FAMILY SIZE, PEER INFLUENCE AND SCHOOL ENVIRONMENT AS PREDICTORS OF ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN IBADAN NORTH LOCAL GOVERNMENT AREA OF OYO STATE

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Abstract
This study focuses on the influence of family size, peer influence and school environment on academic performance of secondary school students Ibadan North Local Government area of Oyo State. The objectives of the study include among other; to determine the effect of family size on academic performance of secondary school students; to establish the effect of peer influence on academic performance of secondary school students; to examine the effect of school environments on academic performance of secondary school students. A random sampling technique was used to select a total number of one hundred (100) respondents for the study. Questionnaire were administered and analyzed through inferential statistics of chi-square to analyse the hypotheses postulated for the study. Findings revealed among others that there is a significant association between student's academic performance and the number of wives a father had; there is a significant relationship between peer influence and academic performance of students and insignificant correlation between school discipline and safety and students' academic achievement.

Key words: Family size, Peer influence, School environment, Academic performance.

Introduction

The students' academic performance plays an important role in producing the best quality graduates who will become great leader and skilled manpower for the country thus responsible for the country's inclusive development (Ali et.al, 2009). Students' academic

performance measurement has received considerable attention in previous research and it forms the most challenging aspect of academic literature. Academic performance is affected due to social, psychological, economic, environmental and personal factors. These factors have very strong influence on the student performance, but these factors vary from person to person, community to community and country to country. Students' academic performance could be measured through several ways like test and exam results, CGPA, GPA and extra-curricular activities. Most of the researcher around the word used the GPA to measure the student performance (Galiher, 2006; Darling, 2005; Broh, 2000; Stephen & Schaban, 2002). They used GPA to measure student performance in particular semester. Uwaifo (2008) attributed the cause of poor academic performance of children to a combination of personal and institutional factors. The personal factors include the level of individual's intelligence, knowledge and ability, while institutional factors are family or parental influence. The current bad economic status of the country has exposed children to undesirable challenges that have negatively affected their academic performance in school. This observation agrees with the report of Adeyinka (2009) that maladaptive behavior arise when parents lack responsibility of their parenthood and that children who were raised from economically disadvantaged background are more likely to have poor academic performance because they lack some basic amenities such as food, clothing and shelter. Abiri and Jekayinfa (2010) agreed that Nigeria is yet to have a philosophy of education when the economic status of a country is unstable.

Statement of the problem

In this ever-growing competitive world everyone desires a high level of achievement as the mark of one's performance. The whole system of education is centered on academic achievement of students, making it a fertile ground for research work. Learning takes places effectively only when proper and congenial environment is provided for children in classroom. Their learning environment plays an inherent role in molding the innate potentialities of the individual and school has always been regarded as an important factor in the child's education. The education of the child and his achievement is determined to a large extent by the varied and dynamic role of teachers and the facilities

provided by them for the child's education. Since the environment influences on the academic achievement of the students, the investigator tries to find out the impact of school environment factors on achievement. Hence the investigator selected the topic.

Objectives of the study

i) To determine the effect of family size on academic performance of secondary school students.
ii) To establish the effect of peer influence has any effect on academic performance of secondary school students
iii) To examine the effect of school environments on academic performance of secondary school students

Significance of the study

This study has implications to policy makers, school administrators, teachers, Ministry of Education officials, students, and the community in various ways. Firstly, the study will afford the policy makers to see the patterns of performance of students of different categories of schools within Ibadan North local government under study. The study highlighted those factors affecting academic performance, which opens ways of improving overall performance of the students within the state and the nation generally. To school proprietors and school administrators, the study provides data on school climate or school environment that can improve academic performance of students. Secondary school students could benefit from the study because findings reveal the way students can excel in academics through positive peer influence. The study is also significant to the community in that their quality investment in education can translate to quality education. The study also adds to the existing body of knowledge on determinants of academic performance of secondary school students.

Hypotheses

Ho_1: There is no significance relationship between family size and student's academic performance.
Ho_2: There is no significance relationship between peer influence and student's academic performance.
Ho_3: There is no significance relationship between school environment and student's academic performance.

Analysis and findings

Table 1: Chi-square test of association between students' performance in JSCE Basic science and Family size

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	4.927a	3	.026
Likelihood ratio	4.907	3	.027
Linear- by- Linear association	4.877	1	.027
No of valid cases	100		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 14.76.

The Pearson Chi-Square statistics is 5.191a and the p-value is less than 0.05, accordingly the null hypothesis that the table variables are independent, are rejected. We can therefore conclude that there is a significant association between students' performance in JSCE Basic Science and family size.

Table 2: Chi-square test of association between students' performance in JSCE English Language and family size

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	5.191a	3	.023
Likelihood ratio	5.786	3	.016
Linear- by- Linear association	5.139	1	.023
No of valid cases	100		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.40.

The Pearson Chi-Square statistics is 5.191a and the p-value is less than 0.05, accordingly the null hypothesis that the table variables are independent, are rejected. We can therefore conclude that there is a significant association between students' performance in JSCE Basic Science and family size. None of the cells have expected counts less than 5. The minimum expected count is 7.40.

Table 3: Chi-square test of association between students' performance in 3rd Term English Exams and Peer Influence

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	9.140a	2	.010
Likelihood ratio	9.028	2	.011
Linear- by- Linear association	7.763	1	.005
No of valid cases	100		

1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.35.

The Pearson Chi-Square statistics is 1.038a and the p-value is less than 0.05. The null hypothesis that the table variables are independent, are rejected. We can thus conclude that there is a statistically significant association between students' performance in 3rd Term English Exams and Peer Influence. 16.7% of the cells have expected counts less than 5.

Table 4: Chi-square test of association between students' performance in 3rd Term Mathematics Exams and Peer Influence

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	19.915a	2	.000
Likelihood ratio	19.765	2	.000
Linear- by- Linear association	11.011	1	.001
No of valid cases	100		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.88.

The Pearson Chi-Square statistics is 19.915a and the p-value is less than 0.05. The null hypothesis that the table variables are independent, are rejected. We can thus conclude that there is a statistically significant association between students' performance in 3rd Term Mathematics and Peer Influence. None of the cells have expected counts less than 5. The minimum expected count is 8.88. Across all categories, 63 out of 100 respondents reported that their friends do not make fun of people who are smart or do well in academics.

Table 5: Chi-square test of association between students' performance in 3rd Term Mathematics Exams and Peer Influence

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	19.915a	2	.000
Likelihood ratio	19.765	2	.000
Linear- by- Linear association	11.011	1	.001
No of valid cases	100		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.88.

The Pearson Chi-Square statistics is 19.915a and the p-value is less than 0.05. The null hypothesis that the table variables are independent, are rejected. We can thus conclude that there is a statistically significant association between students' performance in 3rd Term Mathematics and Peer Influence. None of the cells have expected counts less than 5. The minimum expected count is 8.88. Across all categories, 63 out of 100 respondents reported that their friends do not make fun of people who are smart or do well in academics. And 24 out of 100 respondents had 70 -100 marks in 3rd term SS1 Mathematics exams; and 47 out of 100 respondents had 40-69 marks.

Table 6: Chi-square test of association between students' performance in 3rd Term English Exams and Peer Influence

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	9.140a	2	.010
Likelihood ratio	9.028	2	.011
Linear- by- Linear association	7.763	1	.005
No of valid cases	100		

1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.35.

The Pearson Chi-Square statistics is 1.038a and the p-value is less than 0.05. The null hypothesis that the table variables are independent, are rejected. We can thus conclude that there is a statistically significant association between students' performance in 3rd Term English Exams and Peer Influence. 16.7% of the cells have expected counts less than 5. The minimum expected count is 4.35. Across all categories 64 out of

100 respondents reported that their friends prefer making money sooner than going to university first.

Table 7: Chi-square test of association between students' performance in 3rd Term Civic Education Exams Scores and Peer Influence

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	7.218a	2	.027
Likelihood ratio	6.935	2	.031
Linear- by- Linear association	.058	1	.810
No of valid cases	100		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.68.

The Pearson Chi-Square statistics is 2.103a and the p-value is less than 0.05. The null hypothesis that the table variables are independent, are rejected. We can thus conclude that there is a statistically significant association between students' performance in 3rd Term Civic Education Exams scores and Peer Influence. 16.7% of the cells have expected counts less than 5. The minimum expected count is 4.68. Across all categories, 82 out of 100 respondents responded that their friends ask them to study with them in the library. And 30 out of 100 respondents had 40-69 marks in 3rd term SS1 Civic Education exam; 44 out of 100 respondents had 70-100 marks.

Table 8: Chi-square test of association between students' performance in JSCE Mathematics Exams and Teachers' Efficacy

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	.084a	1	.772
Likelihood ratio	.143	1	.771
Linear- by- Linear association	.083	1	.773
No of valid cases	100		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.52.

The Pearson Chi-Square statistics is .084a and the p-value is greater than 0.05. The null hypothesis that the table variables are independent, are accepted. We can thus conclude that there is no statistically

significant association between students' performance in JSCE Mathematics Exams and Teachers' Efficacy. None of the cells has expected counts less than 5. The minimum expected count is 5.52. Across all categories, 77out of 100 respondents reported that their teachers did not teach them well. However, 76 out of 100 respondents still had good performance in Mathematics.

Table 9: Chi-square test of association between students' performance in JSCE English Exams and School's Condition of Buildings

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	6.259a	3	.012
Likelihood ratio	1.214	3	.011
Linear- by- Linear association	6.196	1	.013
No of valid cases	100		

0 cells (.0%) have expected count less than 5. The minimum expected count is 17.02.

The Pearson Chi-Square statistics is 6.259a and the p-value is less than 0.05. The null hypothesis that the table variables are independent, are rejected. We can thus conclude that there is a statistically significant association between students' performance in JSCE English Exams and School's Poor Condition of Buildings. None of the cells have expected counts less than 5.The minimum expected count is 17.02. Across all categories, 54 out of 100 respondents denied the claim that their schools had poor status of buildings. And 63 out of 100 respondents had good performance in JSCE English Exams.

Table 10: Chi-square test of association between students' performance in JSCE English Exams and Number of Students in Classes

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	6.480a	2	.039
Likelihood ratio	7.204	2	.027
Linear- by- Linear association	.000	1	.998
No of valid cases	100		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.92.

The Pearson Chi-Square statistics is 6.840a and the p-value is less than 0.05. The null hypothesis that the table variables are independent, are rejected. We can thus conclude that there is a statistically significant association between students' performance in JSCE Basic Science Exams and Number of Students in a Class. 16.5% of the cells have expected counts less than 5. The minimum expected count is 4.92. Across all categories, 73 out of 100 respondents reported that total number of students sitting a class is less than 50; 15 reported that there are 50-69 students a class; 12 responded that there are 70-100 students in class. The performance of students in Basic Science, however, is not satisfactory as 59 out of 100 students had poor performance in Basic Science.

Table 11: Chi-square test of association between students' performance in3rd Term SS1 Civic Education Exams and School Discipline and Safety

	Value	df	Asymp. Sig.(2-sided)
Pearson Chi-square	.193a	2	.908
Likelihood ratio	.193	2	.908
Linear- by- Linear association	.083	1	.773
No of valid cases	100		

0 cells (.0%) have expected count less than 5. The minimum expected count is 8.84

The Pearson Chi-Square statistics is .193a and the p-value is greater than 0.05. The null hypothesis that the table variables are independent, are accepted. We can therefore conclude that there is no statistically significant association between students' performance in 3rd Term Civic Education Exams and School discipline and safety. None of the cells have expected counts less than 5. The minimum expected count is 8.84. Across all categories, 66 out of 100 respondents denied the claim that there is lack of discipline and safety in the schools. And 40 out 100 students were found to have scored 70-100 marks; 30 scored 40-69 marks.

Recommendations

1) Teachers should understand and appreciate the diverse domestic environment of their students.

2) Parents should involve actively with school authority about their children education to enable them understand the progress or other of their children.
3) Future researchers should try to conduct more researches on the factors affecting academic performance to other levels of education.

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