A B S T R A C T

We investigated the relative influence of selected social and school variables on students' academic achievement as measured in terms of English and Arithmetic.

The Dependent achievement variables Score (1) and Score (2), were obtained by combining the results of achievement tests administered in English and Arithmetic towards the end of the first term, and the third term respectively.

The selected Independent Variables are: Social Class, Grade Level, Sex of students, School Location, Classroom Climate, External and Internal School Facilities, Enrolment, Attendance, Class Size, Staff Resources, Extra-Curricular Activities, Supplies and Equipment, and Management Values. The data relative to the independent variables were collected by questionnaires.

The sample was drawn from twenty-four schools located in rural, sub-urban and urban areas. There were 1,655 students involved, comprising 828 grade 3 students, each approximately 8 years old and 827 Grade 6 students each approximately 12 years old.

The unit of analysis is the individual student. The Factor Analytic technique was used to regroup and rename the independent variables as follows: Social Class, Grade Level, School Environment, Community Values, Classroom Climate, Enrolment and Activities and Sex. Regression analyses were conducted on the Dependent Variables

with the regrouped independent variables and the following results obtained.

Social Class, according to the occupational grading of parents, makes the largest contribution to academic achievement, except when previous achievement is made to function as an independent variable.

Classroom Climate, Sex, School Environment and Enrolment and Activities each also influences academic achievement. Classroom Climate and Sex are more influential in Grade 6 than in Grade 3 with an indication that girls achieve more academically than boys. School Environment and Enrolment and Activities while making a small contribution to academic achievement are more influential with Grade 3 than Grade 6 students.

In planning academic programmes Schools should provide activity type programmes, democratic classroom climates, help with homework and provide some economic support for lower Social Class students.