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INFLUENCE OF PEER GROUP RELATIONSHIP AND PARENTAL SOCIOECONOMIC STATUS ON BUSINESS STUDIES STUDENTS' ACADEMIC ACHIEVEMENT IN JUNIOR SECONDARY SCHOOLS IN ADAMAWA STATE.

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ABSTRACT

The purpose of this study was to determine the influence of peer group relationship and parental socioeconomic status on business studies students' academic achievement in junior secondary schools in Adamawa State. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The design of the study was a mixed of descriptive survey and ex-post facto design. The population of the study was 69,487 students which were drawn from upper basic education across the five educational zones in Adamawa State. A simple random sampling technique was used to determine the sample of 382 students for the study. A structured questionnaire of 25 items was used to collect data and the data collected were analyzed using means and standard deviation, while the hypotheses were tested using simple linear regression analysis at 0.05 level of significance. The major findings of the study include the following: peer group relationship and parental socioeconomic status have a significance influence on students' academic achievement in Business Studies in junior secondary schools in Adamawa State. It was concluded that peer group interaction and parental socioeconomic status positively influenced their learning. It was indicated in the findings that if the teachers uses the peer group effectively for classroom interaction and participation it will motivate students' to do well academically. The researchers recommended that parents should work hard to provide enable environment and all other learning materials to their wards such as home libraries, books, and other necessary materials for better academic achievement and students should endeavour to form or join
groups that are study inclined and encourage learning so that their learning would be effective.

KEYWORDS: Influence, Peer Group Relationship, Parental Socioeconomic Status, Students' Academic Achievement, Junior Secondary Schools.

INTRODUCTION

With the introduction of the 6-3-3-4 system of education, Business Studies became one of the compulsory subjects offered in junior secondary schools. Business Studies is an aspect of the compulsory subjects offered by junior secondary schools students, it is a prevocational subject which is expected to expose the students to general business knowledge. Students are not being trained for a profession at the junior secondary school level in particular, but they are meant to have basic ideas about business. In line with this, the National Policy on Education (NPE) (2013) provides that on completion of junior secondary school, students should be streamed into senior secondary school, the technical college, vocational training centre and the apprenticeship scheme on the basis of 60%,

ISSN 2581-5148

Vol. 2, No. 04; 2019

20%, 10% and 10%. Education for business is obtained at the secondary school level and it is the type of education that gives specific business knowledge which is taught as separate subjects with emphasis on practical training. This enables students to acquire skills either in accounting, secretarial or office administration/marketing respectively. James (2013) opined that peer group enhances the students mastering of different skills in five components of Business Studies upper basic education (UBE).

A peer group is defined as a small group of similarly aged; fairly close friends, sharing the same activities. In general, peer groups or cliques have two to twelve members, with an average of five or six members. Peer groups provide a sense of security and they help adolescents to build a sense of identity. Peer group members may influence each other in several ways. Many peer groups can exert positive influences on their friends. It is thought that intelligent students help their peers improve their academic achievement. Likewise, girls with good friends who are considered intelligent tend to do better in school, all attributable to the fact that they share a common team of similar aspirations (Landau, 2012). A peer group consists of people or individuals that are within ages that are close in years, for instance between range of one to four years, the school serves as primary setting for the membership of peer group, they may be in the same class, the same sex and close interaction is of equals. It is generally observed that peer group has a lot of influence on students. This is seen from the role played by the peer group in the life and learning of a child, it is believed that students feel more comfortable and relaxed among fellow students. A child who is brilliant and surrounded by dull friends would lose interest in learning (Sulaiman, 2016). On the other hand, a peer group which inclined to study would have positive effect on a dull member towards learning and stimulate his/her interest on learning.

Chepleting, Chepkemei, Yano and Chebet (2013) viewed that the nature of a peer group determines the impact on the motivation of and achievements of its member. The attractiveness of the group, the nature of conformity demanded by the group and the morals of the group determine whether a group is likely to have positive or negative impact on members' motivation and academic achievement. If the atmosphere of the group is warm, understanding and supportive, the group influence or motivation, task performance and achievement will most likely be positive. A hostile atmosphere, constant frustration and frequent conflicts produce a negative impact not only on the member's growth and behaviour but also on his motivation to work and achievement. The kind of person a child is dictates the type of group he/she is in, as children tend to imitate each other. The group a student belongs influences his academic achievement in Business Studies (Awodi, 2017).

Alokan (2010) is of the view that imitation of behaviour in a group occurs when a person acts in a way that is likely to be joined by the rest of the group. Joseph (2016) stated that through observing and imitating the behaviour of others, learners can bypass much wasteful random behaviour and come close to reproducing the behaviours of which members are recognized. A child may not be dull but playful. If he is well monitored and he falls into a group of brilliant students who are not playful,

ISSN 2581-5148

Vol. 2, No. 04; 2019

he imitates them and this changes his attitude towards learning for better. This is why it is important for teachers to be able to distinguish a playful child from dull one. Students who are playful but have academic traits should be encouraged to join a study inclined group. According to John (2013) observed that most of students make friends with intelligent students like them who pass Business Studies in good grades alone. While Okoro and Iyeke (2014) identified that the peer group comes into being because its members have common goals, interests and motivations and this has influence in academic achievement of such a student in learning Business Studies.

Ryan (2011) stated that peers were involved in the socialization of novices, considerable sociable interactions and the maintenance of loose, unwritten code of conduct to be followed by those who wished to remain in the group. This is more important to the secondary school level. There are students who found to be dull in their groups where there are both boys and girls, there is free interaction between sexes, which help to avoid sex discriminations each is likely to understand other better. James (2013) is of the opinion that a person is controlled in his conduct by identification controlled in various groups. The loyalty of the individual to these groups is often a very strong force in his life. Khan, Siddique and Hussain (2010) in support of this stated that the child in his imagination acquires first in image of himself as he appears to others, he forms an idea of how others judge him and finally he experiences a feeling of pride depending on what he imagines they think of him. Thus, a member of a group puts up behaviour of his own part from the one of the group.

Kangethe, Lyria and Nyamanga (2014) are of the opinion that the first people with whom the child comes in contact with are his parents. They transmit to him their own values of right and wrong at a time when he is not in contact with any other influences. Unless the foundation laid by home is sound and solid, the school has nothing to build upon and the child later becomes a problem not only to his parents but also to the community. It is therefore the home that the child comes from that determines type of group the child would join. Within the family, beside parents, peer group as well contribute to child education development in Business Studies (Auwal, 2012). In essence a child from home that well disciplined would find it difficult to be in a group that comprises of delinquents and if he finds himself in such group, he would refuse to be influenced by their behaviours. In a case where such a child is influenced by the group behaviour, the situation at home does not allow him to exhibit it and thus he pretends and become meek in the presence of his parents. It is important for the parents to know a child`s friends both at home and at school, in order to achieve this, parents should make themselves more accessible to their children.

Sentamu (2013) suggested that parents must be properly educated on matters of discipline since it is dangerous to be too permissive or too strict. The content of parent education should include the rather special treatment required by the child at the adolescent stage. At the secondary school level, parents should be made to realize that the child is no longer toddler at this stage because he is experiencing a new awareness of that, the effect could go deeper and could seriously threaten the child`s mental health, which is very difficult to heal in comparison to physical injuries. Many cases

ISSN 2581-5148

Vol. 2, No. 04; 2019

of peer group forming armed robbery gang, drug addicts, alcoholism, prostitution and juvenile delinquency could be attributed to parents (Basit, 2016).

The peer group relationships influence is one of the factors causing low students academic achievement. Sociologically, peer group is the aggregation of youths of approximately the same age level and status, Okioga (2013) is of the opinion that a peer group as member of individuals bound together by purpose or abilities. Ololuba (2012) stated that members of a group perceive themselves to be alike in significant ways. Ololuba, Onyeka and Agbor (2015) support the view that a peer group come into being because its members have common goals, interests and motivations. Omotere (2011) also stated that peer group is a potent force which wields great influence, especially in the school setting. Salvador (2009) also noted that peer group has come to be recognized as an association of those within the same age group and the concept can apply to both the adult and the young. Aliyu (2008) is of the opinion that the nature of a peer group determines the impact on the motivation of and achievements of its member in Business Studies. In socialization and education, peer group relationship refers to a group of boys and girls or both belonging to the same age group. It has been found that in most cases, group comprises of people of the same sex and age group. That is, girls are likely related to girls and vice-versa. Case like this tends to have a competitive outlook to life and learning. This is because some of these boys can read for hours and is inclined to study; the girls also would want to meet up with them and as such, we find in some classes girls are on the lead. In addition to above, not all of them may be bad, variables of peer influence in this context may include the ethnicity of the student, socio-economic background of the student, family relationship and group interest. Ryan (2011) is of the opinion that the peer group is important because it shelters and protects its members. It gives them psychological substance by meeting emotional needs of affection, understanding and acceptance. It invests individuals with specific status. And since it comprises a small number of people of equal rank, a peer group can operate as a medium of communication. As members can interact directly with one another, equivalence in their status ensures that members have a common basis of meaning which adds to ease off communication in all these, it is not doubtful that a peer group provides and enhances students' academic achievement. They relate more with each other than with their teachers or parents. In a classroom situation, a students may be tongue tied at the sight of his/her teacher and may find it difficult to relate with him/her. This is not because he/she does not know the answer but because of the negative attitude to the teacher. The students could easily give these solutions and suggestions in the midst of his/her peers. James (2013) viewed that socioeconomic status of peers as member of individuals bound together by purpose has positive influence on academic achievement in Business Studies.

Pata (2014) also maintained that parental social status help to determine membership in most groups. However, there are exceptions of children from low or middle socioeconomic status homes usually tend to live above their means in schools, this is because of the children from high socio-economic status homes in all ways, most of the time, they want to be seen in the same clothes and shoes with them. And when they cannot get money to do this from the appropriate source (i.e. from their

ISSN 2581-5148

Vol. 2, No. 04; 2019

parents) they resort to other means like stealing. Chepleting, Chepkemei, Yano and Chebet (2013) also added that most children from high and middle socio-economic status homes tend to use English as their medium of communication right from home and also have access to textbooks and other necessary materials for learning while most children from poor homes mostly use their native language and lack textbooks and necessary materials. Therefore, the poor children`s English is improved as a result of their relationship with those children from high and middle class who have the textbooks and materials. Also these children may borrow textbooks which they cannot afford to buy from their affluent friends; all these can affect the students' academic achievement positively or negatively.

Parental socioeconomic status is a definite background variable that represents a feature of the social structure in society. The socioeconomic status of a child is usually determined by parental educational level, parental occupational status and income level. It is understood that low socioeconomic status negatively and depressingly affects students' academic achievement because due to low socioeconomic status, a student does not access to important resources and generates additional stress and tension at home (Awadi, 2017). According to Auwal (2013) socioeconomic status is an expression which is used to differentiate between people's relative status in the community regarding family income, political power, educational background and occupational status. Hussain (2010) stated that socioeconomic status is a combined measure of economic and social position of an individual or family relative to others on the basis of income, education and occupation. Peer group relationship and parental socioeconomic status influence constitutes considerable on students' academic achievement in secondary schools.

Academic achievement refers to the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Academic achievement is the ability to study and remember facts and being able to communicate the facts and knowledge verbally by writing down on paper. Any score by a student below 50% (C), is considered as poor academic achievement (National Examination Council, 2017). Also, academic achievement of students can be measured by taking records of their grades after an evaluation or final examinations. When a student scores an 'A', such a student can be said to be performing well or better than when he or she scores 'E' or 'F'. The later is seen as having a poor academic achievement.

Academic achievement in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. Poor academic achievement is a performance that is adjudged by the examiner and some significant others as falling below an expected standard (Kathryn, 2010). Any score by a student below 50% (C), is considered as poor academic achievement (National Examination Council, 2017).

ISSN 2581-5148

Vol. 2, No. 04; 2019

Academic achievement of Junior Secondary School (JSS) student is usually noticed in terms of the marks or scores after undergoing a test, examinations and practical. Students with involved parents, irrespective of economic status, parental occupation or educational levels, were more likely to:

1. Earn higher grades and test scores, and enroll in higher-level programs
2. Be promoted, pass their examinations, and earn credits
3. Attend school regularly

Graduate and proceed to postsecondary education (Oluigbo, 2015).

It is on the basis of this background therefore, that the study seeks to determine the influence of peer group relationship and parental socioeconomic status on business studies students' academic achievement in junior secondary schools in Adamawa State.

STATEMENT OF THE PROBLEM

The importance of studying the influence of peer group relationship and parental socioeconomic status on business studies students' academic achievement in junior secondary schools in Adamawa State cannot be overemphasized. The present poor academic achievement of students in Business Studies as reflected in the upper basic education certificate examination calls for concern. The results revealed a decline in students' academic achievement in credit pass percentage in the year 2015 by 39.69%; 2016 by 34.34%; and 2017 by 33.23%.

The study carried out by Buba (2016) found that some educational stakeholders such as parents, teachers, government and students blamed each other for students' poor academic achievement in schools. As parents blamed teachers for lack of dedication to duties, the teachers blamed government for poor salaries, that they are poorly motivated. Parents as well accused government for not equipping the schools with proper and adequate learning materials. Also, government blamed parents for not enforcing home discipline, while students are blamed for lack of discipline and dedication to their studies. Hadi (2017) on the contrary, blamed the activities of students peer group relationships as well as family size of the students for the student's poor academic achievement especially in 2016/2017 JSSCE results.

All these constitute the problems that prompted the researcher to carry out this study, with the aim of identifying possible solutions using empirical evidences.

PURPOSE OF THE STUDY

The main purpose of the study was to determine the influence of peer group relationship and parental socioeconomic status on business studies students' academic achievement in upper basic education in Adamawa State. Specifically the study seeks to:

1. Determine the influence of peer group relationship on students' academic achievement in Business Studies in junior secondary schools in Adamawa State.
2. Determine the influence of parental socioeconomic status on students' academic achievement in Business Studies in junior secondary schools in Adamawa State.

ISSN 2581-5148

Vol. 2, No. 04; 2019

Research Questions

Based on the specific purposes, two research questions were raised and answered.

1. To what extent does peer group relationship influence students' academic achievement in Business Studies in junior secondary schools in Adamawa State?
2. To what extent does parental socioeconomic status influence students' academic achievement in Business Studies in junior secondary schools in Adamawa State?

Research Hypotheses

Based on the specific purposes, two hypotheses were formulated and were tested at 0.05 level of significance:

0 Peer group relationship has no significant influence on students' academic achievement in

Business Studies in junior secondary schools.

0 Parental socioeconomic status has no significant influence on students' academic achievement

in Business Studies in junior secondary schools.

METHOD

The design of the study was a mixed of descriptive survey and ex-post facto design. This is because the study aimed at determining the possible cause and effect relationship between the peer group relationship and parental socioeconomic status on students' academic achievement in Business studies. The descriptive survey design was appropriate because it is a design that a group of people are studied by collecting and analyzing data from such a group of people who are considered to be a representative of the population (Okwor, 2011). The ex-post facto research design according to Obeka (2011) is a systematic empirical study in which the researcher does not in any way control or manipulates independent variables because the situation for the study already exists or has already taken place. The population of the study was 506 junior secondary schools and 69,487 students in 2017/2018 academic session in Adamawa State who are the target of the study. The sample size for the study was 15 numbers of schools, three from each Educational Zones in order to facilitate data collection. A total of 382 students were sampled randomly from five Zones and JSS III. The major instrument for data collection for this study was twenty five 25 structured questionnaire items for students and the student record of academic achievement was collected and used for the year 2017/2018 academic session. In the questionnaire, the items were based on 4-point scale, and weighed on the following scale:-Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Medium Extent (ME) 2 points, Low Extent (LE) 1 point (4+3+2+1) = 10. 10/4 = 2.50. Cut off Point for Decision. Test-retest method was used for the purpose of establishing the reliability of the instrument; the responses from the two administrations of students were correlated using Pearson Product Moment Correlation (r) and the result of the analysis showed the correlation coefficient of 0.76. Thus, the instrument was considered reliable for gathering data for the study. The researchers

and research assistants visited the 15 schools, three schools from each of the five Zones for the study

and administer the research instrument at their respective premises. A total of 382 questionnaires were administered to students and 380 were returned. The students result sheets for the year 2017/2018 session were collected and used. Mean and standard deviation were used to analyse the data collected to answer the research questions. The two null hypotheses were tested using Simple Linear Regression (SLR) in determining the existence of the significance to reject the null hypotheses at 0.05 level of significance.

RESULTS

Research Question One : To what extent does peer group relationship influence students' academic achievement in Business Studies in junior secondary schools in Adamawa State?

To answer research question one, the responses obtained from despondence was analysed using mean and standard deviation as shown below.

Table 1: Mean and Standard Deviation of Responses of the Influence of Peer Group Relationship on Business Studies Students' Academic Achievement, n=380.

S/N	Items/Statements		SD	Decision
1	The group a student belongs to influences his academic achievement in Business Studies.	3.30	1.81	High Extent
2	Peer group promotes rather than impede good academic achievement in Business Studies.	1.87	1.37	Low Extent
3	I discuss my learning problems in Business Studies with friends.	2.95	1.70	High Extent
4	I love to make friends only with intelligent students who pass Business Studies with good grades.	1.93	1.39	Low Extent
5	Acceptance by a peer group improves students' academic achievement in Business Studies.	2.50	1.58	High Extent
6	Peer group comes into being because its members have common goals, interests and motivations and this has influence on academic achievement of such a students in Business Studies.	3.55	1.88	High Extent

International Journal of Education and Social Science Research

ISSN 2581-5148

Vol. 2, No. 04; 2019

7	Within the family, beside parents, peer group as well contributes to child education development in Business Studies.	3.47	1.86	High Extent
8	Intelligent students do help their peers that are weak to improve their academic achievement in Business Studies.	3.22	1.79	High Extent
9	My friends' assistance in group discussion assisted me to improve my grade in Business Studies.	2.91	1.70	High Extent
10	The high grades of my friends in Business Studies	3.41	1.84	High Extent
11	The nature of a peer group determines its impact on the achievements of its members in Business Studies.	3.10	1.76	High Extent
12	Through observing and imitating the behaviours of others, students can come close to reproducing the behaviours with which members are recognized and this affects their academic achievement in Business Studies.	2.53	1.59	High Extent
13	The child from home that well disciplined, find it difficult to be in group that comprise of delinquent.	3.53	1.87	High Extent
14	Peer group, as collection of individuals bound together by purpose, have positive influence on academic achievement in Business Studies.	3.45	1.85	High Extent
	Grand Weighted Mean	**2.92**	**1.59**	**High Extent**

Source: Field Survey, 2018.

Table 1 revealed the respondents mean rating of the positive or negative influence of peer group relationship on students' academic achievement in Business Studies in junior secondary schools in Adamawa State. The responses of item one to fourteen in the questionnaire were analysed and the study revealed that peer group relationship have a positive influence on students' academic achievement in Business Studies in junior secondary schools in Adamawa State. (The grand weighted mean was 2.92, and the SD stood at 1.59).

Research Question Two: To what extent does parental socioeconomic status influence students' academic achievement in Business Studies in junior secondary schools in Adamawa State?

To answer research question two, the responses obtained from despondence was analysed using mean and standard deviation as shown below.

Table 2: Mean and Standard Deviation of Responses on Influence of Parental Socioeconomic Status on Business Studies Students' Academic Achievement, n=380.

S/N	ITEMS/STATEMENTS		SD	Remark
15	The social status of peers determines their membership of a group.	2.74	1.66	High Extent
16	I hate to make friend with students from poor family.	2.95	1.72	High Extent
17	Children from high and middle socioeconomic statuses home tend to use English Language as their medium of communication right from home.	2.90	1.70	High Extent
18	Children from low status borrow textbooks from their peer which they cannot afford to buy from their affluent friends.	3.22	1.79	High Extent
19	The socioeconomic status of peers as member of individuals bound together by purpose has positive influence on academic achievement in Business Studies.	2.98	1.72	High Extent
20	My friend's family motivates them to learn Business Studies.			
21	Children from high income homes are usually more intelligent than from low income homes.			
22	Within the family, beside parents, peer group as well contributes to child education development in Business Studies.	3.47	1.86	High Extent
23	The high grades of my friends in Business Studies reflect the commitment of their parents.	3.55	1.88	
24	The time spent in learning Business Studies with children is valued more by better educated parents.			
25	Children from upper-working class homes perform better academically in Business Studies than those from lower- working class homes		1.89 1.37	
	Grand Weighted Mean		**2.88**	

Source: Field Survey, 2018.

Table 2 revealed the respondents mean rating of the influence of parental socioeconomic status on students' academic achievement in Business Studies in junior secondary schools in Adamawa State. The responses of item fifteen to twenty five in the questionnaire were analysed and the study revealed that parental socioeconomic status of peers have influence on students' academic achievement in Business Studies in junior secondary schools in Adamawa State. (The grand weighted mean was 2.88, and SD stood at 1.50).

Test of Research Hypotheses

The null hypotheses were tested at 0.05 level of significance. The summary of the test of research hypotheses are presented in Tables 3 and 4 as follows:

H01: Peer group relationship has no significant influence on students' academic achievement in Business Studies in junior secondary schools.

The test of this null hypothesis can be seen as summarise in table 3 below.

ISSN 2581-5148

Vol. 2, No. 04; 2019

Table 3: Summary of Simple Regression of the Influence of Peer Group Relationship on Business Studies Students' Academic Achievement.

Variables	B	Std. Error	T	Sig.	Beta	R	2 Add. 2	Dec.
Peer Group Relationship	23.564	8.063	3.295	.000			.	H_{01}
					.918	0.918	.833 0.776	Rejected
Students' Academic Achievement	.401	.215	1.866	.000				

*Significant, p< 0.05 Source: Field Study 2018

Table 3 shows the analysis of peer group relationship in relation to students' academic achievement. The Table, indicates that R^2value was .833, Beta = .918 and p = .000. This implies that 83.3% of students' academic achievement was dependent upon the peer group relationship of the students. Thus, since p - value of .000 was less than the level of significance of 0.05, this implies that peer group relationship has a significant influence on students' academic achievement in Business Studies. Therefore, the null hypothesis which states that the peer group relationship has no significant influence on students' academic achievement in Business Studies in junior secondary schools in Adamawa State was rejected.

0 Parental Socioeconomic status has no significant influence on students' academic achievement

in Business Studies in junior secondary schools.

The test of this null hypothesis can be seen as summarise in table 4 below.

Table 4: Summary of Simple Regression of the Influence of Parental socioeconomic Status of Peers on Business Studies Students' Academic Achievement.

Variables	B	Std. Error	T	Sig.	Beta	R	2 Add. 2	Dec.
Parental socioeconomic Status	41.368	5.099	8.113	.000			.	H_{02}
of Peers					.930	0.930	.864 0.757	Rejected
Students' Academic Achievement	.006	.183	.033	.000				

*Significant, p< 0.05 Source: Field Study 2018.

ISSN 2581-5148

Vol. 2, No. 04; 2019

Table 4 shows the analysis of parental socioeconomic status in relation to students' academic achievement. The table, indicates that R^2value was .864, Beta = .930 and p = .000. This implies that 86.4% of students' academic achievement was dependent upon the parental socioeconomic status of peers of the students. Thus, since p - value of .000 was less than the level of significance of 0.05; this implies that parental socioeconomic status has a significant influence on students' academic achievement in Business Studies. Therefore, the null hypothesis which states that the parental socioeconomic status of peers has no significant influence on students' academic achievement in Business Studies in junior secondary schools in Adamawa State was rejected.

DISCUSSION OF FINDINGS

The findings of research question one and test of null hypotheses one in Table 3 which checked that the peer group relationship has a significant influence on students' academic achievement in Business Studies in junior secondary schools in Adamawa State. This finding was attributed to several activities perform by peer group relationship. Thus the peer group relationship acts as one of the co-predictor to students' academic achievement in Business Studies. Within the family, beside parents, peer group as well contribute to child education development in Business Studies (Auwal, 2012). This finding is in agreement with the writings of Sulaiman (2016) who posited that a child who is brilliant and surrounded by dull friends would lose interest in learning, further explaining that friends can have either positive or negative effect on students' academic achievement in Business Studies. Awodi (2017) also supports this research finding by affirming that the group a student belongs influences his academic achievement in Business Studies. In line with this also, Matthew (2012) found that peer group relationship can exert a social influence on an individual in order to get him act in a way similar to the group. Again James (2013) viewed that peer group as member of individuals bound together by purpose and these has positive influence on academic achievement in Business Studies.

The findings of research question two and test of null hypotheses two in Table 4 which looked at the parental socioeconomic status influences students' academic achievement in Business Studies in junior secondary schools in Adamawa State. The data collected showed that within the family, beside parents, peer group as well contributes to child education development in Business Studies and these has a significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The findings of the study corroborated with that of Odok (2013) who stated that there is documented evidence which shows that parental socioeconomic status of peers and peer group relationship influences students' academic achievement in Business Studies in upper basic education. In addition to above Garba (2013), Odok (2013) and Eamon (2014), attested that high income parents are linked to a greater students' academic achievement in Business Studies in upper basic education. The parental socioeconomic statuses were among the most important factors that influences students' academic achievement in Business Studies in upper basic education. The findings agreed with Shea (2010) who alleged that a well paid occupations results influences students' academic achievement in Business Studies in upper basic education, whereas

ISSN 2581-5148

Vol. 2, No. 04; 2019

low paid occupations results with low influences in students' academic achievement in Business Studies in upper basic education. The finding also is in consonance with Osuala (2013) who noted that the parents' concern about their children grades and performances motivates students' academic achievement in Business Studies. Ahmad and Najeema (2013) who stressed that the students perform academically better when their parents affords and provide basic educational aids and equipment in Business Studies. The result of the findings also agreed with Warren (2009) who observed that in the process of learning parental financial strength plays a very important role in improving students' academic achievement in Business Studies. Supporting this view Sithole and Lumadi (2012) alleged that the parents encourage the students by paying for their school field trips and excursions in Business Studies. While some parents are busy providing all necessary things they can for their children educations, within the family and in school, peer group relationships also helps in motivating children to learn and enhance their academic achievements.

In view of all the supporting literature the peer group relationship and parental socioeconomic status has a tremendous influence on students' academic achievement in Business Studies in junior secondary schools in Adamawa State.

CONCLUSION

After statistical analysis of the data, the researchers arrived at the following conclusions. It was found that: The peer group interaction and parental socioeconomic status positively influenced their learning. The extent to which the peer group relationship is determines the academic ability of the students. It was indicated in the findings that if the teachers uses the peer group effectively for classroom interaction and participation it will motivate student's class achievements. Parental socioeconomic status influences students' academic achievement in Business Studies in upper basic education in Adamawa State. The students showed good academic achievement whose parental economic status was more as compared to those students whose parental economic status was low. Finally from review of literature and findings of this study it was found and concluded that peer group relationship and parental socioeconomic status of peers has a significant influence on students' academic achievement in Business Studies in upper basic education in Adamawa State.

RECOMMENDATIONS

Based on the findings obtained in the study, the researchers make the following recommendations:

1. Parents should work hard to provide enable environment and all other learning materials to their wards such as home libraries, books, and other necessary materials for better academic achievement.
2. Students should endeavour to form or join groups that are study inclined and encourage learning so that their learning would be effective or affected properly.
3. Parents should make sure their children are well monitored and they should encourage them to have friends that would have a positive influence on their learning both at home and at school.

ISSN 2581-5148

Vol. 2, No. 04; 2019

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