

Relationship Between Peer Group Influence And Academic Performance Of Secondary School Students In Sokoto Metropolis, Sokoto, Nigeria, Implication For Counseling

Dr H.S. Aliero¹, Dr B.U. Aliero², Hindatu Abdullahi³

¹Department of education, Kebbi State University of Science and Technology, Aliero.

²Department of science education,, Kebbi State University of Science and Technology, Aliero

³Department of education foundation, Usmanu Danfofiyo University, Sokoto.

Abstract: *This study investigated the relationship among peer group influence and academic performance of senior secondary school students in Sokoto metropolis. A total sample of 378 students and parents participated in the study from the population of 24,683(203 students and 175 parents). One (1) research question and one(1) research objective and one research hypothesis were formulated to guide this study. Descriptive research design was adopted for the study. purposive sampling method was used in drawing samples from the population. The person product moment correlation coefficient (r) statistical method was used to test the hypothesis. The findings indicated that there is a positive relationship between peer group influence and academy performance of students. Based on the findings, it was recommended among others that during P.T.A meetings parents should be assisted to understand the importance of Peer group Influence on their children, so as to have good academic performance.*

Keyword: *Peer group influence, relationship, Academic performance, Secondary School Students.*

I. Introduction

Peer group is a group of people of same age or social status. The group is the first social group outside the home in which the child attempts to gain acceptance and recognition. Peer group is an important influence throughout one's life, but they are more critical during the developmental years of childhood and adolescence. Watton, in Ezra (2012). Adolescence always emulate their mates in what ever form of behavior they exhibit, particularly that which interest them. thus, since socialization only refer to change in behavior, attitudes having their origin in interaction with other persons and those which occur through integration, a child learn more through interaction with peers. Peer group help in encouraging a person to change his or her attitudes and values in order to conform to group norms. Castrogiovanni, in Robin ,(2016) noted that Peer group is a small group of smaller age, fairly close friends and sharing same activities. Some number of students see their peers as role models.

Parent attitude is known to be linked with improved behaviour, regular attendance and positive attitude. in addition showing positive attitude to education of your child include involvement in his or her school activities and studies shows your child you care about his or her education and schooling. That in itself can make children appreciate the importance of education and help them to understand that what they are doing has purpose. Parental positive attitude to education provides a support network for children, which is particularly important when they face academy hurdles or other challenges with friendships of extracurricular activities. it also means you know where your child's education journey is going and are able to be part of the high and lows along the way.

As a result, children whose parents shows positive attitude and involvement are more likely to have higher self-esteem, be disciplined, have more self motivation and tend to achieve better grades, regardless of their ethnic , social or racial background.

Parental positive attitude to education can lead to the building of stronger relationships within the school, leading to clearer communication between teachers, parents and children. Parental involvement helps give children attention and praise which, in turn help them recognize their education is worthy of adult interest. positive attitude to education of children can also boosts the mental health of children.

Peer group is a group of people of same age or social status. The first social group outside the home in which the child attempts to gain acceptance and recognition, peer group is an important influence. Adolescence always

emulate their mates In whatever form of behaviour they exhibit, particularly that which interest them thus, since socialization only refers to change in behaviour, attitude having their origin in interaction with other persons and those which occur through integration, a child learn more through interaction with peers. peers group in encouraging a person to change his or her attitude and values in order to conform to group norms.

II. Statement of the problem

Children socialize with the people with whom they associate. Through interaction over many years, acceptable social customs are taught and fostered; other children as well as adults can have a great impact on broad range of issues in the child's including achievement in schools (Bashir, 2015). The immediate environment such as peer, family, school, religion and other factors can encourage or discourage student's academic performance.

III. Significant of the study

The findings of this study will help adolescent to choose their peer with caution, to know and study the people they are associating with. it will also provide information to counselors, educationalist and parents on how they can assist and help adolescent to deal with peer group pressure. In addition, findings of this study will be useful to many people who may want to know the factors that could affect academic performance. and the findings of this study will help parents to realize that there is need for them to encourage and motivate their children to attain good academic performance. Hop (1997) noted that it is the corner stone of economic growth, social development and principal means of enhancing the welfare of the individual.

Research question

To guide the study, the following question was raised:

1. Is there any relationship between peer group influence and academic performance of senior secondary school students In Sokoto metropolis?

Objective of the study

The objective of the study is to find out

1. Whether there is any relationship between peer group influence and academic performance of senior secondary school students in Sokoto metropolis

IV. Research hypothesis

Below is the research hypothesis of this study:

HO₁: There is no significant relationship between peer group influence and academic performance of senior secondary school student in Sokoto metropolis.

V. Method of Administration of the Instrument

The administration of the research instruments was carried out in all the six selected schools by the researcher, the consent of the authorities of all the selected school was sought in order to have hitch – free exercise. The three instruments were administered in a day. The researcher requested for some member of staff to serve as research assistants. The research assistants were briefed by the researcher so as to read the instruction on the instruction to the respondents and they were encouraged to ask questions where necessary before the commencement of the tests on each occasion.

VI. Method of Data Analysis

To test the hypotheses the researcher used Pearson product moment correlation coefficient statistics as tool to test hypothesis 1

Table 1: Sample Distribution of Schools Selected and Respondents

Name of schools	Students population	No sample respondent	Of parents population	No of sample respondent
			(Students)	(Parents)

Army day secondary school, Sokoto	659	41	480	30
Hafsatu Amadu Bello Model Arabic Secondary School, Sokoto	732	45	680	42
Sultan Abubakar College, Sokoto	560	35	460	28
Sani Dingyadi Unity Secondary School, Sokoto	565	35	590	36
Sultan Bello Secondary School; Sokoto	518	32	444	27
Government Girls College Arabic Science and Islamic Secondary School, Sokoto	238	15	200	12
Total	3270	203	2854	175

Source: Ministry of Education Sokoto, Sokoto State

The number of sample respondents of student is 203 and that of parent simple respondents are 175, the reason why 203 students have 175 parents is that, some parent have more than one child in the school. The sample size of the student was proportionately determined across the six schools because their population varies in number so the higher the population of school, the higher the number of simple the school will have.

In order to determine the number of student to represent each of the six selected schools the sample size of the six selected schools and the number of parents which is 378 was divided by 6124 (that is the total population of the six selected school(s) and then multiplied by 100 which gave 6.2%. therefore, approximately, 6.2% of student and parent in each of the selected school was randomly drawn to represent their various schools using proportionate sampling. According to Kerlinger in Bashir (2015) deliberate and purposive sampling technique as a non probability sample is characterized by the use of judgment and deliberate effort to obtain representative sample, by including presumably typical areas or group in the sample. In selecting student to represent the simple, the researcher used simple random sampling by writing “yes” and “no” on folded pieces of paper. All those student that pick “yes” were selected to represent the student sample which indicated that all students were given equal chance of being selected.

VII. Instrumentation

Two set of instrument were used to obtain information in this research work. The instruments are (1) set of research questionnaires the first research questionnaire adapted from Ezra (2016) and one set of academic achievement test (APT) (mathematic and English) the academic achievement students test were self designed for the level of student in the study. The following are the instruments:

1. Adapted Ezra (2016) Peer Group Influence Questionnaire (PGIQ) to measure the level of peer group influence.
2. Academic performance test (APT)to measure the level of academic performance of the student in two subjects mathematics and English

VIII. Population of the study

The population of this study included all the SS II students in the public senior secondary schools in Sokoto metropolis and parents that have children in schools were part of the population of this study. There are thirty three(33) public secondary schools with senior secondary schools in Sokoto Metropolis with 13639 SSII student and 11044 parents. The total population of this study is 24683

Samples and Sampling Technique

The sample for the study was drawn from senior secondary school two (SSII) involving only six (6) selected secondary school in Sokoto metropolis. Purposive sampling was used in selecting the six (6) schools. As purposive or judgmental/non probability sampling techniques deals with specific elements which satisfy some predestined criteria of the researcher (Nworgu in Mahe 2013). The schools that the researcher selected are one male board school, one female boarding school, one mixed school, one male day school, one female day school and one unity school which give the total of six schools. The schools were selected by the researcher because of their relevance to the investigation under consideration.

Table 1: Relationship between Peer group influence and Students' Academic Performance

Variables	N	Mean	Std. Deviation	r-Cal	p-Value	Decision
Peer group influence	203	63.11	6.759	.166	.028	H0 rejected
Academic performance	203	76.82	22.87			

From the result of table 1, peer group influence and students' academic performance were positively related and significant, Pearson's $r(402) = .166, p=.028$. This indicates significant relationship between peer group influence and students' academic performance because the p-value is less than the .05 level of significance. Therefore, H_{01} which states that there is no significant relationship between peer group influence and academic performance of senior secondary school students in Sokoto Metropolis is here by rejected.

IX. Conclusion

The purpose of this study was to investigate factors that could affect academic performance of senior secondary school students, one of the most important of these factors is peer group influence. The research has found out that there is strong relationship between peer group influence and academic performance of senior secondary school students in Sokoto metropolis. Also, the finding of this study clearly proved that, there exists a positive relationship between peer group influence and academic performance of senior secondary school students in Sokoto metropolis.

X. Recommendations

Based on the result of this study, the findings made on this study are not conclusive, but an avenue for future studies, parents, teachers and government to find out more. Thus, the following recommendations were put forward:

1. Parents should be encouraged to monitor their children in school and reward them if they perform better as a sign of motivation.
2. The teachers, parents and counselors should help the adolescent to understand the bad peer influence, they should study and recognize the kind of people they are associating with and help adolescents on how they can deal with peer group pressure.

References

- [1]. Bashir, D (2015). Relationship between parental attitude, influence of peer group, social media and oral development of senior secondary school students in Sokoto metropolis. Unpublished M.Ed dissertation, Usman Danfodio University Sokoto
- [2]. Ezra, D. R. (2016) parental involvement and peer group influence and secondary school student's academic performance in Birnin Kebbi metropolis. Kebbi state, Nigeria: published dissertation (M.ED) dissertation submitted to Usman Danfodio University Sokoto
- [3]. Hop,H.,Davis, B. Alpert,A & Longaria,N. (1997). Adolescence peer relation and Depression Symptomology in J.W. Snatrock (ED) Adolescents (p.211) Boston: Mcgraw - hill.

- [4]. Ibrahim, U. (2002). "Peer effect in the classroom: learning from gender and race variation" national Bureau of Economic Research Working pp.7867
- [5]. Rubin, K. H., Bukoeski, W. & ,Parker, J. G. (2006).Peer Interaction, Relationship and Groups . in W. Damon & R. Lerner , (series EDS) & N. Rosenberg (volume Ed).Hand book of child personality Development (pp. 371) New York, NY:John Wiley and Sons.