RELATIONSHIP BETWEEN PEER INFLUENCE, PARENTAL SUPPORT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN GIWA EDUCATIONAL ZONE, KADUNA STATE

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DECLARATION

I Fidelia Azua p13EDPC8026 hereby declare that the work in this Dissertation entitled RELATIONSHIP BETWEEN PEER INFLUENCE; PARENTAL SUPPORT AND ACADEMIC ACHIVEMENT OF SECONDARY SCHOOL STUDENTS IN GIWA EDUCATIONAL ZONE has been carried out by me in the department of educational psychology and counseling. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Sign _____ Date _____

Fidelia Azua

CERTIFICATION

This dissertation by Fidelia Azua ENTITLED RELATIONSH BETWEEN PEER INFLUENCE, PARENTAL SUPPORT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN GIWA EDUCATIONAL ZONE meets the regulations governing the award of the degree maters of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation

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ABSTRACT

This study was designed to find out peer influence and parental support on the academic achievement of senior secondary school students in Giwa educational zone. The study used ex-post factor design. Cluster and simple random sampling were used to select the sample. Four senior secondary schools with a total population of 1606 and a sample size of 338 students were drawn and used for the study. Two questionnaires were used for the study, peer support i and of parental support inventories. The academic achievement was obtained from the scores in English language and mathematics from the students mock qualifying examination. Three hypotheses were formulated for this study and tested using Pearson Product Moment Correlation. The findings of the study show that there is a significant relationship between peer support and academic achievement (r=0.742, p=0.018), parental psychological support and academic achievement (r=0.756, p=0.003). A significant relationship also exist between parental monitoring for homework and academic achievement (r=0.838, p=0.002.) It is recommended that parents should offer psychological support to their children by way of communicating with their children about the value/utility of education, fostering educational and career aspiration in the child, linking of school work to current event, and making plans/preparations for the child's future. When students received such support they become more determined to achieve academically.

Operational definitions of terms

The following terms are defined operationally

(i) **Parental support:** in this study refers when parents emphasize the value of reading books, monitor their children behavior regarding home work and study, offer psychological support by being more committed and involved with their children's academic work

(ii) **Peer support:** Peer support in this work is when adolescent friend encourages a friend to do something positive or negative with regards to school work.

(iii) **Academic achievement:** This refers to the scores in English language and mathematics obtained from the qualifying MOCK examination set by Kaduna state Ministry of Education Board at the end of session term in senior secondary two (SS2) year 2016.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Adolescents have always been exposed to peer influence and parental support, but the kinds of peer influence that they encounter have changed tremendously in the past years. Peers can influence everything from what an adolescent chooses to wear to whether or not an adolescent engages in drug related or other delinquent behavior. Thus, knowledge of the effects of peer support is important for all in the society. Teachers and other education practitioners and those in related professional training should have an understanding of the issues surrounding peer support.

Peer influence can be seen as a pressure exerted by peer group in encouraging a person to change or achieve his/her values or desires (Spear & Kulbok, 2001). Peer influence occurs when people provide knowledge, experience, emotional, social or practical help to each other (Shery, Hilton & Curtis 2006). Generally people cannot live alone in society. They need social belongingness, attachment and the feelings of affiliation for others. This need for affiliation may be based on genetics or experience. It constitutes a relatively stable trait or behavior. Basically people need social contacts that suit them. Sometimes they need parent's help, love, care and guidance and some time they need friend's intimacy, affection and love. Generally speaking, adolescents find their friendships to be enjoyable: together they relax, joke, watch television, and participate in sports activities.

Parent attachment and support may be stronger during infancy and childhood, whereas friend's attachment and support seems to be stronger during adolescence. Unfortunately for parents

within this period, adolescence prefer to receive compliments and support more from peers than from parents.

In most cases, adolescent tends to replace the modeling value of the family context during early childhood with that of their peers. The adolescent in search of social acknowledgement may come under a certain amount of pressure that drives them to abide by the peers convictions or rejections. Harris (2002) maintained that peer groups have a stronger influence than that of parents because the adolescents in search for acceptance join's a particular peer group and identify with the behaviors and attitudes of that group. Adolescents are often willing to conform to their peers' behaviors in order to be accepted (Newman, 2000).

As a result peers are torn between accepting the support from their parents which is to concentrate on their studies and the pressure from peers to engage in other social activities like spending time chanting on social media, playing football, visiting friends, watching television and many others. It is observed that associating with friends that serve as academic and social resources could have a direct and positive influence on achievement outcomes at school; peers may have a less influential role than parents in influencing adolescents' academic performance.

Parents are said to be the most important mentors and teachers in a child's life. Research on child development continues to cite the importance of parental support from the early childhood years and highlights the influence of parent and community involvement in a child's academic achievement and social adjustment. (Epstein, 2001; Smrekar & Cohen-Vogel, 2001; Henderson, 2002; & Comer, 2005;).

Academic achievement is the outcome of education. It represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. It is one of the major goals of a school and it plays a very important role in the life of a student. Academic achievement as measured by the standardized examination set by the Kaduna state ministry of education at the end of second and third term determines whether a student will have the opportunity to sit for the West African Examination Council (WAEC) and the National Examinations Council (NECO). Therefore academic achievement defines whether the adolescent will be able to continue his or her studies. Besides its relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity (Anja, 2014). Giving the individual and societal importance of academic achievement, it is not surprising that the knowledge of the factors that influence the outcome of academic achievement are to be clear to the educators, parents, students and the society so that the standard of academic achievement could be enhanced. It is on this note that the researcher wants to find out the influence of peer and parental support on the academic achievement of senior secondary school students in Giwa educational Zone.

1.2 Statement of the Problem

The education of students is of utmost importance to the development of a nation. Therefore academic achievement is the best legacy a country can give to its citizens. This is evidence in the adoption of education as an instrument "par excellence" for effecting national development as contained in the National policy on education. Every nation looks up to those who achieve academically to occupy significant positions in order to improve the society.

Students who are academically successful and with high levels of education are more likely to be employed and enjoy stable employment; have more employment opportunities, earn higher salaries, more likely to be less dependent on social assistance, less likely to engage in criminal activity, more active as citizens and charitable volunteers and are healthier and happier than those with less education. Those who achieve academically introduce new vision and techniques that foster development.

As such parents, teachers, researchers as well as the society are concerned about the outcome of any academic activity. Parents are most especially worried when their children do not achieve academically. Parents therefore put in their best by ensuring that children achieve academic excellence by offering psychological support, helping with home work, monitoring the amount of time spent on study, emphasis the value of reading books. The researcher wants to find out whether these forms of involvement by parents and the peer influence enhance the student's academic achievement. The problem of this research therefore is relationship between peer influence and parental support on the academic achievement of senior secondary school students in Giwa educational zone.

1.3 Objectives of the Study

This research aimed to achieve the following objectives:

1. Determine the influence of peer support on the academic achievement of senior secondary school students;
2. Determine the influence of parental psychological support on the academic achievement of senior secondary school students;

3. Determine the influence of parental monitoring for home work and study on the academic achievement of secondary school students.

1.4 Research Questions

The following research questions are raised

1. How does peer support influence the academic achievement of senior secondary school students in Giwa?

2. How does parental psychological support influence the academic achievement of senior secondary school students in Giwa?

3. How does parental monitoring for home work and study influence the academic achievement of senior secondary school student in Giwa?

1.5 Hypotheses Testing

The following hypotheses were formulated for this study.

1. There is no significant relationship between Peer support and academic achievement of secondary school students.
2. There is no significant relationship between Parental psychological support and academic achievement of Secondary School adolescent.
3. There is no significant relationship between parental monitoring for home work and academic achievement of Secondary School adolescents.

1.6 Basic Assumptions

In this study it is assumed that:

1. Peer support may have an influence on academic achievement of senior secondary school adolescents in Giwa.
2. Parental psychological support may have an influence on the academic achievement of senior secondary school students in Giwa.
3. Parental monitoring with homework and study may have an influence on the academic achievement of senior secondary school adolescents in Giwa.

1.7 Significance of the study

The current study aims to examine the link between peer and parental support on the academic achievement of adolescent. This research findings might help in the design and development of interventions that maximize parental involvement where it may show to have the most positive and powerful effect.

This study will be beneficial to parents because it will enable them evaluate the different types and level of parental involvement and their influence on academic achievement of their children so that they may choose the one that is appropriate for enhancement of academic achievement among adolescence.

Non-Governmental organization like; United Nations Children's Funds (UNICEF) and United Nations Educational, Scientific and Cultural Organization UNISCO) dealing with adolescent will

find this study useful to bring about better ways of addressing problems of peer influence and parental support adolescens face in the society.

The study will be relevant to students in secondary school as this will guide them on how to deal with negative peer influence. It will also help them to have an in depth knowledge on the need to achieve academically. The study will bring to light the influence of peer group on adolescents' academic achievement

This research work will lead to further in-depth study on the influence of peer influence and parental support on adolescents' academic achievement.

Lastly, it will serve as a contribution to knowledge on adolescents in Nigeria. In this regard, it will be useful for other researchers who might want to carry out research in related area.

1.8 Scope and Delimitation of the study

This research work investigates the Influence of Peer and Parental support on the Academic achievement of Senior Secondary School student in Giwa educational zone. The study is delimited to public senior secondary school students (SS2). It covers both male and female students.

CHAPTER TWO

REVIEW OF RELATED LITERETURE

2.1 Introduction

This chapter reviewed related literature in the areas of peer and parental support. The concepts of peer support, parental support, and parental psychological support, parental monitoring for homework and various theories related to the two variables are fully discussed. This chapter also reviewed empirical studies related to the areas of peer influence and parental support**.**

2.2 CONCEPTUAL FRAMEWORK

2.2.1 CONCEPT OF PEER SUPPORT

The word peer group is often used to refer to people of equal standing. This could mean people who are of the same age, economic class, or grade within a profession. When this peer come together to be friends or spend time together they are refer to as peer group.

The concept of peer influence is associated with the process of interaction between peers, in which children and young people accept characteristics of those peers for whom they feel sympathy (Dishon & Dodge, 2005).

Peer influence is defined as when people within an age range encourage or urge one to do something or to keep from doing something else (Ryan, 2000). There are different mechanisms through which peers influence one other, but one of the most frequently cited mechanisms in literature is peer group. It transfers group norms and maintains loyalty among group members (Vander Zanden, 2000). Contemporary literature differs in concepts of ‘peer influence and peer support’. Kiran-Esen (2003), Sim and Koh (2003) state that every kind of peer influence is

actually peer pressure, and they define it as persuading and encouraging a person to undertake certain actions, noting that peer influence may be direct or indirect. In the case of indirect influence the person is not aware that he or she is under the influence of peers. Lashbrook (2000) focuses on the effects of peer influence, i.e. conforming, and defines peer influence as a specific form of peer influence that causes conformism of thought or behavior. Peer influence is the influence which the group has on the life of the individual. It involves adapting behaviors that the individual would ordinarily not adapt (Ryan, 2000).

Peers play a large role in the social and emotional development of children and adolescents. As children grow older from the age of 12 years onwards, the importance of parents decreases as a reference group and as a model for conformity, and they begin to relate more with their age mates. Although parental support is important for some young people than for others, peer support is a more dominant factor for many teenagers (Carter & McGoldrick, 2005).

Peer groups are an important support throughout one's life, but they may be more critical during the developmental years of adolescence. There is often a controversy about peer influence versus parental support, particularly during adolescence. The power of the peer group becomes more important when the family relationships are not close or supportive (Fuligni et al., 2001). If the parents are largely unavailable, the children may turn to their peer group for emotional support. Most children in this situation are not discriminatory about the kind of group they join. They will often turn to a group that accepts them, even if the group is involved in illegal or negative activities. For some young people, the need for affiliation or closeness is often greater than the need to "do the right thing" (Barbour, Barbour & Scully 2002).

Parents can still have an effect on the way their adolescents deal with the demands and expectations of their peers. Parents who exert an appropriate degree of control over their adolescents' lives and simultaneously allow them to develop autonomy and independence can maintain their position as a positive force in adolescents' lives throughout adolescence and into early adulthood (Warren 2014)).

The influence to act in a certain way can show itself in several ways; this can be direct which is when someone tells you what to do, or indirect; which is when you find yourself doing things that others in the group does and self motivation; this is when one puts pressure on his or her self to fit in the group of friendship ,i.e. trying to gain approval from friends.

Peer influence can show itself in lots of ways including: dressing in a certain way, getting involved in particular activities, listening to particular music, decisions about using drugs and alcohol, decisions about who we date, choice about who we make friends with and the choice of academic achievement.

Guzman (2007) opined that, Peer influence can be both positive and negative. Most people think that peer influence lead teens to engage in unhealthy and unsafe behaviors. It can actually motivate youth to study harder in school, volunteer for community and social services, and participate in sports and other productive endeavors. Peers with similar interest, similar academic standing, and those who enjoy doing the same thing tend to gravitate towards one another. So the reason why teens and their peers become very similar to one another other it is not always as a result of peer influence, much of the similarity is always present before the friendship (Guzman, 2007).

Similarly, Spear and Kulbok (2001) stated that Peer influence is not always a bad thing, it can have positive effect. For example, youths can influence their friends towards positive behavior such as volunteering for charity or excelling in academics, and also stop their peers from doing what might make them look stupid.

It is common to see adolescent develop friendship that are more intimate, exclusive, and more constant than in earlier years. In many ways, these friendships are an essential component of development. They provide self venues where youth can explore their identities, feel accepted and develop a sense of belongingness. Herbert (2007) discovered that friendship also allow youths to practice and foster social skills necessary for future success.

However, Delp (2006) said that in some peer groups, being smart is looked down upon. Similarly, these groups tend to share low aspirations of going to college or getting certain careers. In addition, it is observed that peers influence each other more heavily in their early teen years. 14 years old teens are more likely to engage in risky, self-destructive behavior than 18 years old teens. The theory is that by 18, a young woman or man is more autonomous and has clear aspirations of where he or she wants to go and how he/she gets there.

Parental support can also help negate harmful peer support. Parents can take a number of steps, including working to build a close relationship with their children, getting to know the children's friends, the parents of these friends, knowing where their children are, who they are with, and providing structure and discipline at home (Wise Geek articles).

Black (2002), obsevered that most teens accept peer support about for insignificant things like music, clothing, or hairstyles. But when it comes to more important issues like moral values, parents influence still remain stronger than that of the peer group.

2.2.2 Concept of Parental Support

The African culture is such that places a responsibility on children to obey their elders and most importantly their parents. Parents also take deep pride in the success of their children and are often willing to make sacrifices to encourage their children academic endeavors (Fuligi & Pederson, 2002). As a result, children also tend to internalize a sense of responsibility to their parents and try to work towards their parent's high expectation (Chow & Chu, 2007). This often cause adolescent to feel supported both directly and indirectly, from their parents to achieve academic success.

Parental support is referred to as when parents get involved with their children academics; this may include inspecting their note book, monitoring their study, ensuring that assignments are done properly. However Budzienski (2015) sees Parent support as when a parent puts too much strain on their child to force them to exceed. The support is normally to be the best in the chosen field, even the ones that they used to succeed at and now cannot. The support can come from any type of family and it is aimed at making one to be the best in regards to school, and receiving the highest marks, or to scoring most points or goals in the sporting match and winning the best on ground. It could be to play the best music, paint the award-winning picture; succeed in the career field, receiving the same promotions and scores as the parent once did especially for educated parents and to be better than they are for less educated parents.

2.2.3 Concept of Parental Psychological Support

Parental psychological support in any form produces measurable gains in students' academic achievement. The concept of parental psychological support is vital one and can produce great rewards for all concerned. When parent show concern about their children academics by celebrating their success, being patience with them and encouraging them to work hard, this usually go a long way to encourage them to work hard and enjoy school (Bean, Bushk, & Wilson, 2014).

Parental psychological support involved a level of commitment. This includes such things as encouraging the student by being sympathetic, reassuring and understanding. The other element needed is a level of parental activity and participation, such as doing something that is observable.

According to Oxford Royal Academy (2014), one of the easiest ways that parents can offer psychological support is simply by showing concern for how they are going on and to ask them if there are any topics in particular that they are struggling with. Encourage them to read more not only for exams but for pleasure. This can be achieved by buying interesting volumes of books as presents for birthdays or other celebrations.

As parent it is important to take a close interest in your child's school. Enforcing a period of quite time in the house at set times of the day when older children can have the pace to concentrate on their private study while younger children are quietly involved.

2.2.4 Concept of Parental Monitoring With Home Work.

Par**e**nt often become involved in their children education through home work. Whether children do homework at home, complete it after school programs or work on it during the school day, homework can be a powerful tool for letting parents and other adults know what the child is learning (Joan, Walker, Kathleen, Hoover, Darlene, Whetsel, & Christa 2004). This also gives children and parents a reason to talk about what is going on at school. It gives teachers an opportunity to hear from parent about children learning. However these can only be possible when parents monitor their children's home work.

According to Joan et al. (2004), parental involvement with children homework will make a positive difference in their children learning. Also their involvement is invited, expected, and valued by school personnel. Children are more likely to complete home work successfully when parents monitor their assignments. How closely a parent needs to monitor a child depends on the age, how independent the child is and how well the child performs in school. Whatever the age of the child, if he is not getting assignments done satisfactorily, he or she requires more monitoring.

All parents love to see their child exceed in sport, school or even socially, but it's not that common that a child be the absolute best in the field. Parents strive for their child to excel and be the highest achiever in all fields sport, art, music, school and socially but this isn't possible. The joy a child receives from their favorite activity should reflect success. Regier (2011) opined that Children can relate to parent's help in many different ways. Some can become over-achievers and need to excel in everything they try regardless of what the activity is. Others can become anxious and afraid to fail which can cause depression. Living up to an expectation can sometimes

be very hard and that may discourage the child which means they may turn into the 'I can't child'. The 'I can't' child' decides to give up without trying and this can cause them to whine and even become stubborn causing them not wanting to try anything new.

Some Parents may be willing to sacrifice and spend more on their children to get quality relevant education. They may be well intentioned in wanting their kids to do well in school, but they are often too heavily influenced by a culture of academic intensity (Budzienski, 2015).

However, children can be affected academically if they lack parental help especially with regard to study even when they live with their biological parents. Parents who are uninvolved in their children education present such a case. Wandabwa (1996) cited by Koskei (2014) noted that factors enhancing children's academic achievement include parents helping with study, setting high goals for their children, encouragement of self reliance, autonomy and achievement motivation, uninvolved parents less often do so.

2.3 The Concept of Academic Achievement

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Anja 2014).

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important. Individual differences in academic achievement have been likened with so many factors; some of these factors are differences in intelligent and personality, peer influence and parental support.

According to Von, Hell and Benedict (2011) student with higher mental ability as demonstrated by intelligent coefficient (IQ) test and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. Also children who master basic reading, writing and mathematics skills are less likely to fail in school and more likely to develop the thinking skills they need to graduate from high school and post secondary school. Being confident in these basic academic skills is also necessary for finding and keeping jobs that provide a steady income, benefits and opportunities for advancement. Individuals, who are better organized, better prepared and have an organizational plan and planner did better in school and will continue to be like that in their career Organization, time management, prioritization, concentration and motivation achieve academic success (Hell and Benedict 2011).

Magnuson, (2007) stated that parents may also support student academic achievement by shaping students skills, behavior and attitude towards school. Parents support students through the environment and the discourse they have with their children. Highly educated parents tend to have more stimulating learning environments. Parents who are involved in their child's education and family activities saw positive results in the area of behavior, academics and social interactions.

Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve occupational and economic success. Given the specialization required for many jobs these days, young people who are entering the job market do need a substantial base of knowledge and, in many cases, specialized skills.

Students' peers are also found to enhance academic achievement. Students whose peers are studious in school are likely to be studious too. It is common to see students who are intelligent putting their mate through in some areas that they need help (Herbert 2007).

2.4 Peer support and Academic Achievement

Peer influence is believed to have an impact on children's achievement and a number of studies have been done to prove that belief. According to Coleman in Johnson (2010) the child's peer group influences social and academic development and that these influences begin at the very start of formal education. While Pellegrini in Johnson (2010) stated that influence and motivations for all kinds of children's behavior, including study habit and personal academic development, come not only from their peers, but also from their parents, teachers and others with whom they come into close contact. However due to the share amount of time children spend each day with their peers the peer support can be substantial.

Johnson (2010) is of the opinion that children must foster positive peer group early in other to become well adjusted adolescent and adult. Without positive peer group interactions, serious social problems may develop. Buhrmester (1990) stated that peer rejection in early childhood and adolescence is a good predictor of social and academic problems. This is because peer disapproval leads to a pro social behavior in many areas of a child's life, including, academics, this will in turn tend to affect the self esteem of the child, which has other social consequences.

Delp (2015), in his work on how peers influence the academic achievement gave some few statistics on some of the researches carried out in this area. He said that according to a study published by Williams' project on the study of Economics in higher institution; stronger students do have an impact on their peers and actually help improve the overall academic performance of

their peers. Also in a comparison of students surveyed, 34% of African American students said that their friends make fun of student who are smart or do well in school. Another study carried out by "the center for research in education, diversity and excellence" CREDE suggest that peer group are highly influential during adolescence but peers are less influential as kids get older.

Similarly Ryan (2000) discovered that peer group was influential regarding changes in students' intrinsic value for school (i.e., liking and enjoying) as well as achievement (i.e., report card grades). The peer group was not however influential regarding changes in student's utility value for school (i.e., importance and usefulness). It was found that associating with friends who have a positive effect toward school enhanced students' own satisfaction with school, whereas associating with student who has a negative effect towards school decrees it (Ryan, 2000).
It is agree by a number of literatures that peer group has an influence on academic achievement but what is not agree upon is to what extent and the variables within that influence.

Other researchers suggest that it is difficult to examine links between peer influence and adolescent functioning because parental support affects many dimensions of adolescent functioning (Galambos, Barker, & Almeida, 2003). Although Fuligni et al. (2001) discovered that the development of close friendships is a necessary and normative part of adolescence and friendships are vital to the development of adolescent behaviors and values. Parents can still have an effect on the way their adolescents deal with the demands and expectations of their peers.

It is very uncommon to find adolescents who eventually establish a healthy balance of advice and support from their parents and their peers to encounter many difficulties during the transition from childhood to adulthood.

However, some adolescent who are so attached to their peers may receive more support from their peers and these may lead to future problems. Steinberg (1986) cited in Warren (2014) observed that adolescent who do not have a healthy relationship with their parents and whose parents are too lenient are more likely to depend on their peers rather than their parents for support. This detachment from parents makes adolescents vulnerable to negative influences and places them at risk for problem behaviors like delinquency and substance abuse. Adolescents who are so attached to peers rely on them for reinforcement and approval; this means that they can defy authority by exhibiting negative behaviors, like ignoring schoolwork or experimenting with substances like alcohol and marijuana so long as this is approved by their peers. (Dubow, Edwards, & Ippolito, 2000; DuBois et al., 2001; Seidman et al., 2001 DuBois et al., 2002;).

McCord, (2001) concludes' that strong attachment to one's peers, in addition to an emphasis on peer acceptance versus parental authority, weakens protective factors for risky behavior and poor academic achievement, leading adolescents to maintain these negative behaviors.

While the famous American psychologist, Judith Rich Harris says, a child who is raised in a traditional, happy family with adequate attention and care is as likely to go astray as the one brought up in a broken home; given their company of friends and peers at school. Parents' influence on teenagers doesn't always last in the face of peer influence (Harris, 2013).

2.5 Parental Support and Academic Achievement

The parent support can be felt from parenting style; therefore one cannot conveniently talk about parental support without talking about parenting style. The authoritative parenting style is the most common and considered most successful style (Akhtar & Aziz, 2011). Baumrind (2001) suggests that authoritative parents "monitor and impart clear standards for their children's conduct. They are not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative".

The democratic parenting style is such that parents' holds high expectations, provides explanations for rules, and creates an environment of warmth and caring for their children. The permissive style parents decide to give lots of freedom and hope to their children. They will do what is best.

According to Akhatar and Aziz (2011) the permissive parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self regulation, and avoid confrontation". The authoritarian parents seek to control their children through rules. They use reward and punishment to make their children follow the rules. They give orders and are not likely to explain them. The uninvolved parents have few demands, low responsiveness and little communication with their children. Although they fulfill the child's basic needs, but they are generally detached from their children's life. The children of these parents have low self-esteem, less confidence, lack of self control and less competent (Baumrind, 2001).

Parent support can be felt from any of the parenting style. Some parenting style cause low parent support or no support like uninvolved parenting style, and some create high support like authoritative and authoritarian parenting style. The authoritative and authoritarian parenting style parents are involved in the activities of their children, both cause parents pressure. The authoritative parent's child want to fulfill the parents expectations, keep them happy and satisfied and the authoritarian parent's child feel forced to fulfill parent's expectations to avoid punishment. The parenting style affects the academic achievement of their children and they perform accordingly. High parent support may result to high achievement and low parent support may be the reason of low achievement.

It is unfortunate that many parents do not understand their role in the education of their children, seeing their children's education as solely the schools responsibility. If parents don't seem to care about learning, their children will pick this attitude Koskei (2014). Parents who are uneducated or feel Uncomfortable in the school environment, may not know how to join with teachers in partnership. Teachers are encouraged to do everything within their power to encourage a healthy parent- teacher's relationship. Parents are not only important rein forcers for their children but also models for them.

Hetherington (1989) cited by koskel (2014) states that parental support in student's academic work play a crucial role in the development of both social and cognitive competence in children. He also observes that infants who lack parental support are associated with aggressive behaviors and low self-esteem. The family support and involvement to their children is an important predictor of high scores in schools. Research shows that supportive and attentive parenting

practices affect academic achievement (Eamon, 2005**).** In addition, high parent aspirations have been associated with increasing student's interest in education (Majoribanks, 2005).

However, some literatures are of the opinion that parental support in school has been linked to both positive and negative influences on academic performance (Domina 2005, McNeal 2001). It is thought that the type of support may make a difference and that in some cases parents become involved after their children has already had academic difficulties. Parental involvement may not help academic scores; it does help prevent behavioral problems (Domina, 2005).

Hellstedt (as cited by Dassinger 2013) portrayed parental support on a continuum that ranges from under support to over support with moderately support in between. Moderately support parents encourage the best interest of the child. Under support parents may not show any interest in the child's participation and therefore lack the emotional support that an adolescent need to perform better. Children with under support parents are susceptible to dropping out of school due to their parents' inattention. On the other hand, student with over involved parents perceive very high levels of parental attention and pressure. Because of these pressures, these students often deal with outcomes of pressure such as lowered self-esteem, guilt, distress, and even burnout (Donnelly, 2003, cited by Dassenger 2013). Similarly Budzienski (2015) observed that children of parents who put pressure on them by "over- managing" their lives at school end up having higher levels of depression, decreased satisfaction with life and lower level of autonomy and competence.

Arhart and Aziz (2011) states that parental involvement in students' academic work play a crucial role in the development of both social and cognitive competence in children; he also observes that infants who lack parental involvement are associated with aggressive behaviors and low self-esteem. Hetherington (1999) cited by koskel (2014) reported that the family support and involvement to their children was an important predictor of high scores in schools. Research shows that supportive and attentive parenting practices affect academic achievement (Eamon, 2005**).** In addition, high parent aspirations have been associated with increasing student's interest in education (Majoribanks, 2005). Parents are perceived as being over supporting by students when they communicate messages perceived by the student as emphasizing conditions of acceptance based on achievement in examinations and others assessments, rather than the effort made. This could be the reason why most students are associated with poor, social and academic adjustment. Too much parental support can negatively affect a child's interest in school. As the amount of parental support increases, an adolescent interest decreases (Anderson, Funk, Elliot, & Smith, 2003). Moderately support parents have children with high levels of enjoyment than do over support and under support parents.

Narasimhan (2012) stated that a parent's influence over their child's life is undeniable, particularly when parents are financially supporting their child's education; they believe they can demand more. This demand is often made to the point that grade become more important than knowledge. Students become overscheduled, attempting to achieve not only their own but their parents expectations. Young children alter their behaviors according to their parent's expectations, which often continue even as children become young adults.

Parental support is likely to decrease from childhood to adolescence. Sanders and Epstein (2000) have revealed that even though adolescents need more freedoms as compared to younger children, the need for guidance and support of the elderly in the home, school, and community during this period in their lives is very essential. Unfortunately, despite its significant contributions to the educational achievement of students, it has been observed that parental/family support in education tends to decrease across middle and secondary school, due to adolescents' increasing desire for autonomy and most cases a lack of time from parents to guild and support (Sander & Epstein, 2000).

2.6 Theoretical framework

This section deals with some theories that are related to the three variables; peer influence, parental support and academic achievement. There are numbers of developing theoretical frameworks used to explain the relationship between peer influence and parental support and academic achievements. In this study only a few of these theories will be used as they relate to the work.

2.6.1. Erick Erickson's Theory of Psychosocial Stages of Development

According to Jax (2015) Erik Erikson organized psychological development into lifespan model of eight stages from birth to death. These stages are;

1. Trust vs. mistrust
2. Autonomy vs. shame/doubt
3. Initiative vs. guilt
4. Industry vs. inferiority

5. Identity vs. role confusion
6. Intimacy vs. isolation
7. Generativity vs. despair.
8. Ego integrity vs. Despair

Each stage is characterized by an issue in conflict between individual's make up and the social context. However only the fifth stage is related to this work and shall be discussed.

Adolescence's are Erikson's fifth stage, which is characterized by a conflict or crises between identity and identity confusion. Children seek to become independent from their parents and immerse themselves in their own social environment during adolescence. It is common to find adolescent pulling away from their parents, in order to form relationships with friends and test new roles and incorporate them into an identity.

Peer group fulfils the adolescents need for validity and acceptance and provide space and opportunity for exploration and experimentation. A child that fails to have positive resolution of this stage is likely to explore lifestyles that are unhealthy and dangerous. A child who fails to develop properly during this stage reject social contracts with others and fight conforming to social values, becoming particularly susceptible to negative peer pressure which in the long run affects his or her academic achievement.

2.6.2 Educational Productivity Theory of Academic Achievement

Walberg's (1981) theory of educational productivity is one of the few empirically tested theories of school learning based on extensive review and integration of over 3,000 students (Diperna, volpe & Stephen, 2002). The theory assumes that, nine factors affect academic achievement, or three groups of nine factors based on affective, cognitive and behavioral skills for optimization

of learning that affect the quality of academic achievement: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television) (Hattie & Joh 2009).

Walberg also identified some categories of learning influences, eight of these variables involved social emotional influences i.e classroom management, parental support, student teacher interactions, social-behavioral attributes, motivational-effective attributes, the peer group, school culture and classroom climate. Distant backgrounds are also found to influence academic achievement. For example state, district, or school policies, organizational characteristics', curriculum, and instruction were less influential. This theory suggests that the home, environment, peers among other factors can affect the academic achievement of students. For example, educated parents are more likely to provide an environment that is suitable for academic success than the uneducated ones. Also parents that are financially rich are more likely to provide such an environment.

2.6.3 The Ecological System Theory

Urie Bronfenbrenner (1917-2005) developed the ecological systems theory to explain how everything in a child and the child's environment affects how a child grows and develops. He labeled different aspects or levels of the environment that influence children's development, including the microsystem, the mesosystem, the exosystem, macrosystem and the chronosystem. However only the first two levels are related to this work and shall be discussed.

The microsystem is the small, immediate environment the child lives in. Children's microsystems will include any immediate relationships or organizations they interact with, such as their immediate family or caregivers and their school or daycare. How these groups or organizations interact with the child will have an effect on how the child grows; the more encouraging and nurturing these relationships and places are, the better the child will be able to grow. Furthermore, how a child acts or reacts to these people in the microsystem will affect how they treat her in return.

Bronfenbrenner's second level, the mesosystem, describes how the different parts of a child's microsystem work together for the sake of the child. For example, if a child's caregivers take an active role in a child's school, such as going to parent-teacher conferences and watching their child's soccer games, this will help ensure the child's overall growth. In contrast, if the child's two sets of caretakers, mom with step-dad and dad with step-mom, disagree how to best raise the child and give the child conflicting lessons when they see him, this will hinder the child's growth in different channels including academic achievement.

Bronfenbrenner sees the instability and unpredictability of family life we have let our economy create as the most destructive force to a child's development. When children do not have the constant mutual interaction with important adults, especially their parents, it will affect their overall development. According to the ecological theory, if the relationships in the immediate microsystem (i.e. the parent care givers and teachers) break down, the child will not have the tools to explore other parts of his environment. Children looking for the affirmations that should be present in the child/parent (or child/other important adult) relationship look for attention in inappropriate places. These deficiencies show themselves especially in adolescence as anti-social

behavior, lack of self-discipline, inability to provide self-direction and poor academic achievement (Addison, 2002).

2.6.4 Theory of Overlapping Spheres of Influence

Epstein (1995) describes the overlapping spheres of school, family, and community that directly affect student learning and development. These are the three major contexts in which children develop and learn. The overlapping spheres of influence recognize that there are some practices that school, family and community conduct separately and they are others that they conduct jointly in order to influence the growth and learning of the child. According to Epstein, successful partnership must be forged between these three spheres in order to meet the needs of the child. This model thus encourages the involvement of parents in the academic of their children.

To extend this concept, Epstein (1995) suggests that the language used by a school to identify students, families, and educators should take on a "family" concept. For example, rather than using the word "student", schools should use "children" because it suggests an extension of the family. This is because the school and the family constitute the two major contexts within which children develop both socially and academically. Epstein emphasis that students' outcomes are improved when schools and family shared goals and work in collaboration to achieve these goals. Epstein (2001) noted that the overlapping spheres of family and school can be brought closer together or pushed apart, when schools and family cooperate. When the spheres are pushed together, it leads to the generation of "family- like schools". And where the importance of school and learning activities is emphasis in the home environment it leads to a generation of "school-like families". When schools and families avoid contact with each other and fail to work

collaboratively, then the spheres are pulled apart, these is said to have a negative effect on the academic achievement of the students.

2.7 Review of Empirical studies

There are a number of scholarly works on areas related to peer influence and parental support

Warren (2004), in his study explored the developmental conditions under which peers influence adolescents behaviors, the moderating effects of autonomy, attachment, and self-worth were examined in a sample of 117 seventh and eighth grade students, 83 males and 94 females. Over a period of one year, it was discovered that adolescent alcohol use was predicted from peer alcohol use. In contrast, adolescent values were not predicted from peer values. Three moderating effects were found: peers alcohol use and values were most predictive of changes in adolescents' alcohol use and values for those adolescent who lacked autonomy, who had strong attachment to friends and who lacked self worth. Result from this study suggest that aspects of adolescent psychological functioning, such as autonomy, attachment, and self-worth, may play an important role in determining how teens are influenced by their peers.

Chen (2005) investigates relationship of academic support from parents, teacher, and peers to Hong Kong adolescents' academic achievement: the mediating role of academic achievement. Structural equation modeling analysis revealed that adolescents' perceived parental, teacher and peer support, all indirectly related to their academic achievement mediated by their own perceived academic engagement.

Judy and Nelson (2000) investigated the relationships between peer harassment, psychological adjustment, and academic functioning in early adolescence. The researchers found that self-perceived peer harassment predicted psychological adjustment, which was measured by levels of loneliness, depression, and self-worth, and that psychological adjustment then predicted school functioning. The results suggest a strong link between feelings of self-worth and healthy social functioning.

Barker (2011) carried out a study on teens and peer support; he finds out that teens are rarely influence by their peers to do something. The desire to try risky things comes from within. Teens often feel internal pressure to do the things that they think their peers are doing. And that is why teens are more likely to hang out with other teens that do the same thing as they do, instead friends play a more subtle role in a child's decision. This research findings cannot be totally accepted because Bandura and other researchers have establish the fact that people learn by observing others; It is more evidence in children and adolescents. They learn more by watching others.

Also the findings of Barker (2011) did not agree with the findings of Solomon Asch experiment cited by Suhttleworth (2008) who discovered that there is actually peer influence. Solomon Asch classical experiment explains how a group of individuals can influence somebody in making a decision. Suhttleworth (2008) noted that the Asch experiment was designed to test how peer pressure would influence the judgment and individuality of a test subject to conform to the majority. It was found out that people frequently followed the majority judgment, even when the majority was wrong. It was further noted that people often accept to be influenced just for the

desire to achieve a sense of security within a group that is of a similar age, culture, religion, or educational status. Any unwillingness to be influenced carries with it the very risk of social rejection and this is what young people fear most.

The American academy of child and adolescent psychiatry (2012) in their study on peer influence among adolescents discovered that peers can also have a negative influence. They can encourage each other to skip classes, steal, cheat, use drugs or alcohol, or become involve in other risky behaviors. The majority of teens with substance abuse problems began using drugs or alcohol as a result of peer influence. It is clear that peer influence can act as both a positive and negative force during adolescence. On the one hand, supportive friendships are an important factor for healthy adolescent development; on the other hand, overly-dependent peer relationships can have detrimental effects on adolescents' current and future development

Gordon (2014) in his study on parental involvement and compensatory education discovered that peer influence teens even when they did not realize it. They give in under peer pressure because they want to fit in; they go along with group for the fear of being ridicule by others. Mukama (2010) carried out a research on Peer Group Influence, Alcohol Consumption, and Secondary School Students‟ Attitudes towards School. He intended to find out the relationship between peer group influence, alcohol consumption, and students‟ attitudes towards school. Specific objectives were to establish the relationship between peer group influence and secondary school students‟ attitudes towards school, secondly, to establish the relationship between peer group influence and alcohol consumption and to find out the relationship between alcohol consumption and secondary school students' attitudes towards school. The findings of the study indicated that

there was no relationship between peer group influence and students‟ attitudes towards school and there was no significant relationship between peer group influence and alcohol consumption. However, he found a relationship between alcohol consumption and students‟ attitudes towards school.

Korir and Kipkemboi **(**2014) examined the impact of school environment and peer influence on the students' academic performance. The study assessed school environment factors and peer influences in terms of the level of psychological impact they have on learners. Twenty-one public secondary schools in Sabatia District of Vihiga County were used in the study. The study established that school environment and peer influence made significant contribution to the students' academic performance.

Ryan, (2000) in his study on Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement discovered that Teachers, parents, and peers all provide adolescents with suggestions and feedback about what they should think and how they should behave in social situations. These models (i.e teachers, parents and peers), can be a source of motivation or a lack of it. Of the three mentioned. Peers motivate adolescent more, this is done 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 behaviors and attitudes. Anxiety can arise when teens try to predict how peers will react, and this anxiety plays a large role in peer influence. This is because adolescent spend more time with their peers than with their parents and teachers.

Howard (2004) in his study on peer influence in relation to academic performance and socialization among adolescents, realized that observing others perform a particular behavior or voice a certain opinion can introduce an individual to new behaviors and viewpoints that may be different from his or her own. Observation also enlightens an individual on the consequences of such behavior and opinions. Depending on these consequences, observation of a model can strengthen or weaken the likelihood the observer will engage in such behavior or adopt such beliefs in the future. It is in this light that Black (2002) stated that peer groups provide a forum where teens construct and reconstruct their identities.

In a bid to examine parental and peer influence on adolescent, Biddle, Bank, and Marlin (2001) conducted a study, part of their data was collected from a field study of expectations and reported behaviors conducted by interviews with American adolescents. Subjects for the study consisted of 149 adolescents, the respondents constituted a quota-sample design that was approximately balanced for age, sex, social class, race, and community of residence. In comparison with the total population, the sample contained more blacks and disproportionately few whites who lived in rural areas; and the sample was obtained within a single, Midwestern state and consisted only of adolescents who were then enrolled within public schools. In other respects the sample was presumably representative.

The researchers found that peer behaviors are more likely to affect the adolescent than parental behaviors, whereas parental norms are more likely to affect the adolescent than peer norms. Parents have had a longer time to influence adolescents and retain a responsibility to represent the standards of the adult world. Peers, in contrast, may be shunned if they attempt to impose

standards on their adolescent friends but are likely to be omnipresent as behavioral models within schools.

Delp (2015) in her study on Variables that Affect Academic Success discovered that across the board, when taken into account with other factors including ethnicity, socio-economic factors, and even education of parents-parental involvement is the single most influential factor in academic success. Teens that have parents who are involved in their lives and generally know what's going on at school are more likely to attend four-year colleges.

Taylor and Wong (2006) carried out a research on gender differences in the impact and peer orientation on African-American Adolescents' school value and academic achievement, they discovered that gender difference do exist in African-American adolescents' perception of peers and peer orientation; There are also gender differences in the relationship between peer influences, academic value and grade point average but peer characteristics and values do not seem to significantly affect African-American adolescents' perceptions of the importance of academics.

Similarly, Geary (2014) in his paper on adolescent autonomy with parents as a predictor of low susceptibility to peer influence examines the relationship between adolescent autonomy within the family and susceptibility to peer influence. Autonomy was measured from the teen reports, parent reports, and observed family interaction of 88 adolescents when the teens were 16 years old. Then susceptibility to peer influence was measured from teen reports when they were 18. The study examined three aspects of family relationships that affect teens' behavioral or social

cognitive autonomy: parental control, decision-making, and conflict resolution. Results indicated that high parental control and decision-making by parents or teens alone was related to high susceptibility to peer pressure. In addition, teens whose mothers undermined their autonomy during conflict resolution were also high in susceptibility to peer influence.

However teens who participated in joint decision-making were lower in susceptibility to peer Influence. Overall, it was found that autonomy at age 16 could predict low susceptibility to peer influence however teens who participated in joint decision-making were lower in susceptibility to peer influence. Overall, it was found that autonomy at age 16 could predict low susceptibility to peer pressure at 18. These findings suggest that adolescents may not move from a dependency on parents to a dependency on peers. Instead, autonomy seems to be a consistent trait over time and across different social relationships.

Rihtaric & Kamenov (2013) in their investigation explored the role of attachment to friends in the explanation of adolescents' susceptibility to Peer pressure these two constructs were measured. In Study1, 475 high school students (194 boys and 281 girls) were given Susceptibility to Peer Pressure Questionnaire, and their attachment to friends was measured with Modified Experiences in Close Relationships Inventory and Relationship Scales Questionnaire.

One month later, 80 boys and 80 girls participated in Study 2, where they completed the same Susceptibility to Peer Pressure Questionnaire in a chat-room simulation, convinced that they can see other students' answers and that their own answers could be seen by others. When susceptibility to peer pressure was measured by self-report questionnaire, the level of avoidance proved to be a significant predictor for boys, while the level of anxiety and the model of others were significant predictors for girls. When susceptibility to peer pressure was measured

experimentally, the results showed that attachment dimensions predict only girls' susceptibility and that the only significant predictor is their model of others.

Lebedina-Manzoni, Lotar and Ricijas (2008) in their study on peer influence, discovered that adolescent are not passive persons whose behavior is simply a response to peer influence. But rather a process which combines the characteristics of adolescents, their attitudes, values and beliefs that they bring from their primary sources of socialization (i.e. family, school neighborhood), these factors contribute to the choice of company of peers and directly to peer behavior in the context of a certain situation. These findings cannot be totally agreed with, because some children who are from humble and decent homes, who attend good schools and who come from good neighborhood tend to involved themselves in some immoral and indecent activities totally different from their families such that people begin to wonder whether they are the true children of their parents. Therefore the researcher suggests that peers have a great influence on adolescence.

Alike (2009) carried out a study in Edo state, Nigeria to investigate if parents support and peer groups of student have any influence in the choice of career among secondary school students. The population of the study comprises of senior secondary two students (SS2) results shows that there was no significant relationships between parental and peer group influence on career choices in humanities among senior secondary school student.

Murayama (2015) analyzed data from a longitudinal study of 1305 that assessed student's mathematics achievement as well as parental press for good grade. He found out that parental

press for good grade led to increase academic achievement, only when it does not overly exceed realistic expectation. When it exceeds realistic expectation, the children's achievement decreased proportionately.

Izzo et al (1999) studied 1205 US children from kindergarten through to grade 3 in a 3 year longitudinal research programme. Teachers rated four forms of involvement; frequency of parent-teacher contact; quality of parent teacher interaction; participation in educational activities in the home; and participation in school activities. These factors, as well as family background variables were examined to find any relationship they might have with school achievement as indexed by school grades. Consistent with other studies, Izzo et al showed that all forms of parental involvement declined with child's age and that involvement in the home 'predicted the widest range of performance variance.

In another longitudinal study, Dubois et al (1994) showed that family support and the quality of parent child relationships significantly predicted school adjustment in a sample of 159 young US adolescents (aged 10 –12) followed in a two year longitudinal study. At-home parental help clearly and consistently has significant effects on pupil achievement and adjustment which far outweigh other forms of involvement.

Bean, Bush, Mckenry and Wilson (2014) examined the relationships between adolescent functioning, parental psychological support and academic achievement in European American and African American. The analysis indicated that African American mothers who offer psychological support to their children positively predicted both adolescent functioning and academic achievement. Psychological support was significantly related to adolescent self esteem

in both the models in paternal parenting (African American and European American) and maternal parenting (African American).

Koskel (2014) carried out a study on influence of parental involvement on students' academic performance of public mixed day secondary schools in Kuresoi district Kenya. The study employed *ex-post facto* design. The researcher used stratified random sampling technique. The study involved 6 secondary schools. A sample of 180 form four students was selected to participate in the study. The research instrument used to collect data was a questionnaire.

The finding of the study revealed that parental involvement in education did not significantly influence students' academic performance in Kuresoi district. The researcher recommends that parents who through encouragement should not pressure their children by making too high demands that may create in them anxiety and fear of failure instead they should provide effective motivation.

While Muola, (2010) found low correlation between parental involvement or encouragement and academic achievement. The researcher explained that the nature of encouragement given to the child by his parents is important as far as the academic achievement is concerned. Parents who through encouragement pressurize their children by making too high demands may create in them anxiety and fear of failure instead of providing effective morale to do well in academic work.

Narasimhan (2012) carried out a study to find out how parental press for good grade impact students achievement. In a survey of approximately 100 UTSC students, he reported that results

were both startling and scattered. On a scale of 1-10, 30 percent of respondent rated the pressure from their parents at 10; 64 percent said the personal decision they make are heavily dependent on their parent's opinions. This pressure on some students is heavenly overwhelming and potentially dangerous, and can be a threat to their mental health.

Similarly Catsambis (2008) found that certain parental involvement behaviors, including making contact with school, were negatively associated with student achievement, when she controlled for problem behaviors, this negative effect disappear.

Madiel and Buzeda (1999) found that parental psychological support improve the reading scores of children in kindergarten but have no effect on the reading of high school students. Similarly Hills and Tyson's meta-analytic study (2009) found that what they termed "academic socialization" refers to parents communicating with the child about the value/utility of education, fostering educational and career aspiration in the child, the linking of school work to current event, and making plans/preparations for the child's future (Hills &Tyson 2009). This was found to be more strongly related to academic performance than helping with home work in a sample of post primary school student. This, the researcher claimed is due to the student desire for increased autonomy at this later stage of their school career.

A study by Mwiria (1987) cited by Koskel (2014) noted that economically, well to-do parents are concerned about their children's academic performance and not their creative potential. He noted that well to do parents are likely to encourage their children to worry about passing exams because of the importance they attach to education. He also emphasizes the importance of the amount of time that the parent and the child spend interacting. He argues that the parent and the

child interaction are important to the child's social and cognitive development. Children find it satisfying to receive positive regard from parents so as to view themselves positively by having high self-esteem.

Benner and Misty (2007) in their study discovered that Parents of a higher socio-economic status expect their children to advance further in their education career and these higher expectations results in a significant effect on student achievement and their own perceptions of academic success.

Vanlaar and Sidanius (2001) in their study on parental involvement discovered that the lower expectations expressed by parents will take its toll on student's perceptions of their own academic abilities. When there is no support to be successful, and no push from those who are the most influential in a students' education, lower expectations should be expected from students. It is thought that the type of involvement may make a difference.

Many researchers have found that parents from higher social economic status group are more likely to take an active role in the education of their children (e.g. Davis-Kean, 2005; Pena 2000). Conversely, parents from low social economic group have been found to be more likely to experienced practical barriers to involvement, ranging from lack of resources to transportation problems.

Keane and Topor (2010) carried out a study on the relationship between parental monitory/

Time management on student academic performance using a sample of 150 participants. Results indicated a statistically significant association between parental monitor/time management and students academic achievement over and above the impact of the child's intelligence.

Jeynes (2005) conducted a meta-analysis of 77 cross sectional studies (which include over thirty thousand students) to examine the relationship between the academic achievement of students and parental involvement, variously defined by the studies selected for inclusion as: involvement with home work, attendance/ participation at school function, communicating with school staff, parent educational expectations and parent reading to/with their children. The result of the method analysis indicated that the involvement of parents was positively related to academic performance of students. This findings emerged over a wide range of outcome measures including standardized test scores, grade and teacher ratings (Jeynes, 2005).

Adolescent seemed to be influenced by their families and by their friends. Boujlaleb (2006) said that "peers have a more powerful influence on adolescents as compared to families". In another research Haynie (2002) find out that "adolescents get their self-esteem from the group they belong to and they cannot imagine themselves outside the gathering". Without a group or friends, one has low self-esteem and they are powerless. They see friends or peers as vital component in their life without which they cannot live. They are likely to go where the peers go, if they are good in studies and have healthy competition everyone in the group will be academically good and a high achiever but if they are indulged in negative activities, then it's difficult for one to prevent one not to involve in it, so they will be low achievers.

Taylor and Wong (2006) carried out a study to investigate the peer pressure and its relationship with the academic and social factors. The study highlighted that gender difference exists in the perception of peer. The Study further indicated that the adolescents who have a high level of conformity to unconventional peer behavior tend to have lower GPA than those who have lower

level of conformity. The boys' grades are more strongly affected by peer orientation than girls. The male peers who exhibits negative behavior has lower utility for school.

Desforges and Abouchaar, (2003) conducted a studies to show the importance of parents' involvement or parent pressure and its effect on academic achievement of adolescents. They defined parent's involvement by many forms, like parenting style, stable and secure environment, intellectual stimulation, parent child discussion, contact with school, participation in school events and activities. The findings consistently showed that parent involvement has |strong positive influence on the child's level of attainment: the more the parental involvement the higher the attainment. They concluded that at home, parenting has a significant positive effect on children's achievement and adjustment. It was further stressed that parental involvement has greater positive effect on achievement of students as compared to the quality of school.

Opdenakker and Damme (2005) conducted a research study "enhancing effort and achievement: the importance of parent involvement and home school partnerships". The findings indicated that, the parents' attitude (parent pressure) and activities like coaching and support to the formal education of their child has a unique and positive effect on effort and achievement of children; although it is weakly related to the socio-economic status of parents.

2.8 Summary

The literature reviewed on peer influence promotes the outlook of peer influence as a constructs that explains the ability of adolescent to socialize within a group, to seek autonomy from parents and to seek approval from friends. All the literature agrees that peer influence is not always bad;

in fact there are those who said it is necessary for a healthy development of an individual. This means that peer influene is considered very important for the healthy development of adolescent, at the same time peer relationship if not watched may have negative influence on the adolescence. Parents and teachers are advised to keep a close watch on the type of company their children and students keep and also have a good relationship with their adolescents so that they can easily communicate to them any kind of influence they are receiving either at home or in school.

While parental support is viewed by many as having positive effect on the adolescent health and social life, early research in the field showed a variety of inconsistent and conflicting findings. Some studies found that parental involvement had no effect whatsoever on pupil achievement or adjustment, others found striking, positive effects whilst yet other studies found a negative relationship. Parental involvement, it seemed, diminished pupil's achievement under some circumstances. These inconsistencies are relatively easy to explain. First, different researchers used different definitions of parent support. Some took it to be 'good parenting' which went on in the home. Others took it to be 'talking to teachers' about their children progress, while yet others defined parental support as when parent get involve with their children's academics and others as a thorough going or participation in school functions and school governance. At the same time, these differences are bound to lead to apparent inconsistencies. . However, the present study is unique to the earlier conducted studies in some aspects. Firstly, this study defined parental support as when parents emphasis the value of reading books, monitor their behavior regarding home work and study and offer psychological support to their children.

Secondly, this study shows the relationship among the three variables; the peer influence, parental support and academic achievement, while others looked at two variables.

Lastly, researches in these areas have been done mostly in other parts of the country and mostly in other countries. As a result most of what is known now regarding peer and parental support is largely in other part of the world. The researcher wants to find out how peer influence and parental support affects the academic achievement of senior secondary school student in Giwa educational zone.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in conducting this research. The main points to be discussed in this chapter are the research design, population, sampling and sampling techniques, instrumentation, procedures for data collection and data analysis.

3.2 Research Design

The research design that was employed for this study is *ex-post facto* design. The main purpose of this design is to determine the influence of the current status of the phenomena under study. Peer influence and Parental support which served as the independent variable could not be directly manipulated (Kerlinger, 2000, Mugenda and Mugenda 2003). This design was also found appropriate because it allowed the investigation of subsequent influences between the independent and the dependent variables. Academic achievement is taken as the dependent variable. Thus, the researcher will be able to relate an after-the-fact analysis to an outcome or the dependent variable. The researcher used the design to investigate the influence of peer influence and Parental support on academic achievement of public secondary school students in Giwa educational zone

3.3 Population of the Study

The population of this study consists of all SS2 Students in public secondary schools in Giwa educational zone. The zone has sixteen (16) secondary schools. According to Giwa educational zone, there are seven thousand, five hundred and seventy one (7571) senior secondary students.

This include both male (4645) and female (2926), within the age range of 16 – 19 years. In this study, SS2 students who are in public schools are the targeted population.

The table is showing the population of senior secondary students two in Giwa educational board, 2015 by gender.

Table 3.3.1.: Distribution of the population of SS2 in Giwa Educational zone

S/N	Name of schools	Males	Females	Total
1	Government Secondary school, Giwa	113	27	140
2	Dr. shehu Lawal, GSS Giwa	-	146	146
3	Gov't Sec. Sch, Gangara	40	Nil	40
4	Gov't Sec. Sch, Yakawada	65	11	76
5	Gov't. Sec. Sch. Fatika	96	25	121
6	Govt Sec, Sch, Kaya	23	12	35
7	Yusuf Aboki Sec. Sch. Shika	152	63	215
8	Govt. Sec. Sch. Bomo	270	48	318
9	Govt. girls Sec. Sch. Samaru	-	285	285
10	Govt, Sec, Sch, Kwangila	100	117	217
11	Govt. Sec, Sch. Jama'a	133	62	195
12	Govt, Sec, Sch. Basawa	120	54	174
13	Govt, Sec, Sch, Hunkuyi	152	95	247
14	Govt, Sec, Sch, kudan	167	33	200
15	Govt, Sec, Sch, Sakadadi	15	Nil	15
16	Govt, Sec, Sch, Kauran-Wali	160	30	190
	Grand total	1606	1008	2614

Source: Giwa Educational Zone, 2015.

3.4 Sample and sampling technique

The sampling technique used in this study is cluster random sampling. The 16 Senior Secondary Schools in Giwa Educational zone, was grouped into four clusters namely A, B, C and D based on their locations. The schools under group "A" are GSS Giwa, GSS Gangara, GSS Yakwada and Dr. Shehu Lawal secondary school while cluster "B" has GSS Bomo, GSS Shika, GSS Samaru, and GSS Kwangila. Cluster "C" has GSS Basawa, GSS Jama'a,

GSS Hunkuyi, and GSS Kaya. And cluster "D" has GSS Kudan, GSS Sakadadi, GSS Kauran-Wali and GSS Fatika. One school was randomly picked out of each cluster making a total of four (4) schools. This helped the researcher capture the schools under Giwa educational zone from every geographical area such that every area or location is involved. This is characterized by the use of judgment and a deliberate effort to obtain representative samples (Mugende & mugende 2003).

The sample size was taken using the Krejee and Morgan's table of sample selection, for the population 2800 is three hundred and thirty eight (338). The selected schools are, Gov. Sec. Sch. Giwa, govt. sec. sch. Kwangila, Gov.Sec. Sch. Basawa, Gov. Sec. Sch. Kudan.

Table 3.3.1: Distribution of the sample size by gender

S/N	Name of the Schools	Population	Male	Female	Total
1	Government sec. sch.Giwa	140	49	14	65
2	Gov. sec. sch. Kwangila	217	43	57	100
3	Gov. sch. Sch. Basawa	174	51	30	81
4	Gov. sec. sch. Kudan	200	79	13	92
Grand total		731	222	114	338

3.5 Instrumentation

Three instruments were used to undertake this study. They include:

(1) Inventory of parental support developed by the researcher

(2) Peer support inventory developed by the researcher.

(3) Academic achievement SS2 MOCK qualifying examination.

3.5.1. Inventory of parental support

Inventory of Parental support developed by the researcher is a four factor scale that measures children's perceptions of parent-child interactions concerning school issues. The factors include; (a) Parental psychological support, this measures how children perceived parental psychological support (b) Monitoring children behavior regarding homework and study, in this section students report frequency that parents monitor their behavior regarding home work, studying. On the parental attitudes items which tapped parental psychological support, students were asked to rate the degree of agreement or disagreement with each statement on a five-point likert scale from 1 to 5 where 1= (strongly disagree) 2 = (disagree) 3 = (uncertain) 4 = (agree) 5 = (strongly agree). The parental practices items which tapped monitoring children attitude towards home work and study are made up of statements that required students to specify how often each practice occurred, from 1 = (never) 2 = (rarely) 3 = (sometimes) 4 = (usually) and 5 (always). On the pressure scale items, high rating suggest that the children perceive their parents as demanding and applying excessive pressure. High rating on the support scale suggest a psychological supportive parenting relationship. High rating on the items from the help scale indicates help doing home work, reading books, and preparing for test.

3.5.2 peer-support inventory

To measure the peer influence, the Peer influence Inventory was developed by the researcher. This is a 15-paired item describing how peers influence one another. Students were to decide whether they were encouraged by their peers to do something.

students were asked to rate the degree of agreement or disagreement with each statement on a five-point liker scale from 1 to 5 where 1= (strongly disagree) 2 = (disagree) 3 = (uncertain) 4 = (agree) 5 = (strongly agree).

3.5.3 Academic Achievement Score

Academic achievement was measured by the two general and compulsory subjects that is, Mathematics and English language examination scores in the MOCK qualified end of term examination. The examination is a standardized examination set by the Kaduna state ministry of education at the end third term in SS2. The scores were used for the analysis.

3.6 Validity of the Instruments

The face and content validity were established for the inventory of parental support and the peer influence inventory instruments used in the study. The instruments were given to experts in the department of educational psychology and counseling to validate and some items were removed while others were added. This made the instrument to be more relevant to the population under study. The peer support inventory scale has also been found to have good internal consistency and measured what it was designed to measure as observed by some lecturers in the department of educational psychology and counseling. The academic achievement exams is a standardized examination that is been set by Kaduna state ministry of education. It is considered to have a high validity.

3.7 Pilot testing

To establish the reliability index of peer influence inventory and parental support, the instruments were pilot tested using government secondary school, Jama'a, under Giwa educational zone. 50 copies of the instrument were distributed to both male and female students. This school was not part of the sample but form part of the population. The pilot study outcome assisted the researcher in clarifying the items, clear ambiguities about statement and determined the difficulty respondents may have in completing the questionnaires. Cronbach alpha was used to determine the reliability of the instrument. The reliability co-efficient of peer influence inventory is 0.899 and inventory of parental support is 0.917. While the academic achievement exams is a standardized exams set by the Kaduna state examination board.

3.8 Reliability of the Instruments.

The data obtained from the pilot study were statistically analyzed for the purpose of reliability. The Cronbach alpha reliability coefficient was used to test the questionnaire. This reliability coefficient was considered adequate for the internal consistencies of the instruments. The result of Cronbach alpha reliability co-efficient of peer influence inventory and inventory of parental support are 0.899 and 0.917 respectively. This was a confirmation of test of reliability which according to Spiegel (1992);an instrument is considered reliable if its reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. The MOCK qualifying examination is a standard exams set by the Kaduna state ministry of education. This exam has been found to be highly reliable. Therefore, it is confirmed that the instruments used for this study were highly reliable.

3.9 Procedure for Data Collection.

The researcher collected a letter of introduction from the Department of Educational Psychology and Counseling A.B.U., Zaria to the Giwa Educational zone. The letter introduced the researcher as a student in the department, and also seeking approval to embark on the research in the selected schools and any other relevant information that would assist the researcher in conducting the study. Another letter was addressed to the principals of selected schools by the Giwa educational zone informing them of the research.

The researcher was assisted by the schools teachers in the administration of the questionnaire. The researcher read the instructions of each questionnaire with the respondents in a group to ensure that each respondent clearly understood what is required and these respondents were requested to fill the questionnaires individually without discussing them. The questions were clearly explained so as to make participants feel comfortable and know exactly what they are responding to. The respondents completed the questionnaires within 20 minutes and filling the questionnaire was voluntary.

After filling in the questionnaires, the researcher collected them for analyses.

3.9.1 Procedure for Data Analysis.

The data collected for this study was obtained through questionnaire for two variables: peer influence and parental support and exams scores from the school was used for their academic achievement. Mean and standard deviation was used to test the research questions while the test of hypotheses was carried out using Pearson Product Moment Correlation (r). The basis for the acceptance or rejection of hypothesis was 0.05 alpha level of significance.

CHAPTER FOUR

DATA ANALYSIS

4.1 Introduction

This chapter presents the results and discussion of findings from the investigation conducted on the relationship of peer influence, parental support and academic achievement of senior secondary school adolescence in Giwa Educational zone. Out of three hundred and thirty eight (338) questionnaires administered, a total of three hundred and thirty three (333) questionnaires were retrieved and used for the study. Mean and standard deviation was used to test the research questions the test of hypothesis was carried out using Pearson Product Moment Correlation (r). The basis for the acceptance or rejection of hypothesis was 0.05 alpha level of significance.

4.2 Hypotheses Testing

Five null hypotheses were raised for this study. Therefore, the following tables would help in providing statistical evidence that would prove or disapprove a given hypothesis.

Hypothesis one: There is no significant relationship between peer influence and academic achievement among senior secondary school students.

Table 4.2.1 Pearson Product Moment Correlation statistics showing relationship between peer support and academic achievement among secondary school students.

Variables	M	SD	r	df	p
Peer Pressure	25.3142	5.1328			
			0.742	332	0.018
Academic Achievement	5.1290	1.4364			

Correlation is significant at the 0.05 level (2-tailed) r= 0.742 p=0.018

Table 4.2.1 shows the Pearson product moment correlations analysis. Result revealed that the calculated (r) value of 0.742 is greater than the (p) value of 0.018 at 0.05 alpha level of significant. This shows that significant relationship exist between peer influence and academic achievement of students in secondary schools. This implies that when the peer influence is high the academic achievement of students also increases. Therefore, the null hypothesis which stated that, there is no significant relationship between peer influence and academic achievement among senior secondary school students is hereby rejected.

Hypothesis Two: There is no significant relationship between parental psychological support and academic achievement among senior secondary school students.

Table4.2.2 Pearson Product Moment Correlation statistics showing relationship between parental psychological support and academic achievement among secondary school students.

Variables	M	SD	r	df	p
Parental Psychological Support	21.3761	4.3326			
			0.756	332	0.003
Academic Achievement	5.1290	1.4364			

Correlation is significant at the 0.05 level (2-tailed r = 0.756 p = 0.003)

Table 4.2.2 shows the Pearson product moment correlations analysis. An understanding of the computed Pearson product moment correlation statistics above revealed that (r = 0.945, p= 0.001) thus showing a relationship exist between parental psychological support and academic achievement of students in secondary schools. This implies that the higher the parental psychological support, the higher their academic achievement. Therefore, the null hypothesis which stated that, there is no significant relationship between parental psychological support and academic achievement among senior secondary school students is hereby rejected.

Hypothesis Three: There is no significant relationship between parental monitoring for homework and academic achievement among senior secondary school students.

Table 4.2.3 Pearson Product Moment Correlation statistics on relationship between parental monitoring for homework and academic achievement among senior secondary school students.

Variables	M	SD	r	df	p
Parental monitoring for homework	17.6178	4.1948			
			0.838	332	0.002
Academic Achievement	5.1290	1.4364			

Correlation is significant at the 0.05 level (2-tailed) r = 0.838 p = 0.002

Table 4.2.3 is a Pearson product moment correlations analysis aimed at finding relationship between parental monitoring for homework and academic achievement among students. The results revealed that the calculated significant (r) value of 0.838 is greater than the (p) value of 0.002 at 0.05 alpha level of significant. This implies that the higher the students parental monitoring for homework, the higher their academic achievement. Therefore, the null hypothesis which stated that, there is no significant relationship between parental monitoring for homework and academic achievement among senior secondary school students is hereby rejected.

4.4 Summary of findings

The following are the summary of the Major findings;

1. Significant relationship exist between the peer influence and academic achievement of students (r = 0.742, p=0.018), this findings shows that the higher the peer influence, the higher their academic achievement.
2. Significant relationship exist between parental psychological support and academic achievement of students in secondary schools at a correlation index value of 0.756, p= 0.003. This implies that the higher the parental psychological support, the higher their academic achievement.
3. Significant relationship exist between parental monitoring for homework and academic achievement of students in secondary schools at a correlation index value of 0.838, p= 0.002. This implies that the higher the students parental monitoring for homework, the higher their academic achievement.

4.5 Discussion of the findings.

The study aimed at investigating the relationship between peer influences, parental support and the academic achievement of senior secondary adolescent in Giwa Educational zone. The findings of the study are discussed as follows:

Significant relationship exists between peer influence and academic achievement of students in senior secondary school. This is because the calculated p value of 0.018 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.742. This implies that the higher the peer support, the higher their academic achievement. This finding agrees with that of Chen (2005) who investigates the relationship of academic support from parents, teachers and

peers to Hong Kong adolescents'. The participants were 270 adolescents' from 3 grade level in a Hong Kong secondary school. The result revealed that adolescents' parental, teacher and peer support were all indirectly related to their academic achievement mediated by their own perceived academic engagement.

The findings also agrees with the findings of Korir and Kipkemboi **(**2014) who examined the impact of school environment and peer influence on the students' academic performance. Twenty-one public secondary schools in Sabatier District of Vihiga County were used in the study. The study established that school environment and peer influence made significant contribution to the students' academic performance. However the findings disagree with Taylor and Wong (2006) who carried out a study to investigate peer pressure and its relationship with the academic achievement. The study highlighted that adolescents who have a high level of conformity to unconventional peer behavior tend to have lower GPA then those who have lower level of conformity. The boys' grades are more strongly affected by peer orientation than girls. The male peers who exhibits negative behavior has lower utility for school.

Research hypothesis seek to investigate the relationship between parental psychological support and academic achievement of students in senior secondary school. The findings indicated that significant relationship exist between parental psychological support and academic achievement of students in secondary schools. This is because, the calculated p value of 0.003 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.756. This implies that the higher the parental psychological support, the higher their academic achievement. The findings agree with Bean, Bush, Mckenry and Wilson (2014) who examined the relationships between adolescent functioning, parental psychological support and academic achievement of

European American and African American. The analysis indicated that African American mothers who offer psychological support to their children positively predicted both adolescent functioning and academic achievement. Psychological support was significantly related to academic achievement of adolescent (African American and European American) and maternal parenting (African American).

The findings are in agreement with that of Madiel and Buzeda (1999) who found that parental psychological support improve the reading scores of children in kindergarten but have no effect on the reading of high school students. Similarly Hills and Tyson's meta-analytic study (2009) found that parents communicating with the child about the value/utility of education, fostering educational and career aspiration in the child, the linking of school work to current event, and making plans/preparations for the child's future is more strongly related to academic performance than helping with home work in a sample of post primary school student.

Research hypothesis seek to investigate relationship between parental monitoring for home work, study and academic achievement of student in senior secondary school. The results revealed that significant relationship exist between parental monitoring for homework, study and academic achievement of students in secondary schools. This is because the calculated p value of 0.002 was found to be lower than the 0.05 alpha level of significance at a correlation index value of 0.838. This implies that the higher the students parental monitoring for homework and study the higher their academic achievement. This finding correspond with the finding of Keane and Topor (2010) who carried out a study on the relationship between parental monitory/Time management on student academic performance using a sample of 150 participants. Results indicated a statistically significant association between parental monitory/time management and students

academic achievement over and above the impact of the child's intelligence. This result also agree with the opinion of Koskei (2014) who stated that student can be affected academically if they lack parental support especially with regard to education even when they live with their biological parents.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter present summary of the study, conclusion, recommendations, limitation of the study and suggestion for further study.

5.2 Summary

The study was intended to find out the relationship between peer influence and parental support on the academic achievement of senior secondary school students in Giwa educational zone.

The study dealt with background to the study where argument for the justification to this study was presented. Objectives were stated, research questions were raised and basic assumption and five Null hypotheses were raised for the study, the scope and delimitation was also presented.

Related literature were reviewed where and materials and studies consulted. The independent variables of peer and parental pressure and dependent variable of academic achievement were discussed. Erick Erickson theory of psychosocial stages of development, Social Cognitive theory of Bandura, The ecological system theory by **Urie Bronfenbrenner** and Theory of Overlapping Spheres of Influence by Epstein were used to offer the study a theoretical backing. Some empirical studies were also reviewed and finally the chapter ends with an abridged summary.

The methodology used in carrying out this study is the ex-post factor design. It drew 338 samples for the study using Morgan and Krejcie table for determining sample size. Four schools out of 16 were selected randomly for the study. Chapter four dealt with result and discussion of

findings. Data obtained from the subjects were analyzed using Statistical Package for Social Sciences (SPSS). All the five hypotheses stated were rejected.

Finally, the summary of the study, where each chapter discussed were summarized in detail. Conclusion is also presented based on the findings. Recommendations were for parents, students, teachers and policy makers who may be interested in the influence of peer and parental pressure on the academic achievement of students.

5.3 Conclusions

The study investigates the relationship between peer influences, parental support and academic achievement of senior secondary school in Giwa educational zone Kaduna, Nigeria. The following conclusions can be deducted:

1. Peers can influence the academic achievement of students; result suggest that the higher the peer influence the higher the academic achievement.

2. When parent offer psychological support to their children by constantly communicating to them the value of schoo,l they tend to achieve academically; result suggests that the higher the parental psychological support the higher the academic achievement.

3. Also, student whose parent monitors their behavior towards home work and study tend to achieve academically; result suggests that, when parents monitor their children's behavior towards home work and study, their academic achievement become higher.

5.4 Contribution to knowledge

This research work will contribute towards improving academic achievement of students. The study shows that parents are the most important mentors and teachers in a child's life. Parents' involvement and support in the education of their children is found to be beneficial to students. The more parents are intensively involved in their children learning, the higher their academic achievements. Also, peers can also influence academic achievement.

5.5 Recommendation

Based on the findings of this study, the following recommendations are made;

1. This study recommend that parents and teachers should take care of the kind of peers group their students and children belongs to, as this have a great influence towards their academic achievements. Positive peer influence can bring about high academic achievement as shown in this study. Therefore it is possible that negative peer influence can also affect negatively.
2. Parents should offer psychological support to their children by way of communicating with their children about the value/utility of education, fostering educational and career aspiration in the child, linking of school work to current event, and making plans/preparations for the child's future. When students received such support they become more determined to achieve academically.

3. Parents should monitor the amount of time students devout to studying. They should also ensure that students carry out their home work whenever they have. Teachers should also ensure that all students complete their home work on time.

5.6 Suggestion for Further Studies

The study is by no means exhaustible, further studies are therefore suggested in the following areas:

1. Influence of teacher pressure on the academic achievement of secondary school student
2. Effect of parental style and peer pressure on the academic achievement of senior secondary school in Northern Region of Nigeria.

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APPENDIX A
PEER SUPPORT INVENTORY

Peer support inventory

Here are some *STATEMENTS* describing *PEER INFLUENCE* which is when your friends encourage you *to do* something. *READ* each statements and use the keys below to answer the questions in this section: SD= strongly disagree; D= Disagree; U= Uncertain; A= Agree; SA== Strongly agree.

My friends encourage me to:	**SD**	**D**	**U**	**A**	**SA**
1. study hard, do my homework, etc.					
2. take some subjects and refuse others.					
3. go to school library.					
4 spend my free time alone studying.					
5. complete my secondary school education.					
6. have a study group.					
7. go to the games at school (football, basketball, etc.).					
8. skip classes or school.					
9. excel, or be really good at all school activities (sports, grades,).					
10. try to get good grades.					
11. give teachers a hard time.					
12. try to attempt every questions asked during lessons and exams.					
1. be friendly with all my teachers.					
14 ask question during lessons or classes					
15. carry out all my home work.					

Developed by the researcher.

Appendix B

Inventory of parental support developed by the researcher.

Below are some lists of questions designed to identify a family member's perceptions of family processes: psychological support. Use the key below to answer the questions in this section: SD= strongly disagree; D= Disagree; U= Uncertain; A= Agree; SA= strongly agree.

	PSYCHOLOGICAL SUPPORT					
S/N	ITEMS	SD	D	U	A	SA
1	I feel happy when I get good grades because I know my parents will be happy					
2	My parents feel it's important not to miss a day of school					
3	I'm glad my parents are concerned about my education					
4	My parents are satisfied if I do my best					

5	My parents have much patience with me when it comes to my education					
6	My parents wants me to go to a "good" college					
7	My parents take a big interest in my school work					
8	My parents are proud of my academic achievement					
9	I think I do well in school, but my parents feel I could do better.					
10	If it were not for my parents I Would not be doing as well as I am in school.					

Study and monitoring behavior regarding homework and studying.
Use the following key to specify with 'X' how often the practices occur. 1 Never, 2 Rarely, 3 Sometimes, 4 Usually, 5 Always.

S/N	ITEMS; **Parental monitoring for study and homework**	**NERVER**	**REARLY**	**SOME WHAT**	**USUALLY**	**ALWAYS**
1	When I bring home my test papers my parents go over them with me					
2	My parents help me with my mathematics homework					
3	My parents help me with my school work when I don't understand					
4	My parents help me select books to read					
5	My parents ensure that I do my home work					

6	My parents help me study before my test					
7	My parents test me on my spelling word right before a test					
8	My parents keep track of the amount of time I give to home work					
9	When I don't do well in school my parents gets me a tutor					
10	I am expected to do my home work at the same time each night`					
11	My parents insist I set aside a setting time for reading each night					
12	Before I leave for school my mother asks me if I Have everything I need					

Developed by the researcher

Appendix C

Result of the Cronbach AlphaReliability test for Inventory of Parental support

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.917	.924	28

Appendix D

Result of the Cronbach Alpha Reliability test for Peer support Inventory

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.899	.916	15

Appendix E

Perception of the respondents on peer support

S/N	Items	Response categories					Mean	Std. Deviation
		SD	D	U	A	SA		
1	Study hard, do my Homework etc.	62	37	6	139	92	3.5255	1.41531
2	Take some subjects and refuse others.	98	90	32	71	40	2.6777	1.42963
3	Go to school library	42	44	41	162	52	3.4444	1.20018
4	Spend my free time alone studying	61	46	29	148	64	3.2883	1.33796

5	Complete my secondary school education	57	34	22	135	95	3.5105	1.37667
6	Have a study group	47	46	52	133	67	3.3634	1.25275
7	Go to the games at school (football, basketball etc)	67	54	38	108	61	3.0811	1.40225
8	Skip classes or school	55	67	44	78	41	2.5976	1.38416
9	Excel, or be really good at all school activities (sport, grades)	51	49	47	104	79	3.3784	1.36250
10	Try to get good grades	49	46	40	126	74	3.4294	1.33938
11	Give teachers a hard time	58	52	39	135	59	3.2613	1.32886
12	Try to attempt every questions asked during lessons and exams	55	38	35	132	92	3.4474	1.35141
13	Be friendly with all my teachers	34	39	37	111	86	3.6607	1.20072
14	Ask question during lessons or classes	28	28	33	138	111	3.8679	1.14622
15	Carry out all my homework	38	36	28	123	113	3.7417	1.28685

Appendix F

Perception of the respondents on Parents monitor their children behaviour regarding homework and studying

S/N		Response categories					Mean	Std. Deviation
		Never	Rarely	Sometimes	Usually	Always		

1	My parents keep track of the amount of time I give to homework	78	58	36	55	93	3.1441	1.57836
2	When I don't do well in school my parents get me a tutor	69	55	41	64	98	3.2372	1.54477
3	I am expected to do my homework at the same time each night	41	63	45	62	108	3.4625	1.43617
4	My parents insist I set aside a setting time for reading each night	44	48	64	66	113	3.4565	1.41487
5	Before I leave for school my mother asks me if I have everything I need	33	55	44	88	143	3.6667	1.41634
6	When I bring home my test papers my parents go over them with me	37	47	39	41	133		
7	My parents help me with my mathematics homework							
8								
9	My parents help me with my school work when I don't understand							
10	My parents help me select books to read						3.3423	1.62155
11	My parents ensure that I do my home work							
12	My parents help me study before my test							
	My parents test me on my spelling work right before a test							

Appendix G

Perception of Respondents of Psychological Support

S/N		Response categories					Mean	Std. Deviation
		SD	D	U	A	SA		
1	I feel happy when I get good grades because I know my parents will be happy	43	26	20	135	115	3.7237	1.33825

2	My parents feel it`s important not to miss a day of school	29	22	23	150	106	3.8559	1.19118
3	I`m glad my parents are concerned about my education	38	21	37	135	99	3.7147	1.27286
4	My parents are satisfied if I do my best	39	20	27	129	117	3.7988	1.30051
5	My parents have much patience with me when it comes to my education	38	29	36	142	82	3.7387	1.23731
6	My parents want me to go to a ``good`` college	39	20	41	148	108	3.8949	1.32552
7	My parents take a big interest in my school work	28	22	25	138	112	3.9369	1.17923
8	My parents are proud of my academic achievement	32	25	23	129	119	3.8348	1.24658
9	I think I do well in school, but my parents feel I could do better	45	49	21	126	87		
10	If it were not for my parents, I would not be doing as well as I am in school	72					3.1802	1.45535