



Influence of Single Parenting and Peer Group Relationships on Students' Academic Performance in Accounting

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ABSTRACT

Original Research Article

This study examined the influence of single parenting and peer group relationships on the academic performance of senior secondary school students in Accounting in Iseyin Local Government Area, Oyo State, Nigeria. A descriptive survey research design was adopted. A sample of 200 students was selected using purposive and simple random sampling techniques. Data were collected using a structured questionnaire and an Accounting Achievement Test (AAT). Reliability was confirmed using Cronbach's alpha (0.90). Data were analyzed using descriptive statistics, independent samples t-test, Pearson correlation, and multiple regression analysis at 0.05 significance level. Findings revealed no significant difference in academic performance based on family structure ($t(198) = -0.354, p > 0.05$). However, peer influence showed a significant positive relationship with academic performance ($r = 0.412, p < 0.05$) and significantly predicted academic outcomes ($\beta = 0.38, p < 0.05$). The study concludes that peer group interaction is a stronger determinant of academic performance than family structure. Recommendations include strengthening peer mentoring, collaborative learning, and parental involvement.

Keywords: Single Parenting, Peer Influence, Academic Performance, Accounting, Secondary Education.

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Introduction

Education remains a fundamental tool for national development. Academic performance among students is influenced by family and social environments. Increasing rates of single parenting and the strong role of peer interaction necessitate empirical investigation into their combined effects.

Literature Review

Recent empirical studies (Adeyemi, 2022; Okafor, 2023) show that peer influence significantly predicts academic engagement. Family structure alone has shown inconsistent

effects, with parental involvement being more critical than structure.

Methodology

Research Design

Descriptive survey design.

Population and Sample

The population comprised SSS1–SSS3 students in Iseyin LGA. Five public secondary schools were selected. A total of 200 students were sampled.

Instrumentation

A structured questionnaire (peer influence: 10 items) and an Accounting Achievement Test (AAT) consisting of 20 objective questions covering core accounting topics such as journal entries, ledger posting, trial balance, and financial statements were used.

Measurement Scale

Peer influence was measured on a 4-point Likert scale: 1 = Strongly Disagree, 4 = Strongly Agree

Mean interpretation: 1.00–1.75 = Low 1.76–2.50 = Moderate 2.51–3.25 = High 3.26–4.00 = Very High

Validity and Reliability

Face and content validity were ensured by experts. Cronbach's alpha = 0.90.

Model Specification

$$AP = \beta_0 + \beta_1SP + \beta_2PI + \varepsilon$$

Data Analysis

Descriptive statistics, t-test, Pearson correlation, and regression.

Results

Hypothesis 1

No significant difference exists between students from single and dual parent households.

$$t(198) = -0.354, p = 0.729$$

Hypothesis 2

Peer influence significantly affects academic performance.

Correlation Result

$$r = 0.412, p = 0.000$$

Regression Result

Variable	Beta	t	p
Constant	2.10	5.12	0.000
Peer Influence	0.38	6.45	0.000

Discussion

The findings of this study indicate that peer group influence plays a significant role in shaping students' academic performance in Accounting. This is particularly important given the technical and analytical nature of Accounting as a subject, which requires strong numerical ability, logical reasoning, and consistent practice.

Students who associate with academically motivated peers are more likely to engage in collaborative problem-solving,

group discussions, and exchange of accounting knowledge. These interactions enhance their understanding of key accounting concepts such as journal entries, ledger posting, trial balance preparation, and financial statement analysis. As a result, positive peer influence contributes to improved computational accuracy and conceptual clarity.

Furthermore, peer-assisted learning provides an informal academic support system that reinforces classroom instruction. This is especially beneficial in Accounting, where continuous practice and immediate feedback are essential for mastery.

On the other hand, the non-significant effect of family structure suggests that academic success in Accounting depends more on effective academic engagement and support mechanisms than on whether a student comes from a single-parent or dual-parent household.

These findings support modern pedagogical approaches that emphasize collaborative learning and cognitive engagement as critical factors in improving performance in quantitatively oriented subjects such as Accounting.

Conclusion

Peer relationships play a critical role in shaping academic outcomes.

Recommendations

1. Schools should implement peer mentoring.
2. Parents should increase involvement.
3. Teachers should promote collaborative learning.

Conceptual Framework

Single Parenting → Academic Performance Peer Influence → Academic Performance

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