

**INFLUENCE OF FAMILY BACKGROUND AND PEER GROUP  
RELATIONSHIP ON BUSINESS STUDIES STUDENTS' ACADEMIC  
ACHIEVEMENT IN SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA**

**Modibbo Buba MUHAMMED  
16/27/PBE008**

**DEPARTMENT OF BUSINESS AND ENTREPRENEURSHIP EDUCATION,  
COLLEGE OF EDUCATION, KWARA STATE UNIVERSITY, MALETE**

**DECEMBER, 2019**

ProQuest Number:27739118

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent on the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



ProQuest 27739118

Published by ProQuest LLC (2020). Copyright of the Dissertation is held by the Author.

All Rights Reserved.

This work is protected against unauthorized copying under Title 17, United States Code  
Microform Edition © ProQuest LLC.

ProQuest LLC  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

**INFLUENCE OF FAMILY BACKGROUND AND PEER GROUP  
RELATIONSHIP ON BUSINESS STUDIES STUDENTS' ACADEMIC  
ACHIEVEMENT IN SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA**

**Modibbo Buba MUHAMMED  
16/27/PBE008**

**BEING A THESIS SUBMITTED TO THE DEPARTMENT OF BUSINESS AND  
ENTREPRENEURSHIP EDUCATION IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF  
PHILOSOPHY (PhD) IN BUSINESS EDUCATION, COLLEGE OF EDUCATION,  
KWARA STATE UNIVERSITY, MALETE, NIGERIA**

**DECEMBER, 2019**

### **DECLARATION**

I declare that the work in this Thesis entitled “Influence of Family Background and Peer Group Relationship on Business Studies Students’ Academic Achievement in Secondary Schools in Adamawa State, Nigeria” has been carried out by me in the Department of Business and Entrepreneurship Education. All information derived from literature has been duly acknowledged in the text and a list of references provided. No part of this thesis was previously presented for another degree or diploma at this or any other institution.

Modibbo Buba MUHAMMED

.....  
Signature

.....  
Date

## CERTIFICATION

This Thesis entitled “Influence of Family Background and Peer Group Relationship on Business Studies Students’ Academic Achievement in Secondary Schools in Adamawa State, Nigeria” by Modibbo Buba MUHAMMED meets the regulations governing the award of the degree of Doctor of Philosophy (Ph.D) in Business Education, Kwara State University, Malete, and is approved for its contributions to knowledge and literary presentation.

.....  
Dr. B. N. Nwabufo  
First Supervisor

.....  
Date

.....  
Dr. E.C. Okereke  
Co-Supervisor

.....  
Date

.....  
Professor T. A. Umore  
Co-Supervisor

.....  
Date

.....  
Professor T. A. Umore  
Head, Department of Business and  
Entrepreneurship Education

.....  
Date

.....  
Professor Stephen K. Subair  
Dean School of Postgraduate Studies

.....  
Date

.....  
Professor B.O. Nwosu  
External Examiner

.....  
Date

## **DEDICATION**

This project report is dedicated to my parents, Late Mal. Muhammed Ndottiwa Suleiman and Haj. Fadimatu Muhammed.

## ACKNOWLEDGEMENTS

All Praise is due to Almighty Allah for making the dreams of the researcher a reality, and for making this research effort a successful one, despite challenges. May Almighty Allah make it to be most useful to the researcher and the entire nation at large (Ameen). The researcher expresses his gratitude to his supervisors, Dr. N.B. Nwabufo, Dr. E.C. Okereke and Prof. T.A. Umoru, for devoting their time, in making useful and constructive criticisms, suggestions, corrections, encouragements and dedicated guidance throughout the periods of this work. The researcher appreciates their efforts. The researcher acknowledges the immense contribution of his Head of Department (HOD) Prof. T.A. Umoru, his internal examiners Prof. G.T. Oladunjoye, Dr. S.O. Afolabi, Dr. L.F. Ademiluyi and Dr. A.I. Laro, for their valuable contributions to the work. The researcher is very grateful to Dr. J.S. Mamman for his tolerance and useful contribution in shaping this research work, his efforts are well appreciated. The researcher is equally grateful to his lecturers Dr. J.F. Oyedele, Dr. G.O. Olorishade, Dr U. Sa'ad, DMr. M.O. Kehinde, Mr. I.O. Jimoh, Mr. O.S. Israel and other staff of the College of Education, Kwara State University, Malete, for their invaluable contributions, concerns and excellent pieces of advice towards completion of this work.

The researcher appreciates the efforts and support of the Director of Statistics, Adamawa State Post Primary Schools Management Board and Director, Adamawa State Educational Resource Centre, who provided the researcher with materials for carrying out the study. Others include the principals, teachers and students of Junior Secondary Schools in Adamawa State, where the data of this study were collected.

The researcher will not forget the efforts of his friends and colleagues to include Dr. A.M. Kolo, Mal. Muhammed Y. Bako, Haruna Hassan, Yahuza Lawan, Abdullahi Sajo, Aliyu Abubakar Suntai, Muhammad Khamis, Salihu Abdullqadir, Abdullahi Toroure, Ibrahim Usman, Tanimu Abubakar, Yusuf Garba (HOD), Sani Abubakar, Shehu M. Abdullahi, Aisha Yahya, Seyi David, J.O.C. Orah, Mrs I.J. Oyeleye, Mrs O.O. Olusanya, Mr. I.A. Komolafe, Mr. A.A. Akeem, Mr. O.A. Mathew, Mr. J.S. Adefila, Mrs. A.A. Bilkis, and Mrs. A.S. Adebayo. Others include Director Iliyasu Zubairu, Mal. Asheihk Abba Aji, Mal. Kaka Agent, Mal. Yarima Uba, Mal. Salihu Pella, Alh. Abdullkarim Muhammad (Director), Alh. Abdullahi Okene (Principal), Mal. Hamza Umar, Alh. Danlami Babayo, Mal. Hadi Abubakar, Alh. Bello Alim-Babi, Alh. Haruna

Ibn Harun, Alh. Muhammad Usman (Alkanawi), Alh. Aliyu Sa'ad, Alh. Jabir, Umar Printer, Alh. Isa K. Mammam, Mal. Buhari Yusuf, Mal. Buhari Mahmud, Mal. Sani Suleiman, Mal. Aminu Suleiman, Mal. Alhassan Ibrahim and Mal. Sani Abubakar.

The researcher acknowledges the efforts of his colleagues Prof. B.M. Ndomi, Prof. (Mrs) K.G. Farauta, Prof. C. I. Obi, Prof. K. Diraso, Prof. C. Ubale, Associate Prof. P. Duvu, Associate Prof. J. Sakiyo, Associate Prof. E Adukwu, Associate Prof. E. Okoronka, Dr I. Abubakar, Dr. I Audu, Dr. H. Amos, Dr. E.A. Egunsola, Dr. H. Kefas, Dr. K.M Badau, Dr. A.A. Chiroma, Dr J. Luka, Mal. M. Mahmud, Haj. Z. Jika, Haj. H. M. Barkindo, Haj Y. Rakiya, Mal. H. Sulaiman, Mal. B. Haruna, Haj. H.H. Dahiru and Mal. J. Adamu. Same goes to Hayatu Iyawa College Staff, Al-Musadah Association and entire staff of Modibbo Adama University of Technology, Yola for their love, kind support, inspiration and encouragement during the periods of this study.

The researcher will also not forget the support and encouragement of his late father, Mal. Ndottiwa Muhammed Suleiman, his mother, Haj. Fadimatu Muhammed, his wife, Adama Halidu Bako and his children, Auwal Modibbo, Khalifa Modibbo and Ammar Modibbo. Others include the researcher's uncles, aunts, brothers and sisters to include Late Alh. Barkindo M. Buba, Ahmad M. Buba, Aminu M. Buba, Sarki Dogarai, Halilu Modibbo, Salihi Ateeq, Sarduna Modibbo, Modibbo Muhammed, Hapsatu, Late Y. Aisha, M. Larai, M. Nana, Saidu N. Sulaiman, Abdullaziz N. Sulaiman, Dauda N. Sulaiman, Halima N. Sulaiman, Hassan N. Sulaiman, Hussaini N. Sulaiman, M.B. Aisha, M.B. Ahmad M.B. Abubakar, M.B. Ibrahim, to mention but a few; and all those whose names can't be mentioned here for their surreptitious and open support throughout the periods of this study. The researcher say thank you all and remain blessed.



## TABLE OF CONTENTS

Title Page .....	ii
Declaration.....	iii
Certification.....	iv
Dedication.....	v
Acknowledgement.....	vi
Table of Contents .....	viii
List of Tables .....	xi
List of Abbreviations .....	xii
List of Appendices.....	xiv
Abstract .....	xv

### CHAPTER ONE: INTRODUCTION

Background to the Study .....	1
Statement of the Problem .....	6
Purpose of the Study.....	8
Significance of the Study.....	9
Research Questions.....	11
Research Hypotheses.....	12
Delimitation of the Study.....	12
Operational Definition of Terms .....	13

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

Theoretical Framework .....	14
Concept of Business Studies.....	17
Objectives of Business Studies at Junior Secondary Schools .....	20

Concept of Academic Achievement.....	24
Business Studies and Students' Academic Achievement .....	28
Concept of Family.....	32
Concept of Family Background.....	34
Family Size and Students' Academic Achievement .....	35
Parental Occupation and Students' Academic Achievement .....	40
Parental Level of Education and Students' Academic Achievement.....	44
Parental Motivation and Students' Academic Achievement.....	51
Peer Group Relationship and Students' Academic Achievement.....	56
Review of Related Empirical Studies .....	64
Appraisal of Related Literature Review.....	79
<b>CHAPTER THREE: METHODOLOGY</b>	
Research Design.....	82
Population of the Study.....	83
Sample and Sampling Techniques.....	84
Instrument for Data Collection.....	85
Validation of the Instrument.....	86
Pilot Study.....	87
Reliability of the Instrument.....	88
Method of Data Collection.....	88
Procedure for Data Analysis.....	89
<b>CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA</b>	
Analysis of Demographic Data.....	91
Analysis of Data to Answer Research Questions .....	92
Research Question One.....	92

	10
Research Question Two.....	96
Research Question Three.....	100
Research Question Four.....	104
Research Question Five.....	107
Research Question Six.....	111
Test of Hypotheses.....	112
Hypothesis One.....	113
Hypothesis Two.....	113
Hypothesis Three.....	114
Hypothesis Four.....	115
Hypothesis Five.....	116
Hypothesis Six.....	116
Summary of Major Findings.....	118
Discussion of Findings .....	119
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION</b>	
Summary.....	127
Conclusion.....	128
Recommendations.....	129
Suggestions for Further Studies.....	130
REFERENCES.....	131
APPENDICES.....	144

## LIST OF TABLES

Table 1	Population of the study.....	83
Table 2	Sample size of the study.....	84
Table 3	Percentage Distribution of Respondents by Gender.....	91
Table 4	Analysis of Research Question One.....	93
Table 5	Analysis of Research Question Two.....	97
Table 6	Analysis of Research Question Three.....	101
Table 7	Analysis of Research Question Four.....	105
Table 8	Analysis of Research Question Five.....	108
Table 9	Analysis of Research Question Six.....	111
Table 10	Test of the Influence of Family Size on Students' Academic Achievement .....	113
Table 11	Test of the Influence of Parental Occupation on Students' Academic Achievement. ....	114
Table 12	Test of the Influence of Parental Level of Education on Students' Academic Achievement.....	114
Table 13	Test of the Influence of Parental Motivation on Students' Academic Achievement.....	115
Table 14	Test of the Influence of Peer Group Relationship on Students' Academic Achievement.....	116
Table 15	Test of the Influence of Family Size, Parental Occupation, Parental Level of Education, Parental Motivation and Peer Group Relationship on Students' Academic Achievement.....	117

### **ABBREVIATIONS USED**

ADSUBEB:	Adamawa State Universal Basic Education Board.
C.F.:	Cumulative Frequency.
Df.:	Degree of Freedom.
FBPGRIQ:	Family Background and Peer Group Relationship Influence Questionnaire.
GDSS:	Government Day Secondary School.
GDSS (JS):	Government Day Secondary School (Junior Secondary).
GDJSS:	Government Day Junior Secondary School.
ND:	National Diploma.
HND:	Higher National Diploma.
JSS:	Junior Secondary School.
JSSCE:	Junior Secondary School Certificate Examination.
KWASU:	Kwara State University.
MAUTECH:	Modibbo Adama University of Technology.
MLR:	Multiple Linear Regression.
NABTEB:	National Business and Technical Examinations Board.
NPE:	National Policy on Education
NCE:	Nigeria Certificate of Education.
NECO:	National Examinations Council.
NGO:	Non-Governmental Organisation.
PPSMB:	Post Primary School Management Board.
PTA:	Parent -Teachers Association.
Q.:	Questionnaire.
SAAP:	Students' Academic Achievement Pro Forma
SD.:	Standard Deviation.

SLR:	Simple Linear Regression.
SPSS:	Statistical Package for Social Sciences.
SS:	Senior Secondary School.
WAEC:	West African Examinations Council.

## LIST OF APPENDICES

A	Letter of Introduction.....	144
B	Questionnaire .....	145
C	List of Adamawa State Public Junior Secondary Schools.....	151
D	Sample Size.....	159
E	Reliability Coefficient .....	160
F	Students' Academic Achievement Pro-Foma (SAAP).....	161
G	Instrument for Collection of Students' Academic Achievement.....	162
H	Responses from Fifteen Junior Secondary Schools.....	163
I	JSSCE Results for 2017/2018 Academic Session of Each of the Sampled Students in Five Educational Zones in Adamawa State, Nigeria.....	172
J	SPSS Results of the Test of Hypotheses.....	180
K	A Sample Summary of Adamawa State Junior Secondary School Certificate Examination (JSSCE) for 2017/2018 Academic Session...	187

## **ABSTRACT**

*The study was carried out to determine the influence of family background and peer group relationship on Business Studies students' academic achievement in secondary schools in Adamawa State, Nigeria. The study stated six specific purposes, among others, to determine the influence of family background and peer group relationship on Business Studies students' academic achievement from which six research questions and six null hypotheses were formulated to guide the study. After a review of related literature, the study adopted the survey and ex-post facto design. The study consisted of 506 junior secondary schools and 69,487 JSS III students formed the population of the study. From the population of the study, the samples used were selected using multistage sampling technique. Simple random sampling and stratified sampling technique were used to select three schools giving a total of 382 students in fifteen schools in five Education Zones in Adamawa State. The data collection period lasted five weeks. A 70-item structured questionnaire was developed by the researcher and titled: Family Background and Peer Group Relationship Influence Questionnaire (FBPGRIQ). The questionnaire was used to gather data from students. This questionnaire constructed was based on the research questions and has a four point rating scale. Students' academic achievement pro forma (SAAP) was used to collect the Junior Secondary School Examinations Results (JSSCE) of students' academic achievement for 2017/2018 academic session. A pilot test of the instrument was conducted at Government Day Secondary School Magami, Jalingo, Taraba State with 50 junior secondary school (JSS III) Students. Test re-test method was used for the purpose of establishing the reliability of the instrument. Scores from the two groups were correlated using Pearson Product Moment Correlation ( $r$ ) and the result of the analysis revealed a correlation coefficient of 0.78. Research questions were answered using mean and standard deviation while the hypotheses were tested using Simple and Multiple Linear Regression analysis at 0.05 level of significance. The results of the study revealed that family size, parental occupation, parental level of education, parental motivation and peer group relationship had a significant influence on students' academic achievement in Business Studies in Adamawa State. It was concluded that large and polygamous family, low paid parental occupation, low parental level of education, poor parental motivation and negative peer group relationship contributed to poor students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The major recommendations included the following; Marriage/Family counseling services should be intensified and expanded to cover a larger population in order to sensitize parents to understand the effects of family size, parental occupation, parental level of education, parental motivation and peer group relationship on Business Studies students' academic achievement.*



## CHAPTER ONE

### INTRODUCTION

#### **Background to the Study**

Throughout the world, one of the major issues and concerns of nations is to provide education for human empowerment and development in order to enhance individual sustainability and national development. Section 1 of the National Policy on Education addressed the need for functional education to be relevant and practical-based towards acquisition of appropriate skills and development of competencies for an individual to contribute to the development of his society (Federal Republic of Nigeria, 2013). This implies that the quality of instruction, at all levels of education, has to be practical-work oriented for the acquisition of competencies necessary for self-reliance and poverty reduction. This can be achieved by teaching Business studies at Junior Secondary School level of education.

Business Studies became one of the compulsory subjects offered in junior secondary schools. Business Studies is an academic subject that exposes students to business knowledge and practices. The subject is designed to introduce students to the foundational knowledge of the principles and practices of business. Osuala (2013) stated that business studies helps students to make informed decisions in the everyday business of living. Business Studies prepares students for business careers as well as to enable them become more efficient and advance to higher business positions. Business studies has five components which include; Office Practice, Commerce, Book-keeping, Shorthand and Typewriting. Considering the nature of its components, family background factors accruable may have a tremendous influence in enhancing students' learning in those areas.

The family background involves all the conditions as well as the circumstances in the family which may influence the child emotionally, physically, financially and intellectually. Children coming from different family backgrounds may be affected differently by such family conditions; that is why some children have good family background, educationally while others have poor background. The family background factors include; family sizes, parental occupations, parental levels of education and parental motivation. These are the major factors of family background.

Family size is the total number of people, for instance, in a single family may consist of the father, mother, children as well as even the extended members, all living under-one roof. In some occasion, a single parent family, the children may suffer some social problems, idleness, and psychological problems which may affect their academic achievement. In the same vein, children from polygamous families may not have enough money to take care of their family needs, and that may lead their children into social vices in order to survive. Danesty and Okediran (2012) noted that street hawking, among secondary school students, which comes up as a result of poverty has psychologically imposed other problems, such as sex networking behaviour, juvenile, among others as it takes much of the students' school time. This may have endangered poor academic achievement and drop-out syndrome noticed among young school students. Danesty and Okediran also lamented that maternal and paternal deprivation of essential needs of young students may have promoted poor achievement in public examinations, like the Junior Secondary School Certificate Examination (JSSCE). In this situation, family socio-economic background which depends on parental occupation is an important condition to be considered.

Parental occupation may make available some quality information to parents who in turn, put it at their children's disposal. Akerman (2012) is of the view that students whose parents are self-employed are encouraged by the independence and flexibility of self employment to become entrepreneurs, themselves. Parents who own their own businesses can be source of great inspiration to a young child. Entrepreneurial parents provide good examples, and are sources of influence to their children. Parent's occupations can be divided into white-collar jobs and blue-collar jobs. Parents who are engaged in jobs that need no physical exertions are said to be doing white-collar jobs, while those parents that engage themselves in jobs that requires physical efforts are said to be doing blue-collar jobs. In other words, parent's line of occupation plays important role in determining their children's academic achievement. Christa (2017) stated that 65.33% of educated parents have their children pass public examinations at credit level.

Parent's levels of education may influence the goals and values they have for their children. These values could result in differences in parenting practices which, in turn, results in differences in children's academic achievement. In other words, parental levels of education brings to light parents' involvement, confidence, ability to encourage, positive attitude, toward attainment of formal education and capacity to participate in their children school activities in order to facilitate their children's good academic achievements. Parents' levels of education can be classified into higher education and lower education. Parents who are highly educated must have obtained Senior Secondary School Certificate Examination (SSSCE), Ordinary National Diploma/National Certificate in Education (OND/NCE), Higher National Diploma or Bachelors Degree (HND/B.sc) in different fields of learning; Post Graduate Certificates and Diploma in Education. Some of them must have obtained Masters in Education, Master of Science, Doctor of Philosophy

(PGDE, M.Ed, M.Sc, Ph.D) among others. Those parents who obtained Junior Secondary School Certificate (JSSC) and below are referred to as those having lower education hence their level of motivation will differ.

Parental motivation is another family background factor which may influences the academic achievement of students. Students, under motivated condition, exhibit purposeful behaviour, aimed at achieving academic goals because goals determine the motive, and students who were motivated performed better academically (Okunniyi, 2010). Students from highly educated parents may be more motivated than those from lower level education. Warren (2009) clearly distinguished two perspectives of motivation; these are situational and dispositional perspectives. The situational perspectives focuses on individual learning context, while the dispositional perspectives normally asks questions on total orientation to learning process that relates the students' nature and priority. Warren further identified some factors that greatly influence students' motivation which may include parents, peers and sibling. Peer group also motivates students positively and negatively. Within the family, beside parents, peer group also contributes to child education development.

A peer group is a small number of similarly aged; closely friends, carrying out same activities. To the large extent, peer groups may have three to eleven members, with an average of five or six members. Peer group provide an opportunity for adolescents to build their sense of identity. Peer group members may influence each other in several ways. Not all of them may be bad, variables of peer influence in this context may include the ethnicity of the student, socio-economic background of the student, family relationship and group interest. Also, the positive and negative influences are to be considered. Many

peer groups can exert positive influences on their friends. Likely, an intelligent student may help their peers to improve their academic achievement.

Peer group relationships are made up of male and female within the family and in schools, and gender issue is a moderating key to be considered in educating children. Peer group relationships that are mix between males and females perform better academically than pure males or females (Alokan, 2010). Family background and peer group relationships considerably influence students' academic achievement in secondary schools.

Academic achievement refers to the extent to which a student, teacher or institution has achieved short or long-term educational goals. Academic achievement is the ability to study and remember facts and being able to communicate the facts and knowledge verbally or by writing down on paper. Any score by a student below 50% (C), is considered as poor academic achievement (National Examination Council, 2017). Also, academic achievement of students can be measured by taking records of their grades after an evaluation or final examinations. When a student scores an 'A', such a student can be said to be performing well or better than when he or she scores 'E' or 'F'. The latter is seen as having a poor academic achievement.

Udoukpong, Emah and Umoren (2012) pointed out a number of factors that are capable of determining the academic achievement level of students in a particular subject or course of study. These factors include school factors, teacher's qualification, instructional materials, availability of learning facilities, student's characteristics, and availability of teachers, students to teacher ratio, family size, parental occupation and parental levels of education, among others.

It is on the basis of this background therefore, that the study seeks to determine the influence of family background and peer group relationship on business studies students' academic achievement in secondary schools in Adamawa State, Nigeria.

### **Statement of the Problem**

The importance of studying the influence of family background and peer group relationship on business studies students' academic achievement in secondary schools in Adamawa State cannot be overemphasized. The present poor academic achievement of students in Business Studies as reflected in the Junior Secondary School Certificate Examination (JSSCE) report by the Chief Examiners of Adamawa State Education Resource Centre on students academic achievement, cited in all the Five Educational Zones in Adamawa State from 2015 to 2017 sessions is of utmost concern. The report revealed a decline in students' academic achievement in based on credit pass percentage in the year 2015 by 39.69%; 2016 by 34.34%; and 2017 by 33.23%.

The study carried out by Buba (2016) found that some educational stakeholders such as parents, teachers, government and students blamed each other for students' poor academic achievement in schools. As parents blamed teachers for lack of dedication to duties, the teachers blamed government for poor salaries, that they are poorly motivated. Parents as well accused government of not equipping the schools with proper and adequate learning materials. Also, government blamed parents for not enforcing home discipline, while students are blamed for lack of discipline and dedication to their studies. Hadi (2017) who was a school guidance and counselor, on the contrary, blamed the activities of students peer group relationships as well as family size of the students for the students' poor academic achievement especially in the last JSSCE in 2016/2017 results.

Based on the aforementioned evidences, it is obvious that something is wrong. From the researcher's observation and interaction with some teachers and students offering Business Studies in Adamawa state in the year 2018, it is evident that some believed that parents' influence, in terms of their level of education and line of occupation, are some of the causes of poor academic achievement, while some teachers were of the view that since the subject is mostly practical in nature, it should be exclusively for male students. Moreover, they observed that those who are not performing well in Business Studies are largely females. Others, however, expressed contrary opinion, stating that female students performed better than male students. The peer group influence may be one of the factors causing low academic achievement (Basit, 2016). Thus, there is a need also to look into peer group relationships and the influence of parents on the groups.

As a result of these differences of opinion and complaints of parents during Parent-Teacher Association (PTA) meetings in both Public and Private Secondary Schools in Adamawa State on low academic achievement of their children in last 2016/2017 JSSCE in schools, persuaded the researcher to determine whether family size, parental occupation, parental level of education, parental motivation and peer group relationship has composite influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa.

All these constitute the problems that prompted the researcher to carry out this study, with the aim of identifying possible solutions, using empirical evidences.

### **Purpose of the Study**

The main purpose of the study was to determine the influence of family background and peer group relationship on business studies students' academic achievement in secondary schools in Adamawa State, Nigeria.

Specifically, the study sought to:

1. determine the influence of family size on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.
2. ascertain the influence of parental occupation on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.
3. examine the influence of parental levels of education on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.
4. ascertain the influence of parental motivation on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.
5. determine the influence of peer group relationships on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.
6. determine the composite influence of family size, parental occupation, parental level of education, parental motivation and peer group relationship on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.



### **Significance of Study**

The findings and recommendations of the study hopefully would be of benefit to educational planners and quality assurance officers in ministry of education, principals of Junior Secondary School (JSS), business studies teachers, students of business studies, parents of students of business studies, nongovernmental organisations (NGOs), school guidance and counselors and researchers in business education as specified below. The educational planners and quality assurance officers in ministry of education would benefit from the findings of the study by realizing the need to consider the parents and students in designing Business Studies curriculum that will be relevant to their business and social environment and enhance the proper monitoring and supervision of schools. Also, government may come out with educational policies that have the potential to encourage positive relationship between peer group and students learning.

The findings would assist principals of JSS to design and implement policies to improve the students' academic achievement and the quality of education. It would as well enable them to know the relationship between the variables. Emphasis should not be only on enrolment but also the peer group relationship factor should also be considered in any planning. Furthermore, it would encourage the school administrators to come up with educational policies that have the potential to influence the positive relationship between peer group and students learning.

The teachers are the implementers of educational policies. The teachers' role in education is very important; without the teacher all educational plans would be wasted. Therefore, Business Studies teachers would be better informed of their importance to the educational process; they would be enlightened on factors which may affect students' academic achievement in Business Studies.

The Junior Secondary School students would benefit immensely from this study because identification of variables on the students' academic achievement in Business Studies would lead to deeper insight into how such variables can be explored to improve the academic achievement of the students. The findings of the study would also help to create discipline in the life of adolescents as this will make them to be more focused and more with appropriate peer group that will influence them positively towards their academic achievement. When this is done, there would be sanity, peace and order, which would enhance the moral tone of the school as well as the society.

The study would also be of benefit to parents of students of Business Studies in Adamawa State because it would reveal to them how their family size, occupation, levels of education and motivation influence their children, thereby encouraging them to make adjustments, where necessary.

The result of this research work would be of tremendous benefit to nongovernmental organisations (NGOs), as the study would reveal to them the effect of family background on students' academic achievement. These would enable them to focus effectively on these variables in their works.

The findings from this study would be of benefits to the school guidance and counselors, as they offer career counseling, vocational guidance and occupational information to students. This study would encourage students to change their negative perception toward Business Studies. It would also help the counselor to know the right technique to adopt in modifying negative peer pressure among students.

Finally, the results of the work would be of great importance to future researchers in the field of Business Studies. It would be a source of empirical review for future Business Educators.

## **Research Questions**

Based on the specific purposes, six research questions were raised and answered.

1. To what extent does family size influence students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?
2. To what extent does parental occupation influence students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?
3. To what extent does parental level of education influence students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?
4. To what extent does parental motivation influence students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?
5. To what extent does peer group relationship influence students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?
6. What are the composite influence of family size, parental occupation, parental level of education, parental motivation and peer group relationship on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?

## Research Hypotheses

Based on the specific purposes, six hypotheses were tested at 0.05 level of significance:

**H0<sub>1</sub>** Family size has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

**H0<sub>2</sub>** Parental occupation has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

**H0<sub>3</sub>** Parental level of education has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

**H0<sub>4</sub>** Parental motivation has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

**H0<sub>5</sub>** Peer group relationship has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

**H0<sub>6</sub>** Family size, parental occupation, parental level of education, parental motivation and peer group relationship have no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

## Delimitation of the Study

The study was delimited to influence of family background and peer group relationships on business studies students' academic achievement in junior secondary schools in Adamawa, Nigeria. The study was equally delimited to Adamawa State, and covered all the 21 Local Government Areas that make up the study area as well as the entire five Educational Zones in the State. The study was restricted to Public Junior Secondary Schools; this is because of their large number in both Rural and Urban Areas. The study was delimited to Junior Secondary Schools (JSS) III Business Studies students

of 2017/2018 academic session. The JSS III students were chosen because they would have spent more than two years, studying business studies. At this stage, the students would have acquired some knowledge and formed opinions towards Business Studies. As such, they would be in better position to respond to items in the questionnaire. The researcher used the same JSS III students to administer the questionnaire. The study was equally delimited to the Adamawa State Junior Secondary School Certificate Results Records of Business Studies in the year 2017/2018 Academic Session. This is because it was the respondents' previous academic achievement, which was appropriate to justify their responses to the research instrument.

### **Operational Definition of Terms**

**Family Background:** Refers to the details of a person's family, education, experience etc.

**Peer Group Relationship:** Refers to the coming together of people who share certain social characteristics, such as age, class, occupation, or education and interact on a level of equality.

**Academic Achievement:** Refers to the ability to attain success in your studies.

**Business Studies:** Refers to group of subjects in social sciences which prepare students for business career.

**Family size:** Refers to the total number of individuals in a family.

**Parental Occupation:** Refers to the jobs parents do for a living.

**Parental Level of Education:** Refers to the educational attainment of one's parents.

**Parental Motivation:** Refers to the parents' involvement and attitudes towards the teaching and learning process, of their children.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviewed related literature under the following sub-headings:

Theoretical Framework

Concept of Business Studies

Objectives of Business Studies at Junior Secondary School

Concept of Academic Achievement

Business Studies and Students' Academic Achievement

Family Size and Students' Academic Achievement

Parental Occupation and Students' Academic Achievement

Parental Level of Education and Students' Academic Achievement

Parental Motivation and Students' Academic Achievement

Peer Group Relationship and Students' Academic Achievement

Review of Related Empirical Studies

Appraisal of Related Literature reviewed

#### **Theoretical Framework**

If research is to be contributing to the world of knowledge, it must be scientifically based theoretical framework which a systematic analysis will be conducted. Thus, this study integrates some selected theoretical approaches to understanding the major influences of family background and peer group relationship on student's academic achievement in Business Studies. Basically, it draws from the following theories: Maslow's motivational theory, parental attachment theory, self determination theory and social learning theory.

### **Maslow's Motivational Theory.**

The theory was developed by Abraham Maslow in 1970, and popularized by many researchers, including Haruna (2016). According to Maslow, human needs emerge in predictable sequence, at the bottom of the hierarchy reveals the most fundamental basic such as physiological needs of food, warmth, relief from pain as well as shelter. This needs further rise safety (physical and emotional), social (acceptance, sense of belonging), self-esteem (status, recognition) to the highest which is self-actualization (personal growth and fulfillment).

The Maslow's theory is related to this study as its reveals that motivation enhances teaching and learning. The government, school administrators, teachers, parents and society at large affect positively or negatively to students learning. If the government provide an enable environment, pay teachers salaries as at when due, school administrators motivates their teachers and students who performed better in assembly ground, teachers marked students home work/assignments, motivate those students who failed their examinations, parents design a time table for reading at homes for their children, provide children their children with enough food in school and at home, pay their children school fees as at when due, and society avoid negative perceptions on students who choose to study business studies as subject for those students who performed below average only. All these can lead to regulate the behaviour of learners to study business studies for better academic achievement and exceed predetermined standards. Motivation energises and sustains behaviour, directs and regulates behaviour and even enhances selective behaviour.

A motivated learner exhibits purposeful behaviour, aimed at achieving set goals. The students will feel motivated if their needs like food, rest, love, affection and

belongingness. The satisfaction of these needs would be encouraged to learn better and are ready for an improved academic achievement in teaching and learning of Business Studies.

### **Parental Attachment Theory**

The parental attachment theory was originated by Bowlby in (1980) and was used by many researchers including Gabriel (2010). The theory explained that the children formed very strong emotional bond with caregiver in their early childhood which has adverse consequences in their lifelong. However, the theorist stated that the emotional and sensitive made available by parents or neglect of the children's needs may eventually resulted to insecure forms of attachment style, that will prone to risk factor to many psychological and mental health problems.

The parental attachment theory is relevant to the present study as it revealed that parents and guardians attachment style will largely be functions of care giving the children received their early years. Those children who received support, affection and love from their caregivers are more likely to perform better academically in teaching and learning. While those children who experienced negligence from their caregivers will, negatively affect their child emotional development and academic achievement in teaching and learning of business studies. The study will as well make parents to understand how the biological and psychological needs of children influence their academic achievement.

### **Self-Determination Theory (SDT)**

The self-determination theory (SDT) was developed by Edward and Ryan in (1985) and popularized by many researchers, including Udoh (2012). It is a macro theory of human motivation and personality which concerned with motivation behind the choices that people make without necessary the external influence as well as interference. The



theory allows people to feel that they have total control over their lives and various choices. The self-determination theory suggested that people are motivated to grow and change by innate psychological needs. The theory outlines three basic key of psychological needs which are believed to serve for both innate and universal. These include; the need for competence, the need for connectedness and the need for autonomy.

The above theory is related to the present study which showed that people are actively oriented and directed toward growth and gaining mastery over challenges and taking in new experiences are of paramount important to developing a cohesive sense of self. Offering an unexpected positive encouragement as well as the outcomes of on students' academic achievement may increase intrinsic motivation, this is because such feedback will help students to feel more competent, which serves as the key needs for personal growth. The theory also explained that through our interactions or relationships with others will either foster or thwart the wellbeing of children and personal growth.

### **Social Learning Theory**

The Social Learning Theory propounded by Albert Bandura (1986) and popularized by many researchers, including Muhammed (2015) is considered as another leading proponent theory. Albert Bandura is of the opinion that Social learning theory involves behaviour, environment and individuals, and these affect each other in a circular way among others. The reward or support from parents usually comes inform of encouragement from the Parents. The more motivated a learner is to study a subject, the greater are the chances to excel and persevere through difficulties, which bring about a deeper understanding of the subject and good academic achievement. Bandura stated that students' academic achievement is strengthened when accompanied by pleasant or

satisfying feeling but that students' academic achievement is weakened when associated with no reinforcement or encouragement.

The theory is related to the current study because good academic achievement activities of students are always promoted through explicit rewards and encouragement by parents. Therefore, this theory was adopted for this study.

### **Concept of Business Studies**

Business Studies is among the compulsory subjects offered by junior secondary schools students, it is one of the prevocational subject that exposes students to general business knowledge. At junior secondary school level, the students are not trained for a particular profession or components of business studies. At that level, the students were trained to gain a basic concept about business. This is

Business education is divided into two, education for business which is obtained at the senior secondary schools and tertiary institutions; education about business which is obtained at the junior secondary school as business studies. Business Studies is one of the compulsory subjects offered by junior secondary school students in Nigeria. It is a prevocational subject which exposes the students to general business knowledge and to have basic ideas about business. Its components are shorthand, typewriting, office practice, commerce and bookkeeping. Students, at this level, are not being trained for a profession.

According to Udoh (2012), business studies which comprises of typing, shorthand, office practice, commerce and book-keeping. Its objective is to enable students appreciate the five components and how they relate to each other. Students at this level, the knowledge, understanding and ideas of business help the students to learned more about business world and to be a successful petty business entrepreneur. Aliyu (2008) in

Muhammed (2015) stated that business studies are the development of business education programmed at its most elementary stage. It is the subject being offered at junior secondary school level. At this level, the introductory stage of the major business subjects is brought together: a little of Economics, Account/Book-keeping, Office Practice, Commerce and Typing are taught to students.

Omanyo and Oluwade (2015) opined that, Business Studies refers to educational programme offered at the secondary schools (formal education) and higher institutions aimed at providing vocational knowledge and different skills to people. Similarly, Obi and Obiorah (2014) is of the opinion that Business studies are heavily dependent on equipment to teach the required and disseminate the necessary information. Business Studies is a work-oriented education aimed at skill acquisition in specific field of endeavor. The equipment expected in the training of business studies today includes: internet, electronic organizers, voice message system, Electronic mail (E-mail), dictating machine, adding and calculating machines, to mention but a few.

According to Fafunwa (1991) in Omanyo and Oluwade (2015), noted that the purpose of education is functionalism; Business studies therefore, provides practical skills for occupational purposes. The objectives of Business studies at junior secondary have to be achieve to prepare the students to attain his/her senior secondary school and on to the tertiary education in higher institutions of learning.

### **Objectives of Business Studies at Junior Secondary School**

Business Studies is part of vocational and technical education that enables one to acquire knowledge, skills, values and experiences needed to be self-reliant or fit in well in world of work. Muhammed (2015) stated that Business Studies include pre-vocational and general courses offered at the junior secondary school level which consists of five

components, office practice, commerce, book-keeping, shorthand, and typewriting. Specific objectives of the junior secondary school business studies programme may include the following:

1. It helps to develop the students' desire to want to study business subjects in the future advanced classes. The business subjects offered at this stage will help the students in making up their mind to pursue business related career later in life.
2. Business studies at this level will assist in the guidance programme of the vocational education. In junior secondary schools, the thought of the qualified student may be directed towards the senior secondary school business curriculum while the attention of the students who lacks the basic abilities needed in business occupations may be turned to the non-business curriculum.
3. The students are given the opportunity to develop some elementary business knowledge and simple skills that can be useful personally to the students, for example, Type-writing.
4. Business affects every member of the society. Everyone is a consumer and purchases the goods and services provided by business, all students need to develop a clear concept of social and economic truths and an understanding and appreciation of the role business plays in our daily lives.
5. Business studies at the junior secondary school level serves as a foundation for the study of advanced business subjects. For example, business mathematics is a foundation subject for book-keeping (Muhammed, 2015).

Business Studies represents a broad and diverse discipline that is in all types of educational delivery system- elementary, secondary, and tertiary. In line with the above

view, Ohiwerei (2009) suggested that Business Studies which is a subset of the general education can be seen as the development of person's head, heart and hands for his self-fulfillment and optimum service to humanity. While the head responds to reasoning, intellect or understanding, the heart refers to emotions or feelings, habits, attitudes while values and the hands refers to motor or manipulation. Ezeji (2011) identified the following objectives of business studies curriculum as to enable students to:

1. Obtained knowledge on the five components of Business studies such as:  
commerce, shorthand, office practice, book-keeping and typewriting;
2. Develop the skills, including critical thinking and strategies required for self employment;
3. Gain knowledge and understanding of local, national and international business practices across the globe;
4. Develop lifelong learning skills that will help students adapt to technological advancements, the changing workplace, and the global economy;
5. Make connections that will help students to take advantage of potential post-secondary educational, work, and business opportunities.

Ohiwerei and Nwosu (2009) maintained that since Business studies is a practical and skill-oriented subject, it is particularly important for the teacher to understand its objective, as well as its methodology for a success- oriented classroom, as this is a step towards improving the status of the subject. Generally, the essence of business studies is to allow the students to acquire knowledge of each of the components with the intension of specialising in one of them later in life and get necessary skills needed for gainful employment. The fundamental purpose for introducing business studies in secondary

school curriculum was to train an individual with sound knowledge on business practices, workplace, post-secondary education, and daily life (Ibrahim and Yakubu, 2012).

Ibrahim and Yakubu (2012) also, outlined that one of the objectives of Vocational and Technical Education in secondary school curriculum is to equip students with skills and competency for self reliance. Ibrahim and Yakubu further stressed that it was against this background that National Policy on Education commonly called '6- 3- 3- 4' system of education was introduced now 9- 3- 4. The students' academic achievement is one of the instruments of determining the achievement of the objectives of Business Studies as stated in Junior Secondary Certificate Examination (JSSCE) syllabus.

### **Concept of Academic Achievement**

Academic achievement acts as an emotional tonic. Good foundation is laid in the school in early years of life. According to Ifedili (2012) academic achievement is referred to as the numeric scored gained by students in an attempt to pass their examinations. Many people have argued that student's academic achievement depends on so many factors such as peer influence, parents, gender, school location and teachers and so on. Bukar (1994), in Oluigbo (2015), stated that the causes of poor students' academic achievement include:

1. Poor quality of students: Many students get enrolled even when they lack the entry requirements.
2. Lack of facilities: Teaching and learning of Business Studies is cost intensive. Most of the facilities such as typewriters and quality writing materials cannot be substituted.
3. Unqualified teachers: Some teachers are not qualified to teach.

4. Lack of interest: Some students get enrolled in school, even when they failed to get placement in courses of their choices.

In addition to the above, some students may not actually be interested to learn a particular subject, so they don't normally concentrate. Such students undertake the required vigour and perseverance to succeed; as such they are usually found to be copying people's work during tests and asking others to do their assignments for them. When it comes to well invigilated tests and examinations they fail beyond imagination.

Umar (2009) observed that students from low parental levels of education and low occupational status repeated classes more often and they have sense of inferiority compared to other children. This may not necessarily be true, because some students whose parents have low levels of education often try to be better than their parents, thereby studying hard and performing well academically. Clutter (2010) opined that academic achievement and success are determined by parental occupation. This is because some researchers such as Ahmad and Najeema in 2013 have determined that the interaction of socioeconomic status with the family unit is also of great salience when predicting children's outcomes, in particular the lack of responsiveness and consistency from parents in poverty. Sound academic achievement is the pillars on which the entire future personality stands (Muhammed, 2015).

Academic achievement also refers to excellence in all academic discipline, in a class as well as extracurricular programmes. It includes sporting activities of students, commitments in doing activities, confidence, communication skills, and others. Kathryn (2010) is of the opinion that academic achievement refers to how well a student is accomplishing his tasks and studies.

Academic achievement of Junior Secondary School (JSS) student is usually noticed in terms of the marks or scores after undergoing a test, examinations and practical. Students with involved parents, irrespective of family sizes, parental occupation or educational levels, were more likely to:

1. Gain a good score and grade to proceed to the next programme
2. Be promoted, pass their examinations, and earn credits
3. Attend school regularly
4. Graduate and proceed to postsecondary education (Oluigbo, 2015).

Yellaiah (2012) outlined the greatest challenges as a business teacher is the ability to motivate students; highly motivated students almost teach themselves to learn and poorly motivated students are unlikely to learn much of anything, no matter how you teach. Yellaiah further suggested that teachers/parents can use motivational strategies such as varying teaching strategies so that students/children will be eager to see what they do not know. For instance, write brief messages to students when you return their papers instead of assigning a letter grade. Mdanda (2016) observed that the child's interest in a particular area of study determines how the child will perform. When he shows a good interest in learning there is the tendency for such a child to succeed academically. But lack of interest in the study of Business studies will pose a constraint to its effective teaching and learning. Farooq, Chaudhry, Shafiq, and Berhanu (2011) stated that a gap between the achievement of boys and girls has been found, with girls showing better performance than boys in certain instances. That gender, ethnicity, and father's occupation are significant contributors to student achievement in junior secondary schools.

Tuitoek, Yambo and Adhanja (2015) noted that students' poor academic achievement can also be attributed to student's diversity in a number of characteristics,



which may include; their family background, peer group relationships, poor government commitment to mention but a few. Tuitoek, Yambo and Adhanja further advised teachers and parents to employ constructivist pedagogies which will expect their students or children develop the aptitudes and ability to think critically and rationally in their teaching and learning processes. Ige (2013) reported that many people are contending that Nigeria's primary education can no longer provide the expected literacy and numeracy skill for its pupils. Ige further stated that unfortunately, the recruitment of many low quality outputs of primary schools into secondary can lead to poor academic achievement.

Dart (2013) outlined that family sizes, parental occupations, educational levels, motivations, overcrowded classrooms, poverty, health issues, shortages of experienced teachers, traditional beliefs, lack of teaching materials, and school expectations are implicated in contributing to the poor students academic achievement of large groups of children in school. Dart further concluded that many difficulties that children face in school are amplified (if not caused) by wider issues in the school (teacher attitude, school provision and organization) and home environment (family size, poverty, the effects of the loss of parents). The stories of individual learners seem to indicate that when schools take an interest in these then the experience of their children can be improved (Buba, 2016).

Ezeani (2013) maintained that supervision of homework at home by parents enhances the student's academic achievement while poor supervision of homework at home can culminate in poor academic achievement on the part of a child in teaching and learning of Business Studies.

### **Business Studies and Students' Academic Achievement**

Despite the importance and contributions of Business Studies in daily activities of individuals, businesses and government, the persistent poor students' academic

achievement of students in the subject has not been adequately addressed. Udoukpong, Emah and Umren (2012) stated that a number of factors are capable of determining the academic achievement level of students in a particular subject or course of study. These factors included school factors, teacher's qualification, instructional materials, availability of learning facilities, student's characteristics, and availability of teachers, pupils to teacher ratio, family sizes, parent occupations, parent levels of education, parent motivation and gender among others. Akerman (2012) also opined that if parents do not see Business Studies as a worthwhile subject then parents will apply very little influence or pressure to encourage their child to have a good academic achievement in this subject. Similarly, Ige (2013) suggested that students can be responsible for their good or poor academic achievement. For instance, students are expected to obey the school rules and regulations and be committed to academics being the primary duty in the school, but what can be noticed in secondary schools these days are cases of indiscipline such as lateness to school, truancy, disobedience to teachers, beating of junior students, stealing, rape, extortion of money from other students, wearing of assorted dresses apart from school uniform, smoking, drug abuse, and drinking among students.

In addition to above, there are a good number of factors which could hinder effective learning of Business Studies and bring about poor students' academic achievement. James (2013) and Eremie (2014) stated such factors to include lack of qualified teachers, inadequate supply of facilities and equipment, lack of instructional materials and wrong method of teaching, in addition to influence of family background factors. The academic achievement of students in Business Studies learning is the outcome of the students. It involves all the activities performed by the students outside classroom situations. It is the outcome of determination and hard-work, of the student in academic

pursuit. Academic achievement refers to how well a student is accomplishing his or her tasks and studies (Eze, 2009). Grades are certainly the most well-known indicators of academic achievement in teaching and learning of Business Studies.

The major difference in the academic achievement in Business Studies between students with positive and those with negative attitude to the subject is supported by the contention that the differences in patterns of interest potentially are crucial for understanding differences in cognition and academic achievement. Individuals' interests play strong roles in their choices of which activities to pursue, both in and out of school (Sitholes and Lumani, 2012). There are many factors that were identified as central to differences in interest and activity performances as well as academic achievement of children: attainment value, intrinsic value and utility value (Ezeji, 2011).

Several studies were carried out and it could be assumed that the students who performed significantly better in the Business Studies Achievement Test found values in learning the subject while their counterparts with negative attitude to Business Studies might not have experienced same. Children and adults' valuing of different activities relate strongly to their choice of whether or not to continue to pursue the activity. Such choice to participate in an activity likely will increase one's academic achievement; choosing not to do the activity will decrease academic achievement (Igbinedion, 2011). Students with negative attitude being associated with weak academic achievement in this study might have resulted from the assumption that Business Studies is strongly related to feminine jobs (Umar, 2009). According to Muhammed (2015) observed that children develop more positive competence-related beliefs and values for activities they believe are appropriate for their gender, and thus engage more in such activities. The acceptance of

such a notion might have impacted students being either favourably or negatively disposed toward Business Studies.

In teaching and learning of Business Studies the Parents influences on students 'academic achievement is among of many variables that have caught the attention of researchers. Business Educators and those responsible for education policy have for long suspected that lack of parental involvement in their children's education may be a barrier to reaching high academic achievement in Business Studies. A study by Okoro and Iyeke (2014) observed that students' academic achievement motivation was influenced by students' perception of parental support and involvement. If students' perception is positive regarding their parents' support and involvement, they will achieve well. Engin-Demir (2009) is of the opinion that parental involvement and interest will encourage children to do well in their academic pursuit. Through their involvement, parents convey the message that school is important and provide their children with positive emotional experiences in relation to school. James (2013) stated that students performed significantly worse in readings, Business Studies and Sciences in schools whose principal reported that learning was strongly hindered by lack of parental support. Engin-Demir (2009) maintained that sizable research has consistently shown that students academic achievement is influence by background of the family characteristics such as socio-economic status of parents; level of education, occupation and income. Out of all these factors, parental level of education and income has been the most significant source of disparities in students' academic achievement.

Udoh (2012) noted that parents played an important role on how well their children performed in school, as their involvement in their children's schooling had a significant impact on their academic achievement. Engin-Demir further stated that there was a

connection between students' academic achievement and parental involvement. The socio-economic status of parents; higher levels of parental involvement caused students' academic achievement to increase and higher level of family background factors increased the level of students' academic achievement. Engin-Demir therefore concluded that if parents became seriously involved in children's education, all key players would do what must be done to guarantee academic success, all key players would be working together as they would be held accountable, and it would become clear to the community that parents' efforts made difference in their children's success and overall students academic achievement. It is obvious that family lifestyle and structure has contributed to the poor academic achievement in Business Studies in Adamawa State and Nigeria at large.

### **Concept of Family Background**

The term family is the coming together as a legal union between the man as husband and woman as wife with their children. According to Gabriel (2010) family remains the primary environment of the child. Gabriel further stated that family environment has more chances of increasing or decreasing the intellectual achievement of the child. Commbs (2010) defined family as a social group sharing a common residence and cooperating economically.

According to Gabriel (2010) stated that nuclear family is found common among the urban city elites in Nigerian society or as a component in extended, nuclear and compound family in Nigerian rural areas. And family comes from different home background.

Uwaoma (2009) stated that with some families, the background may vary from time to time for the same individuals. The family background factors include; family sizes,

parental occupations, parental levels of education and parental motivation consist of the major factors of family background.

### **Family Sizes and Students' Academic Achievement**

The family size is the number of people within a family. According to Gabriel (2010) family size has implication for education. Mdanda (2016) stated that bright children from under-privileged family environment may turn dull due to impoverished family environment. Mdanda added that mental development influence intellectual development.

The family varies in their sizes. Family size is the total number of inhabitants, in a single family, it may include the father as the head of the family, mother, children as well as the extended members all together living in one single hamlet. The size of the family usually determines to the larger extent to the relative amount of the physical attention and time which the children gets from their family. The large families are normally more common among the people fall within the lower class of the society. Auwal (2012) noted that the children from larger families are prone to suffer from poverty as well as proper lack of parental encouragement that stimulate and motivate their academic achievement. In same vein, the family sizes of an individual were linked with higher academic achievement by many scholars and authors.

Majoribank (2009) is on the view that children with fewer siblings are more likely to receive the parental care and have support which always leads to better school achievement. The family (small or large size) always remains the primary home environment of every child. The family of one begins the process of educating and creating psychological and physical needs of children. However, in views of that, Atta, Qureshi and Shah (2012) in Manda (2016) stated that the environmental experiences

emanated from family background, school location and peer group have great influence in determining child's intellectual capacity and ability. Manda further said that bright children from poor family background may turn to matte due to indigent family background they came from. Obviously, the mental development of an individual influences their intellectual development. This is in line with Maduewesi (2012) who stated that the inborn potentials of children cannot be ascertained without stimulating family background because child difficulties intellectually. The implication is that if the family background factors with appropriate techniques of teaching and intellectual potential surely enhances maximum academic achievement of children.

Durosaro and Durosaro (2010) conducted a on investigating the relationship between family size and students' academic achievement; the study revealed that family size be it large, small or otherwise influenced positively students' academic achievement. Eamon (2014) opined that children who come from small size families attained academically better at school compare to their counterparts from both large and average size families.

Furthermore, Abongo (2009) stated that the children held from polygamous family sizes reduces the chances of their children in attending school as compare to children from polygamous family because of their large number. In addition to above, the children from such background factors who are in schools always have reduced the chances of actualising their goals.

Igboke (2015) maintained that most of the parents of large families are illiterate and incapable of providing enough motivation for their children education as compare with those parents who are literate nuclear families. Victor (2014) stated that large size family has economic implication for their children. Victor further added that as one

families size get larger, the parents may not take good care of them and give same amount of individual attention to all the needs of their children. As such, a large size family cannot afford to provide enabling environment such as comfortable room, educational aids, payment of school fees as at when due and hire the services of lesson teachers for extra-moral lessons at homes or in the school after closing hours (Bysenk and Locksoh, 2011).

Gabriel (2010) is on the view that life of an individual in a single parent family are usually very stressful to both the child and the parent, however, such families normally encountered some challenges of assumptions of the new responsibilities and roles, diminished financial resources to mentioned but a few. Single parents are overburdened by domestic responsibilities which affect their children academic achievement in Business studies (Ekata, 2012). Children from small size family may suffer much in the event of the death of their parents, separation, divorce and broken family because of their few numbers within the family (Khantric, 2010).

Furthermore, Abongo (2009) conducted a study to see if the family background variables might be useful in determining students' academic performance. The life of a child from single parent family may be challenging and involves many domestic work on the part of a child. The family may faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new pattern in intra familial interactions and reorganization or routines and schedules (Khantric, 2010). Single parents are overburdened by responsibilities which affect their children academic achievement in Business Studies (Ekpata, 2012).

Ogodo (2012) stated that the maternal and paternal deprivation of essential needs of the young students have promoted their poor academic achievement in public



examinations, such as Junior Secondary School Certificate Examination (JSSCE), National Examination Council (NECO), National Business and Technical Examinations Board (NABTEB) and West African Examination Council (WAEC).

Eristwhistle (2015) is of the opinion that small size families facilitate the provision of recommended textbooks for effective learning and academic achievement in Business Studies.

Students from small-size families achieve better academically in Business Studies than those from large size families (Igboke, 2015). Small family sizes and family's line of occupations may most often accelerate positive influence on children's academic achievement in Business Studies.

### **Parental Occupations and Students Academic Achievement**

Parental occupation makes available some quality information to parents' jobs, and it is one of the key factors that determine the students' academic achievement. Akerman (2012) stated that students whose parents are self-employed are encouraged by the independence and flexibility of self employment to become entrepreneurs themselves. Parents who own their own business can be source of great inspiration for a young child. Children whose parents are on high-income occupations status have higher career aspiration in Business Studies than children whose parents are on low-income occupations status (Khalifa, 2013). Entrepreneurial parents provide a good example, and are a source of influence for children. Parents' occupation can be divided into White collar jobs and Blue collar jobs. Parents who are engaged in jobs that need no physical efforts are said to be doing white collar jobs. While those parents that engage themselves in jobs that requires physical efforts are said to be doing Blue collar jobs. Parent's line of occupation plays important role in determining their children's academic achievement. Parents

occupation displays their financial position and their ability to take care of their children, be it socially, religiously, and academically. Most parents feel their occupations are worthy, and in most cases will expect their children to follow suit. The parent's occupation is the parent's regular, principal, or immediate business or profession (Buba, 2016).

In line with the above view, Ezeani (2013) maintained that most parents choose careers for their children, although this, as a practice, is not bad in itself, but there are enormous and intractable problems where the children capabilities, aptitudes, values, skills personal interests have not been fully considered. Parents' occupation appears to influences the direction of their children's academic achievement in Business Studies (John, 2013).

The evidences of the poor academic achievement are seen in both students' internal and external examination. For instance, the available records of NECO JSSCE result analyses from 2013 to 2017 reveals a poor and downward academic achievement of students as given below: 2013 - 37.35%; 2014 - 17.54%; 2015 - 34.67%; 2016 - 16.90%; and 2017 - 26.25%, (Source: NECO, Yola).

Parents' occupation is a source of motivation to their children's academic achievement in Business Studies (Oluigbo, 2008).

The parental occupations status is one of the most important factors that affect the academic achievement of children. A well paid occupation results as well in high quality education, whereas low paid occupations results to low quality education (Shea,2010). Moreover, if parents have less income they may have to work for many hours to have extra money to meet his household needs as such their children may have no strong bond of relationship with children. It is proved from various studies that parental occupation is

directly related with the outcomes of their children academic achievement. Parent's occupation affects children in many ways. The good (white collar job) paid parents can provide good quality education and appoint tutors, while poor paid occupation (blue collar job) parents cannot provide such facilities to their children. Parents' on poor occupations find it difficult to provide Business Studies learning aids for their children for better and improve academic achievement (Okoro and Iyeke, 2014).

Occupations of parents have been claimed to usually determine to a certain considerable extent the level of resources which the parents will be able to invest into their children's education. Parental occupation is thus considered to guarantee or determine access to learning opportunities and resources that plays significant role in learning outcomes (Prewittz, 2010). In the same studies, it was concluded that students that usually attain high academic achievement often come from families with high occupational status. Ogbugo-Ololubei, (2016) stated that parents' occupations appear to influence the level and direction of children's academic achievement. It is highly significant to acknowledge that learning aid facilities serve as additional means of helping the children to develop their academic skills when they are being provided at home.

However, parents of low occupation status and low income level tend to lay little emphasis on the provision of facilities in the homes for children's learning and they tend to play relatively less emphasis on organized learning activities (Ademola, 2015). The parents that received high income encourage their children to learn Business Studies Subjects beyond secondary school level (James, 2013). As it has been maintained that poverty is one of the formidable obstacles to students academic achievement and general academic growth, it is worthwhile to pay weighty attention to the extent the children's educational material needs are being adequately supplied (Udida, Ukawayi and Ogbodo,

2012). Thus, from the claims of the previous studies on parental occupation, it is credible to state that the higher the occupational status of parents the richer their income and the more they are able to supply the educational needs of the children. The occupation of parents may to the large extent provide an opportunity for their children to offer Business Studies (Oluigbo, 2015). And a well educated parent always provides opportunities for their children to perform well and enhance their academic achievements.

### **Parental Level of Education and Students' Academic Achievement**

Parental level of education is the aggregate systematic development, instruction and training from an institution of learning to acquire knowledge, skills and natural powers needed for everyday life experiences. When the adolescents required information on topics such as career planning, they looked to their parents for overwhelming majority of the time. The parental levels of education may to the large extent have a positive influence on students' academic performance (Biccer and Capraro, 2011). In support of this view, Onuigbo (2015) noted that educational level of parents which is an indicator of socio economic status has direct influence on child's values and academic achievement in the school. Parents who are educated provide most of recommended textbooks and other learning aids in Business Studies for their children (Ammar, 2014).

According to Dubow, Boxer and Huesmann (2013), education level of a parent is a significant predictor of a child's educational achievements and behavioral outcome. Parents with higher educational levels have expectations of their children's academic achievement in Business Studies (Eremie, 2014). According to Abdullaziz (2015) maintained that the parents who have high educational level provide an environment that supports their children in attaining their education and improve academic achievement in Business Studies.

According to Kerubu, Kinga and Mukolwe (2015) opined that educated parents appear to be worried much on their children academic work. Educated parents create time to check their children work which help to builds more confidence in their academic abilities hence succeed in life. The association between parents' and their children's educational achievement always goes hand in hand, highly educated parents provide more incentive and enabling environment for their children learning (Ogunsola and Adewale 2012).

According to Pata (2014) observed that the extent of each parent's education measures the extent of their children levels of educational attainment. This is so because, the highly educated parents will prefer to leave in rented apartment and manage with the little income they have and enroll their children in better schools as well as provide them with all necessary materials that will enable their children to make their teaching and learning process easier.

In addition to analysis of American parents' time use for their children education. Osunloye (2008) noted that time spent with children is valued more by better educated parents. A parent's level of education influences parents' knowledge, beliefs, values, and goals about childrearing and academic achievement. Ammar (2014) mentioned that the parents who are educated guide their children in doing their home works for better academic achievement in Business Studies.

A research conducted by Shafa, Samuel and Wai (2014) attested a parent's self-efficacy, children's academic abilities, level of parent education and program participation are significantly related to parental self-efficacy. In turn, parental self-efficacy beliefs significantly predict children's academic abilities. Educational level of mother may have influence on their children, while the gender interaction with father's education is less

clear in direction and it is often statistically insignificant, even with our large samples (Chinapah, 2013).

Harirs and Janet (2008) identified that parental levels of education affect parenting style which, in turn, affects children's academic success. Pata (2014) added that families with higher educational levels are likely to be more permissive and less strict in parenting. According to Gabriel (2010) stated that parental education shows a strong correlation to students' academic achievement. Other researchers have debated the correlation of parental levels of education and students' academic achievement in Business Studies. Aliyu (2008) is of the opinion that the parents who are educated engage their children to participate in debate competition in different subjects. Leleloq (2011) stated that parental levels of education are directly related to styles of parenting and not student's academic achievement reading for the debate will enable their children to cover the syllabus of their subjects. Leleloq further stated that the parents with lower educational level used coercive strategies for discipline which, in turn, predisposed their children to antisocial and abnormal behaviours. Such children performed poorly in the lower grades (Qeca, 2010). And Onuigbo (2015) noted that a mother's and father's educational attainment link positively to parenting and adolescents' academic performance.

Gabriel (2013) stated that well-educated mothers who have a predisposition to information about school are more likely than less educated mothers to discuss their child's school academic achievement. The same study showed that well-educated mothers' expectation levels are higher and they have more demands of academic achievement for their children. Qeca (2010) stated that the mothers' educational attainment levels have an impact on student academic achievement. Bysenk and Locksoh, (2011) identified that the

difference between paternal and maternal influence on students' academic performance and educational goals, and concluded that ND/NCE, HND/Degree, and Post Graduate holders students were greatly impacted by parental levels of education. A parent's levels of education may influence the realistic expectation and the ideal educational aspiration of the student.

Other studies indicate that a father's educational level has a direct bearing on children and a mother's educational level has an indirect effect. Gross (2010) observed that fathers' educational level levels had a significant relationship with intelligence and achievement scores in American and Korean samples. Other significant results were that fathers who had higher educational levels had children who were more intelligent and higher achievers. Gabriel (2010) opined that high levels of achievement are indicators for children who had highly educated fathers. On the other hand Bicer and Capraro (2011) stated that the mothers' educational levels were not as influential to students' academic achievement. In fact, the results indicated that mothers' educational attainment levels did not affect students' academic achievement at the conclusion of Bicer and Capraro studies. On the other hand, the parental levels of education indirectly affected the psychosocial maturity of adolescents and children of American and Korean samples. Well-educated mothers were more involved in their children's activities, and their involvement led their students to be more self-reliant.

Although Joseph (2016) is of the opinion that mothers' educational attainment levels did not have an impact on student academic achievement, educational attainment indirectly affected the psychosocial maturity of the student, which in turn determined levels of achievement. Parents who attended college had children who also attended college. In a study of nearly 25,000 8th graders, Ibrahim (2012) observed that students

whose parents only attained high school diplomas were five times more likely than their peers to drop out of high school by the 10th grade. Authors such as Prewittz (2010), and Dubow, Boxer and Huesman (2013) stated that the influence of parental levels of education and income has an impact on the college experience of their children. Parents who have college degrees tend to have higher incomes and higher educational attainment, and their children attend selective colleges more frequently than their first generation college peers. Pata (2014) as well as Kipkoech and Ngeno (2015) viewed that parental levels of education have long-term influences on student educational attainment. Students whose parents have degrees are often predisposed to environments of academic preparation and achievement which reinforce the retention of first-year college students. The studies by Shea (2010) and Leleeroq (2011) also stated that first year academic performance is closely related to academic preparation, whereas retention to graduation is associated with friends and family.

In particular, there is some evidence that parental levels of education have some impact on the choice of subject by students which in turn influence the level of their academic achievement. Narain (2008) itemized that parents whose children are doing well in school exhibit the following characteristics:-

1. Establish a daily routine—for instance, providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime, and having dinner together.
2. Monitor out-of school activities—for example, checking up on children when parents are not at home, arrange for after-school activities and supervised care.
3. Model the value of self-discipline and hard work—for instance, communicating, demonstrates that achievement comes from working hard.



4. Express high but realistic expectations for achievement—for example, setting goals, and encouraging special talents.
5. Encourage children's development/progress in school—for example, maintaining a warm and supportive home, discussing the value of good education.
6. Encourage reading, writing and discussion among family members—for instance, reading, listening to children read and talking about what is being read.

Longmore (2009) noted that one of the ways parental levels of education can be measured by attaining a higher education level thereby having access to intellectual resources and parents who have high educational level provide an environment that supports their children in attaining their education. Although schools, peers, and the student's community all have an impact on the young adult's self-identity and studies. Even with parents stating that their assistance with their child's academic development is an important parental task (Clutter, 2010). Educated parents may motivate their children to acquire sound education and improve academic achievements.

### **Parental Motivation and Students' Academic Achievement**

If a child is well motivated reflects in his/her academic achievement. The more the children are motivated exhibits some degree of seriousness to work hard and achieve a given goals. Hammer (2013) clearly distinguished two perspectives of motivation; these are situational and dispositional perspectives. According to Hammer, disposition perspective asks questions about student's general orientation to learning which relates the student's priority and student's nature. The situational perspective according to Hammer focuses on learning context. Oluigbo (2015) observed that high motivation and engagement in learning have consistently been linked to reduced dropout rate and increased level of academic success in Business Studies for students. Development of

academic intrinsic motivation because of its inherent important for future motivation as well as for student's effective school functioning. Educational attainment is accomplished by the actual exclusion of class work in the school setting. It is typically assessed by the use of teacher ratings, tests and exams.

The children come from different home background factors; this may have both the positive and negative impact on their children ability to learn. The variations in our children learning is affected by the way they are motivated. Muduewesi (2012) viewed that out of the many effects of family background, motivation seem to have more influence on children learning because they comes in different forms and involves all the stake holders in the field of teaching and learning processes. The stake holders here include; the parents, teachers, school administrators, society and government. Motivation is single out as the major factor that will enhances students' academic achievement. Osuala (2013) noted that the parents' concern about their children grades and performances motivates students' academic achievement in Business Studies. Ahmad and Najeema (2013) opined that when father and mother are education, they appear to motivate their children to learn better as compare the parents who are not educated.

Warren (2009) observed that many studies were conducted, and it reveals that the parental socio-economic status has significance positive influence on children learning. Muola (2010) states that poverty discourages many of our students to put effort in their academic activities especially when a child could not have reading materials at home to read and do all their assignment given to them. It discourages the children ability to learn things on their own and at their own time. Shea (2010) is of the opinion that the development of early academic motivation encourages students to learn Business Studies better. According to Majoribanks (2009) mentioned that an independence training giving

by parents on their children help them in becoming self-reliance and autonomy in all their decision making situations. Achievement motivation always depends on children parent intractions.

Wanja (2015) suggested that the parental motivation was found to be significantly positive and has influence on students' academic achievement. Sithole and Lumadi (2012) views that the parents motivate students by paying for their school field trips and excursions in Business Studies. While some parents are busy providing all necessary things they can for their children educations, within the family and in school peer group relationships also helps in motivating children to learn and enhance their academic achievements.

Warren (2009) stated that if we want our children/students to perform better, then we need to encourage appreciate and motivate them. Provide readiness, encouragement and aware them about their role and participate in whole learning process. The importance of their fundamental part in education should be realized by the parents, and this can be done if parents know the ways of motivation. In teaching learning process respect and weight of their opinion would be realized by them. Encourage them to share their whole educational problems and provide them instant solutions in order to give them intellectual relief. At secondary school level parents/teacher should work as a motivator and all the educational activities of the students should be appreciate and encouraged. Motivation enhances the learning and promotes positive thinking and attitude towards learning.

Ogodo (2012) is of the opinion that in the process of learning, motivation plays a very important role. Feso (2015) stated that there are three types of motivation: intrinsic motivation, extrinsic motivation, and motivation to learn. In intrinsic motivation students participate in different activities for enjoyment. In extrinsic motivation students participate

in different activity only to receive a reward or to avoid punishment. Educational gifts, grades are an important example of an extrinsic motivation. And the last motivation to learn referred to the value, and benefits of academic tasks to the learner regardless of whether or not the tasks were intrinsically interesting. So we can say that motivation to learn might come from intrinsic or from extrinsic sources and parental motivations is the strong pillars of persuading the aforementioned types of motivation into reality (Wanja, 2015).

Ohiwerei and Nwuso (2009) mentioned that the home libraries and books motivate students for better academic achievement in Business Studies in school. Students who are motivated by their parents are likely to perform well in their examinations. There are many factors that may contribute towards children motivation to achieve high grades in school. Ahmad and Najeema (2013) stated that the parental motivation is one possible factor, that is influences, the students' academic achievement through given their children gifts whenever they perform well academically. Several study attempted to find out whether the differences exist in students academic achievement motivation to students can be attributed to differences in their home environments. Warren (2009) viewed that children's home background is one of the factors of variations in students' academic achievement. Every family attached a different value to their children education, and these eventually affect achievement positively or negatively. Homes differs on possible factors that which may include; parental educational attainment, materials, parental encouragement, parental income, family size to mention but a few all affects the children motivations in working hard to succeed in all their curricular and extracurricular activities.

In Nigeria, little attention has been paid to the home background as a possible factor that affects a student's motivation to perform well in school. Ahmad and Najeema

(2013) are of the opinion that students' academic achievement differs and this variation in results was because of the motivation factor and lack of motivation from parents, societal perception towards a particular subject and relationship between teachers with students. Motivation reduced the level of children negative perceptions of students on Business Studies (Abdulaziz, 2015). The students' academic achievement motivation is used to mean the children need or drive towards the achievement of success in academic work (Kerubo, Kinga and Mukolwe, 2015). Udoh (2012) noted that the students perform better academically when their parents provide basic educational aids and equipment in Business Studies.

Ogodo (2012) stated that the motive to excel in academic work requires a lot of sacrifice from parents in terms of motivations which may come in different ways, e.g. payment of students school fees and other school charges as at when due by parent motivate the students to concentrate on teaching and learning and avoid been send home by school administrators and missed classes for the delay in the payment. In the process of learning, motivation plays a very important role in improving students' academic achievement in Business Studies (Feso, 2015). Many researchers revealed that the students who are gain higher motivation are more likely to join a study inclined group and have a lower case of dropout rates (Onah, 2012).

### **Peer Group Relationships and Students' Academic Achievement**

Peer group is a number of people or individuals who fall within the ages that are close in years, example between ranges of two to four years. Our schools mostly serves as a primary setting for the membership of numerous peer group, they may be in same sex, same class, same degree of commitment to their academic and close interaction. Obviously, the peer group may have a tremendous influence on students. The role played by peer group affects positively or negatively to the learning ability of the child, students seem to be more free and comfortable among themselves.

According to Sulaiman (2019) argued that student who is brilliant and happen to be mingling and surrounded by academically weak or dull friends may lose interest in learning. A study conducted by Chepletin, Cheplemei, Yano and Chebet (2013) reveals that the composition of members of peer group will to the large extent determine the impact of motivation of such as well as their academic achievements in teaching and learning process. A peer group may be positive or negative, depending on the nature of the group, mission, attractiveness and motivation of such groups. Supposing that the atmosphere of the group is conducive for learning, the members' academic achievement and motivation will be positive. However, a frequent conflicts and unserious group will be poorly motivated and may even result to dropout. The group a student belongs influences his academic achievement in Business Studies (Awodi, 2017).

Alokan (2010) argued that the child normally copy behaviour of a group as when the child acted in same way likely the group acted. Bandura (2008) stated that through observing and imitating the behaviour of others, learners emulate the behaviour and reproducing the behaviours that such members acknowledged. According to John (2013) observed that most of students make friends with intelligent students like them who pass

Business Studies in good grades alone. While Okoro and Iyeke (2014) identified that the peer group comes into being because its members have common goals, interests and motivations and this has influence in academic achievement of such a student in learning Business Studies.

Ryan (2011) argued that peers involved in socialisation, behave in same manner as the members, they may be of same age and sex or differed in the aforementioned. The peer groups are more common among secondary school level. James (2013) maintained that if student at secondary school level are not well monitored, they can easily joined bad peers who may not be study inclined group. And joining such a group leads to emulation of negative behaviour and affect the students' academic achievement negatively. Khan, Siddique and Hussain (2010) in support of this said that a student in their imaginations obtain first in picture of themselves as they appears to others, the however, forms an idea of how others categories of members judge them and eventually experiences a impression of pride depending on what they imagines they think of them.

Kangethe, Lyria and Nyamanga (2014) are of the opinion that the first people with whom the children will come in contact with are their parents. The parents transmit to them their own norms, values, culture of the right and wrong at time when they are not in contact with any other members and influences. If parents didn't lay a solid foundation, the school authority will have nothing to build upon and the child may eventually become a problem to the parents and nuisance to the society at large. It is however believed that the home where the child come from will to the large extent determine what type of group will the child belong to.

Within the family, beside parents, peer group as well contribute to child education development in Business Studies (Auwal, 2012).

Sentamu (2013) argued that parent should not be too strict or permissive to their children; therefore they should be properly educated on the matters as it appear to be dangerous. There are a number of cases of peer group forming armed robbery gang, drug addicts, alcoholism, prostitution and juvenile delinquency which could be attributed to parents (Basit, 2016).

Yambo (2012) suggested that interpersonal relationship occur within the bounds of groups in our schools. The school administrators and form masters should examine all the groups form within their schools ant monitor what they do in all their groups, they should have a deep knowledge of social position in their classes as this has a great deal of implication for their students school work. Thus, the school work demand a regular interaction between the teachers, form masters, school administrators and students. Basit (2016) maintained that the teacher-students relationship is very imperative, if the students feel free with their teachers will not hesitate to share their environmental problems, social and emotional problems which a student would have share with their peers. The peer group relationships influence is one of the factors causing low students academic achievement. Okioga (2013) is of the opinion that a peer group as member of individuals bound together by purpose or abilities. Ololube (2012) stated that members of a group perceive themselves to be alike in significant ways.



Omotere (2011) also stated that peer group is a potent force which wields great influence, especially in the school setting. In socialization and education, peer group relationships is a coming together between boys and girls or both who belong to same or almost same group of age. The study revealed that children find it easier to relate more with people who are older than them and thus have more natural outlook to life. In such cases, such children have knowledge of things in all spheres of life and can easily discuss issues outside the school curriculum (Basit, 2016). Feso (2015) stated that through observing and imitating the behaviour for others, students may come closer and reproducing some behaviour which their members acknowledged and this affects their academic achievement in Business Studies.

Pata (2014) also maintained that social status help to determine membership in most groups. However, there are exceptions of children from low or middle socioeconomic classes' homes which are sometimes live above the earnings of their parents, in number of occasion they want to be seen wearing same cloth, shoes, bags etc with students whose their parents were from high socioeconomic classes' home and their parents use to buy all the expensive items of their choices. If the student cannot afford to buy such items from appropriate means, they use to look for alternative ways of getting the money like stealing or kidnapping. James (2013) viewed that peer group as member of individuals bound together by purpose and these has positive influence on academic achievement in Business Studies.

Yambo (2012) opined that peer group relationships in many schools exert a strong influence on students academic achievement, one of the reasons for this is that, children want to be relevant and respected by their peers and will however want to impress them in both academic work and otherwise.

On the other hand, if the groups told repeatedly that the group is not doing as well as it should, a prolonged anxiety and possibly indecisiveness and difference may result as well as a gradual lowering of morale and as the group morale lowers, each individual is affected negatively. He cannot perform at an optimum level because low morale produces an atmosphere that is not conducive to work. In essence, if a group inclined, a single member will do all he could to improve learning situation in the group than impede it. A peer groups also enables pupils who are not serious towards studying work to buckle up. It has been observed that competition in a group does not facilitate work, as children in such a situation tend to withhold information that will aid progress or work to him alone. Haruna (2016) observed that when groups are competitive rather than co-operative, a stress situation seemed to occur. On the other hand, competition can also be used to advantage, for instance if a member of a group scores a very high mark in a test, it enables others in the group to aim high in the next test.

## **Review of Related Empirical Studies**

In the course of this study some related studies were examined. These studies reviewed are related to this work in one way or another but are different from the present study. Eke (2009) conducted a study on the relationship between home environmental factors and students academic performance of secondary school students in Gboko Local Government Area of Benue State. The main purpose of the study was to determine how home environmental factors affect students' academic performance. The study had four specific purposes, four research questions and four hypotheses. The study design was correlation study which sought to discover or clarify relationships through the use of correlation coefficient to determine the extent to which home environmental factors relate to academic performance of students in schools. The population of the study was 1,033. A sample of 200 students was used for the study. The data was analysed, using the Pearson Product Moment Correlation. The study revealed that the parental levels of education and parental occupation have no significant positive relationship with students' academic achievement in secondary schools in Gboko local government area of Benue State, Nigeria.

The study is related to the present study in discussing literatures on parental levels of education and parental occupation and their influences on students' academic achievement in secondary schools. The study is different in the state. Benue State is one of the educational advantaged State while Adamawa State is one of the educational disadvantaged State, hence their findings may differs and choice of instrument for data collections. While the former used questionnaire and end of term examination to measure students' academic achievement, the present used JSSCE which appears to be more standard than the terminal examinations.

In study carried out by Agu (2010) on relationship between the motivational patterns and students' academic achievement in secondary schools in Enugu Education Zone, Enugu State, Nigeria. The major objective of the study was to examine the relationship between motivational patterns and students academic achievement in secondary schools in Enugu Education Zone, Enugu State, Nigeria. The study had four specific objectives, four research questions and four hypotheses. The study design was correlation study and the major instrument for data collection was 40 items structured copies of questionnaires. The population of the study was 9,794 of which 459 samples of students were taking. The data was analysed using Spearman Rank Correlation Coefficient and the study revealed that motivational patterns has positive significant relationship on students' academic achievement.

The above stated study is related with the present study since it embarked on examining motivational factors that enhance students' academic achievement. The study is differed in the state and the type of research design used. While the former study was conducted in only Enugu educational zone in Enugu State, the present was conducted in all the five educational zones in Yola, Gombi, Mubi, Numan and Ganye in Adamawa State. The former adopted correlation survey design, while the present adopted the combination of descriptive survey and ex-post facto design in order to get the opinions of the respondents and compare it with their academic achievement.

Gabriel (2010) conducted the research on influence of family background on the academic achievement of senior secondary schools in Nsukka Educational Zone of Enugu State. The main purpose of the study was to determine the influence of family background on the academic achievement of senior secondary schools in Nsukka Educational Zone of Enugu State. The study had five specific purposes, five research questions and five

hypotheses. The study adopted ex-facto design and used questionnaire for data collection, and the population of the study was 7,945 SS 2 students of senior secondary schools in Nsukka Educational Zone. Research questions were analysed using the mean and standard deviation and all the five hypotheses were tested using ANOVA, at 0.05 alpha level of significance. The study revealed that the parental levels of education and socio-economic status have significance influence on students' academic achievement. The study concluded that parents who are educated and high-income status performed academically better as compare to the academic achievement of whose parents were not educated and from low-income status. The study recommended that the parents should variegate their sources of income in order to enable them meet the demand of their children's schooling.

The present study is related to the past study because both studies were designed to determine the influence of family background and serve as a good source of reviewed of literature. However, the two studies differed in the sense that the former was studied in senior secondary schools and in Nsukka Educational Zone in Enugu State, thus their findings and recommendations may not be generalized to the entire State. The present study focuses on Business Studies at Junior Secondary Schools and covered all the five Educational Zones in the Adamawa State. The findings and recommendations of this study were generalized to the entire State as its covers all the educational zones.

Gooding (2011) carried out the research on the relationship between parental educational level and students' academic achievement of college Freshmen at Iowa State University, United State of America. The study had five specific objectives, five research questions and five research hypotheses. The survey research design was used for the study. The population of students' stood at 3,733 and the sample size for the study was 1,784 (48%). The instrument for data collection used in the study was structured

questionnaire with Linkert-Type point scale rating systems. The statistical tool the researcher used in testing the null hypotheses was the ANOVA. It was tested at 0.05 level of significant.

The findings of the study indicated that parental educational level, family structure/marital status, and income have positive significant relationships on students' academic achievement. In conclusion the study provided evidence that home environment and parent-student dynamics would control the affect of distal variables on student achievement. It posited that the first-generation college freshmen would become critical in the new millennium. As demographics change, new family structures will appear and alternative lifestyles will create new phenomena to investigate. It is imperative that educators, administrators, and policy makers have an in-depth understanding of the backgrounds of the student body they serve, or failure is inevitable.

The present study has found the work relevant in the area of parental level of education and the instrument used. The instrument used help to sharpen the questionnaire raised for this study. However, the present study is differed from the previous study because while the previous study was conducted at university and in United State of America, the present was conducted at the Junior Secondary Schools in Adamawa State, Nigeria.

Suman (2011) carried out a research titled influence of parental educational background and parental occupation on the academic achievement of children in different private schools of District Sangrur of Punjab. In conducting the research, two specific objectives were stated and two research hypotheses were tested. The researcher randomly selected 150 students which made up of 125 males and 125 females. Self Prepared questionnaire and marks obtained in middle standard Punjab School Education Board

examination were used as instruments for data collection. The study analyses the data collected by using appropriate statistical tools inform of mean, standard deviation, correlation and inferential statistics like t- test. The results indicated that the qualification of the parents positively influenced the academic achievement of the child. But the impact of mother's education was more on the academic achievement of the child and also the impact of mother's occupation was more on the academic achievement of the child as compared to father's occupation.

Sunman's research did not contain research questions and population for the study was not specified hence there was no indication of whether the samples selected were representative or not. Besides these impediments, the study revealed so many things that are related to the current study in the areas of parental educational background and parental occupation as it influences their children academic achievement in Business Studies.

Another work by Akerman (2012) titled "factors affecting the choice of business studies in the FET Phase", was conducted in KwaZulu-Natal of South Africa. The researcher stated two specific objectives, and three research questions. The population of the study comprised of 104 grade 9 learners and out which samples were randomly selected. Questionnaires were constructed to collect data, and descriptive statistics (bar graphs) was used for data analysis. The results showed among others that where parents are themselves entrepreneurs they will generally support Business Studies as a subject choice as they perceive it could make a considerable contribution to future careers. On the other hand, where parents are not adequately informed about the nature of the subject this is likely to have a major impact on its choice as a subject for their children. It

recommended among others that all schools should insist that parents have a role in the completion of the subject selection form for their children.

Akerman's research study did not specify the exact number of respondents used as sample. In carrying a good research work, research questions are fashioned out of specific objectives along with null hypothesis, but Akerman stated two specific objectives, three research questions and no hypotheses. Apart from these limitations, the study revealed certain factors such as peer group relationships and parents among others that can influence students making choices of Business Studies among grade 9 learners in KwaZulu-Natal of South Africa and these helped the researcher in carrying out the current research in relation to the analysis of influence of peer group relationships, parental educational background and occupation on the academic achievement of students of Business Studies in Adamawa State.

In another related study, Onyi (2012) conducted a research on the influence of home background on academic performance of students in Enugu East local government area of Enugu State. The study had four objectives, four research questions and four research hypotheses. The researcher used descriptive survey design for the study; the population of the study was 1,567. The sample size of the study was 240 students and the major instrument for data collection was copies of 45 items structured questionnaire. The study employs mean and standard deviation in analyzing the data. The study revealed that the home environment influences students' academic performance and there was positive correlation between parental motivation and students' academic performance.



The research lacked basis for generalization because it concentrate in one local government in the state, the current study covers the whole public junior secondary schools in Adamawa State. However, the study is serves as a guide in literature reviewed and formulation of objectives.

Melack (2014) determinants of poor academic performance of secondary school students in Sumbawanga District, Tanzania. The general objective of the study was to determine the possible factors that influence the academic performance of students in some selected secondary schools in Sumbawanga District, Tanzania. The study had three specific objectives and three research questions. The population of the study was 305,846, cross sectional design was use and a total of 225 samples were taken. The instrument used for data collection for the study was 30 copies of items structured questionnaires, physical interviews and observation approaches was employ in data collection for the study. The data generated were analysed using descriptive and inferential analysis. The study found that the inadequate laboratory, long distance of the school, very low level of incomes of parents were found to influences students' academic performance in Sumbawanga District, Tanzania. The study concluded that the government and other stakeholders should construct laboratories and more schools closer to people of Sumbawanga District, Tanzania. It was recommended that government and other stakeholders in Sumbawanga District, Tanzania should collaborate with parents to constructs more schools, laboratories and hostel in order to minimize the hardship encounters by students which resulted to their poor academic performance.

The present study has found the work relevant in the area of sources of literature on students' academic performance. However, the present study is differed from the

previous study because the study has no hypothesis and geographical locations of the studies.

Mutodi and Ngirande (2014) carried out the research on the impact of parental commitment on students' academic performance in South African secondary schools. The purpose of the study was to ascertain how parental involvement in South African schools affects the academic performance of students in mathematics. Three research purpose and two research hypotheses were formulated. The study used a quantitative research approach. The total population for the study was 150 parents from selected high school in South Africa and a sample of 114 students' parents was taken. The major instrument for data collection was copies of structured questionnaires. The study revealed that good communication between teachers and parents and family support contributed significant positive to students' academic performance. The study was concluded that by staying involved with their children's education, parents do impact positively on the academic performance of the students. The study however, recommended the parents should be keeping in touch with the parents in areas where their children are deficient so as to improve their wards academic performance.

The former study is similar to the present research, because it focuses on parental involvement on Student academic performance. Some of the differences of this reviewed study is the former was conducted at South Africa which was a different country and the study had no research questions, in the present research, the study had six research questions.

Similarly, Okunniyi (2014) conducted the study on the influence of family background on students' academic performance in introductory technology in junior secondary schools in Abeokuta South local government area of Ogun State, Nigeria. The study had four objectives, four research questions and four research hypotheses. The design of the study was a descriptive survey; the population of the study was 8,444 students and 220 students was use as a sample. The questionnaire was the major instrument for data collection for this study, the data collected was analysed using simple percentage, mean, standard deviation and t-test statistics in test of hypotheses. The study revealed that the social class of parents determines the students' academic achievement. It was concluded that students from low social class parents have lower academic achievement as compared to academic achievement of students whose parents were on high social class. The study recommended that parents who fall in lower social class should have a few number of children so as to take good care of them because of their limited available resources.

Although this study was directed towards determining how family background influences the students' academic performance in Business Studies, it is more concerned with how the family background affects the students' performance in Introductory Technology. However, it related to the present study as both had same variables of family background factors and students' academic achievement in Junior Secondary Schools.

Kerubo, Kimga and Mukolwe (2015) conducted a study on titled the influence of parents' socio-economic status on students' academic performance in public junior secondary schools in Keumbu Division, Kisii County, Kenya. There were four objectives, four research questions and four null hypotheses. The research design adopted for the study was survey design. The population of the study comprises of all the 1,317 public junior secondary schools. The study samples was 306 students and 24 parents, the proportional stratified sampling technique was employed in the selection. Questionnaire and Documentary sources was the instrument for data collection and five point Likert-type summation scales weighted was adopted for the study. The data was analysis using mean and standard deviation for research questions and t-test for significant difference.

The study revealed that the socio-economic status of parents has a positive significant influence on students' academic performance. It was concluded that the parents that fall between among lower socio-economic status always performed academically below average, the higher the parental socio-economic status, the better the students' academic performance. The study recommended that parents have to work harder to have more resources to meet their children needs.

The above study is similar to the current research, because it focuses in public junior secondary schools. Some of the differences of this reviewed study were that the former was conducted at Keumbu Division, Kisii County, Kenya, which is a different country; the present is being conducted in Adamawa State, Nigeria. The place where pilot study was conducted was not indicated in the former study and t-test was the statistical tool used in the test of hypotheses. In the present study, pilot study was conducted in Jalingo, Taraba State Nigeria and the study adopted Simple and multiple regressions in the test hypotheses.

Oluigbo (2015) conducted the research studies on influence of gender, parents' educational qualifications and occupation on performance of Business studies students in Kaduna and Kano States, Nigeria. The general objective of the study was to determine the influence of Gender, parents' educational qualification and occupation on performance of business studies students in Kaduna and Kano States. The study had four specific objectives, four research questions and four null hypotheses were formulated and tested at 0.05 level of significance. This study made use of Survey Research Design. The population comprised of 121,221 and 384 students was sample. Questionnaire and documented students' academic performance were the instruments used to collect data. The findings of the study showed among others, that; (a) gender does not influence academic performance of Business Studies students because equal opportunities were given to boys and girls to study this subject. (b) Parents' educational qualifications have influence on the Business Studies students' academic performance in Kaduna and Kano states. From the findings of this study, it was concluded that parents' high level of education encouraged independent and hard work and this influenced the academic performance of students in Business Studies in Kaduna and Kano states. Based on the findings and conclusions of this study, it was recommended among others, that; (a) school managements during Parents' Teachers' Association meetings and admission processes should encourage parents who have low education to complement their children education by hiring additional lesson teachers for them at home.

The above study is similar to the current research in determining the influence of parents' educational qualifications and occupation on performance of Business Studies students, and is being used as a source of literature review. Some of the differences of this reviewed study was that the former was conducted in Kano and Kaduna State and didn't

covered the influence of peer group relationship, while the present was conducted in Adamawa State in addition to determining the influence of peer group relationship and will cover the whole of the five educational zones in the State.

Basit (2016) conducted the research work on influence of peer group relationships on the academic achievement of students in Senior Secondary Schools in Oyo State. The general objective was to investigate how peer group relationships influence academic Achievement of students in senior secondary schools in Oyo State. There were five specific objectives, five research questions and five null hypotheses in the study. Descriptive survey was used for the study. The population of the students was 43,699, and 381 sample size was used for the study, structured questionnaire of 5 Likert scale ration system was the instrument used in data collection. Chi-square was the statistical tool used in testing the null hypotheses at 5% level of significant.

The study found that peer group relationships have positive significant influences on academic achievement of students in Senior Secondary Schools in Oyo State. It was concluded that learning will not take place in isolation, the parents, school administrators and school guardian and counselors' should be monitoring the interaction of the students in their various groups so as to identify the bad one among them. The study recommended that only study inclined group should be allow to exist in all our Secondary Schools in Oyo State.

The main differences between the studies were that the former was at senior secondary schools in Oyo State and Chi-square statistical tool was used in testing the hypotheses. While the later was at junior secondary schools in Adamawa State and will use Simple and Multiple Regression in the test of hypotheses which appeared to be stronger than the Chi-square as in the former studies. On the contrary the present is similar

to the previous research as both determined the influence of peer group relationships and students' academic achievement.

Haruna (2016) conducted a research on the influence of selected family context and peer group on secondary school student's involvement in deviant behavior in North East Geo- Political Zone, Nigeria. The general objectives of the study were to determine the influence of family context and peer group on secondary school student's involvement in Deviant behavior in North East Geo Political Zone, Nigeria. The study had five specific objectives, five research questions and five null hypotheses were raised. Descriptive survey research was adopted for the study. Sample consisted of 2,060 students drawn from a population of 25,773 secondary school students in 18 public schools in the six states of the zone. Multistage and stratified random sampling procedure was adopted in selection of the sample. Structured questionnaire was used for data collection. The Weighted score Mean and simple regression analysis were used in data analysis. Result of regression analysis rejected all the five null hypotheses at 0.05 level of significance. All predictive variables added statistically to the prediction,  $P < 0.5$ . Thus it was found out that majority of Students in the North East Geo- Political Zone belonged to the extended and polygamous family structures and also found out that the students tend to associate more with their peers. Thus it was concluded that family context variables and peer group collectively influenced students/children's involvement in deviant behavior. It is recommended, among others, that parents should imbibe the practice of parental monitoring and support for children, Home economists and other educationists should constitute positive peer group associations through child friendly centers, clubs and societies as a means to curtailing child's involvement in deviant behavior.

The main difference between the studies is that the former was conducted on the influence of selected family context and peer group on secondary school students' involvement in deviant behavior in North East Geo- Political Zone, Nigeria. The present study was on determining the influence of family background and peer group relationship on business studies students' academic achievement in secondary schools in Adamawa State. And the similarities both the present and the former research studies used simple and multiple regression statistical tools to in the test of the research hypotheses at 0.05 level of significance.

Okiemute (2017) conducted a research on the influence of parental background on secondary school students' academic achievement. The main objective of the study was to investigate the family background factors that influence students' academic achievement in senior secondary schools in Umuahia Education Zone in Abia State, Nigeria. The study had four specific objectives and four research questions were raised and answered. Ex post facto research design was adopted for the study. Sample consisted of 816 students drawn from a population of 7,945 secondary school students from public. Multistage and stratified random sampling procedure was adopted in selection of the sample. Structured questionnaire was used for data collection. The Weighted score Mean and simple regression analysis were used in data analysis.

From the findings of the study include among others: parents who are educated want their children to be educated, parents' occupation does not necessarily influence students' academic achievement, students from high-income status parents achieved better academically and parents motivated their children by supervising their homework and assignments. It was concluded that family background factors influenced academic achievement of students in schools. The study recommends that the parents should be



guiding their children based on their academic abilities not on the bases of their personal interest.

The main difference between the studies is that the former cover only one educational zone out of five had no hypotheses, as well as the study having no recommendation. The two studies were related in determining the influence of parental level of education, occupation on students' academic achievement, help in shaping the research questions and were being used as a source of literature reviewed in the present studies.

### **Appraisal of Related Literature**

The review of literature was done to provide the researcher with guidance to arrive at a theoretical and empirical framework for this study. The theoretical framework was based on Maslow's motivational theory, parental attachment theory, self determination theory, and social learning theory. The study adopted social learning theory. Business studies is one of the compulsory subjects offered by junior secondary school students in Adamawa State, it is a prevocational subject which exposes the students to general business knowledge and to have basic ideas about business. Academic achievement is referred to as the numeric scores of a student's knowledge, representing the degree of a student's adaptation to school work and the educational system.

Despite the importance and contributions of Business Studies in daily activities of individuals, businesses and government, the persistent poor students' academic achievement of students in the subject has not been adequately addressed due to some influences which include the family size, parental occupation, parental level of education, parental motivation and peer group relationship among the variables. The families differs in sizes and associated with the number of inhabitant which may include the father,

mother, children and even the extended members all living under one roof; family size has implication for education. Parents who own their own business can be source of great inspiration for a young child. Entrepreneurial parents provide a good example, and are a source of influence for children. Parental levels of education are an indicator of socio economic status, has direct influence on child's values and academic achievement in the school. The parental motivation influences the students' academic achievement in teaching and learning of Business studies in Adamawa State.

Students under motivated condition, exhibit purposeful behaviour aimed at achieving academic set goals, the achievement of these goals determines the motive. The group which peers recognized may likely have a positive or negative influence on students' academic achievement in Business studies in junior secondary schools in Adamawa State, Nigeria.

Fifteen empirical studies related to the present study were reviewed. The researcher discovered most of the research studies were carry out in other countries; and even in Nigeria, they were mostly done in the eastern and western part of the country. It is however imperative to conduct the study in Nigerian environment and North East; Adamawa State in particular. The current study filled the missing gaps the previous studies did not fill by determining the composite influence of family size, parental occupation, parental level of education, parental motivation and peer group relationships on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. This was the main gap filled by this study. It is the bid to fill this gap that motivated the study.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter explained the methodology that was used in carrying out the study, under the following sub-headings:

Research Design

Population of the Study

Sample Size and Sampling Procedure

Instruments for Data Collection

Validity of the Instruments

Pilot Study

Reliability of the Instruments

Procedure of Data Collection

Procedure for Data Analysis

#### **Research Design**

The design of the study was a mixture of descriptive survey and ex-post facto design. This is because the study aimed at determining the possible cause and effect relationship between the family backgrounds and peer group relationship on students' academic achievement in Business studies. The descriptive survey design was appropriate because it is a design that a group of people have studied by collecting and analyzing data from such a group of people who are considered to be representative of the population (Okwor, 2011). The ex-post facto research design, according to Obeka (2011), viewed it as a systematic planned of an empirical study in which the researcher does not in any way control or manipulates independent variables because the situation for the study already exists or has already taken place.

Ex-post facto design was used for the studies as some events had already exist which the researcher will not power or ability to manipulate or control them namely; family size, parental occupation, parental level of education, parental motivation and peer group relationship. The designs allow the researcher to collect the original data directly from the respondents and gives details conditions as they are in our school settings.

### **Population of the Study**

The target population of the study was 506 junior secondary schools and 69,487 students. As shown in Table 1, the population was made up of all JSS III students of 2017/2018 academic session from the 21 Local Government Areas in the five Zones of Adamawa State. (See Appendix C).

**Table 1: Population of Junior Secondary Schools in Adamawa State in 2017/2018 Session**

<b>Zone</b>	<b>L.G.A.</b>	<b>No. of School</b>	<b>No. of Male Students</b>	<b>No. of Female Students</b>	<b>Total Number of Students</b>
<b>Yola</b>	Yola-North	18	2,339	2,061	4,400
	Yola-South	23	3,092	2,907	5,999
	Fufore	30	1,805	1,600	3,405
<b>Gombi</b>	Girei	20	1,541	1,597	3,138
	Song	29	1,250	1,043	2,293
	Gombi	25	1,801	1,703	3,504
	Hong	52	2,175	2,432	4,607
<b>Mubi</b>	Maiha	19	967	880	1,847
	Mubi-South	23	2,235	2,042	4,277
	Mubi-North	22	2,549	2,678	5,227
	Michika	39	956	689	1,645
	Madagali	26	689	450	1,139
<b>Numan</b>	Numan	21	2,327	2,071	4,398
	Demsa	32	2,100	1,980	4,080
	Guyuk	23	1,891	1,671	3,562
	Shelleng	14	1,677	1,432	3,109
	Lamurde	17	1,211	1,034	2,245
<b>Ganye</b>	Mayo-Belwa	26	2,001	1,895	3,896
	Jada	23	1,462	1,245	2,707
	Ganye	20	1,745	1,455	3,200
	Toungo	4	469	340	809
<b>Total</b>		<b>506</b>	<b>36,282</b>	<b>33,205</b>	<b>69,487</b>

*Source: Adamawa State Post Primary School Management Board, 2018.*

## Sample Size and Sampling Technique

The sampling technique for the study was a multistage sampling technique. At the first stage, simple random sampling was used to select 15 schools, three schools each from each educational zone. In each of the sampled schools, the entire Junior Secondary Schools Three (JSS III) students were used. At the second stage, stratified sampling technique was used to select three schools in five Education Zones in the state giving a total of 382 students in 15 schools in five Education Zones in Adamawa State. This gave every subject of the population equal chance of being included in the sample. This sample selection was in accordance with the sample size position of Krejcie and Morgan (1970) who suggested that for a population size of 69,487, a sample size of 382 was a good representation (See Appendix D). Therefore, the sample for this study is 382 respondents. Table 2 presents the breakdown of the sample at a glance from the Zones.

<b>Table 2:</b>		<b>Sample Size of the Study</b>		
<b>Educational Zone</b>	<b>L.G.A.</b>	<b>Name of Schools</b>	<b>Sample Size</b>	<b>Proportionate Percentage (%)</b>
Yola	Yola North	GJSS Bekaji	57	14.9
Yola	Yola North	GJSS Luggere	60	15.7
Yola	Yola South	Gongoshi III	9	2.3
Gombi	Hong	GJSS Shangui	35	9.1
Gombi	Maiha	GJSS Bakka	15	3.9
Gombi	Girei	GJSS Sengere FUTY	19	5.0
Mubi	Maiha	GDSS Pakka (JS)	14	3.6
Mubi	Mubi North	GJSS Didif	10	2.6
Mubi	Mubi North	GJSS Betso	13	3.4
Numan	Demsa	GJSS Demsa	26	6.8

Numan	Lamurde	GJSS Kwah	21	5.4
Numan	Shelleng	GJSS Kem	15	3.9
Ganye	Moyo-Belwa	GDSS (JS) Chukkol	21	5.4
Ganye	Ganye	GJSS Gangwari	37	9.7
Ganye	Jada	GJSS Jada	30	7.9
<b>Total</b>			<b>382</b>	<b>100</b>

---

*Source: Researcher's Design, 2018.*

The homogeneous nature of the population of the study necessitated sampling procedures to accommodate the type of population. The “*Hat Drawn*” method was used to enable all the students in each of the selected schools have the equal opportunity of being selected. Either ‘YES’ or ‘NO’ was written on pieces of paper. All the papers were put inside the polythene bag and was shaken where, each student from each school selected in all the five Education Zones in Adamawa State was asked to pick one. Those who picked ‘YES’ were given copies of the questionnaires to filled while those who picked ‘NO’ were not included in the study.

### **Instrument for Data Collection**

The major instrument for data collection for this study was the questionnaire. According to Kerlinger (2008) questionnaire is the best instrument to gather data about the respondent’s feelings, ideas, emotions and perceptions. The copies of the questionnaire were design and developed by the researcher and were titled: “Family Background and Peer Group Relationship Influence Questionnaire (FBPGRIQ)”. The questionnaire was

used to gather data from students. This questionnaire was designed on the basis of research questions on a four point rating scale and weighed on the following scale:-

<b>Responses</b>	<b>Category</b>	<b>Points</b>	<b>Boundary Limit</b>
Very High Extent	(VHE)	4	3.50 – 4.00
High Extent	(HE)	3	2.50 – 3.49
Low Extent	(LE)	2	1.50 – 2.49
Very Low Extent	(VLE)	1	0.50 – 1.49

The instrument (questionnaire) consisted of seventy (70) items on influence of family size, parental occupation, parental level of education, parental motivation and peer group relationship. The questionnaire had two parts. Part one provided demographic data of the respondents and Part two had five clusters (A-E).

Cluster ‘A’ contained 15 items on the influence of family size.

Cluster ‘B’ contained 15 items on the influence of parental occupation.

Cluster ‘C’ contained 15 items on the influence of parental education level.

Cluster ‘D’ contained 11 items on the influence of parental motivation and

Cluster ‘E’ contained 14 items on the influence of peer group relationship.

The second instrument was Students’ Academic Achievement Pro forma (SAAP) to collect the Junior Secondary School Exam Result (JSSCE) of students’ academic achievement for 2017/2018 academic session (See Appendix F). This is because it was record of the current result and respondents’ previous academic achievement. The study compared the responses of students with their previous students’ academic achievement.

The third instrument was the record of students’ academic achievement of each sampled student and school (See Appendix G).



### **Validity of Instrument**

The instrument after been scrutinized by the researchers' supervisors, was given to three senior lecturers and research methodology experts, in the School of Technology and Science Education, Modibbo Adama University of Technology, Yola, for vetting. This is in line with Kerlinger (2008) and Muhammed (2015) that validation of content of research instrument by experts is an important and acceptable type of validation. All observations and corrections made were effected in the final copy of the instrument. The final copies were produced for answering research questions and testing of null hypotheses at 0.05 level of significance. (See Appendix J)

### **Pilot Study**

A pilot study was conducted at Magami Government Day Secondary School, Jalingo, Taraba State. It was chosen because it is the oldest and has a large number of business educators and students. This is in line with Kerlinger, and Howard (2000) in Muhammed (2015) who stated that the purpose of pilot study is to ascertain the suitability, adequacy and effectiveness of the questionnaire items. This was done in order to determine: - the feasibility of the study before administration; how the respondents would react to the items of the questionnaires; whether the items are clear enough and easily understood; whether there was need to include more items in certain areas; whether there were some personal items which they did not like to respond to; the workability of the proposed methods of data analysis; and the approximate time duration which the subjects would need to fill the items. Following the pilot test, the areas of difficulties, spellings and ambiguities in the instrument were further refined and made easier for respondents' comprehension.

The pilot study was conducted with 50 JSS III students. Each of the 50 students selected was given a copy of the questionnaire to answer. The study affirmed with Olaofa (2010) that suggested that pilot tests are normally conducted with very small sample size but reasonable number of respondents with relatively similar, but differs as the ones that would be used proper study. 50 students were randomly selected, using simple random sampling. Pearson Product Moment Correlation ( $r$ ) was used for the purpose of establishing the reliability of the instrument.

### **Reliability of the Instrument**

The reliability of instrument refers to the extent to which an instrument consistently measures what it intended to measure. For determining the reliability of the instrument, 50 copies of the research instrument were administered to 50 students from Magami Government Day Secondary School Jalingo, Taraba State, not part of the research subjects. Test re-test method was used for the purpose of establishing the reliability co-efficient of the instrument. The instrument was re-administered to the 50 students after seven days. The scores for the two groups were collected and correlated by using Pearson Product Moment Correlation (PPMC). The result of the analysis revealed a correlation coefficient of 0.78. Thus, the instrument was considered reliable for gathering data (See Appendix E).

### **Procedure of Data Collection**

The researcher received the letter of introduction from the Department of Business and Entrepreneurship Education as in Appendix A, and visited the fifteen schools; three schools from each of the five Educational Zones in Adamawa State selected for the study and administered the approved research instruments in the study area. The researcher employed the services of two trained research assistants who are teaching

business studies and were instructed on how to administer the instrument and collect the students' academic achievement using SAAP. The research assistants assisted the researcher in the various schools within the zones in administering and retrieving the questionnaires. The researcher employs the research assistants to facilitate the data collection. The researcher and the research assistants issued out to each schools a copies of the approved questionnaire to students sampled for the study. A total of 382 copies of the questionnaires were administered to students during their JSSCE examination in 2017/2018 academic session before their before their results became ready; and no zone or school was given more copies of the questionnaire to answer than the sampled number, but only 380 of the questionnaire copies were returned.

The students' result sheets for Junior Secondary School Examination Result (JSSCE) for the 2017/2018 academic session were collected at the various sampled schools; the various scores for the Business Studies offered by the students were used to determine their academic achievement. The researcher spent at least two days in each school. The entire exercise lasted for five weeks.

### **Procedure for Data Analysis**

The bio-data of the respondents were analysed using frequency and percentage, while mean and standard deviation were employed to answer the research questions. A weighted mean of 2.50 and above was considered as high extent, while a weighted mean of 2.49 and below was considered as low extent in respect of research questions. The researcher make use of Statistical Package for Social Science (SPSS) were employed in

analysis to test null hypotheses. The data generated from respondents was coded, entered and analyzed, using Simple Linear Regression (SLR) to determine the null hypotheses one, two, three, four and five. Multiple Linear Regression (MLR) was used in analysing hypothesis six.

According to Berk (2010) multivariate analysis adds to description, statistical inferences, casual influence, hypothesis testing and confidence intervals. That being a dominant statistical paradigm, within the social sciences, it makes statistical inference clear and easy. This informed the choice of statistical tools for data analysis in the study.

**Decision Rule:**

A weighted mean of 2.50 and above was considered as high extent, while a weighted mean of 2.49 and below was considered as low extent in respect of research questions.

For the test of hypotheses, if  $p$  - value was less or equal to 0.05 ( $p < 0.05$ ), the null hypothesis was failed to retained. However, where  $p$  - value was greater or equal to 0.05 ( $p > 0.05$ ), then the null hypothesis was retained. All the null hypotheses were tested at significance level of 0.05.

## **CHAPTER FOUR**

### **PRESENTATION AND ANALYSIS OF DATA**

This research was conducted to determine the influence of family background and peer group relationship on business studies students' academic achievement in secondary schools in Adamawa State, Nigeria. The chapter deals with the presentation and analysis

of the research data and discussion of findings. The analysis was carried out under the following sub-headings:-

Analysis of demographic variable of the respondents

Analysis of data to answer the research questions

Test of research hypotheses

Summary of major findings

Discussion of findings

**Table 3: Presents Percentage Distribution of Respondents According to Gender**

<b>Gender</b>	<b>F</b>	<b>Percentage (%)</b>
Males	201	52.9
Females	179	47.1
<b>Total</b>	<b>380</b>	<b>100.0</b>

Source: Field Survey, 2018

The analysis of data in Table 3 reveals that there were 201 males students representing 52.9% and 179 females' respondents representing 47.1%. This implies that there were more males business studies students than female in junior secondary schools in Adamawa State. It also indicated that majority of the respondents were male students.

### **Analysis of Data to Answer the Research Questions**

Analysis of data to answer the research questions were presented in Table 4 to 9.

**Research Question One:** To what extent does family size influence students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?

To answer research question one the responses obtained from respondents were analysed, using mean and standard deviation as shown in Table 4.

**Table 4: Presents Mean and Standard Deviation of Responses on Influence of Family Size on Business Studies Students' Academic Achievement, n = 380.**

S/N	Items/Statements	$\bar{X}$	SD	Decision
1	Family size has positive implication for students' academic achievement in Business Studies.	2.89	1.70	High Extent

2	Students from small families enjoy more parental attention in learning Business Studies than those from large families.	3.08	1.45	High Extent
3	Single parents are overburdened by responsibilities which affect their children's academic achievement in Business Studies.	2.06	1.43	Low Extent
4	Children from large size families were properly guided in doing their assignment because of their number.	2.54	1.59	High Extent
5	Children from polygamous families may not have enough money to take care of their needs.	2.87	1.69	High Extent
6	In polygamous families, children may suffer from domestic work which affects their academic achievement in Business Studies.	2.98	1.73	High Extent
7	Latter born children perform less well in Business Studies than their earlier born siblings.	2.91	1.70	High Extent
8	Small family size facilitates the provision of recommended textbooks for effective learning and academic achievement in Business Studies.	3.06	1.75	High Extent
9	A child who suffers maternal and paternal deprivation may experience academic problems in Business Studies.	3.07	1.75	High Extent
10	Students from small-size families achieve better academically in Business Studies than those from large size families.	2.61	1.61	High Extent
11	The life of a single parent family is stressful for the child in learning Business Studies.	2.13	1.46	Low Extent
12	Large family parents cannot give their children the same amount of individual attention for them to learn Business Studies well.	2.89	1.70	High Extent
13	Children from large families perform better academically in practical component of Business Studies.	2.17	1.47	Low Extent

14	A large family suffers poverty which affects the children's academic achievement in Business Studies.	2.86	1.69	High Extent
15	In single parents' families, children may suffer a social problem which affects their academic achievement in Business Studies.	3.00	1.73	High Extent
<b>Grand Weighted Mean</b>		<b>2.74</b>	<b>1.63</b>	<b>High Extent</b>

---

Source: Field Survey, 2018.

Data in Table 4. Reveals the respondents mean rating of the influence of family size on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The response to item one in the questionnaire which was on "family size has positive implication for students' academic achievement in Business Studies" got a mean score of 2.89 and standard deviation stood at 1.70. Item two in the questionnaire which was on "students from small families enjoy more parental attention in learning Business Studies than those from large families" got a mean score of 3.08 and standard deviation stood at 1.75. Item three in the questionnaire which was on "single parents are overburdened by responsibilities which affect their children's academic achievement in Business Studies" got a mean score of 2.06 and standard deviation stood at 1.43.

With reference to item four in the questionnaire which was on "large families are more common among the lower classes of the society" got a mean score of 2.54 and standard deviation stood at 1.59. Item five in the questionnaire which was on "children from polygamous families may not have enough money to take care of their needs" got a mean score of 2.87 and standard deviation stood at 1.69. The responses to the item number six in the questionnaire "In polygamous families, children may suffer from domestic work which affects their academic achievement in Business Studies" got a mean score of 2.98 and standard deviation stood at 1.73. Item number seven in the questionnaire which was



on “children from larger families always have less education in Business Studies” got a mean score of 2.91 and standard deviation stood at 1.70.

The responses of item number eight in the questionnaire which was on “small family size facilitates the provision of recommended textbooks for effective learning and academic achievement in Business Studies” got a mean score of 3.06 and standard deviation stood at 1.75. Item number nine in the questionnaire which was on “a child who suffers maternal and paternal deprivation may experience academic problems in Business Studies” got a mean score of 3.07 and standard deviation stood at 1.75. Item number ten in the questionnaire which was on “students from small-size families achieve better academically in Business Studies than those from large size families” got a mean score of 2.61 and standard deviation stood at 1.61.

With reference to responses of item eleven in the questionnaire “the life of a single parent family can be stressful for the child in learning Business Studies” got a mean score of 2.13 and standard deviation stood at 1.46. Item number twelve in the questionnaire which was on “large family parents cannot give their children the same amount of individual attention for them to learn Business Studies well” got a mean score of 2.89 and standard deviation stood at 1.70. Item number thirteen in the questionnaire which was on “children from large families perform better academically in practical component of Business Studies” got a mean score of 2.17 and standard deviation stood at 1.47. Item number fourteen in the questionnaire which was on “a large family suffers poverty which affects the children’s academic achievement in Business Studies” got a mean score of 2.89 and standard deviation stood at 1.69. Item number fifteen in the questionnaire which was on “in single parents’ families, children may suffer a social problem which affects their

academic achievement in Business Studies” got a mean score of 3.00 and standard deviation stood at 1.73.

The data analysed in Table 4 reveals that family size has influence on students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. (The grand weighted mean = 2.74, SD = 1.63).

**Research Question Two:** To what extent does parental occupation influence students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?

To answer research question two the responses obtained from respondents were analysed using mean and standard deviation as shown in Table 5.

**Table 5: Presents Mean and Standard Deviation of responses on Influence of Parental Occupation on Business Studies Students' Academic Achievement, n = 380.**

S/N	Items/Statements	$\bar{X}$	SD	Decision
16	Children whose parents are on high-income occupations have higher career aspirations in Business Studies than children whose parents are on low-income occupations.	1.91	1.38	Low Extent
17	Parents who are poor farmers can only enroll their children into minor apprenticeship programmes.	3.40	1.84	High Extent
18	Parents with low paid occupation results in low students' academic achievement in Business Studies.	2.53	1.59	High Extent
19	Parents on prestigious occupations want their children to take up the same type of occupations and this affects their academic achievement in Business Studies.	3.52	1.87	High Extent
20	Parents' occupation appears to influences the direction of their children's academic achievement in Business Studies.	3.26	1.80	High Extent
21	Parents' occupation is a source of motivation to their children's academic achievement in Business Studies.	2.51	1.58	High Extent
22	Some occupations do not give parents time to attend to their children's academic needs in Business Studies.	3.09	1.75	High Extent
23	Most of Business Studies students are children whose parents are farmers or craftsmen.	3.61	1.90	High Extent
24	Parents' on low occupations find it difficult to provide Business Studies learning aids for their	3.39	1.84	

	children for better and improved academic achievement.			High Extent
25	Parents' occupations enhance their children's academic achievement in Business Studies.	2.55	1.59	High Extent
26	Parents like their children to take to their occupations and this affects their children's academic achievement in Business Studies.	3.41	1.84	High Extent
27	Children from upper-working class homes perform better academically in Business Studies than those from lower-working class homes.	2.52	1.58	High Extent
28	The occupation of one's parents may determine, to a large extent, one's opportunity to attend secondary school or not to learn Business Studies.	3.37	1.83	High Extent
29	Parents on high-income can afford to provide the basic necessities required in Business Studies for their children's education.	3.42	1.84	High Extent
30	Only parents who are on high-income can train their children to learn Business Studies Subjects beyond secondary school level.	1.87	1.36	Low Extent
<b>Grand Weighted Mean</b>		<b>2.95</b>	<b>1.70</b>	<b>High Extent</b>

---

Source: Field Survey, 2018.

Data in Table 5. Reveals the respondents mean rating of the influence of parental occupation on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The response to item sixteen in the questionnaire which was on "children whose parents are on high-income occupations have higher career aspirations in Business Studies than children whose parents are on low-income occupations" got a mean score of 1.91 and standard deviation stood at 1.38. Item number seventeen in the questionnaire which was on "parents who are poor farmers can only enroll their children into minor apprenticeship programmes" got a mean score of 3.40 and standard deviation stood at 1.84.

Item number eighteen in the questionnaire which was on “low paid occupation results in low students’ academic achievement in Business Studies” got a mean score of 2.53 and standard deviation stood at 1.59. Item number nineteen in the questionnaire which was on “parents on prestigious occupations want their children to take up the same type of occupations and this affects their academic achievement in Business Studies” got a mean score of 3.52 and standard deviation stood at 1.87. Item number twenty in the questionnaire which was on “parents’ occupation appears to influences the direction of their children’s academic achievement in Business Studies” got a mean score of 3.26 and standard deviation stood at 1.80.

Item number twenty one in the questionnaire which was on “parents’ occupation is a source of motivation to their children’s academic achievement in Business Studies” got a mean score of 2.51 and standard deviation stood at 1.58. Item number twenty two in the questionnaire which was on “some occupations do not give parents time to attend to their children’s academic needs in Business Studies” got a mean score of 3.09 and standard deviation stood at 1.75.

Item number twenty three in the questionnaire which was on “most of Business Studies students are children whose parents are farmers or craftsmen” got a mean score of 3.61 and standard deviation stood at 1.90. Item number twenty four in the questionnaire which was on “parents’ on low occupations find it difficult to provide Business Studies learning aids for their children for better and improved academic achievement” got a mean score of 3.39 and standard deviation stood at 1.84. Item number twenty five in the questionnaire which was on “parents’ occupations enhance their children’s academic achievement in Business Studies” got a mean score of 2.55 and standard deviation stood at 1.59.

Responses from item twenty six in the questionnaire which was on “parents like their children to take to their occupations and this affects their children’s academic achievement in Business Studies” got a mean score of 3.41 and standard deviation stood at 1.84. Item number twenty seven in the questionnaire which was on “children from upper-working class homes perform better academically in Business Studies than those from lower-working class homes” got a mean score of 2.52 and standard deviation stood at 1.58. Item number twenty eight in the questionnaire which was on “the occupation of one’s parents may determine, to a large extent, one’s opportunity to attend secondary school or not to learn Business Studies” got a mean score of 3.37 and standard deviation stood at 1.83.

Item number twenty nine in the questionnaire which was on “parents on high-income can afford to provide the basic necessities required in Business Studies for their children’s education” got a mean score of 3.42 and standard deviation stood at 1.84. Item number thirty in the questionnaire which was on “only parents who are on high-income can train their children to learn Business Studies Subjects beyond secondary school level” got a mean score of 1.87 and standard deviation stood at 1.36.

The data analysed in Table 5 reveals that parental occupation has influence on students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. (The grand weighted mean = 2.95, SD = 1.70).

**Research Question Three:** To what extent does parental level of education influence students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?

To answer research question three the responses obtained from despondence was analysed using mean and standard deviation as shown Table 6.

**Table 6: Presents Mean and Standard Deviation of responses on Influence of Parental Level of Education on Business Studies Students' Academic Achievement, n = 380.**

S/N	Items/Statements	$\bar{X}$	SD	Decision
31	Parents who are educated provide most of recommended textbooks and other learning aids in Business Studies for their children.	2.82	1.67	High Extent
32	Parents with higher educational levels have high expectations of their children's academic achievement in Business Studies.	1.60	1.26	Low Extent
33	Children from illiterate families may learn little or nothing from home that can help them develop interest in academics.	2.99	1.73	High Extent
34	The time spent in learning Business Studies with children is valued more by better educated parents.	3.22	1.79	High Extent

35	Parental level of education has a strong correlation to students' academic achievement in Business Studies.	3.24	1.80	High Extent
36	Parents who are educated engage their children in intellectual activities that help them develop a healthy attitude in learning Business Studies.	2.94	1.71	High Extent
37	Parents with higher levels of education have stronger confidence in their children's academic abilities in Business Studies.	3.02	1.73	High Extent
38	Parents who have high educational level provide environments that support their children in achieving their education and improved academic achievement in Business Studies.	3.29	1.81	High Extent
39	Educated parents arrange for supportive teachers in Business Studies to enhance their children's academic achievement.	2.93	1.71	High Extent
40	Parents who are educated guide their children in doing their home work for better academic achievement in Business Studies.	3.42	1.85	High Extent
41	Educated parents always demand for Business Studies progress reports of their children to know the children's academic progress.	2.87	1.69	High Extent
42	Educational level of a parent is very important to the child's academic achievement in Business Studies.	3.07	1.75	High Extent
43	Parents who are educated encourage their children to study subjects which are pivotal for good university courses.	3.10	1.76	High Extent
44	Educated parents always want their children to be future Business educators.	1.62	1.27	Low Extent
45	Mothers' educational attainment levels have impact on student's academic achievement.	3.50	1.87	High Extent
<b>Grand Weighted Mean</b>		<b>2.90</b>	<b>1.69</b>	High Extent

---

Source: Field Survey, 2018.



Data in Table 6. Reveals the respondents mean rating of the influence of parental level of education on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The response to item thirty one in the questionnaire which was on "parents who are educated provide most of recommended textbooks and other learning aids in Business Studies for their children" got a mean score of 2.82 and standard deviation stood at 1.67. Item number thirty two in the questionnaire which was on "parents with higher educational levels have high expectations of their children's academic achievement in Business Studies" got a mean score of 1.06 and standard deviation stood at 1.26.

Item number thirty three in the questionnaire which was on "children from illiterate families may learn little or nothing from home that can help them develop interest in academics" got a mean score of 2.99 and standard deviation stood at 1.73. Item number thirty four in the questionnaire which was on "the time spent in learning Business Studies with children is valued more by better educated parents" got a mean score of 3.22 and standard deviation stood at 1.79. Item number thirty five in the questionnaire which was on "parental level of education has a strong correlation to students' academic achievement in Business Studies" got a mean score of 3.24 and standard deviation stood at 1.80.

The responses to the item number thirty six in the questionnaire "parents who are educated engage their children in intellectual activities that help them develop a healthy attitude in learning Business Studies" got a mean score of 2.94 and standard deviation stood at 1.71. Item number thirty seven in the questionnaire which was on "parents with higher levels of education have stronger confidence in their children's academic abilities in Business Studies" got a mean score of 3.02 and standard deviation stood at 1.73.

Item number thirty eight in the questionnaire which was on “parents who have high educational level provide environments that support their children in achieving their education and improved academic achievement in Business Studies” got a mean score of 3.29 and standard deviation stood at 1.89. Item number thirty nine in the questionnaire which was on “educated parents arrange for supportive teachers in Business Studies to enhance their children’s academic achievement” got a mean score of 2.93 and standard deviation stood at 1.71. Item number forty in the questionnaire which was on “parents who are educated guide their children in doing their home work for better academic achievement in Business Studies” got a mean score of 3.42 and standard deviation stood at 1.85.

With reference to responses of item forty one in the questionnaire “Educated parents always demand for Business Studies progress reports of their children to know the children’s academic progress” got a mean score of 2.87 and standard deviation stood at 1.69. Item number forty two in the questionnaire which was on “Educational level of a parent is very important to the child’s academic achievement in Business Studies” got a mean score of 3.07 and standard deviation stood at 1.75. Item number forty three in the questionnaire which was on “Parents who are educated encourage their children to study subjects which are pivotal for good university courses” got a mean score of 3.10 and standard deviation stood at 1.76.

Item number forty four in the questionnaire which was on “Educated parents always want their children to be future Business educators” got a mean score of 1.62 and standard deviation stood at 1.27. Item number forty five in the questionnaire which was on “Mothers' educational attainment levels have impact on students’ academic achievement” got a mean score of 3.50 and standard deviation stood at 1.87.

The data analysed in Table 6 reveals that parental level of education has influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. (The grand weighted mean = 2.90, SD = 1.69).

**Research Question Four:** To what extent does parental motivation influence students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?

To answer research question four, the responses obtained from despondence was analysed using mean and standard deviation as shown in Table 7.

**Table 7: Presents Mean and Standard Deviation of responses on Influence of Parental Motivation on Business Studies Students' Academic Achievement, n = 380.**

S/N	Items/Statements	$\bar{X}$	SD	Decision
46	Motivation reduces the level of children's negative perception of Business Studies.	3.35	1.83	High Extent
47	Students perform better academically when their parents provide basic educational aids and equipment in Business Studies.	3.51	1.87	High Extent
48	In the process of learning, motivation plays a very important role in improving students' academic achievement in Business Studies.	2.99	1.73	High Extent
49	Students who are motivated are likely to perform well in their Business Studies examinations.	3.15	1.77	High Extent
50	Parental motivation is one possible factor that influences students' academic achievement in Business Studies.	2.90	1.70	High Extent
51	Parents' concern about their children's grades and performances motivate students' academic achievement in Business Studies.	3.71	1.78	High Extent
52	The development of early academic motivation encourages students to learn Business Studies better.	2.65	1.62	High Extent
53	Home libraries and books motivate students for better academic achievement in Business Studies in schools.	3.20	1.78	High Extent
54	Students feel happy and motivated when their parents discuss their academic progress with them.	3.51	1.87	High Extent
55	Parents motivate students by paying for their school field trips and excursions in Business Studies.	3.37	1.83	High Extent
56	Students perform better academically in Business Studies when their school fees and	3.09	1.75	

other school levies are paid promptly.

High Extent

**Grand Weighted Mean**

**3.22**

**1.77**

**High Extent**

Source: Field Survey, 2018.

Data in Table 7. Reveals the respondents mean rating of the influence of parental motivation on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The response to item forty six in the questionnaire which was on "Motivation reduces the level of children's negative perception of Business Studies" got a mean score of 3.35 and standard deviation stood at 1.83. Item number forty seven in the questionnaire which was on "Students perform better academically when their parents provide basic educational aids and equipment in Business Studies" got a mean score of 3.51 and standard deviation stood at 1.87.

Item number forty eight in the questionnaire which was on "In the process of learning, motivation plays a very important role in improving students' academic achievement in Business Studies" got a mean score of 2.99 and standard deviation stood at 1.73. Item number forty nine in the questionnaire which was on "Students who are motivated are likely to perform well in their Business Studies examinations" got a mean score of 3.15 and standard deviation stood at 1.77. Item number fifty in the questionnaire which was on "Parental motivation is one possible factor that influences students' academic achievement in Business Studies" got a mean score of 2.90 and standard deviation stood at 1.70.

Responses from item fifty one in the questionnaire which was on "Parents' concern about their children's grades and performances motivate students' academic achievement in Business Studies" got a mean score of 3.17 and standard deviation stood at 1.78. Item number fifty two in the questionnaire which was on "The development of early academic motivation encourages students to learn Business Studies better" got a mean

score of 2.65 and standard deviation stood at 1.62. Item number fifty three in the questionnaire which was on “Home libraries and books motivate students for better academic achievement in Business Studies in schools” got a mean score of 3.20 and standard deviation stood at 1.78.

Item number fifty four in the questionnaire which was on “Students feel happy and motivated when their parents discuss their academic progress with them” got a mean score of 3.51 and standard deviation stood at 1.87. Item number fifty five in the questionnaire which was on “Parents motivate students by paying for their school field trips and excursions in Business Studies” got a mean score of 3.37 and standard deviation stood at 1.83.

The data analysed in Table 7 revealed that parental motivation has influence on students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. (The grand weighted mean = 3.22, SD = 1.77).

**Research Question Five:** To what extent does peer group relationship influence students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?

To answer research question five, the responses obtained from respondents were analysed using mean and standard deviation as shown in Table 8.

**Table 8: Presents Mean and Standard Deviation of responses on Influence of Peer Group Relationship on Business Studies Students' Academic Achievement, n = 380.**

S/N	Items/Statements	$\bar{X}$	SD	Decision
57	The group a student belongs to influences his academic achievement in Business Studies.	3.30	1.81	High Extent
58	Peer group promotes rather than impede good academic achievement in Business Studies.	1.87	1.37	Low Extent
59	I discuss my learning problems in Business Studies with friends.	2.95	1.70	High Extent
60	I love to make friends only with intelligent students who pass Business Studies with good grades.	1.93	1.39	Low Extent
61	Acceptance by a peer group improves students' academic achievement in Business Studies.	2.50	1.58	High Extent
62	Peer group comes into being because its members have common goals, interests and motivations and this has influence on academic achievement of such a students in Business Studies.	3.55	1.88	High Extent
63	Within the family, beside parents, peer group as well contributes to child education development in Business Studies.	3.47	1.86	High Extent
64	Intelligent students do help their peers that are weak to improve their academic achievement in	3.22	1.79	

	Business Studies.			High Extent
65	My friends' assistance in group discussion assisted me to improve my grade in Business Studies.	2.91	1.70	High Extent
66	The high grades of my friends in Business Studies encourage me to work harder.	3.41	1.84	High Extent
67	The nature of a peer group determines its impact on the achievements of its members in Business Studies.	3.10	1.76	High Extent
68	Through observing and imitating the behaviours of others, students can come close to reproducing the behaviours with which members are recognized and this affects their academic achievement in Business Studies.	2.53	1.59	High Extent
69	The child from home that well disciplined, find it difficult to be in group that comprise of delinquent.	3.53	1.87	High Extent
70	Peer group, as collection of individuals bound together by purpose, have positive influence on academic achievement in Business Studies.	3.45	1.85	High Extent
<b>Grand Weighted Mean</b>		<b>2.92</b>	<b>1.59</b>	<b>High Extent</b>

---

Source: Field Survey, 2018.

Data in Table 8. Reveals the respondents mean rating of the influence of peer group relationship on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The response to item fifty seven in the questionnaire which was on "The group a student belongs to influences his academic achievement in Business Studies" got a mean score of 3.30 and standard deviation stood at 1.81. Item number fifty eight in the questionnaire which was on "Peer group promotes rather than impede good academic achievement in Business Studies" got a mean score of 1.87 and standard deviation stood at 1.37.



Item number fifty nine in the questionnaire which was on “I discuss my learning problems in Business Studies with friends” got a mean score of 2.95 and standard deviation stood at 1.71. Item number sixty in the questionnaire which was on “I love to make friends only with intelligent students who pass Business Studies with good grades” got a mean score of 1.93 and standard deviation stood at 1.39. Item number sixty one in the questionnaire which was on “Acceptance by a peer group improves students’ academic achievement in Business Studies” got a mean score of 2.50 and standard deviation stood at 1.58.

With reference to responses of item sixty two in the questionnaire “Peer group comes into being because its members have common goals, interests and motivations and this has influence on academic achievement of such a students in Business Studies” got a mean score of 3.55 and standard deviation stood at 1.83. Item number sixty three in the questionnaire which was on “Within the family, beside parents, peer group as well contributes to child education development in Business Studies” got a mean score of 3.47 and standard deviation stood at 1.86.

Item number sixty four in the questionnaire which was on “Intelligent students do help their peers that are weak to improve their academic achievement in Business Studies” got a mean score of 3.22 and standard deviation stood at 1.79. Item number sixty five in the questionnaire which was on “My friends’ assistance in group discussion assisted me to improve my grade in Business Studies” got a mean score of 2.91 and standard deviation stood at 1.70. Item number sixty six in the questionnaire which was on “The high grades of my friends in Business Studies encourage me to work harder” got a mean score of 3.41 and standard deviation stood at 1.84.

Item number sixty seven in the questionnaire which was on “The nature of a peer group determines its impact on the achievements of its members in Business Studies” got a mean score of 3.10 and standard deviation stood at 1.76. Item number sixty eight in the questionnaire which was on “Through observing and imitating the behaviours of others, students can come close to reproducing the behaviours with which members are recognized and this affects their academic achievement in Business Studies” got a mean score of 2.53 and standard deviation stood at 1.59.

Item number sixty nine in the questionnaire which was on “The first people with whom a student of Business Studies comes in contact are his/her parents” got a mean score of 3.53 and standard deviation stood at 1.87. Item number seventy in the questionnaire which was on “Peer group, as collection of individuals bound together by purpose, have positive influence on academic achievement in Business Studies” got a mean score of 3.45 and standard deviation stood at 1.85.

The data analysed in Table 8 reveals that peer group relationship has influence on students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. (The grand weighted mean = 2.92, SD = 1.59).

**Research Question Six:** What are the composite influence of family size, parental occupation, parental levels of education, parental motivation and peer group relationship on students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State?

To answer research question six, the responses obtained from respondents were analysed using mean and standard deviation as shown below.

**Table 9: Presents Mean and Standard Deviation of Ratings on Composite Influence of Family Size, Parental Occupation, Parental Level of Education, Parental Motivation and Peer Group Relationship on Business Studies Students’ Academic Achievement, n = 380.**

S/N	ITEMS/STATEMENTS	$\bar{X}$	SD	Decision
1	Grand Mean and standard deviation of responses on influence of family size on Business Studies students' academic achievement.	2.74	1.63	High Extent
2	Grand Mean and standard deviation of responses on influence of parental occupation on Business Studies students' academic achievement.	2.95	1.70	High Extent
3	Grand Mean and standard deviation of responses on influence of parental level of education on business studies students' academic achievement	2.90	1.69	High Extent
4	Grand Mean and standard deviation of responses on influence of parental motivation on Business Studies students' academic achievement.	3.22	1.77	High Extent
5	Grand Mean and standard deviation of responses on influence of peer group relationship on Business Studies students' academic achievement.	2.92	1.59	High Extent
<b>Grand Weighted Mean</b>		<b>2.95</b>	<b>1.68</b>	<b>High Extent</b>

Source: Field Survey, 2018.

Data in Table 9. Reveals the respondents mean rating of the composite influence of family size, parental occupation, parental level of education, parental motivation and peer group relationship on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The response to "Grand Mean and standard deviation of responses on influence of family size on Business Studies students' academic achievement" got a mean score of 2.74 and standard deviation stood at 1.63. "Grand Mean and standard deviation of responses on influence of parental occupation on Business Studies students' academic achievement" got a mean score of 2.95 and standard deviation

stood at 1.70. “Grand Mean and standard deviation of responses on influence of parental level of education on Business Studies students’ academic achievement” got a mean score of 2.90 and standard deviation stood at 1.69. “Grand Mean and standard deviation of responses on influence of parental motivation on Business Studies students’ academic achievement” got a mean score of 3.22 and standard deviation stood at 1.77. “Grand Mean and standard deviation of responses on influence of peer group relationship on Business Studies students’ academic achievement” got a mean score of 2.92 and standard deviation stood at 1.59.

The data analysed in Table 9 reveals that family size, parental occupation, parental level of education, parental motivation and peer group relationship has influence on students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. (The grand weighted mean = 2.95, SD = 1.77).

### **Test of Hypotheses**

The null hypotheses of the study were tested using simple regression and multiple regression to determine the significant influence of family size, parental occupation, parental level of education, parental motivation, peer group relationship and composite influence of aforementioned on Business Studies students’ academic achievement. The null hypotheses were tested at 0.05 level of significance using SPSS. The summary of the test of research hypotheses are presented in Tables 10 to 15.

H<sub>01</sub>: Family size has no significant influence on students’ academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

The test of this null hypothesis can be seen as summarised in Table 10.

**Table 10: Presents Summary of Simple Regression of the Influence of Family Size on Business Studies Students’ Academic Achievement.**

Variables	B Unstan- dardised	Std. Error	T	Sig.	Beta Standar- dised	R	R <sup>2</sup>	Add. R <sup>2</sup>	Dec.
Family Size	31.325	8.015	3.908	.000					
Students' Academic Achievement	.244	.191	1.280	.000	.911	0.911	.900	.718	H <sub>01</sub> Failed to Retain

\*Significant,  $p < 0.05$ .

Source: Field Study 2018.

Data in Table 10 reveals the analysis of family size in relation to students' academic achievement. The table, indicates that  $R^2$  value is .900, Beta = .911 and  $p = .000$ . This implies that 90% of students' academic achievement was dependent upon the family size of the students. Furthermore, since  $p$  - value of .000 is less than the level of significance of 0.05, this implies that family size has a significant influence on students' academic achievement in Business Studies. Therefore, the null hypothesis which states that the family size has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State was failed to retain.

**H<sub>02</sub>** Parental occupation has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

The test of this null hypothesis can be seen as summarise in Table 11.

**Table 11: Presents Summary of Simple Regression of the Influence of Parental Occupation on Business Studies Students' Academic Achievement.**

Variables	B Unstan- dardised	Std. Error	T	Sig.	Beta Standar- dised	R	R <sup>2</sup>	Add. R <sup>2</sup>	Dec.
-----------	--------------------------	---------------	---	------	---------------------------	---	----------------	------------------------	------

Parental Occupation	32.547	8.136	4.001	.000					
Students' Academic Achievement	.220	.198	1.110	.000	.968	0.968	.893	0.722	H <sub>02</sub> Failed to Retain

\*Significant,  $p < 0.05$ .

**Source: Field Study 2018.**

Data in Table 11 reveals the analysis of parental occupation in relation to students' academic achievement. The table, indicates that  $R^2$  value is .893, Beta = .968 and  $p = .000$ . This implies that 89.3% of students' academic achievement was dependent upon the parental occupation of the students. However, since  $p$  - value of .000 is less than the level of significance of 0.05, this implies that parental occupation has a significant influence on students' academic achievement in Business Studies. Therefore, the null hypothesis which states that the parental occupation has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State was failed to retain.

**H<sub>03</sub>** Parental level of education has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

The test of this null hypothesis can be seen as summarised in Table 12 below.

**Table 12: Presents Summary of Simple Regression of the Influence of Parental Level of Education on Business Studies Students' Academic Achievement.**

Variables	B Unstan- dardised	Std. Error	T	Sig.	Beta Standar- dised	R	$R^2$	Add. $R^2$	Dec.
Parental Level of Education	34.990	8.096	4.322	.000					
Students' Academic Achievement	.161	.198	.812	.000	.959	0.959	.920	0.768	H <sub>03</sub> Failed to Retain

\*Significant,  $p < 0.05$ .

**Source: Field Study 2018.**

Data in Table 12 reveals the analysis of parental level of education in relation to students' academic achievement. The table, indicates that  $R^2$  value is .920, Beta = .959 and  $p = .000$ . This implies that 92% of students' academic achievement was dependent upon the parental level of education of the students. Thus, since  $p$  - value of .000 is less

than the level of significance of 0.05, this implies that parental level of education has a significant influence on students' academic achievement in Business Studies. Therefore, the null hypothesis which states that the parental level of education has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State was failed to retain.

**H<sub>04</sub>** Parental motivation has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

The test of this null hypothesis can be seen as summarised in Table 13 below.

**Table 13: Presents Summary of Simple Regression of the Influence of Parental Motivation on Business Studies Students' Academic Achievement.**

Variables	B Unstan- dardised	Std. Error	T	Sig.	Beta Standar- dised	R	R <sup>2</sup>	Add. R <sup>2</sup>	Dec.
Parental Motivation	41.368	5.099	8.113	.000					
Students' Academic Achievement	.006	.183	.033	.000	.931	0.931	.864	0.757	H <sub>04</sub> Failed to Retain

\*Significant,  $p < 0.05$ .

**Source: Field Study 2018**

Data in Table 13 reveals the analysis of parental of motivation in relation to students' academic achievement. The table, indicates that  $R^2$  value is .864, Beta = .931 and  $p = .000$ . This implies that 86.4% of students' academic achievement was dependent upon the parental of motivation of the students. Thus, since  $p$  - value of .000 is less than the level of significance of 0.05, this implies that parental of motivation has a significant influence on students' academic achievement in Business Studies. Therefore, the null hypothesis which states that the parental of motivation has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State was failed to retain.

**H<sub>05</sub>** Peer group relationship has no significant influence on students' academic

achievement in Business Studies in Junior Secondary Schools in Adamawa State.

The test of this null hypothesis can be seen as summarised in Table 14.

**Table 14: Presents Summary of Simple Regression of the Influence of Peer Group Relationship on Business Studies Students' Academic Achievement.**

Variables	B Unstan- dardised	Std. Error	T	Sig.	Beta Standar- dised	R	R <sup>2</sup>	Add. R <sup>2</sup>	Dec.
Peer Group Relationship	26.564	8.063	3.295	.000					
					.918	0.918	.833	0.776	H <sub>05</sub> Failed
Students' Academic Achievement	.401	.215	1.866	.000					to Retain

\*Significant,  $p < 0.05$ .

**Source: Field Study 2018**

Data in Table 14 reveals the analysis of peer group relationship in relation to students' academic achievement. The table, indicates that  $R^2$  value is .833, Beta = .918 and  $p = .000$ . This implies that 83.3% of students' academic achievement was dependent upon the peer group relationship of the students. Thus, since  $p$  - value of .000 is less than the level of significance of 0.05, this implies that peer group relationship has a significant influence on students' academic achievement in Business Studies. Therefore, the null hypothesis which states that the peer group relationship has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State was fail to retain.

**H<sub>06</sub>** Family size, parental occupation, parental level of education, parental motivation and peer group relationship have no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

The test of this null hypothesis can be seen as summarised in Table 15.

**Table 15: Presents Summary of Multiple Regression of the Family Size, Influence of Parental Occupation, Parental Levels of Education, Parental Motivation and Peer Group Relationship on Business Studies Students' Academic Achievement.**



Variables	B Unstan- dardised	Std. Error	T	Sig.	Beta Standar- dised	R	R <sup>2</sup>	Add. R <sup>2</sup>	Dec.
Family Size	15.913	12.925	1.231						
Academic Achievement,	.179	.273	.658						
Parental Occupation	15.913	12.953	1.231						
Academic Achievement,	.128	.349	.368						
Parental Level of Education	15.913	12.923	1.231	.000	.937	0.938	.882	.746	H <sub>06</sub>
Academic Achievement,	.066	.306	.216						Failed to Retain
Parental Motivation	15.913	12.923	1.231						
Academic Achievement,	.028	.185	.149						
Peer Group Relationship	15.913	12.923	1.231						
Academic Achievement.	.397	.217	1.829						

\*Significant,  $p < 0.05$  Source: Field Study 2018

Data in Table 15 reveals the analysis of family size, parental occupation, parental level of education, parental motivation and peer group relationship in relation to students' academic achievement. The table, indicates that  $R^2$  value is .882, Beta = .937 and  $p = .000$ . This implies that 88.2% of students' academic achievement was dependent upon the family size, parental occupation, parental level of education, parental motivation and peer group relationship of the students. Thus, since  $p$  - value of .000 is less than the level of significance of 0.05, this implies that family size, parental occupation, parental level of education, parental motivation and peer group relationship has a significant influence on students' academic achievement in Business Studies. Therefore, the null hypothesis which states that family size, parental occupation, parental level of education, parental motivation and peer group relationship have no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State was fail to retain.

### Summary of Major Findings

The study established that:

1. Family size has significant positive influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State ( $P = .000$ ).
2. Parental occupation has significant positive influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State ( $P = .000$ ).
3. Parental level of education has significant positive influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State ( $P = .000$ ).
4. Parental motivation has significant positive influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State ( $P = .000$ ).
5. Peer group relationship has significant positive influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State ( $P = .000$ ).
6. Family size, parental occupation, parental levels of education, parental motivation and peer group relationship have significant positive influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State ( $P = .000$ ).

### **Discussion of Findings**

With reference to research question one which sought to establish whether family size influence students' academic achievement in Business Studies in junior secondary schools in Adamawa State by the underlying factors. The null hypothesis ( $H_{01}$ ) in Table 10 had results that showed that family size has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State, indicating that the hypothesis was failed to retain. The data collected showed that that family size has a significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. This was due to the fact that the family size has implication for education; these findings were found to be in agreement with the opinion of Gabriel (2010) who stated that the family size of an individual has implication for their education. Similarly, results of the findings found that a child who suffers maternal and paternal deprivation experience academic problems. This is in line with the study that was conducted by Okunniyi (2010) who asserted that a child who suffers maternal and paternal deprivation may experience academic problems, including truancy in school. Okunniyi also reported that the children in large families suffer from poverty and lack parental encouragement and stimulus which motivate their academic achievement. This view was supported by Auwal (2012) who found that children from small-size family perform better academically. This study is in agreement with the findings of Igboke (2015) who stated that students from small-size families achieve better academically in Business Studies than those from large size families.

Large family size creates in the upbringing of children some identified problems such as feeding-insufficient food, poor clothing, insufficient fund, lack of proper attention for children, disciplinary problem and malnutrition. However, the family that a child comes from either monogamous or polygamous family usually has impact on the child

academic achievement. It is important to note that either of the family type (monogamous or polygamous) dictates the size of the family. The result of this study reveals that family size influences students' academic achievement in Business Studies in junior secondary schools in Adamawa State at  $P \leq 0.05$ .

Responses from research question two which queries the parental occupation influence and students' academic achievement in Business Studies in junior secondary schools in Adamawa State by the underlying factors. The null hypothesis ( $H_{02}$ ) in Table 12 had the results that showed that parental occupation has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State, indicating that the hypothesis was failed to retain. The data analysed showed that the parental occupation has a significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The finding is in line with Oluigbo (2008) who observed that parents' occupation is a source of motivation to their children's academic achievement in Business Studies. However, the parents who are in low occupation always find it difficult to provide the necessary learning facilities to their children. The study agreed with the findings of Ademola (2015) who opined that parents of low occupation status and low income level tend to play little emphasis on the provision of facilities in the homes for children's learning and they tend to lay relatively less emphasis on organized learning activities. The present findings was contrary to the findings of James (2013) who established that only parents who are on high-income status can train their children to learn Business Studies Subjects beyond secondary school level.

Finding of this study is in consonance with the opinion of Ezeji (2011) who asserted that parents like their children to take to their occupations. Such parents include

engineers, lawyers, musicians, film-makers, doctors; among others as such they have less encouragement from their parents to learn Business Studies. These factors continued to affect student's academic achievement in Business Studies. Uwoma (2009) was of the opinion that most of Business Studies students were children whose parents were farmers or craftsmen. The finding of this study is in agreement with Uwoma's opinion. However, the findings do not agreed with Eke (2009) who observed that parental occupation does not significantly influence academic achievement of students. Also, the findings of the study agreed with what John (2013) opined that parents' occupation appears to influences the direction of their children's academic achievement in Business Studies. It appears obvious from the findings of this study that parental occupation influences students' academic achievement in Business Studies in junior secondary schools in Adamawa State at  $P \leq 0.05$ .

The analysis of research question three which looked at the parental level of education influence students' academic achievement in Business Studies in junior secondary schools in Adamawa State by the underlying factors. The null hypothesis ( $H_{03}$ ) in Table 12 had the results that showed that parental level of education has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State, indicating that the hypothesis was failed to retain. The data collected revealed that parental level of education has a significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The study found that based on the analysis of the data collected from the respondents that students whose parents were highly educated had higher academic achievement than those whose parents had low education. This finding is in line with Abdullaziz (2015) who agreed that the parents who have high educational level provide an environment that supports their children in attaining their education and improve academic

achievement in Business Studies. Again the result also agreed with Longmore (2009) who supported that the parental level of education along with monitoring academic assistance and educational support of their children are positively related to good academic achievement. The findings of the study is in consonance with what Ammar (2014) stated that the parents who are educated guide their children in doing their home works for better academic achievement in Business Studies.

The findings of the study was also in agreement with Kerubu, Kinga and Mukolwe (2015) who observed that parents with higher education levels have stronger confidence in their child's academic abilities, and they also have higher expectations of their children. They expect that their child will get good grades, behave well in school and attend college. These high expectations motivate their children to do well. The confidence they have in their children enable the children to builds their own confidence in their academic abilities hence improve their academic achievement in Business Studies. Thus, the result of this study reveals that the parental level of education influences students' academic achievement in Business Studies in junior secondary schools in Adamawa State at  $P \leq 0.05$ .

The results of research question four which examined the influence of parental motivation on students' academic achievement in Business Studies in junior secondary schools in Adamawa State by the underlying factors. The null hypothesis ( $H_{04}$ ) in Table 13 had the results that showed that parental motivation has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State, indicating that the hypothesis was failed to retain. The data collected revealed that parental motivation has a significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. This

result is in conformity with Mduevesi (2012) who viewed that out of the many effects that the family background may have on the students' academic achievement, motivation was singled out as the major factor that influences the students' academic achievement. In support of that Mduevesi further stated that middle class parents express great interest in their children's education as indicated by: more frequent visits to school to discuss children's progress; buying relevant text books and other necessary materials needed in the school for their children. In support of this view, Agu (2010) asserted that motivation is an integral aspect of learning, indicating that different motivational constructs are correlated with effective classroom learning and achievement. This view implies that motivational patterns relate to students' academic achievement. Again Abdulaziz (2015) stated that motivation reduced the level of children negative perceptions of students on Business Studies. The findings of this study is also in agreement with Oluigbo (2015) who observed that high motivation and engagement in learning by parents have consistently been linked to reduced dropout rate and increased level of academic success in Business Studies for students. The result of this study reveals that parental motivation influences students' academic achievement in Business Studies in junior secondary schools in Adamawa State at  $P \leq 0.05$ .

The outcome of research question five which checked the peer group relationship influences on students' academic achievement in Business Studies in junior secondary schools in Adamawa State by the underlying factors. The null hypothesis ( $H_{05}$ ) in Table 14 had the results that revealed that peer group relationship has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State, indicating that the hypothesis was failed to retain. The findings revealed that peer group relationship has a significant influence on students' academic achievement

in Business Studies in Junior Secondary Schools in Adamawa State. This finding was attributed to several activities perform by peer group relationship. Thus the peer group relationship acts as one of the co-predictor to students' academic achievement in Business Studies. Within the family, beside parents, peer group as well contribute to child education development in Business Studies (Auwal, 2012). This finding is in agreement with the writings of Sulaiman (2016) who posited that a child who is brilliant and surrounded by dull friends would lose interest in learning, further explaining that friends can have either positive or negative effect on students' academic achievement in Business Studies. Awodi (2017) as well supports this research finding by affirming that the group a student belongs influences his academic achievement in Business Studies. In line with this also, Matthew (2012) found that peer group relationship can exert a social influence on an individual in order to get him act in a way similar to the group. Again James (2013) viewed that peer group as member of individuals bound together by purpose and these has positive influence on academic achievement in Business Studies. From the data analysis and research findings it appears obvious that peer group relationship influences students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State at  $P \leq 0.05$ .

For research question six which asked: what are the composite influence of family size, parental occupation, parental level of education, parental motivation and peer group relationship on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State? The null hypothesis ( $H_{06}$ ) in Table 15 had the results that showed that family size, parental occupation, parental level of education, parental motivation and peer group relationship has no significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State, indicating that the hypothesis was failed to retain. The data collected showed that family



size, parental occupation, parental level of education, parental motivation and peer group relationship has a significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The findings of the study corroborated with that of Odok (2013) who stated that there is documented evidence which shows that family background factors and peer group relationship influences students' academic achievement in Business Studies in Junior Secondary Schools. In addition to above Garba (2013), Odok (2013) and Eamon (2014), attested that small family sizes and parental level of education are linked to a greater students' academic achievement in Business Studies in Junior Secondary Schools.

The parental occupation and motivation were among the most important factors that influences students' academic achievement in Business Studies in Junior Secondary Schools. The findings agreed with Shea (2010) who alleged that a well paid occupations results influences students' academic achievement in Business Studies in Junior Secondary Schools, whereas low paid occupations results with low influences in students' academic achievement in Business Studies in Junior Secondary Schools. The finding also is in consonance with Osuala (2013) who noted that the parents' concern about their children grades and performances motivates students' academic achievement in Business Studies. Ahmad and Najeema (2013) who stressed that the students perform academically better when their parents provide basic educational aids and equipment in Business Studies. The result of the findings also agreed with Warren (2009) who observed that in the process of learning motivation plays a very important role in improving students' academic achievement in Business Studies. Supporting this view Sithole and Lumadi (2012) alleged that the parents motivate students by paying for their school field trips and excursions in Business Studies. While some parents are busy providing all necessary

things they can for their children educations, within the family and in school peer group relationships also helps in motivating children to learn and enhance their academic achievements.

In view of all the supporting literature the family size, parental occupation, parental level of education, parental motivation and peer group relationship have tremendous influences on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State at  $P \leq 0.05$ .

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presented under the following sub-headings:-

Summary

Conclusion

Recommendations

Suggestions for further study

### **Summary**

The research work determined the influence of family background and peer group relationship on business studies students' academic achievement in secondary schools in Adamawa State, Nigeria. The study had six specific purposes, six research questions and six null hypotheses were formulated. The researcher adopted mixed design of descriptive survey and ex-post facto research designs. The population of the study was 69,487; multistage sampling techniques were used to select 382 JSS III students as respondents in the study. A 4-point rating scale on copies of 70 items structured questionnaire was used in generating data for the study. The instrument was face-validated by three experts. Pearson Product Moment Correlation Coefficient was used to determine the internal consistency of the instrument. The data collected for the study was analysed using mean to answer the research questions and standard deviation to determine the closeness or otherwise of the responses from the mean, while simple and multiple regressions statistic were used to test the null hypothesis of no significant influence. All the null hypotheses were tested at 0.05 levels of significance.

Findings were drawn from the analyses and, based on the findings, conclusion and recommendations were made. The study revealed the following findings, among others: family size, parental occupation, parental level of education, parental motivation and peer

group relationship singly and jointly have a significant influence on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

### **Conclusion**

After statistical analysis of the data, the researcher arrived at the following conclusions:

There is significant positive influence of family size on students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. It appears obvious that parental occupation positively influences students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The parental level of education positively influences students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. Parental educational level revealed the clearest patterns of variation in the academic achievement of students. Students showed, higher academic achievement whose father and mother were more educated as compared to those students whose father and mother were not educated or less educated. Parental motivation positively influences students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State. The students showed good academic performance whose parental motivation was more as compared to those students whose parental motivation was low. The extent to which the peer group is determines the academic ability of the students. It was indicated in the findings that if the teachers use the peer group effectively for classroom interaction and participation it will motivate student's class achievements.

From review of literature and findings of this study it was found and concluded that family size, parental occupation, parental level of education, parental motivation and peer group relationship have a significant positive influence on students' academic

achievement in Business Studies in Junior Secondary Schools in Adamawa State. The implication of the aforementioned revealed that the large and polygamous family, low paid parental occupation, low parental level of education, poor parental motivation and negative peer group relationship contributed to poor students' academic achievement in Business Studies in Junior Secondary Schools in Adamawa State.

### **Recommendations**

Based on the findings obtained in the study and conclusion drawn, the researcher made the following recommendations:

1. Marriage/ Family counseling services should be intensified and expanded to cover a larger population in order to sensitize parents to understand the effect of family size and parental occupations on students' academic achievement.
2. Parents should be enlightened on the need to allow their children to learn occupations of their choice, based on their academic abilities and interests, not on the influence of their profession.
3. School administrators, through inter-house competitions or PTA meetings and other means, should urge parents who have low education to pay attention to their children's academic pursuits.
4. Parents should motivate their children about going to school, particularly wherever they do well at school.
5. Parents should provide enabling environment and all other learning materials to their wards such as home libraries, books, and other necessary materials for better academic achievement.

6. 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.

### **Suggestions for Further Studies**

The researcher recommended a study should be conducted in the following areas:

1. Influence of Home Environment and School Location on Business Studies Students' Academic Achievement in Secondary Schools in Adamawa State, Nigeria.
2. Influence of Family Background and Peer Group Pressure on Business Education Students' Academic Achievement in Colleges of Education in North Eastern Geo-Political Zone, Nigeria.
3. Influence of Broken Home, Parental Income, Gender and School Location on Business Studies Students' Academic Achievement in Secondary Schools in Adamawa State, Nigeria.

## References

- Abdulaziz, N. (2015). *Business studies for beginners*. Kaduna, Nigeria: Maza Education Nigeria.
- Abongo, O. (2009). Effect of parenting style on education. An unpublished M.Ed Degree Thesis Submitted to the School of Postgraduate, Marymount Manhattan College: New York City.
- Adamawa State Post Primary School Management Board, (2018). School records for junior secondary school. An unpublished school records. Yola, Nigeria.
- Adamawa State Education Resource Centre, (2018). *Junior secondary school results*. An unpublished school records. Yola, Nigeria.
- Ademola, S. A. (2015). Influence of socio-economic status and school location on secondary school students' performance in Accounting in Kwara and Osun States, Nigeria. An unpublished M.Ed. Thesis of Ahmadu Bello University, Zaria, Kaduna: Nigeria.
- Agu S. (2010) Relationship between Motivational Patterns and Students Academic Achievement in Secondary Schools in Enugu Education Zone, Enugu State, Nigeria. An unpublished M.Ed. Thesis of University Nigeria Nsukka, Enugu: Nigeria.
- Ahamad K. & Najeema B. M. Y. (2013). Influence of social-economic and educational background of parents on their children's education in Nigeria. *International Journal of Science and Research Publications*, 3 (2), 10-15.
- Akerman, L. (2012). Factors affecting the choice of business studies in the feet phase. An unpublished M.Ed. Degree Thesis Submitted to the School of Postgraduate Studies at the University of South Africa.
- Aliyu, M.M. (2008). *Business education in Nigeria: Trends and Issues*. Ahmadu Bello University Press Limited Zaria: Kaduna State, Nigeria.
- Aliyu, M.M. (2009). Perception of business educators on business education programme in meeting objectives of needs. *Business Education Journal*. 4 (1), 34-42.
- Alokan, F.B. (2010). Influence of sex and location on relationship between student problems and academic performance. *The Social Sciences (TSS)*, 5 (4), 340-345.
- Ammar, B.M. (2014). Influence of parental educational attainment on business studies students' academic performance. *Journal of Social Science Multidisciplinary*, 9 (2), 455-500. Retrieved from <http://www.adams.com/yt/journal.kkt?ref=0789-1134>.

- Anthon J.M. (2015). The effects of school location on learner's academic performance: A case of community secondary schools in Makambako Town Council, Njombe. An unpublished M.Ed Thesis University of Tanzania.
- Atieno, J.L.S. Simatwa, E.M. W. & Ayodo, T.M.O. (2012). Impact of family social economic status on girl students' academic achievement in secondary schools in Kenya; A case study in Kisumu East District. *Academic Journal on Education Research*, 3 (3), 297-309.
- Auwal, M.B. (2012). Influence of Family Size on Business Studies Students' Academic Achievement. *International Journal of Social Sciences and Interdisciplinary*, 11(4), 345-358. Retrieved from <http://www.wiley.com/bw/journal.asu?ref=0897-1091>.
- Awodi, R. (2017). Junior secondary school teachers and students' appraisal of some key factors in the teaching of junior secondary school business studies. An unpublished M.Ed Degree Thesis Submitted to the School of Postgraduate, ABU- Zaria, Kaduna: Nigeria.
- Bachan, R. (2014). *Curriculum choice at a level: Why is business studies more popular than economics?* paper presented at the British Educational Research Association Annual Conference, University of Manchester, 16-18 September 2014.
- Basit, A. O. (2016). Influence of peer group relationship on the academic performance of students in secondary schools. *Global Journal of Human-Social Science, Art and Humanities Psychology*. 1 (6), 434-468.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Berk, T. (2010). What you can and can't properly do with Regression. Online: accessed 30/7/2012 at Springer Science + Business Media, LLC 2010.
- Biccer A. & Capraro R.M. (2011). The effect of parent's SES and education level of students' mathematics achievement: Examining the mediation effects of parental expectations and parental communication. *Journal of New Horizons in Education*, 3 (4) 301-315.
- Billings, W. (2012). *Family background and students learning outcomes in schools*. Nairobi. McKini Press.
- Bowlby, J. (1980). *Attachment and loss: Vol III* New York. basic books. <http://www.Childdevelopmentinfo.com/development/erickson.shtml>.
- Buba, M.B. (2016). *Factors influencing students' performance in Wawason Open University*: does previous educational level, age group and course load matter accessed from [www1.open.edu.com/elt/23/2.htm](http://www1.open.edu.com/elt/23/2.htm) on 15/8/2016.



- Byoung-suk, K. (2012). Landscape performance research: School environment & students' performance, *Paper from Landscape Architecture Foundation*.
- Bysenk, A. & Locksoh, A. (2011). *Family characteristics and students' academic performance in english language. Journal of Education*, 6 (2), 114-122.
- Castrogiovanni, D. (2012). *Adolescence; Peer Groups*. Retrieved January 24, from; <http://inside.bard.edu/academic/specialproj/darling/adolescence.html>cohen,j.m.(2012).peer influence on college aspirations with initial aspirations controlled. *American sociological review*, 48; 728-734.
- Chepleting, S., Chepkemei, A. Yano, K.L & Chebet, L.L (2013). Factors influencing girls participation in free primary education: A survey of schools in Kapenguria Division West Pokot District- Kenya; *International Journal of Business and Commerce*, 2 (6), 20-35.
- Chinapah, V. (2013). *Factors Affecting child's participation and performance in primary schooling: a study of equality and educational opportunity in London*. Institute of international education, university of Stockholm, pp.41-43.
- Christa, S.C.A. (2017). Teenage peer-to-peer knowledge sharing through social network in secondary schools, *Computers & Education an International Journal*, doi:10.1016/j.compedu.2017.03.007.
- Clutter, C. (2010). The effects of parental influence on their children's career choices. An Unpublished M.sc Degree Thesis Submitted to the Postgraduate School, State University Manhattan: Kansas.
- Coombs, P. (2010). *The world crisis in education: The view from the eighties*. New York: Oxford University Press.
- Danesty, A.H. & Okediran, A. (2012). Ethological factors and effects of street working behaviour among Nigerian youths. *Journal of Social Problems*. School of Arts and Social Science FCE (Special) Oyo. 2 (1), 23-45.
- Dart, G. (2013). *Challenges facing pupils and staff at Botswana community junior Secondary schools – the student teachers' perspective*. retrieved from [http://www.eprints.worc.ac.uk/1452/2/Gareth\\_Dart\\_Edited.pdf](http://www.eprints.worc.ac.uk/1452/2/Gareth_Dart_Edited.pdf).
- Deci, E.L & Ryan, R. M. (1985). *Intrinsic motivation and self determination in human behaviour*. New York Plenum.
- Dubow E.F., Boxer P., & Huesmann L.R. (2013). Long-term effects of parents' education on children's educational and occupational success: mediation by family interactions, child aggression, and teenage aspirations. *Journal of Education Attainment*, 4 (2), 78-82.

- Durosaro, F. A. & Durosaro, D. O. (2010). Student sex differences, family size, birth order and academic performance. the case of primary school pupils in Ondo L.G.A of Ondo State. *Journal of Teacher Education*, 32 (15), 9-13.
- Eamon, M.K. (2014). Social- demographic school, neighborhood and parenting influences on academic achievement of latino young adolescents. *Journal of Youths and Adolescents*, 34 (2), 163-175.
- Eke, I.J. (2009), *Relationship between home environmental factors and the academic performance of secondary school adolescents in Gboko Local Government Area of Benue State*. An unpublished. B Ed. Thesis University of Nigeria Nsukka.
- Ekpata, S. (2012). *Business Studies for Junior Secondary Schools Book 1* (2nd ed.). Jointly Lagos, Nigeria: Published by Falmah and Tanus Books Nigeria Limited.
- Ella, R.E, Odok, A. O & Ella, G.E. (2015) Influence of family size and family type on academic performance of students in government in Calabar Municipality, Cross River State, Nigeria. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 2 (11), 113-121.
- Engin-Demir, E. E. (2009). Influence of age, financial status, and gender on academic performance among undergraduates. *Journal of Psychology*, 1 (2), 99-103, Retrieved from [www.krepublishers.com/.../JP-01-2-099-017-Ebenuwa-Okah-E-E-Tt.pdf](http://www.krepublishers.com/.../JP-01-2-099-017-Ebenuwa-Okah-E-E-Tt.pdf).
- Eremie, M. D. (2014). Comparative analysis of factors influencing career choices among business studies students in secondary school in Rivers State, Nigeria. *Arabian Journal of Business and Management Review* (OMAN Chapter) 4(4), 121-141.
- Eristwhistle, A. (2015). *Changing patterns in family structure: The plight of children in Nigerian schools*: Ibadan: Macmillan Nigeria Publishers Ltd.
- Ezeani, N. S. (2013). Career Choice: A Basic Issue in Primary and Secondary School Level. *Arabian Journal of Business and Management Review* (Nigerian Chapter) 1(2) 56-64.
- Eze, P.N. (2009), Effects of peer assessment on students' achievement and interest in French. An unpublished Ph.D thesis submitted to Postgraduate School, University of Nigeria Nsukka: Enugu.
- Ezeji, L. (2011). *Social gap of students and academic performance*. *Journal of Education* University of Calabar, 1 (2), 34-45.
- Farooq, M.S. Chaudhry, A.H. Shafiq, M. & G. Berhanu, (2011). Factors affecting students' quality of academic performance. *Journal of Quality and Technology Management*, 7 (2), 1 - 14, Retrieved from <http://gradworks.umi.com/3372318.pdf>.

- Federal Ministry of Education, (2017). *Report of upper level of education*, Lagos: NERD Press.
- Federal Republic of Nigeria, (1981). *National policy on education*. Lagos: NERD Press.
- Federal Republic of Nigeria, (2002). *National policy on education*. Lagos: NERD Press.
- Federal Republic of Nigeria, (2004). *National policy on education*. Lagos: NERD Press.
- Federal Republic of Nigeria, (2013). *National policy on education*. Lagos: NERD Press.
- Feso, M.M. (2015). Influence of parental motivation on business studies academic performance of students'. *International Journal of Education*, 5 (4), 643-670.
- Gabriel, P. V. (2013). Family variables and students' academic performance in public secondary schools in Gboko, Benue State. *Journal of Education*, 4 (3), 68-76.
- Garba, O.U. (2013). Influence of family background on academic achievement of senior secondary school students in Nsukka Educational Zone of Enugu. An unpublished M.Ed. Thesis. submitted to Postgraduate School, University of Nigeria Nsukka: Enugu.
- Gooding Y. (2011) Relationship between Parental Educational Level and Students Academic Achievement of College Freshmen at Iowa State University, United State of America. An unpublished M.Ed. Thesis. submitted to Postgraduate School, University of Florida: United State of America.
- Gross, D. (2010). *Growing up digital: The rise of the net generation*. New York: McGraw-Hill Publishers Limited.
- Hadi, M.U. (2017). *An oral interview with school guidance and counselor*. At General Murtala Muhammed College Yola, Adamawa State on Monday 4<sup>th</sup> September 2017.
- Hammer, B. (2013). *Motivation and Student Achievement*. Washington: Harper and Row Publishers Limited.
- Harris, A. & Janet, G. (2008). Do parents know they matter? Engaging all parents in learning. *Educational Research*, 50 (3), 277-289.
- Haruna, A. A. (2016). Influence of selected family context and peer group on secondary school Students involvement in deviant behavior in North East Geo- Political Zone, Nigeria. Unpublished PhD Degree thesis submitted to the School of Postgraduate, ABU- Zaria, Kaduna: Nigeria.

- Ibrahim, A. (2012). Socio-economic, socio-cultural and school- based factors that are affecting the performance in Kenya Certificate of Secondary Education (KCSE) in Isiolo county; unpublished M.Ed. thesis submitted to Postgraduate School, University of Kenya.
- Ibrahim, A. (2014). Assessment of adequacy of business education curriculum content on university students acquisition of requisite skills for job opportunities in Nigeria. An unpublished PhD Thesis Submitted to the School of Postgraduate, ABU- Zaria, Kaduna: Nigeria.
- Ibrahim, A. & Yakubu, S. (2012). Perception of business studies teachers on relationship between curriculum of business studies in senior secondary schools and realization of objectives of national policy on education (6.3.3.4). *Vocational Business Educator Journal*, 1 (2), 38- 43.
- Ifedili, C. J. (2012). Managing girl-child education in Nigerian universities for better productivity, *European Journal of Business and Social Sciences*, 1 (3), 96 -102, <http://www.ejbss.com/recent.aspx>.
- Igbinedion, V. I. (2011). Perception of factors that influence students' vocational choice of secretarial studies in tertiary institutions. *European Journal of Educational Studies*, 3 (2), 232- 235.
- Ige, A. M. (2013). Provision of secondary education in Nigeria: challenges and way forward *Journal of African Studies and Development*. 5(1), 9, <http://www.academicjournals.org/JASD>.
- Igboke, G. (2015). Family size, parents occupations and the role of gender: on Business Studies students' academic achievement in secondary schools in Scotland. An unpublished PhD thesis submitted to the School of Postgraduate, Robert Gordon University: Scotland.
- James, O. (2013). Strategies for enhancing the functionality of business studies in the universal basic education programme in South-South Nigeria. *Journal of Education and Practice*, 4 (17), 131-137
- John, I. (2013). *Business Studies for Commercial Students*. Kano, Nigeria: Dala Publishers Limited.
- Joseph, V. I. (2016). Relationships among parents' educational level, income, academic adjustment and performance of senior secondary school students in Kaduna Metropolis, Nigeria. An unpublished M.Ed degree thesis submitted to the School of Postgraduate, ABU- Zaria, Kaduna: Nigeria.
- Kangethe, N.S. Lyria, K. S. & Nyamanga, A.M. (2014). The gender socialization question in education: influence on boys and girls academic achievement. *European Scientific Journal*, 10 (19), 857 – 881.

- Kathryn, D. (2010). *Students' Academic Achievement*. Retrieved June 14, 2011, from <http://www.nichgy.org>.
- Kellie, B. G. (2013). *Peer pressure for students and adults can be positive*. Pittsburgh tribune.Review.<http://www.agrange.edu/responses/pdf/citations/nursing/adolescent%20sefesteem.pdf>.
- Kerlinger, F.N. (2008). *Foundations of Behavioral Research* (5th ed.). New Delhi: Holt, Rinehart and Winston.
- Kerlinger, F.N. & Howard, B.L. (2000). *Foundations of Behavioural Research*. (4<sup>th</sup> ed.) Forth Worth TX: Harcourt College Publishers.
- Kennedy I. (2016). The influence of gender on junior secondary school student's attitude towards mathematics in Ovia North East Local Government Area of Edo State. *An International Multi-disciplinary Journal, Ethiopia*, 10 (4), 115 – 126. DOI: <http://dx.doi.org/10.4314/afrev.v10i4.9>.
- Kerubo, F. O. Kinga, N. & Mukolwe N. (2015). The influence of parents' socio-economic status on students' academic performance in public secondary schools in Keumbu Division, Kisii County, Kenya. *IOSR Journal of Humanities and Social Science (IOSRJHSS)* 20(11), 20-26. [www.iosrjournals.org](http://www.iosrjournals.org) DOI:10.9790/0837-201132026 [www.iosrjournals.org](http://www.iosrjournals.org)20|Page.
- Khalifa, M.M. (2013). Influence of parental occupation on business studies students' Academic performance. *International Journal of Multidisciplinary*, 10 (3), 236 289. Retrieved from <http://www.modi.com/bw/journal.drt?ref=0900-1055>.
- Khan, S.R., Siddiqui, N. & Hussain, F. (2010). Analysis of school dropout's rates and output in Pakistan. *Pakistan International Institute of Development Economic Research Report* 149, Islamabad.
- Khantric, N. (2010). *Building lasting legacies through home upbringing*. Lome: Moussa Publishers Limited.
- Kipkoech, B.K. & Ngeno, G. (2015). Parental educational attainment and students' Academic performance of public mixed day secondary schools in Kuresoi Sub County, Nakuru County, Kenya. *International Journal of Innovative Research & Development*, 1 (4), 303-313.
- Krejcie, R.V. & Morgan, D.W. (1970). *Determining Sample Size for Research Activities*. *Education and Psychological Measurement*, 30 (3): 607-610.
- Landau, A. (2012). *Peer Groups and Educational Outcomes*. Retrieved January 24, 2018, from <http://inside.bard.edu/academic/specialproj/darling/bullying/group2/Alin.html>.
- Leleerog, A. (2011). *Home Advantage: Social class and Parental intervention in Elementary Education*: New York: Publishers Limited.

- Longmore, S. E. (2009). Latino-American Youths' Perception of Neighborhood Quality and Parental Academic Support on Educational Resiliency. An unpublished PhD thesis submitted to Postgraduate School, Ohio State University.
- Maduewesi, E. (2012). Home process variables that are related to educational environment *Nigerian Journal of Education*, 2 (2), 69-85.
- Majoribanks, K. (2009). Family learning environments and students' outcomes: A review. *Journal of Comparative Family Studies*. 27 (2), 373-394.
- Mathew, F. (2012). What is Peer Group Relationship. Retrieved 30 October, 2012 from <http://twitter.com/wiseGEEK>.
- Mdanda, M. G. (2016). Home environment and pupils' academic achievement. An unpublished thesis for M.Ed degree in Department of Educational Psychology at the University of Zululand.
- Melack, N.D. (2014). Determinants of Poor Academic Performance of Secondary School Students in Sumbawanga District, Tanzania. An unpublished M.Ed thesis Sokoine University of Agriculture. Morogoro: Tanzania.
- Mohammed, J. O (2011). Sex difference in verbal performance discrepancies. *British Journal of Educational Psychology*, 47 (1), 85- 90.
- Muhammad, M. B. (2015). Assessment of Business Studies Curriculum Implementation on Students' Academic Performance in Junior Secondary Schools in Adamawa State, Nigeria. An unpublished M.Ed degree thesis submitted to the School of Postgraduate, ABU- Zaria, Kaduna: Nigeria.
- Muola, J.M. (2010). *A Study of the Relationship between Academic Achievement Motivation And Home Environment among Standard Eight Pupils*. in educational research and reviews. Egerton University of Kenya. Mateemoula 2000@yahoo.com.
- Mutodi, P. & Ngirande, H. (2014). Impact of Parental Involvement on Student Performance: A Case Study of a South African Secondary School. *Mediterranean Journal of Social Sciences, Mediterranean Journal of Social Sciences*, 5 (8), 279-289.
- Narain, M. (2008). Parental Involvement and Academic Performance in Selected Secondary Schools in Kwa-Zulu Natal. An unpublished thesis for the Degree Master of Education in Educational Psychology, University of Kwazulu Natal (Edgewood Campus).
- National Examination Council, (2017). NECO Result Analysis 2015-2017. <http://www.neco.nigeria/news.htm>.
- Obeka S.S. (2011) *Panacea of Science Education Research*. ABU Press Limited Zaria: Kaduna State, Nigeria.

- Obi, C.A. & Obiorah, J.O. (2014). The business education teacher as an instrument for integrating information technology with business education. *Business Education Journal*, 3(4), 112-118.
- Odok, A. O. (2013). Contemporary family structures and students' academic performance in secondary schools in Ikom Local Government Area, Cross River State. *Journal of Sociology*, 4 (4), 87-94.
- Ogodo, F. A. (2012). Parental socio-economic background as a determinant of student's academic performance in selected secondary schools in Calabar Municipal Local Government Area, Cross River State, Nigeria. *Journal of Education and Practice*, 3 (16), 2012-2057.
- Ogbugo-Ololubei, R. (2016). impact of students' parental background on academic Achievement in secondary schools in Obio/Akpor LGA, Rivers State, Nigeria *International Journal of Scientific Research in Education*, 1 (2), 115-126.
- Ogunshola, F. & Adewale, A. M. (2012). The effects of parental socio-economic status on academic performance of students in selected schools in Edu LGA of Kwara State, Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 2012, 2 (7). Retrieved from [www.homars.com/journals](http://www.homars.com/journals).
- Ohiwerei, F.O. (2009). Job prospect for business educators university graduates in Nigeria. *Current Research Journal of Social Sciences*, 1(3), 70-73.
- Ohiwerei, F.O. & Nwuso, B.O. (2009). Vocational choices among secondary school students; issues and strategies in Nigeria. *Asian Journal of Business*, 2 (4), 123-130.
- Okioga, C. K. (2013). The impact of students' socio-economic background on academic performance in universities, a case of students in Kisii University College. *American International Journal of Social Science*, 2 (2), 38-46.
- Okiemute, E. (2017). Influence of Parental Background on Secondary School Students' Academic Achievement. *IJARIE* 1 (3), 123-129.
- Okoro, J. & Iyeke, P.O. (2014). An appraisal of adequacy of instructional facilities available for teaching business studies in secondary schools in Delta State. *African Journal of Education and Developmental Studies*, 1 (2), 34-40.
- Okunniyi, O.N. (2010). The influence of family background on students' introductory technology achievement of junior secondary school in Abeokuta South. LGA of Ogun State. An unpublished M.Ed degree thesis submitted to the School of Postgraduate, University of Nigeria Nuskka: Enugu.
- Okwor, O. R. (2011). ICT awareness among technical college teachers in Benue State, Nigeria. *International Journal of Vocational and Technical Education*, 3(6), 75-80. Retrieved on October 7, 2011 from <http://www.academicjournals.Org/IJVTE>.

- Olakan, S., Osakinle, B., & Onijingin, U. (2013). *Home Make-up and Child Development*. Lagos: Babatunde Publishing House.
- Olaofe, I.A. (2010). *Research Writing for Academic Growth*. ABU Press Limited Zaria: Kaduna State, Nigeria.
- Olayiwola, A.O. (2010). *Procedures in Educational Research*. Kaduna: Hanijam Publications.
- Ololube, N. P. (2012). *Sociology of Education and Society: an Interactive Approach*. Owerri, Nigeria: Spring Field Publishers.
- Ololube, N. P., Onyekwere, L. A., & Agbor, C. N. (2015). *Social Stratification and Mobility: How Socio-economic Status of Family Affects Children's Educational Development and Management*. *Education*, 5 (4), 111-122. DOI: 10.5923/j.edu.20150504.03.
- Oluigbo, H. A. (2008). Problems of Teaching Business Subjects in the Senior Secondary School Levels. An unpublished B.Ed. degree project submitted in the Department of Vocation and Technical Education, Ahmadu Bello University Zaria: Kaduna.
- Oluigbo, H. A. (2015). *Influence of Gender, Parents Educational Qualification and Occupation on Performance of Business Education Students in Kaduna and Kano*. An unpublished M.Ed Degree thesis submitted to the School of Postgraduate, ABU- Zaria, Kaduna: Nigeria.
- Omanyio, D. O. & Oluwade, B. (2015) An assessment of the role of creativity in business studies: it's implication to business management. *Journal of Emerging Trends in Economics and Management Sciences (JETEMS)* 6(1): 68-76.
- Omotere, T. (2011). *The Influence of Peer Group on Adolescents' Academic Performance: A Case Study of some Selected Schools in State*. Ogun: Ego Booster Publishers.
- Onah, AE (2012). Effect of Motivation on Students' Performance in Mathematics. An undergraduate Project Submitted in the College of Agric. And Science Education, University of Agriculture, Makurdi: Benue.
- Onyi M. (2012) Influence of Home on Academic Performance of Students in Enugu East Local Government Area of Enugu State. Unpublished M.Ed degree thesis submitted to the School of Postgraduate, University of Nigeria Nuskka: Enugu.
- Osuala, E. C. (2013). *Business and Computer Education*. (3<sup>rd</sup> ed.) Enugu, Nigeria: Cheston Agency Publishers Ltd.
- Osunloye, A. (2008). *Family Background and Student Academic Performance*. Retrieved from <http://socyberty.com/education/family-background-and-student-academic-performance/>.



- Pata, A. (2014). Adjustment ability and social maturity among secondary school students in West Bengal. *International Journal of Teacher Educational Research (IJTER)*, 3 (12), ISSN 2319-4642. Retrieved from [www.ijter.com](http://www.ijter.com).
- Powell, T. & Stellman I. (2010). *Maintaining Stability in the Family: Merits and demerits*. London: Preston Press Ltd.
- Prewittz, T. (2010). Influence of social and economic disadvantage in the academic performance of school students in Kenya; Case study of Bungoma District. *Academic Journal on Educational Research*, 5 (2), 297-311.
- Qeca, S.V. (2010). Family and socio- structural influence on career orientation of Mexican-American Youths. *Journals of Rural Sociology*, 44 (2), 272-289.
- Ryan, A.M. (2011). The peer group as a context for the development of young adolescents motivation and child achievement child development. *Journal on Educational Research*, 7 (2), 1125-1150.
- Salvador, J. (2009). *Peer Group Relationship and its Implication*. (2nd ed.). New Elhi: Sage Publication Ltd.
- Sentamu, N.P. (2013). School influence of learning: a case of upper primary schools in Kampala and Wakiso Districts. *Uganda Educational Journal*, 14 (7), 49-51.
- Sithole, B. M. & Lumadi, M. W. (2012). Pedagogical challenges besetting business studies teachers in secondary schools: A Botswana perspective. *Journal of Social Science*, 32 (1), 71-80.
- Shafa, A. Y. Samuel, L.B. & Wai, P.S. (2014). Effect of family environment on student academic performance and adjustment problems in school. *Journal of Education and Practice*, 5, (19), 288-299.
- Shea, J. (2010). Does parents' money matter? *Journal of public Economics*, 77(2), 155-184.
- Stone (2012). *Changing Patterns in Family Structure: The Plight of Children in Nigerian Schools*. Ibadan: Macmillan Nigeria Publishers Ltd.
- Suleiman, S. (2016). Influence of Learned Helplessness and Home Background on Academic Performance among Senior Secondary School Students' in Federal Capital Territory Abuja, Nigeria. An unpublished M.Ed degree thesis submitted to the School of Postgraduate, ABU- Zaria, Kaduna: Nigeria.
- Suman, B. (2011). Influence of parental education and parental occupation on academic achievement of students, *International Referred Research Journal*, 3 (30), 209-310.

- Tuitoek, J. K. F., Yambo, J. M. O., & Adhanja, R. A. (2015). Contributions of school based socioeconomic factors on students' academic performance in public secondary schools in Eldoret West Sub-County, Uasin Gishu County. *European Journal of Research and Reflection in Educational Sciences* 3 (1), 1-7.
- Udida, L. A., Ukwayi, J. K., & Ogoto, F. A. (2012). Parental socioeconomic background as a determinant of student's academic performance in selected public secondary schools in Calabar Municipal Local Government Area, Cross River State, Nigeria. *Journal of Education and Practice*, 3(16), 129-135.
- Udoh, M.P. (2012). Gender Dimensions in the Teaching and Learning of Vocational Business Education, in Nigerian Senior Secondary Schools. An unpublished thesis for the degree of Doctor of Philosophy submitted to the School of Postgraduate Education, University of Leeds, UK.
- Udoukpong, B. E. Emah, I. E. & Umoren, S. E. (2012). Student attitudes, parental influence and career aspirations in academic achievement in entrepreneurial curriculum, *Academic Research International*, 2 (1), 48- 51.
- Umar, Y. (2009). Parents' socio-economic status and its effects on students academic performance in Samaru Sabon-Gari Local Government Kaduna State. An unpublished B.Sc. Ed. Degree Project, Amadu Bello University-Zaria, Kaduna: Nigeria.
- Uwaoma, O. (2009). Influence of Parental Socio-economic Status on Students' Academic Performance. An unpublished PGDE thesis submitted to Postgraduate School, University of Nigeria Nsukka: Enugu.
- Van-Ejick, D. & Degraaf, C. E (2012). *Home Environment and Children's Behavioural Patterns*. London: Waddell press Ltd.
- Victor, I. O. (2014). Influence of broken homes on academic performance and personality development of the adolescents in Lagos State Metropolis. *European Journal of Educational and Development Psychology*, 2 (2), 10-23. European Centre for Research Training and Development UK ([www.eajournals.org](http://www.eajournals.org))10.
- Warren, A. (2009). Social class and socioeconomic status: Relevance and inclusion in MPA–MPP Programs. *Journal of Public Affair Education*, 17 (2), 187 – 208.
- Wanja G.M. (2015) *Parental Determinants of Academic Performance of Learners in Public Day secondary Schools in Imenti North Sub-County, Meru County, Kenya*. An unpublished M.Ed thesis submitted to Postgraduate School, Kenyatta University: Kenya.
- Yambo, J.M.O. (2012) *Determinants of KCSE Examination Performance in SDA Sponsored Schools: A Key to Academic Promotion to the next Level of Learning*. Lambert Academic Publishing. Saarbrücken: Germany.

Yellaiah, A. (2012). A study of Adjustment on academic achievement of high school students. *International Journal of Social Sciences and Interdisciplinary Research*, 1 (5), 23-37.

## **Appendix A**

### Letter of Introduction

## Appendix B

Department of Business & Entrepreneurship  
Education,  
College of Education  
Kwara State University, Malete  
P.M.B. 1530  
Ilorin  
Date:

Dear Respondent,

### **Request to Complete a Questionnaire**

I am a Postgraduate Student in the above named institution conducting a research on the; *Influence of Family Background and Peer Group Relationship Business Studies Students' Academic Achievement in Secondary Schools in Adamawa State*. The research is part of the requirements for the award of PhD in Business Education.

Kindly fill the attached questionnaire. The exercise is purely an academic work; and thus, any data collected will be used for that purpose only. Your response will be treated as confidential.

Thank you for your anticipated cooperation.

Yours faithfully,

Modibbo Muhammed Buba  
(Researcher)  
08032233004

## Questionnaire on Family Background and Peer Group Relationship Influence (FBPGRLIQ)

### Section One

#### Personal Data of Students

1. Name of school: .....
2. Roll Number:.....
3. Number of years in the school: .....
4. Your present Class: .....
5. Gender: Male ( ) Female ( ).

### Section Two

#### Questionnaire for Students

This section is made up of questions with responses coded as follows:

Very High Extent - (VHE), High Extent - (HE), Low Extent - (LE), Very Low Extent - (VLE).

Instruction: Please tick (✓) appropriate columns on the right side of the statement which you believe to be obtainable in your families.

#### Cluster A: Influence of Family Size on Business Studies Students' Academic Achievement.

S/N	Items/Statement	VHE	HE	LE	VLE
1	Family size has positive implication for students' academic achievement in Business Studies.				
2	Students from small families enjoy more parental attention in learning Business Studies than those from large families.				
3	Single parents are overburdened by responsibilities which affect their children's academic achievement in Business Studies.				
4	Children from large size families were properly guided in doing their assignment because of their number.				
5	Children from polygamous families may not have enough money to take care of their needs.				
6	In polygamous families, children may suffer from domestic work which affects their academic achievement in Business Studies.				

7	Latter born children perform less well in Business Studies than their earlier born siblings.				
8	Small family size facilitates the provision of recommended textbooks for effective learning and academic achievement in Business Studies.				
9	A child who suffers maternal and paternal deprivation may experience academic problems in Business Studies.				
10	Students from small-size families achieve better academically in Business Studies than those from large size families.				
11	The life of a single parent family is stressful for the child in learning Business Studies.				
12	Large family parents cannot give their children the same amount of individual attention for them to learn Business Studies well.				
13	Children from large families perform better academically in practical component of Business Studies.				
14	A large family suffers poverty which affects the children's academic achievement in Business Studies.				
15	In single parents' families, children may suffer a social problem which affects their academic achievement in Business Studies.				

**Cluster B: Influence of Parental Occupation on Business Studies Students' Academic Achievement**

S/N	Items/Statement	VHE	HE	LE	VLE
16	Children whose parents are on high-income occupations have higher career aspirations in Business Studies than children whose parents are on low-income occupations.				
17	Parents who are poor farmers can only enroll their children into minor apprenticeship programmes.				

18	Parents with low paid occupation results in low students' academic achievement in Business Studies.				
19	Parents on prestigious occupations want their children to take up the same type of occupations and this affects their academic achievement in Business Studies.				
20	Parents' occupation appears to influences the direction of their children's academic achievement in Business Studies.				
21	Parents' occupation is a source of motivation to their children's academic achievement in Business Studies.				
22	Some occupations do not give parents time to attend to their children's academic needs in Business Studies.				
23	Most of Business Studies students are children whose parents are farmers or craftsmen.				
24	Parents' on low occupations find it difficult to provide Business Studies learning aids for their children for better and improved academic achievement.				
25	Parents' occupations enhance their children's academic achievement in Business Studies.				
26	Parents like their children to take to their occupations and this affects their children's academic achievement in Business Studies.				
27	Children from upper-working class homes perform better academically in Business Studies than those from lower-working class homes.				
28	The occupation of one's parents may determine, to a large extent, one's opportunity to attend secondary school or not to learn Business Studies.				
29	Parents on high-income can afford to provide the basic necessities required in Business Studies for their children's education.				
30	Only parents who are on high-income can train their children to learn Business Studies Subjects beyond secondary school level.				

**Cluster C: Influence of Parental Level of Education on Business Studies Students' Academic Achievement.**



S/N	Items/Statement	VHE	HE	LE	VLE
31	Parents who are educated provide most of recommended textbooks and other learning aids in Business Studies for their children.				
32	Parents with higher educational levels have high expectations of their children's academic achievement in Business Studies.				
33	Children from illiterate families may learn little or nothing from home that can help them develop interest in academics.				
34	The time spent in learning Business Studies with children is valued more by better educated parents.				
35	Parental level of education has a strong correlation to students' academic achievement in Business Studies.				
36	Parents who are educated engage their children in intellectual activities that help them develop a healthy attitude in learning Business Studies.				
37	Parents with higher levels of education have stronger confidence in their children's academic abilities in Business Studies.				
38	Parents who have high educational level provide environments that support their children in achieving their education and improved academic achievement in Business Studies.				
39	Educated parents arrange for supportive teachers in Business Studies to enhance their children's academic achievement.				
40	Parents who are educated guide their children in doing their home work for better academic achievement in Business Studies.				
41	Educated parents always demand for Business Studies progress reports of their children to know the children's academic progress.				

42	Educational level of a parent is very important to the child's academic achievement in Business Studies.				
43	Parents who are educated encourage their children to study subjects which are pivotal for good university courses.				
44	Educated parents always want their children to be future Business educators.				
45	Mothers' educational attainment levels have impact on students academic achievement.				

**Cluster D: Influence of Parental Motivation on Business Studies Students' Academic Achievement.**

S/N	Items/Statement	VHE	HE	LE	VLE
46	Motivation reduces the level of children's negative perception of Business Studies.				
47	Students perform better academically when their parents provide basic educational aids and equipment in Business Studies.				
48	In the process of learning, motivation plays a very important role in improving students' academic achievement in Business Studies.				
49	Students who are motivated are likely to perform well in their Business Studies examinations.				
50	Parental motivation is one possible factor that influences students' academic achievement in Business Studies.				
51	Parents' concern about their children's grades and performances motivate students' academic achievement in Business Studies.				
52	The development of early academic motivation encourages students to learn Business Studies better.				
53	Home libraries and books motivate students for better academic achievement in Business Studies in schools.				

54	Students feel happy and motivated when their parents discuss their academic progress with them.				
55	Parents motivate students by paying for their school field trips and excursions in Business Studies.				
56	Students perform better academically in Business Studies when their school fees and other school levies are paid promptly.				

**Cluster E: Influence of Peer Group Relationship on Business Studies Students' Academic Achievement.**

S/N	Items/Statement	VHE	HE	LE	VLE
57	The group a student belongs to influences his academic achievement in Business Studies.				
58	Peer group promotes rather than impede good academic achievement in Business Studies.				
59	I discuss my learning problems in Business Studies with friends.				
60	I love to make friends only with intelligent students who pass Business Studies with good grades.				
61	Acceptance by a peer group improves students' academic achievement in Business Studies.				
62	Peer group comes into being because its members have common goals, interests and motivations and this has influence on academic achievement of such a students in Business Studies				
63	Within the family, beside parents, peer group as well contributes to child education development in Business Studies.				
64	Intelligent students do help their peers that are weak to improve their academic achievement in Business				

	Studies.				
65	My friends' assistance in group discussion assisted me to improve my grade in Business Studies.				
66	The high grades of my friends in Business Studies encourage me to work harder.				
67	The nature of a peer group determines its impact on the achievements of its members in Business Studies.				
68	Through observing and imitating the behaviours of others, students can come close to reproducing the behaviours with which members are recognized and this affects their academic achievement in Business Studies.				
69	The child from home that well disciplined, find it difficult to be in group that comprise of delinquent.				
70	Peer group, as collection of individuals bound together by purpose, have positive influence on academic achievement in Business Studies.				

### Appendix C

#### ADAMAWA STATE UNIVERSAL BASIC EDUCATION BOARD YOLA LIST OF JUNIOR SECONDARY SCHOOL

NUMAN EDUCATIONAL ZONE					
	<b>DEMSA LGEA</b>				
S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
1	GDSS BILLE	86	17	GJSS DWAM	140
2	GJSS BORRONG	121	18	GJSS DEMSA	303
3	GJSS KODODOMUN	98	19	GJSS KPASHAM	296
4	GJSS MBULA	102	20	GJSS N/DEMSA	164

5	GJSS LOH	96	21	GJSS TAGONBALI	82
6	GJSS DILLI	103	22	GJSS DONG	93
7	KAPHAM DUTSE JSS	98	23	LUPANGA GJSS	133
8	GWASSALA GJSS	101	24	GJSS SUNLI	123
9	GJSS TASHUA	95	25	GJSS KPAANKWAI	96
10	GJSS DAKASANG NOMADIC	43	26	GJSS MARGARANG	86
11	GJSS DEMSA GIRLS	131	27	GJSS GEJEMBO	121
12	GJSS BILLE CENTRAL	92	28	GJSS SABON	182
13	GJSS GWANBA	103	29	GJSS SABON GARI	203
14	KPAKMIYAGI (GJSS)	149	30	JANWARI GJSS	192
15	GJSS TEFEH	130	31	GJSS (JS) DEM	94
16	GJSS FARABAME	93	32	GJSS GEJEMBO	131
				<b>TOTAL</b>	<b>4,080</b>
	<b>NUMAN LGEA</b>				
<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>	<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>
1	GDSS (JS) GAMADIO	102	12	GDSS (JS) BARE	183
2	GDSS (JS) IMBURE	131	13	GJSS KODOMTI	144
3	GSS (JS) NUMAN	401	14	GSTC (JS) NUMAN	290
4	BEST CENTRE (JS) NUMAN	371	15	GJSS PARE	175
5	GJSS SHAFARON	121	16	GJSS SABON PEGI	155
6	GJSS BOLKI	103	17	GJSS NZUMOSU	176
7	GJSS SALT	142	18	GJSS ZUNGUM	162
8	GJSS TUNGALANDAN	143	19	GJSS PARE GIRLS	94
9	GJSS GWEDA MALLAM	162	20	GJSS NUMAN CENTRAL	496
10	GJSS NUMAN III	303	21	NUMAN II PRI, SCH. GJSS	249
<b>11</b>	VTC (JSS) NUMAN	295		<b>TOTAL</b>	<b>4,398</b>

<b>S/NO</b>	<b>LAMURDE LGEA</b>				
<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>	<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>
1	GDSS (JS) ZEKUN	80	10	GDSS (JS) GYAWANA	100
2	GDSS (JS) LAFIA	396	11	GDSS (JS) LAMURDE	303
3	GDSS (JS) MADUGU	92	12	GJSS GYAKAN	104
4	GJSS TINNO I	99	13	GJSS SUWAKASA	98
5	GJSS KWAH	236	14	GJSS BOLLELE	106
6	GJSS RINGANGE	121	15	GJSS OPALA	82
7	GJSS NGAKAWO	102	16	GJSS DUBANGE	77
8	GJSS TUPTO	90	17	GJSS LUZZO	36
9	GJSS MAMSRIME	123		<b>TOTAL</b>	<b>2,245</b>

	<b>GUYUK LGEA</b>				
<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>	<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>
1	GJSS BAINJIRAN	78	13	JSS BEST CENTRE	293
2	GJSS BOBINI	90	14	GJSS BURTIHI	150
3	GJSS CHIKILA	102	15	GJSS GUYUK	244
4	GJSS KOLA	97	16	GJSS LAMZA	110
5	GJSS DUWO	141	17	GJSS JAGIRRA	200
6	GJSS JANKARM	150	18	GJSS HINJARI (GIRLS)	194
7	GJSS KERALL	121	19	GJSS LOKARO	162
8	GJSS DANGIR	143	20	GJSS KURAYI	121
9	GJSS JILL	81	21	GJSS TEL	177
10	GJSS CHIKILA TUDU	90	22	GJSS GUYUK CENTRAL	306
11	GJSS MADA	126	23	GJSS SILI	216
12	GJSS WATU	170		<b>TOTAL</b>	<b>3,562</b>

	<b>SHELLENG LGEA</b>				
S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
1	GSS (JS) SHELENG	406	8	GJSS BAKTA	211
2	GJSS WUROYANKA	220	9	GDSS (JS) KIRI	278
3	GDSS (JS) BODWAI	193	10	GJSS GWA GA RAP	143
4	GJSS JAMALI	181	11	GJSS GWAIJINO	152
5	GJSS KEM	298	12	GJSS GIRLS SHELENG II	253
6	GJSS SHELENG	396	13	GJSS KOLA	99
7	GJSS KIR	198	14	LIPPO	81
				<b>TOTAL</b>	<b>3,109</b>
<b>GOMBI EDUCATIONAL ZONE</b>					
	<b>HONG LGEA</b>				
S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
			27	GJSS GARAHA	47
1	BANSHIKA (JSS)	101	28	GJSS HILDI	76
2	GDJSS GASHALA	82	29	GJSS KALA'A	101
3	GJSS HONG	376	30	GJSS KWAKWA'A	86
4	GJSS KUYA GAYA	86	31	GJSS MAKERA	102
5	GJSS KWAPPRE	71	31	GJSS MIJILI	82
6	GJSS MARARRABA	84	32	GJSS PELLA	108
7	GJSS SHANGUI	330	33	GJSS ZHEDINYI	80
8	GJSS UBA	148	34	GJSS GASHALA	73
9	GJSS FADAMA RAKE	73	35	GJSS MAKI	51
10	GJSS HYEMA	52	36	GJSS HONG (JS)	272
11	GJSS FA'A GAYA	64	37	GJSS DILWASHIRA	42
12	GJSS DUWA	72	38	GJSS WAJA GIRLS	62

13	GJSS UBA CENTRAL	151	39	GJSS MOBOL	54
14	GJSS DZAKWA	72	40	GJSS MBALWAHA	41
15	GJSS DAGZA	56	41	GJSS LAR	43
16	GJSS MUKUVINYI (HILD) B	79	42	GJSS GASHALA	38
17	GJSS BABAL MIDILA	81	43	GJSS GARSANU	61
18	GJSS PARAHALDA	62	45	GJSS CHIKA	50
19	GJSS PELA I	104	46	GJSS THABU	62
20	GJSS HONG CENTRAL	394	47	GJSS MULLULA HYEMA	44
21	GJSS DUMDE	58	48	GJSS KUBUTAVA	50
22	GJSS GUW KILBA	73	49	GJSS MUNGA	49
23	GJSS UDING	50	50	GJSS DAKSIRI	33
24	GJSS KWAMBLA	42	51	GJSS KWABAKTINA	33
25	GJSS KWARHI	36	52	GJSS ZAH	29
26	GJSS WURO BOKKI	41		<b>TOTAL</b>	<b>4,607</b>

<b>GOMBI LGEA</b>					
<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>	<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>
1	GJSS BEST CENTRE GOMBI	294	14	GJSS GOMBI	316
2	GJSS FOTTA	82	15	GJSS GABUN	121
3	GJSS GAANDA	77	16	GJSS GARKIDA	283
4	GJSS ZANGULA	92	17	GJSS GUYAKU	103
5	GJSS GARKIDA SOUTH	151	18	GJSS GOMBI CENTRAL	296
6	GJSS AMDDUR	78	19	GJSS RIJI	104
7	GJSS GANGZANG	101	20	GJSS YANG	86
8	GJSS MUCHALLA	99	21	GJSS U/FARANSA (GIRLS)	90
9	GJSS MBISHUM	72	22	GJSS GARKIDA NORTH	206
10	GJSS GARTITE	92	23	GJSS GOMBI 1	266



11	GJSS DZANGALA	88	24	TENAH/GAJING(GJSS)	120
12	MARARRABA BOKKI TA'AWA (GJSS)	111	25	GJSS PIRFA	83
13	KWALAMBA GJSS	93		<b>TOTAL</b>	<b>3,504</b>

<b>SONG LGEA</b>					
S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
1	GSS (JS) SONG	204	16	BEST CENTRE SONG	206
2	GDSS (JS) PRAMBE	86	17	GDSS (JS) DIKIR	32
3	GDSS (JS) ROMA	58	18	GDSS (JS) DIRMA	41
4	GDSS (JS) SALASA	62	19	GDSS (JS) DUMNE	60
5	GDSS (JS) SONG	199	20	GASS (JS) SONG II	202
6	GDSS (JS) SONG	202	21	GASS (JS) GOLANGTABAL	73
7	GJSS MULENG	43	22	GJSS SIGIRE	38
8	GJSS M/DELMU	44	23	GJSS KESURE	59
9	GJSS ZUMO	52	24	GJSS PROF. J. AMIN	74
10	GJSS MURKE	58	25	GJSS HANDA	65
11	GJSS SILON	40	26	GJSS DITERA	49
12	GG JSS KELELE	43	27	GJSS DUMNE	77
13	GJSS KUKTA	41	28	HOMBO PRI. SCH. GJSS	43
14	GJSS BAKKA	45	29	GJSS GOLANTABAL I	58
15	GJSS WURODE	39		<b>TOTAL</b>	<b>2,293</b>

<b>GIREI LGEA</b>					
S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
1	GJSS BAKOPI	89	11	GJSS GIREI	345
2	GJSS GORON	84	12	GJSS J/LAMBA	89

3	GJSS KOH	60	13	GJSS GUDUSU NOMADIC	30
4	GJSS JERO BONYO	48	14	GJSS TAMBO	101
5	GJSS VONOG LNG	276	15	GJSS BAJABURE	240
6	GJSS DANAYEL	140	16	GJSS GIREI BOYS	326
7	GJSS MODIRE	201	17	GJSS GENREMA	86
8	GJSS JERA BAKARI	126	18	GJSS DAKRI DAMARE	121
9	GJSS JIMAL/TAMBO	162	19	GJSS SENGERE FUTY	280
10	GJSS WUEO DOLE	96	20	W/KLANG TOWN	238
				<b>TOTAL</b>	<b>3,138</b>

GANYE EDUCATIONAL ZONE					
	<b>MAYO-BELWA LGEA</b>				
S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
			14	BEST CENTRE	296
1	GJSS (JS) GOROP	101	15	GDSS (JS) GENGLE	123
2	GDSS (JS) CHUKKOL	112	16	GJSS TUGGA	80
3	GDSS (JS) M/FARANG	96	17	GDSS (JS) TOLA	121
4	GJSS YAGBAH	78	18	GDSS (JS) N/JERRENG	204
5	GDSS (JS) MAYO-BELWA	375	19	GJSS BAKUN	86
6	GJSS GANGFADA	102	20	GJSS SINDIGAWO	94
7	GJSS BINYERI	126	21	GJSS GANLAMJA	192
8	GJSS BAJAMA	68	22	GJSS NDIKONG	270
9	GJSS TUDUN-WADA	237	23	GJSS WURO-YOMBE	148
10	GJSS MBILLA (GIRLS)	104	24	GJSS (GIRLS) M/BELWA	230
11	GJSS DOU-LEGGAL NOMADIC	50	25	GJSS GAMBE	173
12	GJSSWAKKA	121	26	MALLAMJA BAHANARI(GJSS)	169
13	GJSS WAYARE	140		<b>TOTAL</b>	<b>3,896</b>

	<b>JADA LGEA</b>				
S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
			13	SPECIAL EDUCATION JADA	153
1	GSS(JS) JADA	172	14	GJSS NADEU	130
2	GDSS (JS) MAPEO	101	15	GSS (JS) SO'O	123
3	GDSS (JS) DASHEN	121	16	GDSS (JS) MBULA	107
4	GSS (JS) KOMA	86	17	GDSS (JS) POLA	96
5	GDSS (JS) KOJOLI	113	18	GJSS BETTI	120
6	GJSS KASHIM YAWO	103	19	GJSS MAYO HAKO	114
7	GJSS WURO-ABBO	86	20	GJSS JADA CENTRAL	196
8	GJSS DANABA	94	21	GJSS JADA	201
9	GJSS JADA I	196	22	GJSS GONGLERE	130
10	GJSS BUWANGAL	103	23	GJSS SAPEO	104
11	GANGWASO GJSS	149		<b>TOTAL</b>	<b>2,707</b>
12	GJSS NYIBANGO	146			
	<b>GANYE LGEA</b>				
S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
1	GJSS BAKARI GUSO	134	12	GJSS GANYE	325
2	GJSS BEST CENTRE	268	13	GJSS GURUM PAWO	168
3	GJSS GURUM	112	14	GJSS SUGU	203
4	GJSS SANGASUMI	118	15	GJSS KAIKA	162
5	GJSS YEGGI	121	16	GJSS YELWA	170
6	GJSS BUWANGAL	128	17	GJSS GANGTUM	148
7	GJSS GAMU	130	18	GJSS GANGONE	168
8	GJSS TUDUT	116	19	GJSS GANGKOEN	159

9	GJSS SOUMERI	112	20	GJSS GANGWARI	192
10	GJSS GANGKOEN	98		<b>TOTAL</b>	<b>3,200</b>
11	GJSS GIRLS ONLY	168			
	<b>TOUNGO LGEA</b>				
<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>	<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>
1	GSS TOUNGO	286	3	GJSS TOUNGO KIRI	181
2	GJSS GANGZAAMANU	186	4	GJSS TIMBUKUM	156
				<b>TOTAL</b>	<b>809</b>

<b>MUBI EDUCATIONAL ZONE</b>					
	<b>MICHIKA LGEA</b>				
<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>	<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>
1	BEST CENTRE MICHIKA	95	21	GDSS (JS) VI	27
2	GDSS (JS) WATU	37	22	GSS BAZZA	31
3	GDSS GARTA	36	23	GDSS JANG	26
4	GDSS K/SHOSHO	39	24	GDSS KWABAPALE	30
5	GDSS ZAH MICHIKA	40	25	GDSS BAZZA	31
6	GDSS (JS) BUPPA	47	26	GJSS MBORORO	28
7	GJSS (JS) FUTU	32	27	GJSS FUTUDOU	30
8	GJSS KHOURVI	31	28	GJSS BIANG	29
9	GJSS KAMALE	35	29	GJSS MICHKA CENTRAL	189
10	GJSS HAUSARI	32	30	GJSS SINA-GALI	34
11	GJSS JIGALAMBU	30	31	GJSS MODA	36
12	GJSS YASKULA (GIRLS)	35	32	GJSS WATSIKA	31
13	GJSS ZAITADARI	38	33	GJSS DILCHIM	32
14	GJSS MURVA	47	34	GJSS DLAKA	30
15	GJSS PATHA	43	35	GJSS JIDDEL	35

16	GJSS BOKKA	41	36	GJSS TILLI	32
17	GJSS WADAWOLI	40	37	GJSS KANKILA	29
18	GJSS SIN-KWANDE	29	38	LDABA (PRI. SCH.) JSS BAZZA	37
19	HYELNI GHUMCHI	30	39	GJSS B/SHAFFA	33
20	GSS MICHKA	138		<b>TOTAL</b>	<b>1,645</b>
<b>MADAGALI LGEA</b>					
<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>	<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>
1	GDSS (JS) GULAK	79	14	GDSS (JS) HYAMBULA	43
2	GDSS (JS) MILDU	37	15	GDSS (JS) SHUWA	36
3	GSS (JS) MADAGALI	101	16	GDSS BITIKU	38
4	GDSS KOPA	35	17	GDSS PALLAM	49
5	GDSS MADAGALI CENTRE	126	18	GDSS GUBLA	29
6	GJSS BEBEL (GIRLS)	38	19	GJSS WAGGA	30
7	GJSS GADADAMAI KUDA	36	20	GJSS MAYO WANDU	29
8	GJSS KESURE NOMADIC	27	21	GJSS DUHU	35
9	GJSS JALIGO GULAK	29	22	GJSS DIRANKO	37
10	GJSS KWAJITI	31	23	GJSS CENTRAL PRI. SCH. GULAK	58
11	RUGANDUM PRI. (GJSS)	35	24	GJSS KWAMBULA I	31
12	TUR GJSS	36	25	GJSS WULA MANGO	33
13	GDSS (JS) KIFCHIGA	47	26	GJSS SHUWA	22
				<b>TOTAL</b>	<b>1,139</b>
<b>MUBI NORTH LGEA</b>					
<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>	<b>S/No</b>	<b>SCHOOL</b>	<b>No. of Students</b>
1	GDSS (JS) DIGIL	181	12	GDSS (JS) BAHULI	242
2	GDSS (JS) BETSO	193	13	GDSS (JS) MAYO-BANI	233
3	GDSS (JS) MUCHALLA	189	14	GDSS (JS) VIMTIM	224

4	JSS MIJULU	176	15	GSS (JS) MUBI	323
5	GSTC (JS) MUBI	309	16	GDSS (JS) MUVA	221
6	GDSS (JS) KOMA MUBI	184	17	GJSS MADUGUVA	229
7	GJSS DIDIF	210	18	GJSS KIRIYI	242
8	GJSS YELWA	223	19	GJSS SHUWARE	237
9	GJSS LUKUWA GIRLS	267	20	GJSS MUBI I	327
10	GJSS KUWA	201	21	GJSS VIMTIM	251
11	GJSS BETSO	290	22	MUVUR PRI. SCH. GJSS	296
				<b>TOTAL</b>	<b>5,227</b>

**MUBI SOUTH LGEA**

S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
			13	GDSS (JS) GELLA	178
1	BEST CENTRE MUBI	216	14	GDSS (JS) MAHUDA	218
2	GDSS (JS) LAMORDE	214	15	GDSS (JS) DAZALA	214
3	GDSS (JS) MUJARA	157	16	GJSS MUNDUVA	174
4	GDSS KWAJA	144	17	GJSS KINGA	191
5	GJSS DIRBISHI	218	18	GJSS SHAHUDA	178
6	GJSS BAJAULE	117	19	GJSS SABON PEGI I	158
7	GJSS MUCHEMI	168	20	GJSS KWACAHAM	224
8	GJSS WURO-BULUDE	344	21	GJSS GIRLS NASARAWO	184
9	GJSS YELWA	157	22	GJSS MUBI II	257
10	GJSS SPECIAL EDUCATION	138	23	GJSS BAGUNA	130
11	GJSS DUVU	151		<b>TOTAL</b>	<b>4,277</b>
12	KAGI PRI. SCH. GJSS	147			

**MAIHA LGEA**

S/No	SCHOOL	No. of	S/No	SCHOOL	No. of
------	--------	--------	------	--------	--------

		Students			Students
1	GDSS PAKKA (JS)	86	11	GDSS (JS) BELEL	116
2	GSS (JS) SORAL	82	12	GSS (JS) MAIHA	182
3	GJSS KONKOE	75	13	GJSS WURO IYA	75
4	GJSS HUMBUTUDE	86	14	GJSS MAIHA GARI	167
5	GJSS VOKUNA	84	15	GJSS MAIJEKEN	86
6	GJSS BWADE	90	16	GJSS MAKSHA (GIRLS)	96
7	GJSS BOLOKO	96	17	GJSS WADDI	87
8	GJSS WURO LADDI	108	18	GJSS LUGGA BABBA	74
9	GJSS BAWO HOSERE	95	19	GJSS JALINGO MAIHA	86
10	JSS MBALAGI PRI. SCH.	76		<b>TOTAL</b>	<b>1,847</b>

#### YOLA EDUCATIONAL ZONE

YOLA NORTH LGEA					
S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
			10	GGSS (JS) YOLA	253
1	GMMC (JS) YOLA	291	11	GDSS (JS) GWADABAWA	215
2	GDSS (JS) DOUBELI	307	12	GDSS (JS) A/BARRACK	164
3	GDSS (JS) CAPITAL	378	13	GDSS (JS) DEMSAWO	212
4	GDSS (JS) KAREWA	255	14	GDSS (JS) LUGGERE	163
5	GDSS (JS) BA'ACHURE	304	15	GDSS (JS) YELWA	238
6	GDSS (JS) RUNDE	226	16	LADI ATIKU GIRLS	240
7	GDSS (JS) JAMBUTU	216	17	GJSS BEKAJI	227
8	GJSS DEMSAWO	220	18	GREATER YOLA (BRD. GIRLS)	234
9	GJSS OLD G.R.A.	257		<b>TOTAL</b>	<b>4,400</b>
YOLA SOUTH LGEA					

S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
1	AMC (JS) YOLA	365	13	BEST CENTRE	254
2	GDSS YOLA TOWN	327	14	GDSS (JS) NJOBOLIYO	174
3	GDSS (JS) SHAGARI	318	15	SAIS (JS) YOLA	287
4	GDSS (JS) DAMARE	247	16	GJSS NAMTARI	204
5	GJSS YOLDE-PATE	312	17	GDSS (JS) NGUORE	226
6	GDSS (JS) WURO HAUSA	322	18	GJSS NJOBOLI FULANI	227
7	GJSS BOLLE II	176	19	GJSS WAURU JABBI	422
8	GJSS MBAMBA	266	20	GJSS KULANGA	216
9	GJSS SANDA GIRLS	316	21	GJSS YOLDE-KOHI	212
10	GJSS GONGOSHI II	144	22	GJSS MUSTAPHA	308
11	GJSS GONGOSHI III	164	23	GJSS HAMMAWA TOUNGO	367
12	WURO YANKA PRI. SCH. GJSS	145		<b>TOTAL</b>	<b>5,999</b>
	<b>FUFORE LGEA</b>				
S/No	SCHOOL	No. of Students	S/No	SCHOOL	No. of Students
			16	GJSS BEST CENTRE	154
1	GJSS BAGALE	103	17	GJSS FARANG	115
2	GJSS DASIN HAUSA	121	18	GJSS GURIN	174
3	GJSS FUFORE	183	19	GJSS MALABU	111
4	GJSS KARLAHI	101	20	GJSS PARIYA	115
5	GJSS MAYO-INE	104	21	GJSS WURO-BOKKI	97
6	GJSS RIBADO	106	22	GJSS BETTI	91
7	GJSS YADIM	89	23	GJSS WURO ISHAKU	116
8	GJSS CHIGARI	92	24	GJSS CHIKITO	94
9	GJSS LAINDE	93	25	DAWARE GJSS	116



10	GJSS TUKI	81	26	GJSS KABILLO	123
11	GJSS MININGA	89	27	GJSS SAFATAWA	143
12	GJSS BILLACHI	103	28	TILIMASHAM JSS	121
13	GJSS GAWI	104	29	GJSS DAMARE M.	103
14	DULO-BWATIYE JSS	102	30	TUKUR MEMORIAL MODEL JSS	147
15	BADANG FURO JSS	114		<b>TOTAL</b>	<b>3,504</b>

*Source: Adamawa State Post Primary Management Board, 2018.*

## Appendix D

**Table for Determining Sample Size from a Given Population**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346

80	66	420	201	3300	340
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note: —N is population size.  
 Note: - N is Population Size

S: - is sample size

*Krejcie and Morgan (1970)*

## Appendix E

### RELIABILITY COEFFICIENT WITH (FBPGRIQ)

RELIABILITY

/VARIABLES= ITEM1 ITEM2 ITEM3 ITEM4 ITEM5 ITEM6 ITEM7 ITEM8 ITEM9  
 ITEM10ITEM11 ITEM12 ITEM13 ITEM14 ITEM15 ITEM16 ITEM17 ITEM18 ITEM19 ITEM20  
 ITEM21 ITEM22 ITEM23 ITEM24 ITEM25 ITEM26 ITEM27 ITEM28 ITEM29 ITEM30 ITEM31  
 ITEM32 ITEM33 ITEM34 ITEM35 ITEM36 ITEM37 ITEM38 ITEM39 ITEM40 ITEM41 ITEM42  
 ITEM43 ITEM44 ITEM45 ITEM46 ITEM47 ITEM48 ITEM49 ITEM50

/SCALE (INFLUENCE IN BUSINESS STUDIES) ALL  
 /MODEL=ALPHA  
 /STATISTICS=DESCRIPTIVE  
 /SUMMARY=MEANS.

**Reliability**

**Scale: INFLUENCE OF FAMILY BACKGROUND AND PEER GROUP  
 RELATIONSHIP**

**Table 1**

**Case Processing Summary**

	N	%



---

Yola	Yola North	GJSS Luggere	60	100	70	A	Excellent
Yola	Yola South	Gongoshi III	9	69	60	B	Very Good
Gombi	Hong	GJSS Shangui	35	59	50	C	Good
Gombi	Maiha	GJSS Bakka	15	49	45	D	Average Pass
Gombi	Girei	GJSS Sengere FUTY	19	44	40	E	Pass
Mubi	Maiha	GDSS Pakka (JS)	14	39	00	F	Fail
Mubi	Mubi North	GJSS Didif	10				
Mubi	Mubi North	GJSS Betso	13				
Numan	Demsa	GJSS Demsa	26				
Numan	Lamurde	GJSS Kwah	21				
Numan	Shelleng	GJSS Kem	15				
Ganye	Moyo- Belwa	GDSS (JS) Chukkol	21				
Ganye	Ganye	GJSS Gangwari	37				
Ganye	Jada	GJSS Jada	30				
<b>Total</b>			<b>382</b>				

---

*JSSCE Results for 2017/2018 Academic Session.*

NOTE:

- The minimum pass mark for promotion into SSS I is 40 Marks (E).
- Minimum pass mark for selection of Area of Specialization (Science, Art/Humanity and Commercial) is 50 Marks (C).
- Minimum of 50 Marks (C) is required by students in Business Studies for placement into Commercial Class in SSS I.

### Appendix G

#### Instrument for the Collection of Students' Academic Achievement

<b>Educational Zone</b>	<b>L.G.A.</b>	<b>Name of Schools</b>	<b>Roll Number</b>	<b>Scored</b>	<b>Grades</b>	<b>Remarks</b>
Yola	Yola North	GJSS Bekaji				
Yola	Yola North	GJSS Luggere				
Yola	Yola South	Gongoshi III				
Gombi	Hong	GJSS Shangui				
Gombi	Maiha	GJSS Bakka				
Gombi	Girei	GJSS Sengere FUTY				
Mubi	Maiha	GDSS Pakka (JS)				
Mubi	Mubi North	GJSS Didif				
Mubi	Mubi North	GJSS Betso				
Numan	Demsa	GJSS Demsa				
Numan	Lamurde	GJSS Kwah				
Numan	Shelleng	GJSS Kem				
Ganye	Moyo-Belwa	GDSS (JS) Chukkol				

Ganye	Ganye	GJSS Gangwari				
Ganye	Jada	GJSS Jada				

### Appendix H

#### RESPONSES OF EACH STUDENT IN EACH SCHOOL IN FIVE EDUCATIONAL ZONES IN ADAMAWA STATE

YOLA ZONE (GJSS BEKAJI)							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
1	001	44	46	46	25	40	201
2	002	41	42	45	26	40	194
3	003	39	43	44	27	38	191
4	004	40	41	42	29	40	192
5	005	41	43	44	29	39	196
6	006	42	44	46	30	39	201
7	007	44	45	39	28	36	192
8	008	48	38	41	30	33	190
9	009	41	42	44	34	37	198
10	010	42	43	48	39	33	205

11	011	49	44	45	37	35	210
12	012	48	40	49	20	41	198
13	013	38	41	42	23	41	185
14	014	41	42	44	25	39	191
15	015	41	45	48	26	38	198
16	016	42	43	45	28	42	200
17	017	46	45	43	29	43	206
18	018	42	41	42	29	41	195
19	019	40	41	43	28	43	195
20	020	43	45	43	27	40	198
21	021	39	40	42	24	38	183
22	022	45	49	50	32	37	213
23	023	40	38	39	27	41	185
24	024	45	48	47	29	39	208
25	025	39	41	45	25	37	187
26	026	46	44	40	29	43	202
27	027	40	38	42	31	36	187
28	028	42	45	47	29	32	195
29	029	41	42	42	28	33	186
30	030	40	38	43	31	34	186
31	031	46	47	41	30	33	197
32	032	46	42	41	34	39	202
33	033	42	40	39	30	31	182
34	034	45	47	43	34	30	199
35	035	43	41	45	28	34	191
36	036	41	42	45	30	41	199
37	037	42	42	41	22	36	183
38	038	43	45	40	29	34	191



39	039	41	43	40	27	40	191
40	040	44	43	45	24	41	197
41	041	42	41	43	26	39	191
42	042	46	47	38	20	41	192
43	043	39	42	41	21	40	183
44	044	42	41	40	28	33	184
45	045	51	42	43	22	42	200
46	046	42	40	39	21	40	182
47	047	49	39	38	22	38	186
48	048	42	42	41	28	42	195
49	049	42	41	40	28	33	184
50	050	40	42	38	25	41	186
51	051	42	40	42	27	40	191
52	052	43	40	44	29	35	191
53	053	40	39	41	26	42	188
54	054	41	42	43	21	35	182
55	055	42	38	40	28	34	182
56	056	41	40	38	21	35	175
57	057	41	43	45	25	41	195
<b>YOLA ZONE</b> <b>(GJSS LUGGERE)</b>							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
58	001	41	38	40	24	41	184
59	002	42	48	45	20	34	189
60	003	47	43	40	20	36	186
61	004	40	43	41	29	32	185
62	005	41	43	44	20	33	181
63	006	44	41	40	29	32	186

64	007	43	48	40	26	31	188
65	008	42	42	46	21	32	183
66	009	47	50	41	23	39	200
67	010	50	45	42	20	33	190
68	011	43	42	41	33	34	193
69	012	44	42	41	30	36	193
70	013	41	42	43	31	32	189
71	014	39	41	38	28	31	177
72	015	42	43	44	28	33	190
73	016	45	42	43	24	40	194
74	017	41	42	41	29	33	186
75	018	49	47	45	25	40	206
76	019	40	42	41	20	37	180
77	020	41	42	43	28	38	192
78	021	42	40	43	32	34	191
79	022	45	42	41	30	33	191
80	023	45	41	42	27	41	196
81	024	42	44	40	28	42	196
82	025	43	40	41	28	39	191
83	026	39	43	43	24	32	181
84	027	40	42	47	29	30	188
85	028	45	48	50	30	38	211
86	029	47	42	49	31	32	201
87	030	45	42	41	29	40	197
88	031	43	41	42	30	39	195
89	032	50	38	39	29	41	197
90	033	45	43	41	30	40	199
91	034	41	42	42	30	38	193

[illegible]

S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
118	001	39	34	35	29	40	177
119	002	41	42	41	27	41	192
120	003	44	42	40	29	33	188
121	004	29	35	31	24	38	157
122	005	40	41	42	30	42	195
123	006	40	42	41	28	39	190
124	007	47	45	42	21	38	193
125	008	40	42	41	28	36	187
126	009	41	42	41	27	38	189
<b>GOMBI ZONE</b> <b>(GJSS SHANGUI)</b>							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
127	001	44	45	41	30	39	199
128	002	39	40	41	28	33	181
129	003	40	38	39	26	32	175
130	004	50	42	44	21	39	196
131	005	48	43	41	26	39	197
132	006	40	40	36	24	41	181
133	007	39	42	39	20	37	177
134	008	46	42	41	20	36	185
135	009	40	41	38	24	39	182
136	010	42	41	47	30	38	198
137	011	46	50	47	35	36	214
138	012	38	36	40	29	42	185
139	013	44	47	42	21	39	193
140	014	38	42	40	26	41	187
141	015	45	42	41	20	43	191

142	016	46	41	43	29	40	199
143	017	45	42	40	21	33	181
144	018	40	42	43	29	42	196
145	019	41	43	42	22	66	214
146	020	42	41	44	30	43	200
147	021	46	45	40	31	37	199
148	022	49	38	45	30	32	194
149	023	51	42	45	33	37	208
150	024	44	41	42	30	38	195
151	025	43	41	42	29	40	195
152	026	42	41	46	32	42	203
153	027	44	38	40	27	41	190
154	028	36	40	37	31	38	182
155	029	42	41	42	29	41	195
156	030	46	40	41	32	42	201
157	031	48	41	45	32	36	202
158	032	47	42	40	30	33	192
159	033	42	40	41	29	30	182
160	034	43	42	40	20	38	183
161	035	41	40	42	27	30	180
<b>GOMBI ZONE</b> <b>(GJSS BAKKA)</b>							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
162	001	37	38	39	24	36	174
163	002	40	38	37	20	41	176
164	003	42	41	43	29	40	195
165	004	41	40	43	27	41	192
166	005	43	41	42	29	40	195

167	006	43	42	44	32	40	201
168	007	29	30	35	28	37	159
169	008	49	40	39	28	40	196
170	009	42	41	42	29	41	195
171	010	46	42	40	31	33	192
172	011	42	40	41	29	41	193
173	012	41	42	40	28	42	193
174	013	42	39	37	25	41	184
175	014	37	34	39	29	37	176
176	015	42	44	41	30	42	199

**GOMBI ZONE****(GJSS SENGERE FUTY)**

<b>S/N</b>	<b>Roll Number</b>	<b>Cluster A</b>	<b>Cluster B</b>	<b>Cluster C</b>	<b>Cluster D</b>	<b>Cluster E</b>	<b>Cluster F</b>
177	001	40	38	40	26	41	185
178	002	46	42	41	30	33	192
179	003	46	47	40	29	41	203
180	004	42	43	41	32	33	191
181	005	45	44	40	29	42	200
182	006	42	43	41	28	40	194
183	007	41	42	40	20	41	184
184	008	42	41	42	30	36	191
185	009	43	42	41	22	37	185
186	010	48	45	44	21	38	196
187	011	46	41	42	20	41	190
188	012	43	41	42	30	32	188
189	013	45	41	42	22	33	183
190	014	39	38	37	24	36	174
191	015	37	38	37	29	40	181

192	016	50	48	49	30	41	218
193	017	41	42	40	29	42	194
194	018	37	35	34	30	36	172
195	019	48	50	45	31	38	212

MUBI ZONE (GJSS PAKKA)							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
196	001	41	40	41	29	42	193
197	002	36	35	38	27	39	175
198	003	38	39	40	29	41	187
199	004	43	41	42	31	43	200
200	005	45	40	42	28	41	196
201	006	40	41	42	30	41	194
202	007	42	43	44	27	34	190
203	008	48	40	43	31	42	204
204	009	50	47	44	30	41	212
205	010	43	41	42	31	42	199
206	011	42	42	41	30	33	188
207	012	48	41	42	31	33	195
208	013	49	42	40	21	37	189
209	014	36	35	38	31	39	179
MUBI ZONE (GJSS DIDIF)							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
210	001	45	42	41	30	43	201

211	002	35	37	34	23	36	165
212	003	34	31	35	32	37	169
213	004	49	45	43	31	32	200
214	005	30	31	32	30	36	159
215	006	32	31	34	29	30	156
216	007	37	34	36	31	34	172
217	008	40	38	42	36	38	194
218	009	41	42	40	30	41	194
219	010	43	42	45	33	35	198
<b>MUBI ZONE</b> <b>(GJSS BETSO)</b>							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
220	001	38	36	34	31	39	178
221	002	35	38	37	35	34	179
222	003	40	39	38	26	34	177
223	004	41	40	42	20	42	185
224	005	38	34	35	22	40	169
225	006	41	39	35	26	39	180
226	007	42	41	40	29	41	193
227	008	43	38	37	25	40	183
228	009	42	41	44	20	42	189
229	010	38	40	38	30	41	187
230	011	45	44	42	31	36	198
231	012	38	34	35	22	31	160
232	013	40	39	37	25	39	180



<b>NUMAN ZONE</b> <b>(GJSS DEMSA)</b>							
<b>S/N</b>	<b>Roll Number</b>	<b>Cluster A</b>	<b>Cluster B</b>	<b>Cluster C</b>	<b>Cluster D</b>	<b>Cluster E</b>	<b>Cluster F</b>
233	001	41	42	41	20	32	176
234	002	39	40	38	26	40	183
235	003	41	42	43	30	32	188
236	004	42	43	40	29	41	195
237	005	44	42	41	20	33	180
238	006	41	42	43	22	40	188
239	007	38	35	34	23	41	171
240	008	42	41	38	26	31	178
241	009	41	40	42	29	37	189
242	010	37	38	39	24	36	174
243	011	48	50	47	22	39	206
244	012	41	42	43	28	42	196
245	013	50	51	48	24	39	212
246	014	48	45	44	21	43	201
247	015	39	38	40	28	41	186
248	016	34	35	35	31	33	168
249	017	36	35	34	31	39	175
250	018	40	39	44	20	42	185
251	019	43	41	42	20	37	183
252	020	48	44	46	21	33	192
253	021	35	31	30	29	38	163
254	022	41	42	41	28	33	185
255	023	43	41	42	20	39	185

256	024	44	42	43	21	38	188
257	025	48	47	41	20	32	188
258	026	40	41	41	27	42	191
<b>NUMAN ZONE</b> <b>(GJSS KWAH)</b>							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
259	001	45	41	42	21	33	182
260	002	46	42	41	22	38	189
261	003	48	39	40	28	33	188
262	004	40	38	39	27	31	175
263	005	39	38	37	25	31	170
264	006	42	43	40	28	34	187
265	007	41	42	42	20	39	184
266	008	42	43	45	21	43	194
267	009	40	42	43	20	42	187
268	010	42	41	44	29	41	197
269	011	44	41	42	27	42	196
270	012	37	35	32	31	38	173
271	013	45	47	46	22	42	202
272	014	38	37	35	32	31	173
273	015	49	47	45	23	38	202
274	016	42	43	44	21	36	186
275	017	37	35	34	22	38	166
276	018	35	36	37	24	39	171
277	019	37	38	39	25	41	180
278	020	42	41	40	28	37	188
279	021	37	35	35	23	38	168

<b>NUMAN ZONE</b> <b>(GJSS KEM)</b>							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
280	001	45	44	47	28	40	204
281	002	42	41	40	29	41	193
282	003	38	34	35	31	32	170
283	004	32	31	30	29	34	156
284	005	29	30	31	27	39	156
285	006	39	40	41	28	34	182
286	007	39	37	35	30	38	179
287	008	42	43	41	30	39	195
288	009	38	34	32	31	41	176
289	010	40	42	43	35	39	199
290	011	45	42	43	31	40	201
291	012	45	48	47	30	41	211
292	013	42	43	44	28	40	197
293	014	38	35	36	24	41	174
294	015	41	42	40	29	42	194
<b>GANYE ZONE</b> <b>(GSS (JS) CHUKKOL)</b>							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
295	001	50	47	45	22	39	203
296	002	36	34	32	30	41	173
297	003	40	41	42	29	42	194
298	004	42	41	43	28	40	194
299	005	43	45	44	21	41	194
300	006	45	41	42	20	33	181

301	007	46	42	41	23	32	184
302	008	38	34	31	30	40	173
303	009	42	42	43	29	41	197
304	010	33	31	30	29	38	161
305	011	43	42	41	28	33	187
306	012	45	42	44	30	32	193
307	013	41	42	41	28	33	185
308	014	40	38	39	27	36	180
309	015	46	42	41	30	33	192
310	016	34	31	32	28	41	166
311	017	40	39	40	31	42	192
312	018	48	44	42	30	33	197
313	019	42	40	41	29	40	192
314	020	41	40	42	28	34	185
315	021	38	39	37	29	32	175

<b>GANYE ZONE</b> <b>(GJSS GANGWARI)</b>							
S/N	Roll Number	Cluster A	Cluster B	Cluster C	Cluster D	Cluster E	Cluster F
316	001	38	34	35	30	39	176
317	002	41	41	42	28	32	184
318	003	37	36	36	24	41	174
319	004	45	44	43	31	37	200

320	005	41	45	42	27	40	195
321	006	43	42	41	28	41	195
322	007	43	42	41	28	33	187
323	008	42	41	45	27	41	196
324	009	49	50	41	26	33	199
325	010	43	41	42	30	41	197
326	011	39	37	35	24	32	167
327	012	38	40	41	28	40	187
328	013	49	42	41	30	33	195
329	014	46	33	38	27	30	174
330	015	34	31	30	21	41	157
331	016	41	40	42	26	39	188
332	017	44	42	41	30	33	190
333	018	40	42	41	29	39	191
334	019	41	43	40	26	34	184
335	020	42	40	38	24	41	185
336	021	28	29	35	26	24	142
337	022	33	34	37	28	41	173
338	023	40	42	43	31	33	189
339	024	48	42	41	30	34	195
340	025	23	28	24	21	29	125
341	026	33	38	37	29	41	178
342	027	45	42	41	30	34	192
343	028	45	41	38	26	34	184
344	029	42	41	43	27	39	192
345	030	37	36	35	24	42	174
346	031	44	41	47	21	39	192
347	032	38	41	42	28	41	190

348	033	50	51	49	25	32	207
349	034	38	39	34	25	36	172
350	035	40	38	43	28	41	190
351	036	37	34	36	23	35	165
352	037	39	41	42	24	39	185

<b>GANYE ZONE</b> <b>(GJSS JADA)</b>							
<b>S/N</b>	<b>Roll Number</b>	<b>Cluster A</b>	<b>Cluster B</b>	<b>Cluster C</b>	<b>Cluster D</b>	<b>Cluster E</b>	<b>Cluster F</b>
353	001	37	39	40	25	41	182
354	002	45	41	42	28	33	189
355	003	39	40	41	27	34	181
356	004	41	40	38	25	37	181
357	005	36	34	32	31	38	171
358	006	37	38	39	25	33	172
359	007	41	42	45	31	40	199
360	008	49	48	42	31	33	203
361	009	41	42	41	23	41	188
362	010	38	37	40	31	39	185
363	011	41	42	43	28	35	189

364	012	41	42	40	29	34	186
365	013	40	38	39	29	37	183
366	014	45	42	41	26	37	191
367	015	41	42	43	28	32	186
368	016	38	29	40	22	37	166
369	017	36	32	35	30	39	172
370	018	41	42	46	28	37	194
371	019	40	42	41	25	39	187
372	020	48	47	49	31	30	205
373	021	35	34	35	30	40	174
374	022	44	42	41	29	33	189
375	023	41	42	40	28	34	185
376	024	36	38	37	25	31	167
377	025	40	42	41	27	41	191
378	026	44	42	41	28	36	191
379	027	42	38	38	27	41	186
380	028	35	36	39	25	40	175

**Appendix I**  
**JSSCE RESULTS FOR 2017/2018 ACADEMIC SESSION OF EACH OF THE SAMPLED**  
**STUDENTS IN FIVE EDUCATIONAL ZONES IN ADAMAWA STATE, NIGERIA.**

<b>YOLA ZONE</b>				
<b>(GJSS BEKAJI)</b>				
<b>S/N</b>	<b>ROLL NUMBER</b>	<b>SCORED</b>	<b>GRADE</b>	<b>REMARKS</b>
1	001	45	D	Average Pass
2	002	60	B	Very Good
3	003	33	F	Fail
4	004	46	D	Average Pass
5	005	58	C	Good
6	006	60	B	Very Good
7	007	24	F	Fail
8	008	34	F	Fail
9	009	45	D	Average Pass
10	010	67	B	Very Good
11	011	23	F	Fail
12	012	45	D	Average Pass
13	013	71	A	Excellent
14	014	45	D	Average Pass
15	015	40	E	Pass
16	016	43	E	Pass
17	017	41	E	Pass
18	018	68	B	Very Good
19	019	67	B	Very Good
20	020	80	A	Excellent
21	021	33	F	Fail



22	022	14	F	Fail
23	023	56	C	Good
24	024	36	F	Fail
25	025	49	D	Average Pass
26	026	60	B	Very Good
27	027	75	A	Excellent
28	028	43	E	Pass
29	029	23	F	Fail
30	030	13	F	Fail
31	031	47	D	Average Pass
32	032	87	A	Excellent
33	033	45	D	Average Pass
34	034	65	B	Very Good
35	035	35	F	Fail
36	036	23	F	Fail
37	037	42	E	Average Pass
38	038	22	F	Fail
39	039	24	F	Fail
40	040	35	F	Fail
41	041	61	B	Very Good
42	042	33	F	Fail
43	043	23	F	Fail
44	044	71	A	Excellent
45	045	23	F	Fail
46	046	45	D	Average Pass
47	047	40	E	Pass
48	048	41	E	Pass
49	049	38	F	Fail

50	050	50	C	Good
51	051	61	B	Very Good
52	052	47	D	Average Pass
53	053	51	C	Good
54	054	39	F	Fail
55	055	24	F	Fail
56	056	19	F	Fail
57	057	34	F	Fail

YOLA ZONE (GJSS LUGGERE)				
S/N	ROLL NUMBER	SCORED	GRADE	REMARKS
58	001	13	F	Fail
59	002	50	C	Good
60	003	20	F	Fail
61	004	62	B	Very Good
62	005	42	E	Pass
63	006	45	D	Average Pass
64	007	49	D	Average Pass
65	008	30	F	Fail
66	009	14	F	Fail
67	010	47	D	Average Pass
68	011	78	A	Excellent
69	012	60	B	Very good
70	013	54	C	Good
71	014	22	F	Fail
72	015	90	A	Excellent
73	016	65	B	Very Good

74	017	34	F	Fail
75	018	28	F	Fail
76	019	58	C	Good
77	020	54	C	Good
78	021	74	A	Excellent
79	022	48	D	Average Pass
80	023	60	B	Very Good
81	024	25	F	Fail
82	025	45	D	Average Pass
83	026	36	F	Fail
84	027	45	D	Average Pass
85	028	63	B	Very Good
86	029	24	F	Fail
87	030	40	E	Pass
88	031	41	E	Pass
89	032	18	F	Fail
90	033	68	B	Very Good
91	034	55	C	Good
92	035	48	D	Average Pass
93	036	76	A	Excellent
94	037	40	E	Pass
95	038	62	B	Very Good
96	039	15	F	Fail
97	040	45	D	Average Pass
98	041	24	F	Fail
99	042	14	F	Fail
100	043	48	D	Average Pass
101	044	20	F	Fail

102	045	13	F	Fail
103	046	15	F	Fil
104	047	28	F	Fail
105	048	29	F	Fail
106	049	58	C	Good
107	050	40	E	Pass
108	051	41	E	Pass
109	052	46	D	Average Pass
110	053	52	C	Good
111	054	40	E	Pass
112	055	40	E	Pass
113	056	14	F	Fail
114	057	46	D	Average Pass
115	058	38	F	Fail
116	059	39	F	Fail
117	060	37	F	Fail

YOLA ZONE				
(GJSS GONGOSHI III)				
S/N	ROLL NUMBER	SCORED	GRADE	REMARKS
118	001	34	F	Fail
119	002	40	E	Pass
120	003	34	F	Fail
121	004	25	F	Fail
122	005	67	B	Very Good
123	006	40	E	Pass
124	007	45	D	Average Pass
125	008	60	B	Very Good

126	009	49	D	Average Pass
-----	-----	----	---	--------------

GOMBI ZONE (GJSS SHANGUI)				
S/N	ROLL NUMBER	SCORED	GRADE	REMARKS
127	001	50	C	Good
128	002	45	D	Average Pass
129	003	40	E	Pass
130	004	43	E	Pass
131	005	20	F	Fail
132	006	25	F	Fail
133	007	28	F	Fail
134	008	46	D	Average Pass
135	009	50	C	Good
136	010	70	A	Excellent
137	011	88	A	Excellent
138	012	26	F	Fail
139	013	29	F	Fail
140	014	38	F	Fail
141	015	37	F	Fail
142	016	42	E	Pass
143	017	45	D	Average Pass
144	018	26	F	Fail
145	019	31	F	Fail
146	020	46	D	Average Pass
147	021	28	F	Fail
148	022	46	D	Average Pass
149	023	47	D	Average Pass

150	024	46	D	Average Pass
151	025	25	F	Fail
152	026	48	D	Average Pass
153	027	47	D	Average Pass
154	028	13	F	Fail
155	029	19	F	Fail
156	030	39	F	Fail
157	031	28	F	Fail
158	032	18	F	Fail
159	033	40	E	Pass
160	034	41	E	Pass
161	035	50	C	Good

GOMBI ZONE (GJSS BAKKA)				
S/N	ROLL NUMBER	SCORED	GRADE	REMARKS
162	001	42	E	Pass
163	002	29	F	Fail
164	003	25	F	Fail
165	004	48	D	Average Pass
166	005	70	A	Excellent
167	006	46	D	Average Pass
168	007	50	C	Good
169	008	43	E	Pass
170	009	29	F	Fail
171	010	38	F	Fail
172	011	34	F	Fail
173	012	15	F	Fail

174	013	40	E	Pass
175	014	41	E	Pass
176	015	50	C	Good

GOMBI ZONE (GJSS SENGERE FUTY)				
S/N	ROLL NUMBER	SCORED	GRADE	REMARKS
177	001	48	D	Average Pass
178	002	19	F	Fai
179	003	44	E	Pass
180	004	25	F	Fail
181	005	38	F	Fail
182	006	39	F	Fail
183	007	37	F	Fail
184	008	45	D	Average Pass
185	009	50	C	Good
186	010	74	A	Excellent
187	011	48	D	Average Pass
188	012	70	A	Excellent
189	013	55	C	Good
190	014	68	B	Very Good
191	015	41	E	Pass
192	016	21	F	Fail
193	017	47	D	Average Pass
194	018	45	D	Average Pass
195	019	68	B	Very Good

MUBI ZONE
-----------

<b>(GJSS PAKKA)</b>				
<b>S/N</b>	<b>ROLL NUMBER</b>	<b>SCORED</b>	<b>GRADE</b>	<b>REMARKS</b>
196	001	75	A	Excellent
197	002	25	F	Fail
198	003	44	E	Pass
199	004	41	E	Pass
200	005	35	F	Fail
201	006	36	F	Fail
202	007	38	F	Fail
203	008	40	E	Pass
204	009	36	F	Fail
205	010	35	F	Fail
206	011	38	F	Fail
207	012	40	E	Pass
208	013	41	E	Pass
209	014	50	C	Good

<b>MUBI ZONE</b>				
<b>(GJSS DIDIF)</b>				
<b>S/N</b>	<b>ROLL NUMBER</b>	<b>SCORED</b>	<b>GRADE</b>	<b>REMARKS</b>
210	001	56	C	Good
211	002	38	F	Fail
212	003	24	F	Fail
213	004	50	C	Good
214	005	14	F	Fail
215	006	18	F	Fail
216	007	39	F	Fail
217	008	37	F	Fail



218	009	40	E	Pass
219	010	42	E	Pass

MUBI ZONE (GJSS BETSO)				
S/N	ROLL NUMBER	SCORED	GRADE	REMARKS
220	001	19	F	Fail
221	002	40	E	Pass
222	003	41	E	Pass
223	004	28	F	Fail
224	005	39	F	Fail
225	006	45	D	Average Pass
226	007	68	B	Very Good
227	008	27	F	Fail
228	009	40	E	Pass
229	010	44	E	Pass
230	011	48	D	Average Pass
231	012	50	C	Good
232	013	47	D	Average Pass

NUMAN ZONE (GJSS DEMSA)				
S/N	ROLL NUMBER	SCORED	GRADE	REMARKS
233	001	44	E	Pass
234	002	41	E	Pass
235	003	50	C	Good
236	004	39	F	Fail
237	005	42	E	Pass
238	006	37	F	Fail

239	007	36	F	Fail
240	008	40	E	Pass
241	009	41	E	Pass
242	010	28	F	Fail
243	011	60	B	Very Good
244	012	49	D	Average Pass
245	013	83	A	Excellent
246	014	70	A	Excellent
247	015	37	F	Fail
248	016	29	F	Fail
249	017	24	F	Fail
250	018	30	F	Fail
251	019	50	C	Good
252	020	54	C	Good
253	021	16	F	Fail
254	022	47	D	Average Pass
255	023	40	E	Pass
256	024	45	D	Average Pass
257	025	49	D	Average Pass
258	026	36	F	Fail

NUMAN ZONE				
(GJSS KWAH)				
S/N	ROLL NUMBER	SCORED	GRADE	REMARKS
259	001	47	D	Average Pass
260	002	42	E	Fail
261	003	41	E	Pass
262	004	43	E	Pass

263	005	28	F	Fail
264	006	57	C	Good
265	007	48	D	Average Pass
266	008	82	A	Excellent
267	009	62	B	Very Good
268	010	57	C	Good
269	011	58	C	Good
270	012	36	F	Fail
271	013	59	C	Good
272	014	24	F	Fail
273	015	74	A	Excellent
274	016	62	B	Very Good
275	017	14	F	Fail
276	018	24	F	Fail
277	019	39	F	Fail
278	020	35	F	Fail
279	021	41	E	Pass

NUMAN ZONE				
(GJSS KEM)				
S/N	ROLL NUMBER	SCORED	GRADE	REMARKS
280	001	58	C	Good
281	002	45	D	Average Pass
282	003	10	F	Fail
283	004	18	F	Fail
284	005	37	F	Fail
285	006	35	F	Fail
286	007	29	F	Fail

287	008	64	B	Very Good
288	009	38	F	Fail
289	010	29	F	Fail
290	011	25	F	Fail
291	012	48	D	Average Pass
292	013	60	B	Very Good
293	014	51	C	Good
294	015	44	E	Pass

<b>GANYE ZONE</b> <b>(GJSS (JS) CHUKKOL)</b>				
<b>S/N</b>	<b>ROLL NUMBER</b>	<b>SCORED</b>	<b>GRADE</b>	<b>REMARKS</b>
295	001	89	A	Excellent
296	002	10	F	Fail
297	003	14	F	Fail
298	004	19	F	Fail
299	005	50	C	Good
300	006	47	D	Average Pass
301	007	66	B	Very Good
302	008	25	F	Fail
303	009	43	E	Pass
304	010	10	F	Fail
305	011	46	D	Average Pass
306	012	46	D	Average Pass
307	013	55	C	Good
308	014	36	F	Fail
309	015	41	E	Pass
310	016	57	C	Good

311	017	48	D	Average Pass
312	018	50	C	Good
313	019	62	C	Good
314	020	44	E	Pass
315	021	38	F	Fail

<b>GANYE ZONE</b> <b>(GJSS GANGWARI)</b>				
<b>S/N</b>	<b>ROLL NUMBER</b>	<b>SCORED</b>	<b>GRADE</b>	<b>REMARKS</b>
316	001	19	F	Fail
317	002	46	D	Average Pass
318	003	48	D	Average Pass
319	004	47	D	Average Pass
320	005	50	C	Good
321	006	41	E	Pass
322	007	28	F	Fail
323	008	49	D	Average Pass
324	009	37	F	Fail
325	010	51	C	Good
326	011	42	E	Pass
327	012	16	F	Fail
328	013	18	F	Fail
329	014	17	F	Fail
330	015	50	C	Good
331	016	14	F	Fail
332	017	49	D	Average Pass
333	018	43	E	Pass
334	019	48	D	Average Pass

335	020	47	D	Average Pass
336	021	25	F	Fail
337	022	18	F	Fail
338	023	17	F	Fail
339	024	13	F	Fail
340	025	28	F	Fail
341	026	27	F	Fail
342	027	49	D	Average Pass
343	028	28	F	Fail
344	029	46	D	Average Pass
345	030	38	F	Fail
346	031	47	D	Average Pass
347	032	28	F	Fail
348	033	76	A	Excellent
349	034	28	F	Fail
350	035	46	D	Average Pass
351	036	28	F	Fail
352	037	24	F	Fail

<b>GANYE ZONE</b> <b>(GJSS JADA)</b>				
S/N	ROLL NUMBER	SCORED	GRADE	REMARKS
353	001	29	F	Fail
354	002	45	D	Average Pass
355	003	36	F	Fail
356	004	41	E	Pass
357	005	12	F	Fail
358	006	18	F	Fail

359	007	76	A	Excellent
360	008	50	C	Good
361	009	44	E	Pass
362	010	15	F	Fail
363	011	78	A	Excellent
364	012	36	F	Fail
365	013	25	F	Fail
366	014	45	D	Average Pass
367	015	16	F	Fail
368	016	69	B	Very Good
369	017	40	E	Pass
370	018	40	E	Pass
371	019	45	D	Average Pass
372	020	60	B	Very Good
373	021	27	F	Fail
374	022	58	C	Good
375	023	61	B	Very Good
376	024	41	E	Pass
377	025	45	D	Average Pass
378	026	43	E	Pass
379	027	38	F	Fail
380	028	37	F	Fail

## Appendix J

### Regression

#### Cluster A.

#### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.911 <sup>a</sup>	.900	.718	15.902

a. Predictors: (Constant), Influence of family size on students academic achievement

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	414.540	1	414.540	1.639	.000 <sup>b</sup>
	Residual	95584.015	378	252.868		
	Total	95998.555	379			

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

b. Predictors: (Constant), Influence of family size on students academic achievement

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31.325	8.015		3.908	.000
	Influence of family size on students academic achievement	.244	.191	.911	1.280	.000

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

**Cluster B.**

## Regression

### Model Summary



Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.968 <sup>a</sup>	.893	0.722	15.910

a. Predictors: (Constant), Influence of parental occupation on students academic achievement

**ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	312.028	1	312.028	1.233	.000 <sup>b</sup>
Residual	95686.527	379	253.139		
Total	95998.555	380			

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

b. Predictors: (Constant), Influence of parental occupation on students academic achievement

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.547	8.136		4.001	.000
	Influence of parental occupation on students academic achievement	.220	.198	.968	1.110	.000

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

**Cluster c.**

## Regression

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.959 <sup>a</sup>	.920	0.768	15.922

a. Predictors: (Constant), Influence of parental level of education on students academic achievement

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	167.324	1	167.324	.660	.000 <sup>b</sup>
	Residual	95831.231	379	253.522		
	Total	95998.555	380			

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

b. Predictors: (Constant), Influence of parental level of education on students academic achievement

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.990	8.096		4.322	.000
	Influence of parental level of education on students academic achievement	.161	.198	.959	.812	.000

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

## Cluster D.

## Regression

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.931 <sup>a</sup>	.864	0.757	15.936

a. Predictors: (Constant), Influence of parental motivation on students academic achievement

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.276	1	.276	.001	.000 <sup>b</sup>
	Residual	95998.279	379	253.964		
	Total	95998.555	380			

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

b. Predictors: (Constant), Influence of parental motivation on students academic achievement

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.368	5.099		8.113	.000
	Influence of parental motivation on students academic achievement	.006	.183	.931	.033	.000

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

**Cluster E.**

## Regression

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.918 <sup>a</sup>	.833	0.776	15.863

a. Predictors: (Constant), Influence of peer group relationship on students academic achievement

**ANOVA<sup>a</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	876.496	1	876.496	3.483	.000 <sup>b</sup>
Residual	95122.059	379	251.646		
Total	95998.555	380			

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

b. Predictors: (Constant), Influence of peer group relationship on students academic achievement

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26.564	8.063		3.295	.000
	Influence of peer group relationship on students academic achievement	.401	.215	.918	1.866	.000

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

**ClusterA ClusterB ClusterC ClusterD ClusterE.**

## Regression

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.938 <sup>a</sup>	.882	.746	15.914

a. Predictors: (Constant), Influence of peer group relationship on students academic achievement, Influence of parental occupation on students academic achievement, Influence of parental motivation on students academic achievement, Influence of family size on students academic achievement, Influence of parental level of education on students academic achievement

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1286.007	5	257.201	1.016	.000 <sup>b</sup>
	Residual	94712.548	375	253.242		
	Total	95998.555	380			

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

b. Predictors: (Constant), Influence of peer group relationship on students academic achievement, Influence of parental occupation on students academic achievement, Influence of parental motivation on students academic achievement, Influence of family size on students academic achievement, Influence of parental level of education on students academic achievement

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		

1	(Constant)	15.913	12.925		1.231	.000
	Influence of family size on students academic achievement	.179	.273		.658	.000
	Influence of parental occupation on students academic achievement	.128	.349		.368	.000
	Influence of parental level of education on students academic achievement	.066	.306	.937	.216	.000
	Influence of parental motivation on students academic achievement	.028	.185		.149	.000
	Influence of peer group relationship on students academic achievement	.397	.217		1.829	.000

a. Dependent Variable: Students academic achievement in Business studies in JSS in Adamawa State

**Appendix K**  
**Sample Summary of Adamawa State Junior Secondary School Certificate Examination (JSSCE) for**  
**2017/2018 Academic Session**

LEARNING DIRECTOR  
EDUCATION PL. DEPT.  
GENERAL BLDG  
DATE: 1977/26/18

Please Dr  
Galle  
Main  
Statistics  
Prof  
19/07/2018