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Peer Pressure, Time Management and Academic Performance of Female Secondary School Pupils in Ibadan Metropolis, Oyo State, Nigeria

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Abstract

This study investigated peer pressure, time management and academic performance of female secondary school students in Ibadan Metropolis, Oyo State, Nigeria. The descriptive survey research design was adopted for this study. A sample of 310 respondents was selected through multi-stage sampling procedure. Two hypotheses were tested. A questionnaire tagged "Peer pressure, time management and academic performance" was used for data collection. Pearson Product Moment Correlation (PPMC) was the major statistical tool employed for data analysis. The findings revealed a significant relationship between peer pressure and academic performance of female secondary school students in Ibadan Metropolis, Oyo State, Nigeria ($r=0.650$, $p<0.05$). It was also shown that time management and academic performance of female secondary school students in Ibadan Metropolis, Oyo State, Nigeria were significantly related ($r=0.715$, $p<0.05$). It was also revealed that the joint contribution of the two variables (peer group and time management) was significant in the prediction of academic performance of female students ($F = 8.375$, $p<0.05$). Based on the findings from the study, it was recommended that female secondary school students should be made to cultivate the act of wise utilisation of time. Among other things that there should be counselors in all secondary schools to help students guide against negative peer pressure; parents should provide proper monitoring

of their children so as to prevent the influence of bad friends; teachers, lecturers, schools and institutions should enact rules and provide adequate supervision for students to guide against peer pressure influence.

Keywords: Peer pressure, time management, academic performance, female secondary school students

Introduction

The issue of academic performance has long been the interest of all stakeholders in the education industry around the world. This is because academic performance is the centre around which the whole education system revolves. It is a criterion for determining a student's competence and ability, from which his potentials can be extrapolated. It is used to assess individual's ability to assimilate, retain, recall, and convey what he or she has learned, especially during an examination; it can be used in measuring the success and failure of any educational institution (Narad and Abdullah, 2016).

In the words of Arief (2019), students' academic performance is a 'net result' of their cognitive and non-cognitive attributes as well as the socio-cultural context in which the learning process takes places. In the context of this study, academic achievement refers to the extent to which students have achieved mastery of the objectives of the subjects they are exposed to in school. As a result, academic performance could be seen as the bedrock for knowledge acquisition and the development of future skills (Narad and Abdullah, 2016).

However, there has been a fall in academic performance of secondary school students in Nigeria over the years as evidence abounds that students have not been doing well (Filade, Bello, Uwaoma, Anwanane and Nwangburuka, 2019). This has left parents, teachers, school administrators, and other stakeholders of the educational system worried because performance of students has implications for the attainment of educational objectives and national development. The implication of this is the production of half-baked graduates which invariably may cause the affected students to engage in menial jobs, examination mercenaries, teenage pregnancy, high dropout rate and some other social vices, such as street begging, hooliganism, drug abuse among others (Okeh and Emunemu, 2018).

The blame for poor academic performance among female secondary school students could be attributable to a variety of factors. Peer group is one of such factors mentioned in literature to have considerable effect on students' academic performance. Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes and values in order to conform to group norms (Kirk, 2014). Peer group play a large role in the social, emotional and academic development of students: therefore, understanding the prospects and challenges of peer group is crucial for the productivity of educational processes and the organisational design of school systems in order to improve student's academic performance (Filade, Bello, Uwaoma, Anwanane and Nwangburuka, 2019).

Students learn about what is acceptable in their social group by "reading" their friends' reactions to how they act, what they wear, and what they say. The peer group gives this potent feedback by their words and actions, which either encourages or discourages certain behaviours and attitudes.

On the one hand, it is believed that acceptance by a peer group improves social relation and academic performance (Gabriel, 2016). A child who is not brilliant enough may do better if he is accepted by a group that is inclined to study. It has been observed that a child learns more easily within his peer group. Where he is wrong, he prefers to be corrected by a member of his peer group than by the teacher. Peer group have positive effects when youth are pressured by the peer toward positive behaviour such as volunteering for charity or excelling in academics (Kikiolu, 2013). It also helps to motivate one to do his best and boost his academic performance which includes forming reading group, going to the library and anxious to join others in answering questions in the classroom.

Bankole and Ogunsakin (2015) opine that drug use among students under peer group influence significantly influences academic performance, though in a negative way. Drug use like smoking, alcoholism and other odd behaviours were expression of peers' non-conformity to adult value, while value and moral standard of the peer become increasingly moves away from the family, most especially during their school years. Peer group influence on risk taking

behaviours such as substance abuse and sexual activities have been shown to increase the likelihood of affecting academic performance in a negative way (Olalekan, 2016).

Another factor that seems to influence students' academic performance is time management. Time is an important resource that affects all human endeavours yet this resource is extremely limited in supply (Kayode and Ayodele 2015). It affects all stake holders in educational sector including students, teachers, supervisors and administrators. Time management is important in the sense that it teaches people how to manage their lives and time effectively. Aduke (2015) argues that time management is a skill of organising, planning, arranging and accounting one's time for creating more productivity and efficient work. It depends on priorities how one allocates and distributes the time between competing demands as we cannot store time for future and it can never be increase or decrease from 24 hours. Furthermore, Aduke (2015) argued that prioritising tasks can make work and studying more pleasant which reduces inefficiencies, anxiety and stress.

Most students run out of time when an assignment is assigned to them and they are not able to finish it before the last date while others have plenty of time as they are trained to manage their time effectively. Khanam, Sahu, Rao, Kar and Quazi, (2017) stated that academic achievement is the outcome of education and it is generally measured by periodic assessment or examinations but there is no common agreement on how it is best tested or which aspects are more important.

At present, in many cases, it is seen that due to lack of proper knowledge of time management among the students' academic success is not achieved in spite of the talents. Time management plays a significant role on the students who are studying at the secondary schools' level.

It is against the background that this study investigated peer pressure, time management and academic performance of female secondary school students in Ibadan Metropolis, Oyo State, Nigeria

Statement of the Problem

The issue of academic performance of female students in Nigerian public secondary schools has always been of great concern to various

education stakeholders in Nigeria. It appears that the academic performance of female students in Nigerian secondary schools is low. Low academic performance appears to be implicating peer pressure and time management. However, if this is not solved, many students would likely be dropped out of school, thereby jeopardizing the students' and parents' hopes and expectations. Because of the age of these girls, they are likely to be under the control of their peers who may talk them into such habits as drinking alcohol, cultism and other undisciplined behaviour that are distracting from academic work. It may also result in their inability to make a living, leading to menial jobs, examination mercenaries, teenage pregnancy, a high dropout rate, and other social vices such as street begging, hooliganism, and drug abuse, among others, all of which may be based on the students' persistent high failure rate in public examinations.

Previous researches have focused on a variety of elements that could increase academic performance which include proper secondary school funding, teacher motivation, and principal leadership styles, among others. In the meanwhile, few researches have looked into the impact of peer group, time management and students' academic performance. Based on the above, the study therefore aims to ascertain the influence of peer pressure and time management on academic performance of female secondary school students in Ibadan Metropolis, Oyo State, Nigeria.

Objectives of the Study

The main objective of this study was to investigate peer pressure, time management and academic performance of female secondary school students in Ibadan Metropolis, Oyo State, Nigeria. Specifically, the study intended to:

1. Examine the relationship between peer pressure and academic performance of female students of Yejide Girls Grammar School, Ibadan.
2. Determine the relationship between time management and academic performance of female students of Yejide Girls Grammar School, Ibadan.

Hypotheses

The following null hypotheses were tested.

1. There is no significant relationship between peer pressure and academic performance of female students of Yejide Girls Grammar School, Ibadan.
2. There is no significant relationship between time management and academic performance of female students of Yejide Girls Grammar School, Ibadan.

Review of Literature: Concept of Academic Performance

Various researchers in the domains of school administration and other closely linked fields have analysed and defined the concept of academic performance, from various perspectives. However, this study only looked at a few definitions of academic performance. According to Ali (2013), academic achievement is a measure of the degree of success in performing specific tasks in a subject or area of study by students after a learning experience. Similarly, Knowles (2013) defined academic performance as the demonstrated achievement of learning as opposed to the potential for learning. According to Ezeh (2014), it is the extent to which a student has achieved his/her educational goals.

According to Igberadja (2016), academic performance is used in the school to refer to students' success in learning specified curriculum content as revealed by continuous assessment and examination. Based on the above definitions of academic performance, one may state that academic performance indicates an individual's or a group's learning achievement/outcome at the completion of an academic program. It is a yardstick for determining a student's capabilities from which his or her potentials can be deduced. Academic performance is typically used to measure how well a person can integrate, retain, recall, and convey what he has learned (Peleyeju and Sheyin, 2018).

Academic performance is evaluated in many ways depending on the norms, rules, and regulations of higher education institutions. To put it another way, different ways for evaluating academic success are used depending on the criteria used and the individual providing the definition (Imam, 2017). Khanam, Sahu, Rao, Kar and Quazi (2017) stated that academic achievement is the outcome of education and it is generally measured by periodic assessment or examinations but there

is no common agreement on how it is best tested or which aspects are more important. The achievement tests to be employed in this study, for example, are the researcher-developed Mathematics and English Language Achievement Tests.

These achievement tests/examinations and observations can yield high, average, low, or bad results/grades. In Nigeria, for example, the grades 'A' – Excellent, 'B' – Very excellent, and 'C' – Good, 'D' – Fair or weak, 'E' – poor, and 'F' – fail is used to represent varying qualities of students' achievement (Ekweoba, 2014). Percentages, quartiles, raw scores, transformed scores, or even categorical variables such as Excellent, Very Good, First Class, Distinction, A1, B2, B3, C4, F9, and so on are among the different ways of presenting academic success (Peleyeju and Sheyin, 2018).

The Concept of Peer Group

Understanding the concept, magnitude, relevance, and implications of peer group is critical. Taheri, Perry and Minnes (2016) defined a peer group as a small group of people of a similar age who are relatively close friends and participate in similar activities. Peer group, in its most acceptable form, is a healthy coming-of-age intermediary through which youth learn to negotiate skills and deal with challenges and problems in a social context (Filade, Bello. Uwaoma, Anwanane and Nwangburuka, 2019). They further opined that peer group can also serve as a positive role model. For example, if one is part of a group of people who are ambitious and work hard to achieve high academic goals, one may feel pressured to follow suit in order to avoid being excluded from the group.

The Concept of Time Management

When given an assignment, the majority of students run out of time and are unable to complete it before the deadline, whilst others have plenty of time since they have been taught to manage their time properly. Aduke (2015) argued that time management is a skill of organising, planning, arranging and accounting one's time for creating more productivity and efficient work. According to Khan, Ashraf and Nadeem (2020), time management is a process of determining objectives, prioritising and planning to achieve these objectives.

Peer Group and Academic Performance

Empirical evidence suggests that peer group is associated with academic performance. In a study conducted by Temitope and Christy (2015), it was found that there is a relationship that exists between peer group and student's academic performance either in the positive or negative way. Positive influence contributed to students' academic performance. However, socialisation was among the factors that raised students' self-awareness and cooperation. Additionally, relationships from close friends being girls or boys had been associated with academic performance on one hand; and on the other hand; in changing negative behaviors to positive. Moshia (2017) also collaborated with the results of Temitope and Christy (2015) when he noted in his study the factors that influenced peer relationship and its effects on students' academic performance. In addition, Filade, Bello, Uwaoma, Anwanane and Nwangburuka (2019) conducted a study on peer group influence on academic performance of undergraduate students in Babcock University, Ogun State. The study found that peer group has a significant influence on academic performance of students.

Time Management and Academic Performance

Several studies have looked into the factors that influence students' academic performance. In light of this theoretical and empirical work, majority of the studies examined discovered that there is significant relationship between time management and academic performance. For instance, Ogundipe and Falade (2014) investigated the influence of student's time allocation and academic achievement while focusing on time consumed on self-study, course attendance, seminars attendance and involvement in group study. Their findings reveal that attending courses, seminars and self-study are positively associated with academic performance. Miqdadi, Almomani, Masharqa and Elmousel (2014) investigated the relationship between time management and academic performance of students by considering procrastination, workload pressure, distraction and disorganisation as important factors.

Khanam, Sahu, Rao, Kar and Quazi (2017) analysed the effect of students' time management on their academic achievement. They focus on students' short run and long run planning. The study

concluded that students with effective time management achieve high grades and those who do not manage their time effectively achieve low. Only one third of the students set their plans and works according to their priorities while majority of the students do not plan and always spend their time without planning. Nasrullah and Khan (2015) analysed how effectively students allocate their time for successfully achieving academic standards. Their findings show positive and significant relationship between time management and students' success. Rai (2016) found that the ratio of students who finishes their task on time is very low and these students perform very well than those who do not manage their work. Similar findings are reported by Oyuga, Raburu and Peter (2016).

Similarly, Al Khatib (2014) examined the relationship between time management and perceived stress. The findings of the study showed negative relationship between time management and perceived stress. Female students reported higher time management than male students. Pehlivan (2013) also determined the influence of time management skills on student's grades. The study shows that the students of Karadeniz technical institute have moderate level of time management. With respect to gender variable, females are good time managers, and they have high grades than male students. Bratti and Staffolani (2013) found the impact of lecture attendance and self-study on the academic achievement of undergraduate students. Their results show that only lecture attendance is positively significant with performance of quantitative courses such as mathematics and economics and it becomes insignificant for most other courses.

Methodology

The descriptive survey research design was adopted for this study. This design was considered appropriate because of its merit, which suits a study of this nature. The population for this study consisted of all the 15,197 female students of Yejide Girls Grammar School, Ibadan. Purposive sampling procedure was used to select 310 female students of Yejide Girls Grammar School, Ibadan as the sample for the study. A self-developed structured questionnaire titled "Peer pressure, time management and academic performance Questionnaire (PPTMAPQ)" was used to collect data for this study. The questionnaire had sections A, B, C and D. Section A of the

questionnaire was used to collect demographic data of the teachers. Section B contained items on peer group. Section C contained items on time management while Section D contained items on academic performance. The instrument was designed in line with the modified Likert scale type, and was rated as follows: SA - Strongly Agree (4), A - Agree (3), D - Disagree (2) and SD - Strongly Disagree (1).

The instruments were subjected to face and content validity. The face validity was done by experts in test construction at the Institute of Education of the University of Ibadan. A trial test was conducted on PPTMAPQ using 50 subjects outside the target population. The result was analysed using the Cronbach alpha statistics which yielded a reliability coefficient of 0.80 implying that the instrument was reliable. The instrument was administered with a research assistant so as to ensure high rate of return. The data collected through questionnaire were analysed with both descriptive and inferential statistics. Descriptive statistics of frequency count and simple percentage were used to analyse the background information of the respondents in the section A of the questionnaire while Pearson Product Moment Correlation (PPMC) was used to test the three hypotheses of the study at 0.05 level of significance.

Test of Hypotheses

Hypothesis One: There is no significant relationship between peer pressure and academic performance of female students of Yejide Girls Grammar School, Ibadan.

The result of the PPMC analysis is presented in the table below

Table 1: Relationship between peer pressure and academic performance of female students of Yejide Girls Grammar School, Ibadan

Variables	N	\bar{X}	SD	Df	r	P	Remarks
Peer pressure	310	33.814	4.447	310	.650	.000	Sig
Academic Performance	310	45.715	6.103				

S – Significant at 0.05.

The result in Table 1 simply depicted that the relationship between peer pressure and academic performance of female students of Yejide Girls Grammar School, Ibadan was significant at 0.05 level ($r=0.650$, $p<0.05$). Based on this result, the null hypothesis was thus rejected.

Hypothesis Two: There is no significant relationship between time management and academic performance of female students of Yejide Girls Grammar School, Ibadan. The result of the PPMC analysis is presented in the table below:

Table 2: Relationship between time management and academic performance of female students of Yejide Girls Grammar School, Ibadan

Variables	N	\bar{X}	SD	Df	r	P	Remarks
Time management	310	38.706	5.098	310	.715	.000	Sig
Academic performance	310	45.715	6.103				

S – Significant at 0.05.

The result above simply revealed that there was a relationship between time management and academic performance of female students of Yejide Girls Grammar School, Ibadan ($r=0.715$, $p<0.05$). Based on this result, the null hypothesis was thus rejected.

Results and Discussion

The result on table one showed that there was significant relationship between peer pressure and academic performance of female students of Yejide Girls Grammar School, Ibadan. In line with this, Temitope and Christy (2015) found that there is a relationship that exists between peer group and student's academic performance either in the positive or negative way. Positive influence contributed to students' academic performance. Mosh (2017) also collaborated with the results of Temitope and Christy (2015) when he noted in his study the factors that influenced peer relationship and its effects on students' academic performance. In

addition, Filade, Bello, Uwaoma, Anwanane and Nwangburuka (2019) conducted a study on peer group influence on academic performance of undergraduate students in Babcock University, Ogun State. The study found that peer group has a significant influence on academic performance of students.

The result on table two showed that there was significant relationship between time management and academic performance of female students of Yejide Girls Grammar School, Ibadan. In corroborating this, Al Khatib (2014) examined the relationship between time management and perceived stress. The findings of the study showed negative relationship between time management and perceived stress. Female students reported higher time management than male students. Pehlivan (2013) also determined the influence of time management skills on student's grades. The study shows that the students of Karadeniz technical institute have moderate level of time management. With respect to gender variable, females are good time managers, and they have high grades than male students. Bratti and Staffolani (2013) found the impact of lecture attendance and self-study on the academic achievement of undergraduate students.

Conclusion and Recommendations

Finally, the study investigated the relationship between peer group, time management and academic performance. According to the findings, both peer group and time management are major determinants of academic achievement. Furthermore, the combined effect of peer group and time management was discovered to be a good predictor of academic performance. This study therefore emphasises the significance of comprehending the function of peer group and time management in academic performance. Students who are unable to choose the right relationship and manage their time well may be at danger of performing poorly in their studies. In other words, having a good time management ability coupled with keeping reasonable friends, will in no small measure enhance students' academic performance. It can therefore be concluded that peer group and time management play important roles in the lives of students especially in their performances at their respective schools. Based on the findings of the study, the following recommendations were made:

1. Parents should be aware of the types of peers with whom their children interact both at school and outside the house.
2. Parents should do all possible to ensure that their children have positive relationships with friends who can affect them favorably and have a beneficial impact on their academic success.
3. Instead of indulging in activities that have little bearing on their future, students should learn to invest their time in activities that will benefit their academic achievement.
4. To ensure that students' time is well spent, schools should attempt to adhere to the academic calendar's curriculum.
5. School administrators should make an effort to instill appropriate time management strategies in their classrooms.

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