**Family Size, Peer Influence and School Environment as**

**Correlates of Academic Achievement of Senior Secondary**

**School Students in Oyo State, Nigeria**

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**Abstract**

*This study examined the relationship between the predictor variables of family size, peer influence and school environment on the criterion variable of academic achievement on public senior secondary school students in Oyo State. The study adopted a descriptive survey design. A multi-stage random sampling technique was employed to obtain the sample of 2,925 (5.153%) respondents (SS 2 students) from the population of 56,759. The instrument used for data collection was entitled “Questionnaire on family size, peer influence and school environment as correlates of academic achievement of senior secondary school students in Oyo State, Nigeria”. Experts in the fields of Measurement and Evaluation, and Research Methodology established the contents, constructs and face validity of the instrument. The reliability of the instrument was established with Cronbach Alpha and the reliability co-efficient of .874 was obtained. The study revealed that family size; peer influence and school environment had significant relationship with students’ academic achievement. Consequent on the findings, it was recommended that parents should limit the number of their children and wards to what they could adequately and conveniently make provisions for with a view to enhancing their educational outcomes (achievement); parents, teachers and the school authority should ensure that students are properly counselled on the need to identify and interact with only serious-minded and well-behaved students; among a host of other recommendations.*

**Keywords:** Family Size, Peer Influence, School Environment, Academic Achievement,

**Introduction**

One of the major issues that burdens stakeholders in the Nigerian education system presently is the recurring poor academic achievement of senior secondary school students in national examinations such as West African Examination Council (WAEC), National Examination Council (NECO), and of course, Joint Admissions and Matriculation Board (JAMB). Secondary level of education is very fundamental to the educational aspiration of the individual students because it is the stage at which students are prepared for tertiary institutions and what they wish and capable of becoming in life. Little wonder that the Federal Government of Nigeria in its National Policy of Education categorically states that secondary education is an instrument for national development that fosters the worth and development of the individual for further education and development (FGN, 2013).

However, contrary to all expectations; academic achievement of senior secondary school students in Oyo State over the years has not been encouraging and all hands must be on deck to salvage the situation. A cursory look at the summary of West African Examination Council (WAEC) performance analysis of Senior Secondary School Students in Oyo State from 2018 to 2022 is hereby provided to give credence to the fact Senior Secondary Education in Oyo State needs to be worked upon. This is as shown in Table 1.1 (vide infra):

**Table 1.1: 2018 - 2022 May/June Senior School Certificate Examination Results, Oyo State**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **2018** | **2019** | **2020** | **2021** | **2022** |
| Total Number of Candidates who sat for 2018 – 2022 May/June SSCE (WAEC) | 65,657 | 55,615 | 44,430 | 59,295 | 47,708 |
| Total Number of Candidates with 5 Credits including English Language and Mathematics | 27,795  (42.33%) | 21,884  (39.35%) | 18,844  (42.41%) | 29,783  (50.23%) | 16,146  (33.84%) |

*Source: Oyo State Ministry of Education, Science and Technology, 2023.*

In an attempt to find solutions to this problem, researches have been conducted on the issue (Agboola, 2018; & Olaleru, 2018). But despite the findings generated by the studies, the problem continues unabated. The need to finding workable solutions to the problem of poor academic achievement of senior secondary school students in Oyo State influences this study.

Oba-Adenuga (2020) sees family as the smallest unit of every society and the first school of a child; and parents are the first teachers that interact with him/her. According to him, the family is where a child learns his/her language, values and behaviours. Animasaun *et al.* (2017) defined family as a unit made up of a husband, his wife (wives) statutorily or customarily and living with or without children under the same roof. However, traditionally in Nigeria, the family is not restricted to the father-mother- child(ren) triangle. It rather encompasses a wilder group of people related by blood, marriage or adoption. Hence, a family may include such persons like: grandparents, aunts, uncles, nieces, cousins, among others (Animasaun *et al.,* 2017).

Family size refers to the aggregate number of people living in a household e.g. parents and their children (Bouiri *et al.,* 2022). It is the number of people living together and sharing the family’s resources and responsibilities. Due to the fact family is the closest social institution to students, its size is one of the factors that can affect (negatively or positively) the academic achievement of such students. Large family size often creates social problems like insufficient feeding, poor shelter and clothing, insufficient fund, disciplinary problems and academic challenges among others.

Bouiri *et al.* (2022) observed that in the modern society, the influence of the family plays a very important role in students’ academic achievement. They also noted that family size is an essential factor that has been shown to have explanatory potentials with academic achievement; and as the number of family members increases, children’s academic achievement deteriorates. Louisa (2021) stressed that the effect of a large family size on academic achievement of students cannot be over emphasized, and that academic achievement has been determined by such variables as family, school and motivational factors.

Berk (2002) and Louisa (2021) opined that children benefit maximally from small family size. According to them, in small families, parents are less stressed economically and emotionally. And family members are more patient with one another and have more time to devote to the family’s welfare and development. On the other hand, children in large families receive little attention and care as the resources have to be shared among the constituent members.

Mechic (2023) noted that peer effects in education are one of the most studied phenomena. Hence, in its most narrow sense, it refers to the observation that students achieve better academically if exposed to classrooms with high-achieving students. He believed that there is a strong relationship between peer influence and students’ academic achievement. Animasaun *et al.* (2017) viewed peer group as the child’s intimate friends, school-mates or class mates, and equals who fall into the same age range (bracket). Sarkar (2022) conceptualized peer pressure as the influence of friends on one another inducing changes in their mental and emotion oriented behaviour

Golsteyn *et al.* (2019) hinted that literature on peer effects has established that peer characteristics such as race, gender, and test scores affect the accumulation of human capital. However, he observed that literature neglects the question of whether the personality of peers affects educational outcomes (academic achievement). Abderrahim (2016) cited in Sarkar *et al.* (2022) believed that depending on the make-up of the group, peer influence has a greater impact on the academic achievement both positively and negatively. Castrogiovanni (2002) highlighted some of the benefits of peer group and they include:

i. the opportunity to learn how to interact with others;

ii. support in defining in defining identities, interest, abilities, and personalities;

iii. autonomy without adults’ and parents’ control;

iv. opportunities for witnessing the strategies others use to cope with similar problems, and for observing how effective they are;

v. involved in emotional support; and

vi. building and maintaining friendship.

The importance of school environment in the academic achievement of senior secondary school students was equally examined because of its tremendous influence on the quality of teaching students receive and the extent of attention they devote to their studies in the school. This implies that schools must provide the necessary learning facilities and create conducive atmosphere for teaching and learning in order to have positive students’ academic achievement. Ene-Obong *et al.* (2012) in Baafi *et al.* (2020) explained that the physical environment of a school includes: buildings, classroom furniture, equipment, instructional materials, laboratories, libraries, playgrounds. The physical environment also made up of machinery, decorative objects, swimming pools, audio-visual equipment and playfields. It also includes physical location, buildings, furniture, instructional facilities, space and equipment’s for effective teaching and learning (McKay in Baafi *et al.,* 2020). Aigbe (2023) stressed that the significance of the school setting on the academic achievement of senior school students is of prime importance because environment within school notably influences the quality of teaching students receive and their engagement in the classroom lessons.

Adeniyi and Lawal cited in Aigbe (2023) noted that the school environment plays a crucial role in shaping students’ intellectual abilities. Therefore, a supportive and conducive school environment, equipped with relevant learning resources and a favourable climate, enables students to feel more at ease and focused on their academic achievement. Situole (2017) in Aigbe (2023) however cautioned that school environment can adversely affect students’ academic success especially in cases where there is a lack of positive school climate, instructional resources, discipline, adequate physical facilities, proficient and qualified teachers; questionable school locations, small classroom sizes, or overcrowding.

**Theoretical Framework**

This study was guided by Abraham Maslow’s Theory of Motivation – Hierarchy of Needs as reported by Animasaun (2009) and Child (1997). Child (1997) claims that Abraham Maslow based his description of human motivation drives on his psychoanalytic research and that of others like Carl Rogers which emphasizes motivation (needs) to develop one’s full potentials. Maslow has however categorized these basic needs hierarchically in the order of their importance and prepotency. This implies that lower needs like physiological needs and safety needs must be met before higher needs can be satisfying and motivating. These needs according to Animasaun (2009) are:

1. **Deficiency Needs** which includes the following needs:
2. Physiological Needs – needs for food, liquid, oxygen, constant blood, temperature, air, etc.
3. Safety Needs – these are physical, psychological and security needs.
4. Love and Belonging Needs – these are needs for affection, affiliation, solidarity, popularity.
5. Self Esteem Needs – needs based on competence, mastery, recognition and reputation.
6. **Growth Needs –** it comprises the following:
7. Cognitive Needs i.e. attention needs
8. Aesthetic Needs – needs for shape, order, taste, beauty, etc.
9. Self-Actualization Needs – these are needs for self-fulfillment and accomplishment.

Looking at the importance of school environment through the laws of Maslow’s theory of motivation implies that without meeting basic needs, it would be extremely difficult for students to concentrate on acquiring new academic concepts and digesting the academic materials that are being taught. Likewise, if basic needs of students are not met by their parents due to family size, it will hinder students’ academic achievement in school. In view of Maslow’s work on basic needs and motivation, all school facilities must be designed and maintained for safety and security of the students. Animasaun (2009) however cautions that if two different needs are in conflict, the lower needs would dominate and prevail.

**Statement of the Problem**

In this jet age, every one desires a high level of achievement as the mark of one’s performance so also, senior secondary school students. The issue of senior secondary school students’ poor academic achievement was addressed in view of the serious implications it has for various stakeholders – government, educational administrators, school heads and parents/guardians. For instance, persistent students’ poor academic achievement is an indication of poor quality of education being offered, poor school environment, poor teachers’ job performance, possible neglect of parental care and support, poor quality of intakes into higher level of education, among others. In spite of the concerted efforts being made by several stakeholders – government, educational administrators, school heads and parents/guardians to addressing this problem of students’ poor academic achievement, the problem still persists. The research is therefore aimed towards a proper understanding of the way social interaction affect academic achievement and it is very paramount for parents, educators and policy makers, and even; students, since the immediate environment such as family, peer group, school environment, and other factors can encourage or discourage students’ academic achievement. This research is thus an investigation into the effects of independent variables of family size, peer influence and school environment on the dependent variable – academic achievement.

**Objectives of the Study**

The broad objective of this study was to investigate the impacts of family size, peer influence and school environment on senior secondary school students’ academic achievement in Oyo State public secondary schools. In specific terms, the study was carried out to:

1. investigate the level of students’ academic achievement in Oyo state public senior secondary schools;
2. determine the joint and the relative contributions of family size, peer influence and school environment to the prediction of students’ academic achievement in Oyo state public senior secondary schools;
3. probe the influence of social interactions on the academic achievement of students in Oyo state public senior secondary schools;
4. examine the effect of parental care and support on the academic achievement of students in Oyo state public senior secondary schools; and
5. asses the level of teachers’ job performance through the academic achievement of students in Oyo state public senior secondary schools.

**Hypotheses**

The following null hypotheses generated for the study were tested at 0.05 alpha level of significance:

**H01**: There is no significant relationship between family size and senior secondary school students’ academic achievement.

**H02**: There is no significant relationship between peer influence and senior secondary school students’ academic achievement.

**H03**: There is no significant relationship between school environment and senior secondary school students’ academic achievement.

**H04**: Family size, peer influence and school environment have no combined significant relationship on senior secondary school students’ academic achievement.

**Significance of the Study**

The study will be significant to educational stakeholders, school principals, teachers, parents and guardians, policy makers, and even, students about the knowledge and impacts of family size, peer influence and school environment on students’ academic achievement.

**Methodology**

**Research Design**

The descriptive survey research design was used for the study. This design is appropriate because the data were collected over a large study population with the use of questionnaire and it did not manipulate variables. The design is also appropriate because it enabled the researcher to describe the existing situation concerning the relationship between the family size, peer influence, school environment and academic achievement of senior secondary school students in Oyo State.

**Population of the Study**

The target population for the study comprised of 56,759 students in public senior secondary school II (SS 2), and six hundred and twenty-eight 628 public senior secondary schools in Oyo State, Nigeria (Oyo State Ministry of Education, 2020).

**Sample and Sampling Techniques**

The sample for this study was two thousand, nine hundred and twenty-five (2,925) SS 2 students representing (5.153%) of the SS 2 students in public senior secondary schools in Oyo State. A multi-stage sampling technique was used for the study.

Public Senior Secondary Schools in Oyo State have been structured into 3 Senatorial Districts of Oyo Central, Oyo North, and Oyo South with 11, 13, and 09 local government areas respectively (Manpower Nigeria, 2022). At stage one, simple random sampling technique was used to select three (3) local government areas from each of the senatorial districts, amounting to nine (9). At stage two, balloting system was used to pick five (5) schools from each of the local government areas totaling 45 (5x9 = 45). Finally, simple random sampling technique was later used to choose sixty-five (65) SS 2 students from each school totaling two thousand, nine hundred and twenty-five (2,925) students (65x45 = 2,925).

**Research Instrument**

A self-developed questionnaire was used to elicit necessary information from the respondents. The questionnaire contained fifteen (15) questions and it was entitled: “Questionnaire on Family Size, Peer Influence and School Environment as Correlates of Academic Achievement of Senior Secondary School Students in Oyo State, Nigeria” (QFSPISECAASSS). The instrument had a four-point Likert scale. The questionnaire was divided into two parts. The first part took care of the demographic data of the respondents while the second part contained items that probed the family size, peer influence, and school environment on academic achievement of senior secondary school students in Oyo State. Experts in the fields of Measurement and Evaluation, and Research Methodology established the contents, constructs and face validity of the instrument. The reliability of the instrument was established with Cronbach Alpha and the reliability co-efficient of .874 was obtained which portrayed the instrument as reliable.

Students’ academic achievement was measured using public Senior Secondary School II (SS 2) students’ tests scores in English Language and Mathematics based on the questions drawn from the 2021/2022 joint promotion multiple choice examinations for public senior secondary schools in Oyo State. Thirty (30) multiple choice questions were chosen from English Language Paper III and Fifteen (15) multiple choice questions were equally drawn out of Mathematics Part II and were used to measure the students’ academic achievement, and the duration of the tests was30 minutes each.

**Method of Data Analysis**

The data obtained on the demographic information were analyzed with the use of descriptive statistics (frequency counts and simple percentages), while the hypotheses were tested with Pearson Product Moment Correlation Coefficient (PPMC) using statistical package for social sciences (SPSS) at 0.05 alpha level of significance.

**Findings and Discussion**

Out of the 2,925 copies of the instrument administered, two thousand, two hundred and twenty-five (2,225) copies of the questionnaires were properly filled and retrieved for data analysis. This constitutes 76.6 percent return rate and 23.4 percent attrition rate.

**Demographic Data of the Respondents**

**Table 2: Respondents’ Demography (n = 2,225)**

|  |
| --- |
| **Demographic Variables Frequency (F) Percentage (%)** |
| **Age**  12 - 15 680 30.6%  16 - 20 1,358 61.0%  21 and above 187 8.4%  **Total 2,225 100.0%**  **Gender**  Male 1,368 61.5%  Female 857 38.5%  **Total 2,225 100.0%**  **Class**  SS 2 (Commercial Class) 840 37.8%  SS 2 (Art Class) 1,008 45.3%  SS 2 (Science Class) 377 16.9%  **Total 2,225 100.0%** |

**Source: *Researcher’s* *Fieldwork, 2023.***

Table 2 shows that 680 (30.6%) of the respondents were between ages 12 – 15; 1,358 (61%) were between 16 – 20 years of age, and 187 (8.4%) were 21 years and above. Furthermore, 1,368 (61.5%) of the respondents were males while 857 (38.5%) were females. Lastly, 840 (37.8%) of the respondents were in senior secondary school 2 (Social Science Class), 1,008 (45.3%) of them were in SS 2 (Arts Class), while the remaining 377 (16.9%) students were in SS 2 (Science Class). These results imply that most of the students were between ages 16 – 20 (61%), most of them were males (61.5%), and that most of them were in SS 2 Art Class (45.3%).

**Test of Hypotheses**

**Ho1:** There is no significant relationship between family size and senior secondary school students’ academic achievement.

**Table 3: Correlation analysis showing the relationship between family size and students’ academic achievement:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | Family size | Academic achievement |
| Family size | Pearson Correlation | 1 | .080\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 2225 | 2225 |
| Academic achievement | Pearson Correlation | .080\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 2225 | 2225 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed).  **Source: *Field work, 2023.***  The results from Table 3 show that the Pearson’s Correlation r is 0.080 and p -value is 0.000 at 0.05 level of significance. Since the p – value of 0.000 is less than (<) the alpha value of 0.05, the null hypothesis is rejected and the alternative hypothesis that there is a significant relationship between family size and public senior secondary school students’ academic achievement in Oyo State is accepted. Hence, the independent variable (family size), does reliably predict the dependent variable (academic achievement). Therefore, since r = 0.080 and going by Cohen (1988) widely-used correlation interpretation rules cited in ScienceDirect (2024), there is a low positive relationship between family size and public senior secondary school students’ academic achievement in Oyo State. | | | |

**Ho2:** There is no significant relationship between peer influence and senior secondary school students’ academic achievement.

**Table 4: Correlation analysis showing the relationship between peer influence and students’ academic achievement:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| Correlations | | | |
|  | | Peer influence | Academic achievement |
| Peer influence | Pearson Correlation | 1 | .063\*\* |
| Sig. (2-tailed) |  | .003 |
| N | 2225 | 2225 |
| Academic achievement | Pearson Correlation | .063\*\* | 1 |
| Sig. (2-tailed) | .003 |  |
| N | 2225 | 2225 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed).  **Source: *Field work, 2023.*** | | | |

The results from Table 4 indicate that the Pearson’s Correlation r is 0.063 and p -value is 0.003 at 0.05 level of significance. Since the p – value of 0.003 is less than (<) the alpha value of 0.05, the null hypothesis is rejected and the alternative hypothesis that there is a significant relationship between peer influence and public senior secondary school students’ academic achievement in Oyo State is accepted. The implication is that the predictor variable (peer influence), has impact on the problem variable (academic achievement). Therefore, since r = 0.063 and going by Cohen (1988) widely-used correlation interpretation rules cited in ScienceDirect (2024), there is a low positive relationship between peer influence and public senior secondary school students’ academic achievement in Oyo State.

**Ho3:** There is no significant relationship between school environment and senior secondary school students’ academic achievement.

**Table 5: Correlation analysis showing the relationship between school environment and students’ academic achievement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Correlations** | | | |
|  | | School environment | Academic achievement |
| School environment | Pearson Correlation | 1 | -.051\* |
| Sig. (2-tailed) |  | .016 |
| N | 2225 | 2225 |
| Academic achievement | Pearson Correlation | -.051\* | 1 |
| Sig. (2-tailed) | .016 |  |
| N | 2225 | 2225 |
| \*. Correlation is significant at the 0.05 level (2-tailed).  **Source: *Field work, 2023.*** | | | |

The results from Table 5 imply that the Pearson’s Correlation r is 0 -.051 and p -value is 0.016 at 0.05 level of significance. Since the p – value of 0.016 is less than (<) the alpha value of 0.05, the null hypothesis is rejected and the alternative hypothesis that there is a significant relationship between school environment and public senior secondary school students’ academic achievement in Oyo State is accepted. This implies that the input variable (school environment), has impact on the outcome variable (academic achievement). Therefore, since r = -0.051 and going by Cohen (1988) widely-used correlation interpretation rules cited in ScienceDirect (2024), there is a trivial positive relationship between peer influence and public senior secondary school students’ academic achievement in Oyo State.

**Ho4:** Family size, peer influence and school environment have no combined significant relationship on senior secondary school students’ academic achievement.

**Table 6: Correlation analysis showing the relationship between family size, peer influence, school environment and students’ academic achievement**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Correlations** | | | | | |
|  | | Family size | Peer influence | School environment | Academic achievement |
| Family size | Pearson Correlation | 1 | .058\*\* | .045\* | .080\*\* |
| Sig. (2-tailed) |  | .006 | .036 | .000 |
| N | 2225 | 2225 | 2225 | 2225 |
| Peer influence | Pearson Correlation | .058\*\* | 1 | -.024 | .063\*\* |
| Sig. (2-tailed) | .006 |  | .252 | .003 |
| N | 2225 | 2225 | 2225 | 2225 |
| School environment | Pearson Correlation | .045\* | -.024 | 1 | -.051\* |
| Sig. (2-tailed) | .036 | .252 |  | .016 |
| N | 2225 | 2225 | 2225 | 2225 |
| Academic achievement | Pearson Correlation | .080\*\* | .063\*\* | -.051\* | 1 |
| Sig. (2-tailed) | .000 | .003 | .016 |  |
| N | 2225 | 2225 | 2225 | 2225 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | | |
| \*. Correlation is significant at the 0.05 level (2-tailed).  **Source: *Field work, 2023.***  The results from Table 6 show that the Pearson’s Correlation r is 0.030 (-.051 + .080 + .063 = 0.092 / 3 = 0.030) and p -value is 0.006 (0.000 + 0.003 + 0.016 = 0.019 / 3 = 0.006) at 0.05 level of significance. Since the p – value of 0.030 is less than (<) the alpha value of 0.05, the null hypothesis is rejected and the alternative hypothesis that family size, peer influence and school environment have combined significant relationship on public senior secondary school students’ academic achievement in Oyo State is accepted. This indicates that the independent variables (family size, peer influence and school environment), have influence on the dependent variable (academic achievement). Therefore, since r = 0.030 and going by Cohen (1988) widely-used correlation interpretation rules cited in ScienceDirect (2024), there is a low positive relationship between family size, peer influence, school environment and public senior secondary school students’ academic achievement in Oyo State.  **Discussions of Findings**  The finding of the study as revealed in Table 3 (hypothesis one) indicated that there is a significant relationship between family size and public senior secondary school students’ academic achievement in Oyo State. This agrees with the finding of Havighurst and Lavine (2009) where they observed that family size is related to school grades and academic achievement. They found that parents with few children seemed able to provide a more intellectually inspiring environment than parents with many children because parents’ time, attention, and resources are highly competed for in large families. Morgan *et al.* (2009) in Anonymous (2017) also stressed that learners from large families and low socio-economic status house-holds develop academic skills more slowly compared to their counterparts from higher socio-economic status families because parents from low socio-economic backgrounds and large families are most unlikely to have the financial wherewithal or time availability to give children the needed academic support. In the research carried out by Koçak *et al.* (2021) on the factors affecting students’ academic achievement, the findings revealed that the number of variables evaluated in the categories of psychological, socio-economic, socio-demographic and individual features, learning theories and teaching strategies, and family (size) was found larger than other categories.  The analysis of hypothesis two (Table 4) revealed that there is a significant relationship between peer influence and public senior secondary school students’ academic achievement in Oyo State. This supports the report of Furo and Bulama (2020), and that of Zhao and Zhao (2022) that peer interaction quality can positively predict students’ academic achievement. In addition, Rytioja *et al.* (2023) in their study on peer group influence and students’ academic achievement found that students’ school functioning was positively linked to both academic achievement and behaviour at school. The results of the study further highlighted the importance of peer group when implementing students’ behavioural interventions.  With regard to hypothesis three (Table 5), the results from the findings revealed that there is a significant relationship between school environment and public senior secondary school students’ academic achievement in Oyo State. This finding corroborated the position of Amaeching and Ezeh (2019) who posited that the school environment is of fundamental importance in shaping and re-shaping students’ intellectual abilities and that, supportive and favourable school environment supported with abundant learning facilities and desirable climate make students more pleasant, and more concentrated on their academic activities that have resultant effect on high academic achievement. In the same vein, Baafi (2020) findings confirmed that the students in senior high schools with a comfortable physical environment perform better than those where the learning environment is unconducive. Rafiq *et al.* (2022) on their research on the impact of school environment on students’ academic achievement also reported the existence of a strong correlation between students’ academic achievement and teacher support (school environment).  Lastly, findings from Table 6 (hypothesis four) revealed that family size, peer influence and school environment have combined significant relationship on public senior secondary school students’ academic achievement in Oyo State. This position is in agreement with the findings of Ambaye (2024) who reported that large variance in students’ academic achievement was accounted for by individual level variables, followed by familial level variables; and that the school level variables contributed considerable variance in students’ academic achievement. Ambaye (2024) further observed that in order to enhance students’ academic performance, parents and school community shall contribute their share and discharge responsibilities unconditionally.  **Conclusion**  There is no doubting the fact that this research has considerably identified some factors (family size, peer group, school environment, among others) that can positively or negatively affect public senior secondary school students’ academic achievement. The onus therefore lies on the critical stakeholders in the secondary education sub-sector to do the needful in order to improve on the students’ education outcomes.  **Recommendations**  Arising from the findings and discussion, the following recommendations were proffered:   1. Parents should limit the number of their children and wards to what they could adequately and conveniently make provisions for with a view to enhancing their educational outcomes (achievement). 2. Governments should formulate and implement policies that will regulate child birth for families as it is being done in China, India and some other advanced countries in order to limit negative consequences of large family type in the society.   iii. Since peer group plays a significant role in the social, emotional and academic development of students; parents, teachers and the school authority should ensure that students are properly counselled on the need to identify and interact with only serious- minded and well-behaved students.  iv. Due to the fact that the school a student attends is the institutional environment that sets yardsticks for his/her learning outcome; school factors such as: the school structure, composition, climate, curriculum, and tone must be receptive to academic achievement.  v. A proper, rational and healthy atmosphere must be provided for students in the classroom and government should also make plans to improve school libraries and laboratories, among others. | | | | | |
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