

## **Peer Group Pressure, Study Habit And Academic Achievement Of Secondary School Students**

Mgboro, Chibueze U, Omebe, Silas E, Achilike, Beatrice A And Ani, Sabina I

---

### **Abstract**

*The study focused on finding out the relationship between peer group pressure, study habit and academic achievement of secondary school students in Ebonyi North Education Zone of Ebonyi State. Three purposes and three research questions were formulated to guide the study. Three hypotheses were tested. A correlational survey design was adopted for the study. The population of the study was twenty-four thousand three hundred and sixty nine (24,369) secondary school students. Multistage sampling procedure was adopted for the study. 300 students were randomly sampled for the study. Instrument for data collection was a structured questionnaire titled Peer Group Pressure, Study Habit and Academic Achievement. The instrument was validated by three specialist. The internal consistency of the instrument was tested using Crombach Alpha procedure which yielded an overall index of 0.89. Data collected were analyzed using linear regression for research questions. The hypotheses were analyzed using regression tool. The results revealed a negative relationship between peer group pressure and academic achievement; a strong relationship between study habits and academic achievement, and a high relationship between peer group pressure, study habits and academic achievement. Furthermore there is a significant relationship between study habits and academic achievement, and between peer group pressure, study habits and academic achievement. It was recommended among other things that students should pay much attention to their study habits in order to improve their academic achievement.*

**Keywords:** Academic achievement, study habits, peer group pressure, adolescents and gender.

---

Date of Submission: 08-10-2024

Date of Acceptance: 18-10-2024

---

### **I. Introduction**

Educational activities are geared towards ensuring that students achieve mastery of educational objectives which can be evaluated through recipient's academic achievement. Academic achievement refers to how well students accomplish the tasks and studies (Scortts, 2012). Grades are indicators of academic achievement. Grades are the student's score for their classes and overall tenure (Nwigbo, 2014). Grades are most often a tallying or average of assignment and test scores and may often be affected by factors such as class attendance, an instructor's opinion about the students, and peer group. Grading system vary greatly by country and school; common scales include a percentage form 1-100, lettering systems from A-F, and grade point averages (GPA) from 0-4.0 or above. According to Ward, Stocker and Murray-Ward (2016) academic achievement refers to the outcome of education; the extent to which the students, teachers or institutions have achieved their educational goals. In the context of this study, academic achievement refers to the extent to which students have achieved mastery of the objective of the subjects they are exposed to in school. The grades indicating such achieved mastery appear to be consistently on the decline in the past decade, a situation that reflects poor academic achievement.

Poor academic achievement has been observed in school subjects among secondary school students (Aremu & Soka, 2013). The trend of poor achievement of secondary school students have also been confirmed by the West African Examination Council (WAEC). The WAEC result analysis for, 2015, 2016, 2017, 2018, 2019 and 2020 revealed the following statistics of the performance of Nigerian students in secondary schools in public examination. The percentage of students who passed during the years are as follows; 2015 (22.24%); 2016 (24.94%) and 2017 (25.99%) 2018 (25.54%); 2019 (23.76%) and 2020 (31.54%) respectively. On the average, it might be observed that less than a quarter (21.98 percent) of the students that sat for the May/June West African Senior Secondary School Certificate Examination obtained credits in five subjects including English and mathematics (WAEC, 2021).

Some factors identified as causes of poor academic achievement include; poor teaching methods adopted by teachers, lack of adequate facilities like libraries, poor classroom condition, peer group influence among others (WAEC, 2021). Welsh (2014) has also affirmed that the attitude of some teachers to their job, and

the peer group influence affected students' academic achievement. In support of Welsh Azubuike (2016) posited that peer group influence is one of the major factors affecting students' academic achievement. This is because peers often follow their classmates wherever they may go.

Peers could be referred to as persons of equal standing with another; persons who are equal to others in age in social class (Hardcastle, 2012). Peer group often pressurise their members to take decisions. This is what is referred to as peer pressure (Hartney, 2012) Peer pressure therefore implies the process the peers use to influence themselves to do something that they might not otherwise choose to do. Peer pressure is emotional or mental pressure from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfield, 2011). Furthermore, Jones (2011) defined peer pressure as the ability of people from the same social rank or age to influence another of the same age bracket. Peer pressure is also defined as the influences that peers have on each other (Olnier, 2015). Peer pressure is usually associated with teens although its influence is not confined to teenagers alone (Agwu, 2015). Children, teen, young, young adults and mature adults can be seen doing things in order to be accepted by their peers. In this study, peer pressure is viewed as the students' attempt to pressuring other students to do anything in order to ensure they are accepted and recognized by their peers. The peer group can help the adolescents learn the culture of the society at large, provide opportunities for the adolescents to play many social roles such as that of a leader, a follower, teacher or students (Claser, Shelton & Bree, 2016) The peer group also helps the young adults to achieve independence easily and set goals which are more easily attainable than the expectation of adults. This in itself provides motivation for learning and might encourage the students at one stage or the other to regard their membership of peer group as very important.

Furthermore, when the family is not supportive, for instance, if the parents work extra jobs and are largely unavailable, their children (young adults) may turn to their peers for emotional support. Supports are also given when there is conflict between parents and adolescents. When adolescents feel pushed away, they seek the company of their peers. Some adolescents involved in conflict with their parents might not discriminate about the kind of group they join. They may often turn to a group simply because the group accepts them even if the group is involved in negative tendencies. (Peter & Pellegrini, 2011). The need for affection or closeness appears often greater than the need to do the right thing. For some adolescents who feel isolated and abandoned by members of their family being part of a peer group provides such individual with acceptance and security which are not available at home.

Moreover, Peer pressure might commonly be associated with episodes of adolescent risk taking behaviours (such as delinquency, drug abuse, sexual behaviours), because these behaviours commonly occur in the company of peers. It can also have positive effects when adolescents are pressured by the peers toward positive behaviour such as volunteering for charity or excelling in academics (Kellie, 2013). It follows that peers can have a negative influence on students' academic development and achievement. They can encourage one another to skip classes, steal, cheat in examinations, use drugs or alcohol, or become involved in other risky behaviours. In line with the above idea, Olanipekun (2015) revealed that school absenteeism and truancy can be attributed to peer pressure. He further stated that stated that students' high school attendance may be corrupted by peers. Furthermore Anyanwu (2016) reported that peer pressure can lead to students withdrawal from school which often affects their academic achievement. Peer pressure can also affect students study habit either positively or negatively.

Study habit refers to the pattern or method a student adopts to acquire knowledge. According to Izuchukwu (2019), study habits are the behaviours adopted by the students especially when preparing for tests or learning academic material. Ekennia cited in Nduka-Ozo (2015) defined study habit as a conscious effort which individuals direct towards the acquisition of knowledge, skill or competence. The acquisition of knowledge is the main concern of every scholar. It is a complex phenomenon that requires hard work and techniques. According to Okorie (2019) study habits are the habitual practices one use to help oneself to study and learn. Good study habits can help students achieve and/or maintain good grades. Study habits include, finding a quiet location to study, taking breaks, jotting down notes while reading, setting goals, and taking practice tests among others (Orji, 2011). Furthermore, Bakare cited in Nduka-Ozo (2015) identified eight (8) elements of good study behaviour which includes: homework and assignments, time allocation, reading and note-taking, study period procedures, concentration, written work, examination and teacher consultation. Azubuike (2011) stated that peer pressure can affect students study habit in the positive way when students organize themselves to form reading clubs and reading groups where everyone is carried along. In some secondary schools, students of similar interest form either debate club or reading groups. This often helps to improve the overall academic performance of students. On the other hand, peer pressure may reduce peer commitment to reading.

Peer pressure might make students to indulge in loitering while class lessons are going on, while others might absent themselves from school. In line with the above statement Orié (2012) noted that class skipping could lead to examination malpractices and poor achievement because it is mandatory for students to attend at

least 70% of class lessons (Borigo, 2011). In support of the above, Orji (2011) and Agoze (2018) opined that peer pressure can lead to poor school attendance which they noted is one of the indices of poor academic achievement. Peer pressure has also been linked with gender. Gender refers to either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female. However, according to Good (2018), in education, gender refers to the sex of the students of either being male or female. Udoh (2018) stated that peer pressure might affect female students more than their male counterparts. In contrast Kunle (2016) stated that peer pressure might affect male adolescent students more than females. It is therefore still contentious on which gender is being influenced more than the other by peer group.

The term adolescence is derived from Latin word ‘adolescere’ which means ‘growing up’ (learner & Steinberg, 2019). It is a period of transition in which the individual transforms from childhood to adulthood. According to the World Health Organization (2019), adolescence is the phase of life between childhood and adulthood, from age 10 to 19. It is a unique stage of human development and an important time for laying the foundations of good health. Adolescents experience rapid physical, cognitive and psychosocial growth. This affects how they feel, think, make decisions, and interact with the world around them including peer attraction and identification.

Peer attraction and identification are particularly common because most adolescents spend large amount of time in fixed groups (schools and sub-groups within them) regardless of their opinion of these groups. Adolescents are particularly vulnerable to peer pressure, because they are at a stage of development when they are not matured enough to make choices among alternatives. According to Okuh (2019) adolescents are prone to social deviances because they are yet to establish their own values or understand human relationship or the consequences of their behaviour. They are also typically striving for social acceptance at this stage and may be willing to engage in behaviours that might allow them to be accepted but are against their better judgment. At this stage whether male or female the pattern of thinking appear to be that immediate needs tend to have priority over long term ones because they lack knowledge and skill to make healthy choices.

It is observed that during adolescence, young people place much confidence on their peers as opposed to self-consciousness. This often lead them to forming groups (peers) (Idris, 2011). Susman (2012) also posited that during the adolescent stage peer pressure plays critical role in changing the behaviour of adolescents both negatively and positively. In most cases, peers tend to replace the modeling value of the family context during adolescence (Idris, 2011). This can be seen in adolescents’ school academic achievement in secondary schools.

Academic achievement is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary schools, diplomas and Bachelor’s degrees represent academic achievement (Ubani, Okorie & Azubuike, 2016). Academic achievement is commonly measured through examinations or continuous assessments. In the context of this study, academic achievement refers to the extent to which a student or institution has achieved either short or long term educational goals. Such achievement may be measured through students’ grade point average. For improved academic achievement, students are expected to take a good study habit, regular attendance to school, students’ participation in class lessons, continuous assessment, (homework and examination) time management among others very seriously.

Some theories have been propounded to explain peer group pressure. Some of them are Social Learning theory by Bandura in 1977, Social Bonding theory by Hirsch in 1969, Social Identity theory by Tajfel and Turner in 1979 and Attachment theory by John Bowlby in 1958. The above theories underscore the pressure peers place on fellow adolescents. Social learning theory (Bandura 1977) stress that peers’ behaviour “models” behaviour (that is, imitation) and that the social norms of the peer group can be important in fostering deviant behaviour. Although the above theories used a rather broad definition of peers, in this study peers refer to the secondary reference groups other than intimate friendships which can be important sources of influences as well.

The researchers have observed that sometimes, some students withdraw from school only to appear during examination period to take their examinations. Such dropout syndrome might influence the pattern of study habit adopted by students and consequently, their academic achievement. Some students do not carry out homework assigned to them; some do not read their notes at home even after the end of the class work. Some of the students who care to read only write answers to study question without crosschecking the answers against their notes; some cannot explain the ideas and argument to their friends. Some students rarely ask questions in the classroom but they can argue with their peers outside the classroom on issues not related to their studies. Some of them do not allocate time to their studies as they are distracted by social media. The above behaviours are habits which might be responsible for their poor academic achievement. It is in view of those concerns that one asks, what is the extent of the relationship between peer pressure, study habit and academic achievement of secondary school students in Ebonyi North Education zone of Ebonyi State?

The study aimed at finding out the relationship between peer group pressure, study habit, and academic achievement of secondary school students. Three research questions guided the study:

- What is the relationship between peer group pressure and academic achievement of secondary school students?
- What is the relationship between study habits and academic achievement of secondary school students?
- What is the relationship between peer group pressure, study habits and academic achievement of secondary school students?

Three hypotheses were also tested:

- The relationship between peer group pressure and academic achievement of secondary school students will not be statistically significant.
- The relationship between study habits and academic achievement of secondary school students will not be statistically significant.
- The relationship between peer group pressure, study habits and academic achievement will not be statistically significant.

## II. Methodology

The study involved senior secondary school students in Abakaliki Education zone of Ebonyi State. The design of the study was a correlational survey. The population of the study was 24,369 students. The sample of the study consisted of 400 students sampled from 20 secondary schools in the area of study. Multistage sampling procedure was used. The students were stratified into four (4) Local Government Areas that make up Ebonyi North Education zone. From each of the Local Government Areas five (5) secondary schools were sampled. From each of the five sampled schools, 20 students were sampled using balloting technique. This ensured that every respondent had a chance of being sampled.

Three instruments were used for data collection. The instrument was titled Peer Group Pressure, Study Habit, and Academic Achievement (PGPSHAA) of secondary school students. It was divided into two:

- (1) Peer group pressure assessment questionnaire which has 12 items. The items were derived from literature reviewed. It was structured on a 4 point rating scale.
- (2) The study habit assessment scale. The items were 12 in number. The items were modified from Nduka-Ozo (2015). The items included punctuality, regularity, organization, time management, selection, teacher consultation, written work, concentration, note taking, home work, examination, reading.

The two instruments above were answered using Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE).

- (3) The third instrument was the general academic achievement level test. The academic achievement scores of the students were collated using their achievement scores in English language objective test. The achievement test has 15 items. The students were required to choose one from the options A-D.

The instruments were validated by two specialists in guidance and counselling and one from Measurement and Evaluation all from Ebonyi State University. The reliability of the instrument was established as 0.853 which showed the instrument was highly reliable. Four research assistants were briefed to explain the items of the questionnaire and how to provide appropriate responses. 400 copies of the questionnaire were distributed to the respondents to fill. The copies of the questionnaire were administered and retrieved from the respondents at the spot. Pearson Product Moment Correlation Coefficient was used to answer the research questions while the hypotheses were tested using simple linear regression at 0.05 significant level.

## III. Results

The results of the findings are presented below in line with the research questions that guided the study and the hypotheses tested.

**Research Question 1:** What is the relationship between peer group pressure and academic achievement of secondary school students?

**Table 1: Index of relationship between peer group pressure and academic achievement of secondary school students.**

| Computed r | r. square | Adjusted r square | Standard error of estimate |
|------------|-----------|-------------------|----------------------------|
| -.111      | .042      | .009              | 10.67025                   |

Based on the table above the computed r is -.111 implying a negative relationship between peer group pressure and academic achievement of secondary school students. It implies that as peer group pressure increases, students academic achievement dwindles.

**Research Question 2:** What is the relationship between study habits and academic achievement of secondary school students?

**Table II: Index of relationship between study habits and academic achievement of secondary school students.**

| Computed r | r. square | Adjusted r square | Standard error of estimate |
|------------|-----------|-------------------|----------------------------|
| .617       | .381      | .379              | 8.4459                     |

Result on table II above shows that the computed r is .617 which indicates a strong relationship between study habits and academic achievement of secondary school students. It implies that when study habits improve students achievement also improves.

**Research Question 3:** What is the relationship between peer group pressure, study habits and academic achievement of secondary school students?

**Table III: Multiple relationship between peer group pressure, study habits and academic achievement of secondary school students.**

| Computed r | r. square | Adjusted r square | Standard error of estimate |
|------------|-----------|-------------------|----------------------------|
| .635       | .404      | .400              | 8.30466                    |

Result on table III above reveals that the computed r is .635 which indicates a high relationship between peer group pressure, study habits and academic achievement of secondary school students. It implies that peer group pressure and study habit are positively related to academic achievement of secondary school students.

**Hypothesis 1:** The relationship between peer group pressure and academic achievement of secondary school students will not be statistically significant.

**Table IV: Test of significance of relationship between peer group pressure and academic achievement of secondary school students.**

| Computed r | r square | Adjusted r square | Standard Error | Beta  | T      | Sig of t |
|------------|----------|-------------------|----------------|-------|--------|----------|
| -.111      | .042     | .009              | 10.67025       | -.111 | -1.935 | .054     |

The result above shows the alpha level 0.05 is not greater than the significant of t (0.054), the null hypothesis is accepted. It follows that the relationship between peer group pressure is not statistically significant.

**Hypothesis 2:** The relationship between study habits and academic achievement of secondary school students will not be statistically significant.

**Table V: Test of significance of relationship between study habits and academic achievement of secondary school students.**

| Computed r | r square | Adjusted r square | Standard Error | Beta | T      | Sig of t |
|------------|----------|-------------------|----------------|------|--------|----------|
| .617       | .381     | .379              | 8.4459         | .617 | 13.552 | .000     |

The result shown on table 5 above reveal that the alpha level (0.05) is greater than the t significance value (.000). The null hypothesis is therefore rejected, therefore the relationship between study habits and academic achievement of secondary school students is statistically significant.

**Hypothesis 3:** The relationship between peer group pressure, study habits and academic achievement of secondary school students will not be statistically significant.

**Table VI: Multiple relationship between peer group pressure, study habits and academic achievement of secondary school students.**

| Computed r | r square | Adjusted r square | Standard Error | Beta | T      | Sig of t |
|------------|----------|-------------------|----------------|------|--------|----------|
| .635       | .404     | .400              | 8.30466        | .627 | 13.963 | .000     |

Result of data analysis on table 6 above reveal that the alpha level (0.05) is greater than the t. significance value (.000) the null hypothesis is therefore rejected. It means that the relationship between peer group pressure, study habits and academic achievement is statistically significant.

#### IV. Discussion Of Findings

Data from table 1 shows that there is a negative relationship between peer pressure and academic achievement of in-school adolescents. The finding implies that as adolescents experience peer pressure, their ability of passing with good grades might be hindered. This shows that peer pressure can bring about poor

academic achievement. Orji (2011) had noted that academic activities which determine academic performance of students in secondary schools might be influenced by peers.

Academic activities according to Orji include students' school attendance, participation in classroom lesson activities, study habits and participation in continuous assessment activities. In other words, adolescents in secondary schools, having experienced peer influence, might not make good result due to the kind of friends they keep. This finding is in accordance with Okuh, (2019) who reported that the brilliantness and the dumbness of students might be as a result of the friends they keep. From the result, it could be deduced that poor study habit before examination as a result of peer influence, peer groups determine what members do, dating opposite sex, not studying hard for examination among others could lead to poor academic achievement. When secondary school adolescent group members do less important things other than studying, there is the tendency of having a poor academic achievement. Furthermore, adolescent secondary school students who instead of spending their time on their studies, think of their opposite sex, probably writes love letters and replies such, sneak out of school to meet their friends, would not have time to do their assignments nor read their books. These behaviours might lead to poor academic achievement. This is in agreement with Orié (2012) who found that problematic peer relationships, in particular, have consistently been linked with poor academic outcomes. In addition, in-school adolescents who are fashion crazy because their peers are may not have time for their studies hence may perform badly. The findings from hypothesis I however showed that there is no significant relationship between peer group pressure and academic achievement of the students. It might be that the home environment, parental involvement and supervision of academic activities of students, level of concentration at home would reduce the negative influence of peer group on academic achievement of the students (Ryan, 2019).

Result from the study, table 2, revealed that study habits relate to academic achievement of students. Such study habits include organizing discussion before examinations, teaching their colleagues, spending time in the library, doing home work, attending evening class lessons at home, taking notes while teaching is going on, teacher consultation and attendance to classes.

School attendance enables students to learn directly from the teacher. When there is constant school attendance, students' academic achievement will be improved. This result is in accordance with Alves Martins, Peixoto, and Gouveia-Pereria (2022) who noted school attendance is one of the study habits that improve academic performance. The result from the study also indicated that the students usually take notes while the teacher is teaching. Taking notes is very crucial to studying. The finding from the study indicated that other effective study habits adopted by the students include organizing discussion before examinations, teaching their colleagues, spending time reading in the library, doing home work, attending evening class lessons at home, taking notes while teaching is going on and attendance to classes. The above habits help students to review their classroom lessons. In line with the above idea Okereke (2021) had noted that revision of classroom lessons is an effective study habit that could improve students' academic achievement Okorie (2019) and Ikeh (2020) also revealed that reading in the library and seeking help from colleagues and taking notes while teaching is going on enable students to remember whatever the teacher taught.

Furthermore, the findings in hypothesis 2, table 5, revealed that there is a significant relationship between study habits and academic achievement of students. It follows that when students adopt the habits of organizing discussions before examination, reading in the library, in addition to other habits already outlined their academic achievement would be greatly improved.

The result from the table 3 also revealed a computed  $r$  of .635 which is a positive relationship between academic achievement, peer group pressure and students' study habit. This implies that the higher the peer group pressure on the students, the higher the effect on study habit and consequently students academic achievement. The finding revealed that peer group pressure can make or mar students effective study habits and academic achievement. Hypothesis 3 further revealed that there is a statistical significance on the relationship between peer group pressure, study habits and academic achievement of secondary school students.

The study habits of the students which include organizing discussions before examinations, teaching their colleagues, spending time reading in the library, doing home work, attending evening extra classes help the students to be abreast with their studies. The above activities are encouraged more by the presence of peers who are also like minded. It is not surprising that the academic achievement of such students would be enhanced positively (Danish, 2018, Ogbonna 2018, and Owens, 2019). Peer pressure can have positive effects if one is involved with a group of people that are ambitious to succeed. The motivation for selecting a peer group might be based on criteria such as drug, alcohol, athletics, dating and sexual behaviour (Ryan, 2019).

## **V. Conclusion**

The study examined the relationship between peer group pressure, study habit and academic achievement of secondary school students. The investigation was carried out in order to account for the observed dwindling academic achievement of students. Based on the findings of the study it is concluded that peer group pressure is negatively related to academic achievement of secondary school students; a strong

relationship exist between study habits and academic achievement of secondary school students, and peer pressure and study habits jointly influence academic achievement of the secondary school students.

## VI. Recommendations

The following recommendations were made:

Secondary school students should pay much attention to the study habits they adopt in order to improve their academic achievement. Teachers and school counselors should encourage the use of good study habits by students, and monitor the behaviours of students. Such steps would help them to reduce the negative influence of peer group which lead to low academic achievement.

Parents should be more involved in the academic activities of their wards in other to help the students reduce academic failures arising from peer group pressure and poor study habits.

## References

- [1] Agozie, C.O. (2018). Parental And Peer Influence On Adolescent. *Social Forces*, 58, 1057-1079.
- [2] Agwu, K. (2015). *Human Resources Management: Lecturer Note*. Ambrose Ali University, Ekpoma.
- [3] Alves Martins, Y., Peixoto, T. And Gouveia-Pereira, J.(2022). Self-Esteem And Academic Achievement Among Adolescents' Participants. *Psychology In The Schools*, 41(3):391-402.
- [4] Anyanwu, N. (2016). *Time Management In The Secondary School Principalship In Imo State* Unpublished Ph.D Thesis. Abia-State Universities, Uturu.
- [5] Aremu, E.U. & Sokan M.A. (2013). *Home Management For Schools And Colleges*, Iie-Ife: African Fep. Publishers.
- [6] Azubuike, A. (2011). *Peer Groups And Educational Outcome*. London: Macdonald And Evans.
- [7] Azubuike, C.A. (2016). Knowledge Attitude And Practice Of Parents To Adolescents Reproductive Health Training In Lagos State, Nigeria. *West African, Journal Of Counselling Psychotherapy*, 31(1), 1040-110.
- [8] Bandura, A. (1977). *Social Learning Theory*. Englewood, N.J: Cliff: Prentice-Hall.
- [9] Borigo, K. (2011). *Human Resources Management: Lecture Note*. Ambrose Alli University, Ekpoma.
- [10] Claser, E.J., Shelton, D. And Bree, I.T. (2016). On The Structure Of Social Self-Concept Or Pre-Early-, And Late Adolescents: A Test Of The Shavelson, Hubner, And Tanton (1976). *Model-Journal Of Personality And Social Psychology*, 70,599-613.
- [11] Danish, A. (2018). *How To Get Control Of Your Time And Your Life*. New York: Self-Improvement Publishing.
- [12] Good, R.A. (2018). Peer Influence On The Study Habit Of Secondary School Adolescents In Ogun State, Nigeria. *African Journals Online (Ajol) Htt://Www.Apl.Info/Index.Php/Ifep*.
- [13] Hardcastle, A.O. (2012). *Academic Performance Five Factors Inventory*. Ohio: Stirling Horden Publishers.
- [14] Hanney, A.J. (2012). Peer Relationship And Adolescents' Academic And Non-Academic Outcomes: Same-Sex And Opposite-Sex Effect And The Role Of School Engagement. *British Journal Of Educational Psychology* 81, 183-206.
- [15] Idris, T. (2011). Perception Of Peer Pressure, Peer Conformity Dispositions And Self-Reported Behaviour Among Adolescent. *Developmental Psychology*, 22,521-530.
- [16] Izchukwu, J.A. (2019). Prevalence Of Problem Adolescents Considers Appropriate For Counselling: An Investigation. *Nigeria Journal Of Education Psychology*, 3(1).
- [17] Jones, S. (2011). Peer Group Pressure And Students Behavioural Pattern In Post Primary Schools In Tanzania. *Journal Of Education Management* 2(7) 23-36.
- [18] Kellie, J.O. (2013). *Guidance And Counselling Strategies For Handling Adolescent And Youth Problems*. Ibadan: University Of Ibadan Press Limited.
- [19] Kunle, J.P. (2016). *Introduction To Child Development (International Ed)*. New York: West Publishing Company.
- [20] Nduka-Ozo, S.N. (2015). *Freshmen Orientation 2013/2014 Session, Programme And Lecturers*. Ebonyi State Students Affairs Publication.
- [21] Nwigbo, B.N. (2014). *Effect Of Location Of School On Secondary School Students Achievement In Reading Comprehension*. Unpublished M. Ed Thesis, University Of Nigeria, Nsukka.
- [22] Ogbonna, G. (2018). Academic Performance Of College Students: Influence Of Time Spent Studying And Working. *Journal Of Education For Business*,151-159.
- [23] Okorie, P.A. (2019). Peer Group Influenced Youth Skill Acquisition In Ebonyi State. *International Journal Of Entrepreneurship Development* 6(2) 14-23.
- [24] Okoroafor, S.W. (2013). Development In The Preschool Years. A Functional Analysis: *America Psychologist*, 30 (8) 829-237.
- [25] Okuh , M. (2019). Assessing Aggressive And Depressed Children's Social Relations With Classmates And Friends: A Matter *Psychology*, 30,609-624.
- [26] Olanipekun, M. (2015). Self-Esteem And Academic Achievement Among Adolescent *Educational Psychology*, 22, 1.
- [27] Olnier, U. (2015). Gender Issues And The Universal Basic Education Programme. *The Nigerian Ube Journal*, 1(2), 371-378.
- [28] Orie, G. (2012). Peer Groups And Educational Outcomes. Retrieved January 24, 2018.
- [29] Orji, L. (2011). Sexual Abuse, Antisocial Behaviour And Substance Use Gender Differences In Young Community Adolescents. *Australian And New Zealand Journal Of Psychiatry*, 38, 34-41.
- [30] Owens, N. (2019). Peer Pressure Is Not Peer Influence. *The Education Digest*, 68:4-6.
- [31] Peter, R.N. And Pellegrini, F.I. (2011). *Sociology*. New York. Harper Collins College Publishers.
- [32] Ryan, J. (2019). Self-Blame And Peer Victimization In Middle School: An Attribution Analysis. *Developmental Psychology*, 34,587-599.
- [33] Scortts, R.N. (2012). *Academic Achievement In The Post Primary Schools In The Third World Countries: Nigeria And Ghana*. Unpublished Ph.D Thesis, University Of New York.
- [34] Susman, G. (2012). Peer Pressure Is Not Peer Influence. *The Education Digest*, 68, 4-4.
- [35] Ubani, S.T., Okorie, F. And Azubuike, A.D. (2016). Peer Drug Associations And Emotional Restraint: Causes Or Consequences Of Adolescents/Drug Use? *Journal Of Consulting And Clinical Psychology*, 61,327-334.
- [36] Udoh, F.L. (2018). The Development Of Adolescents' Emotional Stability And General Self-Concept: The Interplay Or Parents, Peers And Gender. *International Journal Of Disability, Development And Education*, 50, 78-91.
- [37] Waec (2021). *Test Development Division*. West African Examination Council (Waec) Lagos, Nigeria.

- [38] Ward, N. Stocker, F. And Murray-Ward, O. (2016). The Two Faces Of Adolescents Success With Peers: Adolescent Popularity, Social Adaption And Deviant Behaviour. *Child Development*. Meg-Ha And Jinriksha, 76, 757-760.
- [39] Weinfied, M. (2011). Relationship Between Self-Esteem And Academic Achievement Amongst Pre-University Students. *Journal Of Applied Science*, (10), 24742477.
- [40] Welsh, O. (2014). A Multi Causal Evaluation Of Academic Performance Of Nigerian Learners: Issue And Implications For National Development: An Unpublished Manuscript Development Of Guidance And Counseling. University Of Ibadan: Ibadan.