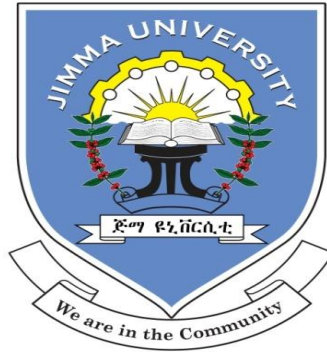**JIMMA UNIVERSITY COLLAGE OF NATURAL AND COMPUTATIONAL SCIENCE DEPARTMENT OF SPORT SCIENCE**

THE RELATIONSHIP AMONG STUDENT TEACHER INTERACTION, ECONOMIC STATUS AND ACADEMICACHIEVEMENT IN WOLAITA ZONE SELECTED SECONDARY SCHOOL.

BY:-BINIAM BIKO

SUBMITTED TO JIMMA UNIVERSITY COLLAGE OF NATURAL SCIENCE DEPARTMENT OF SPORT SCIENCE PARTIAL FULFILLMENT OF THE REQUIREMENT FOR MASTERS DEGRE (MED) IN TEACHING PHYSICAL EDUCATION.

FEBRUARY, 2020

JIMMA ETHIOPIA

Jimma University College of Natural and Computational Science Department of Sport Science

The Relationship among Student Teacher Interaction, Socio Economic Status and Academic Achievement in Wolaita Zone selected secondary school.

Submitted by:-

BiniamBiko   _____   _____

  Name of Student   Sign   date

 Approved by;

1. Mr.TesfayeDamena_____   _____

  Name of major Advisor   Sign   date

2. Mr.MekoyaMengesha_____   _____

   Name of Co-Advisor   Sign   date

3.Mr.AmanuEba_____   _____

 Name of Internal examiner   Sign   date

4. Dr.Sirak W/M _____   _____

Name of External examiner   Sign   date

5._____   _____   _____

SGS   Sign   date

DECLARATION

I, BiniamBikoAnebo hereby declare that this thesis is my own work. It is being submitted to Jimma University, College of Natural Science, and Department of sport science for partial fulfillment of the requirement for MED that it had not been submitted before for any other degree or examination in any other university. All sources I have used or quoted have been indicated and acknowledged by complete references.

Name BINIAM BIKO

Signature _____

ACKNOWLEDGMENTS

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ACRONYMS AND ABRIVATIONS

ANOVA   Analysis Of Variance

APA   American psychological Association

ASS   Areka secondary school

GER   Gross Enrollment Rate

MOE   Ministry of Education

MR   Multiple regression

PPS   Peer Pressure Scale

SNNPR   South Nation Nationalities and People Republic

STRS   Student-Teachers Interaction Scale

TV   Tele Vision

WHO   World Health Organization

ABSTRACT

This study was designed to investigate the relationship between selectedpsycosocial,student and teacher interaction, economic status and academic achievement. Emphasis was put on trying to establish the relationship between peer pressure, student-teachers interaction and academic performance of students at Areka secondary school. The study employed the use of correlation design to establish the nature of the relationships. The validity and reliability of research instruments was established and data was collected from 246 respondents selected from areka secondary school in the school using the simple random sampling method. To analyze the data, 1. the analysis of variance (ANOVA), 2.T-Test, 3.Multiple regressions (MR) and 4.Pearson product moment correlation statistical tools were used with the aim of establishing the difference and relationship between students'1.Peer influence, 2. Parents' economic status,3.Student-teachers interaction 4 academic performance of students at Areka secondary school Findings revealed the andexistence of a significant difference in academic performance in students of different age, no significant difference in academic achievement of students from different parental occupation level, no significant difference in parental education level and place of residence. The findings also revealed that there was a significant positive relationship between student-teachers interaction, peer pressure and academic performance and no significant relationship between students' socio-economic status and academic performance. On the basis of the findings, the researcher made the following conclusions; peer pressure is the most important issue that positively and negatively affects students' academic success and need special attention from school stakeholders. Although Parents' social economic status is not correlated with academic achievement in this study it is important because parents provide high levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. Affection, advice and overall interaction of teachers do count on motivating students to read, attend and interact with high commitment.

On the basis of the conclusion made, the researcher recommended that; Areka secondary school its instruction by considering the influence of peer group and student teacher interaction.

Key Words; - Investigation, Relationship, Motivate, peer pressure, Psycho social etc

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Learning in a classroom depends on a great deal of the structure and patterns of inter-personal relationships particularly pupil-pupil relationship, existing at a given point of time within the learning group. The transition from high school to tertiary institution of learning is a major life change and time of facing many psycho-social problems like peer pressure, different interpersonal relationship living far from parents and facing new environment for many youth. Attending education in school institution offers students with learning experiences and opportunities for psychosocial development (Friedlander, Reid, Shupak, &Cribbie, 2007; Tao, Dong, Pratt, Hunsberger, &Pancer, 2000).

However, entering the institution of higher learning may be a source of strain and an acute stressor (Friedlander et al., 2007). At the schools, collages and universities, academic demands increase and new social reolations are established. However, students are often not sure of their abilities to cope with these demands (Dwyer & Cummings, 2001). According to research conducted by Jill Carlivati (2001)sc col performance correlates with quality of one's interpersonal relationships and additional developmental outcomes. Academic failure, as assessed by the frequency of problems with peers and difficulty with school work, has a great impact on relationships in the home, as students who have had a bad day at school are more likely to display aversive behavior towards their parents that evening (Repetti, 1996)

Education competence in the present world is interwoven with the progress of every society. According to the modern concept of education, cited in Deepa and Chamendeswari (2014) best adjustment of school climate, parental involvement, peer interaction and student teacher interaction is the ultimate goal of education. Many psycho-social variables affect students' eventual academic achievement like peer pressure, Since it is defined as the ability of students to maintain healthy interpersonal relationships with peers and adults, and have access to a multitude of coping strategies to manage stress and difficult situations, student supportrepresents how much students feel listened to, cared about, and helped by adults in the school (Osher, Kendziora, &Chinen, 2008), parental involvement ; which is explained that family is the child's first place of contact with the world Adeyemo (2006) parental support, organization and

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attentionto study, stress and time management, involvement with school activity, emotional satisfaction with academics, and class communication. Community psychologists have demonstrated that parental involvement in school system greatly improves the level of confidence in the children. An individual who has a number of successful experiences is likely to believe in subsequent successful executions of similar behaviors. Student's characteristics like motivation, learning styles and study habit, gender, and learning strategies played a very important role in academic achievement as cited in (Osher et.al, 2008). Abe (1995) noted that it is possible to perceive the totality of human as being guided and ruled by psychological and social variables. Onocha (1985) also avers that the modern man as a person has his educational aspiration and accomplishments projected by the psycho-social variables in the environment, the positions of these two sets of variables are unique and important and may be appreciated when it is realized that the variables are necessary for the understanding of human beings, their overt and covert behaviors', potentialities and performances in the three areas of educational domains (cognitive, affective and psychomotor).

Ethiopia is one of the world's oldest civilizations (Arasho, Mehila, & Bernhard, 2008), Africa's independent country (Adejumobi, 2007; Arasho, Mehila, & Bernhard, 2008), and one of the world's oldest nations, dating back 2,000 years (Adejumobi, 2007). However, it is now one of the poorest countries in the world and is beset by multifaceted social, economic, and political problems, with poverty the most serious. The future responsibility for alleviating these multidimensional problems and developing this poor country to at least the level of middle developed countries will fall in its youth. This will be possible if its youth are effective and successful in education, particularly in higher education, since it is believed that attainment of the highest standards of education is fundamental to the dynamic development of science and technology, which, in turn, has significant impact on the cultural, socio-economic, and political development of any nation. The role that school of teacher's education plays to this effect is paramount. It is because teacher plays great role for the development or plan that has just mentioned above. School of teachers teaching produces elementary school teachers who are very important in shaping youth in the base of education. Earlier personality determines later personality . If one student shaped in earlier grade level starting from kindergarten (KG) to high school in good way, there is no matter for the success of schools and universities. Geiser and Santelices (2007), Acato (2006), and Swart (1999) all arguethat admission points which are a

reflection of the previous performance influence future academic performance. According to Minnesota measures (2007), cited in Kyoshaba (2005) a report on higher education performance, which was produced by the University of Minnesota, the most reliable predictor of student success in school is the academic preparation of students in high school. Recognizing this, in recent years the Ethiopian government has been exerting efforts and working aggressively, through expanding higher education including Teachers Education College and building their capacities and increasing the rate of enrollment, to produce well trained and qualified teachers who can take part in the development endeavors of the country.

Although Ethiopia's gross enrolment rate (GER) at school education level is 3.6 % (MOE, 2008) , which is low even when compared to the 5 % sub-Saharan average, and by far the lowest in the world (Bloom, Canning, & Chan, 2006), even those students who get an opportunity to enroll at university and college are not always capable of completing their education successfully because of poor academic achievement and subsequent academic dismissal (Ayele ,2012).This has a deleterious effect on the different development endeavors of the country. A number of previous studies have demonstrated that the organizational and policy changes experienced during a student's transition to school may be particularly challenging for minority students from low-income backgrounds (Roderick, 1995; Seidman, Aber, Allen, & French, 1996; Eccles, Lord, &Midgley, 1991). Academic performance is affected by a number of factors in school levels including social economic status, peer influence, student-teacher interaction, student-administration interaction and school background. Geiser and Santelices (2007), Acato (2006), and Swart (1999) all argue that admission points which are a reflection of the previous performance influence future academic performance. There are several psycho-social factors which affect students' academic achievement in higher education institutions in Ethiopia. Some potential causes for poor academic achievement that have been identified in previous research are related to institutional factors, such as admission type (Fentaw, 2001), placement of department (Adem, 2005), social adjustment and adaptation (Tamire, 1997; Tsige, 2001; Yalew, 2003), boarding and library facility (Habte, 1988; Tsige, 2001, 2006; Yalew, 2003), reference materials (Tamire, 1997; Yalew, 2003); counseling services (Tesfaye, 2007; Tsige, 2006), teachers' teaching and evaluation methods (Tamire, 1997; Tsige, 2006), and grading problems of teachers (Yalew, 2003). All psycho-social factors are important variables that affect students'Academic achievement and need investigation so as to bring students effectiveness in

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secondary school and reach country development as planned. But the researcher would like to investigate the relationship between some selected psycho-social factors that are (social economic status and student –teacher interaction) and academic achievement of in Arekasecondry school students by taking psycho-social factors as independent variable and academic achievement as dependent variable.

1.2. STATEMENT OF THE PROBLEM

Student success is at the heart of the educational enterprise. School success helps students to meet long-term personal and career goals and provides a range of monetary, psychosocial, and physical benefits (Baum & Ma, 2007). The research studies revealed that various psycho-social factors are responsible for scholastic failure of students, such as low socio-economic background, student's psycho-social factors, cognitive abilities, school related factors, environment of the home, or the support given by the parents and other family members (Khan & Malik, 1999; Fan, 2001; Gonzalez et al 2002).

The alarming rate of low academic self-efficacy and eventual low academic achievement constitutes a great concern to parents, teachers, examination bodies, counselors, psychologists and schools. Indeed, it represents a great wastage on the parts of students, parents and the government. Students' beliefs in their capabilities to achieve in academic tasks have been worrisome. They attend schools, seemingly settle down to study but their efforts are yielding little or no encouraging outcome. Students with high-sense of academic self-efficacy are more likely to exert effort in attempting to accomplish academic task and persist when faced withdifficulty but many with low academic self-efficacy put in less efforts and they give up quickly when they encounter obstacles and difficulties, the resultant effect is poor academic achievement which has continued to generate a lot of worry and concern to all. Obemeata (2001) notes that only a small proportion of secondary school products are qualified to proceed to the university in Nigeria cited in (Onabamiro,et al,2013). The proportion of young people who successfully complete and pass to the next level constitute a meager percentage. Performances in examinations have been consistently abysmal in the past three decades with the annual percentage pass in West African School Certificathovering around, 30percent, this moved down to 13 percent in 2008 with just a little improvement between 2009 and 2012 (ibid). This poor outcome which has been of great concern to all and varied should be investigated. Many factors have been studied as affecting students' academic achievement, they have been examined

independently and their influences on performance have been reported based on the influence of each factor. However, different studies conducted by different individuals were not concerned with combined psycho-social variables on students' academic achievement which are variables of peer teacher -student interaction, and socio-economic status together.

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1996) argued that school are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. wolaita zone selected secondary school whose vision is to be a center of excellence in the heart of Ethiopia, is keen on quality assurance and maintenance of standards. However, some students in the school perform highly and others do not perform well. Research conducted by (Bushra, 2010) reveals that schools are considered as places which provide appropriate learning environment for the student, but importance of interaction of students and community cannot be ignored.(Bushra,2010)

 Parents, adult family members, contribute significantly to various components of personality of the students particularly in improving his/her academic performance. The data from wolaita zone selected secondary school registrar show that, most students' academic achievement are very low which is below need of the school. By unknown reason the academic achievement is varies across gender i.e. male number in school extremely higher than female number. Since the school is teaching primary teachers, female students are highly important to play their maternal role in the school that they wil(l enroll after their graduation. Selection criteria from zonal bureau permit to select 75% of female so as to empower and increase number of female teacher but female student's number in the school is below 50%. However, academic achievement in school level is highly influenced by different psycho-social factors because different researchers in their findings Considine and Zappala (2002)put low academic achievement, alteration between male and female and low self –efficacy are the effects of psycho-social factors in school level. Much as the situation described here causes concern, it is not yet known why some students fail to attain the standards expected of them. There is no research in the case of Ethiopian secondary school education as to how psycho-social factors are correlated with academic performance of the students. The researcher would therefore like to investigate the relationship betweenselectedpsycho-social variables and academic performance of secondary school

studentsatwolaita zone selectedAreka secondary school with specific reference to effects socio-economic status and teacher-student interaction on academic success secondary school students.

1.3. RESEARCH QUESTIONS

This study answersthefollowingresearchquestions.

1. isthere significant relationship between student-teacher interaction and academic Achievementof secondary school students?

2. Is there stastical difference in between male and female?

3. What is the relationship between parents' economic status and academic Performance of secondary school students?

1.4. OBJECTIVES OF THE STUDY

1.4.1. GENERAL OBJECTIVE

The main objective of this thesis was to find out if psycho-social factors like social economic status and student-teachers interaction affect academic performance of secondary school students at Wolaita Zone selected secondary schools.

1.4.2. SPECIFIC OBJECTIVES

Specific objectives of the current study included the followings:

- ❖ To identefy the relationship between teacher-student interaction and academic achievement of secondary school.
- ❖ To investigate the stastical difference in between male and female secondary school students.
- ❖ To examine the relationship between economic status (parental education, place of residence and parental occupation) and academic achievement.

1.5. SCOPE OF THE STUDY

The study area specifically falls on Wolaita Zone Areka town Areka secondary school. WolaitaZone is the study area and found in south nation, nationalities and people of Ethiopia. Its capital city is Sodo and its distance from capital city of the region of SNNPR (Hawassa) is 126 km. The content scope covers such as students' teacher- student interaction, peerpresure and social-economic status of the students.

1.6. SIGNIFICANCE OF THE STUDY

Since there is a paucity of empirical studies of this kind in school, the expected findings of this study was great significance to parents and school who expend a lot on their children and expect them to perform well in school respectively. Also, it was beneficial to students especially those that are easily defeated when they encounter some academic tasks or have some problems militating against their academic success like negative attitude toward their socio-economic background. Psychologists was, hopefully, find the study outcome useful in the sense that it was help them in determining what is responsible for poor academic achievement and how psychosocial variables affect academic performance.The findings was also be useful to teachers who interpret the curriculum and build the students' knowledge and character. The study was serve as a good data base for government, policy makers, examination bodies and other stakeholders of education on issues relating to self-confidence, the need to provide adequate learning materials and enabling environment for the teaching and learning process, to pave the way for academic self-efficacy and bright academic performance. Moreover, the study also wasexpand marginally, the scope of literature and bridge the existing gap in knowledge. The study wasl also provide a basis for developing a more effective theory for teaching and learning process.

1.7. LIMITATIONS OF THE STADY

It is obvious that, research work can be not totally free from limitation. To thisend some .are the followinglimitions faced the researcher while the study is on progressed.

- ❖ Unwilling of respondents to bring back the questiounnire to the researcher while the study is on progressed.
- ❖ Shortage of time to collect and arrange relevant information.
- ❖ In availability of access to surfing (brows) internet.
- ❖ In the area, Inspitations researcher while the study despite of these short coming, However, theresearcher attempted to make the study as complete as likely.

1.8. OPERATIONAL DEFINTIONS

Facilities;-Teaching station or a room, Place were students teaching-leaning process takes the place,(Hary Thissen-Mitdeder,2006).

Management;–Is art of getting things done by a group of people effective utilization of Resources(Franklin, 1999).

QUALITY:-The concept of quality of very similar to the concept beautiful or good,(Pirsig R-1999).

1.9. ORGANIZATION OF THE STUDY

Thestudy is organized five chapters the first chapter deals with back ground of the study, Statement of the problem, objectives of the study, research question, significance of the study, and organization of the study.The second chapter deals with review of literature, the third chapter discussed about research methodology, research design, sorce of data, metheod of data collaction, metheod of data analysis.chapterfour analysis and discussion of findings. The fifth chapter consistining of summary, conculussion and recommendation of the study.

CHAPTER TWO

2. REVIEWOFRELATED LITERATURE

This chapter is a review of the existing literature relevant to the topic of student-teacher interaction and social economic status (parental education, parental occupation and families' place of residence) on students' academic achievement. The first section deals with the literature about the conceptual clarification of student-teacher interaction in general followed by a section focusing on the findings dealing specifically with student-teacher relationships.The chapter concludes with a discussion of the theoretical models in this study.

2.1CONCEPTUAL CLARIFICATION OF STUDENT-TEACHER NTERACTION

Student-teacher interaction is defined as caring and authentic relationships between teachers and the students. It is "emotions-based experiences that emerge out of teachers' on-going interactions with their students" (Pianta, 1999). It is referred to as ability to cultivate relationships or be more formally labeled as "nurturing pedagogy". It may be defined as a mix of high expectations and caring support; or as Pianta (1999) defines the student-teacher relationship, "Emotions-based experiences that emerge out of teachers' on-going interactions with their students." Strahan and Layell (2006) noted the importance of "establishing a learner-centered environment that featured warm, supportive relationships with students," (p.153) a concept confirmed by Silins and Murray-Harvey (1995). McEwen (2002) makes the case quite eloquently stating, "Effective teachers appear to be those who are 'human' in the fullest sense of the word. "Their classrooms seem to reflect miniature enterprise operations in the sense that they are more open, spontaneous, and adaptable to change" (p. 30). Hargreaves (1994) apparently agrees, stating: Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beinconnect with their students and fill their work and classes with pleasure, creativity, challenge and joy. (p.15)

2.2. CONCEPTUAL CLARIFICATION OF ACADEMIC ACHIEVEMENT

Academic achievement or (academic) performance is the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no

general agreement on how it is best tested or which aspects are most important procedural knowledge such as skills or declarative knowledge. It is evaluation of students' expected performance on academic activities in the classroom (Kyoshaba, 2009).

2.3. *STUDENT-TEACHER INTERACTION, ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT*

2.3.1. ACADEMIC ACHIEVEMENT

Brown, Lohr, and McClenahan (1999) conducted a research to examine the nature of peer pressure perceived by early adolescents. They showed that peers encouragement towards misconduct was less than other type of behaviors. Females peer pressure was strong towards conformity than males but no genders differences were formed in perception of misconduct. They also revealed that perceived pressure and personal attitudes and behaviors were significantly associated but modest and mediated by gender and grades.

It is assumed that peer influence can have both positive and negative effects on school students academic performance since the stage that students attain to school is the age of adolescent. Peer pressure also affects positively and negatively students' academic achievement especially school level because secondary school is the education level and it is life transition from place that they are familiar for long period friends and parents to make new friends which may continue foryears. It is also assumed that peer groups may not allow an adolescent to be "themselves" in the truest sense of the word. Adolescents in school level sometimes need to put on an act in order to gain acceptance from the specific group with which they would like to be associated. Furthermore, it is assumed that peers, as well as parents, siblings, and teachers, all play a large role in how adolescents function in everyday living not only education.

Research has established a significant link between students' relations with peers and their academic performance. Students who are poorly accepted by their classmates tend to have lower grades (Guldemond, 1994; Ollendick,Weist, Borden, & Greene, 1992;Wentzel, 2003; Wentzel& Caldwell, 1997; Wigfield, Eccles, & Rodriguez, 1998; Zettergren, 2003), lower scores on achievement tests (Buhs, Ladd, & Herald, 2006; Diehl, Lemerise, Caverley, Ramsay, & Roberts, 1998; Ladd, Coleman, &Kochendorfer, 1997; Vandell&Hembree, 1994; Zettergren, 2003), lower graduation rates (Risi, Gerhardstein, &Kistner, 2003) and a higher risk of dropping out (Hymel,

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Comfort, Schonert-Reichl, & McDougall, 1996; Jimerson, Egeland, Sroufe, & Carlson, 2000; Parker & Asher, 1987). Having friends at school appears to support involvement and engagement in school-related activities (Berndt, Laychak, & Park, 1990; Ladd, 1990; Vandell&Hembree, 1994; Wentzel& Caldwell, 1997) and school performance (Diehl et al., 1998; Ladd et al., 1997). Although these links have been found from childhood (e.g., Ladd, 1990) through school (e.g., Tinto, 1987), it has been suggested that relatedness to peers is particularly important and hence potentially problematic during early adolescence (Goodenow, 2003).

Ide, Parkerson, Haertel, and Walberg (2001) conducted a meta-analysis of studies published from 1966 to 1978 which examined similarity of best friends and students' lists of close friends in the academic realm. Across the ten studies reviewed, friends were similar in regards to academic achievement: An individual and his or her friends' grades and test scores were moderately correlated. In addition, friends were similar regarding school aspirations. Landau (2002) supported this conclusion by stating that students who care about learning are more likely to associate with peers who share this interest in academics than those who have less interest in learning. The personal value that an individual attaches to a characteristic also affects the individual's response to change. High value results in resistance to change, and low value results in receptiveness to change (Ryan, 2000).

Research conducted by Tadesse, (2013) on the practices of sexual behavior and risky sexual behavior expresses about level peer influence to do negative and positive things. As his respondents Informal interview from second year students suggests that, the student was second year student, before he joined the university; he was disciplined, innocent, and academically strong. Near the past he fell under the influence of peer senior students and tried alcohol and chat, thinking that would help him get along with them and make him more popular. Day after day, he came late for class and even missed class." He further suggested that "…..After he gets drunk, he usually had sex with different females and even he didn't remember the next day. He never felt that his partners are at risk so he not often uses a condom and he never think about reading even if there is exam. As he expressed he was late from his batch a result of the influence of peer to participate in the practice of substance abuse and risky sexual behavior. From this interview Tadesse concluded that peer pressure leads to practice of substance abuse and the practice has significant association with academic achievement and also his bivarate correlation

shows that there is significant relationship between peer influence to practice substance abuse and academic achievement in Adama science and technology university.

Topping (1998) examined peer assessment between students in school and universities. Results revealed that peer assessment of writing and peer assessment using marks, grades, and tests are positively related with students' achievements and attitudes. It was also concluded by research that the effects of peers are better than the effects of teachers. Lau, Quadrel, & Hartman (1990) explored the sources of stability and change in young adults 'health believes and behavior concerning drinking, diet, exercise, and wearing seat belts. Researcher showed that there were considerable changes in health behaviors andpeers have strong impact on that change. It was also suggested that parental influences were much more important than the peers on these beliefs and behaviors. The results revealed that an influence from direct modeling of behaviors was most important for peers and parents.

Biddle, Bank, & Marlin (1999) conducted a research to examine the peer and parental influence on adolescents' academic success. Different ways in which peers are affected by the peers and parental (1) the expression of normative standards or the modeling of behaviors (2) adolescents may respond directly or by internalizing norms or preferences for conduct (3) pressure norms and preferences have different effects on adolescent behavior depending on topic of the behaviors considered. Results revealed that peers influences are modeling on the other hand parental influences are through norms.

Smith and Fowler (1984) conducted a research to examine that classroom peer can serve a powerful source of reinforcement in increasing or maintaining both the positive and negative behaviors of their classmates. They examined that the effectiveness of a peer–monitored token system as hypothesized by them it can reduce disruptive and non-participation for behaviorally impaired child. Results revealed that both teachers and peers monitors systems was successful in decreasing disruptive behaviors. It was also concluded that peers are also successful in increasing participation. Brown (1982) examined the extent and effects of peer pressure among high school students. The results showed that peer pressure positively related with the following areas as listed below dating attitudes, sexual activity, use of drugs, alcohol etc.

Biddle, Bank, and Marlin (1999) conducted a study to examine parental and peer influence on adolescents. The data collected was part of a field study of expectations and reported behaviors conducted by interviews with American adolescents. Subjects for the study consisted of 149

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adolescents, and then enrolled in public high schools in a Midwestern state. The respondents constituted a quota-sample design that was approximately balanced for age, sex, social class, race, and community of residence. In comparison with the total population, the sample contained more blacks and disproportionately few who lived in rural areas; and the sample was obtained within a single, Midwestern state and consisted only of adolescents who were then enrolled within public schools. In other respects the sample was presumably representative.

The researchers found that peer behaviors are more likely to affect the adolescent than parental behaviors, whereas parental norms are more likely to affect the adolescent than peer norms. Parents have had a longer time to influence adolescents and retain a responsibility to represent the standards of the adult world. Peers, in contrast, may be shunned if they attempt to impose standards on their adolescent friends but are likely to be omnipresent as behavioral models within schools (Biddle, Bank, & Marlin, 2001). It is unfortunate that many adolescents do not have parents who are actively involved in their lives, do not provide appropriate supervision, and are unable to clearly communicate their values. This puts these adolescents in an even greater danger of giving in to negative peer pressure.

James Jaccard, professor- of psychology at the University at Albany in New York, noted that young people might be influenced as much by what they think their peers are doing as by what they are really doing. A young person may think that everyone is smoking or everyone is sexually active and may therefore feel pressure to try those behaviors (cited in Fischhoff, Cromwell, &Kipke, 1999).

School students 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 behaviors 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 (2002) stated that self-conscious worrying about how others will react to future actions is the most common way adolescents are influenced by their peers. When a teen who takes an unpopular stand and goes against the expectations or norms of the peer group, he or she is at risk for being ridiculed. Ridicule is not an easy thing to accept at any age, let alone when you are twelve or thirteen years old. This leads to the topic of peer pressure.

Several studies have found the association between peer pressure and academic achievement and they conducted it positively and negatively. In some cases, peer pressure to spend more time in working academic related issues like homework, reading more time in library and studying in group, assignment, and talking about exam may lead to high academic performance (Wagner, Schober&Speil, 2008). Therefore, the current study is aimed to examine the relationship between peer pressure and academic achievement of students in a developing African country, Ethiopia, where there is no intensive research in this area, by employing a prospective research design.

2.3.2 STUDENT-TEACHER INTERACTION AND ACADEMIC ACHIEVEMENT

Many researchers have attempted to relate student-teacher interaction to different educational, social, and psychological factors such as the strategies of learning (e.g., Pintrich& De Groot, 1990), motivational constructs such as persistence and goals/goal setting (e.g., Multon, Brown, & Lent, 1991; Schunk&Ertmer, 1999), affective constructs such as stress and anxiety (e.g., Chemers, Hu, & Garcia, 2001; Finney &Schraw, 2003; Solberg &Villareal, 1997; Zajacova et al., 2005), academic achievement (e.g., Adeyemo, 2007; Bembenutty, 2007; Campbell, 2007; Chandler, 2006; Chemers, Hu, & Garcia, 2001; Gore, 2006; Multon, Brown, & Lent, 1991; Pajares, 1996; Zajacova et al., 2005). These researchers have reported that students with smooth relationship with teachers tend to be more self-regulated and persistent in their learning, more motivated to learn and to be successful in their learning, experience less stress and good participation in class, and as a consequence have higher academic achievement than their counterparts who are low interaction with their teachers.

In research that has examined the relationship between student-teacher interaction and academic achievement of students at different levels of education, with the exception of a few studies (Pianta, 1994; Lee, 2007), it has been consistently documented that students with higher levels of interaction with their teachers have significantly higher academic performance compared to their counterparts who are low in interaction with their teachers. That is, when students have strong beliefs toward their teachers and the subject to perform well, they will have higher academic achievement than their counterpart students with low beliefs in their teachers and subjects well academically. Several studies conducted in school, colleges and universities have found that student-teacher interaction had a significant and positive effect on academic achievement (for review, see Noddings, 1996 & 2000; Lyubomirsky, King, and Diener, 2005; Birch and Ladd, 1996 & 1998; Miller, 2000).

To cite some key empirical studies, Silins and Murray-Harvey (1995) study, for example, examined the effects of student-teacher interaction on academic success with a sample of 1,291 college sophomores recruited from 5 of the 23 California State University campuses. These investigators found that student-teacher interaction had a significant and positive effect on the academic achievement of students, as measured by Grade-Point-Average (GPA) and persistence rates. Another recent study with a sample of 264 (172 females and 92 males) undergraduate students at a major university in southwestern United States also demonstrated that student-teacher interaction positively and significantly predicted academic performance (Hughes, 1999) Elias and MacDonald (2007) assessed the ability of prior academic performance and student-teacher interaction in predicting college academic performance with a sample of 202 (115 females and 87 males) undergraduate students at a large university in the Rocky Mountain region of the United States. These authors found that prior performance had a significant and positive effect on both students' beliefs and college academic performance and academic interaction beliefs accounted for a significant amount of unique variance beyond prior performance in predicting school academic performance.

In a similar vein, Robbins et al. (2004), in their meta-analysis of 109 early studies, reported that academic interaction beliefs had a significant and positive effect on the academic achievement of college students. These investigators concluded that teacher and student interaction is highly related with both retention and college academicachievement beyond that explained by more traditional (i.e., cognitive) academic predictorssuch as high school performance and standardized test scores. Interestingly, an empirical study in Africa has also documented similar findings. That is, Doll, Zucker, and Brehm (2004) study with a sample of 300 undergraduate first and second year students at the University of Ibadan, Nigeria, demonstrated that student-teacher interaction had a significant and positive effect on academic achievement.

Studies conducted with a sample of high school students have also demonstrated consistent findings that student-teacher interaction has a significant and positive effect on academic achievement. Griggs, Gagnon, Huelsman, Kidder- Ashley, and Ballard (2009) summed this best stating, "student–teacher relationships matter and may reduce the risk of negative behavioral outcomes…" (p. 562). Study in Canada by similar researchers, for instance, reported that student positive interaction with mathematics teacher had a significant and positive effect on mathematics achievement of high school students. Furthermore, these researchers revealed that

interaction of mathematics teacher was found to be a mediator between mathematics attitudes and mathematics achievement. Howes, Hamilton and Matheson (1994), in a meta-analysis of 39 students-teacher interaction studies comprising 41 different data sets, also found that students-teacher interaction had a significant and positive effect on the academic performance and persistence of students by explaining approximately 14% and 12% of the variances in academic performance and academic persistence, respectively.

In general, researchers have concluded that an abundance of studies have consistently demonstrated that student-teacher interactions are strong determinants of academic accomplishments (Griggs, Gagnon, Huelsman, Kidder- Ashley, and Ballard 2009).

Specifically, these authors have suggested that the findings of empirical studies adequately support the argument that students' interactions with their teachers strongly influence their academic performance in different ways. The mechanism behind this relationship appears to be that interaction has its most potent motivational influences via the process of organized goals (Bandura, 1997), which lay the foundation for self-regulation of efforts by providing a standard for judging the sufficiency and effectiveness of goal relevant efforts and strategy (Bandura &Cervone, 1983), and thus student-teacher interaction affects academic motivation, learning, and achievement (Pajares, 1996; Schunk, 1995).

While there is consensus among researchers that student-teacher interaction has a strong positive effect on the academic achievement of school/university students, some researchers (Rockwell, 1997; Spencer, 2006) have expressed concern regarding the problem of timing of measuring student-teacher interaction and academic achievement. These researchers suggested that care should be taken concerning the time when teachers contact and respond students and the nature of the criteria used, since these factors have a strong influence on the relationship among student-teacher interaction and academic achievement. This researcher justified this by saying that interaction experienced school/university students are more strongly related to their academic achievement and persistence than are the new for interaction school/university students (i.e., when students have long stay in colleges/universities and experience in the academic arena, their student-teacher interaction are expected to be more accurate).

In sum, it is evident from the preceding review that student-teacher interaction has a significant and positive effect on academic achievement of school/university students.

Therefore, the current study is aimed to examine the relationship between student-teacher interaction and academic achievement of school students in a developing African country, Ethiopia, where there is no intensive,

2.3.2.1 TEACHER CONNECTIONS

One of the attributes that will undoubtedly make most lists is a teacher's ability to connect with students. It may be referred to as an ability to cultivate relationships or be more formally labeled as "nurturing pedagogy". It may be defined as a mix of high expectations and caring support; or as Pianta (1999) defines the student-teacher relationship, "Emotions-based experiences that emerge out of teachers' on-going interactions with their students." Strahan and Layell (2006) noted the importance of "establishing a learner-centered environment that featured warm, supportive relationships with students," (p.153) a concept confirmed by Silins and Murray-Harvey (1995). McEwan (2002) makes the case quite eloquently stating, "Effective teachers appear to be those who are 'human' in the fullest sense of the word. Their classroom seems to reflect miniature enterprise operations in the sense that they are more open, spontaneous, and adaptable to change" (p. 30) Hargreaves (1994) apparently agrees, stating. Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy. (p. 835).

Liu (1997), when talking specifically about the impact of a multi-year experience in China's secondary schools, also attests to the importance of the student-teacher relationship stating, "The close emotional bond between teachers and students led students to recognize the school as a home away from home. The teachers' dedication to students' growth helped inspire students to meet the school's requirements, both academic and behavioral." According to Roeser, Midgley and Urdan (1996), students who reported more positive teacher-student relationships also reported greater feelings of belonging, thus felt more academically efficaciousness and less self-conscious. In the same vein, Koplow (2002) proposed that effective student-teacher relationships encourage greater confidence and classroom engagement in much the same manner as sensitive parenting encourages a greater sense of security and confidence.

2.3.2.2 RELATIONSHIPS

Relationships, whether positive or negative in nature, have proven to have profound effects on quality of life. Landsford, Antonucci, Akiyama, and Takahashi (2005) found that well-being is directly tied to personal relationships. In this mixed methods study, participants, ranging from teenagers to senior citizens from both the United States and Japan, were surveyed revealing that in both countries social relationship quality was equally related to well-being. This well-being was accomplished specifically "by providing love, intimacy, reassurance of worth, tangible assistance, and guidance" (p. 1). Vanzetti and Duck (1996) shared similar as well as other benefits to relationships, which include physical support, a sense of belonging, having a "sounding board" for emotional reactions and opinions, being able to say what you really think, providing a reassurance of worth, opportunities to help others, and validation and support for the way we do things and interpret experience (p. 15-18).

Conversely, Landsford et al. (2005) reported that the lack of high quality relationships resulted in negative effects including depression, anxiety, and poor health in general. And Ehrensaft's (2005) meta-analysis review of research of juveniles with conduct problems also suggested that problems of self-conduct, especially with regard to females, were linked to impaired interpersonal relationships.

2.3.2.3 STUDENT-TEACHER RELATIONSHIPS.

With this basic understanding of the apparent necessity and importance of relationships in mind, the following section will focus more specifically on the importance and impact of student-teacher relationships.

A request for what constitutes effective teaching will undoubtedly produces a long and varied list of responses. The list may include, but not be limited to a teacher's knowledge of subject, pedagogical competence, instructional effectiveness, and/or classroom management skills. Banner and Cannon (1997) describe the difficulty in defining exactly what it means to be an effective teacher, "We think we know great teaching when we encounter it, yet we find it impossible to say precisely what has gone into making it great" (p. 3). The situation is further convoluted when considering whether teaching is an art or a science. As stated by McEwan (2002), "An ample amount of research exists showing that content and caring are not exclusive commodities; effective teachers emphasize both..." (p. 6).

2.3.2.4. *IMPORTANT OFSTUDENT-TEACHER RELATIONSHIPS IN SCHOOL SUCCESS*

2.3.2.4. IMPORTANCE OFSTUDENT-TEACHER RELATIONSHIPS IN SCHOOL SUCCESS

The importance of the student-teacher relationship has been observed issue in teaching learning process as different scholars offered. The APA Work Group of the Board ofEducational Affairs (1997), a Presidential Task Force, produced Learner-centered Psychological Principles: A Framework for School Reform and Redesign, which included 14 fundamental principles about learners and learning. Of these principles, Principle 11 – The Social Influence on Learning stated, "Learning is influenced by social interactions, interpersonal relations, and communication with others." Similarly, McCombs and Whisler (1997), offered five premises for helping each learner develop to their fullest potential, which included "Learning occurs best in an environment that contains positive interpersonal relationships and interactions and in which the learner feels appreciated, acknowledged, respected, and admired."

In Classroom Management that Works - Research-based strategies for every teacher, Marzano (2003) presents the results of several meta-analyses centered on teachereffectiveness. The initial results indicated four general components of importanceincluding: rules and procedures, disciplinary interventions, mental set, and teacher studentrelationships. The latter, though not the highest in terms of effect size (-.869), issuggested to be "the keystone for the other factors" (p. 41). Based on the above evidence this study has been proposed as there is significant relationship between student-teacher interaction and academic achievement of college students.

2.3.3. SOCIAL ECONOMIC STATUS AND ACADEMIC PERFORMANCE

Social economic status is most commonly determined by combining parents' educational level, occupational status and place of residence (Jeynes, 2002; McMillan & Western, 2000). In most of the studies done on academic performance of students, it is not surprising that social economic status is one of the major factors studied while predicting academic performance. Hansen and Mastekaasa (2003), argue that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success. It is believed that low social economic status negatively affects academic achievement because low social economic status prevents access to vital resources and creates additional stress at home. (Eamon 2005; Jeynes, 2002). Graetz (1995) carried out a study on social economic status in education research and policy found that social economic background remains one of the major sources of

educational inequality and adds that one's educational success depends very strongly on the social economic status of one's parents. Considine and Zappala (2002) agree with Graetz (1995), in their study on the influence of social and economic disadvantage in the academic performance of school students in Australia found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school.

On the contrary Pedrosa R.H, Norberto W.D, Rafael P.M, Cibele Y.A and Benilton S.C (2006) in their study on educational and social economic background of undergraduates and academic performance at a Brazilian university, found that students coming from disadvantaged socioeconomic and educational homes perform relatively better than those coming from higher socioeconomic and educational strata. They called this phenomenal educational resilience. This could be true considering that different countries have different parameters of categorizing social economic status. What a developed country categorizes as low social economic status may be different from the definition of low social economic status of a developing country. Additionally students do not form a homogenous group and one measure of social economic disadvantage may not suit all sub groups equally.

Combs (1985) argued that in virtually all nations, children of parents high on the educational, occupation and social scale have far better chance of getting into good secondary schools and from there into the best colleges and universities than equally bright children of ordinary workers or farmers and like. Combs (1985) adds that the findings of many empirical studies suggest that children whose parents are at the bottom of the social economic hierarchy are not as inclined to seek or gain access to available educational facilities as the children with families are located at the middle or top of the hierarchy. Dills (2006) had a similar view with Combs (1985) when she found that students from the bottom quartile consistently perform below students from the top quartile of socioeconomic status. Another similar view was held by Hansen and Mastekaasa (2006), when they studied the impact of parental education and occupation grades among all first year students and higher level graduates in Norwegian universities. Their analysis showed that students who are from educated families and from families who have government occupation that score high compared with their counterparts who are from illiterate and families who have ordinary jobs like farmer and other private works.

McMillan and Westor (2002) argued that social economic status is comprised of three major dimensions: education, occupation and place of residence and therefore in developing indicators appropriate for high education context, researchers should study each dimension of social economic status separately. They add that education, occupation and place residence are moderately correlated therefore it is inappropriate to treat them interchangeably in the higher education context. An argument similar to Considine and Zappala (2002), who argued that the social and the economic components of the socio-economic status equation may have distinct and separate influences on educational outcomes. The researcher therefore reviewed literature on each of the components of social economic status in relation to academic performance.

Family place of residence, according to Escarce (2003) has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. Escarce (2003) adds that due to residential stratification and segregation, students from rural usually attend schools with lower levels, have reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, rural adolescents receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school.

Escarce (2003) is in agreement with Combs (1985) and Sentamu (2003) who argued that social class determines what school a child will attend and whether the child will pass the examinations. Considine and Zappala (2002) found that children from families with rural residence are more likely to exhibit the following patterns in terms of educational outcomes; have lower levels of literacy, innumeracy and comprehension, lower retention rates, exhibit higher levels of problematic school behavior, are more likely to have difficulties with their studies and display negative attitudes to school.

King and Bellow (1999) used parents' occupation as a proxy for income to examine the relationship between income and achievement and found that children of farmers had fewer years of schooling than children of parents with white-collar jobs. They also determined that the schooling levels of both parents had a positive and statistically significant effect on the educational attainment of Peruvian children. They argue that how much education a child's parents have is probably the most important factor in determining the child's educational opportunities. They observe that the higher the attainment for parents, then the greater their aspirations for children.

Owens (1999) in her study exploring beliefs about academic achievement studied the relationship between parent and guardian educational attainment to academic achievement and concluded that the educational attainment of parent or guardian does have a relationship with academic achievement of their children, she argued that the higher the parent or guardian's educational achievement, the higher the academic achievement similar to what King & Bellow (1999) had said. Sentamu (2003) argued that rural families and urban families where both parents were illiterate or had inadequate education do not seem to consider home study for their children a priority and that illiterate families will not foster a study culture in their children since the parents themselves did not attend school or the education they received was inadequate to create this awareness in them. These differences in home literacy activities are likely to be reflected in school achievement.

According to the literature cited it can be seen that social economic status is related to academic performance, whether one studies social economic status as a whole or with distinct dimensions, there is considerable support to hypothesize that parents' social economic status affects academic performance of students. (Jeynes 2002; Eamon 2005; Greatz 1995; Considine&Zappala 2002; Hansen &Mastekaasa 2003) Students who come from low social economic backgrounds earn lower examination scores compared to their counter parts from high social economic backgrounds (Eamon 2005).

2.4. THEORETICAL PERSPECTIVES

Bronfenbrenner's (1979) developmental theory, which focuses on ecological systems and the interaction between the individual and his/her context and Social learning theory of Bandura (1977) are the theoretical framework for this study.

Ecological Model

According to this model Academic achievement can be related to individual psychological factors such as self-esteem, locus of control, need for acceptance, anxiety levels and eagerness to act like adults (Millar, 2006). Academic achievement is, however, also closely linked to social and community factors such as access and exposure to interaction with their teachers, social norms that tolerate risk behavior, peer pressure, socio-economic status, educational opportunities, social support and involvement with a social network (Levine, 1998; Jessor, 1992; Plant, 1992).

Social learning Theory

Social learning theory explains both desirable and undesirable behavioral outcomes (Miller, 2002). It includes a broad array of theory and practice in learning and change, and encompasses both cognitive and behavioral approaches. As stated in Miller (2002) cognitive learning assumes that there are psychological factors that influence behavior. However, Social learning theory also holds that behavior is influenced by environmental factors, and not just psychological or cognitive factors. Thus, social learning assumes that psychological and environmental factors combined to influence the development of specific behaviors. It stresses the importance of attending to and modeling the behaviors, cognitions (e.g., attitudes and beliefs) and emotions of others. It further sees an interactive process between cognitive, behavioral, and environmental influences (Miller, 2002).

From this we can understand that social learning theory can be used to explain the development of need to follow what their peer wants them to act. Theoretically, if an individual never observed the practices of what their peer do, then those behaviors would never be learned by the individuals (miller, 2002). Once it is adopted, the behavior leads to positive or negative consequences or outcomes which may be risk, e.g., acceptance by the group, sense of power, attention of peers, establishment of a group role that instills a sense of pride, etc.(Miller, 2002).

CHAPTER THREE

3. RESEARCH METHODOLOGY

The gender differences in academic achievement at secondary school level, the level of relation with academic performance; student-teachers interaction and its relation with academic performance and students' socio-economic status and its relation with students' secondary school success ispartof the objectives. In order to achieve this research objective, the researcher decided

to obtain the basic information fromAreka secondary school students. Accordingly, the planned study area (geographical location), study design, study population, sample size, sampling techniques, methods of data collection, data quality assurance (validity and reliability), methods of data processing and analysis of results are explained in this chapter.

3.1. STUDY AREA

To understand the research problem more clearly, it is necessary to give some necessary background information of the study location in which the study is conducted. Accordingly, the study was conducted at Areka secondary school (ASS). ASS is located in wolaita zone areka city which is about 360 kilometers to the south of the capital city of Addis Ababa and about 126 kilometers to the southern of the capital city of Southern Nation Nationalities and Peoples Region of Ethiopia (SNNPR). ASS was first established in 1976 as Areka kindergarten. In 1982 E.C, the school was renamed as Areka secondary school (ASS).

STUDY AREA MAP
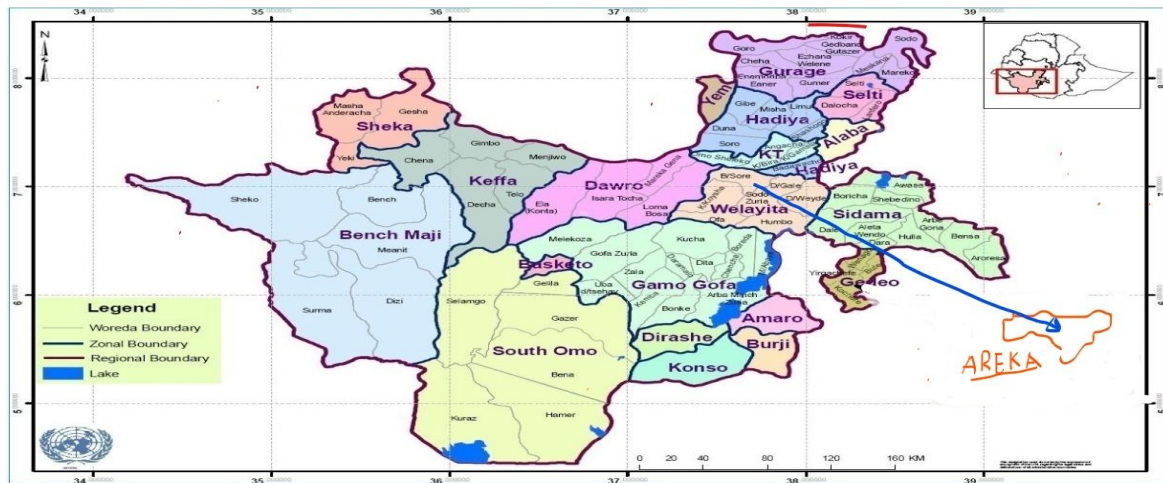
Areka district plan office.

3.2. RESEARCH DESIGN

The study was conducted by using the cross-sectional research design as it was intended to investigate the relationship between some selected psycho-social variables like student-teachers interaction, socio-economic status and academic achievement. According to Fraenkel and Wallen (1996), correlation research describes an existing relationship and differences between different dependent and independent variables. The study was conducted in line with quantitative

approach for the reason that it is based on variables measured with numbers and the results were analyzedwithstatistical procedure..

3.3. POPULATION OF THESTUDY

The target population of the study was all grade 10 students. The number of all grade 10 students is 681, where 553 were males and 128 females. The respondents in this study were 10th grade students as it was about assessing the relationship between selected socio-economic factors and academicperformanceofsecondaryschooleducation.

3.3.1. SAMPLE SIZE AND SAMPLING TECHNIQUE

The selection of the sample for this study made as follows: First, by using purposive sampling technique, 10th grade students taken for the reason it was intended to investigate the relationship between selected psychosocial variables and academic achievement based on first semester result Following this, they were further stratified based on section and gender (sex) the reason that the number of female students in the school significantly lesser than that of male students in number and the number of students in each classroom were not equal. The sample of the study was 248 10th grade students that the researcher selected out of 681 students based on Morgan and Krejcie's sampling determination table. The sampling determination table developed by Morgan and Krejcie is suitable to select sample from population based on its clearness which many researchers were used and confirmed its validity (Kyoshaba, 2009). In the process, the 681 (553 male and 128 are female) 10th grade students in the school and were divided into ten sectios. The 248 respondents were selected from all classrooms in the school by using the sampling table. Finally as randomization is effective in creating equivalent representative groups that are essentially the same on all relevant variables (Amin, 2005), the sample was done by using simple random sampling techniques which is procedure of lottery method to select participants foreach classrooms so as to avoid bias and give equal chance for whole 10th grade students (see table 1).

Table1: SAMPLING FRAME FOR SAMPLING TECHNIQUES

No	Grade	Male	Female	Total	Sample		
					M	F	Total
1	$10^{th}A$	55 (20)	13 (5)	68(25)	20	5	25
2	$10^{th}B$	53 (20)	13 (5)	66(25)	20	5	25
3	$10^{th}C$	66 (21)	13 (5)	79(26)	21	5	26
4	$10^{th}D$	53 (20)	13 (5)	66(25)	20	5	25
5	$10^{th}E$	54 (20)	13(5)	67(25)	20	5	25
6	$10^{th}F$	54 (20)	13(5)	67 (25)	20	5	25
7	$10^{th}G$	55 (20)	12(4)	67(24)	20	4	24
8	10Vh	54 (20)	13(5)	67 (25)	20	5	25
9	$10^{th}I$	54 (20)	13(4)	67(24)	20	4	24
10	$10^{th}J$	55 (20)	12 (4)	67(24)	20	4	24
Total	$10^{th}A$-J	553(201)	128(47)	681(248)	201	47	248

NB. The number of students under bracketsindicates the sorce of data.

3.4. DATA COLLECTION INSTRUMENTS

There are different instruments that can be used to gather information and different researchers used different instruments depending on the research type and population that they were interested in. From these instruments, the researcher used questionnaire as the population of the study was literate and large. To gather enough information to this study the researcher used Questionnaire containing three sets of items. The first set consists of questions demanded respondents background characteristics (i.e., demographic variables). It includes age, sex, academic status, subject, family structure, parents or guardians Residence, parental educational level, and parental occupation. The remaining two sets of items are: student-teachers relation scale (STRS) and peer pressure scale (PPS).

3.4.1. PEER PRESSURE SCALE FOR STUDENTS (PPSS)

The scale used to measure student peer pressure was based on Likert scale ("very low", "low", "moderately high" "high" and "very high") developed by B. Bradford Brown University of WIMadison and Donna Rae Clasen at University of WIWhitewater (2002). The items developed for peer pressure are nineteen (19) in numbers and one item was omitted after pilot study based on its item analysis. Eighteen items were adopted for peer pressure inventory in this study.

3.4.2. STUDENT-TEACHERS RELATION SCALE (STRS)

Items desired to measure teacher-student interaction (STRS) are 28 in number which is developed by Robert C. Piñata (1999). It is useful for the purpose of this research which dealt with the relationship between teacher-student interaction and students' academic achievement.

3.5. DATA COLLECTION PROCEDURE

The overall quantitative data were collected within five consecutive days. Following every necessary precaution such as securing permission to inter the class, the questionnaire was distributed to the selected students (sample) in the classroom the researcher together with a data collector and classroom representatives. Some clarifications were made for the respondents by the researcher as the participation were voluntary and they have the right not to fill the questionnaire before they were decided to participate in the questionnaire. Finally, keeping the confidentiality of data filled by the students from unauthorized persons, the distributed questionnaires were collected in the day to avoid time constraints to fill the question in the specified period of time.

3.6. DATA ANALYSIS TECHNIQUE

The data gathered through, questionnaire was processed through concurrent flows of activity of the quantitative data analysis system. Data from questionnaires was compiled, sorted, edited, classified and coded into a coding sheet and analyzed using a computerized data analysis package known as Statistical Package(SPSS 23version) by using revert scale. The researcher used (1) Pearson product-moment correlation coefficient (r) to compute the relationship among students peer relation, student-teacher interaction and academic performance. The researcher also used (2) T-test to find out how academic performance varied with gender, place of residence, parental education, in terms of level of exposure to peer pressure, and to see the mean difference in the level of their teacher interaction. One way Analysis of Variance (ANOVA) was used to

check (3) academic achievement differences in terms of age and parental occupation. (4) StandardMultiple Regression (MR) was also used to predict the academic performanceofstudentsbased on selected variables taken as psychosocial variables and the prediction level of the independent variable for the dependent variable.

CHAPTER FOUR

4. DATA ANLYSIS OF INTERPRETAION

In this chapter, the results of the respondents are described according to the following procedures. First, demographic characteristics of the respondents were analyzed by using frequency and percentage statistics. Second, the gender, place of residence, parental education and academic performance among the respondents were analyzed by using frequency and independent t-test analysis system to show the mean difference.

Third, difference of academic performance and students' age level in school, students' academic performance and parental occupation level among respondents are described by using one way analysis of variance (ANOVA). Fourth, Pearson correlation was used to show the relationship between peer pressure, student-teachers interaction and academic achievement. Finally multiple regressions were performed to predict the academic performance of the students based on different variables.

As stated in chapter three, by using Krejicie and Morgan formula, the planed number of samples selected to fill the questionnaire were 248 of which 201 were male and 47 were female respondents. Even though the sample sizes were 248, the total numbers of respondents who completed the questionnaire correctly and consistently were 246(99.2%) of which 199 were male and 47 were female. The rest (2) respondents were rejected due to incompleteness and absence of the respondents during data collection. Therefore, the results were analyzed based on 246 respondents.

4.1. ANALYSIS.

This section deals withdemographic characteristics of the respondents: gender, age, parents'place of residence, parental education and parental occupation as per section A of the questionnaire. The demographic characteristics (i.e., expressed by frequencies and percentages) of the study samplearedisplayedin Table 1 below.Table 3: Demographic Characteristics of the StudentSample (N=246)

Respondants Demographic characteristics		Sex		Overall
		Male	Female	
1	Areka Senior secondary students	199	47	246 (100%)

As it can be seen from the Table above, samples of female and male students, the majority of the participants or students reported that their parents had no formal education and/or had elementary/junior secondary educational level, and majority of the students were reported that their parents were not government employer. According to their report majority of the students' family are categorized under other job (such as farmer, merchant and etc). The majority of participants reported that they were from intact families (i.e., residing with both biological parents). As the table above shows majority of the students or respondents family are reside in rural areas. And when we come to mothers' occupation as majority of the students report shows that their mothers' occupation was house wife and majority of the students were aged between 19-21 years. Respondents Academic Performance in Terms Of Gender, Place of Residence and Parental Education

The study was interested in whether academic performance varied in terms of demographic characteristics. Table 4 shows the mean difference between gender, place of residence, parental occupation and academic performance as determined using the independent sample t-test results.

Table 4 Summary of the t-test results for the mean difference between gender, place of residence, parental education and Academic performance

Variables		N	Mean	SD	t	P -value
Gender	Male	199	2.82	0.48		
	Female	47	2.67	0.45	1.875	.062
Place of residence	Rural	125	2.84	0.512		
	Urban	121	2.73	0.44	1.795	0.074
Fathers' education	Illiterate	74	2.82	.486		
	Literate	172	2.77	.480	0.694	0.489
Mothers' education	Illiterate	113	2.76	.492		
	Literate	133	2.81	.473	0.716	0.475

Statistically not significant

An independent sample t- test was conducted to ascertain whether a statistically significant difference exists between academic performance and selected demographic characteristics of respondents which includes gender, place of residence and parental education.

As presented in Table-4, there is no statistically significant difference between academic performance in accordance with gender t (246) = 1.875 which is not significant at α= .05; place of residence t (246) = 1.795 which is not significant at α= .05; fathers education t (246) = .489; which is not significant at α= .05 and mothers education t (246) = .716which is not significant at α= .05. This implies that there is no difference in academic performance in accordance with gender of respondents, place of residence of the respondents and parental education.

PeerPressure,Student-TeachersInteractionandRespondentsAcademic Performance

This section tells about respondents' academic performance in terms of level of peer pressure and level of their interaction with their teachers. Their academic performance with the study variables analyzed as follows.

Table 8 Difference of mean in accordance with Respondents' level of peer influence and interaction with their teachers

Variables	Level	N	Mean	SD	t-value	p- value
Peer pressure	Low	124	2.77	.440	0.725	0.469
	High	122	2.80	.520		
Student teacher interaction	Low	130	2.692	.430	3.358*	0.001
	High	116	2.894	.514		

*statistically significant at the 0.05 level

An independent t- test was conducted to ascertain whether a statistically significant difference exists between academic performance and study variables which include peer pressure, and student-teacher interactions. As presented in Table there is no statistically significant difference in the academic achievement score of the students between high and low exposure to peer influence t (246) = .725 which is not significant at α= .05; while there was significant difference in the academic achievement score of the students between high and low student-teacher interaction (t (3.358) = .001, P<.05); It reveals that there is significant difference in the academic performance between students who have high interaction with their teachers and students with low interaction with their teachers. The mean academic performances of the

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students with and without teachers' interaction were 2.69 and 2.89 respectively. It is evident that students with high interaction with their teachers significantly score higher in their academic performance compared to students with less interaction with their teachers.

Verification of hypotheses

This Subsection gives the verification of the three study hypotheses;

The research hypothesis was statistically tested by analyzing the relationship between the dependent variable and the independent variable through Pearson correlation method with 95% confidence interval level.

Hypothesis One: peer pressure and academic achievement

The hypothesis was stated as; "There is a positive relationship between peer pressure and academic performance of secondary school teachers." To test this hypothesis, the researcher asked respondents to rate their peer influence level at school to do and not to do something. The rating was according to Likert scale with one representing very low, two representing low, three representing moderately high, four representing High and five representing very high and the reverse for questions which were negative. For purposes of testing Hypothesis one, that is whether there is a positive relationship between peer influence and academic performance, the researcher developed 18 items on peer pressure (Appendix A, Section 2) and to correlate the two, the Pearson product moment coefficient was used as follows

Table 9: Respondents Pearson Product Moment correlation analysis for the relationship between peer pressure and academic performance

		1	2
Results (100%) person Correlation		1	0.117
	Sig(2- tailed)	246	0.068
	N		246
Peer pressure	Pearson correlation	0.117	1
	Sig(2-tailed)	0.068	
	N	246	

** Correlation is significant at the 0.01 level (2- tailed).

According to the above Table, Peer pressure and academic achievement were positively correlated,, r (246) = 0.117, p = 0.068 at the 95% of confidence level. This indicates that academic achievement would be positively affected by an increase in students peer pressure. This result implies that when peer pressure is high to do positive things the academic

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achievement of secondary school students also increase whereas the level of peer pressure is low to positive activities the students' performance level decrease.

Hypotheses Two: student's teacher interaction and academic achievement

The hypotheses was stated as; "There is a positive relationship between students-teacher interaction and academic performance of secondary school teachers." To test this hypothesis, the researcher asked respondents to rate their level of interaction with their teachers. The rating was according to Likert scale with one representing strongly disagree, two representing disagree, three representing undecided, four representing agree and five representing strongly agree and the reverse for questions which were negative.

Table 10 Summary of the Pearson Product Moment correlation analysis for the relationship between student teachers interaction and academic performance

		1	2
Results (100%)	Pearson correlation	1	0.218**
	Sig(2-tailed)		0.001
	N	246	246
Students-teachers interaction			
	Pearson correlation	0.218**	1
	Sig(2-tailed)	0.001	
	N	246	

**. Correlation is significant at the 0.01 level (2-tailed).

According to the above Table, student-teachers interaction and academic achievement were significantly positively correlated, r (246) = 0.218, p = 0.001 at the 95% of confidence level. This indicates that academic achievement would be significantly positively affected by their level of interaction with their teachers. This result implies that the level of interaction increase or become high, the academic achievement of students increase.

Hypotheses Three: Social economic status and academic performance

The hypotheses was stated as; "There is a positive relationship between socio-economic status and academic performance of secondary school students." To test this hypothesis, the researcher asked respondents to rate the level of their parents' socio-economic status. Socio-economic status was conceptualized as parents' education level, parents' place of residence and parents' occupation status. The rating was different for each according to likert scale with one

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representing for illiterate and two representing literate. The same rating was used for place of residence one representing rural and two representing urban. And also the same rating was used for parental occupation one representing for government employer, two representing private employer and three representing other for male guardian/father and house wife for mother or female guardian. Therefore, the researcher used different statistical tools so as test their mean difference with academic performance. Analysis of variance (ANOVA) was used to test whether there is significant difference between students from different parent's occupation level or not. The ANOVA result revealed that there is no significant difference in academic performance between students from different occupation groups both mothers and fathers occupation (see table 6 and 7). The **t**-test was used in order to test mean difference in academic performance of students from literate and illiterate families. The researcher again used **t**-test to test student's academic performance mean between students from rural and urban areas (see table 4).

Table 11 Interco-relation matrix

Variables		1	2	3
Results (100%)	Pearson Correlation	1	.117	$.218^{**}$
	Sig. (2-tailed)		.068	.001
	N	246	246	246
PEER PRESSURE	Pearson Correlation	.117	1	$.282^{**}$
	Sig. (2-tailed)	.068		.000
	N	246	246	246
STUDENTS TEACHERS INTERACTION	Pearson Correlation	$.218^{**}$	$.282^{**}$	1
	Sig. (2-tailed)	.001	.000	
	N	246	246	246

Correlation is significant at the 0.01 level (2tailed).

In addition to summary of correlation between dependent variable and independent variable, the correlation also drawn among independent variables so as to check their correlation in order to fulfill the procedure or assumption of multiple regression analysis as the table above shows. According to the above table there is significant relationship between two independent variables that are peer pressure and student-teachers interaction (r = 0.282, P<0.01).

Preliminary Multiple Regression Analyses

Preliminary analyses were conducted to ensure no major violations of the assumptions of multicollinearity, normality, linearity, were there. The results indicated that there were no major violations of the assumptions. Pallant (2007, P.155) explains that to check if there is multiple correlations among the predictors, the "*Tolerance and VIF*" values presented in the coefficients table are used. Accordingly, a Tolerance value less than 0.1 or a VIF value greater than 10 indicates multicollinearity. Thus, multicollinearity is not a problem in this study as all the Tolerance values were greater than 0.1 and the VIF values were less than 10. On the other hand, the normal probability plot (P-P) of the standardized residuals and the scatter plot of standardized residuals were used to check whether the normality and linearity assumptions were met. The normal probability plot should indicate points lying in a reasonably straight diagonal line from bottom left to top right. The output from the multiple regression analysis in this study indicated a sound linearity of points along the regression line as it indicated in appendix. Furthermore, Pallant also states that residuals should be roughly rectangularly distributed with most of the scores concentrating in the centre (along the 0 line). The output for the scatter plot also appeared to meet this assumption as the distribution of the scores is greatly rectangular in shape. Thus, the analyses in general showed that no major violations of the assumptions have been there. For details, refer to the outputs attached as part of the appendices.

Multiple Regression Analysis of the overall contribution of (Gender,Age, parentalEducation, parental Occupation, peer pressure and student- teacher interaction) in predicting academic performance(n=246).

Variables	B	SE	β	r	pr^2	spr^2	P-value
Gender	-.152	.080	-.124	-.119	-.0015	-.014	.058
Age	-.070	.073	-.062	-.023	-.004	-.0036	.336
Fathers' education	-.083	.077	-.079	-.044	-.005	-.0045	.284
Mother education	.080	.077	.083	.046	-.0052	-.005	.268
Peer pressure	-.005	.062	-.005	.046	-.000025	-.000025	.938
Fathers' occupation	-.059	.042	-.104	-.003	-.0081	-.0076	.167
Mothers' occupation	.035	.052	.051	.031	-.0020	-.002	.489
Student-teachers interaction	.009	.003	.222	.218	.0454	.0441	.001
R^2	0.074						
Adj R^2	0.042						
F	2.353						
	sig 0.019						

The result from standard multiple regression presented in Table above shows that the set of variables entered in to the model ,in combination, significantly predicted academic performance $F_{(8,237)}= 2.353$, $p < .05$): R(.271), R^2(.074) and Adj.R^2(.042). This means that Gender, Age, Parental Education, Parental Occupation, Peer Pressure and Student-Teachers Interaction together accounted for 7.4% of the variance in academic performance. *R^2 preferred over the Adjusted R^2 because it gives a more approximate figure of the real variance in the true population when large samples are used (Pallant, 2007, p.158).* On the other hand, the result also implies that some other unmeasured variables accounted for the remaining 92.6% of the variance in academic performance.

4.2 DISCUSSION OF THE FINDINGS

This part discusses about the findings of the data as presented in part one. As stated in chapter one of this research, the main intent of this research was to investigate the relationship between selected psycho-social variables like peer pressure, student-teachers interaction and social-economic status (parental education, parental occupation and place of residence) and academic achievement. Based on this objective, detailed quantitative survey results were analyzed in part one of this chapter. In this part detailed discussion of this quantitative survey concerning the relationship between selected psychosocial variables and academic achievement that is level of peer pressure, level of student teachers interaction and socio-economic status among respondents is discussed. Related research findings for triangulation are presented.

Objective one: The relationship between peer pressure and academic achievement

The first hypothesis was stated as there is positive or negative relationship between peer influence and academic achievement. To test this hypothesis the researcher developed standardized questionnaire and adopted into Ethiopian context. The reliability of the questionnaire was tested by pilot study by using crombach's alpha test and its reliability level was 0.846 which is found to be acceptable. The Pearson Product Moment Correlation was used to determine the relationship between peer pressure and academic achievement. The Pearson correlation result shows (r (246) =0.117, p= 0.068). The finding reveals that, there is positive relationship between peer pressure and students academic achievement. It indicates that when peer pressure level increase to do positive activities the students' academic achievement also increase and the reverse for peer influence level increase to do negative activities the academic

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achievement of student will decrease because the correlation of two variables were positive. The findings of this study are consistent with a number of scholars including; Brown, Lahr, McClenahan, Guldemond, 1994; Ollendick,Weist, Borden, & Greene, 1992;Wentzel, 2003; Wentzel& Caldwell, 1997; Wigfield, Eccles, & Rodriguez, 1998; Zettergren, 2003), (Buhs, Ladd, & Herald, 2006; Diehl, Lemerise, Caverley, Ramsay, & Roberts, 1998; Ladd, Coleman, &Kochendorfer, 1997; Vandell&Hembree, 1994; Zettergren, 2003), (Risi, Gerhardstein, &Kistner, 2003) (Hymel, Comfort, Schonert-Reichl, & McDougall, 1996; Jimerson, Egeland, Sroufe, & Carlson, 2000) and who all demonstrated that peer rejection and acceptance is the most important determinants of student success in school and students academic achievement is positively related with peer acceptance and rejection. The researcher noted that the studies by Brown, et al. (1994) were all correlative studies and they had similar conclusions and so was this study.

This result may be explained by Topping (1998) and Brown, et al. (1999); who argued that high peer pressure perceived by students reflect their cumulative performance over a period of years and that is why it is consistently the best predictor of schllo success. This finding is supported by the ecological model of Bronfenbrenner's (1979). Ecological model suggests that, academic performance is closely linked to social and community factors such as access and exposure to environmental influences, social norms that tolerate risk behavior, peer pressure, socio-economic status, educational opportunities, social support and involvement with a social network (Levine, 1998; Jessor, 1992; Plant, 1992).

A result confirmed by Biddle, Bank and Marlin (1999) who found that peer influence is much more important in changing the belief of individuals and also behaviors. Biddle, Bank and Marlin (1999) argued that peer behaviors are more likely to affect the students' behavior in school more than that of their parental norms. James Jaccard, professor of psychology at the University at Albany in New York in the research of Fischhoff, Cromwell and Kipke (1999) noted that young people might be influenced as much by what they think their peers are doing as by what they are really doing. In addition, the results could also owe to the fact that, students who had exposed highly to peer influence to do positive activities they achieve well in their college performance or continue to do so because they have a strong potential to easily catch up with college work and they are motivated to do so (Burns and Darling 2002). The findings also consistent with the explanation that Tadesse (2013) made on the peer influence in relation to

practice of substance abuse and its effect in academic performance of university students in Adama science and technology.

Objective Two: Student-Teachers interaction and academic achievement

The hypothesis stated as the highest student-teachers interaction the highest would be student's academic achievement in school. To test this hypothesis the researcher was developed standardized questionnaire and adopted into Ethiopian context. The reliability of the questionnaire was tested by pilot study by using crombach's alpha test and its reliability level was 0.845 which was found to be acceptable. The Pearson Product Moment Correlation was used to determine the relationship between student-teachers interaction and academic achievement. The Pearson correlation result shows (r (246)=0.218, p=0.001) The finding reveals that there is significant difference in the academic performance between students who have high interaction with their teachers and students low or no interaction with their teachers. The mean academic performances of the students with and without teachers' interaction were 2.69 and 2.89 respectively. It is evident that students with high interaction with their teachers significantly score higher in their academic performance compared to students with less interaction with their teachers.

The findings of this study are consistent with the research conducted by Bembenutty, et.al. (2007) who argued that students with smooth relationship with their teachers tend to be more self-regulated and persistent in their learning, more motivated to learn and to be successful in their learning, experience less stress and good participation in class, and as a consequence have higher academic achievement and better perform in school than their counterparts who are low interaction with their teachers. Pianta, (1994; Lee, 2007) reported that students who have strong beliefs toward their teachers and the subject to perform well, they will have higher academic achievement than their counterpart students with low beliefs in their teachers and subjects well academically. Several studies conducted inschools have found that student-teacher interaction had a significant and positive effect on academic achievement. The researcher noted that the studies by Silins and Murray-Harvey (1995), Elias and MacDonald (2007) were all correlative and regression studies and they had similar conclusions and so was this study.

This result may be explained by Robbins (2004), who argued that teacher and student interaction is highly related with both retention and academicachievement beyond that explained by more traditional (i.e., cognitive) academic predictorssuch as elementary school performance and

standardized test scores. According to correlations of respondents on the interaction and academic performance, the two variables were highly correlated.

Objective three: The relationship between socio-economic status and students' school performance.

The third hypothesis stated," parents' socio-economic status is positively related to academic performance of school students at Areka secondary school. The study measured the items of social economic status and academic performance and the analysis of variance (ANOVA) was used to test the mean difference in academic performance of students from parents who are government employer, private employer, and other ordinary jobs for fathers, and house wife for mother's. The result revealed that, there is no significant difference between students from different parent's occupation level (see table 6 and 7). Secondly t-test was used to measure the mean difference of students' academic performance based on parents' education and place residence. The result of respondents revealed that there was no significant difference between students from literate families, illiterate families and students from urban area and rural one. This study revealed that parents' social economic status is not significantly related to academic performance of school students. The findings indicate that there is no significant relationship between selected socio-economic variables and academic achievement at school.

The results are in agreement with Pedrosa, et al (2006) who found that students coming from disadvantaged socio-economic, educational homes and rural area perform relatively similar with those coming from higher socio-economic and educational strata. The results of this study is different from the study explained by Considine and Zappala (2002) who found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. The results are inconsistent with Hansen and Mastekaasa (2003), who argue that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success. The reason for inconsistency of foreign study may be because of culture difference, students' commitment at school level in Ethiopian context and others. The results of this study not agree with the conclusion that, low social economic status negatively affects academic achievement because

low social economic status prevents access to vital resources and creates additional stress at home. (Hansen and Mastekaasa, 2003).

The findings of this study also not confirmed the findings of Combs (1985) who concluded that, in virtually all nations, children of parents high on the educational, occupation and social scale have far better chance of getting into good secondary schools and from there into the best colleges and universities than equally bright children of ordinary workers or farmers. Combs (1985) adds that the findings of many empirical studies suggest that children whose parents are at the bottom of the social economic hierarchy are not as inclined to seek or gain access to available educational facilities as the children with families located at the middle or top of the hierarchy. In Ethiopia the trend is the same, children from middle and high social economic backgrounds join the first world schools called private schools among others and are able to gain access to college and university and they continue to perform well. Although the trend is similar in our country Ethiopia, the study result reveals that students from literate, good occupation and from urban perform not differently from their counterparts. The reason for the result may be interest of students to read, do more in homework, assignment, confidence on their families' socio-economic level and commitment on challenges.

The researcher believes that the findings are valid because areka secondary school is a public school, which students register from different socio-economic status like parents' level of occupation, place of residence and education of parents. Students from whatever social economic background are able to learn in the school if they pass enrollment criteria that regional government prepared for the referred areas. This study result also inconsistent with Dills (2006) who found that students from the bottom quartile consistently perform equal students from the top quartile of socio-economic status and Hansen and Mastekaasa (2003), whose analysis showed that students originating in classes that score high with respect to cultural capital tend to receive the highest grades.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In the previous chapter discussions about the empirical findings of this research were discussed. In this chapter, the overall research process of this thesis is summarized and general conclusions based on the findings are made. Finally, this chapter concludes with brief recommendations in line with the findings which could improve academic performance in the Areka secondary school.

5.1. SUMMARY

The main objective of this study was to examine the relationship between students peer pressure, socio-economic status, student-teachers interaction and Academic Achievement. According to the analysis results and discussion of the study, summaries are made on the relationship of dependent and independent variables.

The empirical or findings results of the research were presented in chapter 4. The response rates and sample was discussed. Descriptive, comparative, standard multiple regression and correlative statistics were utilized to gain a better understanding of the data and presented by means of frequency charts/figures and tables. The validity of the instrument was checked by different individuals like English and Amharic instructors in school of education in addition to the research advisors and reliability of the two instruments utilized was tested by means of the cronbach's alpha coefficient and found to be acceptable. In chapter two different literatures concerning the peer influence, student-teachers interaction and socio-economic status were discussed. Theoretical model for this research was also discussed in chapter two.

In chapter three method of this research was discussed. Correlation study designs were employed. In view of this, the study was adopted correlation survey to collect quantitative data from the respondents. Sample sizes were estimated by using, Krejcie and Morgan sample determination techniques. Multi-stage sampling techniques were used to select the study unit from the total population. Questionnaires were distributed to a total of 248 students while only 246 students participated with a response rate of 99.2%. Chapter four presented details of results and discussion was presented respectively. The result was discussed over all selected

psychosocial variables. The result for first variable reveals that, there was positive significant relationship between peer influence and academic achievement. The results of analysis of variance (ANOVA) and t-test indicates different accordingly. ANOVA result reveals that there is statistically significant difference in academic performance between school students in different age groups and no significant difference in academic performance between students from different parental occupation level (see Table-5, 6& 7). According to t-test result, there is no mean difference in academic performance between male and female, place of residence and parents' education level while there is significant difference between students with and without interaction with their teachers (see Table- 4).

The result of Pearson product momentum correlation reveals that, there was statistically significant correlation between peer pressure and students school academic performance. The product (r (246)= 0.117 p=0.068). The Pearson product momentum result also reveals that, there was significant positive relationship between students-teacher interaction and academic achievement (r (246) = 0.218, P<0.01). This indicates that academic achievement would be significantly positively affected by their level of interaction with their teachers. This result implies that the level of interaction increase or become high, the academic achievement of students increase

5.2. CONCLUSIONS

Based on the basic research question and objective of this research the following conclusions were made.

There is positive relationship between peer influence and students school academic achievement. The finding is similar with different researchers who conducted study in European countries on peer influence and academic achievement even though their study was on children's peer rejection and acceptance on school achievement. The result therefore, indicates that peer influence is most important determinant factor in school success of students.

Student-teachers interaction was statistically significantly correlated with students' school academic success. This implies that academic achievement would be significantly positively affected by students' level of interaction with their teachers. This result revealed that the level of interaction increase or become high, the academic achievement of students would become increase.

There was no statistically significant difference between male and female academic achievement of students. The result implies that male and female students have equal probability to succeed in school if the environment is conducive for teaching learning process.

There was no statistically significant relationship between students' academic achievement and their parents' socio-economic status. There is no statistical difference between students from literate families and students from illiterate families' on their school academic success. The same is true for place of residence and parental occupation. The meaning is that the students from rural area and urban area have equal opportunity to achieve well in school even if the individuals differences were constant. The ANOVA result also reveals that there is no academic achievement difference between students from different parental occupation level.

There was statistically significant difference in academic performance between school students in different age groups.

According to regression result the t-test associated with the beta value of the predictor (student-teachers Interaction) is making a significant contribution to the academic achievement.

5.3. RECOMMENDATIONS

Basing on the study findings and the conclusions, the researcher derived the following recommendations:

Objective one: peer influence and academic achievement

As discussed in chapter four of this study students' academic achievement is positively related with students' level of peer influence. Therefore, concerned bodies in the school should accept the following recommendation which is based on research findings.

Areka secondary school should give life skill training in relation with school success because students come from different areas, living standards, the age that most of students enter into school is the time of highest probability for exposing to peer influence.

Secondary school should be aware about negative consequences of peer pressure when they enter into school.Areka secondary school should always prepare panel discussion that helps them to share their experience with each other about negative and positive peer influence in their life process. Stakeholders and teachers in the school should focus on negative impact of taking peer influence more for doing negative activities and they should reassign the influence more for positive activities which may help well school success like spending more time in reading library, sharing information, asking questions on unclear areas, developing intrinsic motivation and etc.

Objective two: student-teachers interaction and academic achievement

Data collected from the study, presented information that suggests future workshops for educators and administrators, that may have a positive effect on the proven significance of the teacher-student relationship problem. Several issues should be addressed. First, teachers should be provided with the appropriate resources and assistance to meet the needs of their students beyond academic instruction. Although here is no "one size fits all" solution, teachers should have the opportunity to develop a myriad of strategies that will help them understand the diversity and the complexity of their issues. Diversity and awareness training can be provided, while creating opportunities within the school for students and students to have non-academic interactions such as mentoring or family-type activities. Second, students and teachers need to be provided with measurable and attainable goals to create experiences with and exposure to success. Accountability is crucial for both staff and students. Instructional and remediation strategies need to be implemented to prevent students from falling through the cracks. The

development of effective professional learning communities would help teachers plan strategies to differentiate instruction and provide resources to create gender and culturally relevant lessons.

Third, there is a need for immediate action, highlighted by the slightly negative relationship between motivation and achievement. Research states that positive relationships positively influence motivation and motivation is very important thing for academic success Bembenutty, et.al. (2007); the issue at hand is how to capitalize on these relationships and the student's motivation, to act as catalysts for achievement. If the students in school are motivated by their teachers, they start asking questions and it made them to make smooth relationship with their teachers and their academic performance will be good. Educators need to assist and challenge students to define their personal success, which can influence their performance.

Fourth, there is a tendency for school to focus on low achiever student so as to investigate the problem that affect their academic achievement taking immediate action accordingly. The needto meet state and national progress standards may be resulting in some school focusing so intently on the lowest performing students that their high performing students could begin to decline. High performance students could be experiencing lack of academic challenges and/or lack of recognition, as teachers are taking the time to build relationships with the lowest performing students. There needs to be a balance where all students are challenged and where the students who need additional assistance are provided with the appropriate scaffolds.

Lastly, the results of this study indicate there is indeed a statistically significant relationship between teacher-student interactions and motivation. This supports the need for more research to bridge the gap between motivating students and identifying the influential variables that influence their achievement.

Objective Three: Parents' social economic status and academic performance

The school should not only focus on academic performance of applicants but also on the parents' socio-economic status. The school could also devise means of paying special attention to students from different socio-economic backgrounds. For example the school could improve the student support system psychological support that develops motivation for whole students and helps them study hard with great commitment for their school success by preparing work shop that talks about the advantage of commitment for success even if the socio-economic level difference as constant

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Appendix I

Questionnaire for Areka secondary school students

The main objective of this questionnaire is to examine the relationship between peer pressure, student-teacher interaction and academic achievement.The data will be only used for academic purpose. The fate of success of this study is mainly relayed on the true information you give. So, be as honest as possible for the data you put on the questionnaire. Your information will be strictly kept confidential.

Thank you for your cooperation in advance!!

Notice

Don't write your name, ID, or phone number on any part of this questionnaire

Don't miss any question unfilled

Be honest for information you give as possible as you can

Part I: Background Information (BGI)

Direction: -The following are some items about your background information.

In some of the items you are required to write the necessary information in the blank space provided but in others you are required to indicate your response by encircling the number of your appropriate answer(s).

1. Sex: (A) Male   (B) Female
2. Age   (1) below 14   (2) 15-19   (3) 19-21   (4)above 21

3. With whom are you living now?

   (1) With both father and mother   (6) with other relative (e. g., grandparents, aunts, uncle)

   (2) With father   (7) with foster parents who are no relatives

   (3) With mother

   (4) With father and step mother

   (5) With mother and step father

4. Where do your parents or guardians reside?   (1) Rural   (2) Urban
5. Your father's/male guardian's level of education is:

(1) No formal education   (4) Certificate/Diploma

(2) Primary/Junior secondary (5) First degree and above

(3) Senior secondary

6. Your mother's/female guardian's level of education is:

  (1) No formal education   (4) Certificate/Diploma

  (2) Primary/Junior secondary (5) First degree and above

  (3) Senior secondary

7. Your father's occupation (1) government employer (2) private employer (3) Other

8. Your mother's occupation (1) government employer (2) private employer (3) house wife

Part II. Peer pressure inventory

Here are some *PAIRS of STATEMENTS* describing *PEER PRESSURE* which is when your friends encourage you *to do* something or to *not do* something else. For each pair, *READ* both statements and decide how much friends mostly encourage you to do one thing. Then, write

✓ '' sign in one of the boxes on the side toward the statement you choose, depending on *HOW MUCH* your friends encourage you to do that (**Very Low, Low, Moderately high, High, Very High**).

1. Very low   2.Low   3.Moderately high   4.High   5. Very high

No	Items	1	2	3	4	5
1	How strong is your friend influence you to Study hard, do your homework					
2	How strong is your friend initiates you to Take the Same classes that your friends take					
3	How strong is the pressure from your friends to be social, do things with other people					
4	How strong is the pressure from your friends to NOT try to bias school rules and regulation					
5	How strong is the pressure from your friends to Be part of any clubs at school that you want to be					
6	How strong is the pressure from your friends to Try to do what your school want you to do					
7	How strong is the pressure from your friends to spend time with opposite sex					
8	How strong is the pressure from your friends to do lots of things with your friends					
9	How strong is the pressure from your friends to Get home by the time your parents say you should be					
10	How strong is the pressure from your friends to Excel in your school success					
11	How strong is the pressure from your friends to go to parties than reading					
12	How strong is the pressure from your friends to Take tutorial classes					
13	How strong is the pressure from your friends to act as disciplined student					
14	How strong is the pressure from your friends to participate in religious activities (church, fellowship, etc)					
15	How strong is the pressure from your friends to Talk or act differently than your friends do					
16	How strong is the pressure from your friends to Spend your free time alone					
17	How strong is the pressure from your friends to be liked by teachers					
18	How strong is the pressure from your friends to Wear your hair different than others					

III.TEACHER STUDENT RELATIONSHIP SCALE RESPONSE FORM

Please reflect on the degree to which each of the following statements of your interaction with your teachers. Using the point scale below circle the appropriate number for each item

1. Strongly disagree   2. Disagree   3. Undecided   4. Agree   5. Strongly agree

No	Items	1	2	3	4	5
1	My teachers share affectionate, warm relationship with me.	1	2	3	4	5
2	My teacher and I always communicate with each other	1	2	3	4	5
3	I seek comfort from my teachers when feel bad	1	2	3	4	5
4	My teachers helps me to do a good job in my school life	1	2	3	4	5
5	My teachers values their relationship with me	1	2	3	4	5
6	I feel hurt or embarrassed when teachers correct me	1	2	3	4	5
7	When teachers praise me, I feel happy	1	2	3	4	5
8	I reacts strongly with my teachers	1	2	3	4	5
9	I spontaneously share information about myself	1	2	3	4	5
10	I am overly dependent on my teachers	1	2	3	4	5
11	My teachers easily become angry with me	1	2	3	4	5
12	My teachers always tries to satisfy me	1	2	3	4	5
13	I feel that my teachers treat me unfairly	1	2	3	4	5
14	I ask my teachers for help when I really need help	1	2	3	4	5
15	I sees my teachers as a source of punishment and criticism	1	2	3	4	5
16	I express hurt or jealousy when teachers talk more with other students	1	2	3	4	5
17	I remains angry or resistant after being disciplined	1	2	3	4	5
18	When I apply misbehavior, my teachers respond well to my look	1	2	3	4	5
19	My teachers drains more energy by dealing with me	1	2	3	4	5
20	My teachers noticed me copying their behavior or ways of doing things	1	2	3	4	5
21	My teachers treat me when I am in bad mood	1	2	3	4	5
22	My teachers feeling toward me can be unpredictable or can change suddenly	1	2	4	4	5
23	Despite their best efforts, they are uncomfortable with how me and they get long	1	2	3	4	5
24	I clearly express my feeling to my teachers when I wants something	1	2	3	4	5
25	I am sneaky or manipulative with my teachers	1	2	3	4	5
26	My teachers openly shares their feelings and experiences with me	1	2	3	4	5
27	My teachers are fair to me	1	2	3	4	5
28	My teachers interaction with me make me feel effective and confident	1	2	3	4	5

Appendix II

Questionnaire in Amharic

ለአረካ 2ኛደረጃተማሪዎችየተዘጋጀየፅሁፍመጠየቅ

የዚህጹሑፍመጠይቅዋናዓላማዉበአቻድሜቦመምህርተማርመካከልያለዉመስተጋብርናየተማሪትምህርትዉጤትመካከልያለ ዝምድናልመመርመር/ለመረተሸነዉ፡፡

በዚሁጹፍመጠይቅየሚሰበሰበዉመረጃለጥናታዊጽሁፍብቻየሚዉልመሆኑንእገለጽኩየመረጃዉንምስጥራዊነነትሀላፍነትበኣ ጥፔዉላይእንደሚጣልስተማመንከእናንተየምገኘዉመረጃለጥናቱለስኬትእጅግያላዋጋመፉኖበመተማመንለምታደርጉልኝትብ ብርከወዲሁአመሰግናሁ፡፡

ማሳሰቢያ፡- በዚህወረቀትላይስም፤የመታወቂያቁጥርናየሞባይልቁጥርአይፃፍም፡፡

. ማንኛዉም መልስ ሳይሞላ አይታለፍም

. ለምትሰጠዉ መልስ/መረጃ ታማኝ መሆን ይጠይቃል

ክፍልአንድ፡- የግልመረጃ

ከዚህበታችየተጠቀሱትንየግልመረጃጥያቆዎችንበመከበብመልስ/ሺ

1. ፆታ፤ (1).ወንድ (2).ሴት

2. ዕድሜ፤ (1).ከ14 ዓመትበታች (2). ከ15-19 ዓመት (3).ከ19-20ዓመት (4).ከ21 ዓመትበላይ

3. የምትኖረዉ /የምትኖሪዉ/ ከማን ጋርነዉ? (1) ከአባቴናከእናቴጋር (2) ከአባቴጋር (3) ከእናቴጋር (4) ከአባናከእንጀራእናቴጋር (5) ከእናትናከእንጀራአባቴጋር (6) ከሌሎችዘመዶችጋር (አጎት፤አክስት…) (7) ዘመድካልሆኑደጋፍሰጪዎችጋር

4. ወላጆችህ/አሳዳጎችህየሚኖሩትየትነዉ? (1) በገጠር (2) በከተማ

5. የወላጅአባትህ/ሽወይምየአሳዳጊህ/ሽ/ የትምህርትደረጃዉ (1) ምንምአልተማረም (2) 1ኛደረጃ/2ኛደረጃትምህርትተመርዋል (3) ከፍተኛ 2ኛደረጃትምህርትአጠናቅቋል (4) ድፕሎማጨርሷል (5) የመጀመሪያድግሪወይምከዚያበላይጨርሷል

6. የእናትህ/ሽወይንምየሴትአሳዳግህ/ሽ/ የትምህርትደረጃ (1) ምንምአልተማረችም   (2) 1ኛደረጃወይም 2ኛደረጃትምህርትብቻ (3) ከፍተኛ 2ኛደረጃትም/ትብቻ (4) ዲፕሎማትም/ትአጠናቃለች (5) የመጀመሪያዲግሪናበላይትም/ት

7. የአባትህ/ሽስራምንድነዉ? (1) የመንግስትሰራተኛ (2) በግልመስሪያቤትይሰራል (3) ሌላስራአለዉ

8. የእናትህ/ሽስራምንድነዉ? (1) የመንግስትሰራተኛ (2) የግልድርጅትሰራኛ   (3) የቤትእመቤትናት

ክፍልሁለት፦-

ከዚህበታችባቀረበዉሰንጠረዥየሆኑአ ቻ/ �ኒኛ ግፍ ፦በትም/ትጥናትላይየምያ ስከትለዉ በ ፦ナ ጠ ቃ ፳ ወ ፝ ምኀ ዄ ፳ ናየ ምያ በ ፳ ታ ፣ ፦ አ ፦ ፣ ፦ ዴ ፳ ኀ ፝ ፣ ፦ ዴ ፳ ኀ ፝ ፳ ዄ ፝

ሆነከቀተር 1 እስ 5 ባሉትአማራ ፳ ፦ ፝ ፝ (1) በጣ ፝ ዄ ፝ (2) ዄ ፝ (3) መ ፣ (4) ከ ፣ (5)

በጣ ፣ ፦ ፣ ፦ ፳ ፣ ፳ ፣ ፳ ፣ ፳ ፣ ፳ ፝ ፣ ከ ፣ ፣ በ ፣ ፳ ፣

ተ/ቁ	ጥያቄ	1	2	3	4	5
1	በትምህርት/ሽ/ ጥናትየ ፳ ደኛ/ሽ/ ግ ፣ ፦ ፣ ፦ እ ፳ ዴ ፳ ጠ ፝ ፳ ራ ፳ ?					
2	፳ ደኛ/ሽ/ በ ፝ ማ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝					
3	ከ ፣ ፦ ፝ ፝ ፝ ፦ ፳ ፣ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝					
4	የ ፝ ፝ /ቤ ፳ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ?					
5	በ ፝ /ቤ ፳ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ?					
6	፳ /ቤ ፳ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ?					
7	ከ ፳ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ?					
8	የ ፳ ደኛ/ሽ/ ከ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ፝ ?					
9	ወ ፳ ፝ ፝ /ሽ/ በ ፝ ፝ ፝ ፝ ፝ ?					
10	በ ፝ ፝ /ሽ/ በ ፝ ፝ ?					
11	፳ ደኛ ፝ ፝ ፝ ፝ ?					
12	የ ፝ ፝ /ት እ ፳ ፝ ፝ ?					
13	የ ፝ ፝ ፝ ፝ ?					
14	በ ፝ ፝ ?					
15	ከ ፝ ፝ ?					
16	፝ ?					
17	በ ፝ ?					
18	ከ ፝ ?					

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ከፍልሦስት:-*መህምርተማሪመስተጋብር (ግኙነት) በሣኑዉስጥየተቀመጡከ1-5 ያሉተንቁጥሮችንከበብ/ቢ*

1-በጣምአልስማማም 2- አልስማማም 3-ሊወስንአልችልም 4- እስማማለሁ 5-በጣምእስማማለሁ

ተ.ቁ	ጥያቄ	1	2	3	4	5
1	መምህራንከእኔጋርጤናግግንኙነትአላቸው	1	2	3	4	5
2	እኔናመምህራኖቼሁልጊዜተግባብተንእንኖራለን	1	2	3	4	5
3	በችግሬጊዜብሆንእንኳከመምህራኖቼእርካታአገኛለሁ	1	2	3	4	5
4	በትም/ትሕይወትጥሩሰርቼእንዳልፍመምህራንይረዱኛል	1	2	3	4	5
5	መምህራንከእኔጋርባላቸውግንኙነትደስተኞችናቸው	1	2	3	4	5
6	ሰህተትንሲያርሙኝበመምህራንእሻማቀቃለሁ	1	2	3	4	5
7	በሥራዬመምሬሲያመስግኑኝደስይለኛል	1	2	3	4	5
8	በሁለነገርከመምሬጋርእጋፈጣለሁ	1	2	3	4	5
9	በአጋጣሚያለኝንመረጃሁሉከመምሬጋርአካፈላለሁ	1	2	3	4	5
10	በመምራንእጅግእመካለሁ	1	2	3	4	5
11	መምህራንበቀላሉይቆጡኛል	1	2	3	4	5
12	መምራሁሴያስደስቱኝይጥራሉ	1	2	3	4	5
13	መምራሁልጊዜተገቢባልሆነነገርያስተናግዱኛል	1	2	3	4	5
14	ሲያስፈልገኝመምራንእንድረዱኝእጠይቃለሁ	1	2	3	4	5
15	መምህራንእንደቤጬናወቃሽስሆኑአውቃለሁ	1	2	3	4	5
16	መምህራንበሌሎችተማሪዎችቢቆጡባቸውእኔበደልስማኛል/ይከፋኛል	1	2	3	4	5
17	ሥነ-ሥርዓትሲጠበቅመምህራንበጥሩኔታያስተናግዱኛል	1	2	3	4	5
18	መጥፎህሪይባሳይምመምህራንበጥሩኔታያስተናግዱኛል	1	2	3	4	5
19	በራሴጉዳይመምህራንብዙይለፋሉ	1	2	3	4	5
20	መምህራንበባሪራሳቸውእንድመስልይፈልጉኛል	1	2	3	4	5
21	በመጥፎኔታውስጥስገባመምህራንይመክሩኛል	1	2	3	4	5
22	በእኔላይያላቸውየመምህራንአመለካከትተለዋዋጭነው	1	2	3	4	5
23	ከእነፀባይተሳፃንምብጥሩምእንኳንአልፎአልፎተስፋይቆርጣሉ	1	2	3	4	5
24	አንድነገርበፈለግሁጊዜፍላጎቴንለመምህራንበግልጽእናገራለሁ	1	2	3	4	5
25	መምህራንማዘንእንደሚችሉጠንቅቄአውቃለሁ	1	2	3	4	5
26	መምህራንልማዳቸውንናስሜታቸውንበግልፅከእኔአይሸሽጉም	1	2	3	4	5
27	መምህራንምንምአያዳሉም	1	2	3	4	5
28	መምህራንጋርለኝመስተጋብርእስተማማኝናውጤታማአድርጎኛል	1	2	3	4	5

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AppendixIII

Reliability Statistics peer pressure inventory

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.846	.836	18

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
68.40	79.600	8.922	18

Item statistics

	Mean	Std. Deviation	N
PP1	4.20	.632	10
PP2	4.80	.632	10
PP3	1.00	.000	10
PP4	4.00	1.247	10
PP5	4.40	.516	10
PP6	4.00	.816	10
PP7	4.40	.516	10
PP8	1.60	1.075	10
PP9	4.20	.632	10
PP10	4.70	.675	10
PP11	1.70	1.252	10
PP12	4.30	.675	10
PP13	4.60	.699	10
PP14	4.70	.675	10
PP15	4.40	1.265	10
PP16	2.40	1.430	10
PP17	2.70	1.160	10
PP18	4.60	.516	10
PP19	2.70	1.494	10

Reliability Statistics for item of student teacher interaction

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.845	.839	28

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
93.10	163.656	12.793	28

Item Statistics	Mean	Std. Deviation	N
STI1	4.20	1.229	10
STI2	4.00	1.155	10
STI3	3.90	1.449	10
STI4	4.70	.483	10
STI5	3.90	.876	10
STI6	2.40	1.506	10
STI7	4.80	.422	10
STI8	4.30	.823	10
STI9	3.00	1.155	10
STI10	1.80	1.033	10
STI11	2.00	1.414	10
STI12	3.60	.699	10
STI13	3.80	1.229	10
STI14	3.70	1.252	10
STI15	1.70	.675	10
STI16	2.10	.994	10
STI17	1.60	1.075	10
STI18	3.60	1.265	10
STI19	3.60	1.174	10
STI20	4.00	.943	10
STI21	3.50	1.080	10
STI22	2.20	1.033	10
STI23	1.50	.527	10
STI24	3.50	1.179	10
STI25	2.00	1.155	10
STI26	4.10	1.101	10
STI27	4.80	.422	10
STI28	4.80	.422	10