

Teachers' Perception of The Influence of Parental Involvement and Peer Group on Students' Academic Performance in Public Secondary Schools in OYE Local Government Area of Ekiti State

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Abstract

The study investigated teachers' perception of the influence of parental involvement and peer groups on students' performance in secondary school in the Oye Local Government Area of Ekiti State. This study employed ex-post facto design. The population for the study comprised 450 academic staff in 18 public secondary schools. The sample for the study comprised 200 (40%) participants from the selected public secondary schools. The sampling technique that was used for the study was a proportionate stratified sampling technique. The instrument for data collection was the Parental and Peer Participation in Academic Performance Questionnaire (PPPAP). The reliability of the instrument was determined using Cronbach alpha statistics and the reliability coefficient of the four clusters of the instrument was 0.81, 0.88, 0.89, and 0.89. Descriptive statistics of the mean (\bar{x}) scores and standard deviation were used to answer the research questions raised for the study. Inferential statistics of Pearson Product Moment Correlation (PPMC) were used to test the formulated hypotheses. All hypotheses were tested at a 0.05 level of significance. The study found that parents' involvement influenced students' performance in secondary schools. It also found that peer groups influenced students' performance in secondary schools. The study recommended among others that parents should endeavor to involve in the academic activities of their children in secondary schools and that students should keep groups that could positively influence their performance in secondary schools.

Keywords: Influence, Parental involvement. Peer group, Students. Academic performance, Public secondary school.

Introduction

The academic performance of students at all levels is the basis for the concern of every stakeholder that has an affiliation with education these days. Parental involvement and peer influence are seemingly thought to predict or determine students' academic performance in schools though, there has not been a clear explanation about which one among them exacerbates more influence than the other. The observation tends to show that parental involvement has high influence than the peer group simply because the adolescent pretends to be loyal to their parents and again spends more time with them than their peers. But on the other side, the literature evidence seems to decry that peers have more influence on adolescents, especially in school where freedom to express oneself is available and equitable. And these influences from both parents and peers seem to affect the academic performance of a student in schools.

Academic achievement has been recognized as an important factor in life and is one of the most important goals that all students must achieve. Nowadays people are concerned about education due to the rapid changes in society and the world. This demanding and changing social environment creates

competition in all areas and therefore all parents should aim high for their children [1]. With good academic results, students must be accepted into prestigious educational institutions, scholarships, jobs, and higher education become prerequisites for success in every stage of life. In the context of academic status, academic achievement refers to the results obtained in the annual examinations administered by the school or school board at the end of the year as the student's final product. Year of work or academic achievements in the subjects studied. Academic Achievement supported by Mubarak & Preeti (2021) [1] denotes an achievement related to knowledge, understanding, or skills acquired after education and training in courses or subjects of study. It is usually based on the grades achieved by the student from the sum of the grades of the individual courses. Faquia & Khurram (2019) [2] described students' academic performance as a clear demonstration of understanding and competency, typically measured through exams or assessments.

It is widely accepted that learning outcomes are the knowledge acquired and the marks awarded by teachers after assessing that understanding. But from a pedagogical point of view, it is the goal of individual intellectual development by teachers or

educational institutions over a period of time. This learning process should be measured through ongoing assessments or reviews [3]. In this study, academic achievement was considered a measure of student performance in classroom exams, midterm exams, and national and final exams. It is also described as the actions of a person or group while learning. The researcher added that academic achievement is a measure of a student's ability and success in school, in a particular subject or skill. Similarly, Singh & Sharma (2017) [4] believed that academic success was related to a student's academic ability and professional performance, and this was measured through tests, exams, subject grades, and homework. This means that a child's learning outcomes can be defined as the child's learning outcomes. This includes knowledge, skills, and insights acquired and gained through study inside and outside of the classroom. This is the result of the student's determination and hard work in academic gowns, which is largely attributed to their parental involvement in the areas of moral and financial support.

Different researchers have defined the role of parents in education differently, as needs and circumstances differ from country to country [5]. "Parent involvement means involving parents in regular, two-way, meaningful communication concerning student learning and other school activities, including ensuring that (a) parents play a critical role in supporting their parents' learning children; (b) parents are encouraged to take an active part in their children's education; and (c) parents are full partners in their children's education and, where appropriate, participate in decision-making and advisory bodies that contribute to their children's education" (school). (Barnes, 2018) [6] found that there are no specific effective strategies for parental engagement, rather it is a common occurrence. Attending parent-teacher meetings, participating in extracurricular activities, observing grades, helping with homework, instilling moral values, and motivating children are different aspects of parental involvement in learning success [7]. Parental involvement in student achievement has been defined as parental involvement in curricular and extracurricular activities and programs related to their children's education [8]. However, the detailed consideration of parental involvement considered in this study goes beyond school educational activities and disciplinary involvement. (Amponsah et al., 2018) [3] found in their research a positive association between parental engagement and student achievement. Parental involvement is a strong predictor of high school students' academic achievement. Young people's desire for independence does not mean that they do not want to engage in their academic work. Students whose parents are actively involved in learning how better behaviour and better academic performance [8].

Parental involvement was supported by Amponsah et al. (2018) [3] as favourable parenting trends and practices aimed at assessing children's academic achievement. It is a multifaceted and dual design that is closely linked to children's social and academic achievement. This holistic perspective of parental engagement is deeply rooted in the understanding that children's success throughout their education depends on many sectors, such as the home, school, community, and state, in powerful, bidirectional ways. Parental involvement is an essential aspect of children's personality development, which is consistently linked to improving the child's school performance. Parental involvement means parents' willingness to invest their time and

resources in their children's education. Students enlightened by such parental involvement in their learning exhibit positive behaviour; a better attitude to school; better school attendance; the number of early school leavers fell; and better school results. While the relationship between parental involvement and a child's academic performance is absolute, it is severely undermined by peer influence, creating the need to examine how parental and peer participation improves a child's academic performance, especially in the state of Ekiti.

Peer groups according to Abdulrahman (2020) [9] are categories of children that usually form groups in schools. The researchers found that when students were in the middle of their group, turning into a true picture of their behaviour, they felt most comfortable with their classmates but were depressed at home or in the presence of their teachers. The biggest impact on students' Behaviour when learning is not always the responsibility of the teacher, but of the other students. Therefore, there is a need to determine the influence of peer relationships on school performance, although there are other factors that can influence school performance, the role that the peer group plays in school performance is more important than other factors, given the students' attitude towards learning it is not always encouraging. Based on this statement, Narad & Abdullah (2016) [10] found that intellectual ability, environmental conditions, and personal characteristics of individuals are factors that affect students' academic performance. However, it is still unclear whether these peer-related factors influence the educational achievement of local government students in Ekiti State. In Oye local government in particular, the most common types of peer groups to study are secondary school students belonging to the same group, which can negatively impact their academic performance.

It was assumed that a student's academic performance was related to the group to which he belonged. Peer influence can be positive or negative. When a student is negatively influenced by their peers, it affects their academic performance. However, stronger students influence their peers and actually help improve their overall academic performance. Conversely, the positive influence of peers on academic achievement depends on a person's identity, self-esteem, and independence. Peer influence can also stimulate students' academic vigour and motivation [11].

Additionally, several developmental studies on adolescents have shown that children are more sensitive and responsive to various social stimuli such as facial expressions and social responses [12]. However, this evidence of hypersensitivity to social stimuli suggests that this age group may be more exposed to positive or negative stimuli from their peers in decision-making scenarios, paving the way for the hyperbolic effect of social stimulus sensitization. Decision making. Production. College students are known to be more risk-averse than adults, as evidenced by high levels of alcohol, tobacco, and drug experimentation, unsafe sexual activity, violent and nonviolent crime, and reckless driving. In fact, they have the knowledge, values, and processing skills to evaluate risky decisions just as well as adults [13].

According to Olalekan (2016) [14], it is generally observed that the peer group has a strong influence on students. This can be seen in the role that the peer group plays in a child's life and learning. There is ample evidence that students feel more

comfortable and relaxed in the presence of other students. A bright child surrounded by boring friends will lose interest in learning. On the other hand, a peer group that is willing to learn would have a positive influence on slow learners and arouse their interest in learning. Katz in Olalekan (2016) [14] wrote that the nature of the peer group determines its influence on the motivation and achievements of its members. The researcher further suggests that one group can have negative effects on its members while the other can also have positive effects on its members.

The question at this point is: How many young people are willing to choose a group that influences them positively? However, the attractiveness and morale of the group determine whether the group can have a positive or negative impact on members' motivation and performance. When the atmosphere within the group is warm, understanding, and supportive, group influence, task completion, and success will most likely be positive. A hostile group, especially one that doesn't value scientists, will continually frustrate and negatively impact not only the development and behaviour of members but also their quest for learning and success. Conversely, a student's persona type indicates the type of group they are most likely to join.

Scholars like Bandura emphasized the positive benefits of a group in Olalekan (2016) [14], noting that by observing and imitating the behaviour of others, students can avoid many unnecessary random behaviours and come closer to imitating behaviours whose members are recognized. The student may not be boring, but funny. If he's well supervised and gets into a group of bright students who don't like to play, he'll mimic them, thereby changing his approach to learning to get better results. Along the same lines, a study by Bankole and Ogunsakin (2015) [13] examined the impact of peer groups on student performance. The finding showed that peer relationships influence the academic performance of students. However, evidence from literature abound about the series of misdemeanours exhibited by secondary school students in Oye Local Government Area of Ekiti state ranging from taking alcohol, tobacco, and drugs, unprotected sexual activity, violent and non-violent crime, and reckless driving but it is yet to be known if such behaviours that are capable of truncating their academic performance are embodied by parental involvement and peer group. More so, even though the topic of investigation is observed to be commonplace in research but no known literature evidence has shown that such research problem has been carried out in the area and the fact that the level of parental involvement and peer group are high in the area engendered the researchers to urgently investigate the influence of parental involvement and peer groups on students' academic performance in public secondary schools in Oye LGA of Ekiti state.

The observed dwindling academic performance of students at all levels particularly the secondary level these days despite the innovative effort of the government in the revitalization of educational policy and other managerial strategies that could make students prioritize learning in schools has become a worrisome nightmare. Literature reviews elsewhere have demonstrated that each parental involvement and peer group had an influence on student's academic performance in schools, based on the researchers' influence of the two variables (parents' involvement and peer group) on students' performance

in secondary schools in Oye Local Government Area in Ekiti State had not been researched. This necessitates this researcher to investigate the influence of parental involvement and peer groups on the student's academic performance in public secondary schools in Oye LGA of Ekiti state.

Purpose of the Study

The main purpose of the study is to explore teachers' perception of the the influence of parental involvement and peer groups on students' academic performance in public secondary schools in Oye LGA of Ekiti state. Specifically, the study seeks to:

- i. Find out whether parental involvements significantly influence students' academic performance in public secondary schools in the perceptions of teachers.
- ii. Ascertain if peer groups significantly influence students' academic performance in public secondary schools in the perceptions of teachers.

Research Questions

The following research questions guided the study:

- i. To what extent does parents' involvement influence student's performance in public secondary schools according to teachers' perception?
- ii. To what extent does peer group influence students' performance in public secondary schools in the perceptions of teachers?

Research Hypotheses

The following research hypotheses were formulated to guide the study at a 0.05 level of significance:

- Ho₁** There is no significant relationship between parents' involvement and students' performance in secondary schools.
Ho₂ There is no significant relationship between peer group influence and students' performance in secondary schools.

Empirical Studies

Parental Involvement and its influence on students' academic performance

FaquiaHanif & S. Khurram Khan Alwi (2019) [2] investigated the relationship between parental involvement and the academic achievement of upper-secondary students. Two research questions and two hypotheses were formulated. This study used a sequential explanatory mixed-method design. The population consisted of high school students studying in Karachi. Quota sampling was used because the population consisted of three student groups, including arts, commerce, and science. Two hundred high school students studying arts, commerce, and science and two senior faculty members were selected as study samples at a university for working women in Karachi. In order to collect the data, an in-depth interview was conducted with a large number of teachers. A questionnaire was developed to collect data from sample students. The questionnaire consisted of two parts. The first section aimed to gather demographic information. The second part was based on a four-point rating scale with twenty statements for selected variables. The data collected for the study were analysed using descriptive statistics and ANOVA analysis. Based on the research findings, it was found that two factors of parental engagement, namely moral and financial, have an impact on the academic achievement of upper-secondary students.

Kwaji et al. (2019) [15] examined the effects of parental involvement on student achievement in public and private secondary schools in Mubi North Administrative Area, Adamawa State. A review of related research found that involving parents in students' educational practices leads to better academic outcomes than not involving them. A descriptive study plan was adopted for the study. Two tools were used to collect data from 192 students and parents selected from 28 private and public upper secondary schools using the quota sampling technique. Mean, standard deviation, t-test, and ANOVA were used to answer five research questions and each tested two null hypotheses. Parent involvement has been shown to be important in determining good student achievement, and organizing a Parents' Day in schools, holding meetings twice a year, and forming associations such as the School Base Management Committee are strategies to help improve parental involvement.

Mubarak & Preeti (2021) [1] examined the effects of parental involvement on high school students' academic performance by gender and place of residence. For this study, 200 high school students from Jammu tehsil were randomly selected. The data collection tool was the Parental Involvement Scale developed by Vijay Laxmi Chauhan & Gunjan Ganotra Arora (2008) [16] and for the assessment of learning outcomes the result of the previous exams, i.e. the study found that rural and urban high school students differed significantly in terms of academic performance and parental engagement, but no such differences were found between urban and rural high school students in terms of academic performance and parental engagement. The results of the study showed that there is a significant positive correlation between parental engagement and student achievement in rural and urban secondary schools.

Araceli (2015) [17] examined parental involvement and its impact on academic performance. The purpose of this study was to determine whether there were differences in performance in English Language Arts (ELA) and mathematics between fourth-grade students whose family members were involved in the school and fourth-grade students whose family members were not involved in the school was, given.

The sample consisted of 30 fourth graders whose family members were highly involved in the school and 30 fourth graders whose family members were not involved. Independent t-tests were performed to compare mean ELA and math circle scores between the two groups. Results indicate that students with highly involved family members significantly outperformed those with uninvolved family members based on the District's cumulative benchmark scores in math and math at the end of the year. 4th-grade math. The mean difference for ELA was 32.33 $p=0.001$ and 52.73 ($p=0.001$) for math.

Ibrahim (2021) [18] examined the impact of parental involvement on the academic performance of students at Crescent International School and determined whether parental demographics influenced their involvement in their children's education. In addition, the study aimed to explore what emerges from a review of the existing literature on the relationship between parental engagement and children's academic achievement. This study was conducted at Crescent International School in Bangkok, Thailand. For this study, the responses of 12 parents whose children are in secondary school

were examined. The study used the intensity sampling technique. A questionnaire on parental demographics was distributed and interviews were conducted to assess the level of parental involvement. Student performance was used to determine student achievement levels. A qualitative method was used to measure the impact of parental involvement on student achievement. The results showed that parents' income level had no impact on their children's educational engagement. However, parents' educational level, age, occupation, and marital status have a greater impact on parental engagement. The main results of this study show that students whose parents were highly involved performed better academically in all subjects and did better on the test than students whose parents were not involved in their education.

Benjamin (2014) [19] examined that the main objective of this study was to examine the effect of parental involvement on the academic achievement of students in public coeducational schools. The study used an ex post facto design. The researcher used the stratified random selection technique. Six high schools participated in the study. A sample of 180 out of four students was selected for the study. A questionnaire served as the survey instrument. A pilot study was conducted and the split-half method was used to determine the reliability of the research instrument. Expert judgment was used to determine the validity of the test instrument. The research was based on the ecosystem theory developed by Bronfenbrenner and the theory of overlapping spheres of influence proposed by Epstein. The researcher performed an analytical review of the relevant literature. The data collected in the field were analysed using descriptive statistics and inference, and the null hypotheses were tested at $\alpha = 0.05$. The results of this study showed that parental involvement in education did not significantly affect the academic performance of students in the Kuresoi District.

Peer Group and their influence on students' academic performance

Abdulrahman (2020) [9] examined the influence of peer groups on young people's learning successes. A descriptive study design was used. Using random sampling, 200 young people from five secondary schools in the greater Ilorin area of Kwara state were selected. The questionnaire was developed for data collection. The data collected were analysed using a Pearson product correlation coefficient of 0.05 severity. The results of this study showed that peer groups can positively influence students' academic performance. Based on the study results, parents and teachers were recommended to provide adolescents with appropriate counseling so that they understand how the friends they foster can positively or negatively affect their academic performance.

Kawuki (2018) [20] studied the influence of peer groups on student achievement in Kasambya Sub district, Mubende District. The study was driven by three research questions. The study used a descriptive survey design with a sample of 217 respondents, including 209 college students, 6 class teachers and 2 directors. Alongside interview guidelines, questionnaires were the most important data collection instrument. The data collected were analyzed using a social science statistical software package and the final results were presented in tables for interpretation. The results showed that the majority of respondents indicated that the small allowance given monthly had a positive impact on student achievement. It was also

concluded that a wealthy family has a positive impact on students' academic performance. It was concluded that the students & #039; Has the learning environment had a positive impact on the students' learning successes.

Philades et al. (2019) examined the influence of peer groups on the academic performance of undergraduate students in selected departments at Babcock University in Ogun State. The peer group plays an important role in the social, emotional, and academic development of the students; Therefore, understanding the perspectives and challenges of the peer group is crucial for the productivity of educational processes and for the organization of school systems to improve student learning outcomes. The study used a mixed-method design with a descriptive survey and ex post facto designs. The survey was completed by one hundred sixteen (116) randomly selected students from five (5) faculties at the University of Education and Letters. The number was obtained from a total of 300 students for each faculty of the school using a stratified random sampling method. Data generated during the study were analyzed using Pearson's product-moment correlation coefficient and linear regression analysis to test the null hypotheses at a significance level of 0.05. The result of this study showed that peer group has a significant impact on the academic performance of college students. There is also a significant association between peer groups and student performance.

Bassey (2019) [21] conducted a study on the influence of peer groups on the English performance of secondary school students in Calabar Municipality, Cross River State, Nigeria. To achieve the study objective, a null hypothesis was formulated to guide the study. A descriptive research design was used for the study. A sample of two hundred (200) respondents was randomly selected for the study using a simple randomization technique. The data collection tools were a questionnaire and an English placement test. The tools were subjected to face and content validation by measurement and evaluation experts. Instrument reliability estimates were generated using the test-retest reliability method. The statistical tool used to test the hypothesis at the 0.05 significance level was Pearson's product correlation analysis. The research results showed that the peer group significantly influences the English performance of high school students.

Chebets (2018) [22] examines the influence of a peer group on the academic performance of secondary school students in Bukwa. The aim was to determine whether peer groups influence the school performance of young people. To determine whether peer influence influences the academic performance of children from broken families. Determine whether peer influence determines the variance in academic achievement among male and female students, and determine whether age determines the extent to which peer influence influences student achievement. The study used the descriptive survey method, which was a type of study conducted to describe the characteristics of variables in a situation. The target group of the study was a student from boarding schools in the Bukwo district. The sample was a small group of subjects drawn from the available population (Mugenda and Mugenda 2003). It was found that peer group members who achieved good grades in the UCE had a positive effect on the academic performance of upper-secondary students. Students seemed to do better early in

high school when their new classmates were doing well at school. My interpretation of this score was that there was some form of social interaction between the students that produced better results.

The study focused on the impact of parent and peer group involvement on the academic achievement of public secondary school students in Oye LGA, Ekiti State. The involvement of parents and groups of students was examined; as school performance at general and public secondary schools in Oye LGA of Ekiti state in particular. The roles that these variables (parents and peers) play in academic performance have been widely discussed in the literature review. There are several studies conducted by researchers on the effects of parent and peer group involvement on student achievement in schools across the country. Researchers have conducted studies showing that parents and peers contribute to dichotomous student outcomes across states. Some of these studies have found that parents and peers at school were helped primarily by the positive behaviours of parents and peers at the high school level. However, there is insufficient research to show how these parental involvement and peer groups influenced students' academic performance in Oye LGA, Ekiti State. This is a gap in the literature that the current study seeks to fill.

Methodology

This study employed ex-post facto design. The main purpose of this design was to determine the causes and effects of the current status of the phenomena under study. Parental involvement in education which served as the independent variable could not be directly manipulated [23]. This design was also found appropriate because it allowed the investigation of subsequent relationships between variables. The academic performances of public secondary school students are taken as the dependent variable. Thus, the researcher was able to relate an after-the-fact analysis to an outcome or the dependent variable [23]. The researcher used the design to investigate teachers' perception of the influence of parental involvement and peer groups on students' academic performance in public secondary schools in the Oye local government area of Ekiti state. The choice of Oye LGA for the study was informed by the observed high level of parental involvement in their children's education and the paucity of research on peer groups' influence on student's academic performance in the area. This necessitates the researcher to investigate teachers' perception of the influence of parental involvement and peer groups on students' academic performance in Oye LGA of Ekiti state.

The population for the study comprised the entire 18 public secondary schools in Oye local government area of Ekiti state. These schools had 450 teachers distributed across the area (Source: Ekiti State Ministry of Education Board, 2022) [24]. The choice of this population was based on the fact these subjects live with students and are in the best position to provide the necessary information needed for this study. The sample drawn for the study comprised 200 (40%) teachers from the 18 public secondary schools via a proportionate stratified sampling technique in Oye LGA of Ekiti State. The sample size was determined by adopting the Emaikwu (2014) [25] classification for the sample size determination technique. Emaikwu (2014) [25] recommended that for a population of a few hundred, the sample size should not be less than 40%. For the purpose of fair representation, the sample was composed of all schools.

The instrument that was used for data collection was a self-structured questionnaire titled "Parental and Peer Participation in Academic Performance Questionnaire" (PPPAP) and had two sections namely; Section A which was used to collect demographic data on the respondents of the study, and Section B which contains 20 items. The instrument was responded to on a four-point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with weighted values of 4, 3, 2, and 1 respectively. The weighted values were summed up and divided by 4 to arrive at the criterion mean score of 2.50 which was used for decision-making. The face and content validities of the instrument were determined by the two experts in the field of Measurement and Evaluation in the Department of Educational Management and Business Education, Federal University Oye-Ekiti, Ekiti state were also consulted to help validate the instrument. The internal consistency of the instrument was determined using Cronbach alpha statistics. There were twenty respondents' participants outside the sample selected for the study but from private secondary schools in Ekiti State who were selected for the reliability test. The choice of Ekiti State was made because schools in Ekiti State share the same attributes and as such it will help give a clear picture of what exists in the state. The reliability index estimate was used to determine if the instrument was reliable before it was administered to the respondents selected for the study. The reliability coefficient of the two clusters of the instrument was 0.81 and 0.88. Averagely, the reliability index

of the instrument was 0.87 which indicated that the instrument is 87% reliable for use.

Data for the study were collected personally by the researchers for four months. However, the researcher also engaged three trained research assistants who were enlightened on how to identify a valid response as well as the method of collating and recording the responses collected for analysis. There were 210 copies of the questionnaire that were administered to the respondents selected for the study out of which 200 copies representing 83.5% were retrieved and subjected to relevant statistical analyses.

The research questions raised were answered using mean and standard deviation scores. The criterion mean score of 2.50 was used for decision-making on each of the questionnaire items while the hypotheses were tested using Pearson's Product Moment Correlation at a 0.05 level of significance and the value of a 0.05 level of significance was used to determine the rejection or otherwise of the hypotheses.

Results

Research Question 1: To what extent does parents' involvement influence student's performance in public secondary schools in the perceptions of teachers?

In order to answer this question, Mean and Standard Deviation of the responses were calculated. The results are presented in Table 1.

Table 1: Extent of Parents' Involvement in Students' Performance.

S/No	ITEMS	Mean Score	SD	Decision
1	Students with highly involved parents had better academic performance.	3.18	2.66	Accepted
2	Students whose parents visit school perform well academically	2.11	1.99	Not Accepted
3	Students whose parents organize home lessons for him or them perform well academically	4.22	3.01	Accepted
4	Students whose parents monitor their homework perform well academically	3.91	2.89	Accepted
5	Students whose parents provide educational facilities at home make positive progress in their academic achievement	4.99	3.12	Accepted
6	Students who are punished at home for coming home with poor terminal results perform well academically	2.19	1.19	Not Accepted
7	Students whose educational needs are always been supplied by parents perform well academically	3.96	3.01	Accepted
8	Students whose parents are so inquisitive about their level of seriousness in school perform well academically	4.02	3.10	Accepted
9	Students whose parents are members of the PTA perform well academically	2.10	1.89	Not Influenced
10	Students whose parents are well-educated perform well academically	3.87	2.81	Accepted
Grand Mean Score		3.46		Accepted

The results in Table 1 revealed the responses of the respondents on the extent of parents' involvement in students' performance in secondary schools. The Mean score was used to determine which of the items influenced students' performance and which is not and this was done by calculating the benchmark of the Mean score to determine the acceptance or rejection of the statements. Therefore, items with a mean score of 2.50 are considered as accepted items while items with a mean score of

less than 2.50 are considered as not acceptable factors. Thus, the results indicated that seven out of the ten items raised concurred that parents' involvement influenced students' performance in secondary schools while the remaining three items objected that parents' involvement influenced students' performance.

The results showed that item 1 had a mean score of 3.8 and was an accepted influential factor. Item 2 had a mean score of 2.11 which is less than the benchmark and it was rejected as an influential factor. Items 3, 4, and 5 had mean scores of 3.01, 2.19, and 3.12 respectively which are greater than the benchmark and are considered to be the influential factors. Item 6 had a mean score of 2.89 and it was rejected as an influential factor. Equally, items 7 and 8 with mean scores of 3.96 and 4.02 respectively are considered as the influential factors while item 9 with a mean score of 2.10 was not accepted as an influential factor. Item 10 which had a mean score of 3.87 was an

influential factor. The grand mean score which is 3.46 indicated that parents' involvement influenced students' performance in secondary schools.

Research Question 2: To what extent does peer group influence students' performance in public secondary schools in the perceptions of teachers?

In order to answer this question, the mean and standard deviation of the data collected were calculated and the result is presented in Table 2:

Table 2: Influence of Peer Influence on Students' Performance.

S/N	Items	Mean Score	SD	Decision
11	The peer group provides students with a significant level of emotional security, which contributes to the intellectual development of the child	2.10	1.93	Not Accepted
12	Peer grouping offers students a variety of experiences that can improve their academic performance	3.91	2.99	Accepted
13	The peer group provides opportunities to develop allegiances beyond immediate family, particularly political and social allegiances important to future adjustment	3.10	3.11	Accepted
14	The peer group provides opportunities for interpersonal relationships that improve their academic performance	2.98	2.67	Accepted
15	The peer group introduces students to the social aspects of life, especially making friends with exceptional students, which improves their academic performance	2.72	2.62	Accepted
16	Peer grouping exposes like-minded students to psychological aspects such as the desire to answer life questions together with others that improve their academic performance	2.65	2.56	Accepted
17	The peer group exposes the youth to intellectual activities such as forming a reading group, and visiting the library, which improve his academic performance	3.01	3.01	Accepted
18	The peer group initiates harmful behaviors such as truancy, persistent lateness to school, juvenile delinquency, theft, truancy, disobedience, laziness, and disregard for school rules that prevent academic achievement	3.10	3.11	Accepted
19	The peer group initiates a spirit of active participation in group learning at school, which affects their academic performance	2.98	2.67	Accepted
20	The peer group initiates a standard of submission to their teachers to enable them to benefit academically	2.01	1.82	Not Accepted
Grand Mean Score		2.86		Accepted

Results in Table 2 showed the responses on the influence of peer groups on students' performance in secondary schools. The results revealed that eight out of the ten items raised in the study agreed that peer group influence students' performance while the remaining two items objected to it. The results indicated that item 11 with a mean score of 2.10 was rejected as an influential factor that can determine students' performance. Items 12, 13, 14, 15, 16, 17, 18, and 19 had mean scores of 3.91, 3.10, 2.98, 2.62, 2.65, 3.10, and 2.98 respectively are considered accepted

as influential factors that support the assertion that peer grouping influences students' performance while item 20 with a mean score of 2.01 disagreed with the assertion. The grand mean score which is 2.86 accepted that peer groups had an influence on students' performance in secondary schools.

Hypotheses Testing

H01: There is no significant relationship between parents' involvement and students' performance in secondary schools in the perceptions of teachers.

Table 3: The Relationship between Parents' Involvement and Students' Performance.

Variable	N	Mean	SD	df	Sig.
Parents' Involvement	200	11.38	2.11	198	0.000
Students' Performance	200	13.44	2.18		

*P<0.05

Table 3 showed that the calculated significance value (0.000) was less than ($>$) than the significance value (0.05), the null hypothesis which states that there is no significant relationship between parents' involvement and students' performance in secondary schools was rejected. Therefore, there was a significant relationship between parents' involvement and students' performance in secondary schools in secondary

schools in Oye Local Government Area of Ekiti State. The finding indicated that parents' involvement influenced students' performance in secondary schools in the study area.

H0₂: There is no significant relationship between peer group influence and students' performance in secondary schools in the perceptions of teachers.

Table 3: The Relationship between Peer Group Influences and Students' Performance

Variable	N	Mean	SD	df	Sig.
Peer Group Influence	200	10.91	3.01	198	0.001
Students' Performance	200	13.44	2.18		

*P<0.05

Table 3 showed that the calculated significance value (0.001) was less than ($>$) than the significance value (0.05), the null hypothesis which states that there is no significant relationship between peer group influence and students' performance in secondary schools was rejected. Therefore, there was a significant relationship between peer group influence and students' performance in secondary schools in secondary schools in Oye Local Government Area of Ekiti State. The finding indicated that peer groups influenced students' performance in secondary schools in the study area.

involvement had a significant influence on student's performance in school. The finding also agreed with the finding of Rafiq, Fatima, Sohail, Saleem, and Khan (2013) that parental involvement has a significant impact on their children's higher education attainment. The finding also agreed with the finding of Cai (2003) that parental involvement is a statistically significant indicator of their child's level of achievement in mathematics and also promotes positive behaviour and emotional development. The finding disagreed with the finding of Gwaja (2016) [27] that full parental involvement is limited by factors such as the lack of a clear school policy to ensure parental involvement, the lack of regular meetings with parents, the unavailability of parents at home, the working conditions of parents and the distance to parental home is handicapped at home and school. The implication of the finding is that the extent of parents' involvement will determine the extent of students' performance in secondary schools.

Discussion

The finding of the study revealed that parents' involvement influenced students' performance in secondary schools. The finding agreed that students whose parents were involved in their academics perform positively in secondary schools. The finding agreed with the finding of Rosie Thornton (2015) that students whose parents actively participate in their children's school activities perform better than parents who do not actively participate in their children's school activities. The finding also concurred with the finding of Antoine (2015) [26] that those who are actively involved in their children's education are more likely to support their children's social, emotional, and academic development. The implication of the finding is that parents' involvement in school activities affects the performance of their children in school.

The finding of the study revealed that peer groups significantly influenced students' performance in secondary schools. The finding agrees with the finding of Mahuro & Hungi (2016) [28] that peer groups are even more influential than parents. The finding also agreed with the finding of Martinez (2015) that students who form positive peer groups are more engaged in learning and social activities, and fear criminal activities. The finding disagrees with the finding of Bankole and Ogunsakin (2016) [13] and Mosha (2017) [29] that the peer group provides a sense of security and helps adolescents to ask questions related to social identity than academic ones. The finding implied that peer influence on students' performance depends on the nature of the groups as some of them may be social, anti-social, or academic.

The finding of the study also revealed that peer groups influenced students' performance in secondary schools. It revealed that students' participation in peer groups influenced their performance in secondary school. This agreed with the finding of Filade et al. (2019) [11] peer influence can also stimulate students' academic vigor and motivation. It also agreed with the finding of Olalekan (2016) [14] that the peer group has a strong influence on students. This can be seen in the role that the peer group plays in a child's life and learning. Relatedly, the finding concurred with the finding of Bankole and Ogunsakin (2016) [13] that peer relationships influence the academic performance of students. The implication of the finding is that students who are involved in a positive peer group will achieve positive performance while those who are involved in a negative peer group will achieve performance.

Conclusion

Based on the findings of this study, it was concluded that parents' involvement influenced the performance of students in secondary schools. The study also concluded that peer group interaction had a significant influence on students' performance in the study area.

Recommendations

The following recommendations were made based on the findings of the study:

1. Parents should endeavour to involve in the academic activities of their children in secondary schools.
2. Parents should endeavour to make provision for all educational materials needed by the students so that their performance could be improved.

3. Parents should take time to check their children's educational progress both in school and at home.
4. Students should keep groups that could positively influence their performance in secondary school.
5. Schools should guide the students on the types of peer groups they should be involved in secondary schools.
6. Any students who are involved in anti-social peer groups should be properly disciplined by the parents and refer such students to the school for proper intervention.

Contributions to Knowledge

The study contributed to knowledge as it showed that:

- i. Parents' involvement is very essential in determining students' performance in secondary schools.
- ii. Peer groups influence students' performance in secondary schools either positively or negatively.

Suggestions for Further Studies

It was suggested that other researchers who might have an interest in the study should broaden its scope by examining other factors that could influence students' performance in Schools such as teacher-related factors, parents' education, income, and occupation.

Authors' Contributions

This study was a collaborative effort of all authors. The study was led by lead author Dr. Shaibu Leonard and its statistical analysis. Author Bayode Hannah Toluwani gave written approval to the transcript and first draft of the manuscript. Author, Dr. Alex Friday extensively reviewed the study, and Dr. Idoko Eberechukwu Joy Obetta and Udemba Esther Chinenye conducted literature reviews. All authors have read and approved the final version of the manuscript.

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Competing interests

The authors have no relevant financial or non-financial interests to disclose.

Data Availability Statements

The datasets generated and analysed during the present study are available from the relevant author upon reasonable request.

Declaration Statements

The authors have read and approved the final manuscript.

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Ethics Approval

All required ethical procedures have been followed. Participants were asked to indicate their willingness to participate in the study, and written consent from the author was obtained and stored.

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