

Family Climate and Peer Pressure as Predictors of Academic Achievement Motivation of Secondary School Students in Enugu State, Nigeria

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ABSTRACT

This study investigated family climates and peer pressure as correlates of students' academic achievement motivation in public secondary schools in Agbani Education zone, Enugu State. The study adopted correlational design. The population of the study comprised 8086 students in public secondary schools in Agbani Education zone, Enugu State. The sample for the study comprised 480 students in public secondary schools drawn using multistage sampling techniques. The instruments used for collecting data for the study were questionnaires viz: Family Climate Questionnaire (FCQ), Peer Pressure Questionnaire (PPQ) and Academic Achievement Motivation Questionnaire (AAMQ). The instruments were validated by two experts in the field of Guidance Counselling and one in Measurement and Evaluation. A trial test of the instrument was conducted, and the reliability of the instrument was computed using Cronbach Alpha method. The direct delivery and retrieval method was used in administering the questionnaire. The research questions and hypotheses were analyzed using Pearson's product moment correlation coefficient and simple linear regression. The study's findings revealed that students were influenced by peer pressure in their academic achievement motivation in Agbani Education Zone in Enugu State. Recommendations were made, which include that the state government through the state ministry of education, should collaborate with school principals and school guidance counsellors to organize orientation on the influence of peers on academic achievement motivation of students.

Keywords: Family Climate, Peer Pressure, Academic Achievement Motivation, Secondary School Students

INTRODUCTION

Research has shown that family is the cradle of mental development which one may regard as the foundation of education. It is one of the determinants of students' school academic achievement motivation. The family lays the foundation upon which the school can build upon. It helps the students' have the proper foundation for realizing their potentials and aspirations, but students' current position through West Africa Examination Council annually released result has no good track to the family. According to Aremu and Sokan (2003), families and other environmental factors have dented the academic achievement of secondary school students, especially in Mathematics and English. This supports WAEC analysis for years. The result has it that secondary school students perform poorly in WAEC results, especially in mathematics and English.

In 2007, 2008, 2009, 2010 and 2011, the statistics of students' performance was revealed. The percentages of students who passed during the years were reported to be 22, 54, 13.76, 22.54, 24.94, and 25.99 per cent, respectively. That is, on average, less than a quarter (21.94 per cent) of the students that sat for the May/June West African Senior Secondary School Certificate Examinations obtained credits in five subjects including English and mathematics during the five years (WAEC, 2007-2011). According to the West African Examination Council Zonal Co-ordinator, revealed the statistics of the 2012/2013 WAEC. A total of 324, 998 candidates registered for the Examination 168,835 are Males: while 141,242 are Females: the results of 51,876 candidates, representing 16. 73% of candidates are being withheld by the Board, based on various reports, mostly for these candidates alleged involvement in examination malpractice, while another Statistics shows that a whopping number of 250,487 candidates representing 80. 78% have two credits and above, while 217,161 candidates, representing 70. 03 of the total 2012 WAEC candidates have three credits and above. The report has it that this ugly trend had continued over the years. This is evident in the general performance of students in English language in the West African senior school certificate examination council as revealed by chief examiners' report (2016, 2017 & 2018), respectively, that there is a mass failure in English language. A report presented in 2016 by Ojijeogu also affirmed that oral English students' academic achievement is still not encouraging.

However, several factors have generally been identified as causes of poor academic performance. Morakinyo (2003) believes that the falling level of academic performance is attributable to family background and undefined peer influences. According to Minnet

(2000), the family is the basic unit of the society. It is a group of people of various ages usually related by birth, marriage or adoption. To Abiodun and Adeyemi (2000), family is recognized as an element of a broader kinship network that links ancestors and descendants of a person. Isola (2008) also admits that family plays an immeasurable role in terms of the child's education, socialization and mental development. These and more make the role of the family crucial in determining the physical and psychological health of a child. Hochschild (2003) noted that one of the primary functions of the family involves providing a framework for the reproducing of persons, biologically and or socially. This can occur by sharing material substances (such as food), giving and receiving care and nurture and obligations, and moral and sentimental ties.

Therefore, families have different atmospheres seen in interaction, actions, and reactions that may influence a family child's academic achievement motivation in different ways. Family climate is a psychological and physiological factor that may affect students' academic motivation and academic performance (Black, 2002). The scholars added that family climate includes family typical interaction and communication patterns such as the feeling of confidence and security, encouragement, confirmation, love and collective experience between husband and wife, between parents and children and between children themselves. Schunk and Miller (2002) pointed out that family climate improves well-being, such as love and emotional concentration on the child. In view of Uwaifo (2008), family climate determines an individual's class in the society on the area of vocational choice, educational commitment, and others. The author opined that family climate varies in terms of family composition since the climate of polygamous and nuclear families may vary significantly. Deducing, family climate implies possible family variables such as communication, mode of operation, affection, and security, which can influence an individual total being or psychic. Therefore, family climate may be ascertained through family composition as composition of families may be attributed to an individual's behaviour and academic achievement motivation.

Furthermore, parents' responses send a signal to the child's brain and may invariably inform the type of peer relationship to be established because one of the most vital factors in moulding a child's personality may be the relationship with his/her parents. So the level of relationship may determine the type of peer association. Responding to this, Adenuga (2005) stated that family and peer pressure is a group that makes individual feel belonged, competent, fulfilled and successful, which breeds motivation and self-confidence. But denial of family adequate attention is frustrating and would contribute to lack of motivation and

unsuccessful attainment (Ubom, 2005). A peer is a person who belongs to the same age group or social group. It could be anyone you look up to in behaviour, or someone you would think is equal to your age or ability (Hardcastle, 2002). According to Salvador (2009), a peer is a person who is similar to another in ability, qualification, age and background. Thus, students may acquire strong or weak motivation cum achievement from their families and home environments. According to Elom (2005), Peer pressure is direct or indirect influence on people by peers or an individual who gets encouraged to follow their peers by changing their attitudes, values, or behaviours to perform to those of the influencing or individual. The author noted that peer pressure could affect individuals of all ethnicities, genders, and ages and serve as an essential leadership tool and a powerful motivator for charitable giving and voting. Imogie (2002) noted that copying of behaviour, either positive or negative, such as smoking, drug addict and other social problems, has its foundation from peer pressure in most cases as they have a lot of influence on each other. Imogie stressed that peer pressure influences individual children on shared culture, sanction, etc., which sometimes is not usually in conformity with societal norms.

Given the above, peer pressure makes children do certain things against their conscious like being a member of cultism, gangsters, etc. Hardcastle (2002) noted that peer pressure has a more significant influence on each other in musical taste, personal adornment and entertainment, while the family has a stronger will on future life goals, behaviour and ethics. Hill (2004) stated that motivation and achievement of a child are to a large extent dependent on their peers because the child's world expands beyond the family, the peer pressure becomes a significant influence on emotional, cognitive and social development and that a good part of a child's early social life is spent in the peer pressure. Hill added that parents negligence mounts threat to the child's academic achievement, and the child turns around to join peer pressure, which may lead them to criminal behaviour, such as robbery, rape, burglary, assault, drug trafficking, and other vices. Adedipe (2007) asserted that motivation for achievement measure might influence individuals as they provide each other with experience in egalitarian relationships, which are not possible in the family as the family may be quite democratic. Still, the child's relationship with the parent can never be fully egalitarian because the child is too dependent on the adult.

Even though some scholars have attested to the facts that family and peer pressure may be responsible for students' low academic achievement, it is unclear whether students from Enugu state will share the same experience from their families and peer pressures. Therefore, the researcher is poised to ask can family climate and peer pressure predictor

academic achievement motivation of secondary school students in Enugu south education zone of Enugu State, Nigeria

METHOD

The study used a descriptive cross-sectional survey design. The study was approved by the Faculty of Education Research Ethics Committee, University of Nigeria Nsukka. The study was carried out in Agbani Education zone. Participants of the study were selected based on the class of learning (SS1 &SS11). The study participants were secondary school students of Agbani Education zone in Enugu State, Nigeria. Four hundred and eighty (480) eligible participants aged 15 years and above took part in the study. Three research assistants were used to distribute the study questionnaires to these participants through the direct delivery method.

Family Climate Questionnaire (FCQ), Peer Pressure Questionnaire (PPQ) and Academic Achievement Motivation Questionnaire (AAMQ) constructed by the researchers were used for data collection with 10 items each measuring family climate and peer pressure on a four-point rating scale of Strongly Agree (4points), Agree (3points), Disagree (2points) and Strongly Disagree (1point) respectively.

The statistical tool used for data analysis was mean and standard deviation in answering research questions one, two and three, while four, five and six were answered using the Pearson product moment correlation coefficient. All analyses were conducted using SPSS computer software, version 22.0 (IBM Corp. NY, United States). All p-values ≤ 0.05 were considered to be significant.

RESULTS

Table 1: Mean Ratings of the Respondents on the level of peer pressure of students' in Agbani Education Zone in Enugu State.

		Students (N = 480)		
S/N	Items	\bar{X}	SD	Dec
1	I put on the kind of cloth my peers like to make them happy	2.83	1.21	A
2	I do not attend class regularly because of my peers	2.33	1.14	Disagree
3	I am not always conscious of time because I	2.56	1.10	A

	ought to carry my peers along			
4	My peers affect my academic work positively.	2.89	1.01	A
5	My peer insist that I must do whatever others are doing against my will	2.40	1.13	Disagree
6	I enjoy studying with my peers in school	3.19	.87	A
7	My peers are unfriendly with teachers and friends	2.42	1.11	Disagree
8	whatever thing I do is determined by my peers	2.37	1.09	A
9	When I am with my peers drinking, I do not feel hungry	2.51	1.07	A
10	Since I started going out with my peers, I no longer read my books	2.33	1.13	R
	Cluster Mean	2.59	0.75	A

Keys: \bar{X} = Mean; *SD* = Standard Deviation; *A* = Agree; *D* = Disagreed; *N* = number of Respondents, *Dec* = Decision

Data presented in Table 1 show the mean scores and standard deviations of students on the level to which peer pressure influence academic achievements motivation of students in public secondary schools in Agbani Education Zone, Enugu State. The mean responses of items 1, 3, 6, 4 and 9 show that the respondents indicated that peer pressure determines their academic achievement motivation through the indication that peers put on the kind of cloth their peers like, to make them happy, peers are not always conscious of time because they ought to carry their peers along, peers affect other peers academic work positively and especially when they are with each other drinking. These indicate that students while away their time in order to please their peers to their detriment. However, in items 2, 5, 7, 8 and 10, the respondents indicated that their peers influenced students in irregular attendance, absenteeism, idleness, party attendance and viewpoint of others. The table showed a cluster mean of 2.59 with a standard deviation of 0.75 for students' peer pressure towards academic achievement motivation. This implies that peers influence students' academic achievement motivation in public secondary schools in Agbani Education Zone of Enugu State.

Table 2: Regression analysis of peer pressure as a predictor of academic achievement motivation of students in Agbani Education Zone in Enugu State

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	300.97	1	300.97	24.347	.000b

Residual	5908.93	478	12.36
Total	6209.898	479	

In order to test hypothesis 1, regression analysis was employed. The result in Table 2 shows that an F-ratio of 24.347 with an associated exact probability value of 0.000 was obtained. This probability value of 0.000 was compared with 0.05 set as a level of significance for testing the hypothesis, and it was found to be significant because the probability value of 0.000 is lesser than 0.05. Thus, the null hypothesis of no significant relationship between peer pressure and academic achievement motivation is not accepted. The researchers, therefore, concludes that there is a significant relationship between peer pressure and academic achievement motivation of students in Agbani Education zone of Enugu State. Thus, the null hypothesis of no significant difference between the variables was rejected.

Table 3: Mean Ratings of the Respondents on the level of family climate of students in Agbani Education Zone in Enugu State

		Students (N = 480)		
Items	\bar{X}	SD	Dec	
1	I gain social support from my parents	3.57	.71	A
2	I don't have friends because of my parents	2.63	1.08	A
3	My parents welcome my friends	3.20	.77	A
4	Students from large family size achieve better academically than those from small family size	2.54	1.15	A
5	Students from small size families enjoy more parental attention than those from large size families	2.95	.96	A
6	Parents on poor occupations find it difficult to provide learning aids for their children. Parents who are poor farmers can only enroll their children into minor apprenticeship programmes	2.91	.88	A
7	My parents pay lip services to her children education	2.90	.86	A
8	Educated parents arrange for supportive teachers for the subject/subjects which their words/children find difficult in the	3.03	.90	A

	school			
9	Educated parents always want their children to be educated	3.32	.84	A
10	My family allow peers to oversee my academic and social growth and development	2.73	1.05	A
Cluster Mean		2.98	0.92	A

Keys: \bar{X} = Mean; *SD* = Standard Deviation; *A* = Agree; *D* = Disagree; *N* = number of Respondents, *Dec* = Decision

Data presented in Table 3 show mean ratings and standard deviations of how family climate influences academic achievement motivation of students in Agbani Education Zone in Enugu State. The data analysis on items 1, 8 and 9, show that the students indicated that to a very great extent, that the family climate is their primary challenge in academic achievement motivation. On the other hand, they also showed that family climate influences their academic achievement motivation in an average level in items 2, 3, 4, 5, 6, 7 and 10, as the mean responses indicated that family climate is a threat to sound academic achievement motivation of students in Agbani Education Zone in Enugu State. The table showed a cluster mean of 2.98 with a standard deviation of 0.92 for family climate. This implies that students' mean responses indicate that family climate to a very great extent influences students' academic achievement motivation in Agbani Education Zone of Enugu State.

Table 4: Regression analysis of family climate as a predictor of academic achievement motivation of students' in Agbani Education zone, Enugu State

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1357.516	2	678.758	66.723	.000b
	Residual	4852.382	477	10.173		
	Total	6209.898	479			

In order to test hypothesis 2, regression analysis was employed. The result in Table 4 shows that an F-ratio of 66.723 with an associated exact probability value of 0.000 was obtained. This probability value of 0.000 was compared with 0.05 set as level of significance for testing the hypothesis, and it was found to be significant because the probability value of 0.00 is lesser than 0.05. Thus, the null hypothesis of no significant relationship between family climate and students' academic achievement motivation is not accepted. The researchers, therefore, concludes that there is significant relationship between family climate and students' academic achievement motivation of students' in Agbani Education zone,

Enugu State. Therefore, the null hypothesis of no significant difference between the family climate and students' academic achievement motivation of students' in Agbani Education zone is rejected.

Table 5: Mean Ratings of the Respondents on the level of academic achievements motivation of students in Agbani Education zone in Enugu State.

		Students (N = 480)		
Items		\bar{X}	SD	Dec
		1	My friends make fun of students who try to do well in school.	
2	My parents provide all study/writing materials for me as a motivation for me to pay attention to my studies	3.26	.75	A
3	Students perform better academically when their parents provide basic educational aids and equipment for their studies.	3.30	.78	A
4	I am encouraged to study hard through extra-moral classes for me to perform excellently in both internal and external exams	3.28	.78	A
5	I am encouraged academically because of my parents poor educational background	3.01	.92	A
6	I miss class activities because I feel that I can always cover the missed lessons through friends	2.46	1.09	A
7	I do not interfere my domestic works with my academic work	2.96	.88	A
8	Most of my friends in school perform well in examinations	3.23	.76	A
9	Parents' concern about students' grades and performances motivates students' academic achievement	3.24	.78	A
10	I always like to read without being pushed	3.28	.80	A
Cluster Mean		2.59	0.75	A

Keys: \bar{X} = Mean; SD = Standard Deviation; A = Agree; D = Disagree; N = number of Respondents, Dec = Decision

Table 5 presented the mean scores and standard deviations of students' academic achievements motivation in public secondary schools in Agbani Education Zone, Enugu State. The mean responses of items 2, 3, 4, 5, 8, 9 and 10, show that the respondents indicated that both peer pressure and family climate influence academic achievement motivation of students in Agbani Education zone through the indication that peers of the zone like doing

what other peers were doing, walking together, like reading together and also like leaving together in order for common ideology and concern to be shared.

Table 6: Regression analysis of family climate, peer pressure and academic achievements motivation of students in Agbani Education Zone in Enugu State

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	300.980	2	685.956	68.812	.000b
	Residual	5827.982	478	10.275		
	Total	6238.898	479			

In order to test hypothesis 3, regression analysis was used. The result in Table 6 shows that an F-ratio of 68.812 with an associated exact probability value of 0.000 was obtained. This probability value of 0.000 was compared with 0.05 set as level of significance for testing the hypothesis, and it was found to be significant because the probability value of 0.000 is lesser than 0.05. Thus, the null hypothesis of no significant relationship between family climate, peer pressure and academic achievements motivation of students in Agbani Education Zone in Enugu State is not accepted. The researchers, therefore, concludes that there is a significant relationship among family climate, peer pressure and academic achievements motivation of students in Agbani Education Zone in Enugu State. Therefore, the null hypothesis of no significant difference among family climate, peer pressure and academic achievements motivation of students in Agbani Education Zone in Enugu State is rejected.

Table 7: Pearson’s product moment correlation analysis between peer pressure and academic achievements motivation among secondary school students

Variables	Correlation Coefficient	R²
Peer pressure and academic achievements motivation among secondary school students	0.00	0.00

(R²) = Coefficient of Determination

The scores from the responses on the students’ peer pressure were correlated with academic achievement motivation to answer this research question. The result in Table 7 shows that the correlation coefficient obtained was 0.00. This means that there is a direct positive relationship between peer pressure and academic achievement motivation of

secondary school students' in Agbani Education zone in Enugu State. Table 7 also shows that the coefficient of determination (R^2) associated with the correlation coefficient of 0.00 was .00. This coefficient of determination (R^2) indicates that 0% of peer pressure contributes meaningfully to the academic achievement motivation of students. This shows that 100% of the variation in peer pressure may destabilize the individual's academic achievement motivation and intellectual height.

Table 8: Pearson's product moment correlation analysis between family climate and academic achievements motivation among secondary school students

Variables	Correlation Coefficient	R^2
family climate and academic achievements motivation among secondary school students	0.00	0.00

(R^2) = Coefficient of Determination

The scores from the responses on the students' family climate were correlated with academic achievement motivation to answer this research question. The result in Table 8 shows that the correlation coefficient obtained was 0.00. This means that there is a direct positive relationship between family climate and academic achievement motivation of secondary school students' in Agbani Education zone in Enugu State. Table 8 also indicated that the coefficient of determination (R^2) associated with the correlation coefficient of 0.00 was .00. This coefficient of determination (R^2) indicates that 0% of family climate influences the academic achievement motivation of students. This suggests that 100% of the variation in family climate may regrettably determine the academic achievement motivation of students in the area of the investigation.

Table 9: Pearson's product moment correlation analysis between peer pressure, family climate and academic achievements motivation among secondary school students in Agbani Education Zone in Enugu State

Variables	Correlation Coefficient	R^2
Peer pressure, family climate and academic achievements motivation among secondary school students	0.00	0.00

(R^2) = Coefficient of Determination

The scores from the responses on the students' peer pressure and family climate were correlated with academic achievement motivation to answer this research question. The result in Table 9 demonstrated that the correlation coefficient obtained was 0.00. This means that there is a direct positive relationship between peer pressure, family climate, and academic achievement motivation of secondary school students' in Agbani Education zone in Enugu State. Table 9 also shows that the coefficient of determination (R^2) associated with the correlation coefficient of 0.00 was .00. This coefficient of determination (R^2) indicates that 0% of peer pressure and family climate has either negative or positive influences on the academic achievement motivation of students. This is an indication that 100% of the variation in peer pressure and family climate may either contribute meaningfully or worthlessly to the academic achievement motivation of secondary school students' in Agbani Education Zone in Enugu State

DISCUSSION

The study's findings on how peer pressure influences students' academic achievement motivation is in collaboration with the claim of Hartney (2011) reported that peer pressure has a number of influence on the frequency at which students were academically motivated. Weinfield (2010) found that peer pressure influences her members both emotionally and mentally. Misra (2001) reported that most students' exhibit low academic achievement, especially in school, due to their peer pressure. Omotere (2011) also wrote that socialization of students, especially in the junior secondary school, is 60% on peers and 53% on the family and that children education may be ruined if parents are not monitoring the type of peers they keep.

This findings of the study on the level of family climate on the academic achievement motivation of students give credence to that of Abiodun and Adeyemi (2000) reported that families in urban areas are better disposed to well equipped schools and positively impact the children academic achievement motivation and large family size is a treat to the meaningful academic achievement motivation. Furthermore, Osagie (2005) found that supportive and attentive parenting practices positively affect students' academic achievement motivation.

CONCLUSION

This study investigated family climate and peer pressure as predictors of academic achievement motivation of students in public secondary schools in Agbani Education Zone of Enugu State. The study revealed that secondary school students are negatively influenced by family climates and peers on their academic achievement motivation. Based on the results of this study, it is suggested that further studies should be carried out using counselling

approaches to reduce poor academic achievement motivation among secondary school students in Agbani Education Zone of Enugu State.

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