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## Parental Involvement and Peer Group Influence as Determinants of Students Scholastic Achievement: A Survey of Kwara-North District Public Secondary Schools, Nigeria

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### Abstract

This study examined parental involvement and peer group influence as determinants of students' scholastic achievement in public secondary schools in Kwara-North Senatorial District of Kwara State, Nigeria. The descriptive research of an ex-post facto type of design was espoused for the study. Multi-stage sampling was used to select 1,428 research participants for the study. Data were collected with the use of structured and validated ( $r = 0.88$ ) instruments titled: "Parental Involvement and Peer Group Influence Assessment Questionnaire" (PIPGIAQ) and "Students Scholastic Achievement Proforma" (SSAP). Statistical tools like frequency counts, percentage, mean, standard deviation, Pearson Product Moment Correlation statistics and multiple regression analysis were applied appropriately. Finding revealed that, the overall level of parental involvement in schooling (GM = 2.53), and peer group influence (GM = 2.75) dimensions in public secondary schools in Kwara-North Senatorial District were moderate, even as the level of scholastic achievement among public secondary school students was fair (54.5%) too. Also, the study established that parental involvement and peer group influence both contributed 55.4% ( $R = .554$ ) to students scholastic achievement in public secondary schools in Kwara State, Nigeria.

**Key words:** Parental Involvement, Peer Group Influences, Scholastic Achievement

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## INTRODUCTION

Secondary education is the conciliatory level of schooling where children are enrolled for three years after completing their upper basic education to obtain their Senior Secondary School Certificate (SSCE). The obligatoriness of this level of education is so germane, because as well as getting a child ready for functional livelihood in the polity (National Policy on Education, 2014), it makes possible a child's intent of acquiring higher education. Nonetheless, what is prevalent in most secondary schools nowadays leaves much to be desired, as existing students or even a number of graduates from these schools cannot spell their names, perform easy arithmetic calculations, read a comprehension passage with no difficulty and write down error proof formal/informal letter. This situation is evidence in the inconsistent and poor trend of scholastic performances in renowned public examinations such as West African Senior Secondary Certificate Examinations (WASSCE) (refer to Table 1).

Table 1: Summary of WAEC Result From 2008 - 2022

Year	Total no of enrolled students	Total no of students with five credits including English Language and Mathematics.	Percentage passed
2008	1,369,142	188,442	13.76%
2009	1,373,009	356,845	25.99%
2010	1,351,557	337,071	24.94%
2011	1,540,250	471,474	30.90%
2012	1,672,224	649,156	38.81%
2013	1,689,188	774,065	45.82%
2014	1,692,435	529,425	31.28%
2015	1,593,442	616,370	38.68%
2016	1,552,758	822,496	52.97%
2017	1,471,151	923,486	59.22%
2018	1,572,396	786,016	49.78%
2019	1,590,173	1,020,519	64.18%
2020	1,538,445	1,003,682	65.24%
2021	1,560,261	1,274,784	81.7%
2022	1,601,047	1,222,505	76.36%

**Source: WAEC Chief Examiner's Report (2008 - 2022).**

The performance rate of Nigerian students in the WASSCE conducted by the West African Examination Council from 2008 to 2015, as illustrated in Table 1 has been dismissal, hovering around 13.76% to 38.68% on the average. The performance level roused from 52.97% in 2016 to 59.22% in 2017 but still declined to 49.78% in 2018. However, it has been on the increase in more recent time, with 64.18%, 65.24%, 81.7% and 73.36% in 2019, 2022, 2021 and 2022 respectively. This fluctuating performance rate, simply implies that only 13.76%, 24.94%, 25.99%, 30.90%, 31.28%, 38.81%, 38.68%, 45.82%, 52.97%, 59.22% and 49.78% of secondary schools students respectively between 2008 and 2018 obtained the basic entry requirement for higher education admission leaving the remaining 86.24%, 75.06%, 74.01%, 69.1%, 68.72%, 61.19%, 61.32%, 54.18%, 47.03%, 40.78% and 50.22% respectively to stay at home or retry the subsequent year(s). This is inimical to the accomplishment of goals and objectives of secondary education, and may lead to soaring school dropout, unemployment rate, and crime perpetuation amongst other harmful effects on the youthful population and larger society. This will further represent a momentous menace to Nigeria's ambition of been among the apex economies in the World through vision: 20:2020. To unravel and provide solutions to these low and unpredictable performance dynamics in the Nigerian secondary educational system,

researchers have made inquiries through researches, and this has further degenerated to a culpability arguments in the polity. While, some scholars (Johnson, Atunde & Olaniyi, 2020; Atunde, Johnson & Jimoh, 2019; Ajagbe, 2018; Sasmoko, Lasmy, Indrianti & Khan, 2017) blamed the school administrators (ministry of education officials, principals, vice principal, and heads of departments/sections) and the teachers, studies by Maiya, Carlo, Gu'lseven and Crockett (2020), Ekiugbo (2020), Wegayehu, Gebremedhin and Digvijay (2020) and Sasmoko, Lasmy, Indrianti and Khan (2017) argued that the home environment down to the school/classroom environment and the social order should be blamed. Whoever the culpability, the reality remains that, the ecological sphere or social environment (involving parents, friends/peers, families, community etc) a child lives, socializes and develop are so powerful in determining a child's intellectual and moral progress. In fact, parents and peer groups from the inception of a child's growth play essential roles in his/her continued existence and fulfillment of scholastic needs. This is occasioned by the fact that, parent (father/mother/guardian) is/are the most primitive and prominent driving force and/or socializing emissary a child is foremostly acquainted with, nonetheless, as a child grows, the successive and most potent socializing agent outside his/her domestic domain, which they intermingles with, is the peer group (Busari & Hope, 2019).

These two ecological social networks in one way or the other manipulates the child behaviour (Bakar, Ayub, Ahmad & Abdullah, 2021; Busari & Hope, 2019; Sasmoko, Lasmy, Indrianti & Khan, 2017), as evident in the predominance of derisory parenting and unconstructive peer influences/pressure (Maiya, Carlo, Gu'lseven & Crockett, 2020) ravaging our contemporary society. It is inopportune from researches that loads of children predominantly male children in Nigeria, particularly in the Northern part are often not catered for by their parents (Muza, Aliero, Jega & Aliero, 2020; Amuda, Alibe & Mangari, 2019; Azua, 2016). This can equally be observed by the study investigators in Kwara-north senatorial district of Kwara State, as some parents do not provide the essential provisions of life and especially academic rations such as stewardship, helpful affection, funds and sufficient learning materials for their wards, even as some parents who provide these life necessities do not recognize their role in their children's intellectual development, seeing it solely as that of the school. A number of parents do not constantly dialogue with their wards on their life ambitions, visit the school on open days when declared in order to monitor their children's academic progress, or know the kind of friends their wards are mingling with. Some parents do not verily care to buy requisite subject textbooks/materials or promote after-school reading culture among their children. Instead they procure home videos or satellite televisions (akin to StarTime, DSTV GOTV etc) for their brood to watch without appropriate regulation. These parenting habitudes put these teenagers in an even greater risk of succumbing to negative peer influences. Evidently, anti-social group behaviours such as seeing a group of students coming to school at the expiration of the first lesson period, making noise or even talking when the tutor is teaching, not copying note, hanging around when class/lesson is ongoing, niggling out of school (Moneva & Legaspino, 2020; Vollet, Kindermann & Skinner, 2017), dressing lewd to school, using G.S.M within lesson hours, malingering, harrying fellow students and even teachers, screening pornography films together, involving in cultism, exhibiting violent behavior (Muza, Aliero, Jega & Aliero, 2020; Akomolafe & Adesua, 2016), conveying deadly weapons to school, engaging in sexual dissipation such as raping and gang raping (Adeniyi & Jinadu, 2021), and living a strong-willed life within and outside the school environment are now becoming a norm in most secondary schools. This set of students today has been tagged as School "B", and their asocial behaviours, which are threats to serene co-existence and societal serenity, could have a damaging effect on student's attitude to study, effectual teaching and learning, and overall scholastic outcomes.

In view of these observations, one may perhaps surmise that, parental involvement and social groups (peer group) are focal multiscious environmental networks instrumental to the developmental, psychological, social and academic outcomes of students within and outside the classroom/school vicinity. This assumption however correlates with the Ecological System (ES)

theoretical rationalization purported by Urie Bronfenbrenner in 1979. The Russian-born American psychologist theorized that, there are loads of diverse levels of environmental influences shaping a child's development, and this starts with the microsystems environment (that is any immediate relations they intermingle with, such as their family, guardians, and caregivers) surrounding the child to the mesosystem (that is, external environmental forces such as school mates/friends). That is to say, the exact pathway of a child's growth is a result of the influences of his/her surroundings, such as their parents, peers/pals, school and society. Further explaining the ES theory, Berger (2012) purported that, if the rappings in the immediate microsystem (i.e. the parent/guardian/caregivers) collapse, the child will gain the courage to explore other parts (mesosystem) of his/her environment by drawing away from his/her parents, so as to form rappings with friends and experiment novel roles and integrate them into his/her personality (Ceci, 2006). By this, peer group will then fulfill the child's need for support/assistance, and then provides liberty and chance for behaviour exploration and trialing (Azua, 2016). Based on this view, the ecological system theory serves as a strong theoretical base for this research, as student's scholastic achievement is perceived to be highly reliant on the level of parental involvement in a child's schooling and peer group influences. On this occasion, it becomes obligatory to conceptualize the sub-scales of these two social environmental constructs in explaining their effects on the level of students' scholastic achievement (SSA).

Parental involvement (PI) as viewed by Budzienski (2015) is when a mother/father or both puts excessive tension on their child to compel them to thrive. This tension according to Budzienski (2015) can either come from the father or the mother, and it is meant to make a child excel excellently in terms of getting the premier marks or grades. It could also be to play the finest music, succeed in chosen vocation, and get the same promotions and scores like that of the parent when they were young particularly for well-informed parents, so as to be superior to them. In tandem with the African culture of parenting, Azua (2016) portrayed PI as, when parents are engaged with their children's academics, and this may incorporate scrutinizing their notebook, keep an eye on their study, and making sure their homework are properly done. Within the education parlances, Abdullahi and Sirajo (2020), Amuda, Alibe and Mangari (2019) and Epstein, Sanders, Sheldon, Simon, Salinas, Jansorn, et al. (2019) viewed PI as parents contribution to their children's domestic activities (such as helping with homework, encouraging children to read, and upholding school attendance) and schooling activities (like attending Parent Teachers' Association meetings, parent-teacher conferences, and participating in fund raising activities). Based on this definition, Ayeni (2021), Erdem and Kaya (2020), and Boonk, Gijsselaers, Ritzen and Brand-Gruwel (2018) classified PI activity into two sub-levels of four categories of participation. The first two categories were allied with home participation, which consist of talking about school activities (home discussion) and observing the ward's out-of-school activities (home supervision). Then the other two categories relates to school participation, which comprise of activities like getting in touch with school employees (parent-school communication), and attending school gatherings (school participation). While these classification and description implies that parental involvement is multi-dimensional, contextually, it denote the participatory altitude of parents in the didactic progression, maturity and experiences of their brood, which is dynamic and it covers added parenting practices like academic socialization, home interaction, support and control.

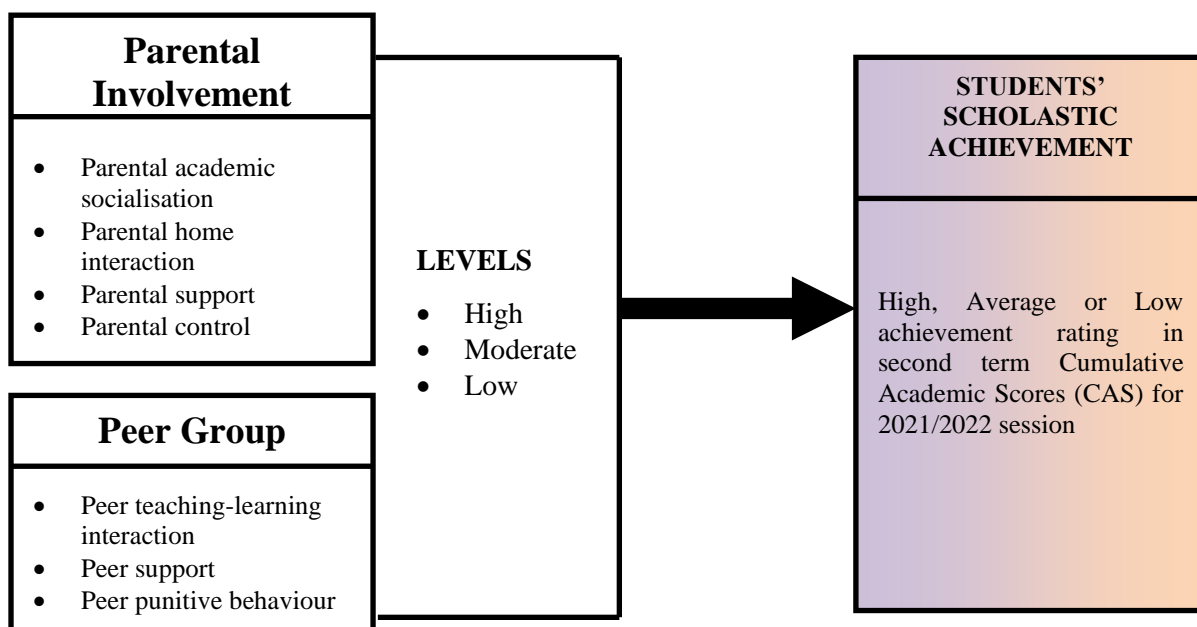
Academic socialization refers to the swap of ideas involving parents and their children with reverence to issues on career plans, school or scholarly activities (Fernández-Alonso, Álvarez-Díaz, Woitschach, Suárez-Álvarez & Javier, 2017; Chowa, Masa & Tucker, 2013), and also activities carried out by parents such as taking their child(ren) to picnics, gracing school events (school graduation) or parent-teacher consultations (Cook, 2021; Zhou, 2015). Home interaction is associated to the activities carried out at home to augment children's scholarship, such as helping out with assignments (Higgins & Katsipataki, 2015; Shute, Hansen, Underwood & Razzouk, 2011) by tutoring them and providing instructional support in difficulty areas.

Parental support includes hearten children through actions such as commuting them to and from school (Muza, Aliero, Jega & Aliero, 2020), making sure their developmental needs are met (Erdem & Kaya, 2020; Yieng, Katenga & Kijai, 2019), providing them with suitable studious environment (Amponsah, Milledzi, Ampofo & Gyambrah, 2018; Danişman, 2017), registering students for external classes (Azua, 2016), commending them or showing them affection and care (Higgins & Katsipataki, 2015), and been a believer in their dream and aspiration. Parental control involves directing the child or wielding power over their communal and academic life (Boonk, Gijsselaers, Ritzen & Brand-Gruwel, 2018). It is also a situation where parents are been acquainted with student's livelihood activities which involves familiar with where they are at certain times, if they have accomplished their homework (Johnson, 2016), limiting certain leisure activities as well as gratifying good behaviors or reprimand erring or anti-social behaviors (Fernández-Alonso, Álvarez-Díaz, García-Crespo, Woitschach & Muñiz, 2022; Saa'da, 2021). In view of the above context, it is important to note that, each of these parental involvement dimensions could make mammoth impact on student's mind-set, class/lesson attendance, and scholarly achievement. It could also endorse enhanced collaboration between parents and school, so as to help the children succeed in their academic endeavour.

Nevertheless, besides the prominent outcome of parental involvement in a child's living experiences, social scientists and scholars (Adeniyi, & Jinadu, 2021; Alafiatayo, Salau & Ebebe, 2021; Abdulrahman, 2020; Maiya, Carlo, Gu'lseven & Crockett, 2020; Muza, Aliero, Jega & Aliero, 2020; Busari, & Hope, 2019; Filade, Bello, Uwaoma, Anwanane & Nwangburuka, 2019; Wakoli, Kiptiony, Chemwei & Chonge, 2016) have also conversed and recognized the increasing socializing sway of peer groups on students educational achievements in recent years. Peer group influence (PGI) as postulated by Filade *et al.* (2019), Ajibade (2016) and Okorie (2016) means students' connections and reliance on their associates to acquire information, learning support, and emotional aid. In a related but explicit view, Olaleru and Owolabi (2021) and Abdullahi and Sirajo (2020) posited that peer group influence are those exerted actions in encouraging a student to change his/her beliefs, attitudes, ideals or behaviour, so as to match those of the group norms. These actions according to Abdullahi and Sirajo (2020) are provided by the groups through knowledge, experience, along with academic, emotional or social assistance to each other. Thus, peer group influence refers to effects of individual student choices and acts resultant from the relations, views, initiatives, support and behaviours with peer group members. In the milieu of this research, peer teaching-learning interaction, peer support, and peer punitive behaviours were conceptualized as three measuring constructs of peer group influence. This conceptualization is orchestrated based on the high predisposition of 21<sup>st</sup> century pubescent to peer demands and pressures in and outside the school setting. Peer teaching-learning interactions refer to the information exchange carried out by students within the spheres of their peer groups (Reindl, 2021; Moldes, Biton, Gonzaga & Moneva, 2019). It also includes conversations done through sharing of thoughts and views that clued-up general academic issues by peer group within the classroom environment. Peer support as stated by Cheng (2020) is the kind of emotional, motivational and academic support a student gets from his/her companions and/or peer group he/she belongs concerning academic work. Peer punitive behaviour refers to those willing/unwilling behaviours and/or actions/inactions exhibited by a group of students to respect established authorities (James, 2018), observe and comply with school rules and regulations (Atunde & Aliyu, 2019) and uphold high standard of behaviour helpful to the teaching-learning environment and critical to the smooth administration of the school. The combination of the three dimensions of PGI as postulated by Chebet (2018) and Vollet, Kindermann and Skinner (2017) amongst other scholars can also influence student's personality formation and behaviour, social/moral development, academic engagement, in addition to scholastic performance.

Despite the foregoing conceptual and empirical postulations on the likely individual influences of parental involvement and peer group in inducing students to perform academically, researches on the combined interplay of these two independent constructs, and their

correlations to students' scholastic achievement in empirical literature are bantam. The studies available contain a number of ideational, geographic and research outcome drawbacks. Precisely, the focus of accessible studies was mainly on either parental involvement or peer group in relations to students school adjustment (Serna & Martínez, 2019), engagement (Bakar, Ayub, Ahmad & Abdullah, 2021), development (Liu, Sulaimani & Henning, 2020), motivation (Awodun & Kenni, 2021), attitude and self-efficacy (Grijalva-Quinonez, Valdes-Cuervo, Parra-Perez & Garcia Vazquez, 2020; Johnson, 2016; Govindaraj & Anusudha, 2014; Chang & Le, 2005), study habit (Azua, 2016), library use (Olaleru & Owolabi, 2021), time management (Alafiatayo, Salau & Ebebe, 2021), academic success (Ateş, 2021; Ayeni, 2021; Cook, 2021; Darko-Asumadu & Sika-Bright, 2021; Fatimaningrum, 2021; Naite, 2021; Olowolabi, 2021; Sekiwu & Kaggwa, 2019) and pro social behaviours (Adeniyi & Jinadu, 2021; Maiya et al., 2020; Deepika & Prema, 2017), while other studies focused on component of the independent variables like parental support (Ekiugbo, 2020; Muza et al., 2020; Azua, 2016), parental attitude (Busari & Hope, 2019), parenting style (Trentalange, 2019; Shute, Hansen, Underwood & Razzouk, 2011), peer support (Cheng, 2020; Mohd Din, MohdAyub & Tarmizi, 2016) and peer consultation (John-Nelson, 2020). More so, earlier studies addressing the combined effects of parental involvement and peer group influence on scholastic achievement in developed (Bakar, Ayub, Ahmad & Abdullah, 2021; Sasmoko et al., 2017; Mohd Din, Mohd Ayub & Tarmizi, 2016) and developing (Korir & Kipkemboi, 2014; Ntwanano, Jooste, Abel & Yvonne, 2014) countries including Nigeria (Ekiugbo, 2020; Muza et al., 2020; Amuda, Alibe & Mangari, 2019; Busari & Hope, 2019; Akomolafe & Adesua, 2016; Azua, 2016; Alika, 2010) particularly in Ekiti, Kebbi, Borno, Lagos, Kaduna and Edo States were limited geographically and contextually; and such studies especially in Kwara-North senatorial district of Kwara State lingers anonymously. Moreover, result on the influence of the two independent variables on students scholastic achievement from preceding studies were unconvincing and not consistent, with some studies reporting positive and negative impact, while some studies even found no effect on a student because both parental involvement and peer group influence requires incessant learning (Maiya et al., 2020). Relatedly, the joint impact of the studied measuring sub-scales of parental involvement (academic socialisation, home interaction, support and control and supervision) and peer group influence (peer teaching-learning interactions, peer support and peer disciplinary behaviour) in relation to students scholastic achievement for this study were not considered in previous researches, and this requires further inquiry. This research interstice, which is intended to be filled conversely informed the conceptual design for this study (refer to Figure 1).



### **Figure 1: Schematized Model indicating the effect(s) of PI and PGI Sub-scales on SSA**

The conceptual model in Figure 1 portrays the liaison among parental involvement, peer group and students scholastic achievement. From the model, the each of the PI in education/schooling index could have an effect on the scholastic achievement of their children. It was also presumed that PGI dimensions (refer to Figure 1) is likely to influence students' scholastic achievement. In addition, the model conceptualizes that parental involvement and peer group could jointly have an influence on students' scholastic achievement. The effects of both parental involvement and peer group on scholastic achievement either individually or jointly is however dependent on the level (high, moderate or low) of involvement of parents in their children schooling and peer group influence, which can make or mar this correlational effect. In view of this backdrop, this study investigated the relationships and interaction that exists among parental involvement, peer group influence and students' scholastic achievement in public secondary schools in Kwara-North senatorial district of Kwara State, Nigeria. In line with the context of this study, the following research questions were raised and provided answers to:

1. What is the level of parental involvement in secondary school students schooling in areas of parental academic socialization, home interaction, support and control/supervision?
2. What is the level of peer group influence in areas of peer teaching-learning interactions, support and punitive behaviour among secondary school students?
3. What is the level of scholastic achievement among secondary school students?
4. What are the relative contributions of each of the parental involvement and peer group indices to students' scholastic achievement?
5. What are the joint effect of the overall parental involvement and peer group influence on students scholastic achievement?

### **METHOD**

The study adopted the descriptive research design using a correlational approach. This design as affirmed by Creswell (2014) focuses on conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. The preferred design allowed the researchers to un-manueveredly and methodically describe the variables of interest as they logically exist among the research subjects. Also, the design's indispensability testing the existing alliance among the independent (parental involvement, peer group) and dependent (students' scholastic achievement) variables informed its adoption.

The study was conducted in Kwara-north senatorial district of Kwara State. The district is located in the Northern political division of the State, and encompasses four local government areas, that is; Baruteen, Edu, Kaiama, and Patigi. These LGAs have boundaries with Moro LGA, Borgu LGA, Oyo state, and Benin Republic, in the East, North, South and West respectively. Kwara-north has a land area of 82,541.65 hectares and an approximated population of 384,164 with 186,931 been males, while 197,233 are females, as at the 2016 census (National Population Commission, 2016). It is mainly subjugated by aboriginal Baruba's and other ethnic groups like Hausa's, Igbo's and Yoruba's, although Bokobaru is the main language spoken across the district apart from minority who speak Hausa, Igbo and Yoruba languages. The majority of settlers residing in the study area are renowned farmers, traders, fishermen and a few civil servants. There are 71 senior secondary schools spread across the four aforementioned LGAs. Explicitly, the target population consists of 16,326 Senior Secondary I – III students schooling in all the 71 public secondary schools in Kwara-north senatorial district of Kwara State, Nigeria (refer to Table 2).

### **Table 2: Distribution of Targeted Study Population**

LGAs	No. of Schools	SS I	SS II	SS III	Overall Total
Baruteen	19	1,565	1,612	1,626	4,803
Edu	21	1,993	1,981	1,977	5,951
Kaiama	14	972	846	799	2,617
Patigi	17	989	991	975	2,955
<b>Total</b>	<b>71</b>	<b>5,519</b>	<b>5,430</b>	<b>5,377</b>	<b>16,326</b>

**Source:** 2022 Field Survey of LGAs.

For representativeness, multi-stage sampling procedures, which is extensively acknowledged for its multi-variedness in sampling a large discrete populace (Leavy, 2017; Creswell, 2014; Johnson & Christensen, 2014) was used to select the study participants. In the first stage, samples of 28 out of 71 secondary schools were drawn through stratified random and purposive sampling. These schools were chosen based on proximities, timeframe, fund availability in addition to ownership (government, religious organization-owned and community) and years of establishment of the schools. Thereafter, systematic and stratified random sampling was used to select 51 students (17 participants in SS I, SS II and SS III respectively) from each of the schools based on their academic strata (Arts, Commercial and Science) through basket and paper balloting. The first 17 students whose names were picked from the basket in each of the classes were listed for the study. The 1,428 sampled participants roughly symbolize 8.2% of the target population, and this corroborated the rule of the thumb's 5 – 10% of participants that can be chosen from population higher than 10,000, as promoted by Creswell and Creswell (2018) and Dudovskiy (2018).

Data for the study was gathered through a 48-item four point Likert- scale adapted questionnaire tagged "Parental Involvement and Peer Group Influence Assessment Questionnaire" (PIPGIAQ) was used to elicit information on parental involvement and level of peer group influence. While, instrument tagged: "Students Scholastic Achievement Proforma" (SSAP) was also utilized to ascertain the scholastic achievement of sampled students. The two research instruments (PIPGIAQ and SSAP) were validated by experts in Educational Management, Sociology of Education as well as Test and Measurement, while a pilot study was conducted on 30 pre-study participants (students) from secondary schools located in Baruteen and Kaiama LGAs to make certain that the instruments used were trustworthy. Cronbach alpha method was utilized to analyse their responses, and general reliability co-efficient (r) of 0.88 was achieved. For each independent variable, alpha values of 0.85 and 0.90 were correspondingly acquired for PI and PGI. For apt data collection, the researchers directly administered 1,428 copies of the questionnaire on the study participants, while the retrieval rate was 97.3% (that is, 1390 questionnaires were retrieved and appropriately filled). Further, copies of the student scholastic achievement proforma was distributed to the Vice-principal Academics in the 28 selected schools to provide information on the Cumulative Academic Scores (CAS) of students in the second term of 2021/2022 academic session in five core subjects including English Language, Mathematics and other three subjects based on student's academic discipline. The CAS obtained was standardized after collation to help eradicate teacher and school-related factors.

The collected data was analyzed with applicable statistics using SPSS 20.0 package. In particular, mean and standard deviation were used to analyse research questions (RQs) 1 and 2 (refer to Table 3).

Table 3: Interpretation of Mean Score

Range of Scores	Interpretations
3.25 – 4.00	High Involvement (HI) /High Level Influence (HLI)
2.50 – 3.24	Moderate Involvement (MI)/ Moderate Level Influence (MLI)
0.01 – 2.49	Low Involvement (LI) / Low Level Influence (LLI)

For the third RQ, frequency counts and percentage was used , while percentage score above 60% was rated Good; percentage scores between 50% - 59% was rated Fair; and percentage



scores below 50% was rated Poor. The fourth RQ was analyzed with Pearson Product Moment Correlation (PPMC) matrix, whilst multiple regression analysis was used to explore the fifth RQ. A probability value of  $\leq 0.05$  was considered statistically significant.

## RESULTS AND DISCUSSION

Analysis and research outcomes of the study are presented in the corresponding tables (4 – 9).

Table 4: Level of parental involvement in public secondary school students schooling

S/N	Parental Involvement Indicators	Mean	Std. Deviation	Decision
1	Parental Academic Socialisation	2.47	0.97	MLI
2	Parental Support	2.61	0.83	MLI
3	Parental Home Interaction	2.44	0.99	LLI
4	Parental Control	2.59	0.88	MLI
	<b>Grand Mean</b>	<b>2.53</b>	<b>0.96</b>	<b>MLI</b>

**Source:** 2022 Field Survey of Schools in Kwara-north senatorial district

Discovery from the mean ratings of respondents' response in Table 4 presumed that the level of parental support and control/supervision in secondary school students schooling in Kwara-north senatorial district were moderate with cluster mean (CM) values of 2.61 and 2.59 respectively. Result as well confirmed that, the CM values of 2.47 and 2.44 designate that, the level of parental academic socialization and parental home interaction was low. In general, parents involvement in their children's schooling in Kwara-north senatorial district was at a moderate level (grand mean = 2.53).

Table 5: Level of peer group influence among secondary school students

S/N	Peer Group Parameters	Mean	Std. Deviation	Decision
1	Peer group teaching-learning interactions	2.95	0.65	Moderate
2	Peer group support	2.89	0.82	Moderate
3	Peer punitive behaviour	2.42	1.00	Moderate
	<b>Grand Mean</b>	<b>2.75</b>	<b>0.82</b>	<b>ML</b>

**Source:** 2022 Field Survey of Schools in Kwara-north senatorial district

Table 5 divulged that the CM values of 2.95 and 2.89 indicate the moderate level of peer group teaching-learning interactions and peer group support influences among secondary school students, while the level of peer punitive behaviour among secondary school students was rated low (CM = 2.42). By and large, the grand mean score of 2.75 signifies that, the influence of peer group among secondary school students in Kwara-north senatorial district was moderate.

Table 6: Level of students' scholastic achievement in the selected secondary schools

Number of Schools	No. of Candidates	No. Pass	No. Failed	% Passed	% Failed
28	1,390	758	632	54.5	45.5

**Source:** 2022 Field Survey of Schools in Kwara-north senatorial district

### KEY:

**Passed:** Students with A1 to C6 grades in five subjects including English and Mathematics

**Failed:** Students with D7 to F9 grades in five subjects including English and Mathematics.

Analysis in Table 6 revealed that, 54.5% of students passed (students with credits grade and above in Mathematics) based on their second term CAS for 2021/2022 academic session, while those that failed were 45.5%. This finding implies an average level of scholastic achievement among secondary school students in Kwara-north senatorial district.

Table 7: Correlation matrix of independent relationship between PI components and SSA

		Correlations				
		PAS	PHI	PS	PCS	SSA
PAS	Pearson Correlation	1	.223**	.211**	.247**	.238**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	1390	1390	1390	1390	1390
PHI	Pearson Correlation	.223**	1	.189**	.178**	.237**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	1390	1390	1390	1390	1390
PS	Pearson Correlation	.211**	.177**	1	.168**	.224**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	1390	1390	1390	1390	1390
PCS	Pearson Correlation	.247**	.212**	.218**	1	.235**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	1390	1390	1390	1390	1390
SSA	Pearson Correlation	.238**	.213**	.201**	.229**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	1390	1390	1390	1390	1390

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

**Key:** PAS= Parental Academic Socialisation      PHI = Parental Home Interaction  
 PS = Parental Support      PCS = Parental Control and Supervision  
 SSA = Students Scholastic Achievement

Result from Table 7 indicates that parental involvement dimensions of parental academic socialisation ( $r = 0.223$ ,  $p < 0.05$ ), parental home interaction ( $r = 0.211$ ,  $p < 0.05$ ), parental support ( $r = 0.247$ ,  $p < 0.05$ ) and parental control and supervision ( $r = 0.238$ ,  $p < 0.05$ ) respectively had significant but weak correlations with students scholastic achievement.

Table 8: Correlation matrix of independent relationship between PGI indicators and SSA

		Correlations			
		SSA	PTLI	PS	PPB
SSA	Pearson Correlation	1	.313**	.297**	.205**
	Sig. (2-tailed)		.000	.000	.000
	N	1390	1390	1390	1390
PTLI	Pearson Correlation	.313**	1	.301**	.314**
	Sig. (2-tailed)	.000		.000	.000
	N	1390	1390	1390	1390
PS	Pearson Correlation	.297**	.288**	1	.279**
	Sig. (2-tailed)	.000	.000		.000
	N	1390	1390	1390	1390
PPB	Pearson Correlation	.205**	.196**	.199**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	1390	1390	1390	1390

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

**Key:** PTLI = Peer Teaching-Learning Interaction PS= Peer Support  
 PPB = Peer Punitive Behaviour SSA = Students Scholastic Achievement

Correlational statistical outcome from Table 8 confirmed that peer teaching-learning interactions ( $r = 0.313, p < 0.05$ ) and peer support ( $r = 0.297, p < 0.05$ ) were positively related with scholastic achievement of public secondary school students in Kwara-north senatorial district. While, peer punitive behaviour had significant weak correlation with students' scholastic achievement ( $r = 0.205, p < 0.05$ ).

Table 9: Regression statistical summary on connection among PI, PGI and SSA.

Model Summary					
Model 1	R = .637 <sup>a</sup>	R <sup>2</sup> = .554	Adj.R <sup>2</sup> = .552	Std. Error of the Estimate = 8.073	
ANOVA <sup>a</sup>					
	Sum of square	Df	Mean square	F	Sig.
Regression	36591.953	2	19751.442	128.487*	.000 <sup>b</sup>
Residual	8342.547	1387	154.261		
Total	44934.500	1389			
a. Dependent Variable: SSA					
b. Predictors: (Constant), PI, PGI					
Coefficients <sup>a</sup>					
Variable	Unstandardised coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
Constant	-504.184	53.463		-7.360	.000
PI	2.607	.821	.251	2.015	.047
PGI	10.730	2.050	.344	4.962	.000
a. Dependent Variable: SSA					

Source: SPSS Output

\*\* PI = Parental Involvement

PGI = Peer Group Influence

SSA = Students Scholastic Achievement

Regression Table 9 revealed that the two independent variables (parental involvement and peer group) jointly contributed 55.4% (R-square of .554) to SSA, while the lingering 44.6% were other causative factors not studied. To ascertain the analytical ability of the studied independent variables with SSA, an analysis of variance (ANOVA) was computed, and result showed significant connection among parental involvement, peer group and students' scholastic achievement ( $F = 128.487; df = 2$  and  $1389; p = .000$ ) in Kwara-north senatorial public

secondary schools. Accordingly, the contributions of each independent variable (parental involvement, and peer group) were ascertained with weight and t-value computation, and the result revealed that parental involvement ( $\beta = .251, P < 0.05$ ) and peer group ( $\beta = .344, P < 0.05$ ) were independent predictors of SSA with peer group influence contributing more to SSA than parental involvement.

## Discussion

Result on correlational statistics showed that parental involvement dimensions of parental academic socialisation, parental home interaction, parental support and parental control and supervision were significantly correlated with students' scholastic achievement respectively. This result shows that improved scholastic accomplishment is greatly reliant on the level of each types of parental involvement in their children's education (Sekiwu & Kaggwa, 2019; Jurado, 2014; Chowa, Masa & Tucker, 2013). The influence of parental academic socialization on students scholastic achievement ( $p < .05$ ) found in the study tallies with Ateş's (2021) research outcome that, parental communication on their prospect or desires for students' didactic or vocational goals improves students' scholastic successes in school. Regarding parental home interaction effect ( $p < .05$ ) on students scholastic achievement, the finding equally confirmed those of Fernández-Alonso et al. (2022) and Fatimaningrum (2021) that, parent-child interaction at home determines a child's later competence in life especially in education, while children who do not interrelate with their parents on academic matters at home have low academic abilities. These results reported in the present and prior studies could be attributed to the fact parental home interaction enables parents to become conscious of the magnitude of good or constructive relations with their child to the child's education. These interactions include attachment to the children, back-up, and inspiring a child, helping him/her in scholarly progress and demonstrating concern towards their education. The influence of parental support on students scholastic achievement ( $p < .05$ ) discovered in the present study aligns with the findings of Wegayehu, Gebremedhin and Digvijay's (2020) that rate of money given to satisfy basic and educational materials, and parent's way of giving motivation had significant effect on the performance of Debre Berhan general secondary school students in Ethiopia. Nigerian studies conducted among public secondary schools in Ekiti (Ekiugbo (2020), Kebbi (Muza et al., 2020), Kaduna (Azua, 2016) and Ogun (Akinbode & Olasunkanmi, n.d) States equally discovered that parenting supportive system had positive and significant affiliation with scholastic achievement of students. The finding regarding the parental control and supervision influence ( $p < .05$ ) on students scholastic achievement aligns with the meta-analysis studies of Boonk, Gijsselaers, Ritzen and Brand-Gruwel (2018), Zhou (2015) and Castro, Expósito-Casas, López-Martín, Lizasoain, Navarro-Asencio and Gaviria, (2015) which showed that the parental models most linked to high achievement are those focusing on general supervision of the children's learning and social activities.

Statistical result from the relationship between indices of PGI and SSA found positive significant correlation between peer teaching-learning interactions ( $p < 0.05$ ) and students' scholastic achievement. This tallies with the finding of Ekiugbo (2020) who found that peer group had significant influence in the teaching and learning process as they facilitates better achievement of pupils and aid effective teaching and learning. Also, the result of the current study, which found positive relations between peer support and scholastic achievement ( $p < 0.05$ ) supports the findings of Muza et al. (2020), Mosha (2017) and Mohd Din, Mohd Ayub and Tarmizi (2016) that when students are availed with the needed academic, motivational, psychological and emotional support by their peers, their engagements in teaching and learning increases, thereby improving their academic successes. Additionally, result showing statistically weak correlation between peer punitive behaviour and students' scholastic achievement ( $p < 0.05$ ) supports the findings unraveled by Adeniyi and Jinadu (2021), Deepika and Prema (2017), Okorie (2016), Wakoli, Kiptiony, Chemwei and Chonge (2016) and Onah (2015) who argued that high

exhibition of good peer punitive behaviour in schools is crucial for effectual learning, high-quality teacher relationship and behaviour modification, while unpunitive behaviours are blockade to efficient teaching-learning process, excellent teacher-student rapport and attainment of good academic standard. This is because poor punitive behaviours among students shoves the constructive rapport between the teacher and the student, and this goes alongside Atunde and Aliyu's (2019) and James's (2018) observations that, the diverse intolerable behaviours rampant among students hampers teaching and civil liberties of other students to learn, generates nervousness and anxiety in the classroom, and as well loss of attentiveness in class, and obliterates the teaching-learning process.

The regression statistical output showed a significant relationship among parental involvement, peer group and students' scholastic achievement ( $F = 57.336$ ;  $P < 0.05$ ) in public secondary schools in the study area. This result contradicts that of Bakar, Ayub, Ahmad and Abdullah (2021) who found that parental and peer group had no significant effects on career choice and academic achievement among secondary school students. Conversely, this finding corroborated other Nigerian (Ekiugbo, 2020; Amuda, Alibe & Mangari, 2019; Busari & Hope, 2019; Akomolafe & Adesua, 2016) and international studies (Naite, 2021; Sasmoko et al., 2017; Mohd Din, Mohd Ayub & Tarmizi, 2016) who equally found similar results. Consequently, the Beta statistical outcome revealed that peer group influence ( $\beta = .325$ ,  $P < 0.05$ ) contributed more than parental involvement ( $\beta = .238$ ,  $P < 0.05$ ) to students scholastic achievement in public secondary schools in Kwara-north senatorial district. This finding though surprising to the researcher, could be attributed to the fact that, parental participation in children's learning becomes less frequent when they grow (Bakar, Ayub, Ahmad & Abdullah, 2021), as less educated parents, and even some learned ones habitually think a child's education is solely the school's liability; and that a grown-up child should be prepared to take on added responsibilities (Darko-Asumadu & Sika-Bright, 2021), make his/her own choices, shape his/her behaviour, and handle learning procedures his/herself. This parental assumptions/beliefs nonetheless leave teens (students) at the reliability, authority/power and influence of their peers, because in this period, majority of students are within their teenage years and they are inclined to form affections, social belongingness, companionships (Wakoli, Kiptiony, Chemwei & Chonge, 2016), expend supplementary time with their friends at school and communicate more with their peers. Thereby, they become more reliant on their peers than their parents or caregivers particularly in making choices and improving their ethical values in life (Moldes, Biton, Gonzaga & Moneva, 2019). This according to Abdullahi and Sirajo (2020) is because of the quantity of time students share or splurge daily with their peers, who they have close rapport with. This finding replicates the discovery of Busari and Hope (2019) that peer influence ( $\beta = 0.395$ ,  $t = 11.29$ ,  $P < 0.01$ ) was the most persuasive predictor of academic underaccomplishment of students than parental involvement.

## **CONCLUSION**

Bearing in mind the findings of this study, one can wrap up that, parental involvement in schooling and peer group influences mutually have considerable statistical impact on scholastic achievement of secondary school students in Kwara-north senatorial district of Kwara State. One can then advocate that, for students to attain higher scholastic achievement, their parents should actively partake and proffer higher level and apt academic socialization, engaging home interaction, enthusiastic support and satisfactory custodianship to them within and outside the home-school environment, so as to curtail negative peer group influences and reposition them perform academically.

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