

Determinants of Academic Performance of In-School Adolescents in Adamawa State, Nigeria

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Abstract: Adolescence is the period following the onset of puberty during which physical and psychological occur. In-school adolescent academic performance can be determined by factors such as peer pressure, learning environment and home background. Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours), because this behaviour commonly occurs in the company of peers. It can also have positive effects when youth are pressured by the peer toward positive behaviour. The interaction of various characteristics of school and classroom climate can create a support that enables all members of the school community not only to learn but also to teach at optimum levels. Nevertheless, a negative school climate interferes with learning and development and can affect academic performance of in-school adolescents. A functioning family is beneficial to a child than a dysfunctional one. Family separation was a great contributor of child neglect which generally leads to child deviant behavior. For example, leaving home and addicted to vices and the like from parental and family neglect, lack of supervision and guidance, lack of supervision and the absence of close relationships between teenager and his or her parents are factors that influence delinquency and poor academic performance. It is obvious that secondary schools should have guidance services with a competent counsellor to counsel students from broken homes, child raised by single parent and parents who do not pay adequate attention to their children and wards' education and those students experiencing challenges in schools; and peer pressure.

Keywords: In-school adolescents, determinants, peer pressure, learning environment, home background and academic performance.

I. INTRODUCTION

Obidoa, and Ifelunni (2010) stated that adolescence is the period when the individual no longer depends on parents to take decisions. At this stage the individual can think about his personal ideas and handle such ideas. The individual is able to perform the following mental functions – logical reasoning, abstract thinking, increased understanding, ability to generalize facts and increased independent decision among others. From the foregoing definitions and opinions, it is obvious that adolescence refers to that period of the life span of an individual when the physiological and even sociological processes are in transition between puberty and maturity. It is the bridge between the life as a child and the life as an adult which gives the individual the opportunity to start dropping childhood behaviours and start learning the adult life style. During adolescence, new language variations, new values, standards of dress, taste in popular culture (Music, sports and

films), and new interpersonal allegiances develop. Children who learned at home to be polite often find other standards applied to their behaviour by their adolescent peers.

There are different factors that could affect student's academic performance in school. Students 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). The emotional stress of a broken home can be enough to stunt your child's academic progress, but the lifestyle changes and instability of a broken family can contribute to poor academic performance.

II. FACTORS THAT DETERMINE ACADEMIC PERFORMANCE OF IN-SCHOOL ADOLESCENTS

The factors that determine the academic performance of in-school adolescents include peer pressure, home background and learning environment.

Concept of Peer Pressure

According to Hartney, (2011) peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfied 2010). Jones, (2010) defined peer pressure as the ability of people from the same social rank or age to influence another of same age, bracket peer pressure is usually associated with teens although its influence is not confined to teenagers alone.

Influence of Peer Pressure on In-school Adolescents' Behaviour

Peers play a large role in the social and emotional development of adolescents Allen (2005). Their influence begins at an early age and increases through the teenage years, it is natural, healthy and important for adolescent to have and rely on friends as they grow and mature. A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle, 2002). On the other hand, the term "pressure" implies the process that influence people to do something that they might not otherwise choose to do. Mature adults, teens, young adults and children can be seen doing things in order to be accepted by their peers. Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours), because this behaviour commonly

occurs in the company of peers. It can also have positive effects when youth are pressured by the peer toward positive behaviour. Such as volunteering for charity or excelling in academics (Kellie, 2013). Studies show that the influence of peer groups among student can boost their anxiety especially pertaining to their education (Kadir, Atmowasdooyo & Salija 2018). The relationship within the group with its peers are correlated with each other, hence the direction of this particular relationship should be monitored were these relationships should go considering all possible factors correlated within the groups outcome (Wilson, 2016).

However, peers can also have a negative influence. They can encourage each other to skip classes, steal, cheat, use of drugs or alcohol, or become involve in other risky behaviours. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure. Negative peer pressure may influence in various ways like joining group who drink alcohol, smoke cigarette and Indian hemp among others. It may also lead to the decision to have a boyfriend/ girlfriend, Peer pressure indulges youth into loitering about in the streets, watching films and attending parties during school hours, taping as alternative to stealing which may eventually graduate into armed robbery. (Arief, 2011),

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 student 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 behaviour 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 pressure is influenced by a peer group, observers or individuals exert to encourage others to change their attitudes, values or behaviours and conform to the group norms. Peer pressure is the influence of a social group on an individual. Bobbies and Elhaney, (2005) indicate that peer pressure refers to the way the people of the same social group act or believe in order to influence one another, often in negative ways. Peer pressure is something everybody has to deal with at some time in one's life. How successful one handles peer pressure depends to a great on the individual's self-concept and position in the world (Hardcastle, 2002). Peer pressure is defined as when people of one's age encourages or urges him to do something or to keep off from doing something else, irrespective of the person's desire to or not to (Ryan, 2000 in Uche, 2010). Peer pressure comprises a set of group dynamics where by a group in which one feels comfortable may override personal habits, individual moral inhibitions or

idiosyncratic desires to impose a group norm of attitudes or behaviour.

Peer pressure is emotional or mental force from people belonging to the same social group (such as same age grade or status) to act or behave in a manner similar to themselves. Peer pressure has a great influence on adolescent behaviour and reflects young people's desire to fit in and be accepted by others (Bern, 2010). Peer pressure is also known as peer influence, and it involves changing one's behaviour to meet the perceived expectation of others (Burns & Darling, 2002) In general, most teens confirm to peer pressure like music, clothing or hair styles. When it comes to important issues like moral values, parents still remain more influential than the peer group (Black, 2002). Peer pressure may be influenced in a number of ways: fashion choice, alcohol and smoking and other drugs use, decision to have a boyfriend/girlfriend, choice of whom our friends, organizing and extending parties. Peer pressure may be pressure in the work place, at school or w

III. CONCEPT OF LEARNING ENVIRONMENT

Learning environment is a learning place where the learner learns and interact with learning facilities in order to be socialized and face the challenges in the society. Environment as consisting of all elements existing around man and which exert some influence on him. These include physical, biological and social attributes. Environment can also be seen as aggregate of all the external condition and influence affecting the life and development of an organism. In this study, environment includes all the external condition and influences in the school that affect the academic achievement of the student such as laboratory equipment, library facilities, qualified teachers, furniture, school building, good administrative management, teacher pupil relationship and school location among others. Tsavga (2011) maintains that the learning environment plays avital role in determining how students perform or respond to circumstances and situations around them. This implies that no society is void of environmental influences. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which we find ourselves tend to mold our behaviour so as to meet the demands of life whether negatively or positively.

Factors that Determine Effective Learning Environment

Eze (2010) outlined the following learning environment factors that determine learning environment:

a. School Building

The quality of school building plays a vital role in students' academic achievement. Lewis (2000) tried to identify the independent effects of school building quality in a study of text scores and found out that good facilities had a major impact on learning. School buildings that can adequately provide a good learning environment are essential for student success. Old building does not have such features as control of

thermal environment, adequate lighting, good roof and adequate space that are necessary for a good learning. This may be because they are not functioning due to poor maintenance. Older buildings do not have the main attribute of modern building that are associated with a positive physical environment conducive to student learning. Students' achievement lags in a shabby or inadequate school building – those with no science labs, inadequate ventilation and faulty heating systems, (Stricherz, 2000). The structure of the building has also been viewed as an important factor in school environment which can influence the health, happiness and academic achievement of students.

b. Library Services

The library is at the heart of the education enterprise. Library as a platform for sharing knowledge is aimed at rejuvenating Nigerian the provision of current books and journals, (FRN, 2004). It is a store house of resources and as such provides many more opportunities to the learner to acquire the knowledge, which facilitates to achieve greater academic performance. It contributes to the total development students and enlarges their knowledge. Edoka (2000) sees library as a resource centre where a collection of books, periodicals, book materials are housed for use by teachers and researchers for learning, study, research, recreational activities and personal interest. It has been observed that there is a strong relationship between school libraries and academic performance. Keith (2000) reports that schools with well-equipped library performs higher than schools where libraries are less developed. Libraries provide instructional materials the curriculum and give unlimited opportunities for students' learning, (Aguolu & Aguolu, 2002). An effective school library gives foundation for self-education necessary for facing challenges of higher education.

The role of the library is also reflected in the National policy on education (FRN, 2004) which states that libraries constitute one of the most important educational services, proprietors of schools shall provide functional libraries in accordance with the established standard. also provide for training of librarians and library assistants for this service. The quality of school library services makes difference in academic achievement, (Library Research Service, 2000). It promotes the growth of knowledge. A well-equipped library is a store house of knowledge. If properly organized and utilized, it encourages students' interest in reading and learning, hence it is said that library is the centre for balanced diet for a learner. Libraries exist only because of books and people's desire to read them.

Mazi (2006) citing Obi contended that the number of books in the library would mean nothing if the books are not used, are out of date, unattractive or inappropriate. Library Research Service (2000) opined that libraries don't make difference in learning if they are merely ware houses of outdated stuff, place to drop students when teachers have their planning

periods or when staffed only by paraprofessional or clerical staff members.

c. School Location

The influence of school location on the achievement of students of public secondary schools has been the concern of many educationists. The choice and location of school site an indispensable aspect of any effective school planning. This is so because it is the site that can influence the type of the school to be built and the quality and quantity of the buildings. A child's environment that is rural or urban exerts considerable influence on his intellectual development. An urban child has an edge over the rural ones in terms of "life chances" such as better education and the socialization pattern. There are three social classes that exist-higher, middle and lower social classes. The urban, higher and middle classes through improved "life chances are exposed to better environment with access to libraries, adequate space, continuation classes and mass media. The rural children are hardly exposed to those facilities because they are mainly from lower social class. As a result, children from this background have low academic achievement. Uche in Okeke (2003) contends that in terms of facilities and structures, urban schools are worse because of very high enrollment figures. In urban schools, the facilities are grossly inadequate making it necessary to run a sort of shift system especially in primary schools. This has been strongly condemned as it does not make for effective teaching and learning.

d. School Facilities

School facilities are the corner stones of education system. They are essential ingredients in the effort to realize effective teaching and learning outcome. Ayodele (2004) has pointed out that the availability of adequate chairs, desks and other facilities are necessary for the accomplishment of any educational objectives. They revealed that effective management of school facilities brings about development of educational programmes and facilitates educational process. It also results to boosting of the morale of teachers and students and enhances the usefulness in the determination of the worth of a school. In the same vain. The report of primary education in Nigeria by chalkboard and chalk were the only materials reported as being adequately available in the schools. The introduction of Universal Basic Education (UBE) has increased enrolment in primary school from 17.9 million in 1999 to 19.2million in 2000 and 19.4 million in 2001. This increase translates to demand for more places at secondary schools resulting to overstretching of the existing physical facilities.

Adegboyega (2002) observed that little attention is paid to education in terms of funding and this money is spent on recurrent expenditure leading to the deterioration of the existing facilities. The general conditions of infrastructure as well as instructional materials in some public secondary schools are poor. These prevailing condition would definitely show negative influence on the instructional quality which

may translate to poor academic performance. Adequate infrastructures are quite essential for conducive and productive learning. There is an indication that the public secondary school in Enugu State cannot function successfully without adequate provision of facilities. This is because students need desks and chairs, teaching staff needs offices and instructional materials if learning must be effective

IV. EFFECTS OF LEARNING ENVIRONMENT ON ACADEMIC PERFORMANCE

School climate is critically linked to risk prevention and health promotion. A positive, respectful school climate provides a solid foundation for supporting students' academic achievement and development of positive attitudes and behaviours. Students who are connected to school (i.e., feel safe, perceive themselves to be treated fairly by adults, are happy to be in school, feel they are a part of the school community, and feel close to people at school) experience less distress and engage in fewer risk-taking behaviours. School climate research suggests that positive interpersonal relationships and optimal learning opportunities can increase achievement levels and reduce high-risk behavior for students in all demographic environments. According to Megan (2002), research on school climate in high-risk urban environments indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by urban students. Furthermore, researchers have found that positive school climate perceptions are protective factors for boys and may supply high-risk students with a supportive learning environment yielding healthy development, as well as preventing antisocial behaviour. A positive school climate results in positive outcomes for school personnel as well.

Characteristics of school climate, especially trust, respect, mutual obligation and concern for others' welfare, can have powerful effects on educators' and learners' interpersonal relationships (Center for Social and Emotional Education, 2005). Safe, collaborative learning communities where students feel safe and supported report increased teacher morale, job satisfaction, and retention. The interaction of various characteristics of school and classroom climate can create a fabric of support that enables all members of the school community not only to learn but also to teach at optimum levels. Conversely, a negative school climate interferes with learning and development. Organizational climate is assumed to have some effect upon the success of a school in accomplishing its objectives (Singh, 2006). Various studies documented that students in schools with a better school climate have higher achievement and better socio emotional health. The school climate–student achievement connection has been well-established in the research.

School facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that

teaching is inseparable from learning but learning is not separable from teaching” is that teachers do the teaching to make the students learn, but students can learn without. Writing on the role of facilities in teaching, Balogun (2002) submitted that no effective science education programme can exist without equipment for teaching. This is because facilities enable the learner to develop problem-solving skills and scientific attitudes. Lines of rejection. It is obvious that family situations with greater stability have fewer negative implications than family scenarios marked by transitions.

Concept of Home Background

A home is defined as the house, flat, apartment that an individual lives in with his/her family (Hornby and Parnwell, 2010). Structurally, a family is either intact or broken. An intact family can be said to be a functioning union between a mother and a father, so when a break up exist, the turmoil may affect a child to a greater extent. A functioning family is beneficial to a child than a dysfunctional one. Family separation was a great contributor of child neglect which generally leads to child deviant behaviour. For example, leaving home and addicted to vices and the like from parental and family neglect, lack of supervision and guidance. The lack of supervision and the absence of close relationships between teenager and his or her parents are factors that influence delinquency. Mullens (2001, found that children from biologically intact home have a lower incidence of illegal behaviour that is paralleled by their lower rate of susceptibility to peer pressure to commit deviant acts.

Causes of Broken Home

1. Parents' Divorce: In anytime, anywhere and anyhow, divorce is not healthy for the family life. But it happens. Divorce is claimed to be the main reason behind broken family. The common disputes between a husband and a wife are the financial issue, sexual misunderstanding, early marriage, teen pregnancy, education, health problem, etc. When the parents get divorced, usually either of them or sometime both of them leave home. Then the absence of either or both the parents will affect the family administration, then family become broken. Divorce is the hardest challenge that can happen to a couple especially if they have kids. It is painful for the husband and wife to finally end their marriage but they are two matured individuals who are strong enough to handle changes in their lives.

The influence of this turn of events in a family's life is more devastating on the children. Not only is it painful for them on that moment to hear the news that their parents are getting a divorce. But the worst that can happen is the long-term effect that can eventually ruin their future. Going through a divorce is a very difficult situation which usually their children are the ones who always suffer. An argument of the parents is one of the basic causes of broken families. Money is mostly the cause of the basic cause of a couple's arguments. Too much money in a person's mind can cause greediness; this will let the person forget about love towards its partner. Another one

is unfaithfulness; in a marriage, the couple must be faithful toward his/her partner. In this situation either the husband or wife has an affair with other persons that will eventually lead to being unfaithful to their partner.

Whenever couple losses trust to each other they end up in divorce. Trust is an important factor in a marriage, if a person losses trust to his/her partner, the person either ends up getting a divorce or he/she chooses to have an affair, first then ends up in divorce. Inability to manage or resolve a conflict is also one of the causes, in this situation both the husband and the wife fight about something but is unable to resolve it. This makes the couple think that they are incompatible in many ways and how much they try to resolve their incompatibility nothing will happen because they will both end up fighting again

2. *Death*: It is obvious that death reduces the family strength. More adversely death sometime leads to broken family. Like other reason all death in the family do not necessarily bring any broken, but by the death of mother or father children become mother/father less. When children realize that the parent will never return, they get emotionally disturbed. Moreover, if the left partner lives a drastic life in search of happiness after losing his/her partner, the results in the family could not be hale and hearty for the family life. Then it starts to be broken. In early life, loss of mother is more damaging than loss of the father. The mother plays a very important role in nurturing the child during the formative years of life. But as the children grow older, loss of the father is often more serious than loss of the mother, especially for boys. Sometimes mother may lack the time and energy to give children the care they need as she has double burden of homemaking and bread-earning. But if children loss both parents, the effects are doubly serious.

3. *Misconception between family members*: Apart from divorce parents and death, there can be a family problem caused by misconception between the members in the home. The reason may be differing from each other. However, the most common reasons are drugs, abusing, drinking alcohol, misbehaviour manner and doing other intoxicant things by the father, sons or any other members. Then there comes misconception, ruining and anger, which in turn caused breaking the relationship of him and her from the family.

4. *Unconditional administration*: Failure in administration in the family is one cause for the breaking up of family. If the father or mother or any other heads fail to administer, there will be problems among the members of the family. They will be free to do whatever and however they like in the home and outside. Then the unsystematic and improper living will affect the remaining relationship in the family. If the relationship has been worsening, there will definitely be losing of caring which can lead to broken in the family.

5. *Parental or friends influence*: Another reason why a family has broken up is because of parental or friends influence. When a third party has involved itself in the matters inside the

home, bad-mouthing will just likely to happen and misunderstanding will only grow worse. Everyone has friends; we used to share our problems with them. But there can be negative impact. To whom we thought helps will come, another unexpected advice may come. Many a time, broken family, particularly splitting up of parents took place due to the influences made by our friends.

V. INFLUENCE OF BROKEN HOME ON ACADEMIC PERFORMANCE OF IN-SCHOOL ADOLESCENTS

Uwaifo (2008) carried out a research on the effects of family structure and parenthood on the academic performance of Nigerian University students. A descriptive survey was used in carrying the study. The sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose, Ali University, Ekpoma, Edo State. The findings of the study showed that significant differences existed between the academic performances of students. From single-parent family and those from two-parent family structures.

One of the most frequently studied sub groups of students from broken families is the subgroup of students from single-mother families. Studies by Bachman, Coley and Chase-Lansdale (2009); Hampden-Thompson (2009); and Waldfoegel, Craigie and Brooks-Gunn (2010) showed that students from single-mother families tend to underperform academically when compared to their counterparts from intact families. An international research by Hampden-Thompson (2009) on student literacy compared students from two-parent households with students from single-mother families only. The author maintained that results from the study indicate a pattern of underperformance for children who live with their mother only. Magnuson and Berger (2009) reported that students from single-mother families in middle childhood experience depressed scores in both reading and Mathematics when compared to students from intact families in the same age category.

Izundu (2005) carried out a study on relationship between home environmental factors and academic performance of secondary school students in Adamawa Southern Senatorial district. A correlation design was employed in carrying out the study. The study was carried out in Onitsha Local Government Area of Anambra State. The sample for the study were 450 students. Stratified random sampling technique was employed in selecting ten secondary schools in Onitsha Local Government Area. The researcher found out that most students in secondary schools in Anambra, State that comes from low socio-economic families but it does not affect their academic performance adversely. Again, it was shown that most of the families in Anambra State are unstable. But this does not affect the students' academic performance. The researcher also found out that there is significant relationship between socio-economic status and academic performance of students' relationship.

VI. CONCLUSION

The academic performance of in-school adolescents can be influenced by factors such as students' interactions with its peers which 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. The emotional stress of a broken home can be enough to stunt one's child's academic progress, but the lifestyle changes and instability of a broken family can contribute to poor educational outcomes. The learning environment determines to a large extent how a student behaves and interacts, that is to say that the environment in which adolescents find themselves tend to mold their behavior so as to meet the demands of life whether negatively or positively.

VII. RECOMMENDATIONS

- i. As a matter of urgency, government should make sure that the number of students per class do not exceed forty. In case of new building, the classroom should be constructed in a way to provide enough ventilation.
- ii. Teachers should understand that the peer group is an important factor in child's learning and therefore should use it encourage learning.
- iii. Students should endeavour to form or join groups that are study inclined and encourage learning so that their learning would be effective or affected properly.
- iv. There is need for personal social, group counselling and individual counselling in
- v. schools where students with challenged homes are counselled. And students should
- vi. develop positive self-concept in life to assist them in their academic achievement.

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