' Motivational Levels (PML)	.381	.047	.313	3 <sup>rd</sup>	24.18*	.000
School Location (SL)	.315	.041	.276	4 <sup>th</sup>	11.24*	.000
Types of School (TS)	.263	.030	.217	5 <sup>th</sup>	5.43*	.000
Parents' Educational Status (PES)	.530	.024	.487	1 <sup>st</sup>	32.87*	.000
Parents' Socio-economics Status (PSS)	.427	.058	.385	2 <sup>nd</sup>	29.36*	.000

\*=Significant at  $p < .05$  alpha level

Table 8 shows that the relative contribution of each of the predictor variables on the dependent variable. Influence of parents' motivational levels (PML) on students' achievement in physics was significant ( $\beta = .313$ ;  $t = 24.18^*$ ;  $p = .000$ ), while that of school location (SL) on students' achievement in physics was also significant ( $\beta = .276$ ;  $t = 11.24^*$ ;  $p = .000$ ). Also, the influence of types of school (TS) on students' achievement in physics was significant ( $\beta = .217$ ;  $t = 5.43^*$ ;  $p = .000$ ), while that of parents' educational status (PES) on students' achievement in physics was also significant ( $\beta = .487$ ,  $t = 32.87^*$ ;  $p = .000$ ). The influence of parents' socio-economic status (PSS) on students' achievement was also significant ( $\beta = .385$ ,  $t = 29.36^*$ ;  $p = .000$ ).

Thus, parents' educational status is the highest contributor to students' achievement in physics. This is seconded by parents' socio-economic status, followed by parents' motivational levels, followed by school location while types of school is the least facilitating students' achievement in physics. Therefore, the null hypothesis stating a non-significant influence of the independent variables of parents' motivational level, school location, types of school, parents' educational status and parents' socio-economic status on students' achievement in physics was rejected but at different levels as shown in Table 8.

## **Discussion**

The results of hypothesis one indicated that, students with high motivational level achieved significantly better than students with low motivational level. This might be due to the fact that, motivational activities such as rewarding high academic achievement, assisting with assignments, encouraging home study, providing learning materials, offering social amenities, understanding their children's strengths and weaknesses, giving academic and career advice, regularly visiting schools, providing healthcare, discussing academic progress, attending parent-teacher association meetings, and paying school fees on time enhance students' achievement. The results are in consonance with the findings of Deplanty, Coulter-Kern and Duchane (2007), and Rogo and Adamu (2021) that, parents' motivational level exerts a great influence in the academic achievement of students.

The results of hypothesis two showed that, students from urban schools achieved significantly better than students from rural schools. This might be due to the fact that, urban schools have more relevant instructional resources (human and non-human resources) than their rural counterparts. The results are in line with the findings of Okorie and Ezeh (2016) and Akinbobola (2018) that, students whose schools are located in urban score better than those in the rural area.

The results of hypothesis three indicated that, students from private schools achieved significantly better than students from public schools. This might be due to the fact that, public schools are characterized by factors such as insufficient facilities, inadequate qualified teachers, overcrowded classrooms and inadequate teaching resources. The results are in agreement with the findings of Akinbobola and Bada (2019), and Anchunda (2023) that, private schools are equipped with modern facilities and have sufficient staff.

The results of hypothesis four showed that, physics students with parents of high educational status significantly achieved better than physics students with parents of average educational status, which in turn achieved significantly better than physics students with parents of low educational status. This might be due to the fact that, educated parents offer intellectual, financial, emotional and psychological support to their children, helping them feel more comfortable and better adapted to the learning environment which ultimately leads to higher academic achievement. The result is in agreement with the findings of Akinbobola (2010), and Ahmad and Anwar (2013) that, children from families with less-educated parents generally achieve

worse academically in school compared to those with more educated parents.

The results of hypothesis five indicated that, high socio-economic status was the most effective in facilitating students' academic achievement in physics. This was followed by average socio-economic status while low socio-economic status was the least effective in facilitating students' achievement in physics. This might be due to the fact that, higher income is associated with better nutrition from childhood, greater educational opportunities, higher intelligence, and more motivation to work and achievement. This is in agreement with the findings of Faaz and Khad (2017), and Chubaienla and Imsutula (2022) that found a strong positive link between socio-economic status and academic achievement in their study.

The results of hypothesis six indicated that, there is relative influence of the independent variables of parents' motivational level, school location, types of school, parents' educational status and parents' socio-economic status on students' achievement in physics but at different levels.

### **Conclusion**

This study indicated that, parents' educational status (PES) is the highest contributor to students' achievement in physics ( $\beta=.487$ ;  $t=32.87^*$ ;  $p=.000$ ). This is seconded by parents' socio-economic status (PSS) ( $\beta =.385$ ,  $t=29.36^*$ ;  $p=.000$ ), followed by parents' motivational level (PML) ( $\beta=.313$ ;  $t=24.18^*$ ;  $p=.000$ ), followed by school location (SL) ( $\beta=.276$ ;  $t=11.24^*$ ;  $p=.000$ ) while types of school is (TS) ( $\beta=.217$ ;  $t=5.43^*$ ;  $p=.000$ ) is the least facilitating students' achievement in physics.

### **Recommendations**

Based on the findings of this study, the following recommendations are made:

Parents should endeavour to create a good and conducive learning environment for their children at home by avoiding frequent quarrels, promotion of parent-child relationship, providing good seat for study and learning materials for children at home. Also, parents should endeavour to encourage and motivate their children by giving them attention when they are at home, assist them when they are doing their homework, provide necessary facilities that can stimulate

learning and give them rewards when they perform well in school. Parents, government, and non-governmental organizations (NGOs) should help in funding rural schools and also provide adequate facilities to public schools which are situated in the rural areas. Also, scholarship should be given to students from low socio-economic background.

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