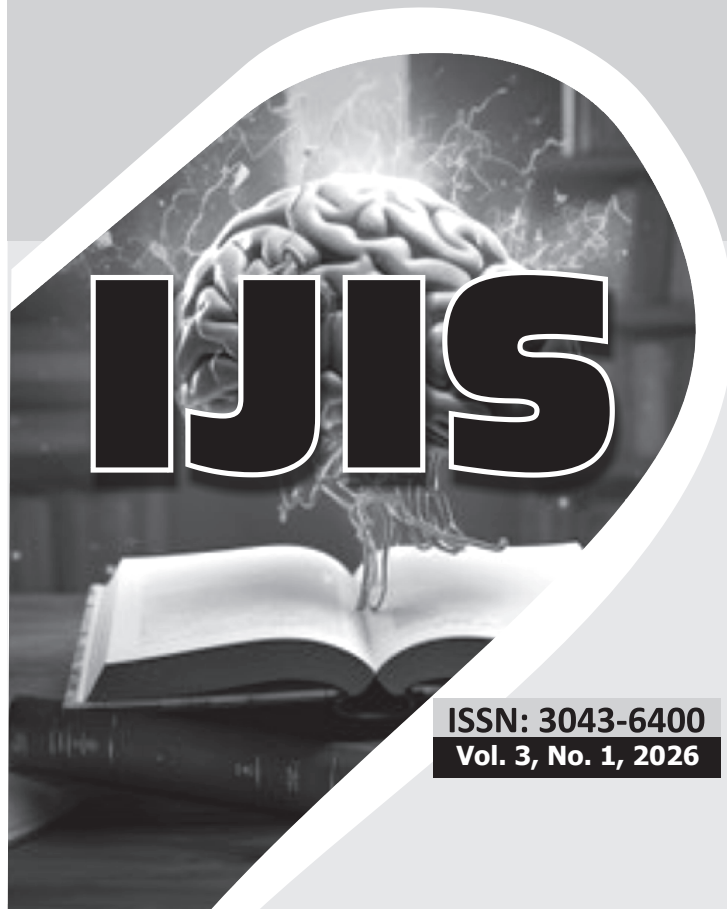




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**INFLUENCE OF PEER PRESSURE AND PARENTING
STYLES ON SENIOR SECONDARY SCHOOL STUDENTS'
ACADEMIC PERFORMANCE IN MATHEMATICS IN OSUN
STATE**
SULAIMAN ZULAYKHO TAYE & OLAJIDE SIMEON
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**INFLUENCE OF PEER PRESSURE AND PARENTING
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IN OSUN STATE**

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Abstract

The study determined the influence of peer pressure and parenting styles on senior secondary school students' academic performance in Mathematics in Osun State. These were done with a view to providing empirical information on students' academic performance in Mathematics in the State. Study adopted descriptive survey research design of correlational type. The population of the study comprised all senior secondary school students offering Mathematics in the State. The sample for the study consisted of 600 senior secondary school students in Osun State. Multi-stage sampling procedure was used to select the sample for the study. From the three senatorial districts in the State, one local government area (LGA) was selected using simple random sampling technique. In each selected LGA, ten senior secondary schools were also selected using simple random sampling technique and from each selected school, twenty students offering Mathematics in Senior Class two (SSII) were randomly selected through simple random sampling technique to take part in the study. Two instruments were used for data collection. They are: 'Peer Pressure and Parenting Styles Questionnaire' (PPPSQ) and 'Mathematics Achievement Test'(MAT). Data collected were analyzed using frequency, percentage, mean and Regression

Analysis. The results of the study showed that the most prevalent peer pressure among senior secondary school students are: receive academic supports from my friends ($\bar{x}= 3.78$), friends help me with difficult Mathematics problems ($\bar{x}= 3.73$), feel pressured to avoid studying Mathematics owing to my peers ($\bar{x}= 3.47$) and friends study habits influence me to study Mathematics ($\bar{x}= 3.15$) respectively. Furthermore, the results of the study revealed that authoritative ($\bar{x}= 3.11$) and neglectful ($\bar{x}= 2.78$) are the most common parenting styles adopt by parents of senior secondary school students in the study area. Results of the study finally showed that there was significant influence of peer pressure and parenting styles on senior secondary school students' academic performance in Mathematics in the study area. ($F = 6.146$; $p < 0.05$). The result concluded that peer pressure and parenting style have significant influence on senior secondary student's academic performance in Mathematics in Osun State.

Keywords: Parenting, peer, style, performance.

Introduction

Academic performance refers to excellence in all academic discipline. Steinberg (2005) posits that academic performance encompasses students' ability and performance; it is multi-dimensional; it is intricately associated to human growth and cognitive, emotional and social physical development. Academic performance also refers to how well a student is accomplishing his tasks and studies. There should be an interrelated relationship between peer group and academic performance. It was believed that student's academic performance correlates with the group he or she belongs. Peer Influence can be either positive or negative. If a student is influenced negatively by peer, it affects his or her academic performance. Nevertheless, stronger student does have an impact on their peers and actually help improve their overall academic performance. Conversely, positive peer pressure on academic performance depends on person's self-identity, self-esteem and self-reliance. Peer pressure can as well inspire student's academic vigor and motivation for achievement (Lashbrook, 2000). Peer pressure is never more prominent than in adolescence. They spend more time than adults interacting with peers and recording a very high degree of

happiness in peer contexts, while giving the greatest priority to peer norms for behavior (Brown and Larson, 2009). This developmental stage in affiliation motivation appears to be highly preserved across peers.

Moreover, several developmental studies on adolescents indicated that, relative to children and adults, they are sensitive and at a high response to a variety of social stimuli such as facial expressions and social feedback (Burnett et al., 2011). However, this evidence for hypersensitivity to social stimuli suggests that this age group may be more likely to be exposed to either positive or negative peer stimuli in decision-making scenarios, thus setting the stage for a hyperbolic approach sensitization effect of peer context on decision making. It is well established that students are more likely than adults to take risks, as revealed by elevated rates of experimentation with alcohol, tobacco, and drugs, unprotected sexual activity, violent and non-violent crime, and reckless driving (Steinberg, 2008). In fact, they actually possess the knowledge, values, and processing competence to evaluate risky decisions as proficiently as adults do (Reyna & Farley, in Bankole & Ogunsakin, 2015).

Mathematics is a foundational subject in education that significantly contributes to students' logical reasoning, problem-solving skills, and overall academic success. However, academic performance in mathematics often varies among students due to numerous influencing factors, including social and familial environments. Among these, peer pressure and parenting styles are critical determinants of a student's attitude toward learning and performance in mathematics. Mathematics is also important in our daily life. It is the tool and language of almost all fields of science. It helps us recognize patterns and understand the world around us. Many students in elementary, high school and even at the university level find that mathematics is difficult and challenge because it is an abstract discipline. Therefore, mathematics instructors try to create a math-friendly environment to help their students meet this challenge. Mathematics often elicits a spectrum of emotions among students, from enthusiasm to anxiety, depending on their support systems. Academic outcomes in mathematics are shaped not only by

individual capabilities but also by external influences like family and peer networks. For instance: Supportive parenting may instill confidence and discipline necessary for mastering mathematical concepts. Peer collaboration can improve understanding, while peer-induced stress or distractions might lead to poor performance.

Peer pressure can be both a positive and negative force in shaping students' academic behaviors. Positive peer influence encourages students to adopt productive habits, such as dedicating time to study and participating in group discussions. Conversely, negative peer influence may lead to distractions, a decline in focus, or even disengagement from academic activities. This dual nature of peer pressure makes it a vital factor to explore in the context of students' performance in mathematics, a subject that requires sustained effort and concentration. Peer pressure is often seen during the adolescence stage of a teenagers because they often seek comfort among their peers and intend to do what their peers does without knowing if it is good or bad for them. Adolescence is a period of an individual that is transitory when a child reaches the point in changing its childhood to adulthood (Adeniyi & Kolawole, 2015). Thus, individuals are prone temptations in the social contextualization concepts, for example, socializing with others tend to do some activities such as napping and drinking during classes or work day (Bonein & Denont- Boemont, 2013). Adolescence social environment could affect teenagers in their adolescence, because mostly in this period teenagers tend to communicate more by their peers. As children grow and reach adolescence, teenagers become more dependent with their peers than their family especially in making choices and enhancing their moral values in life (Uslu, 2013). Human development is affected by its socialization with other people in the environment. Specifically, the academic achievements of students are conjectured to be correlational by the support given by the parents, the teachers and the peer of teenagers that affect their level of academic performance (Chen, 2008). In general teenagers spend more time with peers. Peer pressure is described to have a positive and negative impact among individuals and even without effect to a person because peer pressure is a continuous learning (Gulati, 2017). Peer pressure often seems to

have various effects toward the student academic performance in school. It is how their peers affect them whether in a positive or negative way. Teenagers need to seek comfort from others that they found in the presence of their peers, and they are not even aware on how their peers influence them academically.

According to Olalekan (2016), it is generally observed that peer group has a lot of influence on students. This is seen from the role played by the peer group in the life and learning of a child, evidence abound that students feel more comfortable and relaxed among fellow students. A child who is brilliant and surrounded by dull friends would lose interest in learning. On the other hand, a peer group which is prone to study would have positive effect on a dull member towards learning and stimulate his/her interest on learning. Katz in Olalekan (2016) wrote that the nature of a peer group determines the impact on the motivation of and achievements of its member. He further suggests that one group may have a negative impact on its members while the other may have positive impact on its members as well.

Studies show that the influence of peer groups among student can boost their anxiety especially pertaining to their education (Kadir, Atmowasdoyo & Salija 2018). The relationship within the group with its peers are co-related with each other, hence the direction of this particular relationship should be monitored where these relationships should go considering all possible factors correlated within the group's outcome (Wilson, 2016). Peer pressure faced by many teenagers of the society, professionals understood the concept of peer influence that could affect teenagers in a negative way which can be prevented by educating and preparing teenagers to face the negative aspects caused by peer pressure (Temitope & Ogunsakin, 2015). Similarly, peer influence among teenagers does not directly affect them in a negative way but it varies in how much and how the students receive the climate of the peers coming from the group (Mosha, 2017). When a student is influenced and motivated by peers, he will perform excellent at school and got good grades in mathematics (Boechnke, 2018). Getting the support needed coming from the peer group, student tend to excel and exceed its capability and concentrate

more pertaining to his studies and do good in the academic tasks in school (Olalekan, 2016). Adolescence gaining social support from its peers is an important factor to cope with different problems and illnesses by letting go of emotions by talking someone. Social support plays an important role for teenagers to lessen the effects of stressful situations and stressors through the support of the peers in the group (Esen & Gundogdu 2010). Despite the various studies conducted for understanding the effects of peer group in student's academic performance, no one has yet understood the nature of peer effects among students (Zhang, 2010). Knowing how the teenagers interact with their peers and how they interact with each other and how presence of peer group affects student's academic achievement in school plays an important role for various categories and even the whole educational system (Leka, 2015). Peer pressure is commonly described as peers encouraging other teenagers to do things (Santor, Messervey & Kusumakar, 2000). Peer pressure is also caused by parent's lack of supervision towards their children during adolescence, children tend to enjoy their peer's company and spend with their peers more during the adolescence period (Puligni, 1993). There are different factors that could affect student's academic performance in school whether it's their family is giving proper guidance and motivation to their children with the healthy and harmonious interaction with their surroundings (Ezzarooki, 2016). Student's interactions with its peers could help enhance their capability and increase their academic performance in school because they could seek help from their peers that could serve as a motivation than working alone (Sotinis, Mirco & Michael, 2013). Student peer group in school plays as an in-socializing teenager with the peers to socialize with each other that help should the child adolescents (Uzezi & Deya, 2017). Interaction of students between its peer are likely to influence the students and can be crucial for the student to determine their choice and could affect student performance. Understanding peer influence towards teenagers is important for developing and understanding how to improve socioeconomic policies (Carman & Zhang, 2011). Peer among youth plays a vital role during the adolescence of a teenager. This is the time when teenagers develop deep friendship among their peers and become permanent during their adolescence (Guzman, 2017). Peer pressure towards persons behavior is said to be a social phenomenon

where the members of a particular society or may not be influence negatively but majority are affected by the undesirable behavior of those people who resist what others do (Gulati, 2017). Looking to the different group of factors that influence adolescence in their completion of their academic excellence it is further hindered by developmental challenges (Chen, 2008). An individual seeks emotional support towards communicating publicly and showing his private objectives or goals. Indeed, through showing your emotions to others individual can get emotional benefits from it because it could help them to overcome temptation and could give them emotional benefits. (Borein & Boemont, 2013). Also, peer groups answer questions from teenager different concern from adolescence stage including physical appearance or changing bodies (Ademiyi & Kolawole, 2015). Peer pressure could easily affect the self-esteem of students that an important factor adolescence. Individual adapt attitudes towards a certain aspect that they encountered or they are aware of (Uslu, 2013). In many events students fantasizing and visualizing what they dreamed to became through with their colleague's atmosphere. Eventually, they pursue their choices through with the influence of peer pressure (Owoyele & Toyobo, 2008). The pressure among peer group among its member may engage to do undesired things or negative behavior with the presence of a particular peer group leader who engage its member to do deviant acts or promote undesirable things to the group (Dumas, Ellis, & Wolfe, 2012). Peer group is important in the social context that plays a vital role in society and to determine the academic achievement that affect during development relatively with each other (Chen, 2008). Adaptive behavior of the development increases becomes broader and complex and as the age increases (Yonus, Mushtaq & Qaiser n.d.). School that the students attend to serves an institution among students that determine their learning capacity based on the school environment that gives the learning experience toward students (Korir, 2014). Thus, choosing major courses within an institution are major choices a student intends to make but it is affected by their interactions among other students (Porter & Umbach, 2006). Hence, the behavior of an individual has seen similarities among the group due to the effect of their peers, it is still difficult to relate the consequences that the individual within the group are similar with each other or social to be pursuing their intentions together to have

similar outcomes (Kremer & Levy, 2008). Interactions between students with their agemates appeal to enhance their learning capacity under the guidance of an adult educator (Kinderman, 2016)

Sylvia (2022) indicated that parenting style is one of the significant contributors to student's academic achievement in school. Parenting styles emphasize on the response parents provide to their children and the method which they use to demand compliance from their children. Baumrind (2005) Categorized types of parenting style based on two dimensions which are responsiveness and demandingness. Responsiveness refers to the degree that parents promote self-assertion and individuality by showing care and acceptance to children's desires. Care and acceptance include kindness, support for independence, and logical contact. Demandingness refers to demands that parents make on children to be included into society. The demands are imposed through monitoring and controlling of children's behaviors, as well as communicating the demands directly to the children. The combination of the levels of responsiveness and demandingness creates four types of parenting styles: authoritarian, authoritative, permissive and the neglective.

Baumrind (2009) in his theory of Parenting Styles in 1971, assumes that parenting revolves around issues of control. Although parents may differ in how they operate this, it is accepted that this is a primary role of all parents. Parenting style captures two important elements of parenting: warmth and control. Parental warmth refers to the “degree to which parents are accepting and responsive of their children's behavior as opposed to being unresponsive and rejecting”. Parental control refers to “the claims parents make on children to become integrated into the family whole, by their maturity, supervision and disciplinary efforts”. When the two aspects of parenting behavior are combined in different ways, four primary parenting styles are emerged which are authoritarian, authoritative, permissive, and neglective.

Authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of

warmth. Parents who adopt such styles expect strong obedience from their children and favor punitive discipline in response to acts of rebellion (Kang and Moore, 2011). They are usually found setting strict rules to abide by and monitoring their child's time as well as their activities during the day and night (Areepattamannil, 2010). Moreover, the use of this authoritarian style precludes effective discussion of any sort, between parents and children, which places more pressure on the children than any other parenting style. Authoritarian parenting is believed to have adverse effects on children's psychological development. According to Kang & Moore (2011), authoritarian parenting follows a rather dictatorial style involving the highest degree of control on children and very low levels of warmth in the United Kingdom. The mixed balance between parental warmth and strictness summarizes the general attitude belonging to authoritative parents. Authoritative parents often hold high expectations for their children but, unlike the authoritarian style, the children are consistently encouraged along the way.

Researchers have suggested that authoritativeness holds the central trio in good parenting – warmth, control and democracy (Steinberg et. al, 2012), which explains why it is often deemed as the most successful parenting style for student achievement. According to Rogers (2012), the success of authoritative parenting is most notable in the various behavioral indicators exhibited by their children in the United Kingdom. Students of authoritative parents have shown such values as a stronger work orientation, greater engagement in classroom activities, higher educational aspirations, more positive feelings about school, greater time spent on homework, more positive academic self-conceptions, and lower levels of school misconduct, such as cheating or copying. According to Kang and Moore (2011), authoritative parenting also has a positive impact on psychosocial maturity which in turn has a high impact on school achievement. He also discovered that the three components of authoritative parenting examined in his study (parental acceptance, psychological autonomy, and behavioral control) each make individual positive contributions to school achievement.

On the other end of the spectrum, permissive parenting is characterized by little control over children, aiming for high levels of warmth. Unlike authoritarian parents, Punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang and Moore, 2011). Being more responsive than demanding, parents of this style have relatively low expectations for their children, setting very few, if any, rules. They often take a very casual and easy-going approach (Verenikina, Vialle & Lysaght, 2011) toward their children, opening up conversations and subsequently developing warmer relationships between them. Despite the high provision of warmth, the low levels of control that permissive parents have over their children ultimately reduce their social competence. Children reared by permissive parents tend to be less self-reliant [and] less tolerant of frustration (Kang & Moore, 2011) they are so familiar with their wants being met at home that they expect everyone else to treat them the same way. In addition, similar to the authoritarian style, children raised by permissive parents are less likely to be intrinsically motivated, thus lacking persistence in approaching learning tasks (Kang & Moore, 2011). Ultimately, their lack of self-control often causes difficulties when engaging in social interaction and they may even go so far as to being the school bullies or, ironically, victims of bullying from other children.

The question at this point is, how many of the young people have the will power to choose a group that thus impact positively on them? However, the attractive nature 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, task performance and achievement will most likely be positive. A hostile group will constantly, mostly such that does not place prominence to academics will frustrate and produce a negative impact not only on the member's growth and behavior but also on their drive to studies and academic achievement. Conversely, the kind of person a student is shows the type of group he or she is most likely to join. In the same vein Festigen as quoted in Lavy &

Schlosser (2007) also noted that imitation of behaviors in a group occurs when a person acts in a way that is likely to be joined by the rest of the group. Students who are playful but have academic traits should be encouraged to join a study inclined group.

The interaction between peer pressure and parenting styles further complicates academic outcomes. A child raised in an authoritative household may resist negative peer pressure, while one from a permissive or neglectful environment may be more susceptible. Thus, examining these dynamics is crucial to understanding how they collectively influence students' academic performance in mathematics.

Statement of the Research Problem

Mathematics is a major subject that plays a significant role in the development of a Nation and most importantly on students' career success. However, as important as the subject is, students' academic performance in Mathematics is poor both in internal and external examinations like West African Examinations Council (WAEC), National Examinations Council (NECO), and the likes. This poor academic performance may be due to various internal and external factors ranging from home to school related factors, among which are peer pressure and parenting styles which have been identified as one of the major significant determinants of students' academic performance as evidenced in literature. Poor academic performance in any school subjects, not only results in the child having a low self-esteem, but also causes significant stress to the parents and in addition, it reflects a poor image of the school and teachers. Some of the major issues of peer group influence include vandalism, school dropout, unemployment, educational wastage and time wastage, financial wastage on the part of the government and the parents.

Peer pressure, characterized by the influence of friends and social groups, can have both positive and negative impacts. While some students are motivated by their peers to excel academically, others may succumb to negative influences that distract them from their studies. On the other hand, parenting styles, ranging from authoritative, authoritarian, permissive, to neglectful play a crucial

role in shaping students' attitudes, discipline, and motivation towards learning Mathematics. This knowledge gap poses a challenge in developing targeted strategies to improve students' achievement in subject. Therefore, this study seeks to examine the influence of peer pressure and parenting styles on students' academic performance in Mathematics in Osun State.

Purpose of the Study

The primary purpose of the study is to examine the influence of peer pressure and parenting styles on students' academic performance in Mathematics in Osun State. Therefore, the specific objectives of the study are to:

- i. identify the most prevalent peer pressure among senior secondary school students in Osun State;
- ii. examine the common parenting styles adopted by parents of senior secondary school students in Osun State; and
- iii. determine the influence of peer pressure and parenting styles on senior secondary school students' academic performance in Mathematics in the study area.

Research Questions

1. What are the most prevalent peer pressure among senior secondary school students in Osun State?
2. What are the common parenting styles adopted by parents of senior secondary school students in Osun State?

Hypothesis

H₀: There is no significant influence of peer pressure and parenting styles on senior secondary school students' academic performance in Mathematics in the study area.

Methodology

The study adopted descriptive survey research design of correlational type. The population of the study comprised all senior secondary school students offering Mathematics in the State. The sample for the study consisted of 600 senior secondary school students in Osun

State. Multi-stage sampling procedure was used to select the sample for the study. From the three senatorial districts in the State, one local government area (LGA) was selected using simple random sampling technique. In each selected LGA, ten senior secondary schools were also selected using simple random sampling technique and from each selected school, twenty students offering Mathematics in Senior Class two (SSII) were randomly selected through simple random sampling technique to take part in the study. Two instruments were used for data collection. They are: 'Peer Pressure and Parenting Styles Questionnaire' (PPPSQ) and 'Mathematics Achievement Test' (MAT). The two instruments were trial - tested on sample of 40 students in a school outside the scope of the study. The results of the field were subjected to test-retest statistical analysis, which yielded reliability coefficient (r) 0.77 for PPPSQ and 0.81 for MAT respectively. Data collected were analyzed using frequency, percentage, mean and Regression Analysis.

Results

Table 1: Descriptive analysis of socio-demographic information of the sampled senior secondary school students in Osun State

S/N	Variables	Frequency (f)	Percentage (%)
1.	Sex		
	Male	297	49.5
	Female	303	50.5

N = 600

Results in Table1 showed the descriptive analysis of socio-demographic information of the sampled senior secondary school students in Osun State. Considering sex, it can be observed from the Table that 297 (49.5%) are males while 303 (50.5%) are females in the study area.

Research Question One: What are the prevalent peer pressure among senior secondary school students in Osun State?

In order other to answer this research question, data collected on the ten items on peer pressure common among senior secondary school students on Section B of the instrument were subjected to descriptive analysis of frequency, percentage and mean statistical tools having summed up the responses of the respondents to each item considering

"Strongly Agree" (SA) and "Agree" (A). The summary of the results is presented in Table 1

Frequency (f); Percentage (%); and Mean (\bar{x})

Table 2: Descriptive analysis of the prevalent peer pressure among senior secondary school students in Osun State

S/N	Items	f(%)	\bar{x}
1.	Friends influence me towards learning Mathematics	320(53.3)	2.85
2.	Feel pressured to avoid studying Mathematics owing to my peers	423(70.5)	3.47
3.	Perform better in Mathematics when I study with my friends	296(49.3)	1.85
4.	Avoid asking questions in Mathematics class because friends could tease me	251(41.8)	1.44
5.	Friends study habits influence me to study the subject	406(67.7)	3.15
6.	Skip classes or homework due to peer pressure influence	365(60.8)	2.99
7.	Feel left out when I prioritize studying over socializing	288(48.0)	1.56
8.	Friends keep dictate of my performance in Mathematics	356(59.3)	2.74
9.	Friends help me with difficult Mathematics problems	426(71.0)	3.73
10.	Receive academic supports from my friends	456(76.0)	3.78

N = 600

Results in Table2 showed the descriptive analysis of the prevalent peer pressure among senior secondary school students in Osun State. Considering mean values, it can be deduced from the Table that feel pressured to avoid studying Mathematics owing to my peers ($\bar{x} = 3.47$), friends studying habits influence me to study the subject($\bar{x} = 3.15$), friends help me with difficult Mathematics problems($\bar{x} = 3.73$) and receive academic supports from my friends ($\bar{x} = 3.78$) are the prevalent peer pressure among senior secondary school students in the study area.

Research Question Two: What are the common parenting styles adopted by parents of senior secondary school students in Osun State?

In order to answer this research question, data collected on the five major classifications of the items on parenting styles in Section C of the instrument were subjected to descriptive analysis of frequency, percentage and mean statistical tools having termed with the summation of the responses of the respondents to each item considering "Strong Agree" (SA) and "Agree" (A). The summary of the results are presented in Table 4.3.

Table 3: Descriptive analysis of the common parenting styles adopted by parents of senior secondary school students in Osun State

S/N	Parenting Styles	Frequency (f)	Percentage (%)	Mean (\bar{x})
1.	Authoritative	169	28.2	3.11
2.	Permissive	88	14.7	1.51
3.	Authoritarian	105	17.5	2.02
4.	Attachment	98	16.3	1.77
5.	Neglectful	140	23.3	2.78

N = 600

Results in Table 3 showed the descriptive analysis of the common parenting styles adopted by parents of senior secondary school students in Osun State. Considering mean values, it can be observed from the Table that authoritative ($\bar{x} = 3.11$). Neglectful ($\bar{x} = 2.78$) and attachment ($\bar{x} = 1.77$) are the common parenting styles adopted by parents of senior secondary school students in the study area.

Testing of Hypothesis

H₀: There is no significant influence of peer pressure and parenting styles on senior secondary school students' academic performance in Mathematics in the study area.

In order to test this hypothesis, data collected on the peer pressure and parenting styles (independent variables) and academic

performance of senior secondary school students in Mathematics (dependent variable) were subjected to regression analysis. The results are presented in Table 4.

Table 4: Regression analysis of the influence of peer pressure and parenting styles on senior secondary school students' academic performance in Mathematics in the study area

R = 0.663 ^a R ² = 0.571 Adj. R ² = 0.016 F = 6.146	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	56.932	3.544	21.512	.000	
Peer Pressure	1.397	1.567	0.043	0.2032	.002
Parenting Styles	1.291	0.623	0.173	1.327	.001

a. Dependent Variable: Students' Academic Performance

b. Predictors: (Constant), Peer Pressure (PP) and Parenting Styles (PS)

Results in Table 4 showed that there was significant influence of peer pressure and parenting styles on senior secondary school students' academic performance in Mathematics in the study area ($F = 6.146$; $p < 0.05$). Therefore, the null hypothesis that states that there is no significant influence of peer pressure and parenting styles on senior secondary school students' academic performance in Mathematics in the study area is hereby rejected. The results implied that peer pressure and parenting styles predict senior secondary school students' academic performance in Mathematics in the study area.

Discussion of Findings

Findings of the study showed that peer pressure had a great influence on senior secondary school students' academic performance in Osun State. The result supports the findings of Wang and Eccles (2012) when they explored how peer influences affect academic performance of learners in school subjects. The study also highlighted that students with strong intrinsic motivation were less affected by negative peer pressure, suggesting that fostering self-

motivation can buffer against harmful influences. Schools can use these insights to promote positive peer interactions and intrinsic motivation.

However, Ryan (2001) examined how peer groups influence adolescents' academic engagement and performance. The study found that students who associated with academically focused peers were more motivated and engaged, leading to better academic outcomes. Conversely, those surrounded by peers who devalued academics showed reduced focus and lower performance. The research highlighted that adolescents often conform to the norms of their peer groups, either positively or negatively influencing their attitudes and behaviours towards schoolwork.

Results of the study also revealed that authoritative and neglectful are the common parenting styles adopted by parents of senior secondary school students in study area. The result corroborates the findings of Steinberg et al. (2007) when they conducted a study examining how different parenting styles impact adolescents' academic performance. Their findings emphasized the importance of authoritative parenting—characterized by high expectations combined with warmth and support—in fostering higher academic achievement. Adolescents with authoritative parents tend to perform better academically due to the balance of structure and emotional support, which promoted motivation, responsibility, and self-discipline. In contrast, authoritarian parenting (high expectations but low warmth) was associated with inconsistent academic performance. Although these parents set strict rules and expectations, the lack of emotional support often led to stress, anxiety, and disengagement in students. Neglectful parenting, which is characterized by low warmth and low expectations, may likely be linked to lower academic achievement due to the lack of structure and guidance. Steinberg's research highlights that a combination of support, clear expectations, and autonomy is crucial for fostering students' academic success.

In addition, Ginsburg and Bronstein, (2013). conducted a study examining the effects of different parenting styles, particularly authoritarian parenting, on children's academic performance. They

found that while authoritarian parents set high academic expectations, their lack of emotional warmth and autonomy often hindered the development of important skills like critical thinking and problem-solving. As a result, children raised in authoritarian households sometimes experienced academic challenges due to the stress and pressure associated with their parents' strict control. Their research suggested that the absence of supportive, nurturing behaviours from parents, despite the high academic demands, created an environment where students were less likely to thrive academically in the long term. This emphasized the importance of balancing discipline with emotional support to foster both academic achievement and healthy psychological development.

Results of the study further showed that there was significant influence of peer pressure and parenting styles on senior secondary school students' academic performance in Mathematics in the study area. The results which were in line with the findings of Chen, (2005) when a study was conducted to explore the combined effects of parenting styles and peer pressure on adolescents' academic performance. This research aimed to understand how these two influences, both separately and together, impact students' motivation, academic behaviour, and ultimately their performance in school subjects. It was found that various parenting styles and peer pressure influence learners' academic performance. Chen's study (2005) concluded that both parenting styles and peer pressure play significant roles in shaping students' academic outcomes.

Conclusion

The study concluded that the academic performance of senior secondary school students in Mathematics is significantly shaped by both peer interactions and parenting approaches. Students who are surrounded by academically inclined peers tend to develop better study habits and stronger motivation, resulting in improved performance. Likewise, parenting styles that combine warmth, encouragement, and appropriate discipline, particularly authoritative parenting, contribute positively to their children academic achievement.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Schools should encourage group learning and peer mentoring in Mathematics to harness the benefits of positive peer influence.
2. School management and should organize training programmes for parents to promote good parenting approaches.
3. Guidance counsellors and educators should work closely with students to help them develop resilience against negative peer pressure and to build strong self-motivation and self-discipline.

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