INFLUENCE OF SCHOOL PEER AND OTHER RELATED FACTORS ON ACADEMIC PERFORMANCE OF GEOGRAPHY STUDENTS IN UMAR SULEIMAN COLLEGE OF EDUCATION GASHUA, YOBE STATE, NIGERIA.

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Abstract

This study Influence of school Peer and Other Related Factors on Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria. The study was guided by three Objectives, two Research Questions and one null Hypothesis. The study adopted survey research design that targeted all the undergraduate students of Geography Department of Umar Suleiman College of Education Gashua, Yobe State which amounted to 172. The researcher used all the undergraduate Geography Students as sample of this study. The Instrument of data collection was questionnaire. The reliability of the Instrument was calculated and arrived at 0.73 Alpha Cronbach. Descriptive and inferential statistics was used to analysis the data using Statistical Package for Social Science (SPSS) Version 23. The findings show that there exists significant Influence of Peer Study Group on Academic Performance of Geography Students. The findings also reveal that there was positive Influence of Social Activities on the Academic Performance of Geography Students. Finally the findings show that there is significant Influence of Socio-Economic Background of Parents on Academic Performance of Geography Students. The researcher recommends that Teachers should understand that Peer Study Group is an important factor in Student's Academic Performance and, therefore, should be encouraged. Geography Students should be encouraged to involve themselves in Social Activities which will promote Academic Performance. The College should devise a means of paying special attention to students from low Economic Backgrounds by identifying and assisting them with Financial Aid or Scholarship.

Keywords: School Peer, Related Factors and Academic Performance.

Introduction

Olalekan (2016) Peer Group can simply be said to be people of the same age and ability and People who are knitted together by a feeling derived by a common concern as seekers of what was desirable for the group. The Peer Group is the first social group outside the home in which an individual attempts to gain acceptance and recognition.

The Peer Group serves as a barometer for students examining themselves and their feelings about self and family. The Peer Group also influences development of one's socializing skills. These friendship help Student learn how to negotiate and relate to others including their siblings and other family members. They learn from Peer on how to cooperate and socialize according to group norms and group- sanctioned modes of behavior. The Peer Group can influence what the Student values, know, wear, eat and learn. The extent of this influence, however, depends on other situational constraints, such as the age and personality of student in the group.

More so, the student changes their Peer Group membership as they form through different stages of development and can belong to a number of Peer Groups at the same time Ezewu in Olalekan (2016). In some cases, members roles are less defined they change frequently in some, it may not be clear who is a member and who is not In the group, the child holds a certain position and each he is expected to think and behave in a certain way. The Peer Group sets out certain standard for the group and they also have norms and values, which they follow. Formation of Peer Group may occur when frustration sets in as a result of conflict with family members, adult and societal norms. Effects are usually made to compensate for rejection and uses leisure profitably. Through the formation of Peer Group, the students want to gain freedom from home in order to be loyal to the group.

Steinberg (2005) maintains that Peer Group influence begins at an early age and increases through the teenage years. Thus, 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 Peer Group influences are more pronounced and noted in colleges and universities than in Secondary Schools, partly because some of the Students prepare to stay in Campus (Hostel) where parental supervision and contact are very limited. The influence of Peer Group on the students is great both in and out of the School, because there is the tendency for members to be

comfortable with the group norms and values. Peer Group Influence may lead to aggressive behavior such as (rioting in school). Peer Group influence also prompt students to form clique with nicknames such as, Terror, Shark, Snake, Young Tiger, Killer, Tempo, Blue Queen, Black angel etc. Students are always anxious to initiate their peers whether good or bad, they would want to go to the church or masjid due to their peer influences. They may also join different clubs like Girls Guides, Boys Scout, Brigade, Red Cross etc. (Owuamanam, 2001). Peer Group has their own "acceptance" which they have to consider before a student could be accepted or rejected from a group. Some of these characteristics that are likely to make a student to be accepted to a group are friendship, sociability and introversion.

Academic Performance according to the Cambridge University is frequently defined in terms of examination performance. Academic Performance is also characterized by the overall performance in each year which culminates in a Grade Point Average (GPA). The GPA score would take into account student's performance in test, course work and examination (Kyauta&Dachia 2017). Academic activities are directed towards ensuring that students gain Mastery of educational objectives. In schools, the extent to which these objectives have been met is determined greatly by the interaction of peer groups which could possibly reflect in student's academic performance. Peer group play a large role in the social, emotional and academic development of students.

Objectives of the Study

The study was set to determine the Influence of;

1. Peer Study Group on Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria;
2. Social Activities on Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria;
3. Socio-Economic Background of parents on Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria.

Research Questions

The following Research Questions guided the study:

1. Does Peer Study Group Influence the Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria?

2. Does Social Activities Influence the Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria?

Hypothesis

Hypothesis was formulated and tested at 0.05 level of significance.

HO_1: There is no Significant Influence of Socio-Economic Background of Parents on Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria

Review of Related Literature

In the peer relations literature, a friendship is defined as a close relationship between two individuals (Rubin, Bukowski, & Parker, 2006). Unlike parent-child and other familial relationships (sibling relationships), friendships are considered voluntary relationships because both parties choose to become involved in the relationship. A primary defining characteristic of friendships is its reciprocal nature. A "true" friendship can only exist when both individuals view each other as a friend. For this reason, researchers argue that reciprocal friendship nominations are required for the identification of a friendship. Friendships are also characterized by reciprocal affection such that both parties share positive affect and liking for each other. Although similarities in surface characteristics (e.g., race, gender), behaviors (e.g., aggression), and interests (e.g., academic subject matter) may help to draw individuals together into friendships, it is argued that mutual affection constitutes the basis of friendship (Rubin, Bukowski, & Parker, 2006).

Academic success is a crucial aspect of every student's life. It requires a lot of hard work, dedication, and focus. However, it's not always easy to achieve academic success alone. That's where study groups come in. Study groups have been shown to have a positive impact on academic success, providing students with the necessary support, motivation, and understanding to excel in their studies. Not only do study groups help students academically, but they also offer a chance to develop important life skills such as communication, leadership, and problem-solving. Another significant benefit of study groups is that they provide peer support. Being part of a study group means that students have a group of people who are going through the same struggles and challenges as they are.

Influence of Peer Study Group on Academic Performance of Students

Uzezi and Deya (2017) examine the relationship between Peer Group influence and Academic Achievement of secondary school chemistry students in some selected secondary schools in Jalingo metropolis of Taraba State. The result from the study showed that; there is significant difference between students that belong to Peer Group and those that do not belong to Peer Group on the academic achievement of chemistry and there is a positive and significant relationship between peer group influence and academic achievement of students in chemistry.

A study by Garba and Kolo (2018) investigate the influence of Peer Group on Academic Performance in Geography a case study of Umar Suleiman College of education Gashua, Yobe state. The findings of the study revealed that interaction of peer group members influence their academic performance in Geography socially. Bassey (2020) conducted a study on Peer Group Influence and academic performance of Secondary School Students in English language in Calabar Municipality of Cross River State, Nigeria. The result of the finding revealed that Peer Group significantly influences the academic performance of secondary school students in English Language.

A study by Bankole and Ogunsakin (2015) investigated the Influence of Peer Study Group on the Academic Performance of secondary school students in Ekiti State. The finding showed that Peer's relationship Influence Academic Performance of secondary school students.

A study by Filade, Bello, Uwaoma, Anwanane and Nwangburuka (2019), Surveyed the influence of peer group on academic performance of undergraduate students in selected departments in Babcock University, Ogun State. The finding of this study revealed that, Peer Study Group has significant influence on academic performance of undergraduate students. Also, there is significant relationship between Peer Study Group and academic performance of students.

Influence of Social Activities on Academic Performance of Students

The term 'Social Activities' refers to any activities that take place outside of the regular (compulsory) curriculum. 'The activities are voluntary and students do not receive grades for academic credit for them'. These activities are offered outside of class hours but within the institutional setting. Based on the study of Ahmad M, et al (2015), 'Social Activities' refer to any activity that takes place outside of the regular (compulsory) curriculum. The activities are voluntary and students do not receive grades for academic credit for them. These activities are offered outside of class hours but within the institutional setting. In line with this, it also refers to activities, programs, and learning experiences that complement, in some way, what students are

learning in school; experiences that are connected to or mirror the academic curriculum. These Social Activities may include sports, debates, essay writing, drama or theatre, different clubs, and student councils. According to Robert Freeman (2017), several terms have become synonymous with Social Activity programs: co-curricular activities, the third curriculum, and student activities.

The relationship between Social participation by adolescents and their academic outcomes and school-related affect were examined in an action research study by Knifsend and Graham (2001). This study not only examined the number of Social Activities, but the domains (academic/leadership groups, arts activities, clubs, and sports) and breadth of participation. The results seemed to indicate that the number of Social Activities an adolescent is involved in positively influence academic performance and has an overall positive school effect. Moreover, the study indicates that moderate participation in multiple domains seemed to yield the desired outcome of both higher grade point average and an increased sense of belonging. However, too many activities could have a negative outcome by being too demanding on the students' time as well as not allowing them to truly gain a sense of belonging to one group. Gilman (2004), discussed the concept of structured Social Activities as a strategy for colleges to build resiliency, offer opportunities for engagement with educational institute activities and provide constructive academic performance.

Odelola, J. A and Ikusemiju, F. A (2021) study the influence of Social Activities on Academic Performance of Office Technology and Management students. The study revealed that students can engage in Social Activities to enhance a better academic performance through self-discipline and also increases time and stress management skills as well as oral and written communication skills of Office Technology and Management students. The study concluded that Social Activities like romantic relationships, cult and clubs have negative influence on academic performance of Office Technology and Management students.

In the study of Ahmad M. (2015), students who participated in extracurricular activities had a better attendance rate in class. The moment when students always participate in school activities, they tend to apply their knowledge in every way possible. Also, as the students continue to participate in these kinds of activities, their performance in academics boosts linked to good outcomes.

Influence of Socio-Economic Background of Parents on the Academic Performance of Students

Akpan, I. M. (2020) study examined socio –economic background and academic performance of biology student amongst public secondary schools in Obot Akara Local Government Area of Akwa Ibom State. The findings of the study revealed that there was significant Influence of Parental Income, Family Size, Parental Occupation, and Parental Education Background on the Academic Performance of SS 11 Students in Biology in Obot Akara Local Government Area of Akwa Ibom State. Nsika (2012) conducted a study on socio-economic status and students' academic performance in Biology in Abak Local Government Area of Akwa lbom State. The result of the analysis using chi –square showed that the calculated chi –square of 21.34 was greater than the critical chi- square of 2.17, 7 degrees of freedom. The results obtained amongst others, revealed that there is a significant influence of parental income level on students' academic performance in Biology in Abak Local Government area of Akwa lbom State.

Charle (2016) examine Parental Income Level and Students' Academic Performance in biology in Akamkpa Local Government Area of Cross River State. The results obtained amongst others, revealed that there is a significant influence of parental income level on students' academic performance in Biology.

Methodology

A Survey research design was adopted in this study. Nworgu, (2013), sees Survey design as "the type of research design in which group of persons or items are studied, by collecting and analyzing data from few persons or items considered to represent the entire group. The Target Population of this study comprises all Undergraduate Students in the Department of Geography in Umar Suleiman College of Education Gashua, Yobe State. Nigeria, 2020/2021 academic session which amounted to 172. The researcher took all the population as his sample size. This is in line with the view of Glenn, (2009) who recommended using the entire population as sample of population of less than one thousand. The Instrument of this study was Questionnaire; a split-half method of testing reliability was used to ensure the reliability of the instrument. The result obtained was calculated using Alpha Cronbach and arrived at 0.73 at 0.05 level of significance. The researcher spent four days to collect the data, the researcher personally administered the instrument to the respondent without research assistant. Descriptive Statistics and Inferential Statistics were used to analysis the data using SPSS version 23 at 0.05 level of significance.

Data Presentation

The Table below shows the Gender Distribution of the respondent.

Table 1 Gender Distribution of the Respondent

	Frequency	Percentage
Male	147	89.6
Females	17	10.4
Total	**164**	**100.0**

Source; Geography Department 2021

Table 1 showed the Gender distribution of the respondent, 147 are male which represent 89.6% and 17 female which represent 10.4% of the population.

Table 2 Level Distribution of the Respondent

Table 2 below show the Level Distribution of the respondent

	Male	Female	Frequency	Percentage
100	49	7	56	34.1
200	27		27	16.5
300	31	5	36	22.0
400	40	5	45	27.4
Total	**147**	**17**	**164**	**100.0**

Source; Geography Department 2021

Table 2 showed the distribution of the respondent in the department of geography in Umar Suleiman College of Education Gashua base on their academic level, 56 respondent as 100 level (49 male and 7 female) represent 34.1%, 27 respondent as 200 level (27 male) represent 16.5%, 36 respondent as 300 level (31 male and 5 female) represent 22.0% and 45 respondent as 400 level (40 male and 5 female) represent 27.4% of the population.

Research Question 1:

Does Peer Study Group Influence the Academic Performance of Geography students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria?

Table 3 Influence of Peer Study Group on Academic Performance of Geography Students

Item	Mean	SD	Remark
1. I belong to a peer group	3.4939	1.47991	Agree

2.	I spend much time with my peer group	3.3232	1.38323	Agree
3.	My friends have assisted me improve my grade in Geography.	4.0671	1.04577	Agree
4.	I and my friends compete for good grades	2.3598	1.39186	Disagree
5.	We study Geography together with my Peer Group after lectures	2.8171	4.30616	Disagree

Cumulative Mean =3.2122

Table 3 Revealed the respondent mean rating on Influence of Peer Study Group on Academic Performance of Geography Students in Umar Suleiman College of Education Gashua. The table showed that the respondent agree on three item and disagree on two item. The respondent agree that I belong to a peer group (mean= 3.49), I spend much time with my peer group (mean=3.32) My friends have assisted me improve my grade in Geography (mean= 4.06), I and my friends compete for good grades (mean= 2.35) and We study Geography together with my Peer Group after lectures (mean= 2.81).

Research Question 2

Do Social Activities influence the Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria?

Table 4 Influence of Social Activities on Academic Performance of Geography Students

	Item	Mean	SD	Remark
1.	Being actively involved in Social Activities might increase academics performance of Students	4.2012	.90791	Agree
2.	Participating in Social Activities is one of the factors that influence Student's Academic Performance	4.1524	.81846	Agree
3.	Student who are involved in Social Activities learn to work in group and this improve their oral communication skills	3.8598	1.17691	Agree
4.	One should leave Social Activities for academic pursuit in other to perform better	4.0122	1.39186	Agree
5.	Engaging in Social Activities does not have positive influence on academic performance in anyway	4.0732	1.04242	Agree

Cumulative Mean =4.0597

Table 4 revealed the respondent mean rating on does peer group influence have effect on academic performance of Geography Students in Umar Suleiman College of education Gashua, The respondent agree that Being actively involved in social activities might increase academics

performance of Students (mean= 4.20), Participating in Social Activities is one of the factors that influence student's academic performance (mean= 4.15), Student who are involved in Social Activities learn to work in group and this improve their oral communication skills (mean= 3.85), One should leave Social Activities for academic pursuit in other to perform better (mean= 4.01) and Engaging in Social Activities does not have positive influence on academic performance in anyway (mean= 4.07).

Hypothesis 1: There is no significant Influence of Socio-economic Background of Parents on Academic Performance of Geography students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria.

Table 5. Influence of Socio-Economic Background of Parents on Academic Performance.

Variables	$X^{2\text{-cal}}$	$X^{2\text{-tab}}$	df	Sig	Decision
Socio-eco Background Academic performance	155.45	113.14	120	0.016	Significant

Field survey 2022

Table 5 shows the Influence of Socio-economic Background of Parents on Academic Performance of Geography students. The results obtained shows that X^2 calculated 155.45 are greater than X^2 tab 113.14 at 0.05 level of significance. Therefore, this indicate strong association between Socio-economic Background of Parents and Academic Performance Thus, the null hypothesis which state that there is no significant influence of Socio-economic Background of Parents on Academic Performance of Geography students in Umar Suleiman College of Education Gashua was rejected and the alternate hypothesis was retained.

Summary of Findings

The results are presented according to how the research questions were framed and the mean rating of 3.00 and above is taken as agree while mean below 3.00 is considered as disagree. From the calculated values, the findings revealed the following:

i. There exist significant Influence of Peer Study Group on Academic Performance of Geography Students in Umar Suleiman College of Education Gashua (3.2122)
ii. There is positive significant Association between Social Activities and Academic Performance of Geography Students in Umar Suleiman College of Education Gashua (4.0597)

iii. There is significant Influence of Socio-economic background of Parents and Academic Performance of Geography Students in Umar Suleiman College of Education Gashua ($X^{2\text{-cal}}$ 155.45)

Conclusions

From the analysis of data collected, the results revealed that Learning does not occur in isolation but through interaction with certain factors one of which is the Peer Study Group. It can therefore be said that the Peer Study Group, which a students involved in school definitely affect their Academic Performance, the results also shown that there exist Significance and Positive Influence of Peer Study Group on Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria. This study investigates the influence of Social Activities on Academic Performance of Geography Students in Umar Suleiman College of Education Gashua. The results revealed that there is Positive Association between Social Activities and Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria. Therefore, Social Activities influence the Academic Performance of Geography Student in Umar Suleiman College of Education Gashua, Yobe State, Nigeria. The study also investigates the Influence of Socio-Economic Background of Parents on Academic Performance of Geography Students in Umar Suleiman College of Education Gashua. The result revealed that students from high income Family Performed Academically better than those from poor or low income Family this shows the Positive Association between Socio-Economic Background of Parents and Academic Performance of Geography Students in Umar Suleiman College of Education Gashua, Yobe State, Nigeria.

Recommendations

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

1. Parents and Teachers should understand that Peer Study Group is an important factor in Student Academic Performance and therefore should be encouraged.
2. Students should be encouraged to involve themselves in Social Activities which Promote Academic Performance.
3. Government should provide Bursary allocations to Students from poor families to retain them in School and enhance their Academic Performance.

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