



**RELATIONSHIP AMONG PEER GROUP INFLUENCE, SCHOOL SUBJECT
SELECTION AND ENTREPRENEURSHIP SKILLS OF STUDENTS IN SENIOR
SECONDARY SCHOOLS IN SOKOTO METROPOLIS**

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APRIL, 2021

Abstract

This study examined relationship among peer group influence, school subject selection and entrepreneurship skills of students in some selected senior secondary schools in Sokoto metropolis. Three research questions, objectives and research hypotheses guided the study. The study adopted a correlational research design. A sample of 346 SSII students was drawn from the population 2,932 through purposive sampling technique with the aid of Research Adviser (2006) table for determining sample size. Three sets of instruments were adopted for use by the researcher to measure the students' peer group influence, school subject selection and entrepreneurship skills. The validity of the instruments were obtained by the original owners of the instruments and reliability indices of 0.82, 0.72 and 0.88 were obtained respectively. Hypotheses H_{01} and H_{02} were subjected to Pearson Product Moment Correlation Coefficient statistics while H_{03} was subjected to Multiple Regression analysis. The results of the analysis indicates a significant and positive relationship between peer group influence and entrepreneurship skills; and there was a significant and positive relationship between school subject selection and entrepreneurship skills of senior secondary school students in Sokoto metropolis. While the result of Multiple regression analysis indicates that, peer group influence was a better predictor of entrepreneurship skills than school subject selection. Based on these findings, recommendations were made that, peer group should be incorporated into entrepreneurship intervention programmes and plans i.e., peer groups must be considered by counsellors in entrepreneurship guidance/counselling activities.

Introduction

Entrepreneurship is a process which creates long lasting solutions to alleviate poverty. Poverty may arise from low productivity of the households as they face financial constraints and lack of other incentives of enterprises (Singer, 2016). The best cure for poverty alleviation in any region of the world lies in encouraging more on business activity and startup the new ventures through enterprises development. Moreover, enterprises provide a basis for economic change through new knowledge creation and application (Singer, 2016). As at 2013, there were about 2.47 billion people in the world living in poverty most of them from developing or under developing countries located in African and Asian continents (Bruton & Ketchen, 2013). The population living under poverty only declined from 2.59 billion to 2.47 billion between 1981 and 2013. Hence the declines principally are seated mostly in developed countries (Bruton & Ketchen, 2013).

Enterprises development contributes to poverty reduction when it creates employment through the startup of new enterprises or the expansion of existing ones and they increases social wealth by creating new markets, new industries, new technology, new institutional forms, new

jobs and net increases in real productivity, increases income which culminates in higher standards of living for the population then it is logical to state that if the number of entrepreneurs of any given country increase, the poverty indicators will decrease (Ali & Ali, 2013). Bruton and Ketchen (2013) examined the extant knowledge about entrepreneurship and where the future research on this important topic should move to enhance the knowledge about entrepreneurship. Enterprises are viewed today as a key driver of economic growth. This is because small rapidly growing firms started by entrepreneurially minded individuals, create wealth and a significant number of jobs in particular economies, thereby impacting greatly on social and economic development (Singer, 2016).

Peer pressure refers to the influence exerted by peer to change his/her attitude and values in order to conform to group norms (Kirk, 2000) while most educators believe that peer pressure has an influence on children's entrepreneurship interest. Kirk (2000) observes that few studies have been done to prove this believes. Peer pressure is also defined as when people of one's own age encourage or urge the person to do something or to keep doing something else, no matter if the person personally want to do it or not (Ryan, 2000). Peer pressure is known as peer influence and it involves changing one's behavior to meet the perceived expectations of others (Burns and Darling, 2002). In general, most teens conform to peer pressure on fairly significant things like music, clothing or hair styles, when it comes to more values, parents still remain more influential than the peer group (Black, 2002).

Empirical findings have confirmed to a greater extent, the impact of peer influence and objectives on children's choice of business. College students always choose their friends and they often choose roommates, neighbor and classmates. They are likely to choose peers whose unobservable characteristics are systematically related to their own. Even when the choice of peer is not explicit voluntary, there may be associations between characteristics of peers. For example, by enrolling in a difficult courses (or an advanced or honours section of a course) a good student would surround himself or herself with good peers (Daniel, 2017).

Several studies for example, Adams and Fitch, 1982; Arnett, 2000; Benabou, 1991; Bryan, 2005; Ding and Lehrer, (2006) confirm research findings that the value of the peer group with whom the school student spends the most time are stronger factor in the students level of academic success than the values, attitudes, the support provided by the family.

It has been observed that many of the students at various levels have been confronted with the issue of either subject selection or subject choice. In many instances, such selection is made from expressed interest verbally. In some schools, students are asked to write their choices and possibly give reasons for it. After that such choice of subject are not mentioned to end (Kolo, 2006). Students' inability to select the right subject in most schools today presents an overwhelming challenge to educationist, parents, counselors and researchers alike. Research by Abubakar (2013) have shown that children differ in various ways as a result of variables of their home background, such as socio-economic status, parental influence, attitude to school and parental child rearing practice. With the introduction of the 9-3-4 system of education, students are often allowed to select subjects they will continue with for the remaining period of their senior secondary education program and in which will be examined by the West Africa Senior School Certificate Examination (WASSCE) or any examination body at terminal level.

Research shows that entrepreneurship skills of students are poorly matched with their knowledge of available businesses and this contributes to failure in business which in turn pose a huge problem for entrepreneurship development (Stead & Watson, 2006). One of the major reasons that have been attributed to poor entrepreneurship seeking behaviour is lack of access to relevant information (Watson, Stead & De Jager, 1995). Although many people view entrepreneurship as a natural aspect of life, for an adolescent it is a major decision in establishing entrepreneurship path that may open up or close opportunities. An important turning point involves making entrepreneurship choice while in secondary school (Bandura, Barbaranelli, Capara&Pastorelli, 2001). Entrepreneurship decision making in secondary schools provide the students (who are mostly adolescents) with the competencies they need to advance in their careers because when professional school counsellors provide career and educational guidance to their students, they influence the future by helping clarify developmental decisions that often last a lifetime (Erford, 2003). At the senior secondary school (between ages 15 and 19) the student is within the mid- to late-adolescent stage of life. At the cross road of life typified by the stage in which the student finds him/herself – a period of turmoil resulting in a transition from childhood to adolescence – the key characteristics of this stage of development according to Erikson (1963) is the search for identity. This stage is a critical period of development in the life of the adolescent. The major danger of this period is role confusion; thus, this stage is often designated “identity versus confusion” (Zunker, 2006).

It is in view of the above that this paper was designed to examine the relationship among peer group influence, school subject selection and entrepreneurship skills of senior secondary school students in Sokoto metropolis.

Research Questions

To guide the study, the following research questions were raised:

1. Is there any significant relationship between peer group influence and entrepreneurship skills of senior secondary school students in Sokoto metropolis?
2. Is there any significant relationship between school subject selection and entrepreneurship skills of senior secondary school students in Sokoto metropolis?
3. Is peer group influence a better predictor of entrepreneurship skills than school subject selection among senior secondary school students in Sokoto metropolis?

Objectives of the Study

This study was to find out the significant relationship:

1. Between peer group influence and entrepreneurship skills of senior secondary school students in Sokoto metropolis
2. Between school subject selection and entrepreneurship skills of senior secondary school students in Sokoto metropolis
3. Whether peer group influence is a better predictor of entrepreneurship skills than school subject selection among senior secondary school students in Sokoto metropolis.

1.5 Research Hypotheses

The following hypotheses were formulated for the study:

H₀₁: There is no significant relationship between peer group influence and entrepreneurship skills of senior secondary school students in Sokoto metropolis

H₀₂: There is no significant relationship between school subject selection and entrepreneurship skills of senior secondary school students in Sokoto metropolis

H₀₃: Peer group influence is not a better predictor of entrepreneurship skills than school subject selection among senior secondary school students in Sokoto metropolis.

Methodology

This study used a correlational research design. The population for the study consisted of all the senior secondary school students in Sokoto metropolis. Purposive sampling technique was used to select eight schools with population of 2,932 students. Purposive sampling was used because the sampling specifies element which satisfy some predetermined criteria for selection, for example, possessing certain characteristics relevant to the study. Research Advisor (2006) table for determining sample size from a given population was used to arrive at 346 participants that were drawn out of the 2,932 students. Proportionate random sampling technique was also used to select respondents. In selecting students to represent the sample in each school, the researcher used simple random sampling by writing 'YES' and 'NO' on folded piece of papers. All those students that picked 'YES' were selected to represent students sample of the population while those that picked 'NO' were not be selected to represent the students sample which indicated that all students were given equal chance of being selected. The number of respondents selected in each school was presented in Table 1.

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Table 1: Sample Size of the Study

S/NO	Name of school	No. of SSII Students	Sample size required for the study	Percentage%
1.	Arkillla Secondary School, Sokoto	298	11	31%
2.	Army Day Secondary School, Sokoto	319	36	43%
3.	GidanSalihu Secondary School, Sokoto	110	12	11%
4.	Giginya Memorial Secondary School, Sokoto	305	34	31%
5.	KofarMarke Secondary School, Sokoto	250	28	26%
6.	Nana Girls Secondary School, Sokoto	896	100	94%
7.	Tudun Wada Secondary School, Sokoto	422	47	41%
8.	Sultan Atiku Secondary School Sokoto	332	37	34%
Total		2932	346	100%

Source: Ministry of Education, Sokoto (2018)

Three sets of instruments were used by the researchers to measure the students' peer group influence, school subject selection and entrepreneurship skills. The three instruments were adopted by the researchers. The following are the instruments:

- i. Adopted version of Nyarko-Sampson (2013) Occupational Peer Influence Questionnaire to measure Peer group influence. This instrument was validated by experts in guidance and counselling Department of Counsellor Education, University of Ilorin and the reliability of the instrument was obtained through test-retest method which was subjected to Crobach's alpha coefficient and the index was 0.84 which was considered high enough to have reliability and the current researcher accepted it for use in this study.
- ii. Adopted Version of Abubakar's (2011) Subject Selection Questionnaire to measure student's School subject selection. Abubakar (2011) exposed the instrument to some expert in Department of Educational foundations, Usmanu Danfodiyo University, Sokoto and the reliability of the instrument was obtained through test-retest method which was subjected to Pearson Product Moment Correlation Coefficient (PPMCC) and a reliability index of 0.72 was

obtained which was considered high enough and the current researcher accepted it for use in this study.

iii. Adopted version of Nyarko-Sampson (2013) Entrepreneurship Interest Questionnaire to measure students' entrepreneurship skills. This instrument was validated by experts in guidance and counselling Department of Counsellor Education, University of Ilorin and the reliability of the instrument was obtained through test-retest method which was subjected to Crobach's alpha coefficient and the index was 0.88 which was considered high enough to have reliability and the current researcher accepted it for use in this study.

Data Presentation

Hypotheses Testing

Ho₁: There is no significant relationship between peer group influence and entrepreneurship skills of senior secondary school students in Sokoto metropolis.

Table 2: Relationship between Peer Group Influence and Entrepreneurship Skills

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
Peer Group Influence	346	17.62	2.991	.563	.000	Significant
Entrepreneurship Skills	346	12.14	2.983			

Source: Statistical Package for Social Science 21.0 version.

From the above table 2, it can be seen that the relationship between peer group influence and entrepreneurship skills has a calculated r-value of .563 which was positive and strongly related. Thus, the hypothesis was rejected. This indicates that there is a positive and significant relationship between peer group influence and entrepreneurship skills of senior secondary school students in Sokoto metropolis because the p-value is less than .05 level of significance. Therefore, hypothesis which states there is no significant relationship between peer group influence and entrepreneurship skills of senior secondary school students in Sokoto metropolis was rejected. This implies that peer group influence is related to students' entrepreneurship skills.

Ho₂: There is no significant relationship between school subject selection and entrepreneurship skills of senior secondary school students in Sokoto metropolis

Table 3: Relationship between School Subject Selection and Entrepreneurship Skills

Variables	N	Mean	Std. Deviation	r-Cal	P-value	Decision
School Subject Selection	346	16.37	2.201	.513	.042	Significant
Entrepreneurship Skills	346	12.14	2.983			

Source: Statistical Package for Social Science 21.0 version.

From the above table 3, it can be seen that the relationship between school subject selection and entrepreneurship skills has a calculated r-value of .513 which was positive and strongly related. Thus, the hypothesis was rejected. This indicates that there is a positive and significant relationship between school subject selection and entrepreneurship skills of senior secondary school students in Sokoto metropolis because the p-value is less than .05 level of significance. Therefore, hypothesis which states there is no significant relationship between school subject selection and entrepreneurship skills of senior secondary school students in Sokoto metropolis was rejected. This implies that school subject selection is related to students' entrepreneurship skills.

Ho₃: Peer group influence is not a better predictor of entrepreneurship skills than school subject selection among senior secondary school students in Sokoto metropolis.

Table 4: Regression analysis on Peer Group Influence, School Subject Selection and Entrepreneurship Skills

Variables	R	R ²	Adjusted R ²	SE	F	B	t	P-value
Peer Group Influence	.310	.96	0.92	2.556	21.104	.284	4.594	.000
School Subject Selection	.161	.026	.021	2.654	5.243	.156	2.290	.042

Dependent Variable: Entrepreneurship Skills

A look at the squared part correlations revealed that Peer group influence accounted for 0.3% of the variance in entrepreneurship skills $R^2_{adj} = 0.92$, $F(1, 344) = 21.104$, $p < .05$ and school subject selection accounted for 0.1% of the variance in entrepreneurship skills $R^2_{adj} = .021$, $F(2, 344) = 5.243$, $p > .05$. Thus, the significant results of the procedure indicated that the predictor variables were able to account for a significant amount of variance in the dependent variable. Although peer group influence and school subject selection were explanatory variables of entrepreneurship skills, analysis of regression coefficients indicated that peer group influence, $\beta = .284$, $t = 4.594$, $p < .05$ emerged as the significant predictor when all variables were in the

model. This indicated that peer group influence was a better predictor of entrepreneurship skills than school subject selection. Therefore, the hypothesis was rejected.

Thus, this adequately analyzed hypothesis three and it is concluded that peer group influence was a better predictor of entrepreneurship skills than school subject selection.

Summary of Findings

In view of the hypotheses tested and interpreted the following findings were generated;

1. A significant and positive relationship exist between peer group influence and entrepreneurship skills of senior secondary school students in Sokoto metropolis.
2. There was a significant and positive relationship between school subject selection and entrepreneurship skills of senior secondary school students in Sokoto metropolis.
3. Peer group influence was a better predictor of entrepreneurship skills than school subject selection.

Discussion of Findings

As revealed in the results, hypothesis one revealed that, a significant and positive relationship exist between peer group influence and entrepreneurship skills of senior secondary school students in Sokoto metropolis. By the positive nature of relationship, there is direct or linear association between the peer group influence and entrepreneurship skills. The plausible reason for this might be that students may choose what their friends desire, simply to be in the same business/trade with their peers and as the peer influence increases, there will be a corresponding increase in students 'entrepreneurship skills. The finding is in line with the study of Singer (2016) who found that peer influence greatly contributes to the occupational preference of secondary school students. Also Taylor, Harris and Taylor (2004) found that peer support and encouragement are important factors that have been found to influence career aspirations of students. According to Adeleke (2005) regardless of whether children are exposed to other factor or not, disclosed that peer influence appears to take upper hand and to be a determining factor in pushing their peers to certain careers because of the prestige they attached to them without due consideration for the interest and capabilities of their friends.

Hypothesis two also showed that, there was a significant and positive relationship between school subject selection and entrepreneurship skills of senior secondary school students

in Sokoto metropolis. The finding affirms the study by Stake in Buah (2016) who interviewed 54 male and 54 female students of two Midwestern Universities and one Nursing school the United State of America. The subjects were first of all matched in their occupational goals and through interview; the bases for their subject selection were explored. Results of Stake's study showed that females expressed expectation for greater intrinsic work enjoyment and fewer for financial responsibilities. Males clearly expected greater financial responsibility than did females. Stake explained the results of the study in terms of the subjects' anticipation of a breadwinner. Since most of the males in the study had earlier expressed their anticipation of a breadwinner role, the males' greater need for financial reward was probably influenced by an awareness of their future role. In their process of occupational selection, the males therefore might have been less focused on possibilities of intrinsic work enjoyment than were the females. According to Onwuka in Christopher (2011) the skill that teachers exhibit in teaching influences the students' enrolment in subject area selection. Christopher (2011) postulated that the method of approach is very vital in teaching/learning situation. The way the teacher presents the subject matter on the learner may stimulate a student to like or dislike a subject area. Nwogugwu in Yaro (2013) pointed out the need for blending theoretical and practical work in teaching of subjects so as to stimulate student's interest more especially on vocational and technical subjects.

Hypothesis three indicates that Peer group influence was a better predictor of entrepreneurship skills than school subject selection. Thus, this adequately analyzed hypothesis three and it is concluded that peer group influence was a better predictor of entrepreneurship skills than school subject selection. This finding concur with the study of Abida in Yaro (2013) who found out that peer group influence is a better predictor of students' entrepreneurship skills. Also, it is in agreement with the study of Stake in Buah (2016) who interviewed 54 male and 54 female students of two Midwestern Universities and one Nursing school the United State of America. The subjects were first of all matched in their occupational goals and through interview; the bases for their subject selection were explored. Results of Stake's study showed that females expressed expectation for greater intrinsic work enjoyment and fewer for financial responsibilities. Males clearly expected greater financial responsibility than did females. Stake explained the results of the study in terms of the subjects' anticipation of a breadwinner. Since most of the males in the study had earlier expressed their anticipation of a breadwinner role, the males' greater need for financial reward was probably influenced by an awareness of their future

role. In their process of occupational selection, the males therefore might have been less focused on possibilities of intrinsic work enjoyment than were the females.

Conclusion

From the findings of this study, it was concluded that peer group influence was related to entrepreneurship skills of senior secondary school students in Sokoto metropolis; school subject selection was also related to entrepreneurship skills of senior secondary school students in Sokoto metropolis; and peer group influence was a better predictor of entrepreneurship skills than school subject selection.

Recommendations

In view of the above findings, it is recommended that:-

1. Peer group should be incorporated into entrepreneurship intervention programmes and plans. That is, peer groups must be considered by counsellors in entrepreneurship guidance/counselling activities.
2. Counsellors and teachers should assist the students in school subject selection in order to improve their awareness of entrepreneurship skills and to minimize the level of ignorance while choosing career.
3. Students should be encouraged to seek information on entrepreneurship skills whilst sufficient information on entrepreneurship is made available to students by counsellors and teachers.

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