

INFLUENCE OF PEER PRESSURE ON STUDENT'S ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOL MATHEMATICS

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ABSTRACT

The purpose of this study was to investigate the influence of peer pressure on student's academic performance in senior secondary school mathematics. The study was limited to ten secondary schools (five public and five private) in Bauchi metropolis. Two research questions and one hypothesis guided the study. Ex-post facto research design was used; a multi-stage sampling procedure was adopted to select ten secondary schools and thirty SS II students for the study. The instrument used to collect data was structured questionnaire, mean and standard deviation were used to answer research question one, while Pearson product moment correlation was used for research question two. Multiple regression analysis was applied to test the hypothesis. Results of the study showed that higher percentage of students experienced a high level of peer pressure; there exist a negative relationship between peer pressure and

Introduction:

Mathematics as we all know has continued to play a significant role in the development of any society. It is a known fact that Mathematics is indispensable because it has substantial use in all other human activities, including school subjects, such as technology, science, commerce, genetics etc. Hence this makes Mathematics in secondary school curriculum to be core and compulsory subject among others.

Nevertheless, despite the urgent need for a good output in Mathematics performance of students, the reverse is the case as

student's academic performance in mathematics and that peer pressure significantly influence academic performance in mathematics. It was recommended among others that school councilors should counsel students with negative peer pressure to avoid poor academic performance in Mathematics and other subjects.

Keywords: *Influence, Academic Performance, Peer- Pressure*

Student's performance continues to deteriorate year after year. This is supported by Olusunde and Olaleye (2010) "in spite of the importance and recognitions given to Mathematics, however over the years, there has been a repetition of poor performance and failure of students in Mathematics at secondary school level". Also Amazigo in Adolphus (2011) said that despite the relative importance of mathematics, it is very disappointing to note that student's achievement in the subject in both internal and external examinations has remain constantly poor. The blame for poor academic achievement in Mathematics among secondary school students could be attributed to variety of factors such as students inability to manage their time, peer-group influence, teaching methods, curriculum, parents factor etc. Among these factors, peer-pressure factor is commonly seen or observed in students especially in boarding or day secondary schools. Therefore, the research hinged on this factor to determine its influence on student's performance in Mathematics. According to Allen et al (2005) peer is a group of people with like minds. Peers play a large role in social and economic development of adolescents. They further said that peers influence begins at an early age and increase through the teenage years. No wonder, it is natural, healthy and important for adolescent to have and rely on friends as they grow and mature. Peer pressure may have positive or negative influence and help to challenge or motivate one to do best. Peer pressure may also result in one doing things that may not fit with oneself sense of what is right or wrong. In other words, when peer pressure makes one do things that people frown at, it is a negative peer. No wonder, Kellie (2013) said Peer Pressure have positive effects when youth are pressured by the peer towards positive behavior such as volunteering for charity or excelling in academics

Omotere (2011) conducted a research on the influence of peer group on adolescent performance in some selected school in Ogun state. In his findings, the study related that peer group could positively influence the academic performance in school adolescents. He said this is a result of high level of peer pressure and negative relationship that existed between peer pressure and academic activities. Also, Akpobia and Nidah (2009) carried out a study on incidence and factors associated with the drop out among primary school pupils in Ogoja Local Government of Cross River State. They found out that majority of pupils dropped out from school 1995/96 11.2%, 1996/1997 8.8% and 1997/1998 7.0% were as a result of negative peer-pressure influence which make them not to concentrate on their academic pursuit which resulted to poor academic performance. Hence, they cannot cope with educational advancement and consequently became drop out. That is the researchers found out that there is negative relationship between peer pressure and pupils academic performance. Hence, the poor academic performance.

Drug abuse generally by youth is as a result of peer- pressure. A study on drug use among adolescents was carried out by Farrel and White (2009). They found out that there exist a strong positive relationship between peer pressure and the frequency of drug used, in which the relationship was found to be stronger among girls than boys. Ikwuji (2005) carried out a study on the influence of age, gender and value orientation on adolescent students, moral judgements in conflict situations. The researcher found out that majority of the adolescent based their moral judgment in Conflict situation on peer approved value which shows that the peer group has enormous influence on the adolescents think and act. The researcher further found that there was no gender difference between adolescents male and female in their judgement in conflict situations.

STATEMENT OF THE PROBLEM

Parents, Teachers, Curriculum experts, school properties, school counselors, etc. have always expressed considerable concern about the poor state of Mathematics teaching, learning and achievement in Bauchi State particularly. As a result of the researcher interactions with some of the parents and teachers, they tend to point accusing fingers on influence of negative peer pressure as responsible for low academic achievement in Mathematics. This factor contributes in luring of student of students into engagement in negative habits such as excessive drinking of alcohol,

smoking of citrates/ Indian hemp, engagement in unhealthy sexual behavior that distract them from academic pursuit. Hence, academic performance/ activities in Mathematics is being neglected and consequently poor academic achievement in Mathematics observed. The pertinent question is , could it be that they are intensive to the possible negative influence of peer pressure on their academic achievement in Mathematics?

PURPOSE OF THE STUDY

The major purpose of this study was to investigate the influence of peer pressure on student's academic performance/activities in senior secondary school Mathematics. Specifically, the study sought to

- Find out the level of peer pressure among senior secondary school students.
- Determine the relationship between peer pressure and student's academic performance in senior secondary school Mathematic

RESEARCH QUESTIONS:

The following research questions were formulated to guide the study.

1. What is the level of peer-pressure among senior secondary school students?
2. What is the relationship between peer pressure and academic performance in senior secondary school Mathematics?

RESEARCH HYPOTHESIS

The below hypothesis was tested at 0.05 level of significance

- There is no significant relationship between senior secondary school students peer pressure and their academic performance in Mathematics

RESEARCH METHODOLOGY

The study adopted the Ex-post facto research design. This research design was used because this is a research which the independent variable have already occurred and in which the researcher begins with the observation on a dependent variable followed by a retrospective study of possible relationship and effect.

The area of study is Bauchi metropoli in Bauchi state. The population consisted of all senior secondary school SSII students in Bauchi Metropolis. Available statistics (source: Bauchi State Secondary Education Management Board,2019)

A sample of 300 SSII Students were used for the study.

A multi-stage sampling procedure was adopted for the study. Ten senior secondary schools comprise of five public and five Private were selected using Purposive sampling technique. 30 SSII students (male and female) were selected from each school using simple random sampling technique. The instrument used to collect data was structured questionnaire. This instrument consisted of section A and B. Section A elicits information on personal data of the students such as Name, School, and class etc. Section B contains 20 items put in two clusters. Cluster one contains 10 items that elicits in formation on the level of peer pressure (PP) among students. While, cluster two contains 10 items that elicits information on the level of academic performance (AP) of the students. The researcher together with the assistance of two research assistants used Direct Delivery Method to administer the questionnaire to the students.

In analyzing the data, Mean and standard derivation were used to answer research question one, While Pearson product moment correlation coefficient was used to answer research question two. Multiple regression analysis was used to test the hypothesis at 0.05 level of significance.

RESULTS

Research Question 1: What is the level of peer-pressure among senior secondary school students?

Table 1: Mean and Standard Deviation of the Level of Peer-Pressure among Senior Secondary School Students.

S/NO	ITEMS	N	MEAN	SD	DECISION
1	I put on the kind of cloth my peers like	300	2.65	1.055	H
2	My friends and I share thoughts and opinions to strengthen our bond	300	2.11	0.976	L
3	My friends and I share problems with each other	300	2.05	0.894	L
4	What I do is determined by my peers	300	2.93	0.965	H
5	My peers taught me how to drink and smoke	300	3.26	0.907	H
6	I love attending clubs with my peers	300	3.05	0.973	H
7	I cannot do without my peers, because I always enjoy when we are together.	300	2.63	1.032	H

8	I enjoy studying Mathematics with my peers in school	300	1.82	0.954	L
9	I cannot do my homework in Mathematics because I am always engaged in game activities with my peers after school hours.	300	3.01	1.021	H
10	The good grades scored by other students encourage me to work hard in studying Maths	300	1.97	1.018	L
CLUSTER MEAN/SD			2.55	0.9795	H

The table above reveals that majority of the items had means that are above 2.50 except 2,3,8 and 10 with means below 2.50. the Cluster Mean is 2.55 which is above the criterion level of 2.50 set as bench mark for accepting an item. Hence, it showed that student's level of peer pressure is high.

Research Question 2: what is the relationship between peer pressure and academic performance in senior secondary school Mathematics?
Table 2: Pearson's Product Moment Correlation Analysis of Peer Pressure and Academic Performance

VARIABLE	MEAN	SD	N	R	R ²
Peer Pressure	2.452	0.5273	300	-0.454	0.21
Academic Pressure	2.879	0.5546			

The result in table 2 showed that the correlation coefficient obtained was -0.454. This means that, there exist a negative relationship between peer pressure and students' academic performance in Mathematics. Also the table shows that the coefficient of determination R² associated with the correlation coefficient of -0.454 was 0.21. This R² indicates that 21% of students peer pressure accounted for their academic performance in school

Hypothesis: There is no significant relationship between Senior Secondary School student's peer pressure and their academic performance in Mathematics

Table 3: Regression Analysis of Peer Pressure and Academic Performance

ANOVA*

MODEL	SUM OF SQUARES	Df	MEAN SQUIRE	F	SIG.
REGRESSION	18.972	1	18.972	77.447	.000**
RESIDUAL	73.000	298	.245		
TOTAL	91.972	299			

$\alpha=0.05$, *Dependent Variable : APA **Predictors:(constant) ,PPA

The result on Table 3 shows that an F -ratio of 77.447 with associated probability value of 0.00 was. Obtained. This probability value of 0.00 was compared with significance level of 0.05 and it was found to be significant. Hence, this lead to the rejection of the Hypothesis. That is, this shows that peer pressure significantly influence academic performance in Mathematics

DISCUSSION OF RESULTS

The result of the present study showed that student's level of peer pressure is high since the Cluster Mean of 2.55 exceeded the criterion level of 2.50. this agree with Omotere (2011), who said that there is high level of peer pressure and negative relationship that existed between peer-pressure and academic performance.

On relationship between peer-pressure and academic performance, the correlation coefficient was found to be negative meaning that there exist negative relationship between peer pressure and student's academic performance. This result is in conformity with the result found by Akpodia and Nidah (2009).

The research Hypothesis was rejected because peer pressure significantly influences the academic performance in mathematics. This finding is in agreement with the outcome of similar studies conducted by Omotere (2011), Akpobia and Nidah (2009), Farrel and White (2009) and Ikwuji (2005).

CONCLUSION

Based on the findings, the researcher was able to conclude that: there is high level of peer pressure (positive or negative) among Secondary School Students; the relationship between Peer Pressure and student's academic performance was found to be negative; these is significant relationship between senior secondary school students peer pressure and their academic performance in Mathematics.

RECOMMENDATIONS

The researches wish to make the following recommendations based on the findings and conclusion

- The Guidance and Counselor should counsel students with negative peer pressure to avoid poor academic performance not only in mathematics as well as other subjects
- Periodic supervision and observations by school teachers to detect students with negative peer pressure and report such students to the school counselor for onward counselling
- Parents should have effective supervision and should not allow other home environmental factor to distract their children.

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