



The Impact of School Environment and Peer Influences on Students' Academic Performance in  
Edo South Senatorial District of Edo State  
Implication for Counselling

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**Abstract**

*The study examined the impact of school environment and peer influences on students' academic performance in Edo South Senatorial District of Edo State. Four research questions were raised. The study used a correlation research design where school environment and peer influence constituted the independent variables whereas students' academic performance was the dependent variable. Twenty-one public secondary schools in Edo senatorial District of Edo State were used in the study. The research employed both simple random and purposive sampling techniques to select the respondents. The study subjects were selected using simple random sampling technique. Questionnaires were used to collect data on the school environment and the peer influence and school records were used to obtain students' academic performance. Data was analyzed using descriptive and inferential statistics (SPSS) version 12.0 was used to calculate correlation coefficient. The study found a positive relationship between school factors and student's academic performance. However, the relationship is low if compared to students' role performance, home factors and school factors; peer level factors had a positive effect on student's academic performance. It is hoped that the findings of this study will be useful to teachers, principals and parents to gain more insight into the psychosocial factors that affect students' academic performance and therefore help improve their academic performance.*

**Keywords:** School Environment, Peer Influences, Students Academic Performance.

## Introduction

Environment plays major role in the life of every individual whether as a student, teacher, employer or employee. Though, some people are yet to believe that environment brings about better performance. (Oredein, & Oloyede, 2007). The school environment, which includes the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers, etc are variables that affect students' academic performance (korir, & Kipkemboi, 2014). Hence, the school environment remains an important area that should be studied and well managed to enhance students' academic performance. Students' academic success is greatly influenced by the type of school they attend. School factors include school structure, school composition and school climate. The school that one attends is the institutional environment that sets the parameters of a students' learning experience. (Orlu, 2013) As schools are faced with more public accountability for student academic performance, school level characteristics are being studied to discover methods of improving achievement for all students. Considerable research has been conducted on teaching skills, climate, socioeconomic conditions, and student achievement (Hoy, Tarter, & Kottkamp 2003). Depending on the environment, schools can either open or close the doors that lead to academic performance (Barry, 2005). (Adeyemi, 2010) suggest that school sector (public or private) and class size are two important structural components of the school. Private schools tend to have both lesser funding and smaller sizes than public schools. The additional funding for private schools leads to a better academic performance and more access to resources such as computers, which have been shown to enhance academic achievement (Eamon, 2005). Teacher's experience is another indicator of student academic performance. Students who attend schools with a higher number of teachers with full credential tend to perform better and vice versa (Bali & Alvarez, 2003).

The issue of poor academic performance of students in Nigeria has been of much concern to the government, parents, teachers and even student themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment (Akinade, 2013).

When children move out from the family to child care centers, schools, and the community at large, they begin to form attachments, and friendships emerge through their play. Even infants

and toddlers are observed reacting to other infants by touching them, by crying when others cry and later by offering nurturance or comfort. But about age three; early friendships begin to form and children's peers begin to have a more lasting influence (Anita, Jairo, Odhiambo, & Mary, 2013). These children begin to think and act like, influence their friends and they begin to see that there are other values, opinions, and rules besides those set by their parents (korir, et. al., 2014).

Young people in their adolescence join different peer groups and identify themselves with these groups by participating in their activities in order not to be rejected. A peer group is a source of great influence during the time of adolescence (Byoung-Suk, & Christopher, 2012), in a contemporary society, peer groups have become an increasingly important context in which adolescents spend time. Modernization has led more and more to age segregation-in schools, work place, and in the community. How much time one spends with friends will play a great part in the development of the adolescent into the mature adult (Anita, Jairo, Odhiambo & Mary, 2013). School climate is closely linked to the interpersonal relations between students and teachers.

According to Muleyi (2008), teachers do influence students' academic performance. School variables that affect students' academic performance include the kind of treatment which teachers accord the students. Odhiambo (2005) contends that there is a growing demand from the Kenya government and the public for teacher accountability. Schools are commonly evaluated using students' achievement data (Heck, 2009). Teachers cannot be dissociated from the schools they teach and academic results of their schools. It would therefore be logical to use standardized students' assessment results as the basis for judging the performance of teachers. Teachers celebrate and are rewarded when their schools and teaching subjects are highly ranked. In Chile, for instance, teachers are rewarded collectively when they work in schools which are identified as high-performing by the National Performance Evaluation System of Subsidized Schools. In Edo, teachers who excel in their teaching subjects are rewarded during open education days held annually in every district (korir, et. al., 2014). While appreciating the value of rewarding teachers who produce better results, teachers should not escape a portion of blame when students perform poorly. It has been proved that teachers have an important influence on students' academic achievement.

Teachers play a crucial role in educational attainment as they are tasked with the responsibility of translating policy into action and principles based on practice during interaction with the students (korir, et. al., 2014). (Eric, 2005) in his study conclude that the most important factor influencing student learning is the teacher. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher's tutelage will achieve inadequate progress academically. (Rivkin, Hanushek, & Kain, 2005) agrees that this is regardless of how similar or different the students are in terms of individual potential in academic achievement. According to Rivkin, et. al., (2005), there has never been consensus on the specific teacher factors that influence students' academic achievement. Researchers have examined the influence of teacher characteristics such as gender, educational qualifications and teaching experience on students' academic achievement with varied findings. Akiri and Ugborugbo (2008) have found that there is a significant relationship between teachers' gender and students' academic achievement. This is contrary to what Dee (as cited in Akiri et. al., 2008) says. Yala and Wanjohi (2011) and Adeyemi (2010) have found that teachers' experience and educational qualifications are the prime predictors of students' academic achievement. However, Rivkin *et al.* (2005) have found that teachers' teaching experience and educational qualifications are not significantly related to students' achievement. Etsy's (2005). A study in Ghana found that the teacher factors that significantly contribute to low academic achievement are incidences of lateness to school, incidences of absenteeism, and inability to complete the syllabi. Oredein and Oloyede (2007) conclude that teacher's management of students' homework and assignments have an impact on student achievement, especially when it is well explained, corrected and reviewed during class time and used as an occasion for feedback to students.

Perkins (2013) indicates that teacher's attitude contributes significantly to student's attention in classrooms whereas Adesoji and Olatunbosun (2008) illustrate that student's attitude is related to teacher characteristics. The implication is that teacher's attitude directly affect students' attitude. On teacher personality, Adu and Olatundun (2007) contend that teachers' characteristics are strong determinants of students' performance in secondary schools. Scholars and researchers

generally are in agreement that the school variables, which include teacher administration, perform a critical role in educational achievement than other variables (Patrick, 2005).

The school environment has broad influence on students' learning and growth, including a significant aspect of their social, emotional and ethical development. When students find their school environment supportive and caring, they are less likely to become involved in substance abuse, violence and other problem behaviour. The research indicated that supportive schools foster these positive outcomes by promoting students sense of connectedness, belongingness or community. (Akinboye, 2015). These terms are used interchangeably here to refer to students' sense of being in a close, respectful relationship with peers and adult at school. Therefore, building in a school community is a means of fostering academic success. Students who experience their school as a caring community become more motivated, ambitious and engage in their learning. In particular, students' active connection with teachers and their perceptions that teachers care about them are what stimulate their effort and engagement. (Eric, 2005)

The geographical location of schools has a significant influence on the academic achievement of students. The uneven distribution of resources, poor school mapping, facilities, problem of qualified teachers refusing appointment or not willing to perform well in isolated villages, lack of good road, poor communication, and nonchalant attitude of some communities to school among others are some of the factors contributed to a wide gap between rural and urban secondary schools. (Arul,2012) schools located in rural areas lack qualified teachers. It is because, they do not want going to rural areas that lack social amenities. They prefer to stay in urban schools. It is also observed that a lot of coaching of urban students is done to prepare them for public examinations, thus promoting the spirit of competition and rivalry that may be lacking in the rural pupils, probably, owing to limitations in exposure and experience. Also, the study has proven that students in urban areas had better academic achievement than their rural counterpart. (Mudassir, et. al., 2015) In other word, students in urban locations have a very advantage of favorable learning environment that apparently enhance their academic performance. (Owoeye & Philias, 2011)

When it comes to poor academic performance by students, people are being too quick to blame parents and their students. But the fundamental problems facing education in Nigeria since independence are largely school environmental factors, ranging from inadequate school

structures, poorly equipped classrooms, high rate of school enrolment, inadequate instructional materials, high drop-out unto inadequate facilities; all these culminating to mass failure in public examination in economics. (korir, et. al., 2014). These challenges led to the introduction of the renowned 6-3-3-4 system. However, the problem of poor academic performance still persists

Many of the studies on school environment, peer influence and students' academic achievement were done outside Nigeria. Moreover, in Nigeria, most of the few available studies about school environment and peer influence and its possible effect on students' academic achievement were theoretical studies whose findings were subjectively based on researchers' personal opinions. It is noted that the past studies did not give adequate attention to the problem under investigation. Hence, this study will fill in the gap by empirically examine the relationship between school environment, peer influence and students' academic performance in Edo South Senatorial District of Edo State.

### **Research Questions**

Based on the problems discussed above, the study provided answers to the following research questions:

1. What is the relationship between school environment and students' academic performance?
2. What is the relationship between school environment factors and students' academic performance?
3. What is the relationship between peer influence and students' academic performance
4. To what extent is the relationship between peer level factors and students' academic performance

### **Literature Review**

#### **Peer Influence**

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to group norms (korir, et. al., 2014). While most educators believe that peer pressure has an influence on children's academic performance, (Mudassir, et. al., 2015) observes that few studies have been done to prove this believe. Peer

groups are an important socialization agent. According to (Anita, et. al., 2013), a peer group is defined as a small group of similar age, fairly close friends, sharing the same activities. Adolescents ask questions relating to social identity theories such as, “Who am I?” and “What do I want out of life?” Feeling to be part of a group, be it be the stereotypical jocks, or punks, allows adolescents to feel like they are on the way to answering some of these questions. Given that adolescents spend twice as much time with peers as compared to parents or other adults is reason enough to study the influence or pressures that peers place on each other.

Peer pressure is also defined as when people of ones own age encourage or urging the person to do something or to keep from doing something else, no matter if the person personally want to do it or not (Orlu, 2013). The more subtle form of peer pressure is known as peer influence, and it involves changing one’s behaviour to meet the perceived expectations of others (Burns & Darling, 2012). In general, most teens conform to peer pressure on fairly insignificant things like music, clothing, or hairstyles. When it comes to more important issues like moral values, parents still remain more influential than the peer group (Owuh, 2011). Participating in peer group activities is a primary stage of development and adolescents’ identities are often closely associated with that of their peers (Santrock 2012). A number of students see some of their peers as role models. 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 can be a source of motivation or a lack thereof. Modelling refers to individual changes in cognition, behaviour, or effects that result from the observation of others (Agubosi, 2003). Observing others perform a particular behaviour or voice a certain opinion can introduce an individual to new behaviours and viewpoints that may be different from his or her own. Observation also enlightens an individual on the consequences of such behaviour and opinions. Depending on these consequences, observation of a model can strengthen or weaken the likelihood that the observer will engage in such behaviour or adopt such beliefs in the future.

(korir, et. al., 2014) classify role models into two, namely positive role models and negative role models. Positive role model, they say, refers to individuals who have achieved outstanding success and are widely expected to influence others to pursue similar excellence. Negative role model, on the other hand, refers to the individuals who have experienced misfortunes and are widely expected to motivate people to take the steps necessary to avoid similar unpleasant

outcomes. Positive role models can inspire one by illustrating an ideal, desired self-highlighting possible achievement that one can strive for, and the root for achieving them. Negative role model can inspire one by illustrating disasters and highlighting mistakes that must be avoided so as to prevent. Because peer groups play a key part of an individual's development process, they can have a negative effect on young people due to peer pressure. Peer pressure is the demand placed on the individual to engage in certain activities and peer conformity is the degree to which an individual adopts actions that are sanctioned by their peer group. Risk taking behaviours such as substance abuse and sexual activities have been shown to negatively affect school performance in a negative way (Santrock 2012).

Teenagers learn about what is acceptable in their social group by "reading" their friends' reactions to how they act, what they wear, and what they say. The peer group gives this potent feedback by their words and actions, which either encourages or discourages certain behaviours and attitudes. Anxiety can arise when teens try to predict how peers will react, and this anxiety plays a large role in peer influence. In fact, Burns and Darling (2002) state that self-conscious teenagers worry about how others will react to their future actions; infact this is the most common way of how adolescents are influenced by their peers.

Mudassir. Et. al., (2015) examine how school environment influence students' academic performance. The main objective of the study is to analyze how school facilities, teachers and environment significantly affect secondary school students' academic performance in Kuala Terengganu, Malaysia. Descriptive Survey Research design was used in which data from 377 respondents was collected using self-administered questionnaire from 4 selected secondary schools within Kuala Terengganu. Stratified random sampling technique was used to sample the respondents. The data was analyzed using regression analysis. The result is explained in three forms, thus, Demographic information, descriptive analysis and inferential analysis. The result of the study indicated that students from a school with adequate facilities, good teachers and favorable environment perform well than those from schools with fewer facilities, unqualified teachers and the less enabling environment. Finally, recommendations were given to parents, teachers, policy makers and educational administrators.



In another related study by (korir, et. al., 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. The study was based on Albert Bandura's Social Learning Theory, which considers learning as an interaction between environment, behaviour, and one's psychological processes. The study used a correlation research design where school environment and peer influence constituted the independent variables whereas students's academic performance was the dependent variable. Twenty-one public secondary schools in Sabatia District of Vihiga County were used in the study. The study subjects were selected using simple random sampling technique. Questionnaires were used to collect data on the school environment and the peer influence and school records were used to obtain students' academic performance. Data were analyzed using multiple regression. The study established that school environment and peer influence made significant contribution to the students' academic performance. It is hoped that the findings of this study will be useful to teachers, principals and parents to gain more insight into the psychosocial factors that affect students' academic performance and therefore help improve their academic performance.

### **Materials and Methods**

The study was done in public secondary schools in Edo South Senatorial District. It is one of the districts in Edo State in Nigeria. It comprises of Edo Central and Edo North Senatorial District respectively. The research used a correlation research design to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Edo South Senatorial District has 128 public secondary schools. Twenty-eight of them are day schools while twenty eight are boarding (Ministry of Education [MOE], 2011). The target population was from twenty students each in ten selected public day secondary schools. Since it is practically impossible to access all the schools in the District, only manageable populations of ten district public secondary school students were used. The research employed both simple random and purposive sampling techniques to select the respondents from the schools stated. Purposive sampling was used to select twenty-one public day secondary schools. These schools were most suitable for this study because students from such schools have direct contact with their parents/guardian or home factors on a daily basis as compared to those from boarding schools.

Simple random sampling technique was used to select seven public day secondary schools out of a total twenty-eight of them. In particular, a table of random numbers was used to select schools that were used in the study. Purposive sampling was used to select the twenty students from the sampled schools. The twenty students were selected because they are directly involved in preparation for the Senior Secondary School Certificate (SSCE) and their concern about academic performance is very important. They are also the final consumers of the learning process at the secondary level in Edo South Senatorial District (Muleyi, 2008). Furthermore, it is because of their maturity level and the experience they have both at school and home. Simple random sampling plan was used to get thirty respondents per school giving a total of 210 respondents for the study. Likert-type questionnaires were used to collect data on the influence of peer pressure and school environment. The questionnaire was used since the study was mainly concerned with variables that could not be directly observed or manipulated.

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to group norms. This study focused on influence of classmates and schoolmates on a students' academic performance. It looked at the activities the student engages in with the peers and how the peers influence his/ her academic performance. The positive and the negative aspects of peer pressure were examined. It is expected that students whose peers emphasizes and engages in positive activities have higher academic performance.

Data was analyzed using descriptive and inferential statistics. The Statistical Program for the Social Sciences (SPSS) version 12.0 was used to calculate correlation coefficient. The data was also subjected to regressions to explore the magnitude and direction of relationship between independent and dependent variables. Descriptive like percentages and means were used. Results were also presented in tables.

## ***Results and Discussion***

### **2.1 The Relationship between School Environment and Students' Academic Performance**

Table 1 presents the relationship between school environment and students' academic performance.

The results of the study reveal that forty two percent of teachers do not give assignments/extra work to students after lessons. This comprised of twenty nine and thirteen per cent of those who

strongly disagreed and disagreed respectively that their teachers give and mark assignments. Another ten percent and eight per cent of the students strongly disagreed and disagreed respectively that teachers motivate/reward them when they perform well in their academic work. Thirteen per cent of the respondents indicated that their schools did not have adequate examinations preparation during their national examination of which eight per cent were agreeing and four percent were strongly agreeing.

Twenty-two per cent strongly disagreed that they are free to consult their teachers in case they do not understand what they have been taught in class. Another seventeen per cent disagreed too. Twenty per cent of students strongly agreed and seventeen percent agreed that they are not free to consult their head teachers when they are in need of help from them. Sixteen per cent of the students indicated that they did not have adequate preparation time to study before the normal teaching and it comprised of nine per cent of those who strongly agreed and seven per cent of those who agreed. Sixteen per cent strongly agreed that their schools do not have adequate teaching and learning facilities with twenty three per cent agreeing. Thirty-seven per cent of the students indicated that very few students qualify to university from their schools comprising of nineteen per cent of those who strongly agreed and eighteen per cent of those agreed. Furthermore, twelve per cent of the teachers who give assignments do not mark or revise the tasks they have given to the students with six per cent of students strongly agreeing and another six per cent agreeing.

**Table 1: Students' response to the relationship between school environment factors and students' academic performance**

Teachers give extra work/assignment to enhance understanding in subjects they teach

SA(5)	A(4)	U(3)	D(2)	SD(1)	Total
54(26%)	56(27%)	12(6%)	28(13%)	61(29%)	210(100%)

Teachers reward/encourage me when I perform well in school

SA(5)	A(4)	U(3)	D(2)	SD(1)	Total
123(59%)	45(21%)	5(2%)	16(8%)	21(10%)	210(100%)

We usually have adequate internal Exams

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
61(29%)	115(54%)	9(4%)	17(8%)	8(4%)	210(100%)

I am free to consult teachers after class in case I do not understand a concept

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
75(36%)	33(16%)	2(1%)	35(17%)	47(22%)	210(100%)

I am free to consult the Head teacher at any time in case of any problem

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
74(35%)	58(25%)	7(3%)	35(17%)	40(20%)	210(100%)

We have adequate prep time in school

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
71(33%)	96(46%)	10(5%)	14(7%)	18(9%)	210(100%)

There is conducive environment to study in our classrooms

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
96(46%)	56(27%)	9(4%)	30(14%)	19(9%)	210(100%)

Teachers mark and revise assignments on time

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
72(34%)	100(47%)	14(7%)	12(6%)	63(30%)	210(100%)

Our school has a motto, vision and a Mission that are clearly understood and followed by students

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
72(34%)	51(24%)	14(7%)	42(20%)	30(14%)	210(100%)

Our school library has adequate with relevant books relating for students

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
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35(17%)	63(30%)	30(40%)	49(23%)	33(16%)	210(100%)
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The data was also subjected to regression analysis and the findings are shown in Table 2. The result reveals that the relationship between school environment factors and students' academic performance is .055, which is significant at .508. The school environment factors under study have greater relationship with students' academic performance than student role performance factors, but lesser in relationship with students' academic performance if compared with family background factors investigated. However, there existed a positive relationship between school factors and student's academic performance.

**Table 2: Regression analysis on school environment factors and students' academic performance**

**Model Unstandardized Coefficients Standardized Coefficients**

<b>Variables</b>	<b>B</b>	<b>Std.</b>	<b>Error</b>	<b>Beta</b>	<b>t sig</b>
(Constant)	49	.120	5.921	8.296	.000
SCHOOL FACTORS	.074	.112	.055	.663	.508

## 2.2 The Relationship between Peer Influence and Students' Academic Performance

Table 3 presents the results of the relationship between students' peer influence and students' academic performance. Fourteen per cent and twelve per cent of the students strongly disagreed that their friends perform well in academic. Another thirteen per cent of the students strongly disagreed that their friends encourage them to work hard in school, with six percent strongly disagreeing on the same item. Fourteen percent strongly agreed that their friends affect their academic work negatively. Nine per cent agreed on the same issue. Twenty-six percent of strongly agreed that their peers make fun of those who do well academically constituting. Another sixteen percent agreed on the same issue.

Ten per cent strongly disagreed that they spend most of their time with their friends discussing academic work or revising for examinations. Another nine per cent disagreed on the same issue. This makes twenty per cent of the students under study. With seven per cent strongly agreeing and twelve per cent agreeing that their friends use drugs giving a total of twenty per cent of their

friends who use drugs. Seventeen per cent indicated that their peers were not disciplined at home and in school. This comprised nine per cent of those who strongly agreed and eight percent of those who agreed on the same issue. Furthermore, eight per cent of the respondents strongly agreed that their friends do not attend school regularly with another six per cent agreeing on the same item.

Thirty-eight per cent of the respondents indicated that their friends engage in sexual relations. This comprised twenty-four per cent of those who strongly agreed and another fourteen per cent of those who agreed on the same issue. Further, twenty-one per cent and another nine per cent of the respondents strongly agreed and agreed respectively that their friends sneak out of school.

**Table 3: Students' response to the relationship between peer influence factors and students' academic performance**

Most of my friends in school perform well in examinations

SA(5)	A(4)	U(3)	D(2)	SD(1)	Total
56(27%)	86(41%)	14(7%)	26(12%)	30(14%)	210(100%)

My friends encourage me to work hard in school

SA(5)	A(4)	U(3)	D(2)	SD(1)	Total
93(44%)	75(36%)	9(4%)	9(4%)	23 (11%)	210(100%)

My friends affect my academic work positively

SA(5)	A(4)	U(3)	D(2)	SD(1)	Total
58(28%)	77 (37%)	30 (14%)	14( 7%)	30 (14%)	210(100%)

My friend make fun of students who try to do well in school

SA(5)	A(4)	U(3)	D(2)	SD(1)	Total
51(24%)	61(29%)	21(10%)	44(21%)	33(16%)	210(100%)

I spend most of my time in school with friends discussing academic work/revising for examination

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
65(31%)	93(44%)	12(6%)	19(9%)	21(10%)	210(100%)

My friends are drug addicts

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
14(7%)	26(12%)	12(6%)	42(20%)	117(56%)	210(100%)

Most of my friends are disciplined in school and at home

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
37(19%)	72(33%)	16(34%)	19(8%)	40(9%)	210(100%)

My friends attend school regularly

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
72(34%)	81(41%)	26(12%)	12(6%)	18(9%)	210(100%)

My friends engage in sexual relations

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
51(24%)	77(34%)	7(3%)	58(28%)	63(36%)	210(100%)

My friends sneak out of school

<b>SA(5)</b>	<b>A(4)</b>	<b>U(3)</b>	<b>D(2)</b>	<b>SD(1)</b>	<b>Total</b>
44(21%)	81(43%)	12(6%)	19(9%)	44(21%)	210(100%)

The data was also subjected to regression analysis as shown in Table 4. The relationship between peer level factors and students' academic performance was .012, significant at .883. However, while the relationship is low if compared to students' role performance, home factors and school factors, peer level factors had a positive effect on student's academic performance.

**Table 4: Regression Analysis on Peer Level Factors and Students' Academic Performance**  
**Model Unstandardized Coefficients Standardized Coefficients**

<b>Variables</b>	<b>B</b>	<b>Std.</b>	<b>Error</b>	<b>Beta</b>	<b>t sig</b>
(Constant)	49	.120	5.921	8.296	.000
Peer Pressure	.025	.167	.012	.147	.883

### **Implication for Counselling:**

The implication of the Impact of School Environment and Peer Influences on Students' Academic Performance in the Edo south senatorial district is therefore essential because the quality of education of students not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment. Counsellors should be able to encourage students, teachers, parents to be committed to their individual duties. As the school environment is an institution of learning and which also serve as a second home for learners and peer influence has been found to have a strong relationship with students' academic performance. The stakeholders in education should know that through their specific roles either negative or positive have influences on students' academic performance. Therefore, the counselors should encourage the government through the ministry of Education both at the Federal and State level to provide adequate learning facilities that are able to arouse interest in the learners and to motivate them to work hard, improve infrastructure and capital development (training and re-training of teachers), as well as the private proprietors' and school owners at all level of Education. Schools are encouraged to engage the services of guidance counselors as this is essential in achieving high and qualitative academic performance.

The counselors should encourage Educationist to provide conducive learning environment for learners especially in the learning environment. Counselor should encourage parents to note that school environments, and peer influence bring to bear strong influence on students' academic performance. Counselors should let the stakeholders in education sectors know that school environment, has direct and indirect way of promoting good academic performance, if parents/guardians and government could improve the learning environment of the students and stimulate them, it is most likely that students' academic performance will improve. The



counselor should counsel the students, by letting them know that Peer level factors also have a relationship with students' academic performance and students whose friends engage in negative activities such as use of drugs, sneaking out of school and being absent from school chronically are likely to have lower academic performance and that they do not have to make friends with every one, or participate in all activities in order not to be rejected. The counsellor must inculcate in the students the spirit of independency and individualism, in order to be focus and achieve a high academic performance. The principals of district public secondary schools should develop a rapport and understand the feelings and needs of their students. Students should be encouraged to choose their friend wisely as some have negative influence on their academic performance, especially those who sneak out of school, use drugs and those who do not attend school regularly, principals and parents to gain more insight into the psychosocial factors that affect students' academic performance and therefore help improve their academic performance.

Parents/guardians should be counsel to note and be guided in their choice of school for their children, interact with the teacher, to know who the teacher is personality, and how well endowed the teacher is intellectually and morally. The school environment is also considered before considering the choice of school and watch out for the kind of friends their children interact with or keep, because when children move out from the family to child care centers, schools, and the community at large, they begin to form attachments, and friendships emerge through their play. Even infants and toddlers are observed reacting to other infants by touching them, by crying when others cry and later by offering nurturance or comfort.

### **Conclusion and Recommendations**

The school as an institution of learning and which also acts as a second home for learners has been found to have a strong relationship with students' academic performance. The head teacher and the teachers through their specific roles either have negative or positive influences on students' academic performance. Therefore the Head teacher and the teachers should provide conducive learning environment where learners are free to consult them when in need. They should also provide adequate learning facilities that are able to arouse interest in the learners and to motivate them to work hard.

The study established that home and school environments exert potent influence on students' academic performance. The study has directly and indirectly pointed to areas that have to be addressed in order to promote good academic performance. If parents/guardians and government could improve the learning environment of the students and motivate them, it is most likely that students' academic performance will improve. Peer level factors also have a relationship with students' academic performance. Students whose friends engage in negative activities such as use of drugs, sneaking out of school and being absent from school chronically are likely to have lower academic performance. The principals of district public secondary schools should develop a rapport and understand the feelings and needs of their students. Students should be encouraged to choose their friend wisely as some have negative influence on their academic performance, especially those who sneak out of school, use drugs and those who do not attend school regularly. It is recommended that hopeful the findings of this study will be useful to teachers, principals and parents to gain more insight into the psychosocial factors that affect students' academic performance and therefore help improve their academic performance

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