

**INFLUENCE OF PEER GROUP PRESSURE ON THE ACADEMIC
PERFORMANCE OF STUDENT IN SELECTED SECONDARY SCHOOLS IN
BENIN CITY**

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FACULTY OF SOCIAL SCIENCES

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BENIN CITY

JULY, 2021.

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**BEING A PROJECT WRITTEN AND SUBMITTED TO THE DEPARTMENT
OF SOCIAL WORK, FACULTY OF SOCIAL SCIENCES, UNIVERSITY OF
BENIN IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF
DEGREE OF BACHELOR OF SCIENCE IN SOCIAL WORK OF THE
UNIVERSITY OF BENIN, BENIN CITY.**

JULY, 2021.

CERTIFICATION

This is to certify that this study was carried out by **ODUJINRIN OLUFUNMILOLA ADEWUNMI** under my supervision and was submitted to the Department of Social Work, Faculty of Social Science, and University of Benin, Benin City.

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HEAD OF DEPARTMENT

DATE

DATE

DEDICATION

This work is dedicated to God Almighty for His never ending mercy, guidance, and protection throughout the period of this work and to my family members for their intense support and understanding.

ACKNOWLEDGEMENT

Firstly, my gratitude goes to the Lord for His Mercies and Grace all through my academic activities here in the University of Benin. It is just God, To Him be the Glory.

I will not fail to acknowledge the human inputs in making the completion of my first degree a reality. I am grateful to my biological parents Pastor Adeyemi and Pastor Mrs. Adedoja Odujinrin for starting me on the journey of my academic pursuit and for their unending supports. I Love you. I will not fail to acknowledge the inputs of my family members who had supported me all the way in the likes of my siblings, Dr Samuel Adesanya and my best friend for his encouragements and prayers.

I acknowledge the inputs of the lecturers in the department of social work for their selfless service in ensuring my acquisition of the knowledge I came to acquire. I am grateful to my Project supervisor Dr Sunny Omigie for all his efforts in ensuring the completion of this work. God bless you all.

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ABSTRACT

This research work was carried out to examine the influence of peer group pressure on academic performance of Secondary School Students in Benin. Peer group plays a large role in the social, emotional and academic development of students; therefore, understanding the prospects and challenges of peer group is crucial for the productivity of educational processes and the organizational design of school systems in order to improve student's academic performance. The study adopted mixed method design incorporating descriptive survey and ex post facto designs. Questionnaire was administered to students as the study was limited to three (3) Senior Secondary Schools in Ovia North-East of Benin.

Three research questions guided the study. The findings of the study revealed that the peer group influences learning and certain factors like the social economic status and parental factor as they determine membership in most groups. The study also found out that pupils are closer to their friends than to their teachers and parents concerning their academics and that parents monitor their children's peer group association. The findings were highlighted, explained and recommendations were suggested.

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Peer group is a group of people of the same age or status. It is an important influence throughout one's life. Peer pressure refers to the influence throughout one's life. Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes and values in order to conform to group norms (Kirk,2014). According to Peterson (2011), peer pressure is when students are influenced by other people (their peers) to act the same way, it is direct influence on people by their peers. The way pressure is applied by peers can vary (Adeagbo 2013). A peer might pressure other students directly by asking to do something or by teasing or coaxing them so that they will fall in line with the peer's behavior.

According to Ryan(2015), the peer group influences are more pronounced and noted in higher institution of learning that in secondary and primary schools, partly because some of the students go away from home and residents close to school where parental supervision, guidance and contact is very limited I.e. Boarding house. Sometimes, influence of peer groups may lead to aggressive behavior such as rioting in school. Peer group influence also prompt students to form social clique with nicknames.

Areola (2013) posited that the attitudes may influence student's social and academic achievement either positively or negatively. The negative aspect which could be detrimental to student's social and academic work are the cases of group behavior such as truancy, persistent lateness to school, (juvenile delinquency), stealing, absenteeism from school, disobedience, laziness, etc.

On the other hand, peer influence could be geared towards positive aspect of students, social and academic achievement. For instances, student could be influenced socially, psychologically, intellectually amongst others and others and these could boost their academic performance e.g. forming a reading group, going to the library, anxious to join others in answering question in the classroom etc. (Coleman, 2014). Nevertheless, peers can also have an unfavorable influence as they can motivate each other to skip lessons, steal, cheat, use drugs or alcohol or be involved in hazardous conduct. Peer pressure spoils children with hanging out in the streets, watching movies and attending parties during school hours, "taping" as alternate to stealing which can eventually lead to armed robbery (Arief, 2011).

Peer pressure may be present at the workplace in school or within the society (Family settings not excluded), it can have an effect on people of all ages. It can affect many people but emphasis would be made on how it influences the academic performance of students. Peer pressure as earlier said can have a positive influence and help to

challenge or inspire someone to do the best and as well become better. It may also result in one doing things that may not suit a person's sense of what is right or wrong. This means that when peer pressure brings about things that is not accepted and recognized by people or that people frowns at, it is a negative peer pressure. Ward, Stocker and Murray-Ward (2006) defines peer pressure performance as the outcome of education, the extent to which the student, teacher or institution have achieved their educational objectives. Academic performance is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated. Academic performance is the level of attainment attained through efforts or skills during the learning processes (theoretical or practical) and has effect on the standard of education.

Although there are inconclusive results over which individual factors successfully predict academic performance such as: test anxiety, environment, motivation and emotions require consideration when developing models of school achievement. However, the blame for poor overall academic performance among secondary school students might be due to a number of factors such as students' incapability to manage their time, peer pressure, family factors amongst others. Parents, instructors, curriculum experts and evaluators have expressed considerable concern over the diminishing performance of students (Justine, 2016).

Therefore, this study is aimed to know the relationship of peer pressure, parent's interest about their child's peer group, and the influence of economic status of peers on the academic performance of secondary school students in Benin City.

1.2. STATEMENT OF THE PROBLEM

The low academic performance in schools has brought the need to investigate the factors influencing learning. The peer pressure influence is one of the factors causing low academic performance. There is need to look at the relationship between peer pressure and individual approach to learning, membership of the group they belong and find out how factors such as sex, age, social status or ethnicity determine their membership in a group. In addition what influence do parents and teachers have on these groups.

Also, parents, teachers, school counselors, curriculum experts have also showed considerable concern about this poor overall performance in external and internal examinations such as West African Examination council(WAEC), Joint Admission Matriculation Board(JAMB) etc. All of these sets of people tend to blame the poor educational performances on the harmful peer pressure and poor time management. These elements are suspected to entice students into involvement in the negative habits such as irresponsible and hazardous drinking of alcohol, smoking, involvement

in unhealthy sexual behavior, cult activities as well as other maladjusted behaviors that distract them from educational pursuits.

These harmful and distracting behaviors of student has raised a question amongst researchers as to why Nigerian students especially the younger ones seems not too concerned about the present trend of their academic performance, the possibility of being insensitive to the harmful influence of peer pressure on their own educational performances. Also, students must have yielded to the pressure of their peers due to the economic status and what they seem to benefit from it. These are the considerations and concerns from whence this study is to be carried out in order to decipher the relationship between peer pressure, parents interest about the peer group of their children and the influence of socio economic status of their peers on the academic performance of secondary school students in Benin City.

1.3 RESEARCH QUESTIONS

The following research questions would guide the study:

- i. Does peer pressure influence the academic performance of secondary school students?
- ii. Does the socio economic status of each peer group influence their learning and academic performance?

- iii. Do parents show interest in knowing the peer group association of their children?

1.4. OBJECTIVES OF THE STUDY

The objectives of the study is to investigate the level to which peer pressure, economic status of peers, parents interest in knowing their child's peer group to the overall educational performance of secondary school students. This research would also ascertain whether or not peer pressure contributes to the academic growth of secondary school students.

This study specially intends:

1. To ascertain the influence and level of peer pressure on the academic performance of students.
2. To investigate the possibility of the socio economic status of peers and how it might possibly influence the learning and academics of students.
3. To find out the extent to which parents shows interest in knowing the type of peer their children associates with.

1.5. SIGNIFICANCE OF THE STUDY

The study will help in understanding more about the peer group and the pressure it has on adolescent students. The findings in this study will help in determining some of the factors associated to the peer group in relation to their academic performance.

The factors that would be identified will form a base for giving appropriate solutions to parents and teachers to beware of the ways they can direct peer relationship

The result would also guide school counsellors and social workers on how to handle issues of peer pressure relationship.

The findings of this study will also lead the school directly to raising of our standard of education because experience has shown that disciplined secondary school students learn faster and better academically than undisciplined students

Finally, it is also hoped that the present research study will at least provide some information for future study on the topic.

1.6. DEFINITION OF CONCEPTS

Aristotle said that intelligent discussions must begin with definition of terms. Thus this research is deeming fit to give operational definition to the following concerned terms in the study.

PEERS:

According to the English dictionary, it is defined as someone who is approximately the same age as someone else. It refers to an individual who is a member of the same age group or social group.

PEER INFLUENCE:

Is the direct influence on people by peer, or the effect on an individual who gets encouraged to follow their peers by changing their attitudes, values or behaviors to conform to those of the influencing group or individual.

INFLUENCE:

This refers to the effect which an element has on another specific element.

ACADEMIC PERFORMANCE:

This is the level of achievement attained through efforts or skills during the learning processes and has effect on the standard of education. It is seen as the result of hard work and determination of students in academic pursuit. It can also be seen as excellence in all educational discipline, in a class as well as extracurricular activities.

CHAPTER TWO

LITERATURE REVIEW

2.1. REVIEW OF EMPIRICAL LITERATURE

2.1.2. STUDIES ON PEER PRESSURE

It is generally observed that peer group has a lot of influence on students. This is seen from the role played by the peer group in the life and learning of a child, it is believed that students feel more comfortable and relaxed among fellow students. A child who is brilliant and surrounded by dull friends would lose interest in learning. On the other hand, a peer group which inclined to study would have positive effect on a dull member towards learning and stimulate his/her interest on learning. Katz(1960) wrote that the nature of a peer group determines the impact on the motivation of and achievements of its member.

Omotere (2011) did an investigation or research on the influence of peer groups on adolescents in some selected schools in Ogun State. The research study investigated the influence of peer groups on adolescent's academic performance. The findings of the study revealed that peer group can positively influence the academic performance of in-school adolescents and also that parents and teachers have an important role in providing adequate guidance for adolescents to help them understand how the friends they keep can influence their academic performance positively or negatively. The

attractiveness of the group, the nature of conformity demanded by the group and the morals of the group determine whether a group is likely to have positive or negative impact on members' motivation and achievement.

If the atmosphere of the group is warm, understanding and supportive, the group influence on motivation, task performance and achievement will most likely be positive. A hostile atmosphere, constant frustration and frequent conflicts produce a negative impact not only on the member's growth and behaviour but also on his motivation to work and achievement. The kind of person a child is dictates the type of group he/she is in, as children tend to imitate each other.

Bandura (2003) noted that through observing and imitating the behaviour of others, learners can bypass much wasteful random behaviour and come close to reproducing the behaviours of which members are recognized. A child may not be dull but playful. If he is well monitored and he falls into a group of brilliant students who are not playful, he imitates them and this changes his attitude towards learning for better. This is why it is important for teachers to be able to distinguish a playful child from dull one.

Ikwuji (2009) conducted a study on the influence of age, gender and value orientation to the moral judgments of adolescent students in conflict situations. The researcher discovered that majority of the adolescents based their moral judgment in conflict

situations on peer approval. The researcher also discovered that there was no gender difference between adolescent men and women in their moral judgments in conflict situations. This shows that when a class teacher is organizing a moral instruction class, he or she must make it a duty to see that both sexes mix freely so that they can share moral experiences when discussing conflicting moral problems. Hence parents, teachers, and other important adults must avoid behaviour that can be easily imitated by adolescent students such as drunkenness, telling lies and smoking. The relationship between the study and the current study is that adolescents in school should follow and also imitate good behaviour.

2.1.2. SECONDARY SCHOOL STUDENTS AND ACADEMIC PERFORMANCE.

Keith (2015) conducted a study into the relationship between school libraries and academic performance. The study was conducted in the Senatorial Zone of Okigwe in Imo State. Eight schools with library were used and one hundred and twenty students were used as sample. He discovered that schools with well-equipped library, perform higher than schools where libraries are not well equipped; he further said that libraries provide instructional material to enrich the school curriculum and provide unlimited

opportunities for students to learn. Hence, it could be deduced that the quality of school library services makes a difference in academic performance of the students as it promotes their growth of knowledge (Library Research Service, 2000).

Uwaifo (2008) conducted a research on the effects of family structure and parenting on the academic achievements of Nigerian university students. The results of the study showed that there were significant differences between the academic achievements of students. From single-parent families and those from two-parent family structures. When linking the study to the current study, every school adolescent who comes from a family must not allow the family background to influence his or her academic performance.

Izundu (2010) conducted a research study of the relationship between home Environmental factors and academic performance of high school students in Onitsha L.G.A of Anambra State. The researcher discovered that most students in high schools of Anambra State come from low socio-economic families and also most of the families in the state of Anambra are unstable. But this does not affect the academic performance of the students. The researcher also discovered that there is a lot of relationship between the socio-economic status and the academic performance of students' relationship.

Akabogu, (2013) conducted a research study on the effect of location of school secondary school student achievement in reading comprehension in Enugu State. Akabogu found out that location of school has significance impact on achievement in reading comprehension. Relating the study to the present study, adolescents whose house is locate in urban area because of good road will come early to school and settle down for effectively learning to take place than the adolescent that come from rural area.

2.1.3. PARENTS INFLUENCE ON STUDENTS PEER GROUP RELATIONSHIP.

Taiwo (1996) wrote that the first people with whom the child comes in contact with are the parents. They transmit to him their own values of right and wrong at a time when he is not in contact with any other influences. Unless the foundation laid by home is sound and solid, the school has nothing to build upon and the child later becomes a problem not only to his parents but also to the community.

It is therefore the home that the child comes from that determines type of group the child would join. In essence a child from home that well-disciplined would find it difficult to be in a group that comprises of delinquents and if he finds himself in such group, he would refuse to be influenced by their behaviours. In a case where such a child is influenced by the group behaviour, the situation at home does not allow him to exhibit it and thus he pretends and become meek in the presence of his parents. It is

important for the parents to know a child's friends both at home and at school, in order to achieve this, parents should make themselves more accessible to their children.

Hake (2006) wrote that parents must be properly educated on matters of discipline since it is dangerous to be too permissive or too strict. The content of parent education should include the rather special treatment required by the child at the adolescent stage. At the secondary school level, parents should be made to realize that the child is no longer toddler at this stage because he is experiencing a new awareness of the world and he is struggling not only to make a place for himself in his own age group but in the world at large. It is also the task of parents to continue to well and to give good examples to the children. This is important because pupil's imitation rate as discussed earlier is very high and thus copy behaviour from the adults.

Thus, it is likely that parents who smoke or keep late night find such behaviours in their children. And as such, the child would not resist such behaviours in their children. And as such, the child would not resist joining or forming a group of smokers or late night keepers. This also invariably would have a negative influence on his learning.

Furthermore, findings showed that delinquent children were more in homes characterized by parental conflicts that often end up in divorce. It might also lead to absence of pro-social standard of behaviour in the parents as evidenced by high rates of parental delinquency or failure to communicate stand in behaviour to the child (Hirschi 2009)

One of the most consistent findings of extensive research on the origins of delinquent behaviour was that the delinquent child was more likely to come from a home broken by divorce than non-delinquent child (Anderson 2002). However, the key factor related to the development of delinquent behaviours was not divorce; rather it was the absence of adequate parental control of the child's behaviour. (Gluock and Chueck 2006), according to them, the child failed to develop appropriate standards of behaviour because these were neither taught nor modelled in the home.

Greztel (2004) also asserts that the effect of divorce felt much by children from nuclear family. He feels that separation or divorce to them would like a loss of the father when he has travelled out of the country or the loss of the mother as in death. The needs, nurture and love that were provided by any of the two parents would be missed by them. They may lead them to "frustration and anxieties" which are signals to concentration and the application of one's energies to serious academic work"

Children from broken homes are mostly associated with cases of serious conflicts and disunity. They tend to emulate their parents by resorting to constant fighting and quarrelling with friends, classmates and brothers or sisters at home and in the other hand of forming bad gang in the school.

Juvenile delinquency is a common societal ill among our young people. Nowadays, it is a bi-product of divorce, in this case creates problem to the law enforcement agents. According to some research experiences in Oyo state, a peer group who pays truancy,

who are aggressive, drug addicts and other social vices, are mostly from broken home. The American child welfare specialist see broken home as the worst kind of abuse on the child, worst in the sense

2.1.4. STUDIES ON THE SOCIOECONOMIC STATUS OF STUDENTS.

Socioeconomic status on adolescents' behavioral patterns can only be understood in light of the simultaneous influence of other socializing contexts, particularly the peer context. Conditions such as family poverty, family income, parental education level, neighborhood violence, single parent family status, major family disruptions e.g., (divorce, death of a parent), and cumulative family adversities all have demonstrated effects to increase adolescents' behavioral patterns

Parents are one of the most important and influential elements on the lives of their children. They have the power, ability to shape, sustain and develop their children's who will be interested, creative and tolerant, through their positive involvement in the learning process and educational activities. On the other hand parents who do not involve in their children educational process are also considered to be capable of repressing and destroying the motivation and ability of their children through neglect and indifference to their achievements. "A child's capability to succeed in school depends on how successfully the child is managed by his /her parents in the home environment. It is an environment where the child learns the skills, attitudes and

behavior which could mold them into a productive and successful student. However, not every child comes from a home that could provide them with the requisite educational resources necessary for their academic success. In accordance with that, a parent's socioeconomic status plays an important role in providing these educational resources and it appears to impose the greatest impact on the child's educational outcomes"(Vellymalay, 2012). Socioeconomic status has a relatively strong impact on parental involvement compared to other factors. However, there is a question as to how far the strength of the parent's socioeconomic status could inspire a child to achieve academic success

2.2. REVIEW OF RELEVANT THEORIES

In this study, the following theories will be reviewed. They include Bandura's Social Learning Theory, Hirchi's Social Control Theory. According to Social Learning Theory, it is assumed that generally, adolescent behavior is a function of their personality and the environment. This is to portray that environmental conditions can influence an adolescent's life, adolescent behavior, and perception. Adolescents can develop and experience inappropriate behavior, just by looking at colleagues and imitating them. The Social Learning Theory of Bandura and Hirchi's Social Control

Theory also have a direct relationship with the current study, because the theories emphasize the importance of reinforcement and connect with learning in the classroom.

2.3. THEORETICAL FRAMEWORK

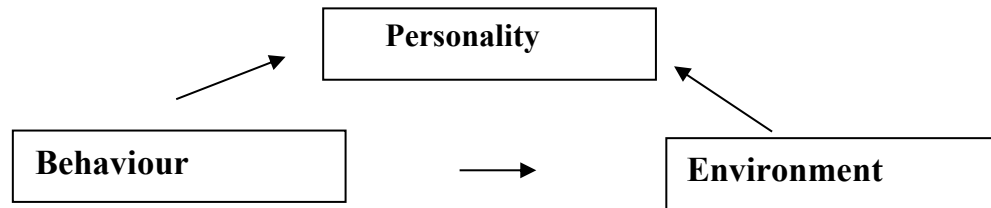
In the course of this study, there are several theoretical frameworks adopted in order to back up this research and make it intellectually sound. Therefore, the following theories are adopted:

1. Social Learning Theory
2. Social Control Theory

2.3.1. SOCIAL LEARNING THEORY

The Social Learning Theory was propounded by Albert Bandura in 1977. The theory is based on the important principle that behaviour is learned and can be unlearned. According to Bandura, behaviour is generally a function of one's personality and the environment. Man is born with several innate potentials which the environment influences. Likewise, one can influence his or her environment with the help of personality qualities. Consequently, as one interacts in the environment, adolescents consciously or unconsciously observe, imitate and exhibit the behaviour of models.

That is why Bandura states that there is a connection between a human's personality, behaviour and environmental factors.



To Bandura, these elements: the person, the behaviour and the environmental situation are strongly interconnected variables since each can affect the others, this can be illustrated by the diagram above. Social Learning Theory also emphasizes the importance of observation and imitation of the behavior, attitude and emotional response of others. So, it focuses on learning through observation and imitation.

Imitation and modeling of influential people or models also depend on reinforcement. This reinforcement can be direct or indirect reinforcement, the person who imitates the model receives direct reinforcement. For example, when a child is praised for displaying behavior, he receives direct enforcement. In indirect reinforcement, the person who imitates the model is not immediately strengthened and does not get reinforced directly. Rather, it is the model that is being strengthened and reinforced. When one watches a model being reinforced, such a person is also enhanced and reinforced indirectly. This is an indirect strengthening and reinforcement. The motivation to identify with a certain model stems from the fact that this model has a

property that the individual would like to possess. Identification with a model means that the person exhibits observed behavior, values, beliefs and attitudes of the person with whom he identifies. Relating to this current study, adolescents can model their behavior according to their peers who have a positive attitude and behavior towards education; to improve their academic performance.

Applied to the adolescent, this theory could explain the apparent relationship that can exist between peer pressure, parent's influence, socioeconomic status of peers and academic performance. The implication is that for every adolescent that is influenced by positive peer pressure, who judiciously uses his / her time, there is a tendency for the person to do better in his / her academics than the others do it differently. This theory is therefore relevant to this study in the sense that this will help students to acquire the ability and capacity to solve their problems. It will as well help students to learn the characteristics behavior that makes up their personality by observation and imitation.

2.3.2. SOCIAL CONTROL THEORY

Social control theory was propounded by Hirchi (1960). Social control theory refers to the social and political mechanism or process that regulates individuals and group behavior, which leads to conformity and compliance with the rules of a given society, state or social group Hirchi, 2002. According to the theorist, he believes that

exploiting the processes of socialization and social learning builds self-control and reduces the tendency to surrender to and exhibit bad behavior. The theory stated that ties or bonds that lead adolescents in accordance with family, school and other aspects of social beliefs serve to reduce the tendency of adolescents to deviant behavior. The theorist believes that antisocial behavior only occurs when such bonds are weakened or not established. So if there are internalized moral codes and individuals are bound to and have an interest in their wider community they will voluntarily limit their tendency to commit deviant actions.

In socialization, this formation of a bond between individuals and society consists of four elements that include commitment, attachment, involvement, and beliefs. Commitment refers to the aspiration or goals that an individual sets for him. Young people with well-defined goals tend to minimize delinquent behavior because they do believe that they have a lot to lose, unlike their counterparts who are involved in drinking, smoking, going out and are involved in criminal activities. Attachment is seen as the effective ties which the adolescents form with significant others such as parents, teachers among others who tend to present among others optimal conformity with socially accepted behavior. Belief is the extent to which an individual accepts the moral values of society. And the extent to which an individual accepts these moral values determine the individual tendency to delinquent behavior. One of the most important elements for social control is developing the bond of the individual with

conventional society, through the involvement with conventional activities (that is homework and family activities). The theory says that trends in increased crime rates are related to a wider spread of daily life activities with peers, away from parental supervision and offering the opportunity for delinquency. Study findings are largely consistent and related to these theoretical perspectives. Free time was found to protect adolescents against problem behavior while peer time endangers adolescents for the same behavior. In addition, there is less delinquency when the adolescent spends more time on homework.

In accordance with this study, adolescents who meet the rules established by the significant others such as, parents, teachers, peers and the like that make them being acceptable in society will reduce his tendency to deviate that ultimately improve his or her academic performance. An adolescent can experience rejection of his or her colleagues and also be forced against his or her wish. This type of treatment can make him or her to lose his or her identity as a unique person. This can also affect the performance of adolescents in school. This theory relates to the current study in terms that adolescent family time is a protective factor against it problem behavior, while time spent with peers is a risk factor for problems behaviors.

CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

This chapter describes the procedure that will be used in conducting the research which includes: Study design, Scope of study and area of study, Population of the study, sample size, and sampling techniques, Instruments of data collection, Methods of data collection and methods of data analysis.

3.2. STUDY DESIGN

The design that will be adopted is the correlation study. Nworgu (2006) defined a correlation survey as a kind of research that tries to establish what relationship exists between two or more variables. Usually, such studies indicate the direction and size of the relationship between the variables. The relationship that will be established in this study will be between variables of peer pressure, the socioeconomic status among peer groups, and academic performance of students in Ovia-North East Benin city.

3.3. SCOPE OF STUDY AND AREA OF STUDY

The scope of this study will focus on the influence of peer pressure on the academic performance of students with regards to their socioeconomic status. The area of this study would be carried out in selected government secondary schools in Ovia-North East local government in Edo State. Ovia-North-East local government area is one of

the eighteen local government areas in Edo State of Nigeria. The Local Government Area was created from the district council under the local government law in 1976; Ovia-North East Local Government Area is one of the largest local areas in Edo State in terms of land mass.

It is situated between longitude 5°45 and 6°15 east and latitude 5°15 and 6°45 north of the central province of Edo State. Okada is the administrative headquarter of Ovia-North East local government area.

3.4. POPULATION OF THE STUDY

The population of the study would consist of government secondary school students in Ovia-North East local government area, Edo State. The Local Government Area is made up of about seventeen (17) government secondary schools

3.5. SAMPLE SIZE AND SAMPLING TECHNIQUES

The sampling procedure that would be used is the simple random sampling technique and the sample size of 100 students would be selected randomly from the total population of students in government secondary schools of the Ovia North East Local Government Area. Out of the seventeen public secondary schools in Ovia North East local government, three schools would be randomly selected for this study

3.6. INSTRUMENTS FOR DATA COLLECTION

The instrument for this study will be a structured questionnaire developed by the researcher. It will be prepared in two parts. Part one will contain questions on personal data (such as name of the school, gender, age, religion and class) about each respondent while part two will contain other set of items on different factors which can influence the respondents in reference to their peer group.

The questionnaire will be scaled on a 4-point scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D).

3.7. METHODS OF DATA COLLECTION

The questionnaires would be administered to the 100 students. The students will be enlightened on the purpose and significance of the study and instruction on how to answer the questionnaire. The questionnaires would be collected afterwards.

3.8. METHOD OF DATA ANALYSIS

The data obtained will be analyzed using the Statistical Package for the Social Sciences (SPSS) and the results presented in tables, frequency and percentage.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter deals with the presentation, analysis and interpretation of relevant data gathered from the practical field survey. The presentation and analysis of data obtained is done scientifically, using descriptive analysis; simple percentage (%). Data collected using structured questionnaires was administered to all the target respondents.

4.2. Respondents Demographic Statistics

The demographic statistics of our respondents are presented below:

Table 4.2.1: Name of Schools

Schools	No. of Respondents	Percentage
Army Day Secondary School	34	34%
Federal Government Girls College	34	34%
Ekosodin Senior Sec School	32	32%
Total	100	100%

From table 4.1.1, 34% of the respondents are from Army Day Secondary School, 34% of the respondents are from Federal Government Girls College and 32% are from Ekosodin Senior Secondary School.

Table 4.2.2: Class

Class	No of Respondents	Percentage (%)
SSS1	54	54%
SSS2	26	26%
SSS3	20	20%
Total	100	100%

From the table above, 54% of the respondents are in SSS1, 26% of the respondents are in SSS2, 20% of the respondents are in SSS3.

Table 4.2.3: Respondent's Age

Age	No. of Respondents	Percentage
13yrs	6	6%
14yrs	20	20%
15yrs	16	16%

16yrs	32	32%
17yrs	12	12%
18yrs	8	8%
19yrs	6	6%
Total	100	100%

From the table above, 6% of the respondents are 13yrs old, 20% of the respondents are 14yrs, 16% of the respondents are 15yrs old, 32% of the respondents are 16yrs old, 12% of the respondents are 17yrs old, 8% of the respondents are 18yrs and 6% of the respondents are 19yrs old. Here, the population of 16yrs old students rates the highest, therefore, from SS1-SS3, we have an average of 16yrs old students.

Table 4.2.4: Sex

Sex	No. of Respondents	Percentage (%)
Male	44	44%
Female	56	56%
Total	100	100%

From the table above, 44% of the respondents are Males and 56% of the respondents are Females. The implication of this is that these secondary schools in Benin have more female students to male students.

Table 4.2.5: Religion

Religion	No. of Respondents	Percentage (%)
Christianity	96	96%
Muslim	2	2%
Traditional	2	2%
Total	100	100

From the table above, 96% of respondents are Christians, 2% of respondents are Muslims and 2% percents of respondents belongs to the traditional religion. The implication of this is that there are more Christians than any other religion in the population of study. This can also be interpreted as more Christians residing in these local governments.

Table 4.2.6: What is the degree of peer pressure on the academic performance of secondary school students in Benin City?

S/N	VARIABLES	SA (%)	A (%)	SD (%)	D (%)	TOTAL (100)
1.	I prefer studying with my friends rather than reading alone.	42%	30%	12%	16%	100
2.	I discuss my learning problems with friends.	36%	40%	14%	10%	100
3.	I engage in group discussion with my friends before exam commence.	50%	34%	6%	10%	100
4.	I love to make friends with intelligent students alone.	40%	36%	10%	14%	100
5.	My friend's assistance in group discussion help to improve my grades.	22%	50%	14%	14%	100
6.	The high grades of my friends encourage me to work harder.	68%	24%	4%	4%	100
7.	I prefer to study with my friends in school.	32%	48%	12%	8%	100
8.	I always go to my friends for explanation on what I was taught in class.	24%	32%	12%	32%	100

9.	I like to work under pressure from friends.	4%	28%	38%	30%	100
10.	I get distracted whenever my friends suggest we play and gist before living to study.	36%	38%	12%	14%	100
11.	I do not like reading hard for exam because I depend on my friends.	0%	10%	68%	22%	100
	TOTAL	354	370	202	174	1100
		32.1%	33.7%	18.4%	15.8%	100%

From the table above, 32.1% of respondents Strongly Agree (SA) that peer pressure influences the academic performance of secondary school students, 33.7% of students Agree, and 18.4% of respondents Strongly Disagree while 15.8% of respondents Disagree that peer pressure influence the academic performance of secondary school students. The implication of this finding shows the students associates amongst themselves to bring the best out in their academics which could be negative or positive. From this research, the students influences themselves positively and encourage themselves positively and encourages themselves to work harder so as to improve on their grades.

TABLE 4.2.7: Does the economic status of peer influence their learning and academic performance?

S/N	VARIABLES	SA (%)	A (%)	SD (%)	D (%)	Total (100)
12	I like to associate with friends from rich family.	8%	18%	52%	22%	100
13	I prefer to get paid to write an assignment or a test for my friend.	4%	20%	44%	32%	100
14	I find it difficult to concentrate when reading because I'm always thinking of going out with my friends.	16%	14%	46%	24%	100
15	I hate to make friends with students from poor family.	4%	12%	52%	32%	100
16	I borrow textbooks from my rich friends.	6%	34%	32%	28%	100
17	My friend's parents are educated.	30%	46%	10%	14%	100
18	My intelligent friends are from rich homes.	12%	18%	34%	36%	100
	TOTAL	80	162	270	188	700
		11.4%	23.1%	38.6%	26.9%	100%

From the table above, 11.4% of the respondents Strongly Agree that the Economic status of peer influence their learning and academic performance, 23.1% of respondents Agree, 38.6% of respondents Strongly Disagree while 26.9% of respondents Disagree. This findings means that a larger percentage of respondent's academic performance is not influenced by the economic status of their peers.

TABLE 4.1.8: Do parents show interest in knowing the peer group association of their children?

S/N	VARIABLES	SA (%)	A (%)	SD (%)	D (%)	TOTAL (%)
19.	My parents don't like my friends coming over to my house to visit.	20%	10%	28%	42%	100%
20.	My parents love me to have many friends.	4%	14%	36%	48%	100%
21.	My parents know many of my friends.	24%	36%	22%	18%	100%
22.	My parent encourages me to move around with students who are intelligent.	60%	36%	4%	0%	100%
23.	My parents encourage me to study with friends what we don't understand.	52%	34%	4%	8%	100%
24.	My parent teaches me how to relate with friends generally.	24%	26%	26%	24%	100%
25.	My parent teaches I and my friend what we don't understand.	26%	34%	12%	28%	100%
	TOTAL	210	190	132	168	700
		30%	27.1%	18.9%	24%	100%

From the table above, 30% of the respondents Strongly Agree to their parents showing interest in knowing the peer group association of their children, 27.1% of the respondents Agree, 18.9% of the respondents Strongly Disagree while 24% of the respondents Disagree. This means that most parents are interested and wants to know more about the kind of friends their children keep.

4.3. DISCUSSION ON FINDINGS

Based on the result obtained from the analysis of the data collected, the following findings were made:

From the research question one, 33.7% of the respondent agrees that peer pressure influences their academic performance. This shows that the level of peer pressure is high. This is in line with Izundu (2010) who conducted a research study on the factors peer influence play on student academic performance of high school students in Onitsha L.G.A of Anambra State and discovered that the influence of peer pressure is high and significant on students' academic performance.

From the research question two, the economic status of peer influencing their academic performance is one the low side. Precisely 38.6% of the respondent strongly disagrees to this fact. This shows that the rate at which those with high socioeconomic status influences their peer in Benin City is low. This can otherwise mean that in the 3

selected schools of study, majority of the students did not come from a very wealthy home and as an implication, it is concluded that students with the same socioeconomic background associates together.

From the research question three, we got that a large percentage of parents show interest in knowing the peer group association of their children. 30% of the respondents strongly agree to this fact. It can thus be concluded that parents teaches students on how to relate with friends, and also advices them on what to do especially as regarding their academic performance and how they can be influenced positively.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the results of the study are discussed based on the data analysis made in chapter four, interpreted and inference drawn from them. Recommendations for implication and further studies are made.

5.1. SUMMARY

This study investigated the Influence of Peer Group Pressure on the Academic Performance of secondary school students in Benin City. The main objective is to analyze the influence of group on the academic performance of students in Benin City. This study found that there is high level of peer pressure among the secondary school students of Benin City. Data from table 4.1.6, show that a high percentage of students experienced high level of peer pressure. The experience of high level peer pressure among students could mean that peer group exercised positive influence on their members in this regard. This implies that peer pressure could influence students to engage in group discussion, going to library to read, attending classes and carrying out academic tasks given to them that will enhance their academic performance. Also, the experience of low level of peer pressure among students means they are being influenced negatively, such as engrossment in computer games, engagement in more

social activities that academic work, watching film, avoiding class and not doing their assignments and academic tasks given to them.

From the findings, there is a low level of social economic influence among secondary school students. From the data it shown that secondary school students in Benin City do not get influenced by their rich peers solely because they came from a lower socio economic background. The explanation of this is that the socioeconomic status of peers is not a major factor to influencing their friends or classmates but other factor such as breakdown in family system, hanging out, being up to date on social and fashion trends, holding parties, being identified as a big boy or girl could be a reason students get influenced by their rich friends. Also, it is of the opinion that lack of parental supervision, training and discipline could lead to delinquent behaviour when students are without their parent's guidance.

5.2. CONCLUSION OF THE STUDY

In light of the finding obtained in this study, Learning does not occur in isolation but through interaction with certain factors one of which is the peer group. It can therefore be said that the peer group, which a child interact with will definitely affect learning of a student either positively or negatively

The extent to which the peer group determines the academic ability of students had been investigated in this study revealed that a dull student may become study inclined

when he finds himself in a group that encourages effective learning. The study also revealed that when students are not well monitored they fall in a wrong group. However, the study has revealed the fact that students are associated in groups with other students of the same age and ethnic background. The study has also shown that a high percentage of the students are more interested in relating to their friends than to their teachers and parents. This may be as a result of the attitude of the parents and teachers. It is indicated in the finding that teachers may be able to use the peer group effectively for classroom interaction and participation. The peer group could also be used in a group to motivate student's class achievements.

The following conclusions were made.

- i. The finding implies that as secondary school students experience peer pressure, the ability of them to perform well may not be there.
- ii. This shows that negative peer pressure can bring about poor academic performance.

5.3. RECOMMENDATIONS

Based on the finding it is recommended that:

1. Teachers should understand that the peer pressure group is an important factor in child's learning and therefore should use it to encourage learning.

2. Trained counselors should be posted to all the Secondary Schools so as to help counsel students with negative influences.
3. Parents should have effective supervision and should not allow other environmental factors to distract their children.
4. Schools should prevent the used of mobile phones by students during school hours in order to avoid distractions and encourage concentration of students.
5. Students should endeavor to form or join groups that are study inclined and encourage learning so that their learning will be effective or affected properly.
6. Parents should make sure their children are well monitored and they should encourage them to have friends that will have positive influence on their learning both at home and at school.
7. There should be trained counsellors in all secondary schools and higher institutions so as to help counsel students who are moving with peers to counteract negative influences.
8. There is a need for teachers, lecturers and the institution authority to have greater supervision, rules and regulations to guide against bad gangs in the school environment.
9. Government can also help by including subjects and courses that can curb bad behaviours in secondary schools and higher institutions so as to enlighten

students more and let them know the consequences of bad peer group e.g. Moral lessons.

10. Teachers should understand that the peer group is an important factor in child's learning and therefore should use it to encourage learning.
11. Teacher should use the peer groups as a study group to bring about effective classroom interaction. The teacher must neither be too strict nor too permissive so as to encourage good teacher-student relationship.
12. Students should endeavor to form or join groups that are study inclined and encourage learning so that their learning would be effective or affected properly.
13. Parents should make sure their children are well monitored and they should encourage them to have friends that would have a positive influence on their learning both at home and at school.

The peer group influence is a very important consideration in learning, so further efforts must be made both by teachers, parents and students alike to ensure that it is effectively used to improve learning.

5.4: IMPLICATION OF FINDINGS TO SOCIAL WORK PRACTICE IN NIGERIA.

The findings from this study have shown that the level of peer pressure among students in Benin City is high. This calls for social workers to be fully integrated in secondary schools. Adolescence marks an important time in the process of human development, since it is the passage between childhood and adulthood. It is a time of tremendous opportunity and promise, when young people begin to explore their burgeoning individuality and independence and begin to think critically about themselves and the world around them. They begin to adjust and adapt to the profound biological, psychological, and social changes and challenges that are by-products of adolescence. The social worker should not overlook this life stage and set of people due to its serious negative consequences which can eventually lead to pressure to use alcohol, cigarettes or drugs, pressure to engage in risk-taking behaviors, distraction from school work, distance between family and existing friends and drastic changes in behaviour and attitude. However in order to tackle these problems social workers should:

1. Educate the teenagers on the negative influence of peer group.
2. Encourage effective parental supervision over their children.
3. Demonstrate knowledge and understanding of teenage development.

4. Demonstrate an ability to assess adolescent services, including access to social institutions and community-based resources that provide services for adolescent and their families, and shall advocate for the development of needed resources.
5. Help adolescents achieve self-empowerment.

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APPENDIX
DEPARTMENT OF SOCIAL WORK
FACULTY OF SOCIAL SCIENCES
UNIVERSITY OF BENIN
QUESTIONNAIRE

Dear Respondent,

The purpose of this questionnaire is to collect data for my research work titled “Influence of Peer Group Pressure on the Academic Performance of Students in Selected Secondary School in Benin City Nigeria”.

Your sincere response to the question will be highly appreciated and I assure you that every given information will be treated confidentially.

Yours sincerely,

ODUJINRIN OLUFUNMILOLA A.

INSTRUCTION

Please tick (✓) where appropriate

SECTION A

Name of school: _____

Class: _____

Age: _____

Sex: Male () Female ()

Religion: Christianity () Muslim () Traditional ()

SECTION B

Instruction: Kindly read each statement below and carefully tick (√) in the column where you feel is an appropriate option.

A. Does peer pressure influence the academic performance of secondary school students?

S/N	ITEMS	SA	A	SD	D
1.	I prefer studying with my friends rather than reading alone.				
2.	I discuss my learning problems with friends.				
3.	I engage in group discussion with my friends before exam commence.				
4.	I love to make friends with intelligent students alone.				
5.	My friend's assistance in group discussion help to improve my grades.				
6.	The high grades of my friends encourages me to work harder.				
7.	I prefer to study with my friends in school.				
8.	I always go to my friends for explanation on what I was taught in class.				
9.	I like to work under pressure from friends.				

10.	I get distracted whenever my friends suggest we play and gist before living to study.				
11.	I do not like reading hard for exam because I depend on my friends.				

B. Does the economic status of peer influence their learning and academic performance?

12	I like to associate with friends from rich family.				
13	I prefer to get paid to write an assignment or a test for my friend.				
14	I find it difficult to concentrate when reading because I'm always thinking of going out with my friends.				
15	I hate to make friends with students from poor family.				
16	I borrow textbooks from my rich friends.				
17	My friend's parents are educated.				
18	My intelligent friends are from rich homes.				

C. Do parents show interest in knowing the peer group association of their children?

19.	My parents doesn't like my friends coming over to my house to visit.				
20.	My parents love me to have many friends.				

21.	My parents knows many of my friends.				
22.	My parents encourages me to move around with students who are intelligent.				
23.	My parents encourages me to study with friends what we don't understand.				
24	My parents teaches me how to relate with friends generally.				
25.	My parents teaches I and my friend what we don't understand.				