Influence of Peer Pressure, Socio-Economic Status and Social Networking on Academic Performance of Students in Oyo State

Muraina Kamilu Olanrewaju and Adewuyi Habeeb Omoponle

The study investigated the influence of peer pressure, socio-economic status and social networking on academic performance of students in Oyo State, Nigeria. Descriptive research design of ex-post-facto was used in the study. One hundred and eighty-eight respondents were selected from 5 public senior secondary schools in Oyo State, Nigeria. The respondents were measured with standardized scales and data obtained was analyzed using Pearson Product Moment Correlation (PPMC) and Multiple Regression Statistical analysis. Three research questions were raised and answered. The results showed that academic performance of secondary school students was significantly correlated with peer pressure (r = .583; p<.05), socio-economic status (r = .788; p<.05) and social networking (r = .841; p<.05), the independent variables when pulled together have significant effect on the students’ academic performance (R (adjusted) = .714 & R² (adjusted) = .701) with independent accounted for 70.1% contributions and each of the independent variables made a significant contribution to the prediction of students’ academic performance. In view of these findings, the study advocated that the parents/guardians should be educated on the effect of uncultured use of social media and peer pressure amongst secondary school students. It also advocated and that the counselling psychologists should intensify their efforts to organize conferences on the implications of peer pressure, socio-economic status and social networking on students’ academic performance.

Keywords: Peer pressure, Socio-economic status, Social networking and Academic performance

REVIEWING EDITOR: Dr. Nnenna O. Emesini, a Curriculum Specialist and Senior Lecturer, Dept. of Educational Foundations, Ebonyi State University, Abakaliki, Nigeria. nebechiemesini@gmail.com

ABOUT THE AUTHORS:

MURAINA, Kamilu Olanrewaju (Ph.D) is a lecturer in the Department of Educational Foundations, Federal University Kashere, Gombe State, Nigeria. muraina_kamilu@yahoo.com

ADEWUYI, Habeeb Omoponle is a lecturer in the Department of Counselling and Human Development Studies, University of Ibadan, Ibadan, Nigeria. adewuyihabeeb@gmail.com

Editor in Chief: Chizoba “Dr. Zee” Madueke (Ph.D), Principal Consultant & Professor of Research, Management & Leadership, College of Doctorial Studies, Grand Canyon University, Phoenix, Arizona, U.S.A. Email: zeemadueke@comcast.net

Manuscript History

Received on 27th of May, 2017
Revisions Received on 13th June, 2017
Accepted on 20th June, 2017

Introduction
The students’ academic performance has been a topical issue and has presented a broad range of opportunities for the stakeholders in the education sector to work round the clock in bringing about a sound standard of education. It is no doubt that education plays a pivotal role in the overall functioning of the total individual and even the nation at large. This is perhaps the reason why the discourse on academic performance is still relevant even in the 21st century. Poor academic performance refers to the performance that falls within specified standard. The specified standard is usually called pass mark and the pass mark is a score above average which implies that students have passed and a score below denotes that students have failed.

Academic performance is evaluated based on examinations given and attainment of students in such examinations. Examinations have been accepted by educationists and other stakeholders as an important aspect of any education system (Mbatia, 2004). The importance placed on examination has seen stakeholders come up with strategies aimed at improving students’ performance in examinations (Juma, 2011). The persistent poor performance of secondary school students in public examinations such as the Senior School Certificate Examinations (SSCE) in Oyo State, Nigeria in the recent times has made the development of secondary education in the State a difficult task (Adepoju, 2011). Parents, guardians and other stakeholders in education industry have variously commented on the performances of secondary school students particularly in English Language and Mathematics (Adepoju, 2002).

There is no gain saying that academic performance of most students in the public schools has been consistently poor as this has resulted to many factors. Researchers and stakeholders in education industry have in the recent past identified several factors as the causes of poor performance of students in public examinations. Among such factors identified are poor location of the school, incessant changes in government policies, closure of schools, which is contingent upon teachers’ strike action, home-school distance, high student teacher ratio, lack of supervision, monitoring and evaluation machinery, lack of good textbooks, poor content and context of instruction, poor and non-conductive environment among others (Adepoju, 2002; Muraina, Muraina, Amao & Oyelade, 2012). Also, Adewuyi (2015) inferred that incessant poor performance of students in various examinations is as a result of poor parental supervision, peer pressure and truancy. Therefore, this study tends to investigate the influence of peer pressure, socio-economic status and social networking on the academic performance of students in Akinyele Local Government Area of Oyo state.

Peer pressure is defined as a small group of similar age or close friends that share same activities in the school. Peer pressure is also defined as when people of one’s own age encourage or urging the person to do something or to keep from doing something else, no matter whether the person personally want to do it or not (Ryan, 2000). Participating in peer group activities is a primary stage of development and adolescents’ identities are often closely associated with that of their peers and affect academic performance (Santor, 2000). Teachers, parents and peers all provide adolescents with suggestions and feedback about what they should think and how they should behave in social situations. These models can be a source of motivation or a lack thereof. Modelling refers to individual changes in cognition, behaviour, or effects that result from the observation of others (Ryan, 2000). Risk taking behaviours such as
substance abuse and sexual activities have been shown to negatively affect school performance in a negative way (Santor 2000). Teenagers learn about what is acceptable in their social group by “reading” their friends’ reactions on how they act, what they wear, and what they say. The peer group gives this potent feedback by their words and actions, which either encourages or discourages certain behaviours and attitudes. Anxiety can arise when teens try to predict how peers will react, and this anxiety plays a large role in peer pressure. In fact, Burns and Darling (2002) state that self-conscious teenagers worry about how others will react to their future actions; in fact, this is the most common way of how adolescents are influenced by their peers.

Social networking exists to be the most trending means of communication among adolescents of this present age regardless of the distance. Information, files, pictures and videos are easily shared, blogs created and messages sent and real-time conversations conducted. These systems are referred to as social, simply because they allow communication with buddies and co-workers so easily and effectively. It also strengthens the ties between people of those systems. The favourite in the realm of internet sites are BBM, Facebook, Twitter, Whatsapp, Instagram and others. There has been various overview and opinions which recognized four major advantages of social media use in education. These include: enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities (Dodge & Pettit, 2003; Laird, Jordan, Dodge, Pettit & Bates, 2001). This means that social networking activities have the possibility of enhancing student contact and is used to improve their participation in class, particularly where introverted students are involved. According to Berends (2005), the driving factors for adoption of social media are the progressively ubiquitous access, convenience, functionality, and flexibility of social technologies. It has been contended that, poor greater education, social technologies supports social constructivist techniques to learning they potentially have to improve students’ construction of understanding and promote student interaction. However, it is important to investigate the use of this media by young adolescents in secondary schools because the social media itself has two sides like a coin. If well managed there are positive benefits and if otherwise, it could bring about a devastating effect on the students.

Socio-economic status may refer to the total monthly money or income of the parents of in-school adolescents based on the residence, occupation and educational qualifications. Research has shown a relationship between levels of socio-economic status and adolescents’ involvement in various risk-taking behaviours (Okonta, 2007; Rodgers, 2009). Rodgers (2009) found that high levels of socio-economic status were associated with lower sexual risk-taking behaviour. Rodgers (2010) concluded that teaching parents about the importance of socio-economic status and how they can monitor without being intrusive is one way to ensure low-risk sexual behaviour among sexually active teens. Socio-economic status (SES) is probably the most widely used contextual variable in education research. Increasingly, researchers examine educational processes, including academic achievement, in relation to socio-economic status background (Bornstein & Bradley, 2003). Mcloyd (2008), in her review of research on SES and child development, identified a number of major factors that differentiate the research published during the 1960s and the 1970s from that published in recent years. The first of these is the change in the way that researchers operationalize SES. Current research is more likely to use a diverse array of SES indicators, such as family income, the mother’s education, and a measure of family structure, rather than looking solely at the father’s education and/or occupation. Kavcar (2011) tried to present the impact of socio-economic status on delinquent
behaviour. Bay and Mckeage (2006) also investigated the level of emotional intelligence of accounting students using Mayer-Salovey-Caruso Emotional Intelligence Test. Jones (2008) wanted to determine if improving students’ emotional intelligence could also meet the expected graduate qualities highlighted by universities and the requirements of the profession. He concluded that students whose emotional intelligence levels were higher may enjoy success in the working environment, therefore providing students with the chance to develop and enhance emotional may directly impact on their future performance. In order to fill the gaps in the previous studies and add more to the existing literatures, this study investigated the influence of peer pressure, socio-economic status and social networking on academic performance of students in Oyo State, Nigeria.

Statement of the Problem
As noted by many researchers, academic achievement difficulties of students have been a recurring concern for secondary school education worldwide for various reasons. The academic dismissal of students due to poor academic achievement can have negative effect on the budget of education. In particular, poor academic outcomes can influence the reputation of a school because; academic success is associated with the quality of the school. The alarming rate of failure in our secondary schools is highly embarrassing (Muraina, Muraina, Amao & Oyelade, 2012). Over the years, the investigation of the factors that influence academic performance of students have attracted the interest and concern of teachers, counsellors, psychologists, researchers and school administrators in Nigeria. Also, there is public outcries concerning the low standard of education in the country and West Africa Examination Council has revealed in their annual report the more failure of Senior School Certificate Examination (SSCE). In view of the points above, the study focuses on influence of peer pressure, socio-economic status and social networking on academic performance of students in Oyo State.

Objectives of the Study
The general purpose of this study was to examine the influence of peer pressure, socio-economic status and social networking on academic performance of students in Oyo State. Specifically it intends to:
- Determine the relationship between the independent variables (peer pressure, socio-economic status and social networking) and academic performance of secondary school students.
- Find out the joint contribution of independent variables (peer pressure, socio-economic status and social networking) to academic performance of secondary school students.
- Examine the relative contributions of independent variables (peer pressure, socio-economic status and social networking) to academic performance of secondary school students.

Research Questions
The study proffered solutions to the following research questions:
- What is the relationship between the independent variables (peer pressure, socio-economic status and social networking) and academic performance of secondary school students?
- What is the joint contribution of independent variables (peer pressure, socio-economic status and social networking) to academic performance of secondary school students?
What is the relative contribution of independent variables (peer pressure, socio-economic status and social networking) to academic performance of secondary school students?

**Study Design**

A descriptive research design of *ex-post facto type* was used in the study. This approach does not involve the manipulation of variables in the study but it is therefore, after the fact study. It neither adds to nor subtracts from the existing fact. However, it is carefully observed and recorded information as it naturally occurred at the time the study was conducted.

**Population**

The population for this study covered all public senior secondary school students in Akinyele Local Government of Oyo State, Nigeria. As at 2017, there are 11,402 students in public senior secondary school in Akinyele LGA of Oyo State, Nigeria.

**Sample and Sampling Technique**

For the purpose of making generalization about the population, 5 public senior secondary schools were randomly selected from the LGA of Oyo State. In each randomly sampled public senior secondary school, 40 senior secondary school students were randomly selected. In the whole, 200 public senior secondary school students were sampled. This consisted of both male and female and cut across different stages of education.

**Instrumentations**

**Peer pressure Scale**

Peer pressure scale developed by Kimani (2005) was adapted to be used to measure the peer pressure of the participants. The scale had 21 items with 0.75 reliability coefficient. The items are coded from strongly agree (4) to strongly disagree (1). This scale is found suitable for use in this study has it yielded Cronbach alpha of .71 after a pilot test was carried out.

**Socio-Economic Status Scale**

The socio-economic status scale developed by Salami (2000) was used to measure the students’ socio-economic status. This scale was developed to measure the educational, occupational and social status of the students. Test retest reliability coefficient of 0.73 was stated by the Author. The instrument was however re-validated and Cronbach alpha value of 0.83 after a pilot test was carried out.

**Social Networking Scale**

Social network utilisation developed by Kasthuripriya (2014) was used to measure the social networking of the participants. It had 15 items with 0.73 reliability coefficient. The items are coded from strongly agree (4) to strongly disagree (1). The scale was found suitable to be used has it yielded Cronbach alpha of .81 after a pilot test.

**Academic Achievement**

The results of the past senior secondary school promotional examination in English Language and Mathematics were referenced in other to measure students’ performance with the scale.
used. The score sheet of the sampled students in English Language and Mathematics were used as a parameter for the academic achievement of the students in the school.

**Procedure for Data Collection**

The instruments were administered to the participants on the day approved by the school authorities for the exercise. The researchers were assisted by research assistants in the administration and collection of the instruments. In each of the selected school, the administration and collection of instruments were done on the same day of administration. On the whole, data collection lasted for approximately 6 weeks. Out of the 200 questionnaire distributed only 184 were retrieved and used for data analysis. From sampled students, 100 representing 54.3% were females while 84 representing 45.7% were males with age range of 23.67±10.29.

**Methods of Data Analysis**

The data collected from the study were analysed using Pearson Product Moment Correlation (PPMC) and multiple regression statistical method.

**Results**

**Research Question One**: What is the relationship between the independent variables (peer pressure, socio-economic status and social networking) and academic performance of secondary school students?

**Table 1: Descriptive statistics and Inter-correlations among the variables**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance</td>
<td>184</td>
<td>40.49</td>
<td>15.02</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer pressure</td>
<td>184</td>
<td>19.23</td>
<td>8.91</td>
<td>0.583**</td>
<td>1.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socio-Economic Status</td>
<td>184</td>
<td>26.19</td>
<td>11.32</td>
<td>0.788**</td>
<td>0.761</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Social Networking</td>
<td>184</td>
<td>21.61</td>
<td>10.16</td>
<td>0.841**</td>
<td>0.574</td>
<td>0.806</td>
<td>1.00</td>
</tr>
</tbody>
</table>

* Significant at p<0.05

Table 1 contains descriptive statistics and inter-correlations among the study variables. As shown in the table 4.1, academic performance of secondary school students is significantly correlated with peer pressure (r = .583; p<.05), socio-economic status (r = .788; p<.05) and social networking (r = .841; p<.05). There were also significant correlations among the independent variables.

**Research Question Two**: What is the joint contribution of independent variables (peer pressure, socio-economic status and social networking) to academic performance of secondary school students?

**Table 2: Multiple Regression Analysis on Students’ Academic Performance**
Multiple R(adjusted)=.714 
Multiple R\(^2\) (adjusted)=.701
Standard error of estimate = 14.86

**Analysis of variance**

<table>
<thead>
<tr>
<th></th>
<th>Sum of square (SS)</th>
<th>DF</th>
<th>Mean square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>15479.03</td>
<td>3</td>
<td>5159.68</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>3950.97</td>
<td>180</td>
<td>21.95</td>
<td>235.07</td>
</tr>
<tr>
<td>Total</td>
<td>19430.00</td>
<td>183</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 indicates that the independent variables (peer pressure, socio-economic status and social networking) when pulled together have significant effect on the students’ academic performance. The value of R (adjusted) =.714 and R\(^2\) (adjusted) =.701. The analysis of variance performed on the multiple regressions yielded an F- ratio value of 235.07 and was found to be significant at 0.05 level. This however, meant that the independent account for 70.1% in the prediction of students’ academic performance.

**Research Question Three:** What is the relative contribution of independent variables (peer pressure, socio-economic status and social networking) to academic performance of secondary school students?

**Table 3: Relative Contribution of Independent Variables to the Prediction**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficients B</th>
<th>Standard Error</th>
<th>Standardized coefficients β</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>.993</td>
<td>1.956</td>
<td>1.038</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Peer pressure</td>
<td>2.011</td>
<td>1.005</td>
<td>1.087</td>
<td>2.051</td>
<td>p&lt;0.05</td>
</tr>
<tr>
<td>Socio-Economic Status</td>
<td>2.219</td>
<td>1.039</td>
<td>1.217</td>
<td>5.677</td>
<td>p&lt;0.05</td>
</tr>
<tr>
<td>Social Networking</td>
<td>2.787</td>
<td>1.073</td>
<td>1.681</td>
<td>10.811</td>
<td>p&lt;0.05</td>
</tr>
</tbody>
</table>

Table 3 showed that the independent variables made a significant contribution to the prediction of academic performance of secondary school students. In term of magnitude of contribution, social networking made the most significant contribution (β = 1.681; t= 10.811; p<0.05) to the prediction. Other variables made significant contributions in the following order: socio-economic status (β = 1.217; t= 5.677; p<0.05) and peer pressure (β = 1.087; t= 2.051; p<0.05).

**Discussion of Findings**

The result of the first research question revealed that academic performance of secondary school students is significantly correlated with peer pressure, socio-economic status and social networking. There were also significant correlations among the independent variables. In consonance with this finding, Santor (2000) found that students in peer group activities is a primary stage of development and adolescents’ identities are often closely associated with that of their peers and affect academic performance. Teachers, parents and peers all provide adolescents with suggestions and feedback about what they should think and how they should
behave in social situations. These models can be a source of motivation or a lack thereof. Modelling refers to individual changes in cognition, behaviour, or effects that result from the observation of others (Ryan, 2000). It also strengthens the ties between people of those systems. The favourite in the realm of internet sites are BBM, Facebook, Twitter, Whatsapp, Instagram and others (Laird, Jordan, Dodge, Pettit & Bates, 2001). Research has shown a relationship between levels of socio-economic status and adolescents’ involvement in various risk-taking behaviours (Okonta, 2007; Rodgers, 2009). Rodgers (2009) found that high levels of socio-economic status were associated with lower sexual risk-taking behaviour.

The result of the second research question revealed that the independent variables (peer pressure, socio-economic status and social networking) when pulled together have significant effect on the students’ academic performance. This however, meant that the independent account for 70.1% in the prediction of students’ academic performance. In line with this finding, Burns and Darling (2002) found that self-conscious teenagers worry about how others will react to their future actions; in fact this is the most common way of how adolescents are influenced by their peers. There has been various overview and opinions which recognized four major advantages of social media use in education. These include, enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities (Dodge & Pettit, 2003; Laird et al., 2001). This means that social networking activities have the possibility of enhancing student contact and is used to improve their participation in class, particularly where introverted students are involved.

The result of the third research question revealed that independent variables made a significant contribution to the prediction of academic performance of secondary school students. In term of magnitude of contribution, social networking made the most significant contribution to the prediction. Other variables made significant contributions in the following order: socio-economic status and peer pressure. Certainly and in consonant with this finding, Dodge and Pettit (2003) found that teenagers learn about what is acceptable in their social group by “reading” their friends’ reactions to how they act, what they wear, and what they say. The peer group gives this potent feedback by their words and actions, which either encourages or discourages certain behaviours and attitudes. Berends (2005) also found that driving factors for adoption of social media are the progressively ubiquitous access, convenience, functionality, and flexibility of social technologies. An additional benefit of social technologies provided on the internet is that they are frequently free or require marginal investment, eliminating a potential barrier to adoption. Rodgers (2010) also found that teaching parents about the importance of socio-economic status and how they can monitor without being intrusive is one way to ensure low-risk sexual behaviour among sexually active teens.

Conclusion
This research work has been able to examine influence of peer pressure, socio-economic status and social networking on academic performance of students in Oyo State. The results showed that there was positive correlation where social networking is having the most significant correlation. Base on the findings of this study, incessant poor academic performance of senior secondary school students in Nigerian must not continue to grow. It is hoped that with the improvement of some factors (e.g. social networking, peer pressure, socio-economic status among others) the situation can be changed for the best. The study discovered that social
networking, peer pressure, socio-economic status were potent factors influencing the academic performance of students in senior secondary schools.

Based on the findings of this study, the following recommendations were highlighted:

1. Government and policy makers should put policies in place to involve all stakeholders in the educational sector guiding the use of social media amongst the secondary school students which should in turn be implemented by every school.
2. The parents or guardians should be educated on the effect of uncultured use of social media and peer pressure amongst the secondary school students. This will assist in adequate monitoring of students’ level of academic performance and provide appropriate solutions to their problems right from home.
3. The parents or guardians should be enlightened on the significance of socio-economic status in the students’ learning processes. This will help in the appropriate intervention in the students’ problems based on socio-economic status and invariably solve poor academic performance.
4. Students are to be trained on how to improve peer pressure and social networking, because their level of peer pressure and social networking has significant influence on academic performance in the school system.
5. The counselling psychologists should intensify their effort to organize seminars/conferences on the implications of these factors on students’ academic performance.

References


