THE IMPACT OF SCHOOL ENVIRONMENT AND PEER INFLUENCES ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS AT SINANA DISTRICT OF BALE ZONE, OROMIA.

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JUNE, 2010

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The Impact of School Environment and Peer Influences on the Academic Achievement of Secondary School Students at Sinana District of Bale Zone, Oromia.

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A thesis, submitted to Department of Psychology in partial fulfillment for the requirements of MA degree in Educational psychology

DEDICATION

This thesis is dedicated to my family. Who all encouraged me and prayed for me throughout the time of my studies. I am thanks to all may class met with whom we have shared many academic experiences and explorations. Lastly, special thanks go to my all south east Bale Zone Education Office Staff members. Finally May the Almighty God blesses them all for the unwavering support throughout my studies.

DECLARATION,

I. The undersigned, declared that this thesis is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

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LETTER OF APPROVAL

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ACKNOWLEDGEMENTS

First of all I extend my deepest gratitude and appreciation to my thesis advisors, Fisseha Mikrie, (Dr.) and Co-Advisor, Eshetu Geda, (Mr.) for their unreserved professional advice and guidance by giving constructive comments and useful suggestions. Indeed, without their great dedication, the development and completion of this study would have been impossible.

Moreover, I wish to express my thanks to all my friends, in Bale Zone Sample Secondary School principals, Woreda and Zone education office experts for their cooperation in giving necessary information, by filling out questionnaire, and providing documents as well as the lecturers at Jimma University who were cooperative in responding to my request in the process of writing this thesis.

In addition, my thanks go to Bale Zone education office for giving me the chance of following MA program in educational psychology at Jimma University. As well as the education office in providing moral and material support. I would like to express my profound gratitude to my beloved wife w/r Adenech Asefa who shared all life burdens during my stay in the graduate studies.

My deepest appreciation is to my children Kelkedan, Iskedar, Andualem and Yonas for their encouragement and deep concern during my MA program study that enabled me to pursue it with enthusiasm. I would also like to express my appreciation to my friends Ato Abera Dejene (MA) and W/r Weynishet Ademasu for their moral support and printing and duplicating questionnaires for data collection.

I am also indebted to my friend Ato kiflew kebebe (_MA) for his concern, motivation and material support he provided and the research document in addition to their useful comments and suggestions.

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LIST OF ABBREVIATIONS AND ACRONYMS

CASE: Comprehensive Assessment of School Environments

ESDP: Education Sector Development Programs

GEQIP: General Education and Quality Improvement Program

MOE: Ministry of Education

NCE: National Council on Education

UNESCO: United Nations Education, Scientific and Cultural Organization

ABSTRACT

This study examined the impact of school environment and peer influences on the students' academic achievement. It assessed the school environment factors and peer influence in terms of the level of psychological impact they have on learners. The study was based on Walberg, Theory of Educational Productivity Considers learning as an interaction between environment, behavior, and one's psychological processes. The study used a correlation research design where school environment and peer influence constituted the independent variables whereas students' academic achievement was the dependent variable. Four public secondary schools in sinana District of Bale Zone in the study. The study subjects were selected using simple random sampling technique. Questionnaires were used to collect data on the school environment and the peer influence and school records were used to obtain students' Academic Achievement. Data were analyzed using multiple regressions. The study established that school environment and peer influence made a significant contribution to the students' academic achievement. Based on the analysis of data the researcher concludes the finding that there is no statistically significant difference in the academic achievements of students in terms of classroom environment and positive peer influence. At the same time, there is statistically significant difference in academic achievements of students in terms of physical facilities and negative peer influence. It is hoped that the recommendation could be for Government schools and all stakeholders must break down any barriers that impede school environment and peer influence factors. Thus, schools able to create a welcoming and inviting environment for students, by provide opportunities for students to collaborate with the school and/or teachers to identify support needs of the students, and keeping the lines of communication open.

Key terms: Impact, School Environment, Peer Influences, Students Academic Achievement.

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

The purpose of this study was to examine impact of school environment and peer influences on the academic achievement of secondary school students. The forces of environment begin to influence the growth and development of the individual right from the womb of the mother. The educational process of development occurs in the physical, social, cultural and psychological environment. A proper and adequate environment is necessary for a fruitful learning of the child. Especially the home and the school should provide the necessary stimulus for the learning experience (Lawrence, 2012). Peer influence is also defined as when people of one's age encourage or urge the individual to do something or to keep from doing something else, no matter if the individual personally want to do it or not (Ryan.A.S. Arul Lawrence, August 2012,)

Academic Achievement a measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Here, the achievement level of the student is judged by the marks that the students have scored in the semester final examinations. Education is considered as the basic infrastructure for future development and prosperity of any nation in every field of life. Moreover, in the modern era, the role of education has been changed. In the past, education was considered as a tool for human development, but now it is used as a tool for development in every field such as political, economic, and social human resources (Abbas, 2007). The focus in ESDP V will be on ensuring that all schools have: a supply of potable drinking water; adequate, gender specific, sanitation facilities; and a basic set of accessible facilities for children with special educational needs (ESDP V, 2015).

It is believed that student success in school is influenced by several environmental factors and peer influence. Students' academic fulfillment is significantly stimulated through the kind of school they attend. The school environment, which include the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management,

teaching methods, peers and so on are variables which influence students academic achievement (Ajayi, 2001, Oluchukwu, 2000). Hence, the school environment remains the important area that should be studied and well managed to enhance a students' academic achievement. The extent to which student learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. Well planned school language outcome of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students.

According to (Federal Minster of Education, 2015) school climate is the general atmosphere of the school Research shows that students who trust their teachers are more motivated and as a result do better in school (Eamon, 2005). School policies and programmers often dictate the school climate. Furthermore, if a school is capable to carry out a feeling of safety, students can have success, regardless of their family or neighborhood backgrounds (Crosnoe et al., 2004). Relating this study to international occurrences are the assertions of Williams, Perseus, and Turner (2008), quoting Marsden (2005), which reported that safe and orderly classroom environment (an aspect of instructional space), Physical facilities (accessories) were definitely related to students' academic performance in schools. According to school improvement program to aid schools to: - identify priority needs through a process of self-assessment; develop an effective and practical School improvement plan to discuss those needs and then check and assess implementation, (GEQIP, 2008).

Similar to the school environment, peer influence also influence in or outside of school, and sometimes have the impact of generating increased pressures on adolescents to engage in problematic behaviors. Although these findings support the interpretation that peer group rejection negatively impacts children's engagement and achievement in the school environment, insufficient effort has been devoted to understanding how this linkage is established or develops over time. In general, most teens conform to a peer influence on fairly insignificant things like music, clothing, or hairstyles. When it comes

to more important issues like moral values, parents still remain more influential than the peer group (Black, 2002). Participating in peer group activities is a primary stage of development and adolescent identities are often closely associated with that of their peers (Santor, Deanne, &Kusumskur, 2000). The influence of peers can be both positive and negative. On the positive side, it can serve as an important incentive for adolescents to perform well in school. On the negative side, negative peer influence can lead to discipline problems and delinquent behaviors both inside and outside school. Thus, the values of peers can play an important role in students' educational experiences and outcomes. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing, and satisfying life in a democratic society (Asrat, 2014).

1.2. Statement of the Problem

Emphasizing the importance of the school environment to a student's academic performance, Oluchukwu, (2000) asserted school environment is an essential aspect of educational planning, to explain that "unless schools are well suited, buildings adequately constructed and equipment adequately utilized and maintained, much teaching and learning may not take place. Different studies conducted by Ayodele (2000) and Vandiver (2011), showed that a positive relationship exists between the availability of facilities and student academic performances. The general quality of peer interactions within the classroom influence the effect that positive peer influence and negative peer influence have on academic outcomes (Bellmore, Witkow, Graham, &Juvonen, 2004).

According to ESDP V, document all schools will have a package of minimum learning resources. These resources include a functional laboratory with necessary equipment and materials; a pedagogical centre for shared teaching materials; and a school reading club, stocked with targeted mother-tongue 'readers' for literacy development (ESDP V, 2015). According to MoE (2003, 2015) physical facilities includes water supply, latrines (male and female toilet) clinical laboratory, library, pedagogical center, and laboratory. The facilities are required to be proportioned to the number of teachers and students in the school for the provision of quality education in schools.

The school environment and peer influence were influenced by a broad range of factors, including the social environment, community environment, and the school and classroom environment. For instance, some studies done in Nigeria revealed that the educational achievement gap had deep root; it was evident very early in children's lives; even before they enter school. Socioeconomic differences – such as health and nutrition status, home environments that provide access to academically related experiences, mobility rates, and financial assets can certainly influence academic achievements" (Laosa, 2005).

Similarly, the issue of poor academic performance of students in Ethiopia can be much concern to the government, parents, teachers and even student themselves. As a result, higher levels of school students' educational performance might be exactly in which physical facilities at the side of libraries, technical workshops and laboratories were structurally inaccurate. the classrooms designed for only thirty or forty students in most cases as well as the chairs and desks are not enough as students were found sharing chairs, standing up, or sitting at windows or broken desks (Afolabi, 2010).

In a pro-social climate, poor, average, and well-accepted individuals may differ less in relatedness than in classes that are characterized by poor social climates. Therefore, we assumed that class climate influences the strength of the association between individualized measures of peer relations and relatedness (Lubbers et al, 2006).This study agrees with the above challenges in school atmosphere and peer influence has an impact on students' outcome at Sinana district secondary school relying on the atmosphere.

Previous findings predictor of academic achievement both foreign and local studies: Several foreign studies so far have focused on finding out the reasons for the downward trend in the academic achievement of secondary school students. Adesehinwa (2013) reported effect on family type and poor funding on students' academic achievement; Ogbemudia and Aiasa (2013) reported a lack of good home foundation for pupils as cause of poor performance by students; Achieng (2012) found home factors, student factors and institutional capacity as the causes while Adesehinwa and Aremu (2010) posited that factors resident in child, family, society, government and the school may be

composite causative effects of this downturn; they, however, concluded that there is a need for each of these variables to be considered extensively hence the focus of this study to critically consider the influence of home on the academic performance of secondary school students. However, the researcher knowledge, there was limited evidence of research studies in the literature that have examined school environment, and peer influence as predictor of academic achievement in study area.

Therefore, most studies in Ethiopia have focused on the impact of school climate on students' academic achievement (Asrat, 2014; Abeya, 2017). Taddese (2014) indicated that physical facilities such as computers, LCDs, library and laboratory services, stationary materials, printers and photocopy machines and others are inadequate. Geremew and Abdissa (2015) conclude that parameters such as academic year, father and mother education, economic status of parents, students and instructors opinion implies that the student's achievement is affected by all these factors. In the present studies the researcher interested to study by linking school environment and peer influence with academic achievement.

Having all the aforementioned points in mind, the main focus of this study was to address the following gaps: the school environment element, (physical facilities, and classroom environment of a school.) and peer influence factor (positive peer influence and negative peer influence). Additionally, this study focuses investigate deeply the presence or absence the above-listed problems and to propose solutions and to make further investigation of the implementation of the conducive a school environment in the secondary school of sinana district. Consequently, this study quantitative method be directed on factors influence academic achievement of students in secondary schools. The consensus of these appropriate lighting improves test scores, reduces the off-task behavior, and plays a significant role in students' achievement.

Research Questions

This study intends to answer the following research question.

1. What is the extent of association between the classroom environment and students' academic achievement?
2. What is the contribution of physical facilities to the academic achievement of secondary-school students?
3. What is the relationship between negative peer influence and students' academic achievement?
4. What is the relationship between positive peer influence and students' academic achievement?

1.3. Objectives of the Study

1.3.1. General objectives:

The general objective of this study is to examine the impact of School environment and peer influence on the academic achievement of secondary schools.

1.3.2. Specific objectives:

The specific objectives of this study are to:-

1. Assess the extent of association between the classroom environment and the student academic achievement.
2. Describe the contribution of physical facilities to the academic achievement of students in the secondary schools.
3. Explore the relationship between negative peer influence and students' academic achievement
4. Investigate positive peer influence, on student academic achievement.

1.4. The Significance of the Study

- To improve students' academic achievement requires a clear understanding of socioeconomic, socio-cultural, institutional, and other personal factors. The major

purpose of this study was, therefore, to assess the impact of school environment and peer influences on the academic achievement of secondary school students' level of schooling and, to investigate why a smaller population of students' progress in high schools and what are the major challenges in, sinana districts for secondary school. To this end, the study will have the following significance. This study is a practical step to examine the recent students' academic performance and participation with the emphasis on the secondary level.

- It investigates in school and out of school factors which affect educational achievement and finally to indicate the possible solutions which may help in alleviating the problems in secondary education.
- This research will be helpful for the parents as well as the teachers of the students to guide them properly and as per their abilities.
- The study can indicate the gap between what ought to be and what exists in reality, so that educational, administrative bodies of different levels woreda, zone and regions would take corrective measures to fill the identified gaps. It may cause issues that may motivate and/or serve as a reference material for other researchers and policymakers who are in need to fill the gap in the area.

1.5. Delimitation of the study

This study will have the aim to assess the impact of school environment and peer influence on the academic achievement of secondary schools. Administratively, Bale zone is divided into 20 districts. There are 57 secondary schools in the zone. To conduct the research work in all districts it would be impractical due to constraints of resource and time. The scope of the study is delimited at four secondary schools and grade ten students in Sinana district of Bale Zone. The factors for such differences may be many and all the factors cannot be treated by this study. Hence, this study mainly focuses on school environment elements (physical facilities, and classroom environment of the school.) and peer influence (positive peer influence and negative peer influence.)

1.6. Operational definitions:

Academic achievement: (dependent variable) is the level at which a student performs in education, to achieve or score the entry point or pass mark of each grade according to the standard set by the Ministry of Education.

School environment (physical facility and class room environment)*:* Availability and the importance of human and material resources in achieving better schooling outcomes-(independent variable).

Peer Influence: Peer influence can be both negative and positive. It leads teens to engage in unhealthy and unsafe behaviors, it can actually motivate youth to study harder in school, volunteer for community and social services, and participate in sports and other productive endeavors (De Guzman, 2007).

Physical facilities: explained as the entire school plant such as blocks of classrooms, staff rooms, laboratories, workshops, libraries, laboratory equipment, consumables, audio-visual aids, electricity, water, chairs, tables, stationery, play ground, storage spaces and others.

The classroom elements: Those teachers can employ daily to help achieve desired learning outcomes include time, space, resources, student groupings, instructional or learning strategies, partnerships, and presentation or teaching strategies.

Positive peer influence: a peer influenced is considered to be positive when it is directed towards producing a successful academic performance or result.

Negative peer influence: contrary to positive peer influence, a negative peer influence is directed towards producing failure, poor, bad or harmful academic performance in secondary schools.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1.Introduction

This chapter presents a review of related literature relevant to the study. As previous research has shown, School characteristics have been represented in the literature and the predominant methods and technical considerations associated with studying the effect of school characteristics on test score outcomes.

2.2. Concept of Academic Achievement

Academic achievement is commonly measured by examinations or continuous assessment. Bossaert, Doumen, Buyse and Verschueren (2011) defines academic achievement as student's success in meeting short or long term goals in education in the big picture according to the authors, academic achievement means completing high school or earning a college degree. A student who earns good grades or awards in science has achieved in the academic field of science.

2.3. The Concept of school environment and academic performance

Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Many researchers have sought to find out the reasons for the downward trend in the academic performance of secondary school students. Adesehinwa (2013) reported effect on family type and poor funding on students' academic achievement; Ogbemudia and Aiasa (2013) reported a lack of good home foundation for pupils as cause of poor performance by students; Achieng (2012) found home factors, student factors and institutional capacity as the causes while Adesehinwa and Aremu (2010) posited that factors resident in child, family, society, government and the school may be composite causative effects of this downturn; they, however, concluded that there is a need for each of these variables to be considered extensively hence the focus of this study to critically consider the influence of home on the academic performance of secondary school students. Other studies have investigated the relationship of poor school environment, including problems with student-teacher ratio, school location, school

population, classroom ventilation, poor lighting in classrooms, and inconsistent temperatures in the classroom with student health problems, student behavior, and student achievement(Davis, 2001, & Johnson, 2001; Lyons, 2001;Moore, 2002;).Tsavga (2011) maintains that the learning environment plays a vital role in determining how students perform or respond to circumstances and situations around them. This implies that no society is void of environmental influences. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mould our behavior so as to meet the demands of life whether negatively or positively.

Over a period of time, it has been observed that students exposed to the same lessons by the same teachers perform differently when they are evaluated (Adesehinwa, 2013). This shows that outside the school environment, other factors influence students' academic performance. Also, differences in the academic performances of gifted and non-gifted children cannot be traced to the school environment (Adesehinwa & Aremu, 2010).But, direct school-level measures such as the building and physical environment, and the school social and psychological environments have often been used (Crosnoe et al., 2004). In such a school, every member is useful in the decision making process and students are usually disciplined and possess positive academic attitudes. The head teacher has a formal relationship with several other people or groups of people both inside and outside the school system. He/or she has dealings not only with the teachers and students, but also with parents, members of the community, which the school serves and educational officers. Therefore, the image of the school is seen through the administrative capabilities of the head teacher.

2.4. Concept of peer influence and academic performance

Peer influence can be both negative and positive. peer influence leads teens to engage in unhealthy and unsafe behaviors, it can actually motivate youth to study harder in school, volunteer for community and social services, and participate in sports and other productive endeavors (De Guzman, 2007). In fact, peers who become friends tend to already have a lot of things in common. Peers with similar interests, similar academic

standing, and enjoy doing the same things tend to gravitate towards each other (De Guzman, 2007). However, a student who associates with fellow peers who are not motivated in learning affects academic negatively (Ryan, 2000). Literature indicates that peers who are interested in academic issues are more likely to associate with students who have the same interest. They often study together, sharing course materials, and information (Mapesa, 2013). For instance, it has been noted by Landau (2002) that students who form positive peer group make more effort during learning, doing social activities, also fear to engage in delinquent activities. However, Ryan (2000) argued that those students who are identified as jock-popular perceived more pressure in the area of school involvement and less pressure toward misconduct. The influence of the peer educational climate is defined by the amount and the style of help that children receive from the peer group; this is determined by elements of the peer context, like the dynamic of communication and effective relationships, attitude towards value, expectations, etc.

2.4.1. Positive Peer Influence

Many peer groups can exert a positive influence on their friend. It is thought that an intelligent student does help their peer bring up their academic performance. Likewise, girls with good friends who are considered intelligent tend to do better in school; all attributable to the fact that they share a common team of similar aspiration (Landau, 2002).The peer group is a source of affection, sympathy, understanding, and a place for experimentation.

2.4.2. Negative Peer Groups

Negative peer influences do exist and should be an educational related professional issue. It leads an adolescent's student to be involved in antisocial behavior, hence, lead to the formation of a negative peer group (Howard and Medway, 2004). Low achievers are isolated from models of achievement motivation and more effective strategies to succeed. In essence, ability tracking forces students to form groups that may not result in the best outcome. Harnessing the power of peers can be important to create a school climate supportive of academic excellence (Burns & Darling, 2002). Establishing peer intervention programs could target teens with poor social skills and aggressive tendencies. There are some ways parents can cultivate teens' self-confidence so they are not at risk for the negative peer influences.

2.5. Correlation between physical facilities and academic performance

The Physical facilities are of everything used directly or indirectly for the benefit of education. Facilities could also be explained as the entire school plant such as blocks of classrooms, staff rooms, laboratories, workshops, libraries, laboratory equipment, consumables, audio-visual aids, electricity, water, chairs, tables, stationery, play ground, storage spaces and others. It has always been realized that facilities are very important in the development and improvement of education in Ethiopia. Facilities in education are very vital because they aid teaching and learning. Alimi, et al. (2012).Facilities like modern laboratories, libraries, and classrooms are to be put in place in all our schools. There is the need for renovation of old buildings, chairs, desks, cabinets and acquisition of modern classrooms as earlier recommended by Alimi (2007). Excess research reports have revealed that a significant relationship existed between the school environment and students' attitude to schooling (Akinlua and Adeogun, 2007; Oyira, 2007; Ikoya and Onoyase, 2008).Studies have also shown that the condition of school facilities have a strong effect on academic performance of pupils. There seems a gap of poor facilities, which create an uncomfortable and an uninviting workplace for teachers, combined with frustrating habits by students, including poor concentration and hyperactivity, lethargy, creates a stressful set of working conditions for teachers. Because stress and job dissatisfaction are common pre-cursors to lowered teacher enthusiasm, it is possible that the aforementioned characteristics of physical facilities have an effect on the academic performance of students (Tope, 2013).

2.6. Classroom and students' academic performance

The classrooms form a very crucial part of the school environment, as no meaningful learning can take place where no classrooms exist. It is the hub of every learning interaction between the teacher and his students. According to (Oriere, 2007), the teaching learning process takes place mostly in the classrooms. By extension, (OYESOLA, 2007) opined that the number of classrooms required in the school should be a reflection of the population of the students and staff, among other factors. Aigboje

(2005), the school is one of the basic learning facilities that promote learning. Because of the complexity of working out a uniform ratio for secondary schools, the National Policy on Education does not include a single prescription, but the National Council on Education (NCE) subsequently laid down that secondary school class size should not exceed 35 pupils (UNESCO, 2000).But as observed by (R. Aluede, Okhiku, I., Esamah, I. &Ojiemhenkele, A. , 2010), classrooms have now become human poultry, where more than 50 students are canned in one classroom which is at variance with the expected.

2.7. **Schools location and students performance**

One of the factors that influence academic performance is school location/site of the school. This is so because, in a situation whereby the school is sited in a noisy area like the heart of a city, where activities disrupt the teaching/learning of the students, one will not expect such students in this area to be doing well academically. Onukwo (2004/2005) agrees that a conducive environment enhances a child's growth and development. Children feel happy with a peaceful and friendly environment, whereas schools cited in noisy urban streets are associated with deficits in mental concentration leading to student's poor performance.

2.8. Theoretical/conceptual framework

This study is based on Walberg, Theory of Educational Productivity Theoretical models to explain the linkages existing among learning variables and students' educational outcomes. Specifically, each theoretical model includes characteristics of the learner, the learning environment, and the quality of instruction the learner receives (Haertel, Walberg, & Weinstein, 1983).

- **Walberg, Herbert J. Theory of Educational Productivity.**

Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on effectiveness, cognitive and behavioral skills for optimal of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television) (Roberts, 2007).

According to this framework, the home environment also affects the academic performance of students. Perceptions of climate held by stakeholder groups (students, teachers, parents) or mediating variables influencing factors not outcome measures. Teacher and parent satisfaction are input variables. Student satisfaction is both a mediating variable and an outcome measure; it both influences school success and corroborates it. The task force formulated a general model depicting the context, input, mediating, and outcome variables of school environments. The Comprehensive Assessment of School Environments (CASE) model is shown in Figure 1 (Keefe & Howard, 1997). Assumptions accepted in the formulation of the model were as follows:

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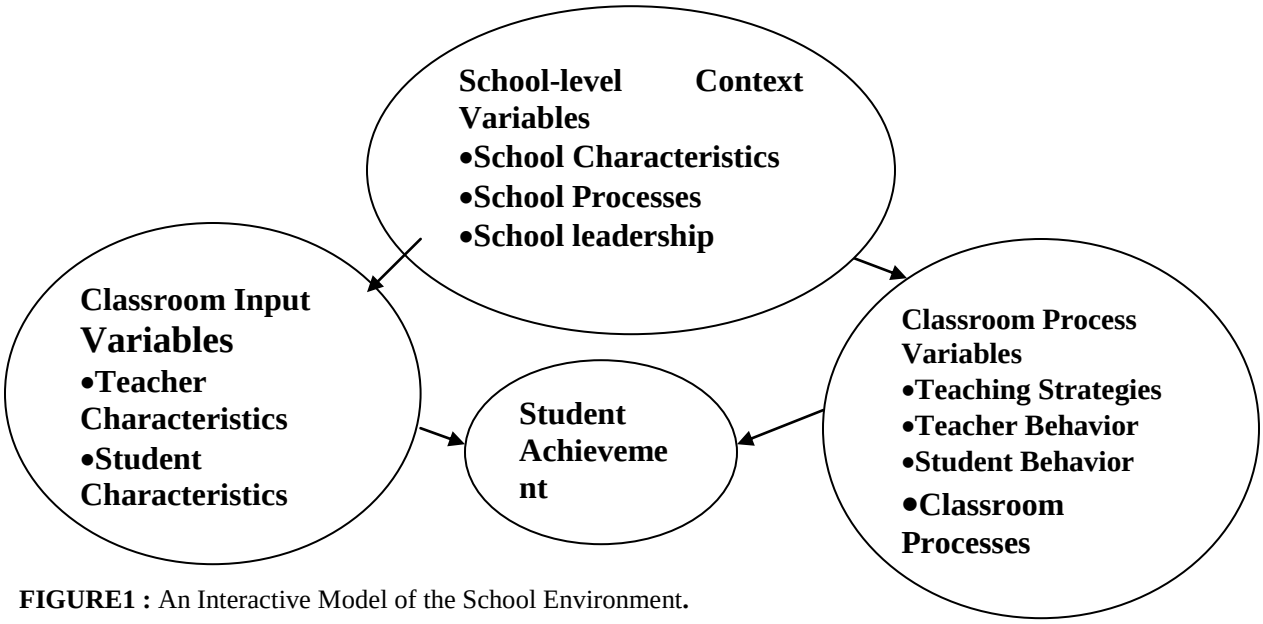

FIGURE1 : An Interactive Model of the School Environment**.**

CHAPTER THREE: THE DESIGN, METHODS AND PROCEDURES

3.1. Introduction

This chapter deals with the research design and methodology followed in conducting the study, the sources of data, the sample size and sampling technique carried out for the selection of respondents, the types of instruments used to collect the data, the procedure pursued and the method applied to the analysis and interpretation of data.

3.2. Design of the Study

The research design is the plan of action that links facing the philosophical assumptions to specific methods (Creswell & Plano lark, 2007). This study was conducted in government secondary schools of sinana district. Sinana district is one of the districts in Bale Zone, southeast of Oromia. The researcher used a correlation study design. The co-relational design in which investigators use the correlation statistic to describe and measure the degree of association between two or more variables or sets of scores (Creswell, 2012).

3.3. Participants of the Study

There are four secondary schools in Sinana district. All secondary schools, grades 10 students were considered for the study. The population of the study consists of 599 grade 10 secondary school students. A total sample of 50% students in secondary school was drawn from the population using simple random sampling technique. Cochran (1963, 1975) developed the equation to yield a representative sample for proportions of large sample. n = n0 / [1 + {(n0 – 1) / N}]. n=234/[1+{(234-1)/599}]=the sample was determined as 167. This adjustment could substantially reduce the necessary sample size for small populations and called the population correction. The populations of the students were made up both males and females.

TABLE 1**:** Summary of Sample Size and Population in Grade10 Secondary schools

No	Types of respondents	Population	Sample size	%	Sampling technique
1	Students	599	167	50	Simple random

3.4. Data Collection Instruments

In conducting the research, different data gathering instruments were used to collect relevant data for the study. These were questionnaire and document analysis.

- **Questionnaire**:

The closed-ended questionnaire was chosen for it became easy to fill out, takes relatively little time, keep the respondents on the subject, was relatively objective, and easy to tabulate and analyze. The questionnaire was filled by grade 10 students. To avoid a borings of respondents the questionnaire was limited to 41 Liker-scale questionnaires to the academic achievement of students to collect data of peer influence and school environment. The instrument use a five-point scale, Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree(1). The questioners adopted from (Korir, 2014). School related factors, peer related factors and classroom related factors influencing academic achievement are the major concern of the questionnaire.

- **Document Analysis**

Academic achievement of students obtained through the current and related documents such as students result record books that pertains to students' achievements assisting programs analyzed.

3.5. Sampling techniques

Sinana district secondary schools were selected purposely for the study. Student respondents were selected by simple random sampling technique. The respondents were given a code number, and a table of random numbers was used to identify the samples. Probability sampling ensures the representativeness of the sample. A sample of one hundred and sixty-seven (167) respondents were selected from four (4) secondary schools and grade 10 students from the sampled schools.

3.6. Data Collection Procedures

The questionnaire developed by the researcher in consultation with experienced instructors in English and translated into Afan Oromo language finally changed in the English language to avoid language barriers while responding to questionnaires. Pilot-testing was used to ensure whether the questionnaire items were free from unclear items, and to measure the reliability.

- Pilot-Testing

A pilot test of the questionnaire was conducted with a total of 25 students from Obora secondary school, who were similar to the population in the main study. A pre-test of the instrument help to assess the clarity of the items, the reliability and the feasibility of the instrument. Accordingly, after administering the instrument for pilot samples, the responses were scored and assessed for reliability by using Cronbach alpha. Students were told how give responses to the questionnaire items. Finally, the data obtained were analyzed to compute the Cronbach-Alpha coefficient as shown.

As shown in the table below.

TABLE 2: Cronbach-alpha used in order to evaluate the scales and their reliability.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.828	.836	36

Based on the result of the pilot test, a deletion of items was made for the item number.11 on physical facilities and items number.21, 24, 27 and 29 on the peer influence part. However, Thirty-six items put in practice were taken in the same way for the final study. After the reliability of the instruments was checked, the revised questionnaire was distributed to samples of grade 10 male and female students of the selected four secondary schools in the sinana district.

3.7. Data Analysis Procedures

The data were collected and secured from the participants structured and organized to make analysis and reach the conclusion. Then descriptive values such as percentage, mean, standard deviation, Pearson correlation coefficient and regression analysis were computed to see the relationship of the independent variables with the dependent variable. The Statistical Program for the Social Sciences (SPSS) version 20 was used to calculate the correlation coefficient. Based on the nature of the basic research questions, the data were analyzed by 1. Multiple regressions employed to analyze the relationship between the school environment and peer influence factor on academic achievements. 2. Pearson's Product-moment correlation employed to analyze the relationship between the School environment and academic achievement on one hand and peer influence and the academic achievement on the other hand.

3.8. Ethical consideration

Ethical consideration or procedure

Having letters of permission from Jimma University and woreda education office for ethical approval, the researcher gone to secondary school, (Obora, Hisu, Selka and Sanbitu) and introduced his objectives to all participants for the co-relational study. At the end of all aspects related to pilot test, the researcher contacts the woreda education offices and the principals of the four secondary schools of sinana district for permission. After making an agreement with the concerned participants, the researcher introduced his objectives and purposes. Then, the final questionnaires were administered to sample students within the four secondary schools.

CHAPTER FOUR: RESULT AND DISCUSSION

4.1. Introduction

This chapter of the study deals with analysis and interpretation of the data collected from samples of secondary school students through questionnaire and document analysis based on frequency and percentage. There is a significant difference between the school environment and peer influence on their students' academic achievement as measured by their average results. Furthermore, correlations of factors that affect student academic achievement have been treated. Besides, an attempt was made to analyze the school environment and peer influence on the academic achievement of the students. The variables, which measured, the school climate index, were rated at five points-scales (one to five) with one being the lowest score and five being the highest. Then the mean scores were compared with 3 (which is "sometimes") to indicate the level of school environment and peer influence on academic achievement as perceived by the students

4.2. The association between classroom environment and students' academic achievement.

TABLE3: Students' response to the classroom environment and students' academic achievement

	Items	SA(5)	A(4)	U(3)	D(2)	SD(1)	Total
1	You have a suitable classroom environment to attend the teaching-learning activities.	113(68%)	41(25%)	7(4%)	4(2%)	2(1%)	167(100%)
2	School library is open at school time when students want to read.	105(50%)	30(19%)	20(12%)	8(5%)	4(2 %)	167(100%)
3	The school library has adequate with relevant books relating for students.	66(40 %)	40(24%)	39(23%)	16(10 %)	6(4 %)	167(100%)
4	Teachers give in class room extra work/assignment to enhance understanding in the subjects they teach.	113(68%)	35(21%)	13(8%)	6(4%)	0(0%)	167(100%)
5	Teachers reward/encourage you in the class room when you perform well in school.	92(43 %)	39(23 %)	14(8 %)	8(5 %)	14(8 %)	167(100%)
6	There is conducive environment to study in your school compound.	73(44 %)	64(38 %)	25(15 %)	4(2 %)	1(.6 %)	167(100%)
7	Students in my class room care about learning and getting a good education.	83(50 %)	54(32 %)	24(14 %)	5(3 %)	1(.6%)	167(100%)
8	Most of my teachers are enthusiastic about teaching and communicate their classroom students.	89(53 %)	51(31 %)	13(8 %)	12(7 %)	2(1%)	167(100%)
9	We have adequate preparation time in classroom.	72(43%)	52(31%)	26(16 %)	15(9 %)	2(1 %)	167(100%)
10	The school has a motto, vision and a Mission that are clearly understood and followed by students.	81(49 %)	46(28 %)	24(14 %)	11(7 %)	5(3 %)	167(100%)

The table above on page 20 shows that classroom environment and students' academic achievement. In item 1 of Table 3, 66 (39.5%) and 40 (24%) of the respondents replied that the degree to a suitable classroom environment to attend the teaching-learning activities is strongly agree and agree respectively. In contrast, the few, 4 (2.4%), and 2 (1.2%) of the respondents are strongly disagreed and disagree respectively. Item 2 of Table 3, 105 (49.7%) and 30 (18.9%), respondents responded that the school library is open at school time when students want to read is strongly agree and agree respectively. The few students, 8 (4.8%) and 4 (2.4%), rated that strongly disagree and disagree respectively.

As shown in item 3 of Table 3, 66 (39.5%) and 40 (24%) respondents responded that the school library has adequate with relevant books relating for students are strongly agreed and agree respectively. On the contrary, 16 (9.6%) and 6 (3.6%) of the respondents are strongly disagreeing and disagree respectively As shown in item 4 of Table 3, 113 (67.7%) and 35 (21%), respondents responded that teachers give an extra work / assignment to enhance understanding in the subjects they teach is strongly agreed and agree respectively. On the contrary, 6 (3.6%) and 0 (0%) respondents' responds respectively. In item 5 of Table 3, 92 (43.1%), and 39 (23.4%), of the respondents replied that the teachers reward/encourage you when you perform well in school is strongly agreed and agree respectively. Additionally, 8 (4.8%), and 14 (8.4%) of the respondents are strongly disagreeing and dies agree respectively.

In item 6 of Table 3, 73 (43.7%), and 64 (38.3%) respondents responded that there is a conducive environment to study in your school compound is strongly agree and agree respectively. The few students 4 (2.4%), and 1 (. 6%), rated that stronger disagree and disagree respectively. In item 7 of Table 3, 83 (49.7%), and 54 (32.3%) of the respondents replied that the students in my school care about learning and getting a good education is strongly agreed and agree respectively. Additionally, the few students 5 (3%), and 1 (. 6%) of the respondents are strongly disagreeing and disagree respectively. In item 8 of Table 3, 89 (53.3%), and 51 (30.5%) of the respondents replied that most of my teachers are enthusiastic about teaching and communicate this to students is strongly

agree and agree respectively. Additionally, the few students 12(7.2%), and 2(.1.2%) of the respondents responded that strongly disagree and disagree respectively.

In item 9 of Table 3, 72 (43.1%), and 52 (31.1%) respondents responded that we have adequate preparation time in school is strongly agreed and agree respectively. The few students 15 (9%), and 2 (1.2%), rated that strongly disagree and disagree respectively. As shown in item 10 of Table 3, 81 (48.5%), and 46 (27.5%) respondents responded that The school has a motto, vision and a mission that is clearly understood and followed by students is strongly agreed and agree respectively. On the contrary, 11 (6.6%), and 5 (3%) of the respondents replied that is strongly disagree and disagree respectively.

4.3. The contribution of physical facilities on the academic achievement

TABLE4: Students' response to the contribution of physical facilities

	Items	**SA(5)**	**A(4)**	**U(3)**	**D(2)**	**SD(1)**	**Total**
11	Broken chairs and tables are quickly repaired.	64(39%)	59(36%)	26(16 %)	13(8 %)	5(3 %)	167(100%)
12	School generator and duplicating machine are regularly serviced.	46(28 %)	39(23 %)	47(28 %)	16(10 %)	19(11 %)	167(100%)
13	There is practice of facilities is to the standard.	62(37 %),	45(27 %),	37(22 %)	18(11 %)	5(3%)	167(100%)
14	There is affective for the facilities management and maintenance.	67(40 %)	62(37 %)	28(17 %)	7(4 %)	3(2 %)	167(100%)
15	Attractiveness of the school compound and fencing	69(41 %)	53(32 %)	24(14 %)	9(5 %)	12(7 %)	167(100%)
16	Classroom condition (floors, walls, and roofs, shutter,	65(39 %)	68(41 %)	27(16 %)	5(3%)	2(1 %)	167(100%)
17	student seats, file cabinet, blackboards, and availability of space to accommodate all the students) Library services (reading room, chairs and tables, shelves, reference books, regular opening hours for the students)	84(50 %)	43(26 %)	24(14 %)	11(7%)	5(3%)	167(100%)
18	Toilet (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms)	70(42 %)	59(35 %)	26(16 %)	8(5 %)	4(2 %)	167(100%)
19	Availability and functionality of portable water	86(52 %)	48(29 %)	23(14 %)	10(6%)	0(0%)	167(100%)

The table on page 22 above that the contribution of physical facilities on the academic achievement. In item 11 of, table 4 presents the contribution of physical facilities on the academic achievement. The results of the study reveal that the highest 64 (38.5%) and 59 (35.5%) of students broken chairs and tables are quickly repaired. is strongly agree and agree respectively. This comprised, 13(7.8%) and 5(3%) of students strongly disagree and disagree respectively. In item 12 of Table 4, 46 (27.5%) and 39 (23.4%) respondents responded that School generator and duplicating machine are regularly serviced is strongly agree and agree respectively. The few students, 16 (9.6%) and 19 (11.4%) rated that strongly disagree and disagree respectively. In item 13 of Table 4, 62 (37.1%), and 45 (26.9%), of the respondents replied that practice of facilities is to the standard is strongly agree and agree respectively. Additionally, the few students 18 (10.8%) and 5 (3%) of the respondents strongly disagree and dies agree respectively.

As indicated in item 14 Table 4, 67 (40.1%) and 62 (37.1%) respondents responded that it is affective for the facilities management and maintenance is strongly agree and agree respectively. The few students 7 (4.2%) and 3 (1.8%) rated that strongly disagree and disagree respectively. As shown in item 15 Table 4, 69 (41.3%) and 53 (31.7%) respondents responded that Attractiveness of the school compound and fencing is strongly agreed and agree respectively. The few students 9 (5.4%) and 12 (7.2%) rated that strongly dies to agree and dies agree respectively. As indicated in item 16 Table 4, 65 (38.9%) and 68 (40.7%) respondents responded that Classroom condition (floors, walls, and roofs, shutter,) is strongly agree and agree respectively.
The few students 5(3%) and 2(1.2%) rated that strongly dies agree and dies agree respectively.

As shown in item 17 Table 4, 84 (50.3%) and 43 (25.7%) respondents responded that student seats, file cabinet, blackboards and availability of space to accommodate all the students library services (reading room, chairs and tables, shelves, reference books, regular opening hours for the students) strongly agree and agree respectively. The few students 11 (6.6%) and 5 (3%) rated that strongly disagree and disagree respectively. In item 18 of Table 4, 70 (41.9%) and 59 (35.3%) respondents responded that toilet (quality

of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms) strongly agrees and agree respectively. The few students 8 (4.8%) and 4 (2.4%) rated that strongly disagree and disagree respectively. In item 19 of Table 4, 86 (51.5%), and 48 (28.7%), of the respondents replied that availability and functionality of portable water is strongly agreed and agree respectively. Additionally, the few students 10 (6%) and 0 (0%) of the respondents strongly disagree and dies agree respectively.

4.4. The relationship between negative peer influence and students' academic Achievement

TABLE 5: students' response to negative peer influence and students' academic achievement

	Item	SA	A	UN	DA	SDA	
20	You were being harassed by other students	25(16 %)	19(11 %)	22(13 %)	58(35 %)	43(26 %)	167(100%)
21	You did not feel safe at school.	40(24 %)	38(23 %)	27(16 %)	28(17 %)	34(20 %)	167(100%)
22	. My friends engage in sexual relations	34(20 %)	31(18 %)	25(15 %)	32(19 %)	45(26 %)	167(100%)
23	Peers enlarged disruptive behavior.	28(17 %)	29(17 %)	31(19 %)	30(18%)	49(29 %)	167(100%)
24	My friends sneak out of school	75(45 %)	57(34 %)	12(7 %)	7(4 %)	16(% 10)	167(100%)
25	You were not getting along with a teacher	61(37 %)	40(24%)	21(12.6%)	11(6.6%)	34(20.4%)	167(100%)
26	Peers persuaded to stop class.	24(14 %)	31(19 %)	32(19 %)	25(15%)	55(33 %)	167(100%)

The table on page 24 shows, that the relationship between negative peer influence and students' academic achievement. In item 20 of Table 5, the respondents were asked to you were being harassed by other students as we can see from the responses, the few students 25 (15.9%) and 19 (11.4%) replied that you were being harassed by other students is strongly agree and agree respectively. Majority students, 58(34.7%) and 43(25.7%) strongly disagree and disagree respectively. Regarding item 21 Table 5, the respondents were asked to rate you did not feel safe at school. accordingly, respondents requested to answer this question, 40 (24%), and 38 (22.8%) were responded that you were not getting along with a teacher is strongly agree and agree respectively. Moreover, 28 (16.8%) and 34 (20.4%) respondents responded is strongly disagree and dies agree respectively. In item 22 of Table 5, the participants were asked to my friends engage in sexual relations as we can see from the responses, the medium of respondents 34 (20.4%) and 31 (18.6%) replied that you did not feel safe at school is strongly agree and agree respectively. On the other hand, 32 (19.2) and 45 (26.9%) strongly disagrees and disagree respectively. As indicated in item 23 Table 5, 28 (16.8%) and 29 (17.4%) respondents responded that peers enlarged disruptive behavior is strongly agree and agree respectively. The majority students 30 (18%) and 49 (29.3%) rated that strongly disagree and disagree respectively. As shown in item 24 Table 5, 75 (44.9%) and 57 (34.1%) respondents responded that my friends sneak out of school is strongly agreed and agree respectively. The few students 7 (4.2%) and 16 (9.6%) rated that strongly dies agree and dies agree respectively.

In item 25 of Table 5 presents the results of the study reveal that the highest 61 (36.5.9%) and 40 (24%) of you were not getting along with a teacher.is strongly agree and agree respectively. This comprised, 11 (6.6%) and 34 (20.4%) of Peers enlarged disruptive behavior is strongly disagree and disagree respectively. In item 26 of Table 5, 24 (14.4%) and 31 (18.6%) respondents responded that peers persuaded to stop class. is strongly agree and agree respectively. The highest students 25 (15%) and 55 (32.9%) rated that strongly dies agree and dies agree respectively.

4.5. The positive peer influence are related on academic achievement

TABLE6: Presents the results of positive peer influence and academic achievement.

	Items	SA(5)	A(4)	U(3)	D(2)	SD(1)	Total
27	Most of my friends in school perform well in examinations	88(53 %)	51(31 %)	23(14 %)	4(2 %)	1(.6 %)	167(100%)
28	My friends encourage me to work hard in school	95(57 %)	55(33 %)	7(4 %)	5(3%)	5(3%)	167(100%)
29	My friends affect my academic work positively	65(39 %)	58(35 %)	18(11 %)	12(7 %)	14(8 %)	167(100%)
30	My friend make fun of students who try to do well in school	83(50 %)	52(31 %)	19(11 %)	6(4 %)	7(4 %)	167(100%)
31	I spend most of my time in school with friends discussing academic work/revising for examination	82(49 %)	63(38 %)	11(7 %)	8(5 %)	3(2 %)	167(100%)
32	My friends are drug addicts	33(20 %)	22(13 %)	25(15 %)	16(10 %)	71(4 3%)	167(100%)
33	Most of my friends are disciplined in school and at home	91(55 %)	43(26 %)	23(14 %)	9(5 %)	1(.6%)	167(100%)
34	My friends attend school regularly	88(53 %)	50(30 %)	14(8 %)	8(5 %)	7(4 %)	167(100%)
35	Students in the school help one another even if they are not friends	42(25 %)	22(13 %)	27(16 %)	13(8 %)	63(38 %)	167(100%)
36	Students at the school support most extra-curricular activities (*not* just sports).	46(28 %)	25(15 %)	31(19 %)	19(11 %)	46(28 %)	167(100%)

The table on page 26 shows that the class environment and positive peer influence are related on academic achievement. In item 27 of Table 6, 88 (52.7%), and 51 (30.5%) respondents responded that most of my friends in school perform well in examinations is strongly agreed and agreed respectively. The few students 4 (2.4%) and 1 (.6%) rated that strongly dies agree and dies agree respectively. In item 28 of Table 6, the respondents were asked to rate my friends encourage me to work hard in school. As we can see from the responses, the majority of respondents 95 (56.9%) and 55 (32.9%) replied that my friends encourage me to work hard in school is strongly agreed and agreed respectively. The few students 5 (3%) and 5 (3%) rated that strongly dies to agree and dies agree respectively. Regarding item 29 of Table 6, the respondents were asked to rate my friends affect my academic work positively, Accordingly, respondents requested to answer this question, 65 (38.9%) and 58 (34.7%) were responded that my friends affect my academic work positively is strongly agreed and agreed respectively. Moreover, 12 (7.2%) and 14 (8.4%) respondents responded is strong dies agree and dies agree respectively.

In item 30 of Table 6, depicts that 83 (49.7%) and 52 (31.1%) of the student respondents strongly agreed and agreed that there is my friend make fun of students who try to do well in school respectively. But few percentages of respondents 6 (3.6%) and 7 (4.2%) proved there is strong dies agree and dies agree respectively. According to item 31 of Table 6, I spend most of my time in school with friends discussing academic work/revising for exams. Accordingly, 82 (49.1%) and 63 (37.7%) of students' respondents forwarded that I spend most of my time in school with friends discussing academic work/revising for examination respectively. Whereas few students 8 (4.8 %) and 3 (1.8%) of the respondents strongly dies to agree and dies to agree respectively with the item given. Regarding item 32 of Table 6, the few students 33 (19.8%) and 22 (13.2%) were asked to rate that my friends are drug addicts Accordingly, majority respondents requested to answer this question, 16 (9.6%) and 71 (42.5%) were responded that My friends are drug addicts is disagree and strongly disagree respectively.

In item 33 of Table 6, 91 (54.5%) and 43 (25.7%) participants responded that most of my friends are disciplined in school and at home is strongly agree and agree respectively. The few students 9 (5.4%) and 1 (.6%) rated that strongly dies agree and disagree respectively. In item 34 of Table 6, 88 (52.7%) and 50 (29.9%) of the respondents replied that My friends attend school regularly is strongly agree and agree respectively. Additionally, the few students 8 (4.8%) and 7 (4.2%) of the respondents responded that most of my friends are disciplined in school and at home is strongly disagree and dies agree respectively. In item 35 of Table 6, the participants were asked to Students in the school help one another even if they are not friends As we can see from the responses, medium of respondents 42 (25.1%) and 22 (13.2%) replied that You did not feel safe at school is strongly agree and agree respectively. On the other hand, the medium of respondents 13 (7.8%) and 63 (37.7%) respondents responds is strongly disagree and dies agree respectively. As indicated in item 36 Table 6, the few respondents 46 (27.5%) and 25 (15%) participants responded that Students at the school support most extra-curricular activities (*not* just sports).is strongly agree and agree respectively. The medium students 19 (11.4%) and 46 (27.5%) rated that disagree and strongly disagree respectively.

4.6. Summary of descriptive statistics as school environment and peer influence factors

TABLE 7 Questionnaire results obtained from grade ten secondary students

R.N	Research question	SA		A		UN		DSA		SDA		Mean	Std.dev
1	The association between classroom environment and students' academic achievement.	Freq 89	% 53	freq 45	% 27	freq 21	% 12	freq 9	% 5	Freq 4	% 2	4	0.98
2	The contribution of physical facilities on the academic achievement of secondary-school students.	68	41	53	32	29	17	11	6	6	4	4	1.05
3	The relationship between negative peer influence and students' academic Achievement	41	25	35	21	24	15	27	16	39	24	3	1.44
4	The relationship between positive peer influence and students' academic Achievement	71	43	44	26	20	12	9	6	22	13	3.8	1.18

SDA=strongly agree; D=disagree; U=undecided; A=agree; SA=strongly agree

When we evaluate the mean for each of the four variables of school environment and peer influence factor Table 7, classroom environment was found be high (M=4.24, SD=0.98) followed by physical facilities (M=3.99, SD=1.05) and positive peer influence, (M=3.8, SD=1.18). The score for negative peer influence was rated below the other variables (M=3.07 SD=1.44), signifying that this practice was evaluated by the respondents as weak or negative. The average academic achievement scores for all variables was above the mean (M=71, SD=9). One of the basic questions of this study aims whether a significant relationship exists between school environment and peer influence on student achievement.

4.7. Co relational Analysis

Looking at the specific variables, correlation of school environment and peer influence factor in academic achievement had a weak positive correlation with all the independent variables the predictor variable of negative peer influence negative correlation, Which means that positive peer influence, physical facilities, classroom environment increase the students' Academic achievement increases by a proportionate amount, and this is a positive correlation. However, negative peer influence as negative correlation when academic achievement increases and negative peer influence factor decreases by a proportionate amount. Among these, physical facilities ($r = .214^{**}$, $\rho = .003$), negative peer influence($r=-.162,^{*}$ $\rho = .018$) had a statistically significant relationship with Academic Achievement. While positive peer influence,($r = .051$, $\rho = .258$), classroom environment ($r = .063$, $\rho = .210$), had no statistically significant relationship with Achievement of students. The main objective of this study is examining the relative weight of each of the subscales of the school environment and peer influence factors as predictors of student achievement on secondary school students. (See table 8)

TABLE 8 Correlation Results Between School Environment And Peer influence On Academic Achievement.

		ACA	CRE	PHF	NPI	PPI
ACA	Pearson Correlation		.063	.214*	-.162*	.051
	Sig. (1-tailed)		.210	.003	.018	.258
CRE	Pearson Correlation			.498	.049	.323**
PHF	Pearson Correlation				.126	.203**
NPI	Pearson Correlation					.207**
PPI	Pearson Correlation					

ACA = Academic achievement; CRE = classroom environment; PHF = Physical facilities; NPI =negative peer influence, PPI=positive peer influence, Participants N=167

**. Correlation is significant at the 0.01 level (1-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

4.8. Multiple regression analysis

Multiple regressions tell how much of the variance in dependent variable can be explained by independent variables. It also gives as an indication of the relative contribution of each independent variable. Questioner allows the researcher to determine the statistical significance of the results, both in terms of the model itself and the individual independent variables. How much of the variability in the dependent variable is accounted for by the predictor (the independent) variables.

TABLE 9 presents model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.298[a]	.089	.066	8.81667

a. Predictors: (Constant), positive peer influence, school facility, peer influence, classroom environment

b. Dependent Variable: Academic achievement

Descriptively, the R-value (.298[a]) indicates the multiple correlation coefficients between all the entered independent variables and the dependent variable. A correlation analysis revealed school environment and peer influence on academic achievement had a statistically significant relationship, r=.298, F (4,162) = 3.948, ρ =.004. 8.9 % of the variance on the academic achievement was explained for by the variance in the school environment and peer influence. Physical School facility was found to be a statistically significant predictor of academic achievement, b=5.364, t (4,162) =3.069, ρ =.003. On the other hand, positive peer influence did not predict academic achievement, ρ = .421.The independent variable of (school environment and peer influence factor) accounts for 8.9 percent of the variation in the scores of the students'. This shows that about 8.9% variation in the students' academic achievement is jointly explained by variation in the predictor variables. The remaining 91.1% unexplained variation is largely due to variation in other variables which are not in line with the regression model. Still to be accounted for by others variables. This may be due to overlap with other independent variables in the model.

ANOVA tests of the regression model

The ANOVA also tells whether the model is a significant fit of the data overall (look for values less than .05 in the column labeled *sig.)*. In this research, the independent variable of (school environment and peer influence), explain a significant amount of the variance in the dependent variable (student's academic achievements.) Result it was indicated in the following table below that F (4,162) = 3.948, $p < .05$, and therefore can conclude that the regression is statistically significant.

TABLE 10 ANOVA tests of the regression model

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1227.519	4	306.880	3.948	.004[b]
	Residual	12592.860	162	77.734		
	Total	13820.379	166			

a. Dependent Variable: Academic achievement

b. Predictors: (Constant), positive peer influence, school facility, peer influence, classroom environment

- **Coefficients of the regression model**

The regression Coefficients table 11 shows that the variables are individually significant predictors of the dependent variable. The significant predictor values are shaded. Which means physical facilities scale with (t) = 3.069. ρ =.003 and negative peer influence with (t) = -2.666, ρ = .008 .This means that this variable makes the weak contribution to explaining the dependent variable when the variance explained by all other variables in the model is controlled for. The variable is making a significant contribution to the prediction of the dependent variable. A close look at the sub scales of school environment and peer influence factors show that [physical facilities (B = 5.364, β= .267, ρ =.003.), negative peer influence (B= -3.416, β= -.206, ρ =.008.)] had significant independent effects on student achievement as measured by student's first semester scores. However, classroom environment (B = -1.274, β= -.081, ρ =.366.) and positive peer influence, (B =1.187, β= .065, ρ =.421.) did not significantly predict the variance

in student academic achievement.

TABLE 11 The Table Of Coefficients Of The Regression Model

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	60.932	7.787		7.825	.000
	classroom environment	-1.274	1.406	-.081	-.906	.366
	physical facilities	5.364	1.748	.267	3.069	.003
	negative peer influence	-3.416	1.282	-.206	-2.666	.008
	postive peer influence	1.187	1.472	.065	.807	.421

a. Dependent Variable: Academic achievement

- **Regression Normality Assumption**

The standardized residual is a measure of the strength of the difference between observed and expected values. This shape basically implies that the majority of the scores lie around the centre of the distribution. Also, as we get further away from the centre the bars get smaller, implying that as scores start to deviate from the centre their frequency is decreasing. As we move still further away from the centre our scores become very infrequent (the bars are very short). So, these histogram shows that the residuals were normally distributed around the Academic achievement of students. (Mean is 1.87, std .Dev 0.988). (See figure 3),Thus curve show that classroom environment , positive peer influence, physical facilities, negative peer influence factors, are the best predictors of student's academic achievements.

See histogram and chart on page 57-58 appendix c

- Scatter plot

This scatters plot is a normal Q-Q plot, which can help detect deviations from normality. The straight line in this plot represents a normal distribution, and the points represent the observed residuals. Therefore, in a perfectly normally distributed data set, all points will lie on the line. The researcher could conclude that physical facilities and negative peer influence equally important in predicting academic achievement of students. The other factors are not the significant predictor of academic achievement. Define the model as follows, Academic achievement = b0 + b1physica facilities + b2classroom environment + b3 negative peer influence+b4 positive peer influence. ACA=60.932+5.364+-1.274+-3.416+1.187)

4.9. Discussions

The school as an institution of learning and which also acts as a second home for learners has been found to have a strong relationship with students' Academic Achievement. The main concern of this study established that peer influence and school environments exert a potent influence on students' academic achievement. Secondly, this research attempted to look for any relationship between the dependent variable (student's academic achievement) and the independent variables (school environment and peer influence). Finally, it also looked for the predictability of the independent variables to the criterion variable. School environment and school connectedness can be the determining factors in a student's educational experience (Blum, 2005). Consequently, the research questions are:

4.9.1. What is the extent of association between classroom environment and students' academic achievement?

With regard to the first research question, this study used ten items that made the respondents respond by using the appropriate statistical package. The correlation of the classroom environment and Students' academic achievement assigned individually independent samples was carried out. The result was not statistically significant existed between classroom environment and Academic Achievement. Classroom environment ($t=.906$), $\rho =.366$).That is, classroom environment performed significantly lower than

other factors. Classroom environment also affects the student achievement and reduces the academic of the student and affects positively the student achievement. According to other research shows, a positive school environment is a product of collective effort (Bulach, Lunenburg, & Potter, 2012).

4.9.2. What is the contribution of physical facilities on the academic performance of Secondary-school students?

With regard to the second research question, Pearson correlation between the school environment and peer influence on the academic achievement as described by mean showed that there was a small positive correlation between the academic achievement and the physical facilities. When looked individually physical facilities are the statistically significant relationship with student academic achievement. The study established that the correlation coefficient for the relationship between physical facilities and students achievement is .214 which implies that there is a small positive relationship between physical facilities and student's achievement. Based on these items, comparing the correlation the physical facilities were statistically significant ($r = .214^{**}$, $\rho = .003$.) while the relationship of classroom environment was not statistically significant ($r = .063$, $\rho = .366$). A physical facility shows the positive impact on the student achievement. The relative effect of the subscale measures of the school environment (classroom environment, and physical facilities) as they related to student achievement was also studied.

Physical facilities need adequate and efficient management. Proper and efficient management of physical facilities rests solely on proper maintenance by school administrators and educational stakeholders. Arubayi (2002) identified breakdown maintenance, corrective maintenance and preventive maintenance as three types of maintenance which school administrators should adopt to ensure that physical facilities are kept near their original state as possible.

4.9.3. What is the relationship between negative peer influence and students 'academic?

The third research question was whether the link between peer relations and academic progress was mediated by students' relatedness and engagement, as hypothesized by Connell and Wellborn. Although the results of this study showed that negative peer influence had significant effects on downward mobility and grade retention, when considered separately, but not on upward mobility. Based on these items, comparing the correlation the negative peer influence was statistically significant (r=- -.162,* ρ =.008.) while the relationship of positive peer influence, was not statistically significant (r = .051, ρ =.421.). Negative peer influence shows the negative impact on the student academic achievement but the significant level is high.

4.9.4. What is the relationship between positive peer influence and students 'academic?

With regard to the fourth research question the relationship between positive peer influences on student achievements. Although positive peer influence and negative peer influence predicted relatedness, and this in turn, predicted engagement as hypothesized, the two groups of variables did not mediate the link between peer relations and students' academic progress. Specifically, the direct effect of peer relations on academic progress hardly decreased when the mediators were entered. This study did not reveal that significant relationship between positive peer influence and student academic achievement in the correlation analysis. According to this study the correlation coefficient for the relationship between positive peer influences on student achievement is .051which implies that there is a weak positive relationship between positive peer influence and student achievement. Based on these items, comparing the correlation the positive peer influence and student achievement was not statistically significant (r = .051, ρ =.421.), However, Buhs and Ladd (2001) and Buhs et al. (2006)found that peer exclusion and classroom participation partially mediated the link between peer rejection and academic outcomes. It is found that physical facilities, negative peer influence,

classroom environment and positive peer influence are the factors that affect the student academic achievement.

One of the findings of this study is that positive peer influence, physical facilities, classroom environment increases the students' Academic achievement increases by a proportionate amount, and this is a positive correlation, However, negative peer influence as negative correlation when academic achievement increases and negative peer influence decreases by a proportionate amount in sinana district secondary schools. This finding is similar to the results of the previous studies conducted in different countries which revealed relationships between school climate and student achievement (Tschannen-Moran, Parish &Dipaola, 2006). Here, it is important to note that the relationship found in this study is a weak positive and negative relationship, but nonetheless, a significant one.

The second major finding of this study the multiple regression analysis of the school environment and peer influence on the academic achievement. The independent variable of (school environment and peer influence) accounts for 8.9 percent of the variation in the scores of the students'. This shows that about 8.9 % variability in the students' academic achievement is jointly explained by variation in the predictor variables. The remaining 91.1 % unexplained variation is largely due to variation in other variables which are not in line with the regression model. This may be due to overlap with other independent variables in the model. Several scholars reports have revealed that a significant relationship existed between school environment and students' attitude to schooling (Akinlua and Adeogun, 2007; Oyira, 2007; Ikoya and Onoyase, 2008).

The third major finding of this study the regression Coefficients shows that the variables are individually significant predictors of the dependent variable. The four factors used both for (the physical facilities, negative peer influence, classroom environment and positive peer influence,)as predictor variables in the regression model were shown to have a significant relationship with student achievement when viewed as a whole, but they generated more varied results when examined individually. Negative peer influences the negative predictor of student achievement in sinana district secondary schools. This factor of physical facilities depicted a significant positive correlation with academic

achievement as well as emerged as the most significant predictor of academic achievement in the multiple regression analysis. Contrary positive peer influence is not statistically significant predictor of academic achievement.

The four subscales of the school environment and peer influence that revealed small positive and negative correlations with academic achievement (classroom environment, physical facilities, negative peer influence, and positive peer influence,) indicate that these factors are worth assessing if there is an interest in improving academic achievement of students. In this study, the best predictor of academic achievement in sinana district secondary schools was physical facilities and negative peer influence. McNamara, and Wentzel,(2004) argued that some friends may have a positive impact on students, whereas others have no impact or a negative impact. The importance of an appropriate visual environment for learning task deserves careful consideration.

The visual environment affects a learner's ability to perceive visual stimuli and affects his/her mental attitude and thus, achievement. School environment can be a positive influence on the health of the learning environment or a significant barrier to a learner (Swanson, Brown, & Barton, 2003). Since this study reveals that school environment has such a significant effect on academic achievement in sinana district secondary schools, the physical facilities subscale serves as a crucial area for sinana district secondary school administrators and Coverage makers to consider when focusing on the academic success of secondary school students. In this study, the classroom environment and positive peer influence, subscale does not have a significant relationship with student achievement. As discussed above, there is an overall statistically significant relationship between school environment and peer influence on student achievement in sinana district Bale Zone.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

School environment refers to the physical facility, and class room environment —the "personality" of the learning context—and perceived by all major stakeholder groups. This School environment is influenced by a broad range of factors, including the social environment, the school district and community environment, and the school and classroom environment. A positive school environment creates an optimal setting for teaching and learning. Assessing the school environment can provide opportunities to discover and address issues that can impede learning and healthy student development. The Comprehensive Assessment of School Environments (CASE) is a psychometrically sound instrument that can be utilized to measure student, teacher/staff, and parent satisfaction in addition to the school environment.

Peer-level factors also have a relationship with students' academic achievement. Students whose friends engage in negative activities such as the use of drugs, sneaking out of school and being absent from school chronically are likely to have lower academic achievements.Besides, the two subscales (physical facilities and negative peer influence) remain significant facets of the school climate framework as they do have a positive and negative correlation with physical facilities and negative peer influence respectively, which in turn has a significant relationship with achievement.

These results suggest that an emphasis on school environment and its variables is also a just right situation for schools to start when trying to improve students' academic achievement. While other environment factors are predominant and direct outcomes on student success, this study revealed that increasing physical facilities could have the greatest impact. Although this study like other studies done in different countries showed a significant positive relationship between academic achievement and school environment, it also discovered some unique findings that school environment has independent effect on students' academic achievement; and this might be a direct effect of the setting of the study. Different studies conducted by Ayodele (2000) and Vandiver (2011), showed that a positive relationship exists between the availability of facilities and

student academic performances. Based on the analysis of data the researcher concludes the finding that there is no statistically significant difference in the academic achievements of students in terms of classroom environment and positive peer influence. At the same time, there is statistically significant difference in academic achievements of students in terms of physical facilities and negative peer influence. Improved school-community relations can also have a positive effect on school environment which in turn has a positive effect on achievement.

5.2. Recommendations

The following recommendations were made based on the findings of the study:

Government schools and all stakeholders must break down any barriers that impede school environment and peer influence factors. Thus, schools able to create a welcoming and inviting environment for students, by provide opportunities for students to collaborate with the school and/or teachers to identify support needs of the students, and keeping the lines of communication open.

1. School administrators, teachers and students should develop and inculcate good facilities maintenance culture.
2. The student academic achievement should be improve if the administration of the school provides proper leaning facilities to the students and also improve the environment of the school.
3. Evaluation and improving school environment as a springboard to develop skills, knowledge, and dispositions that provides the foundation active citizenship and school environment improvement.

Suggestions for Future Research

The perceptions of supportive staff, teachers and parents were not included in this study; a study that involves the perceptions of these groups would be considered as it contributes to the understanding of school's environment. In this study, classroom environment and positive peer influence, subscale does not have a significant relationship with student achievement which is contrary to findings in developed countries. Further studies using this particular instrument are needed

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Appendix A

JIMMA UNIVERSITY

College of Education and Behavioral Science

Department of Educational Psychology

Questionnaire to be responds by grade 10 students.

The purpose of this Questionnaire is to gather information on the issues ofimpact OF SCHOOL ENVIRONMENT AND PEER INFLUENCES ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS AT SINANA DISTRICT OF BALE ZONE, OROMIA.

To the Participants:-

Thus you are kindly requested to be considerate in answering the questions. Your cooperation in answering questionnaire is highly appreciated.

Note: -

A. Do not write your name on the questionnaire

B. Any of your information or suggestions will be kept secret and used for research purpose only C. Give appropriate answers to the following questions by using mark "√ ".or "x".

Thank you in advance for your cooperation

I. General information

Name of the school _____year _____grade_____

1. Age_____ 2. Sex _____R. Number_____

Q1. What is the extent of association between class environment and students' Academic Achievement? (Please rate them as: **Strongly Agree (5), Agree (4), undecided (3)Disagree (2), strongly disagree (1) Use 'X" or √").**

Class room environment

No	In your opinion	rating scales (**Use 'X" or √"**)				
		Strongly Agree (5),	**Agree (4),**	**undecided (3)**	**Disagree (2),**	**strongly disagree (1)**
1	You have a suitable classroom environment to attend the teaching-learning activities.					
2	School library is open at school time when students want to read.					
3	The school library has adequate with relevant books relating for students.					
4	Teachers give in class room extra work/assignment to enhance understanding in the subjects they teach.					
5	Teachers reward/encourage you in the class room when you perform well in school.					
6	There is conducive environment to study in your school compound.					
7	Students in my class room care about learning and getting a good education.					
8	Most of my teachers are enthusiastic about teaching and communicate their classroom students.					
9	We have adequate preparation time in classroom.					
10	The school has a motto, vision and a Mission that are clearly understood and followed by students.					

Q2. What is the contribution of physical facilities on the academic performance of secondary school students?

Physical facilities

No	**In our school,**	**Rating scales (Use " X " or " √ ")**				
		Strongly Agree(5)	**Agree(4)**	**Uncertain (3)**	**Disagree (2)**	**trongly disagree (1)**
11	Broken chairs and tables are quickly repaired.					
12	School generator and duplicating machine are regularly serviced.					
13	There is practice of facilities is to the standard.					
14	There is affective for the facilities management and maintenance.					
15	Attractiveness of the school compound and fencing					
16	Classroom condition (floors, walls, and roofs, shutter,student seats, file cabinet, blackboards, and availability of space to accommodate all the students)					
17	Library services (reading room, chairs and tables, shelves, reference books, regular opening hours for the students)					
18	Toilet (quality of the toilet rooms, separate toilet for boys and girls, availability of water adjustment to the toilet rooms)					
19	Availability and functionality of portable water					

Q3.What is the relationship between negative peer influence and students' academic Achievement?

Negative peer influence

No	In the last semester	**Rating scales (Use " X " or " √ ")**				
		Strongly Agree(5)	**Agree(4)**	**Uncertain (3)**	**Disagree (2)**	**Strongly disagree (1)**
20	You were being harassed by other students					
21	You did not feel safe at school.					
22	. My friends engage in sexual relations					
23	Peers enlarged disruptive behavior.					
24	My friends sneak out of school					
25	You were not getting along with a teacher .					
26	Peers persuaded to stop class.					

4.to what extent positive peer influence, **related on academic achievement?**

Positive Peer influence

No	In the last semester	**Rating scales (Use " X " or " √ ")**				
		Strongly Agree(5)	**Agree (4)**	**Uncertain (3)**	**Disagree (2)**	**Strongly disagree (1)**
27	Most of my friends in school perform well in examinations					
28	My friends encourage me to work hard in school					
29	My friends affect my academic work positively					
30	My friend make fun of students who try to do well in school					
31	I spend most of my time in school with friends discussing academic work/revising for examination					
32	My friends are drug addicts					
33	Most of my friends are disciplined in school and at home					
34	My friends attend school regularly					
35	Students in the school help one another even if they are not friends					
36	Students at the school support most extra-curricular activities (*not* just sports).					

Source: the questioner's adoptee from (korir, 2014)

Appendix B

Universitii Jimmatti

Kollejjii barnootaa fi saayinsii yaad-qalbii

Muummee saayikolojii barnoota

Gaaffiilee Barattoota kutaa 10^{ffaa} tiin gutamu

Kaayyoon qorannoo bareeffemaa kana xiinxallii Sababoota dhiibbaa milkaa'iina barnootaa naannoon mana barumsaa fi hiriyaan barattootaa sadarkaa 2ffaa Aanaa Sinana godina baalee, Naannoo Oroomiyaa irratii geessisan raggaa walitti qindeesuun qo'annoofi qorannoo gaggeessamuu dha.Kanaafuu, gaaffiilee armaan gaditti ibsaman kana obsaa fi xiyyeeffannoon akka guuttanii kabajaan gaafadha

. Odeefannoo keennitaniif baay'ee galatoomaa !

Ibsa: waraqaa gaaffilee kan irratti

A.Maqaa kee hin bareesni

B.Odeeffannoon kennitan tokkolee namoota biroof dabarfamee hin himamuu. Iccittiin dhunfaas ni eegama,qorannoo qofaafoola.

C.yaada sirri dha jettee yaadduu qofa mallattoo"√ " yookiin "x" bakka siif kennamerratti kaa'ii (barreesii).

Kutaa 1ffaa:-odeeffannoo waliigalaa

1.Maqaa mana barumsa_____

2.korniyaa_____

3.kutaa 10ffaa_____lakka barataa_____

Gaffii.1[faa]. Sadarkaalee Walitti dhufeenya golawwan mana barumsaa fi milkaa'inna firii gahaa qabaachuu qabu barnootaa barattoota giddu jiru maalii/maalfakkaata?

Ibsa :-Safartuu filannoowwaan shan kenamanii keessaa filachuun bakka duwwaa mallattoo'X" yokiin"√" kana gutti. Baa'yee waliigala (5)-waliigala (4) murteessuun narakkisa (3)- walii hingalu (2)-,gonkumaa waliihingalu(1)

Golawwan naannoon mana barumsaa .

Lak	**Akkailaalchakeetitti**	**Hangajiraannaamallattoolee (" X "yokiin " √ ")**				
		Baa'yee waliigala**(5)**	Walii gala **(4)**	murteessuun narakkisa**(3)**	waliihingalu **(2)**	gonkumaa waliihingalu **(1)**
1	Haalliinaannoo gola mana barumsaa baruu-barsiisuu hordofudhaaf mijaawaa dha.					
2	Manni kitaaba yeroo barattootni dubbisu barbadanitti banaadha					
3	Manni kitaaba, kitaabilee wabii barbaachisaa ta'ee hundaa /gahaani qaba.					
4	Barsiisonni gole keessatti abbaltii dabalataa gahaa dandettii barattootaa guddissuu danda'u nikennu..					
5	Barsiisonni gola keetii yoo qabxii gaarii galmeessitu /raawwattuu si badhaasuu.					
6	Naannoon gola kee qo'achuf mijaawaa dha..					
7	Barattoni gola kootii barachu fi barnoota gaarii ta'e argachuuf xiyyeefanno cimaa taasisaa.					
8	Barsiisonni gola keetti baay'een barattoota irratti gammachuu fi qunnamtii sirii /gaarii qabu.					
9	Kutaan Mana barumsaa yeroo qophii gahaa qaba.					
10	Galmaa fi Kaayyoon mana barumsa ifaan Barattootaan ni beekama.					

Gaffi 2.Gaheen haallonni mijaawa meeshaalee manneen barnootaa milkaa'ina /raawwii barnootaa irratti qabumaali?

meeshaalee physical barnotaa mana barumsa ilaalchisee

Lak	**Mana barumsa keenya keessatti**	**Hangajiraannaamallattoolee (" X "yokiin " √ ")**				
		Baa'yee waliigala **(5)**	Walii gala **(4)**	murteessuun narakkisa**(3)**	waliihingalu **(2)**	gonkumaa waliihingalu **(1)**
11	Teessoowwanni fi minjaalonni caccabaariitii dhaan/atattamaan suphama.					
12	Jenereeterrii fi maashin ibaa' isaa tajaajila yeroo hundumaa nikenna.					
13	Hojimaanni m/b meeshaalee istaandaardii barbaadamun guuteeti argama.					
14	Hoggansi haala mijjeesuun meeshaalee akka suphaman ni taasiisa.					
15	Naannaawnii fi dallaan m/b hawwatoo dha.					
16	Haallonni daree barnoota (lafti dhaabni manaa, baaxiin, balballi, teessumni qabachu .faayilaa qabatan ballina daree barattoota hundani hammata)					
17	Tajaajilii mana kitaaba ilaalchise (kutaan duubbisaa, teessoon fi minjaaloota, shelfii, kitaabooni wabii, yeroon hunda barattootaf tajaajila nikenna.)					
18	Mana fincaanii ilaalchisee (qulqullina kutaa mana fincaanii, manni fincaanii dhiraa fi dubraa garagara bahaniijiru, manni fincaanii bishaan gahaata'eqaba.)					
19	Tajaajilii bishaan jiraachuu fi siritti hojjechuu isaa.					

Gaffii 3.Walitti dhufeenya dhiibbaa hirriyyaa amala badaa fi milkaa'ina barnootaa barattoota giddu jiru maali ta'e jina?

Dhiibbaa hirriyyaa amala badaan geessisan

lak	Seemisteera darbetti	Hangajiraannaamallattoolee " X "yokiin " √ ")				
		Baa'yee waliigala (5)	Walii gala (4)	murteessuun narakkisa(3)	waliihingalu (2)	gonkumaa waliihingalu (1)
20	barattoota birrootiin dhibban narra gahu jira					
21	Mana barumsa keessatti gammachu//balaa irraa walba ta'uun nati hin dhagahamu.					
22	Hiriyoonni kiyya walqunamtii saalaattif saaxilamaniru.					
23	Hiriyoonni amala badaa/yaada qalbii balleessaa babaldhisu.					
24	Hirriyyoonni kiyya suuta sutaan/dhoksaan mana barumsatii bahu.					
25	. Barsiisaa kee waliin yeroo dheeraaf wal hin qunnamtu turte.					
26	hirriyoon wal amansiisuun Barumsa isaanii addaan kutuu.		.			

Gaffii4.Hammam dhiibbaa hirriyyaa gaarrii fixaan bahinsa barnootaan walqabata?

dhiibbaa hirriyyaa gaarrii

Lak	Semisteera darbetti	Hangajiraannaamallattoolee " X "yokiin " √ ")				
		Baa'yee waliigala(5)	Walii gala (4)	murteessuun narakkisa(3)	waliihing alu (2)	gonkumaa waliihingal u (1)
27	Hiriyoonni koo hedduun mana barumsa keessatti qoormaataa sirritti hojjetu.					
28	Hiriyoonni koo m/b keessatti akka sirritti hojjedhuu najajjabeessu.					
29	Hiriyoonni koo barnootaan akka milkaaa'uu dhiibbaa poosetiivii godhu.					
30	Hiriyoonni koo barattoota sirritti hojjetannii fi carraaqqii godhan gammachisuuf niyaalu.					
31	Irra caalaatti yeroo koo kanan dabarsu mana barumsatii hirriyyoota kiyya wajjiin hojjii milkaa'ina qoormaataa mari'achuun irra deebiinni qo'adha.					
32	Hiriyonni kiyya a raada dhugaatiin kan qabamanii dha					
33	Irra caalaan Hiriyoonni kiyya a mala gaarrii mana barumsatii ta'ee mana isaaniitti agarsiisuu.					
34	Hiriyoonni kiyya dhaabbataan barumsa isaanii hordofuu.					
35	Mana barumsa keessatti barattootni hiriyoota yoo ta'uu baataniyuu wal gorsa ni jiru.					
36	Barattootni mana barumsaa keessatti gumiiwwan irratti baay'ee wal gargaruu (sporti iirraa kan hafe.)					

Appendix C

FIGURE2: Normality Assumption

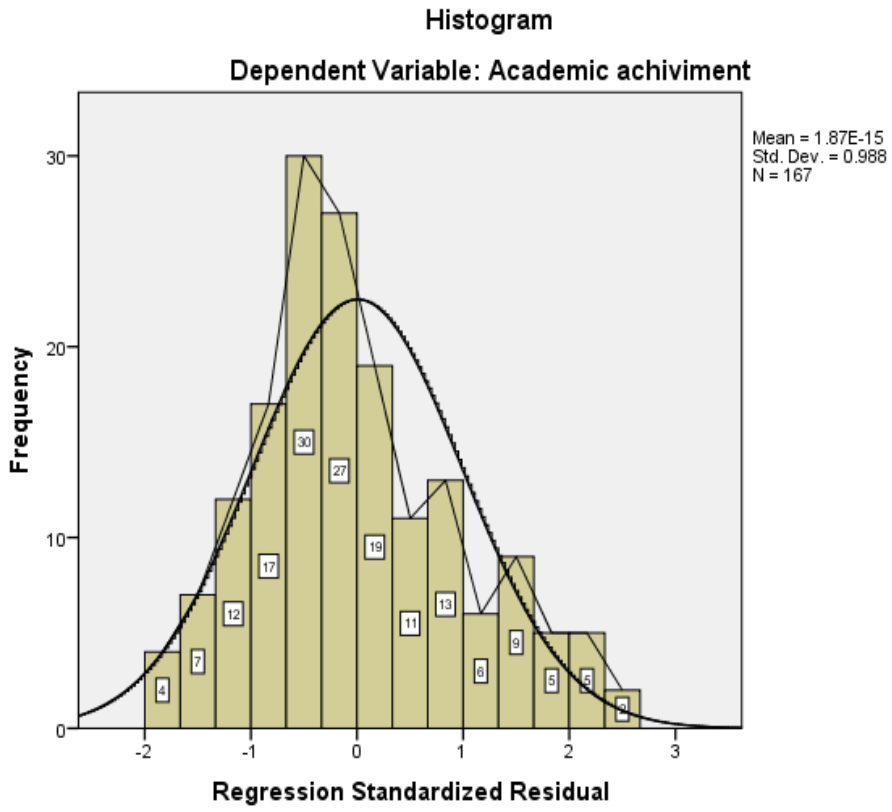

FIGURE 3 Normal P.P plot of regression

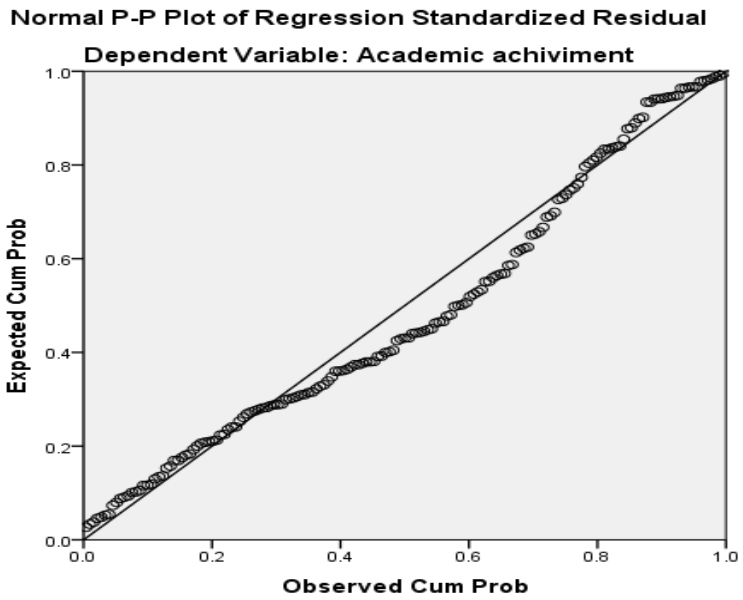
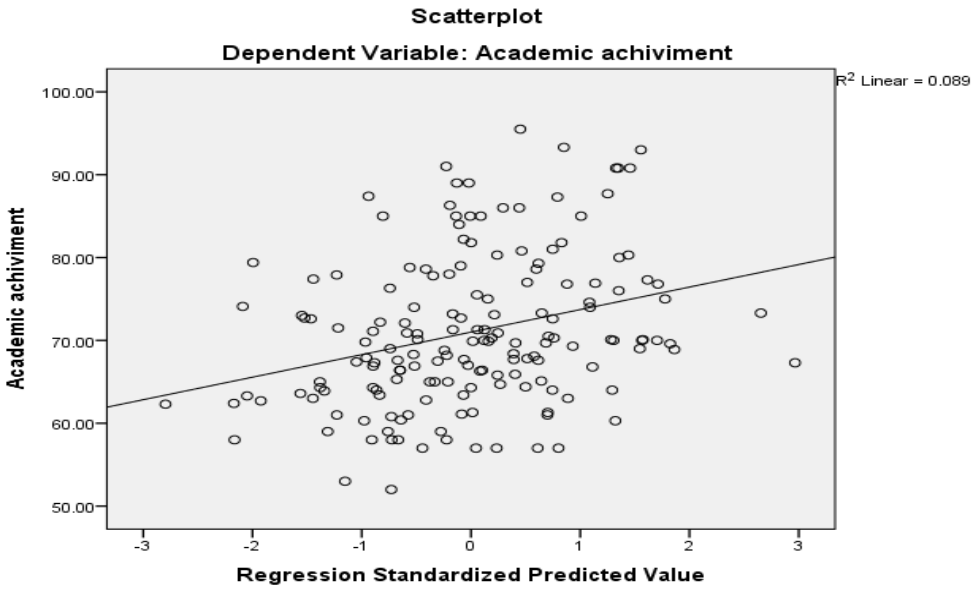
FIGURE 4 Scatter plot