

Conflict Between Parental Monitoring and Peer Group on the Academic Performance of Secondary School Students in Ondo State, Nigeria

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Received 12 December 2023; accepted 25 December 2023
Published online 26 December 2023

Abstract

Academic activities are geared towards ensuring that students obtain comprehensive knowledge of educational objectives. There has been argument that the extent to which these objectives are attained or achieved in school, is therefore determined by the level of their parental engagement in the school activities, and the peer group they share similar characteristics with in school or even at home which in turn are shown in their academic performance. This study therefore look at the conflicts between the two variables. The study adopted a descriptive research design of survey type. The target population of this study is both the teachers and the students of selected schools and the estimated population is six hundred (600). A structured, self-constructed questionnaire was used as the instrument for collection of data for the study. The questionnaire is divided in two (2) sections A and B. Section "A" of the instrument contains respondent's socio demographic information such as gender, occupation and the likes. Section B focuses on items or statements generated on the variables of the study as contained in the research questions. The findings from the study show that the children of the parents who monitor the academic progress of their wards make them to perform well and to choose good friends that results in joining peer group that enhances their performances in school. It is therefore, concluded that parental monitoring is an antidote to joining good peer group as well as good academic performance. It recommended among others, that curriculum designer should design curriculum in such a way that it will force or encourage parental monitoring of the academic performance of their wards.

Kew words: Parental monitoring; Peer group; Academic performance

Aladejebi, T. D., & Oladapo, S. O. (2023). Conflict Between Parental Monitoring and Peer Group on the Academic Performance of Secondary School Students in Ondo State, Nigeria. *Higher Education of Social Science*, 25(2), 54-62. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/13277>
DOI: <http://dx.doi.org/10.3968/13277>

Academic activities are geared towards ensuring that students obtain comprehensive knowledge of educational objectives. There has been argument on the extent to which these objectives are attained or achieved in school through the level of their parental engagement in the school activities, and the peer group they share similar characteristics with in school or even at home which in turn are shown in their academic performance. Parental monitoring, however, refers to parental awareness, watchfulness and supervision of child activities in multiple domains (i.e. friends, school and behaviour at home), and communication to the child that the parent is concerned about, and aware of, those activities (Dishion & McMahon, 2015).

Parents are very influential in the lives of their children. They have the ability to shape, sustain and develop children who will be active, diligent, responsible, creative and tolerant, through their positive monitoring in the learning process and educational activities both at home and outside home which will eventually enhance academic performance of their children in school. Parents are also capable of repressing and destroying the motivation and ability of their children through neglect and in-difference to their achievements and in turn could result to academic failure for their children.

Parents, who have been considered as one of the stakeholders of the school community, play tremendous roles in children's education. Among the many tenets of

the educational reform efforts is the idea that parental monitoring is an essential element in children's academic achievement and social adjustment (Jeynes, 2018). Parents can monitor by being involved in the school setting or at home. Prominent aspects of parental monitoring at home include discussion of school activities, parental aspirations and expectations, checking homework, parenting style, home roles and supervision. At school, prominent aspects of parental monitoring include contacting school personnel, attending Parents Teachers Association (PTA), and volunteering at school (Shute, Hansen, Underwood & Razzoole, 2011 as well as Dearing, McCartney & Weiss, 2017). The level to which parents are able to carry out the monitoring adequately will dictate the outcome of such parental influence, either positive or negative.

Effective parents regulate their child's behaviour through supervision, appropriate limits, and discipline. Regulation teaches children self-control and respect for the rules. Regulation presents differently depending on parenting style. Most parents do not follow any model completely. Some tend to fall somewhere in between these styles. Moreover, sometimes, parenting styles change from one child to the next or in times when the parent has more or less time and energy for parenting. Parenting styles can also be affected by concerns the parent has in other areas of their life. For example, parenting styles tend to become more authoritarian when parents are extremely strict, giving punishment to any violation of laid down rules, berating for child's poor performance which eventually leads the child to learn about consequences and taking responsible on his/her own action. (Lane, 2015). Ironically, some parents, perhaps more authoritative when they are supportive, responsive and nurturing in their style, yet they set a standard for their child. They are more emphatic, kind and warm. They allow autonomy and independence for their children, consequently enhancing academic performances. While some for reasons best known to them choose to be permissive when they have no time to set any reasonable standard for their child, they allow children to decide on their fate, allows children to live on their choices. They have no or low demandingness habit, they look like friends to their children rather than being a parent. (Epstein, 2016). Worst still, some parents are completely uninvolved in parental monitoring when they neglect parental styles. They are indifferent, dismissive and completely neglected. They provide no or little affection to their children rather they are business enthusiasts. They limit interaction with their children because they are busy looking for solutions to their own personal problems. Children from uninvolved or neglected parents only rely on peer groups to survive and the consequence of it could be worst imagined on their academic performances (Epstein, 2016). Sometimes parents seem to change their parenting approach when others are around, maybe because they become more self-

conscious as parents or are concerned with giving others the impression that they are a "tough" parent or an "easy-going" parent. (Epstein 2016). Of course, parenting styles may reflect the type of parenting someone saw modelled while growing up.

There are a great variety of attitudes, opinions, and values, which can affect how parents choose to monitor their children. Across these differences, according to however, effective parental monitoring occurs when parents exhibit qualities like showing love to their children who need adults, who will be there for them, that is, people who connect with them, communicate with them, spend time with them, and show a genuine interest in them; listening to their children and to avoid interrupting, that is, to pay close attention. Listening is best done in a quiet place with no distractions. It is hard listening carefully if the parent is busy or watching television; showing respect to their children. Some children might be difficult, rebellious, outrageous, and even mean-spirited, yet, they need to be treated with respect. Modelling respect teaches children appropriate behaviour and reinforces unconditional; talking over differences. When differences arise, parents should communicate concerns firmly but calmly and explain their position to help their children understand the reasoning; being a role model. Adults should live the behaviour and values that they hope their child will develop. When parents set high standards for themselves and treat others with kindness and respect, the child stands a better chance of following their example as children explore possibilities of who they may become, they look to their parents, peers, well-known personalities, and others to define who they will eventually become in future.

Many factors have been attributed to these influences (both positive and negative factors) on how well or not a student performs in school and the amount of confidence the students have for themselves both within the school and outside the school. Schaefer, (2010) stated some of these factors as to parents not becoming fully involved in their children's academic performance; lack of child care; inflexible work schedules; lack of income and transportation to participate in school programs and events, e.g. parent-teacher-association meetings; lack of confidence to interact in a culture and/or language different from their own; parental shame of their own educational failure; lack of written literacy skills; insufficient information on home-school collaboration; different expectations of the school role; discomfort in higher-class settings; and, fear that they are not educated enough to be of help in the classroom or to their own children. These factors might affect the parents differently in accordance to parents' personal and cultural background and characteristics. The outcome as well could be counterproductive for secondary school students who have such as parents particularly on their academic performances.

Conversely, parents who are educationally advantaged, with high income and social supports, who basically live together with their children regardless of where they live, who show love and affections towards their children will find it more convenient and comfortable to stay connected with their children's education. Students with such parents will no doubt be positively monitored and will definitely enhance their academic performances. More importantly, parents with better standard of living but spend most of their days, weeks and months outside home in search of daily bread, though, show love and affections towards their children will have the children falling victims of peer group both in school and at home (Carmen, 2017).

However, in Nigeria, like other growing economies, for example, some parents endeavour to know their child and inquire about the home background and academic ability of the child's friends; because they know the great influence a child's peer could have over his learning. In a situation where both parents work, they came home early enough to meet their children with their peers and monitor their movements with such and they try to engage their child's time with useful activities. Children from such homes find it difficult to mix with bad peers because they get instant discouragement from their parents and even the fear instilled in them by their parents' guide them in choosing their peers at school.

In contrary to the above, in many homes, families are finding it more difficult to stay connected with their children's education. This is mostly common to families living in mega cities such as Lagos, Port-Harcourt and Kano in Nigeria, where both parents work outside the home. Carmen (2017) noted that the extended family has become significantly less extended as mobility has increased. Parents are becoming isolated from their children and finding it difficult to keep a careful watch on what needs to be done to help them succeed in school. Many families are not even led by a parent, but by a grandparent, guardian, or some other adults. The parents who work late to meet up with the second time find it difficult to know their children's peer group in school even at home. The children of such parents may freely join peer group that will encourage truancy, examination malpractices, thurgery, drug abuse and other social vices which may eventually jeopardize his/her academic career.

Ozmert et al. (2015) emphasized the importance of parent's environmental influence as a major factor in the development of students' academic performance. In Ondo State for instance, which is basically an agrarian state, where most of the residents are predominantly farmers, artisans, petty traders, commercial drivers, etc., where most parents are either farmers or classroom teachers with low income, influence of parental monitoring there could go either side as stated above. Parents who are opportune to stay home with their family are either showing uncared attitudes towards academic activities of their children or

faced with peculiar problems that make them unable to adequately monitor their children. Some who bother, who are willing to positively monitor the academic activities of their children are handicapped with problems like parents' low level of education, bad attitudes of school personnel towards parents, low economic status, poor communication, cultural influences, religious differences, etc.

Prior to this time as Robinson et al. (2018) put it that parents once concerned with the achievement of their children, try and train them for independent action and initiative. In

what is sometimes called a traditional Nigerian family environment, parents were able to monitor the school work of their children carefully and actively participated in Parents-Teachers Associations purposely to monitor the progress of their children. Report cards were valued and trusted in the home as an accurate reflection of academic achievement. Parents were able to keep in touch with the school and the life of their children in the school, and to monitor success or lack thereof. When children came home from school, homework was completed, assignments finished, and other school works were done. (Robinson et al. 2018)

Parents were able to motivate their children into learning by making the home environment conducive for learning and by providing the child with learning materials. Such parent would do everything in their power to see that their children mix with the right type of groups so as to see them grow responsible adults. (Robinson et al. 2018)

But now, with the changes in family life and indeed in societal makeup, perhaps, caused by modernization, schools are now finding it increasingly difficult to keep parents informed of and actively engaged in the day-to-day progress of their children (Deslandes & Bertrand, 2015). Teachers and administrators are discovering that the support they once received in getting students to do their homework is no longer there, because the parents are not home to insist that students complete their assignments thereby, giving room for peer group who are readily available at all times to cover up the vacuum created by busy, authoritarian, permissive and neglected parents both in school or at home. Children, who need parents to talk and listen to at an appropriate time, who need parents to watch over them most especially at home, who need parents to pay attention to their moods are nowhere to be found. Consequently, children have no option than to pinch tent with peer group who are readily available for them. (Deslandes & Bertrand, 2015)

Peer group is therefore, a group of people who share certain social characteristics, such as age, class, occupation, or education, and interact on a level of equality. An individual may be a member of several peer groups, including friends, schoolmates, and co-workers. Peer groups are important in socialization, as individuals attempt to conform to the expectations of their peer groups According to Castrogiovanni (2016), defined peer group as a small group of similar age, fairly close friends, sharing the same activities. In its most acceptable form, peer group is a healthy coming-of age intermediary, by which youth grasp negotiating skills and learn to deal

with challenges and to solve problems in a social context. Consequently, the peer group becomes an agency of enculturation and learning. Even very young children develop a sense of self from their perceptions of important people in their surroundings, including relatives, teachers, and peers. Socioeconomic status, ethnic identity, and parents' occupations affect how families view themselves and the process by which they socialize their children (Bornstein, 2013). Later, as children leave the home setting, their self-perception and socializing skills become influenced by how their peers view them.

Gradually, children discover that others can share their feelings or attitudes or have quite different ones. The perspectives of others will affect how children feel about their own families. Children usually have a "family" view of their own and of other cultures. So, when confronted with other perspectives, they often need to rethink their own viewpoints. It is often difficult for children to adjust to the idea that other families can function radically different from their own and yet hold many of the same attitudes and beliefs and be equally nurturing and secure. The peer group serves as a barometer for children examining themselves and their feelings about self and family. When children move out from family to child-care centers, school, and the community at large, they begin to form attachments, and friendships emerge through their play. These relationships influence behaviour. Even infants and toddlers are observed reacting to other infants by touching them, by crying when others cry, and later by offering nurturance or comfort. By about age three, early friendships begin to form and children's peers begin to have a more lasting influence (Parker, 2017).

Peer influence on behaviour gradually becomes more dominant. Harris (2014) however, defines peer influence as when one chooses to do something he/she would not otherwise do, because he/she wants to feel accepted and valued by friends. He maintained that peer groups have an even stronger influence than that of parents because the students in search for acceptance join a particular peer group and identify with the behaviours and attitudes of that group. This is an indication that peer group influences development of children's socializing skills. These early friendships help children learn how to negotiate and relate to others, including their siblings and other family members. They learn from peers how to cooperate and socialize according to group norms and group-sanctioned modes of behaviour. Peers, particularly group members, become important social referents. Peer groups also influence individual members' attitudes and behaviours on many cultural and social issues, such as: drug use, violence, and academic achievement, and even the development and expression of prejudice.

The peer group can, therefore, influence what the child values, knows, wears, eats, and learns. The extent of this influence, however, depends on other situational constraints, such as the age and personality of children and the nature of the group (Harris, 2014).

The influence of parental monitoring as well as influence of peer group as received from a child or individual learner has tremendous positive or negative

impact to play in the academic wellbeing of a child. Adesua (2014), explained that although, the school is a socializing agent that is responsible for the experiences that make up the individual's life, but during school periods, the peer group, a child mixes or grew up with, and the parents of a child, are two different sets or groups of socializing agents a child first comes in contact with. These groups are responsible for building the personality of the child and making the child what he becomes in life, their roles could make or mar the individual's (i.e. students) performances at school.

The attractiveness of the group, the nature of conformity demanded by the group and the morals of the group determine whether a group is likely to have positive or negative impact on members' motivation and achievement. If the atmosphere of the group is warm, understanding and supportive, the group influence or motivation, task performance and achievement will most likely be positive. But, a hostile atmosphere, constant frustration and frequent conflicts produce a negative impact not only on the member's growth and behaviour but also on his motivation to work and achievement. For example, if one is in friend with a group of people that are ambitious and working hard to attain high academic goals, one might feel pressured to follow suit to avoid feeling excluded from the group. But if a student joins a peer group who spend large amount of time in extra curriculum activities such as sports, student government, community service, employment, arts, hobbies, scouting, media clubs and educational clubs often than none, where academic priorities are neglected and thus academic performance will be grossly affected. The kind of person a child is, dictates the type of peer group he/she is in, as children tend to imitate each other. Festigen (2012) also shares the same view that imitation of behaviour in a group occurs when a person acts in a way that is likely to be joined by the rest of the group.

There are more broken homes today than there were in the past. As large percentage of maladjusted and delinquent children comes from broken home, they have no flag to follow and so fall among those adrift in the society and among secondary school students in schools. This could happen where both parents are working and do not come home until very late in the night and is even more rampant in cases where the child is not enrolled in a lesson after schools so that his time is not fully engaged into beneficial activities of injured peer groups from broken homes. In a single parent home where responsibility of taking care of the child falls on either the mother's or father's shoulder and where they are busy working for means of survival, the child could also be influenced to a large degree by his peers. Since the parents are not available to relate to, he finds his level with peers.

However, in home where both parents are still together, they endeavour to know their child and inquire about the home background and academic ability of the

child's friends; because they know the great influence a child's peer could have over his learning. In a situation where both parents work, they came home early enough to meet their children with their peers and monitor their movements with such and they try to engage their child's time with useful activities. Children from such homes find it difficult to mix with bad peers because they get instant discouragement from their parents and even the fear instilled in them by their parents guide them in choosing their peers at school. The parents who work late to meet up with the second time find it difficult to know their children's peer group in school.

Mussen (2017) is of the view that parental influence is more powerful than peer influence among the students whose parent express affection, interest, understanding and willingness to be helpful. Then the parents continue to provide a highly personal and emotionally involved relationship, which may be characteristics of peer group influence. However, it should be noted that peer group influence increases in the secondary schools partly because many go away from home and stay in boarding institutions where the parental contact is very limited but the main reason for peer group influence is the location of the students. Research has shown that both parental monitoring and peer group influence academic performance of secondary school students. But it could result to either side depending on the factor causing it. Olalekan, (2016), is of the opinion that when students that are positively motivated do things in common during and after school hours, such students' academic performance would be positively affected. But if on the other hand, the group's major value is negatively related to academics, the individual's performance could be low.

Olalekan, (2016), further explained that while some students join peers that promote or pursue academic excellence, others join, interact with or promote peers from bad gangs or occult groups. Therefore, the home as well as the school, has great role to play in promoting or checking peer group influence by including good programmes in the school curriculum as well as the extra-curricular activities of the school to checkmate bad peer group influence. Diaz, (2013), explained that there is clear evidence that cooperative learning experiences, a situation in which students work together in groups rather than compete as individuals improve both academic performance and social interactions in children. In support of this, Diaz, (2013), claimed that peer influence on the child's development occurs through similar mechanisms as those used by adult's reinforcement, modelling and direct teaching and skills. Interaction with peers also promotes acquisition, such as controlling aggressive impulses and the expression of pro-social behaviours.

Finally, it there have been argument on which of both parenting and peer variables exert strong influences on children's decisions to a better academic performance or poor academic performance. As children age, peers begin

to exert a stronger influence, but parenting practices can significantly reduce peers' harmful influences. It is on this note that the researcher wants to find out the influences of parental monitoring and peer group among senior secondary school students as it has or not affected their academic performances.

RESEARCH QUESTIONS

The following research questions were set to give the work direction:

1. What influence does parental monitoring have on academic performance of senior secondary students?
2. What influence does peer group have on academic performance of senior secondary students?
3. What are the student's perception towards their parenting styles, attitudes and feelings on their academic performance?
4. What are the solutions to negative influences of parental monitoring and peer group among senior secondary school students?
5. What are other challenges students face with in achieving academic performance of senior secondary schools' students.

METHOD

The study used descriptive research study of the survey type. The study design seeks descriptive information on the parental monitoring and peer group influences on the academic performance of secondary school students. This type of descriptive research employed in this study is the survey research design. The survey is an attempt to collect data from members of a population in order to determine the influences of parental monitoring and peer group on the academic performance of students, status of the population with respect to one or more variable(s)

The population of the study comprised senior secondary school students from all secondary schools in Akure South Local Government Area of Ondo State. The accessible population consists of 600 students, 50 parents and 30 teachers in government owned secondary schools in Akure South Local Government Area of Ondo State.

The instrument that was used to collect data for the study was structured questionnaire to investigate parental monitoring and peer group influences on the academic performance of secondary school students. The questionnaire consists of three parts: A, B, C. Part A consists of bio-data together with items that will assist in providing answers to the relevant questions for students on a four Point Likert Scale of Strongly Agree, Agree, Disagree and Strongly Disagree. Similarly, Parts B and C also consist of bio-data together with items that will assist in providing answers to the relevant questions for teachers and parents on a four Point Likert Scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

The reliability co-efficient was 0.70 which confirmed the suitability of the instrument for the study to determine the reliability of the score.

Research Question 1: What influence does parental monitoring have on academic performance of senior secondary school students?

Table 1
Influence of parental monitoring on the academic performance of senior secondary school students.

S/ N	Items	Response				Total %
		SA %	A %	D %	SD %	
1	My parents often stay at home	102 (17%)	54 (9%)	174 (29%)	270 (45%)	600 (100%)
2	My parents discuss my educational issues and my future with me at home	144 (24%)	72 (12%)	78 (13%)	306 (51%)	600 (100%)
3	My parent consult with my school personnel to know how well I am doing in school	132 (22%)	108 (18%)	72 (12%)	288 (48%)	600 (100%)
4	My parent bother about my whereabouts at all times	102 (17%)	168 (28%)	150 (25%)	180 (30%)	600 (100%)
5	My parent punish me for my poor performance in school	270 (45%)	150 (25%)	36 (6%)	72 (12%)	600 (100%)
6	My parent do not attend PTA meetings in my school	228 (38%)	180 (30%)	90 (15%)	102 (17%)	600 (100%)
7	My parent assist me with my classroom activities and participate in my learning related activities	120 (20%)	90 (15%)	162 (27%)	228 (38%)	600 (100%)
8	My parent provides financial aid/material support for my education	138 (23%)	60 (10%)	168 (28%)	234 (39%)	600 (100%)
9	My parents did not force academic career on me. I rather choose it for myself.	186 (31%)	174 (29%)	48 (8%)	120 (22%)	600 (100%)

Table 1 shows that 102 students representing (17%) of the respondents strongly agreed to the assertion that their parents often stay at home. 54 of (9%) of the respondents also agreed with the assertion, while 174 of (29%) and 270 of (45%) of the students disagreed and strongly disagreed that their their parents often stay at home. The implication of this is that 444 of the respondents representing 74% of the total respondents were of the view that parents do not often stay at home. While just 156 (26%) of the respondents were of the view that their parents often stay at home. Another 144(24%) of the students strongly agreed that their parents discuss their educational issues and their future career with them at home. 72 of (12%) agreed with the statement. But 78 of (13%) disagreed with the statement and 306 of (51%) disagreed. This means that only 216 of (36%) were of the view that their parents discuss their educational issues and their future with them at home while 384 of (64%) of the respondents responded that their parents do not discuss their educational and future plans with them at home.

Moreover, 132 of (22%) and 54 of (18%) of the total respondents strongly agreed and agreed that their parents consult with their school personnel to know how well they are doing in school. While 72 of (12%) and 288 of (48%) of the respondents disagreed and strongly disagreed with the statement respectively. Also, the implication of this is that 240 of (40%) of the respondents responded that their parents consult with their school personnel to know how well they are doing in their schools while 360 of (60%) of the total respondents responded in antonyms. Furthermore, 102 of (17%) and 168 of (28%) of the students strongly

agreed and agreed that their parents bother about their (students) whereabouts at home. While 150 of (25%) and 180 (30%) both disagreed and strongly disagreed with the assertion that their parents bother about their whereabouts at all times. This therefore means that 270 of 45% of the respondents responded in affirmative with the assertion that their parents bother about their whereabouts at all times. While 330 of (55%) of the respondents responded negatively that their parents do not bother about their whereabouts at all times.

In another development 270 of (45%) of the respondents strongly agreed to the assertion that their parents punish them for their poor performances in school. And 150 of (25%) agreed also with statement. While 36 of (6%) of the students disagreed and 72 of (12%) strongly disagreed with the statement. This indicates that 420 of (70%) were of the view that their parents punish them for their poor performances in school. While only 108 of (18%) of the respondents were negative about the assertion. In addition, 228 of (38%) and 180 of (30%) of the respondents strongly agreed and agreed that their parents do not attend PTA Meetings in their school. While only 90 of (12%) and 102 of (17%) of the students disagreed and strongly disagreed with the statement respectively. This means that a large number of parents of the responding students (408 of 68%) do not attend PTA Meetings in their children’s schools. And only 192 students’ parents representing just 32% of the total respondents do attend PTA Meetings in their children’s schools.

Meanwhile, 120 of (23%) of the total respondents

strongly agreed that their parents do help them in their classroom activities and participate in their learning related activities. 90 (15%) only agreed. While 162 of (27%) of the students disagreed with the statement and 228 of (38%) strongly disagreed. This indicates that only 210 representing 35% of the respondents were in affirmative that their parents do help them in their classroom activities and participate in their learning related activities. While 396 representing 65% of the respondents were in antonyms, i.e. their parents do not help them in their classroom activities and do not participate in their learning related activities. Moreover, 138 of (23%) and 60 of (10%) of the respondents strongly agreed and agreed respectively that their parents provide financial assistance and support materials for their education. While 168 of (28%) and 234 of (39%) of students disagreed and strongly disagreed with the statement. This means that only 198 representing

33% of the total respondents submitted that their parents provide financial assistance and support materials for their education while above two third of the respondents (402 of 67%) were negative in their submission.

Finally, 186 of (31%) and 174 of (29%) of the respondents strongly agreed and agreed that their parents did not force any subject or academic career on them. But 48 of (18%) and 120 of (22%) of the students disagreed and strongly disagreed with their counterparts on the assertion. This indicates that 360 representing 60% of the respondents submitted that their parents allowed them to make their own choice of subjects and careers themselves. While just 168 of 40% of the respondents believed contrarily.

Research Question 2: What influence does peer group have on academic performance of senior secondary school students?

Table 2
Influence of peer group have on academic performance of senior secondary school students

S/N	Items	Response				Total %
		SA %	A %	D %	SD %	
10	I go to the school library with my friend every break time to study	144 (24%)	66 (11%)	168 (28%)	222 (37%)	600 (100%)
11	I follow my friends to engage in two or more curricular activities during school hours	246 (41%)	156 (26%)	108 (18%)	90 (15%)	600 (100%)
12	I copy my friend's home work /assignments	210 (35%)	170 (28%)	72 (12%)	90 (15%)	600 (100%)
13	I come late to school with my friends everyday	228 (38%)	222 (37%)	30 (5%)	120 (20%)	600 (100%)
14	My friends decide or determine the class to attend in school	246 (41%)	114 (19%)	168 (28%)	72 (12%)	600 (100%)
15	I feel insecure among my family members but feel secure among my friends	186 (31%)	180 (30%)	120 (20%)	114 (19%)	600 (100%)
16	I spent most of my time in school discussing with friends	174 (29%)	168 (28%)	144 (24%)	114 (19%)	600 (100%)
17	I join my friends to scare off brilliant students who always answer questions in class	156 (26%)	192 (32%)	72 (12%)	180 (30%)	600 (100%)
18	I sneak out of school with my friends	234 (39%)	150 (25%)	90 (15%)	126 (21%)	600 (100%)

Table 2 shows that 144 and 66 students representing 24% and 11% of the respondents strongly agreed and agreed to the assertion that they go together with their friends to school library to study during break time. While 168 and 222 students representing 28% and 37% disagreed and strongly disagreed with the assertion. This means that 210 of 35% submitted that they go together with their friends to school library to study during break time. While 390 of 65% of the respondents were negative in their submission. Also, 246 of (41%) of the respondents strongly agreed that they follow their friends to engage in several extra-curricular activities during school hours and 156 of (26%) of the respondents just agreed. But 108 of (18%) of the students disagreed to the assertion and 90 of (15%) of the students strongly disagreed that they follow their friends to engage in several extra-curricular activities during school hours. This indicates that 402 representing 67% of the respondents submitted that they go together with their

friends to school library to study during break time while 198 of 33% declined.

In a similar vein, 210 and 170 of students representing 35% and 28% of the total respondents strongly agreed and agreed that they always copy their friend home work/ assignments. While 72 and 90 representing 12% and 15% of the students disagreed and strongly disagreed with the assertion. This implies that 380 representing 63% of the respondents unanimously submitted that they always copy their friends' home works and assignments. While only 162 of 27% of the students declined. In addition, 228 of (38%) and 222 of (37%) of the total respondents strongly agreed and agreed that they usually come late to school with their friends every day. While 30 of (5%) and 120 of (20%) of the respondents disagreed and strongly disagreed with the assertion. This means that above two third (450 of 75%) of the respondents all submitted that they come late with their friend to school every day. While only 150 of 25% of the respondents declined with the assertion.

Meanwhile, another 246(41%) of the students strongly agreed that their friends decide or determine the class to attend in school, and with 114 (19%) agreeing with the statement. While 168 (28%) of the students disagreed with the statement and 72 (12%) only strongly disagreed that their friends decide or determine the class they attend in class. This suggests 360 (60%) of the total respondents all submitted that their friends decide or determine the class to attend in school and it affects their academic work positively. While 240 (40%) of the respondents declined to the assertion.

In another development, 186 (31%) of the respondents strongly agreed that they feel insecure among their families but feel secure among their friends. While 180 (30%) agreed to the assertion too. But only 120 (20%) of the students disagreed with the assertion and 114 (19%) strongly disagreed. This concludes that 366 (61%) of the total respondents all agreed that they feel insecure among their family members but feel secure among their friends either because of their parental insensibility or because of the strictness of one of their parents thereby affecting their academic performances. While 234 (39%) of the students disagreed with their counterparts.

Moreover, 174 (29%) and 168 (28%) of the respondents strongly agreed and agreed that they spend most of their time in school discussing with their friends. While 144 (24%) and 114 (19%) both disagreed and strongly disagreed. This indicates that 342 (57%) just above the total respondents asserted that they spend most of their time in school discussing with friends rather than studying thereby influencing their academic performances in a negative manner. While 258 (43%) just below half of the total respondents all declined to the assertion of their counterparts.

Furthermore, 204 (34%) and 192 (32%) of the respondents strongly agreed and agreed that they join their friends to scare off brilliant students who always answer questions in class. While 60 (10%) and 144 (24%) of the respondents disagreed and strongly disagreed with the assertion. This suggests that 396 (66%) of the total respondents submitted that they join their friends to scare off brilliant students who always answer questions in class. While just 204 (34%) of the respondents declined with the assertion of their counterparts. Finally, 234 (39%) of the respondents strongly agreed that they sneak out of school together with their friends but 150 (25%) of the students only agreed with assertion. While 90 (15%) and 126 (21%) of the respondents disagreed and strongly disagreed with the statement that they sneak out of school with their friends. This means that majority of the respondents with 386 (64%) all asserted that they sneak out of school with their friends thereby missing class lessons which will lead them to academic failures. While 216 representing 36% of the total respondents disagreed with the assertion.

DISCUSSION OF FINDINGS

The results on table 1 show that parental monitoring has both negative and positive influences on the academic performance of secondary school students in Ondo State. From the analysis, it was discovered that: many parents are not home to discuss educational issues and the future of their children with them and this leave the students to take decisions from inexperience side. Many parents do not consult with school personnel to know how well their children are doing in school; do not bother about their children's whereabouts at all times; yet, they punish their children at home for poor performance in school; it was also discovered that parents do not attend their children's school events in particular, report card day, sports day, PTA meetings as expected; parents have no time at home to help or assist their children with their classroom activities and participate in their children learning related activities, parents hardly provide financial aid /support for their children education and despite the fact that they did not force academic career on the children. The findings, therefore, support the views of Shote, Hansen Underwood & Razzoole, 2018 who all posited that "The level to which parents are able to carry out monitoring adequately will dictate the outcome of such parental influence, either positive or negative".

In a similar vein, data from table 2 show that the peer group influence on academic performance of secondary school students in Akure South Local Government Area of Ondo State was equally negative where students: engaging in two or more curricular activities during school hours; copying friend's home work assignments; come late to school with friends every day; attendance in class is determined by friends; spending most of the time in school discussing with friends; sneaking out of school with friends. All these influences are therefore likely to affect their academic performance. Consequent upon the above, peer group has negative influence on the academic performance of secondary school students in Akure South Local Government Area of Ondo State. This finding is therefore supported by the view of Alike H., (2018), who found out that peer group significantly and positively influence the students' academic performance. He further asserted that students whose peers involve in negative activities such as use of drug, sneaking out of school and being absent from school chronically are likely to experience lower academic performance. This finding is in line with Ryan (2017) who found out that peer groups usually have an influence regarding changes in students' intrinsic value for school as well as their academic achievement. This finding concurs with that of De Guzman, (2011) who posited that peers with similar interest and similar academic standing enjoy doing the same thing; they gravitate towards each other.

RECOMMENDATIONS

1) Parents should seriously take up the responsibility of equipping their children with adequate knowledge about peer group to help prevent children from mingling with bad peers both at home and in school, but rather go out with students who can influence them positively.

2) Students should be encouraged to set goals for themselves and to achieve these goals, there is the need to cooperate with one another. This cooperation contributes towards group's cohesiveness which in turn increases productivity. This will further strengthen peer group relationship;

3) Teachers and other educational practitioners and those in related professional training, need to have knowledge of the effects of peer group and understanding of the issues surrounding negative peer influence to prevent negative peer influence and be more adequately prepared to help students facing negative aspects of peer group;

4) School counsellors', teachers, parents, and other government agencies should actively participate and get involved in role – modelling of students by introducing informative programmes that could educate them about peer group influence and thus, refocus them meaningfully towards excellent academic performance; this could help the development of the nation's academic future;

5) The home as well as school should increase the roles of promoting or checking peer group influence by including good programmes in the school curriculum as well as the extra curricula activities of the school to checkmate bad group influence;

6) Parents also need to ensure rules focused at ensuring their children make maximum use of the time after school. The parent should develop a time table for the child so as to regulate child activities such as learning, playing, and sleeping;

7) Students should be encouraged to choose their friend wisely as some have negative influence on their academic performance, especially those who sneak out of school, use drugs and those who do not attend school regularly.

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