

**EFFECT OF PEER GROUP INFLUENCE ON THE  
PERFORMANCE OF STUDENTS IN MATHEMATICS**

**(A CASE STUDY OF SELECTED PRIMARY SCHOOL IN ODOGBOLU LOCAL  
GOVERNMENT, OGUN STATE)**

*BY*

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## **CERTIFICATION**

This is to certify that this project was carried out under my supervision by **OGUNKOYA OLUWASEYI J.** Matric No **17012416004** of the Department of Mathematics/Physics, School of Science, Tai Solarin College of Education, Omu Ijebu, Ogun State.

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## **DEDICATION**

I dedicate this project to God Almighty, my Creator, my Strong Pillar, my source and also dedicate it to my wonderful parents Mr. and Mrs. Ogunkoya for their support toward the success of this project, may they live long to reap the fruit of their labour in Jesus Mighty name. Amen.

## ACKNOWLEDGEMENT

My faithful gratitude goes to Almighty God the owner of the universe, the reason behind my living, my helper, I return the all the thanks, glory and adoration to the greatest God.

And this my special thanks goes to my supervisor Mr Olusanya O.A that proven to be my supervisor , who thoroughly guide me through all the processing of this work, for a source of inspiration to me making this project possible and successful. I pray may the lord continue to guide you sir and bless you beyond your imagination sir.

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Ogunkoya Oluwaseyi J.

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## **ABSTRACT**

*The study focused on the effect of peer group influence on the performance of students in Mathematics. The population of this study comprised of fifty (50) primary school pupils in Odogbolu Local Government. The instrument used for data collection was structured questionnaire and; data were analyzed using simple percentage. The findings of the study revealed that peer group had effect on academic performance of students in Mathematics. Based on the findings, the study recommends that teachers should understand that peer group is an important factor in child's learning and therefore should be used to encourage learning.*

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# CHAPTER ONE

## 1.1 Background to the Study

Education is something, which makes a man self-reliant and self-less. Education is a process, which does all round harmonious development of the individual to modify his behaviour, attitude and thinking. Education means training for the country and love for the nation. It plays a tremendous role in economical and social development and national integration of country. It includes all the knowledge and experiences, acquired during infancy, childhood, adolescence youth manhood and old age.

One does not need to tell any individual or the society about the importance of Mathematics. Obodo (2011) asserted that the importance of mathematics education in Nigerians educational system and the nation's technological development has been recognized. This is why mathematics was considered as one of the most important subject in Nigerian schools. According to Odumosu et al (2013) Mathematics has been regarded as the bedrock of science and technology. Fasasi, (2009) supported this fact when he noted that the progress of science could be determined by the extent to which mathematics has entered into its methods and contents. Odumosu et al (2012) observed that there is hardly any area of science that does not make use of mathematical concepts to explain its own concepts, theories or models. In a similar view, Mathematics is regarded as the major tool available for formulating theories in the Science, Engineering, and Economics as well as in other fields (Abiodun, 2007).

Uhumuabui and Umoru (2005) in Useni, P.F (2012), revealed that Mathematics has always been regarded as the language of science. Mathematics without any doubt remains the most serviceable science subject to all discipline and field of human work. Ukeje (2013) described the importance and the attention given to Mathematics as stemming from the fact that without Mathematics, there is no science, without science, there is no modern technology, and without modern technology, there is no modern society.

Performance in mathematics depends largely on effective teaching and learning process (UNESCO, 2008). Developmental learning theorists brought to education the idea that teachers can be more effective if they can organize learning in a step-by-step manner and connect it to the learner's prior knowledge and experiences (Piaget, 2013). The activities selected in the teaching and learning of mathematics must nurture plenty of student activity and acquisition of learning skills and that an enabling environment should be created to give the learner the opportunity to interact freely with fellow learners. For effective acquisition of mathematical skills teachers are advised to use heuristic methods as much as possible so as to involve the learners and keep them interested in the subject. They should have a free hand to use their own approaches (KIE, 2010).

Peer group exerts a powerful impact on the child, the peer group is composed of status equal, that is all children within a given peer group of the same age and from the same social status. A child must earn his/her social position within the peer group, this position does not come

naturally as it does in the family. Interaction with a peer loosens the child's bonds to the family, it provides both an alternative model for behaviour and new social norms and values.

Bornstein (2012) states that peer group is an agency of enculturation and learning, even very young children develop a sense of self from their perceptions of important people in their surroundings, including relatives, teachers and peers. Also socio-economic status, ethnic identity and parent's occupation affect how family views themselves and the process by which they socialize their children. And later, as the children leave the home setting, their self-perception and socializing skills become influenced by how their peers view them. When children move out from family to child-care centres, school and community at large, they begin to form attachments and friendships emerge through their play. These relationships influence behaviour, 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. By about age three, early friendships begin to form and children's peer begins to have a more lasting impact (Parke, 2010).

Peer impact on behaviour gradually becomes more dominant. Harris (2008) and Rowe (2014) maintained that peer group even has stronger influence than that of parents, gradually, children discover that others can share their feelings or attitudes or have quite different ones. The perspectives of others will affect how children feel about their own families. Children usually have a "family" view of their own and of other cultures. So, when they are confronted with other perspectives, they often

need to rethink, their own view points. It is often difficult for children to adjust to the idea that other families can function radically differently from their own and yet they hold many of the same attitudes and beliefs and be equally nurturing and securing them.

The peer group serves as a barometer for children examining themselves and their feeling about self and family. Peer group also have great impact on the development of children's socializing skills. These early friendship helps the children to learn how to negotiate and relate to others, including their siblings and family members. They learn from peers, how to co-operate and socialize according to group norms and group sanctioned modes of behaviour.

Understanding the impact of peer group on pupil's academic achievements has also been a subject of intense study and it is important for parents, educators and policy makers. Cattern (2014) find out that strong and quality peer association are related to poor or good academic performance and successful school transition.

Peer group can have positive impact, example, if one is involved with a group of pupils that are ambitious and working to succeed, one might feel pressured to follow-up to avoid feeling excluded from the group. In this way, the child is influenced positively. Positive peer impact on academic performance depends on the child self-identity, self-esteem and self-reliance. Peer impact can mobilize the child energy and motivate for success. Peers can and do act as positive role models.

## **1.2 Statement of the Problem**

Performance in mathematics in Nigeria continues to be below expectations despite numerous research efforts to remedy the situation. Attempts have been made to counter the problem of poor performance in mathematics in schools but no significant improvement has been recorded. Poor performance in this key subject continues to cause concern to education stakeholders, parents and the students given that mathematics is to act as a catalyst to career progression and the achievement. The above prompted the researchers to identify effect of peer group influence on the performance of student in mathematics.

## **1.3 Purpose of the Study**

1. To find out the influence of peer group on the primary school pupils performance in Mathematics.
2. To examine the attitudes of pupils towards learning Mathematics in primary school.
3. To know the extent the peer group interaction lead to incidence of examination malpractice among primary school pupils in Mathematics.
4. To examine the extent peer group interaction lead to lack of concentration in Mathematics among primary school pupils.

#### **1.4 Significant of the Study**

The standard of academic performance of pupils in primary schools is of great importance and interest to the people. This research, therefore will serve as a contribution of information that will be available in addressing the problems of peer group in the school and at home, which will enhance their better academic performance in Mathematics.

For those who are of the opinion that peer group affects academic performance, and those who do not think so, and those who would generally want to investigate on this issue, this research will enable them to know what extent the impact of peer group on the academic performance of primary school pupils in Mathematics, and also whether these impact are positive or negative.

Information provided by this study may also increase the teacher's awareness of those important aspects of peer group that are relevant to the child's performance and general conduct. However, knowledge of the child's problem will enable the teacher cater for individual differences among pupils. Consequently, this will help to reduce the problem of poor academic performance and promote good behaviour in the classroom.

This study will also provide comprehensive information for counselors, educators and parents on how they can assist the child to choose their peers with caution and to deal with peer pressure. In this regard, it will be useful for researcher who might want to carry out research in related areas.

## **1.5 Research Questions**

The following research questions were formulated for the study;

1. What influence does peer group have on primary school pupil's performance in Mathematics?
2. What attitudes does primary school pupils have towards learning Mathematics?
3. To what extent does peer group interaction lead to incidence of examination malpractice among primary school pupils in Mathematics?
4. To what extent does peer group interaction lead to lack of concentration in Mathematics among primary school pupils?

## **1.6 Scope of the Study**

This research is focus on the effect of peer group influence on the performance of student in mathematics. Hence, this research will be restricted in some primary school in Odogbolu Local Government Area of Ogun State.

## **1.7 Definition of Term**

**Peer group:** is a social group whose members have interests, social positions, and age in common.

**Academic Performance:** is the extent to which a student, teacher or institution has attained their short or long-term educational goals.

**Influence:** is the power to have an important effect on someone or something.

**Mathematics:** the science of structure, order, and relation that has evolved from counting, measuring, and describing the shapes of objects.

**Primary education:** is typically the first stage of formal education, coming after preschool and before secondary school.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITRATURE**

#### **2.1 Concept of Peer Group**

A peer group is a primary group of people, typically informal, who share a similar or equal status and who are usually roughly the same age, tended to travel around and interact within the social aggregate members, having similar interests and background, bounded by the premise of sameness.

A peer group is a group of people who share certain social characteristics, such as age, class, occupation, or education and interact on a level of equality. An individual can be a member of several peer groups, including friends, schoolmates and coworkers. Peer groups are important in socialization, as individuals attempt to conform to the expectations of their peer groups.

A peer group consists of people or individuals that are within ages that are close in years, for instance between range of one to four years, the school serves as primary setting for the membership of peer group, they may be in the same class, the same sex and close interaction is of equals.

It is generally observed that peer group has a lot of influence on students. This is seen from the role- played by the peer group in the life and learning of a child, it is believed that students feel more comfortable and relaxed among fellow students. A child who is brilliant and surrounded by dull friends would lose interest in learning. On the other hand, a peer

group which inclined to study would have positive effect on a dull member towards learning and stimulate his/her interest on learning. Katz(2010) wrote that the nature of a peer group determines the impact on the motivation of and achievements of its member.

The attractiveness of the group, the nature of conformity demanded by the group and the morals of the group determine whether a group is likely to have positive or negative impact on members' motivation and achievement. If the atmosphere of the group is warm, understanding and supportive, the group influence on motivation, task performance and achievement will most likely be positive.

A hostile atmosphere, constant frustration and frequent conflicts produce a negative impact not only on the member's growth and behaviour but also on his motivation to work and achievement. The kind of person a child is dictates the type of group he/she is in, as children tend to imitate each other.

Festigen (2016) also shares the same view that imitation of behaviour in a group occurs when a person acts in a way that is likely to be joined by the rest of the group.

Bandura (2013) noted that through observing and imitating the behaviour of others, learners can by- pass much wasteful random behaviour and come close to reproducing the behaviours of which members are recognized. A child may not be dull but playful. If he is well monitored and he falls into a group of brilliant students who are not playful, he imitates them and this changes his attitude towards learning for better. This is why it is important for teachers to be able to distinguish a playful child from dull one. Students who are playful but have academic traits should be encouraged to join a study inclined group. Cressey (2012) found that peers were involved in the socialization of novices,

considerable sociable interactions and the maintenance of loose, unwritten code of conduct to be followed by those who wished to remain in the group.

This is more important to the secondary school level. There are students who found to be dull in their primary school but became brilliant in secondary school because of peer group influence. Dull students should be identified from playful students. Therefore, attention should be concentrated on students in their first three years of secondary education as these are the most easily influenced by peer groups. This group also tends to imitate each other easily. They fear rejection by the group. Grulund (2010) feels that acceptance by a peer group improves social relations. Also response rate of students are lower in the junior secondary school. Teachers are more likely to hold the attention of students in the SSS than students in JSS. However, the teachers could use the peer group to get the needed responses in the JSS class. Bang (2009) wrote that the effectiveness of the school depends on large measures on the development of effective small groups.

## **2.2 Concept of Academic Performance**

Academic performance of a child could be defined as the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation (Epunam, 2011). It is the outcome of determination, hard work, of student in academic pursuit. Pandney, (2008) defined academic achievement as the performance of the pupils in the subjects they study in the school. This determines the pupils' status in the class. This gives children an opportunity to develop their talents, improve their grades and prepare for future academic challenges.

Academic performance refers to a person's performance in a given academic area (e.g. reading or language arts, mathematics, science and other areas of human learning. Academic performance relates to academic subjects a child studies in school and the skills the child is expected to master in each (Kathryn, 2010).

Academic performance refers to excellence in all academic discipline, in a class as well as extra curricular activities. It includes excellence in sporting behaviour, it includes excellence in sporting behaviour, confidence, communication skills, and others. Steinberger (2005) posit that academic performance encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional and social physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and into post secondary years and working life. Academic performance refers to how well a student is accomplishing his tasks and studies.

Academic performance in school is evaluated in a number of ways. For regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating in class activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. Poor academic achievement is a performance that is adjudged by the examine and some significant others as falling below an expected standard (Adesemowo, 2005).

Izundu, (2005) pointed out that some environmental variables in a home influence the learning capabilities of a child either positively or

negatively and thus affect their academic performances. Some of the variables include parental socioeconomic status, level of parental supervision of children, location home, library facility among others.

According to Uche (2010) parental socio-economic status of the children of literate and high income parents perform better in school than those from poor and uneducated parents. Children from, high socio economic homes eat balanced diet, enjoy good health and facilities that stimulates their intellectual activity and make them perform better academically than their counterparts who indulge in smoking cigarette, India hemp which have scattered their brain which may result to poor performance. He asserts that adolescent who come from homes regarded as having good or high socio-economic status may tend to do better than those who have poor homes. The study revealed that insufficient parental income; family type and lack of funding by government are factor influencing student's academic performance. Lack of quality supervision by parents has been identified as one of the home environmental variables known to influence children's life to a great extent, Farrell and Barnes 2000.

Most fundamental issues of life are taught to children by their parents more especially mothers who spend longer hours with the children. The extents to which parents motivate their children in their academic works affect the level of performance of the children. Parental educational background has also been identified to have a great impact on the education and academic performance of a child. (Uche, 2010) observed that parents with high educational background tend to gear their children towards studying courses that they are talented in, observing them to make sure that they do their assignment, stick to their time table by

reading always which will help their children to perform better academically. When parents are interested in their children's education, the children tend to perform better.

### **2.3 Peer Group Interaction as it Results to Absenteeism among Primary School Pupils**

Pupils absenteeism is a major concern for teachers in a teaching learning condition, as absence create a dead, tiresome, unpleasant classroom environment that makes pupils who come to class uncomfortable and the teacher irritable (Marburger 2011). Absenteeism disturbs the dynamic teaching-learning environment and adversely affects the overall well-being of classes. In quality terms, absenteeism is a waste of educational resources, time and human potential. When pupils are absent from class, they miss valuable information resulting from peer-teacher interaction and the benefits of the specific examples teacher use to clarify difficult concepts. This valuable part of the learning experience cannot be replaced when teacher re-teach the material to absentee pupils (Weller 2016; Williams 2010).

According to Barker and Jansen (2012) are of the opinion that, pupils who continuously absent from class do so not because of lack of academic ability or failure to meet school requirement, but they do so as to be with friends and peer for interaction. Peer influence has been cited by several researchers among them Williams (2010), as an important factor that contributes to various forms of anti-school behaviour such as absenteeism, truancy, and dropping out of school. This early childhood

stage seems to be most vulnerable to the problem of peer influence. The peer group interaction has also been cited by Sharma (2005) as an important agent which has a strong bearing on the child's will and ability to perform well. Although data was mainly focusing on the impact of peer group on academic achievement, this has important implications for this study because pupil's level of achievement can predispose the child into absenting from class.

Reld (2005) asserts that truant individuals are influenced by their peers to engage in activities outside of the school with them. This, in some ways, point towards the level of maturity of that child as the child level of maturity should not be taken for granted.

Stinebrickner and Stinbrickner (2001) expressed that, sometimes children are forced to live certain kind of lifestyle due to peer pressure/influence. Some may not like to be absent from school but due to them involving with peer who prefer being absent from school and hanging outside to play and interact, that child will be influenced by his peers to be absenting from school and he/she will prefer to be with his friends to play and interact. In such case, being over pressurized by peers can be detrimental to the child academic achievement in school. Hence peer interaction literally influence the school child lives and can lead to loss of individuality. Also Romer (1993) states that, extreme peer group influence lead the school child to follow what his peers feels right by blindly imitating the peer group which she/he belongs and adopting their lifestyles and the child losses his/her original way of life.

According to Williams (2000), pupils who have absenteeism problems generally suffer academically and socially as they have lower academic achievement and may be penalized on test scores, and sustained absences may affect retention as it may degenerate into truancy. Also Enomoto (1997), pupils who missed class on a given date were significantly more likely to respond incorrectly to questions relating to materials covered that day than pupils who were present.

#### **2.4 Peer Group Interaction as it Results to Poor Study Habits among Primary School Pupils**

Many pupils do badly academically, due to factors other than low intellectual capacity. One of such factor is poor study habits, which often result to pupils poor academic performance even among the naturally bright pupils in school. According to Patel (1976) study habits are behaviour of an individual related to studies, which is adjudged from his study habits. It is the learners habitual ways of exercising and practicing their abilities for learning.

Study habits play a very important role in the life of the school child; success or failure of each pupils depends upon his study habits, of course, success of each pupils definitely depends upon ability, intelligence and effort of the child. No doubt, regular study habits bring their own rewards in the sense of achievement of success.

Also, Steinberg (1996) states that, children take solace in interacting with their peers and they prefer to keep longer time with them than with their parents. The peer group has tremendous influence on the child patterns of

behaviour especially on their interests, attitudes, value system, emotional expressing, and interaction patterns. However, the peer group's norm/standards in many cases may run foul to that of the community or society at large. Thus, when the child falls into bad groups, his/her home background notwithstanding, the chance are high that his/her habits would change for bad rather than good.

According to Swift (1990) there is the tendency in educational circle to view the peer group interaction as being mostly "bad" because, we believe that it reduces the impact of education on the individual child by insulating him from its mere powerful forms of sanction. He further said that, educators tends to see themselves taking part in three concerned wrestling match with the peer groups that its members has acquainted themselves with peer interaction in class, which will eventually make them develop poor study habits, and these habits will inturn lead to poor academic performance. Tymms & Libbon (1992) states that, interactions among peers in classroom are normal and essential part of the learning process that influence the lifelong learning habits of the school child towards success or failure, and the potential impact of peer interaction are reciprocal. He further state that the responsibility of developing good study habits does not fall on the teacher alone, but equal responsibility of teachers, pupils, and parents. Teachers should assign only meaningful and achievable work geared to the interests, talents and abilities of the child, pupils must learn the value of serious study habits, how to work independently without peer group interference, and how to manage their

time wisely, and parents should provide a quiet place for study and create an environment conducive for learning.

## **2.5 Peer Group Interaction as it Results to Examination Malpractice among Primary School Pupils**

The quality of education that is imparted to our children and the priority at which we rate it contribute largely to the formation of the attitudes they carry over into the wider society. So whatever kind of seed we sow in the classroom, the manner in which we nurture it and the strength which it imbibes in its various stages of growth will all determine the harvest the nation will reap in the form of its educated youth coming out of the schools.

The value and functionality of any educational system lie in its ability to actualize the goals of education. The examination process makes the difference, the goals of educational systems and indeed national development becomes like mirage if examination ethics is not encouraged and instituted. Till date, examination remains the best tool for an objective assessment and evaluation of what learners have achieved after a period of schooling. Hence any situation that undermines examination poses a great threat to the validity and reliability of educational system.

Ikupa (1997) sees examination malpractice as an illegal or unethical behaviour by somebody in the process of testing an examinee's ability or knowledge by means of questions. Also Oluyeba and Daramola (1992) remarked that examination malpractice is any irregular behaviour

exhibited by a candidate or anybody charged with the conduct of examination before, during or after the examination which contravenes the rules and regulations governing the conduct of such examination. Examination malpractice is influenced by many factors. Lack of confidence as a result of inadequate preparation, peer influence, social influence, parental support and poor facilities in schools are some of the factors responsible for examination malpractice. Over the years peer interaction has been a major influence of examination malpractice. In the light of this, Nanna (1997) article “behaviour amongst school pupils as a factor in examination malpractice” opined that pupils are no longer hardworking, they have little or no interest in studying to know and studying to face examination on their own as they lack concentration during studies, have poor study habit and are generally restless, lazy, and easily distracted by activities in the environment as they prefer to hang out with friends to interact and play. He further explains that, school children nowadays care less about culture of hard work and academic excellence, and so become ill-prepared for most examinations as they no longer have confidence in themselves to write and pass any examination without cheating. As they will say my friends are doing it that is why I indulged in examination malpractice to have good grades. Dishonesty has become the order of the day, while honesty during examinations is no longer a virtue to covet by school children.

Also Oluyeba (1992) opined that peer group interaction influences the school child academic achievement as pupils who choose to hang out with the “wrong peers” may receive negative messages about study

habits and making high grade and this influence may lead to devastating effect such as examination malpractice.

### **Peer Group Interaction as it Leads to Lack of Concentration among Primary School Pupils.**

Getting distracted is normal for young children, but can prove to be a major problem to when the child grows up and is unable to concentrate on academic and school work. Lack of concentration or an inability to focus on the task at hand is common concern for many teachers and parents in a teaching/learning environment. According to Weller (2000) concentration means “to focus attention on the task at hand and to eliminate distraction”. Moreso, it means focusing attention on one thing and to one thing only while lack of concentration means “the inability of an individual to focus attention on a particular task for as long as they would like”. Most of us experience lapses in concentration in every day and we are not usually concern about it or we may not notice these lapses in concentration. They only become a problem when we find that we cannot get things done as quickly as we would like, or when they cause us to make mistakes.

Children have lower attention span and lose of interest in an activity or object quickly. Keeping them occupied with work or something to do all the time is not an easy task. In the light of this Aaron (1992) has shows that, there are some major causes of lack of concentration which are

1. **Fatigue:** Fatigue remains one of the most common causes of lack of concentration. Children are full of bubbling energy, and the adrenalin flow at times leads them to indulge in excessive physical

activity, late nights and other such activities that tire them out. These activities often result in inadequate sleep and drowsiness in the morning in school, which can hamper concentration.

2. **Inadequate Sleep:** Inadequate sleep also has serious emotional and physical repercussions that can even thwart effort in improving concentration in a school child as most of the children after school, at home in the night will engage themselves in physical activities (playing games, watching films e.t.c) unknowingly to their parents/guardians, and in the morning in school the child will result to sleeping and drowsiness during teaching/learning period in the classroom.
3. **Improper Diet and Unhealthy Eating Habits:** In children, sometimes the inability to concentrate is linked to improper diet and unhealthy eating habits. Children need to eat a healthy diet and at proper times. Iron ranks as one of the primary elements whose deficiency can cause lethargy and behavioural changes in a child. Therefore lack of concentration may thus be a direct result of lack of energy in a child. Make sure that your child has a diet that provides sufficient amount of trace elements, including iron.
4. **Uninteresting Subject:** If the child is not taught what is of interest, there is the likelihood of the child becoming indifferent to other subjects, as well. Many times, boredom stems from forcing a child to undertake meaningless jobs at home. Teachers need to explain the concept of lessons they teach so that the child can understand the reason why he is being asked to learn it, such efforts can lead to interest in a subject or task that was earlier

considered boring, and failure to do so can contribute to boredom and the inability of that child to concentrate.

5. **Anxiety:** It has been observed that anxiety can also cause child's concentration problems, as the young brain is unable to perceive situations and stimuli in their proper perspectives. A child's anxiety may stem from a perceived threat, estranged relations at home, unrealistic parental expectations, or simply a broken friendship. You can help that child by discussing matters to build a strong bond.
6. **Stress:** As a child spends more and more time under stress, his/her inability to concentrate lessens. The brain will have fired off so many neurons that it cannot replenish its supply of chemical that helps the neurons fire, as well, the boost of adrenaline that helps people focus will start to heighten the senses to the point where the brain notices every little thing around, causing you to be easily distracted and in turn leads to lack of concentration.

**Peer Group Interaction:** Over the years it has been observed that peer interaction leads to inability of the school child to concentrate on a given task in a teaching learning environment. Peer interaction in a classroom results in lack of concentration as a child who continuously interacts in a classroom will lose concentration of the activity in the classroom. Moreover, if a child moves and hangs out with peers who engage themselves in vicarious interaction in classroom and outside classroom, then that child will engage also in a vicarious interaction which will result in poor concentration in the classroom and on a given task.



## **CHAPTER THREE**

### **RESEARCH PROCEDURE AND METHODOLOGY**

#### **3.0 Introduction**

This study focused on the effect of peer group influence on the performance of student in mathematics. Hence, the research study would be restricted in some primary school in Odogbolu Local Government Area of Ogun State.

#### **3.1 Research Design**

The design used was descriptive survey to enable the researcher investigate the effect of peer group influence academic performance of primary school pupils Mathematics in Odogbolu Local Government Area of Ogun State. This study identifies identified influences and pressure of peer group faced by primary school pupils and their impact on their academic performance in Local Government Area.

#### **3.2 Population of the Study**

The population of the study comprised all the primary school pupils in Odogbolu Local Government, Area of Ogun State.

### **3.3 Sample and Sampling Technique**

The sample procedure adopted was simple random sampling techniques. Fifty (50) teachers were selected from five schools and (10) ten teachers from each school.

### **3.4 Instrument for Data Collection**

The instrument for data collection was a structured questionnaire. The instrument was developed by the researcher and had two sections, A and B. section A dealt with the bio-data of the respondents while section B was based on the criterion for the study.

### **3.5 Validation of the Instrument**

In order to ascertain and ensure the face validity as well as the content validity of the instrument, a self designed questionnaire, it was thoroughly examined by the supervisor of this research work for correction and input.

### **3.6 Reliability of the Instrument**

A test-re-test method of administration of the instrument were adopted to show consistency on the forces.

### **3.7 Method of Data Collection**

The copies of the questionnaire was administered to the respondents by the researcher with the help of research assistants. These research assistants was trained on the method of administering and retrieving of the instruments. Direct delivery and retrieval system was

used. It helped the researcher to recover all the instrument from the respondents.

### **3.8 Method of Data Analysis**

The data collected for this study was descriptively analysed and presented in simple percentage statistical.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION

#### 4.1. Data Analysis

This chapter deals with the analysis of the data analysed from the questionnaire. The data were discussed in the relation to the research questions for the purpose of the study. The distribution of the questionnaire was spread among fifty students within some primary school in Odogbolu Local Government Area of Ogun State.

The questionnaire was used to discover facts on the topic. “the research study would restricted in some primary school in Odogbolu Local Government Area of Ogun State”

In achieving this research work, questionnaire was used as an instrument of gathering information. Fifty copies of the questionnaire were administered, and all fifty copies were returned.

#### 4.1. Presentation of data analysis.

Table 1: Respondents presentation according to sex

Sex	Frequency	Percentage
Male	27	54%
Female	23	46%
Total	50	100%

The table above indicates that 54% of the respondents were male while the remains 46% of the respondents were female. This shows that the majority of the participants were male.

**Table 2: Respondents distribution according to age**

Age	Frequency	Percentage
11-12	13	26%
12-14	19	38%
14 above	18	36%
Total	50	100%

The result of the above table indicates that 26% of the respondents were from the range of 11-12, 38% of the respondents are from 12-14 years, while the remaining 36% were from 14 and above.

## **4.2. Analysis of finding**

### **4.2.1. I prefer to study with my friends**

	Frequency	Percentage
SA	22	44%
A	15	30%
SD	8	14%
D	5	10%
Total	50	100%

From the table above, it shows that 44% of the respondents strongly agreed to the statement that they prefer studying with their friends, 30% of the respondent agreed, 14% of the respondents strongly disagreed, while the remaining 10% disagreed with the respondent. This implies that majority of the respondents agreed that they prefer to study with friends.

#### **4.2.2. I discuss my learning problems with friends**

	Frequency	Percentage
SA	8	16%
A	12	24%
SD	10	20%
D	20	40%
Total	50	100%

The above table indicates that 16% of the respondents strongly agreed that I discuss my learning problems with friends, 24% of the respondent agreed, 20% of the respondent strongly disagreed, while 40% of the respondents disagreed to the statement. This shows that majority of the respondents disagreed that they discuss their learning problem with friends.

#### **4.2.3. The group work helped to boost my grades**

	Frequency	Percentage
SA	15	30%
A	18	36%
SD	9	18%
D	8	16%
Total	50	100%

From the above table 66% of the respondents said that group work helped to boost my grades, while 36% of the respondents disagreed to the

statement. This confirms that majority of the respondent agreed that group work helped to boost their grades.

#### **4.2.4. I love to make friends with intelligent students alone**

	Frequency	Percentage
SA	12	24%
A	28	56%
SD	7	14%
D	3	6%
Total	50	100%

The above table reveals that, 24% of the respondents strongly agreed to the fact that I love to make friends with intelligent students alone, 56% of the respondents agreed to the statement, 14% strongly disagreed while the other 6% disagreed. This means that 80% of the respondents responded agreed while 20% disagreed with the statement. This reveal that majority of the respondents agreed that they love to make friends with intelligent students alone

#### **4.2.5 My friends assistance in group discussion assisted to improve my grades**

	Frequency	Percentage
SA	31	62%
A	10	20%
SD	4	8%
D	5	10%
Total	50	100%

The table revealed that 62% of the respondents strongly agreed statement that their friends assistance in group discussion assisted to improve their grade , 20% of the respondent agreed, while 8% of the respondent disagreed to the statement and 10% of the respondent strongly disagreed to the statement. This implies that majority of the respondents agreed that friends assistance in group discussion assisted to improve their grades.

#### **4.2.6 The upper grade of my friends encourage me to work harder**

	Frequency	Percentage
SA	23	46%
A	13	26%
SD	8	16%
D	6	12%
Total	50	100%

The table above reviews that 46% respondents strongly agreed that the upper grade of my friends encourage me to work harder, 26% agree, 16% of the respondents strongly disagree while 12% disagree. These means 72% of the respondents agreed while the remaining 28% disagreed to the statement. This implies that majority of the respondents agreed that upper grade of my friends encourage them to work.

#### **4.2.7 I hate to make friend with students from poor family**

	Frequency	Percentage
SA	14	28%
A	16	32%
SD	9	18%
D	11	22%
Total	50	100%

The analyses of this table reveals that 60% of the respondents responded agreed that they hate to make friend with students from poor family, while 40% of the respondents disagreed to the statement. This show that majority of the respondents agreed with the statement. This implies that majority of the respondents agreed that they hate to make friends with students.

#### 4.2.8 I borrow textbooks from my rich friends

	Frequency	Percentage
SA	14	28%
A	14	28%
SD	14	28%
D	8	16%
Total	50	100%

Table 4.2.8 shows that 28% of the respondents strongly agreed with the statement that they borrow textbooks from their rich friends, 28% agreed, 28% of the respondents strongly disagreed while 16% of the respondents disagreed. This show that majority of the respondents agreed with the statement. This confirm that majority of the respondents agreed that they borrow textbooks from the rich friends.

#### 4.2.9 My parents know many of my friends

	Frequency	Percentage
SA	23	46%
A	13	26%
SD	8	16%
D	6	12%
Total	50	100%

The above table reveals that, 46% of the respondents strongly agreed to the fact that their parents know many of their friends, 26% of the respondents agreed to the statement, 16% strongly disagreed while the

other 12% disagreed. This means that 72% of the respondents responded agreed while 28% disagreed with the statement. This show that majority of the respondents agreed that their parents know many of their friends

**4.2.10 My parents do not like my movement with friends**

	Frequency	Percentage
SA	16	32%
A	13	26%
SD	9	18%
D	12	24%
Total	50	100%

Table 4.2.10 shows that 32% of the respondents strongly agreed with the statement that their parents do not like their movement with friends, 26% agreed, 18% of the respondents strongly disagreed while 24 of the respondents disagreed. This shows that majority of the respondents agreed with the statement. This implies that majority of the respondents agreed that their parents do not like their movement with friends.

#### 4.2.11 My parents love me to have many friends

	Frequency	Percentage
SA	15	30%
A	17	34%
SD	9	18%
D	9	18%
Total	50	100%

The table above shows that 64% of the respondents agreed to the statement that their parents love it when they have many friends, while 36% of the respondents disagreed. These shows that majority of the respondents agreed with the statement. This confirm that majority of the respondents agreed that their parents love them to have many friends.

#### 4.2.12 My parents encourages me to move around with students who are intelligent

	Frequency	Percentage
SA	13	26%
A	16	32%
SD	9	18%
D	12	24%
Total	50	100%

1.2.12 The table above shows that 26% of the respondents strongly agreed to the statement that their parents encourages them to move around with students who are intelligent, while 32% of the respondents agreed and 18% of the respondent disagreed while 24% of the respondent strongly

disagreed. This confirm that majority of the respondents agreed that their parents encourages me to move around with students who are intelligent.

**4.2.13 My parents encourages me to study with friends.**

	Frequency	Percentage
SA	12	24%
A	16	32%
SD	9	18%
D	13	26%
Total	50	100%

Table 4.2.13 shows that 24% of the respondents strongly agreed with the statement that their parents encourages me to study with friends, 32% agreed, 18% of the respondents strongly disagreed while 26% of the respondents disagreed. This show that majority of the respondents agreed with the statement. This show that majority of the respondents agreed that their parents encourages me to study with friends.

**4.2.14 My parents disallow me to study with poor friends**

	Frequency	Percentage
SA	13	26%
A	23	46%
SD	6	12%
D	8	16%
Total	50	100%

The analyses above indicate that 13 respondents representing 26% strongly agreed that their parents disallow them to study with poor friends, 46% of the respondent agreed to the statement, 12% of the respondent strongly disagreed to the statement while the remaining 16% of the respondent disagreed to the statement. This implies that majority of the respondents agreed that their parents disallow me to study with poor friends.

#### **4.2.15 I have every necessary textbooks**

	Frequency	Percentage
SA	17	34%
A	9	18%
SD	15	30%
D	9	18%
Total	50	100%

The analyses above indicate that 34% of the respondent strongly agreed with the statement they have every necessary textbooks, 18% of the respondent agreed to the statement, 30% of the respondent strongly disagreed to the statement while the remaining 18% of the respondent disagreed to the statement. This show that majority of the respondents agreed that have every necessary textbooks.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, IMPLICATION FOR THE STUDY, RECOMMENDATIONS AND SUGGESTION FOR FURTHER STUDIES**

#### **5.1 Summary**

This research investigates the effect of peer group influence on the performance of student in mathematics in Odogbolu Local Government, Ogun State. Research questions relating to the study were formulated and the questionnaire leading to data collection were administered.

Also, previous literature on related concepts were reviewed the third chapter of the study dealt with the research design and methodology used for the collection of data and opinion from respondents and the system of analyzing the data for the research work. The fourth chapter consists of the presentation of the data collected, the analysis of data, the data was also interpreted in this same chapter.

#### **5.2 Conclusion**

Based on the findings of the study the following conclusion has been reached:

1. Peer group interaction to some extent result to absenteeism among primary school pupils in Mathematics.
2. Peer group interaction to some extent result to poor study habits among primary school pupils in Mathematics.
3. Peer group interactions do not lead to incidence of examination malpractice among primary school pupils.

4. Peer group interaction lead to lack of concentration among primary school pupils.

### **5.3 Implication of the study**

The findings of this study revealed the following on education:

1. In order to change students performance positively, more attention should be devoted to their relationship with their classmates both in classroom and outside.
2. A child who is not brilliant my do better in school if he is accepted by a group that is study inclined.

Most students from high and middles socio- economic status home have high standard of education performance and they should be encouraged to associate freely with children from poor home in order for this poor children to gain and have access to what their elites children have to improve their education performance.

### **5.4 Recommendations**

Based on the findings from the study, a number of recommendations could be made as follows:

1. Teachers should understand that the peer group is an important factor in child's learning and therefore should use it encourage learning.
2. Teacher should use the peer groups a study group to bring about effective classroom interaction. The teacher must neither be too strict nor too permissive so as to encourage good teacher-student

relationship.

3. Students should endeavour to form or join groups that are study inclined and encourage learning so that their learning would be effective or affected properly.
4. Parents should make sure their children are well monitored and they should encourage them to have friends that would have a positive influence on their learning both at home and at school.
5. The peer group influence is a very important consideration in learning, so further efforts must be made both by teachers, parents and students alike to ensure that it is effectively used to improve learning.
6. There should be effective flow of communication between school, teachers and parents and their students to bring awareness of the ongoing activities in the school.

### **5.5 Suggestions for Further Studies**

Consequent on the limitations of this study, the following areas of further research were suggested:

1. The study should be further extended beyond Odogbolu Local Government Area. If this could be done, it would make further revelation on the peer group relationship and its influence on the academic performance of students in mathematics.
2. That the study should be replicated using interview and observation techniques for data collection, because it was observed that in few of the questionnaire items, some of the respondents declined true comments.

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**TAI SOLARIN COLLEGE OF EDUCATION OMU-IJEBU OGUN  
STATE**

**QUESTIONNAIRE**

*Dear Respondents,*

This questionnaire is designed to gather information on the effect of peer group influence on the performance of students in Mathematics.

All information provided is for academic purpose only and will be confidentially. Please feel free to supply the following to the best of your knowledge by completing the questionnaire.

**SECTION A**

**PERSONAL DATA**

Mark the appropriate box to your answer

**Sex:** Female (    ) Male (    )

**Age:** 11-12years (    ) 12-24years (    ) 14years &above (    )

**SECTION B4**

**Instruction:-** Please tick (✓) the appropriate option of your choice among the options provided

**Keys**

SA – Strongly Agreed

A - Agreed

SD – Strongly Disagreed

D – Disagreed

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>SD</b>	<b>D</b>
1	I prefer to study with my friends				
2	I discuss my learning problems with friends				
3	The group work helps to boost my grades				
4	I love to make friends with intelligent students alone				
5	My friends assist in group discussion to improve my grades				
6	The upper grade of my friends encourage me to work harder				
7	I hate to make friend with students from poor family				
8	I borrow textbooks from my rich friends				
9	My parents know many of my friends				
10	My parents do not like my movement with friends				
11	My parents love me to have many friends				
12	My parents encourages me to move around with students who are intelligent				
13	My parents encourages me to study with friends				
14	My parents disallowed me to study with poor friends				
15	I have every necessary textbooks				