RELATIONSHIP AMONG SOCIO-ECONOMIC BACKGROUND, PEER GROUP AND ACADEMIC ACHIEVEMENT OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN OGUN STATE

Akinbode, O. S.
Department of General Education,
School of Education, F. C. E., Abeokuta
akinbode.olusola@gmail.com

Olasunkanmi, O. S.
Department of Educational Management
Faculty of Education
University of Ibadan, Ibadan
oskomus@gmail.com

Abstract
The study investigated the relationship among socio-economic background, peer-group and students' academic performance in public secondary schools in Ogun State, Nigeria. Academic performance of secondary schools' students has been traced to so many factors such as government policy, teachers' factor and so on. But this study aimed at finding relationship socio-economic background, peer-group and students' academic performance. The study adopted the descriptive survey research of the ex-post facto type research design. Six hundred and seventeen (617) respondents were used to carry out the study. A self designed questionnaire titled "Questionnaire on Relationship among Socio-Economic Background, Peer-Group and Student Academic Performance in Secondary Schools", (QISEBPGSAPSS) was used to get data while an achievement test was used to measure the academic performance. The reliability of the instrument was given as r = 0.79. Pearson Product Moment Correlation was used to test the hypotheses at 0.05 level of significance. The study revealed that the following were not significant family income (r = -0.032; P > 0.05); parental educational background (r = -0.012; P > 0.05) and family background (r = 0.242; P < 0.05). Also, following revealed positive and significant relationship: parenting supportive System (r = 0.144; P < 0.009); home environment (r = 0.029; P > 0.05) and peer group (r = 0.137; P < 0.05). Based on the

findings, it was recommended that parents should be actively involved in the concern and welfare of their children.

Introduction

Academic performance of secondary school students has been largely associated with many factors. Most students in secondary school in Nigeria are dearly confronted with challenges of coping with their academic under serious emotional strains occasioned by long walk to school, poor school environment, and being taught by unmotivated teachers. Couple with this, is an attitude of some parents who more often don't take the provision of their children's needs in school seriously. These would definitely not augur well for academic success. Academic Achievement is concerned with the performance of the learner rather than the intentions of the teacher (expressed in the aims of a module or course).

They can take many forms and can be broad or narrow in nature. Banks and Finlayson (1973) noted that student's performance can be influenced by various factors such as socio economic status of parents, family size, aspirations of parents and characteristics of the students such as ability, motivation and some personality trait as well as quality of the school that is attended by the students. Student academic performance depends upon the effect of school resources, students, teacher, personality factors, non-school factors and output of school previously attended by the student. Home background according to Programme International Student Assessment (PISA, 2000) influences academic and educational success of students and schoolwork, while socio-economic status reinforces the activities and functioning of the teachers and students.

From the above, it is revealed that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child. On the other hand, where a child suffers

parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the mother alone may not be financially buoyant to pay school fee, purchase books and uniforms, such child may play truant, thus his performances in school may be adversely affected (Shittu, 2004).

Similarly, good parenting supported by strong economic home background could enhance strong academic performance of the child. This further predicts academic performance where the child is properly counselled in the choice of his/her courses and vocation that matches his mental ability, interest and capability whereas the children to the care of the illiterate mothers will find themselves roaming about the street labouring to make ends meet. Most academics recognize that a child's peers can have an impact on achievement, but the extent of that effect has been an open question. Further, few studies have focused on quantifying the academic outcomes associated with the peer effect. Children are socialized by the people with whom they associate; through daily interaction over the course of many years, acceptable social customs are taught and fostered. Other children as well as adults can have a great impact on a broad range of issues in the child's life, including achievement in school

Researchers have been discussing the link between social interactions among peers in school and academic outcomes for over 40 years. The extensive literature notes that a child's peer group influences social and academic development and that these influences begin at the very start of formal education Influences and motivations for all kinds of children's behavior, including study habits and personal academic development, come not only from their peers, but also from their parents, teachers, and others with whom they come into close contact. Because of the sheer amount of time the typical child spends each day with his or her friends, the peer influence on a child can be substantial.

Statement of the Problem

Poor academic performance of students has become great concern to the parents, guardians, government and other educational stakeholders. Poor performance of secondary schools students in both internal and external examinations are traced to many different factors. Among these are: poor readiness of students, unstable government

policy, teachers factor and so on. But this paper investigated the relationship among socio-economic background of students, (such as family income, parental educational background, home environment, parenting support), peer group and secondary school student academic performance in Ogun State.

Purpose of the Study

The main purpose of this study is to investigate the relationship among socio-economic background of students, peer group and secondary school student academic performance in Ogun State. Specifically, the study examined the relationship between (i) family income and student academic performance; (ii) parental educational background a and student academic performance; (iii) home environment and student academic performance; (iv) parenting support and student academic performance; (v) family background and student academic performance; (vi) peer group and student academic performance

Hypotheses

$H_0 1$ – There is no significant relationship between the family income and academic performance of students in secondary school in Ogun State.

$H_0 2$ – There is no significant relationship between the parental educational background and academic performance of students in secondary schools in Ogun State.

$H_0 3$ – There is no significant relationship between the family background and academic performance of students in secondary school in Ogun State.

$H_0 4$ – There is no significant relationship between the parenting support and academic performance of students in secondary school in Ogun State.

$H_0 5$ – There is no significant relationship between home environment and academic performance of students in secondary school in Ogun State.

$H_0 6$ – Peer group will not significantly have relationship with the academic performance of students in secondary school in Ogun state.

Review of Literature

Family Income and Academic Achievement of Students
Household income according to Croft (2002) is an important factor in determining access to education and student learning outcome as schooling potentially attracts a range of costs, both upfront and hidden. He further explained that upfront costs include school fees while the more hidden cost include uniforms, travel equipment and the opportunity costs of sending a child to school. The household income is seen as a determiner of children and is it linked to a range of factors; when children start school, how often they attend, whether they have to temporally withdraw and when they have to dropout. Some research studies highlight the link between household income and how it interacts with dropping out from school.

According to Macionis, Janssen and Benoit (2005), formal schooling and especially learning that is not directly linked to work is mostly available only to wealthy people. They further noted that all low - income countries have one trait in common when it comes to schooling.

Hunter and May (2003) call poverty a plausible explanation of school disruption. Dachi and Garrett (2003) asked a series of question to parents and guidance about the financial circumstances surrounding a children school. On enrolment in Tanzania, virtually all households responding said the main barrier to sending children to school was financial and their inability to pay. In a study of gifted dropouts by Renzulli and Park (2000), they found out that students disliked school and felt disconnected from the groups in school. They further noted that in general, these pupils were from lower income families and had parents who were not as likely to monitor their school activities, and the gifted that had stayed in school were from high income families and had parents who were likely to monitor their school activities.

Colcough (2000) describes the link between wealth and schooling retention in more detail. He noted that amongst those who had never enrolled; children at school were on average from better - off households than those who dropped out who were in turn form richer background than school-age children who had never enrolled.

Lower educational attainment has also been found to be associated with children living in public housing compared to those in private housing (Sparkes, 1999). This may be due to the effects of overcrowding, poor access to resources and a lack of social networks, and in this sense, housing type may also be a measure of neighbourhood influence. A recent Australian study based on 171 Year 12 students from 10 state schools, found that neighbourhood effects 'were an important influence on student educational plans…' to continue further post-secondary education, after controlling for a range of individual and family socioeconomic characteristics (Jensen and Seltzer, 2000).

Parental Educational Background and Academic Achievement of Students

Socio-economic status may be linked to family background. As sole parent families on average have lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labour force, children from these families are likely to have lower educational performance (Rich, 2000). Other factors in sole parent families that are likely to adversely affect educational outcomes of children compared to those from two-parent families are said to include:

- reduced contact between the child and non-custodial parent;
- the custodial parent having less time to spend with children in terms of supervision of school-work and maintaining appropriate levels of discipline;
- the lack of an appropriate role model, especially for males;
- increased responsibilities on children such as childcare roles, domestic duties which impede the time available for school work; and

Home background according to PISA (Programme International Student Assessment, 2000) influences academic and educational success of students and schoolwork, while socio-economic status reinforces the activities and functioning of the teachers and students.

From the above, it is revealed that the quality of parents and home background of a student goes a long way to predict the quality and regularity of the satisfaction and provision of a child's functional

survival and academic needs. Poor parental care with gross deprivation of social and economic needs of a child, usually yield poor academic performance of the child. On the other hand, where a child suffers parental and material deprivation and care due to divorce or death, or absconding of one of the parents, the child's schooling may be affected as the mother alone may not be financially buoyant to pay school fee, purchase books and uniforms, such child may play truant, thus his performances in school may be adversely affected (Shittu, 2004).

Johnson (1996) submitted that parents become poor due to hard resources of the nation, such that they can no longer provide adequately for good education of their children. Also, they can no longer provide shelter, clothing and special need of their children in school (such as provision of text books, school uniforms and good medical care and so on).

The ethnic background or immigrant status of parents is also an important mediating variable on the influence of SES on children's educational performance. Studies of the academic performance of second-generation school students in the US have found that while their performance is also influenced by the SES of their parents and type of school, 'their national background plays a significant independent role' (Portes and MacLeod, 1996: 270). The authors found that some first-generation immigrant parents (e.g., Cuban, Vietnamese) through the process of migration and subsequent incorporation in the host society, come to see education as a key means of upward mobility for their children, despite their own low levels of education and income (Portes and MacLeod, 1996).

Family Background and Academic Achievement of Students
Family background is the key to a student life and outside of school, is the most important influence on student learning and includes factors such as socioeconomic status, two-parent versus single-parent households, divorce, parenting practices and aspirations, maternal characteristics, family size and neighborhood (Majoribanks, 1996). The environments at home are primary socialization agent and influence a child's interest in school and aspirations for the future. The family is the primary socializing agent of which a child is a member since it is in the family the child is born. One may rightly say that the family is the informal socializing agent since all its members are blood relations.

However, Asikhia (2010) reported that students and teachers' perception of the causes of poor academic performance in Ogun State secondary schools, Nigeria" he submitted that despite differences in the families, a child in the family remains exactly alike. To this end, Asikhia (2010) submitted that type of family (such as nuclear or monogamous, compound or polygamous and traditional or extended families) and the family size with the position in the family play a significant role in the development and in the achievement of a child.

The socio-economic status (SES) of a child is most commonly determined by combining parents' educational level, occupational status, and income level (Jeynes, 2002). Studies have repeatedly found that socio-economic status affects students outcomes (Baharudin and Luster, 1998; Jeynes 2002; Eamon 2005; Majoribanks 1996; Hochschild 2003; McNeal 2001, and Seyfried, 1998). Students who have a low SES earn lower test scores and are more likely to drop out of school (Eamon 2005, Hochschild 2003). Low SES students have been found to score about ten percent lower on the National Assessment of Educational Programs than higher SES students (Seyfried 1998). SES has also been shown to override other educational influences such as parental involvement (McNeal 2001). It is believed that low SES negatively affects academic achievement because low SES prevents access to vital resources and creates additional stress at home (Eamon 2005, Majoribanks 1996, Jeynes 2002). The economic hardships that are caused by low SES lead to disruptions in parenting, an increasing amount of family conflicts, and an increased likelihood of depression in parents and single-parent households (Eamon, 2005) for these reasons SES is closely tied to home environment and one could argue that SES dictates the quality of home life for children.

Previous research has shown that children from single-parent households do not perform as well in school as children from two-parent households (Majoribanks, 1996). There are several different explanations for this achievement gap. Single-parent households have less income and there is a lack of support for the single-parent which increases stress and conflicts (Majoribanks, 1996). Single parents often struggle with time-management issues due to balancing many different areas of life on their own. Some research has also shown that single-parents are less involved with their children and therefore give less

encouragement and have lower expectations of their children than two-parent households (Majoribanks, 1996).

Parenting Support and Academic Achievement of Students
Parental practices embrace all the parenting styles with emphasis on obedience and compliance with parental instructions. Research evidence has indicated that authoritative and authoritarian parenting styles as well as their hybrid are significantly practiced by Nigerian parents (Akinsola, 2010).

Some studies have examined the relationship between parenting styles, personality characteristics, child behaviour and attitude (e.g. Adejuwon, 2005 and Akinsola, 2010). Adejuwon (2005) in their study found identity formation to be high with low parental demanding, low autonomy, and high parental responsiveness; and identity formation to be low with low parental demanding, low autonomy, and low parental responsiveness, implying that parental responsiveness is a key factor in identity formation of Nigerian youths. In another study by Adejuwon(2005), he reported that children of mothers who reported low self evaluation in parenting and had external attribution in parenting exhibited significantly higher externalizing behaviour than children whose mothers reported high self evaluation in parenting and had internal attribution in parenting. Akinsola, (2010) in his study reported that authoritative parenting correlated positively with restraint sexual attitude and negatively with liberal and loose attitudes, while authoritarian parenting correlated positively with liberal, permissive and promiscuous sexual attitudes.

Research shows that supportive and attentive parenting practices positively affect academic achievement (Eamon, 2005). In addition, high parent aspiration have been associated with increasing student interest in education (Majoribanks, 2005). The effect of parental involvement in their children's school has on academic achievement is less clear (Domina, 2005). Parental involvement in school has been linked to both positive and negative influences on academic achievement (Domina, 2005, McNeal 2001). Explanations for this discrepancy are not conclusive. It is thought that the type of involvement may make a difference and that in some cases parents become involved after their child has already had academic difficulties (Domina, 2005; McNeal, 2001).

This is further supported by Ahawo (2009) who observed that in modern society parents' influence played a very important role in the academic life of a student. Otula (2007) supported this by stating that effective learning involves partnership of students, teachers and parents. Ahawo (2009) observed that parents' involvement determines the emotional and material input that further determined the motivation level in children towards education.

Peer Group and Academic Achievement of Students
Generally, peer group means a group of equals. But sociologists apply it to groups made up of persons who are of the same age and often to groups of children or of adolescents. They play a normal part in the process of socialization as they provide experiences to those who are growing up, a type that are not available in their own families.

The adolescents take solace in interacting with their peers and they prefer to keep longer time with them than with their parents. The peer group therefore has tremendous influence on the adolescent's pattern of behaviour especially on their interests, attitudes, value system, emotional expressions, and interaction patterns and so on. However, the peer group's norms/standards in many cases may run foul to that of the community or society at large. Thus, when the adolescent falls into bad groups, his/her home background notwithstanding, the chances are high that his/her social behaviour would change for bad rather than for good. As expressed by Steinberg (1996), these peers whom adolescents look to for approval and supports have been noted as inevitable and necessary.

Peer groups are key part of the developmental process they can have negative effect on young people due to peer pressure and peer conformity. Higher degrees of peer conformity which is the degree to which an individual adopts actions that are sanctioned by their group, have been shown to increase the likelihood of risk-taking behaviours such as substance abuse and sexual activity (Santor et al, 2000). These risk-taking behaviours indirectly affect school performance in a negative way (Santor et al 2000).

Children are socialized by the people with whom they associate through daily interaction over the course of many years, acceptable social customs are taught and promote. In school, children learn the skills of interpersonal interaction. They learn to share, to take turns,

and to compromise with their peers. The peer group exerts a most powerful social influence on the child. The peer group is composed of status equals; that is, all children within a given peer group are the same age and come from the same social status. A child must earn his/her social position within the peer group; this position does not come naturally, as it does in the family. Interaction with a peer group loosens the child's bonds to the family; it provides both an alternative model for behaviour and new social norms and values.

Peer effects are central to many important issues facing higher and lower education. Within the educational system school choice, positive action, distance learning, mainstreaming, selective admissions and the rise of merit scholarships schools, all acquire the potential to alter the distribution of students. At the micro level, these policies can change the composition of one's classmates along various dimensions. For example can make them more or less racially, socially, geographically, or intellectually diverse. These changes may affect among other things, student's attitudes, values or academic performance. In short, changes in the distribution of students may produce peer effects (Winston, 1998).

Methodology

Research Design
This study was patterned after descriptive survey research design of *ex-post facto* type. The population of the study consisted of all the final year students in public secondary schools in Ogun State. Table one presents the local government areas in each of the senatorial districts in Ogun State.

Table 1: List of Local Government Area in Each Senatorial District

S/N	Senatorial District	Local Government Area
1	Ogun Central	Abeokuta North Local Government
		Abeokuta South Local Government
		Ewekoro Local Government
		Ifo Local Government
		Odeda Local Government
2	Ogun West	Ado – Odo Ota Local Government
		Imeko Afon Local Government

		Ipokia Local Government
		Yewa North Local Government
		Yewa South Local Government
3	Ogun East	Ijebu East Local Government
		Ijebu – Ode Local Government
		Ijebu North Local Government
		Ijebu North East Local Government
		Ikenne Local Government
		Obafemi Owode Local Government
		Odogbolu Local Government
		Ogun Waterside Local Government
		Remo North Local Government
		Sagamu Local Government

Sample and Sampling Technique

Multi Stage sampling technique was adopted for the study. Three local government areas were chosen at random in Ogun State, i.e. one local government from each senatorial district. Also, three schools were chosen randomly from the selected local governments, while 40% of the final year students in each of the schools comprised the sample of the study. The table below presents the sample of the study.

Table 2: Table showing the Selected Schools in the Local Government Areas in Ogun State

S/N	Senatorial District	Local Government Selected	Name of Selected Schools	40% of S.S.S. 3 Students Selected
1	Ogun West	Yewa North Local Government Area	Ilara Community High School, Ilara	105
			Alaketu High School	100
			U.N.O. High School, Igbogila	90
2	Ogun East	Ijebu – Ode Local Government Area	Anglican Girls Grammar School, Ijebu – Ode.	105
			Ijebu – Ode Grammar School, Ijebu – Ode	127
			Commercial Grammar	111

			School, Ijebu – ode	
3	Ogun Central	Odeda Local Government Area	Nawar-U-Deen Comprehensive High School, Abeokuta	190
			Salawu Abiola Comprehensive High School, Abeokuta.	200
			Odeda High School, Abeokuta	160
TOTAL				617

Research Instrument

The instrument used for data collection was a self-developed questionnaire titled "Questionnaire on Relationship among Socio-Economic Background and Peer-Group on Student Academic Performance in Secondary Schools in Ogun State, Nigeria, (QISEBPGSAPSS). It was divided into sections A and B. Section A was used to collect information on the bio-data of respondents. This includes sex, age, class and name of school while Section B is related to the variables of concern in the study. Also, the researcher developed 15 standardized WAEC questions each on English Language and Mathematics for the students to measure their achievement.

Validity of Instrument

Face and content validity of this instrument was achieved through the constructive criticism of experts in the field of Educational Management.

Reliability of Instrument

A test re-test approach was adopted to ascertain the reliability of the instrument. The Conbach Alpha Coefficient values obtained was r = 0.79, which signifies that the instrument was reliable.

Methods of Data Analysis

Data obtained was analyzed with simple frequency and percentage to analyze demographic information of the respondents while Pearson Product Moment Correlation was also used to analyze the hypotheses at 0.05 level of significance.

Findings and Discussion

Analysis of Bio Data Information of the Respondents

Table 3: Sex of the Respondents

Gender	Frequency	Percentage (%)
Male	396	64.2
Female	221	35.8
Total	617	100.0

Table three above presents the gender of the respondents sampled for the study, it shows that 64.1% (395) were male while 35.9% (221) were female.

Table 4: Age Distribution of the Respondents

Age	Frequency	Percentage (%)
10 – 12	8	1.3
13 – 15	135	21.9
16 – 18	398	64.5
19 – 21	74	12.0
22 – 24	2	0.3
Total	617	100.0

The analysis of the age distribution of the respondents is presented in table four and it shows that 1.3% (8) respondents fall between the age range of 10 – 12 years, 21.9% (135) respondents fall between the age range of 13 – 15 years, the larger percentage of the respondents fall between the age range of 16 – 18 years, given as (398) 64.5%, 12.0% (74) respondents fall between the age range of 19 – 21 years while only 0.3% (2) respondents fall between the age range of 22 – 24 years.

Hypotheses Testing

H_01 – There is no significant relationship between the family income and academic performance of students in secondary schools in Ogun State.

Table 5: Relationship between Family Income and academic performance of students in secondary schools in Ogun State.

Variable	N	$\overline{X}$	SD	r	P value	Remark
Family Income	617	15.10	1.558	-0.032	0.443	Not Sig
Academic Performance of Student	617	41.58	18.837			

Not Significant at 0.05 level of significance

The analysis of hypothesis one is presented in table five, it shows the relationship between the family income and academic performance of students in secondary school in Ogun State, the result reveal negative relationship between the two variables, r = -0.032; P > 0.05, with this, the hypothesis is accepted at 0.05 level of significance. This implies that family income has no significant relationship with academic performance of students in Ogun State. The finding of this study negates the findings of Eamon (2005), Majoribanks (1996), Jeynes (2002) who measured family income it terms of socio economic status of parent and found out that low SES negatively affects academic performance because low SES prevents access to vital resources and creates additional stress at home.

H₀2 – There is no significant relationship between the parental educational background and academic performance of students in secondary schools in Ogun State.

Table 6: Relationship between Parental Education Background and academic performance of students in secondary schools in Ogun State

Variable	N	$\overline{X}$	SD	r	P value	Remark
Parental Educational Background	617	18.83	2.867	-0.012	0.881	Not Sig
Academic Performance of Student	617	41.58	18.837			

Not Significant at 0.05 level of significance

Table six above presents the analysis of hypothesis two which shows the relationship between the parental educational background and academic performance of students in Ogun State. The result shows that there is no significant relationship between parental educational background and academic performance of secondary school students in Ogun State, r = -0.012; P > 0.05, therefore the hypothesis earlier formulated is accepted at 0.5 level of significance. The implication of this is that parental educational background has no significant relationship with the academic performance of student in Ogun State. The result negates the findings of Jeynes (2002) who submitted parents' educational level determined the academic outcome of students.

H_03 – There is no significant relationship between the family background and academic performance of students in secondary schools in Ogun State.

Table 7: Relationship between Family Background and academic performance of students in secondary schools in Ogun State

Variable	N	$\overline{X}$	SD	r	P value	Remark
Family Background	617	17.02	4.341			
Academic Performance of Student	617	41.58	18.837	0.242	0.001	*Sig

Significant at 0.05 level of significance

Table seven presents the analysis of hypothesis three which shows the relationship between the family background and academic performance of secondary school students in Ogun State. The result shows that there positive significant relationship between the family background and academic performance of secondary school students in Ogun State, r = 0.242; P < 0.05, then, the hypothesis is rejected at 0.05 level of significance. This indicates that the family background of the secondary school students in Ogun State has significant relationship with their academic achievement. The result corroborate the findings of Eamon (2005) who found out that the family background of students has significant influence on students achievement in school.

H₀4 – There is no significant relationship between the parenting supportive System and academic performance of students in secondary schools in Ogun State.

Table 8: Relationship between Parenting Supportive System and academic performance of students in secondary schools in Ogun State

Variable	N	$\overline{X}$	SD	r	P value	Remark
Parenting Supportive System	617	18.36	2.755	0.144	0.009	*Sig
Academic Performance of Student	617	41.58	18.837			

Significant at 0.05 level of significance

The analysis of hypothesis four that test for the relationship between parenting supportive system and academic performance of students in secondary school in Ogun State is presented in table eight. The result shows that there is positive influence and significant relationship between the parenting supportive System and academic performance of secondary school students in Ogun State, r = 0.144; P < 0.009, then, the hypothesis is rejected at 0.05 level of significance. This means that parenting supportive system contributes significantly to the academic performance of students in secondary school in Ogun State. The finding is in line and supports the findings of Domina, (2005) and McNeal (2001) who submitted that parental involvement in school is linked to both positive and negative influences on academic achievement. It is thought that the type of involvement may make a difference and that in some cases parents become involved after their child has already had academic difficulties. Also, Eamon (2005) submitted that supportive and attentive parenting practices positively affect academic performance. The findings also support Ahawo (2009) who observed that parents' involvement determines the emotional and material input that further determined the motivation level in children towards education.

H₀5 – There is no significant relationship between home environment and academic performance of students in secondary schools in Ogun State.

Table 9: Relationship between Home Environment and academic performance of students in secondary schools in Ogun State

Variable	N	$\bar{X}$	SD	r	P value	Remark
Home Environment	617	9.75	2.170			
Academic Performance of Student	617	41.58	18.837	-0.029	0.492	Not Sig

Not Significant at 0.05 level of significance

Table nine presents the analysis of hypothesis five which is testing for the relationship between home environment and academic performance of secondary school students in Ogun State. The result shows that there is negative influence and no significant relationship between the home environment of the students and their academic performance, r = -0.029; P > 0.05, therefore, the formulated hypothesis is accepted at 0.05 level of significance. The implication of this is that home environment of the students has no significant relationship on academic performance of secondary school students in Ogun State. This finding negates the finding of Adejuwon, (2005) who reported that good parenting supported by strong economic home background could enhance strong academic performance and learning outcomes of the child. This further predicts academic performance or learning outcome where the child is properly counseled in the choice of his/her courses and vocation that matches his mental ability, interest and capability whereas the children to the care of the illiterate mothers will find themselves roaming about the street labouring to make ends meet

H₀6 – Peer group will not significantly have relationship with the academic performance of students in secondary schools in Ogun state.

Table 10: Relationship between Peer Group and academic performance of students in secondary schools in Ogun State

Variable	N	$\overline{X}$	SD	r	P value	Remark
Peer Group	617	13.79	3.033			
Academic Performance of Student	617	41.58	18.837	0.137	0.001	*Sig

Significant at 0.05 level of significance

Table ten presents the analysis of hypothesis six on relationship between peer group academic performance of secondary school students in Ogun State. The result shows that there is positive influence and significant relationship between peer group and academic performance of secondary school students in Ogun State, r = -0.137; P < 0.05. This implies that peer group has great influence on academic Performance of secondary school students in Ogun State. The result corroborates the finding of Jennifer (2005) who reported that peer group has significant relationship with academic performance of children. Also, Santor et al (2000) submitted that indirectly unruly behaviour influenced by peer group affect school performance of students in a negative way.

Summary
The study investigated the relationship among socio-economic background, peer-group and students academic performance in public secondary schools in Ogun State. Using the descriptive research design, the study revealed significant relationship between (i) family background and academic performance of secondary school students; (ii) parenting supportive System and academic performance and (iii) peer group academic Performance of secondary school students in Ogun State. On the other hand, the study revealed no significant relationship between (i) family income and academic performance of students (ii) parental educational background and academic performance of students (iii) home environment and academic achievement of secondary school students in Ogun State.

Conclusion

The findings of the study revealed that the family status or background has significant relationship and also has positive influence on academic performance of students in Ogun State. The findings of the study revealed that the level of status of the family has influence on academic performance of the student. This means that the status or background of the parent has relationship on the academic performance of the student in Ogun State.

In the study, the finding shows that parenting supportive system has positive significant influence on academic performance of the students in Ogun State. The parenting supportive system such as high self-esteem towards children at home, paying attention to children needs, helping children with their school assignment and the like are found to have positive influence on academic performance of students. Also, it was revealed in the study that peer group has significant influence on academic performance of students in Ogun State. This implies that the type of friends and group of people a student keeps will influence his academic performance. If a student is found moving with bad group of people, it will affect his academic performance in a negative way and vice versa.

On the other hand, the finding of the study shows that family income has no significant influence on the academic performance of student in Ogun State. The implication of this is that the income level or the financial power of the parent has no influence on the performance of student in Ogun State. That is, income level (high, medium or low) has nothing to do with the academic performance of students. Therefore, according to the data collected in this study, family income has no significant influence on academic performance of students in Ogun State.

It was also revealed in the study that parental educational background has no significant influence on academic performance of students in Ogun State. This indicates that the level of educational background of the parent has nothing to do with the performance of the children in school. On the final note, the findings of the study revealed that home environment has no significant influence on academic performance of students in Ogun State. This implies that the home environment the student comes from has nothing to do with his academic performance in the school.

Recommendations
Based on the findings and conclusion of this study, It is recommended that parents, who are partners and stakeholders in the education of their children should be actively involved in the concern and welfare of their children. They should also to devote more time and be attentive to their needs at home. It is also recommended that parents should try to make the home environment conducive enough for reading to motivate their children to study at home. This will enhance their academic performance in school.

The students should have positive attitude towards their study at school and keep friends that can be of help to them since peer group have significant influence on academic performance of students. Therefore, the students should be mindful of friends they walk and move with.

References
Adejuwon, G.A. (2005). Parenting style in a changing society and identity formation among Nigerian youths. *African Journal for the Psychological Study of Social Issues*, 8 (1), 154-171.

Akinsola, E.F. (2010). Correlation between parenting styles and sexual attitudes of young people in Nigeria: Comparison of two ethnic groups. *Gender and Behaviour*, 8, (1), 2771 - 2788.

Akinsola, E.F. (2010). Self-esteem, perceived control and communal relationship strength as predictors of emotional distress in Nigerian University students: *Ife Psychologia*, 18, (2), pp 270 - 289.

Baharudin, R. & Luster T. 1998. Factors related to the quality of the home environment and children's achievement. *Journal of Family Issues*. 19(4), 375-403

Banks .O. & Finlayson, D (1973). *Success and failure in the secondary school*, Great Britain: Cox and Wyman Ltd. 94-95.

Cardoso, A. R. & Verner, D. (2007). *School dropout and push-out factors in Brazil: The role of early parenthood, child labor and poverty*. IZA discussion on paper. No 2515 Bon: Institute for Study of Labor (IZA).

Colcough, C. (2000). *Under enrolment and low quality in African primary schooling towards a gender sensitive solution.* Working paper No 7 Brighton: Institute of development studies.

Croft, A.   (2002). *Pedagogy in school context; An intercultural study of the quality of learning, teaching, and teacher education in the lower primary Classes in Southern Malawi*. Unpublished Ph. D Thesis, Brighton: University of Sussex.

Crosnoe, R. J. Monica, K. & Glen; H. (2004). School size and the interpersonal side of education: An examination of Race/Ethnicity and organizational context. *Social Science Quarterly*, 85(5), 1259 – 1274.

Dachi, H. A & Garrett, R. M. (2003): *Child labour and its impact on children's access to and participation in primary education. A case study from Tanzania*. London. DFID.

Danesy A. H. & Okediran, A. (2002). "Etiological factors and effects of street working behaviour among Nigerian youth." *Journal of Social Problem School of Arts and Social Science Federal College of Education FCE (Special) Oyo,* 2(1) 33 – 44

Domina, T. (2005). Leveling the home and advantage: assessing the effectiveness of parental involvement in elementary school. *Sociology of Education*. 78, 233-249.

Eamon, M. K. (2005). Social-demographic, school, neighborhood, and parenting influences on academic achievement of latino young adolescents. *Journal of Youth and Adolescene*, 34 (2) 163-175.

Hochschild, Jennifer L. (2003). Social Class in Public Schools. *Journal of Social Issues* 9 (4), 821-840.

Hunter, N. &May, J. (2003). Poverty, shocks and school disruption episodes among the people of Tanzania. *Economics of Educational Review*. 7(2), 15-41

Jeynes, W. H. (2002). Examining the effects of parental absence on the academic achievement of adolescents: The challenge of controlling for family income. *Journal of Family and Economic* 23(2).

Johnson, A. (1996). *Theoretical model of economic nationalism in developing states.* London: George Allen and Unwind Ltd.

Majoribanks, K., James; P. (1996). Family learning environments and students' outcomes: A Review. *Journal of Comparative Family Studies* 27 (2), 373-394.

McNeal, R. B. 2001. Differential effects of parental involvement on cognitive and behaviour outcomes by socioeconomic status. *Journal on Socio-Economics* 30 (2), 171.

Pauline, B. E. & Ekeng, N. E. (2010). Parental socio-economic status, family type and school droupout in the Ewutu educational circuit, Winneba, Ghana- Implication for counseling*. Academic leadership Journal,* Issue, 9(2). Retrieved in January from www.academicleadership.org/parental-socio-economic-status.

Shittu, M. R. (2004). *Socio-economic determinants of academic performance of secondary school students in Nigeria*. University of Ilorin: An unpublished B.Ed project.

Steinberg, J. (2003). Executive editor of the times and top deputy step down. New York. Stogdill, R. M. 1948. Personal factors associated with leadership. *Journal of Psychology*. 23, 36-71.

UNICEF (2005), Bruneforth, (2006): United Nations Educational, Scientific and Cultural Organization, *Education for All literacy for Life* Pans; United Nations Educational, Scientific and Cultural Organization.

Uzoeshi, K. C. & Iwundu, C. O. (2002): *Psychology of learning*, Port Harcort, Harey publication.