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## **Table of Contents**

Exploring School Leadership: Global Perspectives and Local Insights from Sub-Saharan Africa <b>Babalola, Joel B.</b> .....	<b>1-11</b>
Effects of Role-Play and Guided-Inquiry Strategies on the Performance Of Upper Basic Social Studies Students <b>Afolabi, Anifat Abiodun</b> .....	<b>12-36</b>
Family Involvement and Girl Child’s Academic Performance in Public Secondary Schools in Ibadan North Local Government <b>Temisanren, Olawunmi Esther; Akintayo, Ajibola Isaac &amp; Ayo–Ayinde, Adeola Iyabosola</b> .....	<b>37-58</b>
The Influence of Robotics-Enhanced Instructional Strategy on Senior Secondary School Students’ Achievement in Physics in Abeokuta South Metropolis <b>Edun, Azeez Abayomi &amp; Awofiranye, Kemi Victoria</b> .....	<b>59-71</b>
Secondary Education and E-Learning Programme during Pandemic: Challenges and Way Forward In Nigeria <b>Bolanle, Adedoyin Adeola</b> .....	<b>72-85</b>
"Abandoning Wealth for Scarcity": A Critical Discourse of Youth’s Orientation of Rural-Urban Migration in Southwestern Nigeria <b>Omoniyi, Timilehin Olayinka &amp; Matthew, Abiodun Micheal</b> .....	<b>86-108</b>
Security Management Practices For Enhanced Safe School Environments in Public Tertiary Institutions in Rivers State, Nigeria <b>Adieme, Franca Ginikachi &amp; Oliobi, Gertrude Ifeoma</b> .....	<b>109-128</b>

- Assessment of Factors Responsible for the  
Inadequacy of Quality Housing in Ado Ekiti  
**Ayeni, Foluso Olayinka; Taiwo, Olugbenga David &  
Agboola, Joseph Taiwo ..... 129-142**
- Educational Resources and Proficiency of Job  
Skills among Students of Government Technical  
Colleges, in Oyo State, Nigeria  
**Abiona, Olufemi Adebayo & Aduroja, Adeola Grace ..... 143-157**
- Quality Assurance Measures and Students’  
Academic Performance in Public Colleges of  
Education in Southwest, Nigeria  
**Odunlami, Adedayo Adeniran;  
Oni, Lawrence Adedayo &  
Alaka, Abayomi Ambali ..... 158-177**
- Influence of Principals Motivation Strategies on  
Teaching / Learning Process of Teachers’ Job  
Satisfaction in Public Senior Secondary  
Schools in FCT- Abuja, Nigeria  
**Musa, Hazrat Maimuna;  
Ibrahim, Yusuf; Jibril, Abdulazeez..... 178-193**
- Influence of Teacher Utilisation on Student  
Academic Achievement in Public Secondary  
Schools in Southwestern Nigeria  
**Jaiyeoba, Adebola Olufunlayo & Hazzan, Moses Kayode..... 194-213**
- Contemporary Issues Affecting Excellent  
Service Delivery in Teacher Training Institutions  
**Oguntoye, Juliet Ayibakarinate ..... 214-222**
- Determination of School Price through Activity-Based  
Costing Approach in The Private Secondary Schools in  
Sokoto State, Nigeria  
**Oyeniran, Saheed; Tunmburku, Wakkala Garba &  
Osasona, Faith Olayinka ..... 223-242**

Quality of Education in Nigerian Universities:  
The Significance of Accreditation  
**Okeke, Emeka Paul & Isunueo, Benedicta Omeghie..... 243-259**

Social Class Factors and Academic Well-Being among  
Public Secondary School Students in Ekiti North  
Senatorial District, Nigeria  
**Sanni, Adewale Babajide & Raji, Ismail Adesina..... 260-280**

**Vol. 25, No. 2, 2024 .....281**

Sustaining National Development through Quality  
Technical Education in Ondo State, Nigeria  
**Omoniyi, Emmanuel Adegoke &  
Oyetade, Monilola Dasola ..... 283-295**

School Supervision, Inspection and Quality of  
Secondary Education in Ibadan North Local  
Government Area, Oyo State  
**Akintayo, Ajibola Isaac;  
Temisanren, Olawunmi Esther &  
Showunmi, Abdulazeez Abiodun..... 296-311**

Innovative Educational Management Practices in  
the Implementation of the Nigeria's National Policy  
on Education for Sustainable Learning: Issues,  
Concerns and the Way Forward  
**Yabo, Aminu Musa ..... 312-325**

Parents' Social Class, Education and Employment  
Status of Bank, Insurance, and other Finance  
Employees in Ibadan Oyo State, Nigeria  
**Raji, Ismail Adesina & Kachi, Oluwatosin Motunrayo..... 326-339**

- Difference in Personal Attributes of Entrepreneurship  
Education Students Based On Level of Study South-West  
Universities, Nigeria  
**Oloruntoba, O. A.; Oludipe, B.D. & Adetayo, J. O..... 340-351**
- Education and Female Genital Mutilation in  
Ekiti State, Nigeria  
**Adeyi, Moruf Olugbenga & Makinde, Temitayo Abimbola ..... 352-363**
- Internet Addiction and Peer Pressure as  
Determinants of Senior Secondary School  
Students' Academic Performance in Ogun State, Nigeria  
**Agbajeola, R. Oluwakemi..... 364-376**
- Kanuri and Babur/Bura Proverbs as Technique of  
Conflict Resolution and National Integration  
**Abba, Tahir & Bello, Usman Amsami ..... 377-390**
- Administrator Leadership Styles and Job Satisfaction  
of Teaching Personnel in Secondary Schools in  
Oyo State, Nigeria  
**Oyedeki, Ayobami A. .... 391-406**
- Supervision and In-Service Training as Correlates of  
Secondary School Teachers' Productivity in  
Ogun East Senatorial District  
**Garuba, Qudus Ajibola; Omidiji, Ifeoluwa Abigael &  
Adeoye, Fatimah Jadesola ..... 407-421**
- Navigating Through Change Implementation  
Barriers in Institution of Learning  
**Akintola, Ismaila Akinbode;  
Said, Rashid Ali Al-Shuhumi &  
Dawood, Abdulmalek Yahya Al-Hidabi ..... 422-437**
- Curbing Social Vices through Social Studies  
Curriculum in Nigeria  
**Bakare, Monisola Idayat ..... 438-449**

Appraisal of Internally Generated Revenue and School Plant Development in Osun State Public Secondary Schools <b>Oparinde, Olayiwola Raheef .....</b>	<b>450-470</b>
Gender-Related Issues and Labour Force Status of Federal University Graduates in Southwestern Nigeria <b>Ajani, Mary Oluwatoyin &amp; Ayeni, Abiodun Olumide .....</b>	<b>471-485</b>
Perceived Influence of Principals' Leadership Styles on Teachers' Job Performance in Public Secondary Schools in Benue State, Nigeria <b>Adeke, Wueseter Winifred; Tyokyaa, Cletus Iortswam &amp; Mando, Patricia Nguwasen .....</b>	<b>486-506</b>
Examining the Free Fee Policy Implementation in Public Primary Education Management in Ebonyi State, Nigeria <b>Igu, Ntasiobi C.N.; Ogar, Joseph O. &amp; Elechi, Catherine N. ....</b>	<b>507-528</b>

**INTERNET ADDICTION AND PEER PRESSURE AS DETERMINANTS OF  
SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE  
IN OGUN STATE, NIGERIA**

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**Abstract**

*This study examined peer influence and internet addiction as determinant of students' academic performance in secondary schools in Ijebu-Ode Local Government Area of Ogun State, Nigeria. The study adopted the descriptive survey research design. Simple random sampling technique was used to select 560 students from eleven schools. Two questionnaires and students' performance score was obtained from schools used for the study and analysis was carried out with the use of regression analysis at 0.05 level of significance. Results showed that peer pressure and internet addiction significantly determined senior secondary school students academic performance ( $F_{(558)} = 29.013, P < 05, F_{(558)} = 60.449, P < 05$ ) respectively. Also, combination of peer pressure and internet addiction significantly determined senior secondary school students academic performance ( $F_{(557)} = 36.842, P < 05$ ). The study concluded that peer pressure and internet addiction are good predictors of students' academic performance when observed relatively and combined. It was recommended that parents should pay attention to how their children uses the internet and possibly restrict them on site to visit.*

**Keywords:** Peer pressure, Internet addiction, Academic performance, Secondary school students

**Introduction**

The root cause of this abysmal performance in the subject cut across teachers, students and government factors. Among student factor identified is the excessive use of internet facilities. Internet has



become an accepted channel for information exchange and networking. Internet addiction is generally defined as an uncontrollable desire to use the internet, and it is a compulsive spectrum disorder which includes five specific types or addiction: cyber sexual addiction, cyber-relationship addiction, net compulsions, information overload and computer addiction (Salarv et al., 2022). Research findings have shown that excessive use of internet or internet addiction adversely affects one's physical health, family life, and academic performance. Academic problems caused by internet addiction include decline in study habits, significant drop in grades, missing classes, increased risk of being placed on academic probation, and poor integration in extracurricular activities. Bettman et al. (2021) asserted that these social media platforms and use of technology have contributed hugely to daily routines and culture of young adults leading their identity formation and self-expression. The main use of the internet for college students is interpersonal communication through email, instant messaging, and chat programmes (Jones, 2002). Constant touch with friends, planning for summer vacation, economic management, improving in communication skills as well as using successful strategies for academic benefits are some of the advantages of internet (Mishra, 2014). Despite the positive effects of internet, literature have also cited negative effects, and many studies have claimed that people may use the internet addictively and that this can cause harmful effects on individuals, academic problems, changing their social behaviour, habits and abilities. Mustafa (2011) further categorized five specific types of internet addiction: (1) cyber sexual addiction to adult chat rooms or cyber porn (2) cyber relationship addiction to online friendships or affairs that replace real-life situations (3) net compulsions to online gambling, auctions, or obsessive trading (4) information overload to compulsive web surfing or databases searches and (5) computer addiction to game playing or programming. Users who spend a significant amount of time online often experience academic, relationship, financial, and occupational difficulties, as well as physical impairments.

Different reasons have been adduced for the growing demand of using the internet among the users especially in young generations. According to Goel et al., (2013), some students use it to facilitate their research, academic works, interpersonal relationships, and business

transactions, while others may use it for Facebook (Kittinger et al., 2012), Instagram, YouTube, WhatsApp (Chen et al., 2017).

Previous empirical evidence indicated that excessive use of internet has an adverse effect on the academic performance of the students (Nemati & Matlabi, 2017). Omoyemiju and Popoola (2021) found that sixty percent of the students exhibited severe levels of internet addiction. The students who spend more time on internet have less interest in studying, lack of concentration in the classroom, as well as less involvement in academic activities (Beyens et al., 2015). Similarly, Aksoy and Oztoprak (2021) found that the highest percentage of students with severe internet addiction was characterized by limitation in social interaction and global direction toward online learning which makes students seek other social media alternatives to share their feelings and ideas. Chung et al., (2019) in Korea said they found that nearly three quarters (72%) of Korean students in the study were categorized as moderate and severe addiction group in a positive relation with several factors related to internet addiction. Also, Peris (2020) in Spain found that there was significant relation between internet addiction and total factors related to internet addiction. Peer pressure is another variable capable of affecting students' performance. Busari and Hope (2019) reported that as a student grows, the successive and most potent socializing agent outside his/her domestic domain, that they intermingle with, is the peer group. Studies have also reported that peer group influence have positive influence on students' academic improvement and motivation (Allen Etal 2014; Anierobi et. al 2018).

Peer among youth plays a vital role during the adolescent period. This is the time when teenagers develop deep friendship among their peers and become permanent during their adolescence (Guzman, 2017). Peer pressure towards persons behaviour is said to be a social phenomenon where the members of a particular society, may or may not be influenced negatively, but majority are affected by the undesirable behaviour of those people who resist what others do (Gulati, 2017). Peer group influence among adolescents, its kind and dual impacts is negative and positive. Peer group is important in the social context that plays a vital role in society and to determine the academic achievement that affect during development relatively with each other (Chen, 2008). Many peer groups can exert a positive

influence on their friends. It is thought that intelligent student do help their peers improve their academic performance. Peer influence is not a unique phenomenon and it can take different forms. The most common type of peer influence is the modeling of attitudes or behaviours, where adolescents observe and adapt social norms from the valued group of peers. Sometimes their peers may proactively influence them to behave in certain ways and at other times they may be just following along. Both of these situations are based on seeking approval, but it is also possible for peer pressure to be a result of bullying. People are more likely to be heavily influenced by their peers and less likely to make decisions for themselves if they: Have low self-esteem; Are experiencing problems in their family, such as divorce, alcoholism, drug addiction, or unemployment; Come from families where there is little support or communication; Strongly identify with only one ethnic group; Feel distant from school and community activities; Are afraid of not belonging or fitting in, etc. (Poonam & Rajesh, 2017).

According to Tarshis (2010), peer influence can have a positive or negative effect on student's motivation and performance in schools. Attitudes and aspiration of peers as well as peers' expectations and standards affect individual's efforts and achievement in school. Due to peer pressure, one must do the same things as other people of one's age and social group in order to be liked or respected by them. e.g. – a child may start drinking in high school because of peer pressure (Poonam & Rajesh, 2017). Also, several studies have reported gender differences in internet usage. Weiser (2000) reported significant gender difference in internet usage. He reported that males tend to be more familiar with the computers and internet as compared to females. Some gender differences were stated in literature concerning internet addiction. Studies like Akhter (2013), Shahrestanaki et al., (2020), Kumari et al., (2021) Bhat and Kawa, (2015) Goel et al., (2013) Jain et al., (2020) Sinha et al., (2018) have all come up with different findings on the role of gender in relation to internet addiction, while some found male students to be powerful users, others found no difference. Keeping these findings in view, it was hypothesized that male students would be associated with addicted internet usage as compared to females. Due to the mentioned consequences the effect of students' internet usage and peer pressure, there is need to investigate how

these variables determine academic performance of students in Ijebu Ode Local Government area of Ogun State.

### **Objective of the study**

The study investigated internet addiction and peer pressure as determinants of academic performance of students in Ijebu Ode Local Government area of Ogun State.

### **Hypotheses**

1. Peer pressure will not significantly determine secondary school students' academic performance in Ijebu Ode Local Government Area of Ogun State.
2. Internet addiction will not significantly determine secondary school students' academic performance in Ijebu Ode Local Government Area of Ogun State.
3. Combination of internet addiction and peer pressure will not significantly determine secondary school students' academic performance in Ijebu Ode Local Government Area of Ogun State.

### **Methodology**

The study adopted descriptive survey research design because none of the variables were manipulated. The population for the study comprised of all senior secondary school two students from the eleven public secondary schools in Ijebu Ode Local government Area of Ogun State, Nigeria. The sample consisted of 560 students selected from the population. Proportionate sampling technique was used to select twenty percent of students in each of the eleven schools. Simple random sampling technique was later employed to select the final students sampled for the study. Three different research instruments (Peer Pressure Questionnaire, Young's Internet Addiction Test and students cumulative grade point average, as a measure of academic performance) were used in the study. The peer pressure section has 15 statements to which students responded (Strongly Agree, Agree, Disagree and Strongly Disagree). The questionnaires are also found to be reliable (Peer pressure = 0.87, internet addiction = 0.68). The questionnaires were completed by students, while students

cummulative score was obtained from the schools. Multiple regression was used for analysis at 0.05 level of significance.

## Results

### Test of Hypotheses

Hypothesis 1: Peer pressure will not significantly determine secondary school students' academic performance in Ijebu Ode Local Government Area of Ogun State.

**Table 1: Regression Analysis of peer pressure as Determinant of students' academic performance**

Model Summary	ANOVA Model	Sum of Squares	Df	Mean Square	F	Sig
R = .408	Regression	121.593	1	121.593		
R <sup>2</sup> = .167	Residual	607.686	558			
Adj. R <sup>2</sup> = .151	Total	729.279	559	4.191	29.013	.000 <sup>b</sup>
Std Error = 2.047						

Table 1 shows that peer pressure significantly determined of peer pressure on students' academic performance ( $R = .408$ ;  $R^2 = .167$ ;  $F_{(558)} = 29.013$ ,  $P < .05$ ). The reported  $R^2$  of .167 implies that peer pressure contributed 16.7% to the variance in students' academic performance. This implies that the predictor variable (peer pressure) significantly determined students' academic performance in Ijebu Ode local government area of Ogun state.

**Hypothesis 2:** Internet addiction will not significantly determine secondary school students academic performance in Ijebu Ode Local Government Area of Ogun State

**Table 2: Regression Analysis of Internet addiction as Determinant of students' academic performance**

Model Summary	ANOVA Model	Sum of Squares	Df	Mean Square	F	Sig
R = .542	Regression	214.576	1	214.576		
R <sup>2</sup> = .294	Residual	514.703	558			
Adj. R <sup>2</sup> = .289	Total			3.550	60.449	.000 <sup>b</sup>
Std Error = 1.884		729.279	559			

Table.2 shows that internet addiction significantly determined students academic performance ( $R = .542$ ;  $R^2 = .294$ ;  $F_{(558)} = 60.449$ ,  $P < 05$ ). The reported  $R^2$  of .542 implies that internet addiction contributed 29.4% to the variance in students' academic performance in in Ijebu Ode North local Government Area of Ogun state. This implies that the predictor variable (internet addiction) is significant determinant of students' academic performance in Ijebu North local government area of Ogun State.

**Hypothesis 3:** Combination of internet addiction and peer pressure will not significantly determine secondary school students' academic performance in Ijebu Ode Local Government Area of Ogun State.

**Table 3: Regression Analysis of Peer pressure and Internet addiction as Joint Determinant of students' Academic Performance**

Model Summary	ANOVA Model	Sum of Squares	Df	Mean Square	F	Sig
R = .582	Regression	246.772	2	123.386		
R <sup>2</sup> = .338	Residual	482.507	557			
Adj. R <sup>2</sup> = .329	Total			3.351	36.824	.000 <sup>b</sup>
Std Error = 1.831		729.279	558			

Table.3 shows that the combined of peer pressure and internet addiction significantly determined students' academic performance ( $R$

= .582;  $R^2 = .338$ ;  $F_{(667)} = 36.842$ ,  $P < 0.05$ ). The reported  $R^2$  of .338 implies that internet addiction and peer pressure contributed 33.8% to the variance in students' academic performance. This implies that the predictor variables (internet addiction and peer pressure) have significant impact on student's achievement in Ijebu North local government area of Ogun State.

### **Discussion**

The result obtained, indicating significant determinant of peer pressure suggested that students' academic performance are regulated by peers. This finding was related with earlier findings. The study of Ajibade (2016), revealed that peer group positively influenced the academic performance of students and that peer group could also be used to motivate student's class achievement. Furthermore, Bankole (2015) found that peer factor influenced academic achievement. It was also consistent with Marie-Hélène, Véronneau and Thomas Dishion (2012) that submitted that peer pressure may not be negative always, it also improves student academic achievement.

This outcome could be because of the free access students have to internet once they have data. It could also be attributed to parental level of monitoring on the extent of internet usage by children. This finding contradicted the position of Suhail and Bargees (2006) who reported that internet usage impacts education. Louis and Paul (2012) also reported that adolescents who can locate, browse and access different information resources and who are knowledgeable about the context under which the information was created performed better both in overall grades and in academic competence. Similarly, some studies have shown the positive impacts of the internet on students' academic life as an aid to complete homework more effectively and efficiently (Borzekowski & Robinson, 2005; Jackson, et al., 2006). It aligned with the report of Griffith (2000) who explained that students with addiction to the internet tend to spend much time on the computer and internet as a result of which they have less time to study. On the other hand, to Mishra et al. (2014) they noted that internet addiction led to missing classes, being late for classes, increased risk of being placed on academic probation, and a general decline in study habits. Akhter (2013) explained that internet distract students from their study. In other words, students tend to lose their capacity to

concentrate (Frangos, 2009). This outcome could be attributed to students' passion for the use of internet for different reasons which has led to addiction without knowing when to stop. This has overall effect on their academics, as times meant to be used for reading are used for internet surfing. The finding was consistent with the report of Krumrei-Mancuso, Newton, Kim and Wilcox (2013) who reported that students exhibiting signs of technology addiction show decreases in student success and persistence in higher education. It also confirmed the report of Mosha (2017) who established that peer group had both positive and negative influence on adolescent students' academic performance in the selected schools. It also confirmed another study done in Ogun State by Omotere (2011) that peer group could positively influence the academic performance of in-school adolescents. It was therefore suggested that parents and teachers should provide adequate guidance to adolescents to help them understand how the friends they keep can either positively or negatively influence their academic performance in school.

#### **Conclusion and Recommendations**

Students' poor academic performance in different subjects has been a general issue and poses more challenge for the students and the nation at large. In this regard, this study was carried out and found that internet addiction among students determined their academic performance. The study also concluded that peer pressure was a significant contributor to students' academic performance. Further, when the two variables were combined, it showed that the interplay among the two still produced significant outcome. It was thus concluded that when issue of academic performance was raised at the senior secondary level, concern should be given to these two variables, peer pressure and internet addiction. It was thus recommended that parents should pay attention to who their children relate with so as to identify with the kind of influence such friend(s) could have on them. Also, teachers should use the internet to facilitate learning for students by giving them online assignment as this will keep the students on the positive use of the internet.



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