

School Organizational Culture, Family Background, School Environment as Determinants of Students' Academic Performance in Selected Secondary Schools in Meru District, Arusha, Tanzania

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Abstract

This study assessed the influence of school organizational culture, family background and school environment variables as determinants students' academic performance in selected secondary schools in Meru District, Arusha, Tanzania. Five secondary schools in Meru District Council were selected for this study. The study hypotheses were: (H₁) School organization culture is positively correlated with students' academic performance in Meru secondary schools, (H₂) family background is positively correlated with students' academic performance in Meru secondary schools and (H₃) school environment is positively correlated with students' academic performance in Meru secondary schools. The study employed correctional cross-sectional design. A sample size of four hundred respondents was randomly chosen from five selected secondary schools in Meru district. A self-administered questionnaire was used to collect information from respondents. The collected data were analysed by Statistical Package for Social Scientists using, Independent t-test and Fisher's Analysis of Variance to determine whether demographic variables vary with students' academic performance. Karl Pearson's Linear Correlation Coefficient was undertaken to assess the correlation between school organization culture, family background, school environment and students' academic performance. The study results indicated that, all three study hypotheses were supported by the findings that school organization culture, family background, school environment was statistically significantly positively correlated with students' academic performance in Meru secondary schools. The study concluded that, organization culture, family background, the school environment priority which found to have significant influenced students' academic performance.

Keywords: School organization culture, Family background, School environment, Academic performance, Meru, Tanzania

1. Introduction

Poor academic performance of students is one of the problems that impede the smooth actualization of the purpose of education which is, to prepare mentally an individual for service, to himself and to the society. A student who has a poor academic record would find it difficult to cope in a competitive society. That individual may not also be mentally balanced enough or may lack the needed confidence to face life squarely. This could give rise fear to him or her not being able to deliver when given tasks that were not supposed to pose any challenge to them if they were well developed. On the other hand, students who perform poorly in school may suffer psychological problems which could lead them into crime, cultism, prostitution and all manner of social vices. This goes a long way to negatively affect the society, thereby defeating the real aim of education (URT, 2010). In the 2000, Tanzania initiated a program of increasing secondary schools in the country through community self-reliance programs. The aim was to build

secondary schools in each ward that would absorb the standard seven pupils from their localities (Mlozi, Kaguho and Nyamba, 2013).

In 2005, the government of Tanzania introduced a Secondary Education Development Program (SEDP), which was to oversee the expansion and improvement of community and government secondary schools, also to ratify the weakness that was inherent from the colonial education system (Mlozi, 2013). The problem of poor academic performance in the national form four examination results of the community or ward secondary schools in Tanzania is very serious as majority of secondary school leavers gets division four. This is contrary to the government effort of building community secondary schools as the increase of enrollment and performance as human capital. The government objective was good, however, it created problems such as shortage of teachers, lack of books, libraries, teaching materials. Komba, Hizza and Jonathan, (2013) have together identified several factors which contribute to poor academic performance. These include a shortage of teachers, acute shortage of teaching and learning resources, language of instruction, inadequate school facilities such as lack of laboratories and libraries. However, these are not the only source of poor academic performance in the national form four examination results. The researcher has of the view that there is still a need to explore more on students' academic performance challenges and suggested some solutions thus, a study was conducted to examine the influence of school organization cultures, family background and school environment on students' academic performance in selected secondary schools in Meru district, Arusha, Tanzania.

2. Objective of the study

The study was carried out to achieve the following specific objectives:

- i. To assess the correlation between school organization culture and students' academic performance in selected secondary school in Meru District.
- ii. To assess the correlation between family background and students' academic performance in selected secondary school in Meru District.
- iii. To assess the correlation between the school environment and students' academic performance in selected secondary school in Meru District.

3. Research Hypotheses

The study sought to test the following three hypotheses:

- i. School organization culture is positively correlated with students' academic performance in Meru District secondary schools.
- ii. Family background is positively correlated with students' academic performance in Meru District secondary schools.
- iii. School environment is positively correlated with students' academic performance in Meru District secondary schools.

4. Literature Review

4.1 Organizational Culture

Some scholars and researchers have offered some definitions of organizational culture. Lunberg and Martin (1991) a definition of organizational culture as follows: organization culture occasionally, coled organization climate, is the set of assumptions, beliefs, values and

norms that is shared among its members. Organizational culture is in the work environment and the organization's members may establish or affect their behavior in the work.

Organizational culture refers to the manner in which members of an organization interact (Jenkins, 2009). Organizational culture is the set of important assumptions often unstated that members of an organization share in common. For the purpose of this study, organizational culture means the totality of the school environment, curriculum implementation and students-teachers relationship which is shared by school members and influencing the functioning of the school to achieve institutional objectives. Hypothetically, school organization culture was positively correlated with students' academic performance in Meru District secondary schools. Few studies have dealt with the correlations between organizational culture and the academic performance in secondary schools. For example, Bajan, Shaban and Khorshidi (2014) examine the relationship between organizational culture of schools and student achievement in elementary schools for Islamshahr City education found that there is a significant relationship between the patriarchal culture in school and student achievement. Melesse and Molla (2018) found that the contribution of school culture to students' academic achievement: the case of secondary and preparatory schools of Assosa zone, Benshangul Gumuz regional, state Ethiopia revealed that the quantitative data confirmed that the contribution of school culture to students' academic achievement was found statistically significant but slightly above the expected mean. Further, both the qualitative and quantitative data analysis results revealed a moderate level contribution of school culture to students' academic achievement. Similarly, Özsoy and Uslu (2019) examining the effects of sustainable organizational culture on academic achievement revealed that the data were collected by the random sampling method using convenience sampling only the commitment dimension of the organizational culture positively predicted students' academic achievement whereas, Abullah and Adullah (2008) research on correlation between school culture, leadership style, organizational commitment and academic achievement in Malaysian primary school, found that school/organizational culture has positive significant impacts on student's academic achievements.

Also, Ojelabi's (2009) research on organizational climate as correlates of students' academic achievements in secondary school economics in Oyo state, found that organizational climate has a strong positive relationship with a student's academic performance in Oyo State, Nigeria. Kiambati (2013) in his research on effect of selected element of organizational culture on student's performance in Kenya certificate of secondary education in Maara District, found that organizational culture has influenced student's academic performance positively while Jeptoo's (2012) research on the role of organizational culture on school academic performance, revealed that organizational culture has positively affected the school academic performance in the school managed by Catholic brothers in Kenya. So far little is known about the relationship between school organizational culture and students' academic performance in Tanzania secondary schools and in particular Meru District Council. Therefore, this study bridged the gap and contributed knowledge to the already existed on students' academic performance.

4.2 Family Background

Family background can be defined as a powerful influence on the child and its importance as a primary agent of socialization could in no doubt enhance or hinder the academic achievement of the child depending on the school climate in the family (Adenike, 2013). According to Aliyu (2016) the family lays the fundamentals of moral and religious upbringing of the child, and in a way dictates how he/she relates with others regarding the idea of right and wrong, good and bad.

For the purpose of this study, family background is conceptualized as the students' parental level of education, language spoken at home and students' home environment that influence students' academic achievement at school. The family background being an umbrella in the initiation of the child into the world should provide favorable conditions, which will improve the academic performance of the child at school. The family background should be an environment in which children have the opportunity to improve the student outcomes related to learning and school success. Hypothetically, family background was positively correlated with students' academic performance in Meru District secondary schools. Several studies have been conducted on the relationship between family background and students' academic performance. Adenike (2013) research on the effects of family on students' academic achievement in Nigeria, found that family background was significantly related to students' academic performance. Effiong, Oji and Igiri (2015) study on the influence of family background on the academic achievement of students in Basic Science revealed that the results obtained is that, there is no significant influence on the academic achievement of student by all the three variables such as polygamous/monogamous homes, birth order and literate and illiterate parent. It was recommended that parent should create a good environment for their children to learn. Dorathy, Deebom, and Dum (2018) the study of the influence of family background on the academic achievement of pupils in primary schools in Port Harcourt City Local Government Area, Rivers State found that family background has significant influence on pupil's academic achievement while, Considine and Zappala (2002) argue that families where the parents are advantaged socially and economically foster a high level of achievement in their children.

Lyu, Li, and Xie (2019) study of the influences of family background and structural factors on Children's academic performances: A Cross-Country comparative study in China revealed that family socioeconomic status exerts much stronger positive effects on children's academic achievement in the USA and Germany than in China. However, Ogushola (2012), a study of the relationship between home-based environment factors and the academic performance of students in selected secondary school within a local government in Kwara state, found that parental social economic status and parental educational background did not have significant effects on the academic performance of the students. None of the discussed studies above attempt to address family background as correlate with a student's academic performance in Meru secondary schools. Thus, this study of organizational culture, family background and school environment as correlate with a student's academic performance in secondary schools contributes towards filling this gap.

4.3 School environment

According to Mick Zais (2011), School Environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant

research and an assessment of validity. For the purpose of this study school environment is conceptualized as physical facilities that is desks, libraries and classrooms which facilitate smooth teaching and learning and influence students' academic performance. The school environment is an essential factor to be considered in a child's ability to learn. The school environment is one of the factors that affect the nature of teaching process and its outcome that in turn may or may not be productive in achieving the desired educational goals and objectives. The efficiency of a school system in achieving its organizational objectives depends on the effectiveness of the various environmental factors to which the components of the system are subject to (Daramola, Olutola and Ogunjimi, 2017). Hypothetically, school environment was positively correlated with students' academic performance in Meru District secondary schools.

Some researchers found that school environment was positively correlated with students' academic performance. A study conducted by Daramola, Olutola, and Ogunjimi, (2017) confirmed this notion. The researchers found that the school environment is significant in determining students' academic performance. In another study by Koroye (2016) of the influence of school physical environment on secondary school students' academic performance in Bayelsa State revealed that the aesthetic beauty of the school and infrastructure facilities significantly influence students' academic performance.

5. Methodology

5.1 Research Design

This study employed both quantitative and qualitative approaches based on variables quantified in numerical terms and analyzed with statistical procedures (Creswell 2003). In particular, this study employed a cross-sectional survey. It was a correlation in that it involves a large number of respondents (400) (Hughes, 2007), and cross-sectional in that the data was collected from all respondents at once and for all (Creswell, 2003).

5.2 Sampling Procedures and Sample size

The problem of students low students' academic performance cuts across all over the Country, this study selected respondents from five secondary schools constituted students of form three and form four. The sample of the study was drawn from this population. Therefore, for this study, the researcher used samples of 400 which included students and teachers' population. The researcher obtained a sampling frame of each school. Respondents were randomly selected using the lottery method in the first school till the required number was obtained. The rationale behind using simple random sampling procedure is that it permits an equal chance for all students and teachers in the sample frame to be selected as respondents of the study.

5.3 Data Collection Method and Procedures

The study being a quantitative, the researcher employed the survey method, which involves the use of self-administered questionnaires (SAQs) to enable the researcher to cover all respondents quickly and at a reasonable time. Also, interviews were used to supplement SAQs when the in-depth information was needed for the same variables. The researcher sought a written permit from school authorities. After getting written permission from the school authority, the purpose

of the study was communicated to all respondents' anonymity and confidentiality of the data supplied was assured.

5.4 Data Collection Instruments

The SAQ was used as the instrument for survey method. The SAQ had three sections that proceeded by the title and introductory letter which explains the purpose of the study. Section A covers the background information of the respondents (sex, age and class). Section B is on the items of independent variables in the study. Section C covers items on the dependent variable. All items except in section A scaled the five points Likert scale, where 1 = strongly disagree to 5 = strongly agree.

5.5 Data Analysis Techniques

The researcher employed both descriptive and inferential techniques for analyzed collected data. Descriptive data analysis involved the computation of the relative frequencies of the background variables and the results were presented in the form of a table. This analysis was univariate in that targeted one variable at a time. Inferential data analysis was involved in the testing of the hypothesis. At the bivariate level, the hypothesis was tested by correlating the respective numerical aggregate on independent variables with an equally numerical aggregate index of the dependent variables using Pearson's Linear Correlation Coefficient (PLCC) method using the Statistical Package for Social Science (SPSS).

5.6 Validity and Reliability of Study Instruments

The researcher ensured the content validity of the instrument by giving the instrument to the experts to evaluate the content, clarity, length of items and determine whether it covers all aspects in the study objectives and conceptual framework. The author established the reliability of the instrument for all items in the self-administered questionnaire by conducting reliability test which was provided by SPSS. The overall reliability of scale items was found to be 0.566 the closer Cronbach's alpha was in 1, the higher the internal consistency of reliability of the instrument (Sekaran, 2003).

6. Findings of the Study

This section presents the findings on reliability test using Cronbach's alpha reliability test, respondents' background, a variation of the dependent variable with respondents' profile using t-test and ANOVA. The three hypotheses test results using Karl Pearson Linear Correlation Coefficient are presented in table 5, 6, and 7.

6.1 Reliability Analysis

Reliability analysis that tested the quality of the instrument of the items on the school organization culture, family background, the school environment and students' academic performance are presented in Table 1. All items used in the self-administered questionnaire were subjected to a reliability test using Cronbach Alpha value. Amin (2005) posited that if the Chronbach's alpha reliability test result is greater than ($>$) 0.5, it means that the instrument used is reliable. Table 1 summarizes the reliability of the measured used.

Table 1: Cronbach’s Alpha Values

Variable	No. of Items	Cronbach’s Alpha
Students’ Academic Performance	5	0.596
School Organizational Culture	5	0.568
Student family background	4	0.501
School environment	5	0.601

6.2 The Respondents’ Profile

The first section of the instrument required the respondents to respond to the three background variables, namely gender, age and class.

6.2.1 Distribution of respondent by Sex

Respondent sex	Frequency	Percent
Female	223	55.8
Male	177	44.3
Total	400	100

Table 2, shows that almost 56% of respondents were female and 44% were male of the sample. This suggests that the majority of respondents were female. This female dominance was contrary to the culture of majority ethnic groups in Tanzania who favor the provision of education for boys than girls.

6.2.2 Distribution of respondents by age group

Age group	Frequency	Percent
14 – 18	380	95.0
19+	20	5.0
Total	400	100.0

According to Table 3, the most frequent category of the respondents (95%) was that of 14 to 18 years, while that of 19 and above had the least number of respondents (5%). This meant that, the majority of the sampled respondents were 14 to 18 years. This could be explained that 14 to 18 years is school age at “O” level secondary school.

6.2.3 Distribution of respondent by Class

Respondent Class	Frequency	Percent
Form four	205	51.3
Form three	195	48.8
Total	400	100

Table 4 shows that, the most frequent category of respondents was that of form four (51%), while those of form three had the least number of respondents (49%). Implying that, the majority of the respondents of the sampled schools were form four and this could be form four was the candidates of a national examination.

6.3 Variations of dependent variable with background variables in the study

The researcher was interested in finding out whether student’s academic performance varied by gender, age and class of the respondents.

6.3.1 Variation of student’s academic performance with sex of respondent

This section presents the findings of the sex of the respondent as varied with a student’s academic performance. Table 5 shows t- test results in a variation of the student’s academic performance among male and female students in surveying secondary schools.

Table 5: Descriptive statistics and student's t - test on how gender relates to the student's academic performance

Category of sex	Frequency	Mean	Std. Deviation	T	Sig
Female	223	2.35	0.514	0.110	0.918
Male	177	2.39	0.524		

According to the means in Table 5 student's academic performance differed slightly with the gender of the respondent with males having higher academic performance (mean = 2.39) than the females (mean = 2.35). Also Table 5 indicates t- value 0.110 whose sig = 0.918 which is greater than popular $\alpha = 0.05$. This implies that the gender of respondent did not differ significantly with academic performance at the five percent level of significance.

6.3.3 Variation of student academic performance with age of respondents

Table 6 gives the descriptive statistics and ANOVA results on the variation of the student's academic performance with respondent age groups:

Table 6: Descriptive statistics on how student's academic performance relates to the age of the respondent

Age group	Frequency	Mean	Std. Deviation	F	Sig
14 – 18	380	2.37	0.520	0.176	0.675
19+	20	2.42	0.480		

The means in Table 6 suggest that a student's academic performance differs based on respondents' ages. Students age group 19 and above had the highest academic performance (mean = 2.42), followed by those in the age group between 14 to 18 years (mean = 2.37). However, the F value was 4.343 with a Sig = 0.176 which is greater than $\alpha = 0.05$ meaning that a student's academic performance did not differ significantly with the age group of respondent at the five percent level of significance.

6.3.4 Variation student's academic performance in respondent class

The research grouped respondents into two marital classes: form four and form three Table 7 displays descriptive statistics t - test results.

Table 7: Descriptive statistics and students' t - test on how student's academic performance varies with respondents' class

Class category	Frequency	Mean	Std. Deviation	T	Sig
Form four	205	2.326	0.551	4.690	0.031
Form three	195	2.420	0.477		

According to the means in Table 7, student’s academic performance differed slightly with the class of the respondent form three having higher academic performance (mean = 2.420) than the form four (mean = 2.326). Also Table 7 indicates t- value 4.690 whose sig = 0.031 which is less than popular $\alpha = 0.05$. This implies that, the class of the respondent differs significantly with one’s academic performance level at five percent level of significance.

6.4 Hypothesis Testing

The purpose of this study was to establish the determining factors for students’ academic performance in selected secondary schools in Meru District. The three hypotheses were therefore tested as follows:

6.4.1 Hypothesis 1: Relationship between School organization culture and students’ academic performance.

The first research hypothesis (+H1) was a school organization culture is positively correlated with students’ academic performance in Meru District secondary schools. This hypothesis was tested using Pearson’s Linear Correlation Coefficient test. The two numerical indices (school organization culture and students’ academic performance) were correlated using Pearson’s Linear Correlation index. Table 8 gives the pertinent results.

Table 8: Pearson’s Linear Correlation between School organization culture and students’ academic performance

		Students’ academic performance	School organization culture
Students’ academic performance	Pearson Correlation	1	0.273(*)
	Sig. (2-tailed)		0.025
	N	400	400
School organization culture	Pearson Correlation	0.273(*)	1
	Sig. (2-tailed)	0.025	
	N	400	400

* *Correlation is significant at the 0.05 level (2-tailed).

According to Table 8, the correlation between school organization culture and students’ academic performance using Persons linear correlation coefficient gave $r = 0.273$ and its Sig = 0.025 which is less than $\alpha = 0.05$. The computed Sig (0.025) suggests that school organization culture and students’ academic performance were positively linearly correlated, thus acceptance of research hypothesis that, “school organization culture is positively correlated with students’ academic performance in Meru District secondary schools” at the five percent level of significance.

6.4.2 Hypothesis 2: Family background is positively correlated with students’ academic performance in Meru District secondary schools.

The second hypothesis (+H2) in the study was that “family background is positively correlated with students’ academic performance in Meru secondary schools.” Using responses under family background, the two numerical variables (family background and students’ academic performance) were correlated using Pearson’s linear correlation coefficient as shown in Table 9:

Table 9: Pearson’s Linear Correlation between family background and students’ academic performance

	Students’ academic performance	Family background
Students’ academic performance	Pearson Correlation	1
	Sig. (2-tailed)	0.382 (**)
	N	0.000
Family background	Pearson Correlation	0.382(**)
	Sig. (2-tailed)	1
	N	0.000
		400
		400

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

Results in Table 9 show that, the correlation between family background and Students’ academic performance using Pearson’s linear correlation coefficient statistics indicated $r = 0.382$ whose $Sig = 0.000$ which is far less than popular $\alpha = 0.05$. This suggests acceptance of the research hypothesis that, “family background is positively correlated with students’ academic performance in Meru District secondary schools” at five level of significance.

6.4.3 Hypothesis 3: School environment is positively correlated with students’ academic performance in Meru District secondary schools.

The third hypothesis (+H3) in the study was “school environment is positively correlated with students’ academic performance in Meru secondary schools” To confirm these two variables (School environment and students’ academic performance) were correlated using Pearson’s linear correlation.

Table 10: Pearson’s Linear Correlation between school environment and students’ academic performance

	Students’ academic performance	School environment
Students’ academic performance	1	0.406(**)
	Sig. (2-tailed)	0.001
	N	400
School environment	0.406(**)	1
	Sig. (2-tailed)	0.001
	N	400

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

According to Table 10, the correlation between the school environment and students’ academic performance using Persons linear correlation coefficient gave $r = 0.406$ and its $Sig = 0.001$ which was far less than $\alpha = 0.05$. This suggests acceptance of the research hypothesis that “the school environment is positively correlated with students’ academic performance in Meru District secondary schools” at five level of significance.

7. Discussion

The purpose of this study was to establish the determinants of students’ academic performance in selected secondary schools in Meru District Council. Data analysis of questionnaires and interview responses revealed three major findings for the stated hypotheses.

7.1 Hypothesis One:

It was first hypothesized that, “school organization culture is positively correlated with students’ academic performance in Meru District secondary schools”. Pearson’s Linear Correlation Coefficient (PLCC) was used to determine the correlation between school organizational cultures and the student’s academic performance. The hypothesis was supported by the findings, which was also congruent with the findings of earlier studies. For example Claude et al (1994) in his research on organizational culture of secondary schools and students’ academic progress, found that there was significant relationship between school organizational culture and students’ academic performance whereas, Abullah and Adullah (2008) research on correlation between school culture, leadership style, organizational commitment and academic achievement in Malaysian primary school, found that school/organizational culture has positive significant impacts on student’s academic achievements. Also, Ojelabi’s (2009) research on organizational climate as correlates of students’ academic achievements in secondary school economics in Oyo state, found that organizational climate has a strong positive relationship with a student’s academic performance in Oyo State, Nigeria. Kiambati (2013) in his research on effect of selected elements of organizational culture on the student’s performance in the Kenya certificate

of secondary education in Maara District found that organizational culture has influenced student's academic performance positively in the Kenya certificate of secondary educations in Maara District, Kenya. Similarly Jeptoo's (2012) research on the role of organizational culture on school academic performance revealed that organizational culture has positively affected the school academic performance in the school managed by Catholic brothers in Kenya.

7.2 Hypothesis Two

The second null hypothesis of the study was that, "family background is positively correlated with students' academic performance in Meru secondary schools." The hypothesis was supported by the findings. This was in congruence with past studies such as Adenike (2013) research on the effects of family on students' academic achievement in Nigeria; found that family background was significantly related to students' academic performance. Dorathy, Deebom, and Dum (2018) the study of the influence of family background on the academic achievement of pupils in primary schools in Port Harcourt City Local Government Area, Rivers State found that family background has significant influence on pupil's academic achievement while, Considine and Zappala (2002) argue that families where the parents are advantaged socially and economically foster a high level of achievement in their children. Woessmann (2004) research on how equal is educational opportunities family background and student achievement in Europe and the United States, found that the education level attained by the parents is strongly related to student performance in all European countries, as well as the United States. Breck (1995) study of how family background influences student achievement, found that there was significant correlation between family background and the student's school performance. However, Ogushola (2012), a study of the relationship between home-based environment factors and the academic performance of students in selected secondary school within a local government in Kwara state, found that parental social economic status and parental educational background did not have significant effects on the academic performance of the students.

7.3 Hypothesis Three

The third hypothesis (+H3) in the study was "school environment is positively correlated with students' academic performance in Meru District secondary schools." The hypothesis was supported by the findings. The findings confirm the study of previous researchers, for example Daramola, Olutola, and Ogunjimi, (2017) study on the Impact of School Environment on Academic Performance of Senior Secondary School Students in economics found that there is no significant relationship between the school environment and students' academic performance in Economic in senior secondary school in Ilorin ($p\text{-value } 0.981 > 0.05$). Idongesit, (2020) study of the influence of the school environment on the academic performance of biology students in secondary schools in an Ukanafun Local Government area of Akwa Ibom State found that there was a significant influence of class size, instructional facilities, peer relationship, school location on the academic performance of SS 11 students in Biology in Ukanafun Local Government Area of Akwa Ibom State. Saini, Abubakar and Bichi (2015) study of the influence of the school environment on the academic performance of secondary school students in Kuala Terengganu, Malaysia found that students from a school with adequate facilities, good teachers and favorable environment perform well than those from schools with fewer facilities, unqualified teachers and the less enabling environment. Odeh, Angelina and Dondo (2015) study of the influence of the school environment on the academic achievement of student in secondary schools in zone A senatorial District of Benue State, Nigeria influence on academic

achievement of secondary school students in Zone 'A' Senatorial District of Benue State found that school climate, discipline and physical facilities has significant influence on academic achievement of secondary school students in Zone 'A' Senatorial District of Benue State. Godstine and Joseph (2019) study of the influence of the school environment on students' Academic performance in Technical Colleges in Rivers State, found that to a high extent school building, technical workshop, library facilities, and location of school influences students' academic performance in technical colleges in Rivers State. Koroye (2016) study of the influence of school physical environment on secondary school students' academic performance in Bayelsa State revealed that the aesthetic beauty of the school and infrastructural facilities significantly influence students' academic performance. Also, there is a significant influence of school equipment and instructional materials and school location on students' academic performance. However, Lawrence (2012) of the environment and academic achievement of standard nine students found that there was no significant relationship between School Environment and Academic Achievement of standard nine students.

8. Conclusion

Based on the analysis and the foregoing discussions, the study established the determining factors that influence students' academic performance of secondary school students in Meru District. The study found that school organizational culture, family background and school environment had a direct positive influence/correlation on students' academic performance. From the facts above, three sound conclusions are given: Firstly, the school organizational culture had a strong direct influence on students' academic performance. Secondly, the students' family background had a strong direct influence on students' academic performance. Thirdly, the school environment had a strong direct influence on students' academic performance. Therefore the school administration and District Education Officers (DEO) and other education stakeholders should improve the school organization culture, students' family background and school environment as it had great influence on students' academic performance.

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