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Influence of Peer Group Pressure, Tutorials, and Religion Commitments on the Academic Performance of Students of Business Education Department, Federal University of Education, Zaria

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Abstract

The study examined the impact of peer group pressure, tutorials, and religious commitments on the academic performance of students of Business Education Department, Federal University of Education, Zaria. The study used a descriptive research design and a Likert scale questionnaire was administered to a sample of 118 students determined using the Krejcie and Morgan out of a population of 170 students in the Business Education Department, Federal College of Education, Zaria. For data analysis, the study used a partial least-squares structural equation model. Using software called Smart PLS 4.0, measurement and structural models were utilized in the data analysis of the study. The results of the study showed a strong correlation between the academic performance of Kaduna State students and peer group pressure, tutorials, and religious commitments. Based on the findings of the study, it is concluded that peer group pressure, tutorials, and religious commitments have a positive and significant impact on students' academic performance in Business Education Department, FUE, Zaria. The study recommends, among other things, that students should make use of peer group pressure to their advantage since it will improve their academic performance. Furthermore, lecturers should plan this academic intervention, known as tutorials, and come up with more creative ways to add interest and enjoyment to tutorial lessons. Furthermore, students should use guidance from their religion, one to be dedicated and committed to all beneficial activities as this will increase their academic performance.

Keywords

Academic Performance, Peer Group Pressure, Tutorials and Religious commitments.

Introduction

A person's entire existence is often determined by the quantity of knowledge he or she gains and how that knowledge is used for the advancement of oneself, the nation, and the global community at large. This shows the importance of education for human as well as societal development (Brew et al., 2021). Thus, for people to improve their academic performance through the use of new and cutting-edge approaches and strategies, they must raise awareness of the importance of education (Radhika, 2018).

Knowledge can be acquired through informal or formal institutions of learning. Institutions of higher learning are essential for developing skilled labor that may be used to address societal issues (Idris et al., 2012). The academic achievement of students is influenced by a multitude of factors both inside and outside the school. Several factors contribute to the improvement of students' academic performance. Among these factors are influence from friends (peer group pressure), tutorial lessons organized either by students or lecturers, and

students' dedication and commitment to developing themselves based on lessons learned from religious teachings.

It has been posited that friendship is an important interpersonal tool that helps students grow psychologically and mature (Lavy & Schlosser, 2007). This tool also enables social comparison, which has an impact on the process of developing self-evaluation. Students feel more at ease in the company of their peers. If a bright student has boring friends, they may not want to learn new things. Conversely, a study-inclined peer group would encourage a dull student to dedicate time to studying, which would have a positive effect on the student's academic performance (Olalekan, 2016). This implies that students' academic performance is influenced by the nature of the peer group they belong to.

Understanding the opportunities and challenges faced by peer groups is crucial for improving students' academic performance and for the efficiency of educational processes and school system organizational structures (Reang & Kaipeng, 2022). Due to their



apparent influence on student progress and the learning process, peer group pressure is a hot topic in education research (Paloyo, 2020). Peer groups play a crucial role in helping students grasp the opportunities and challenges of advancing their academic goals through a well-organized educational system (Filade et al., 2019). At an early age, students usually follow their peer groups' actions without considering the consequences. For this reason, peer group pressure is a common topic. A child's first attempt at acceptance and acknowledgment in a social group outside of the home occurs within the peer group (Nwamadi, 2022).

It has been observed that the academic performance of some students is not up to expectation due to the influence of peer groups. This may likely be one of the reasons for the poor performance of students in tertiary institutions (Samuel & Olamide, 2024). The influence of peers, parents, teachers, commitment to religious activities, and student-led and lecturer-led tutorials have all been linked to students' academic achievement. Peer groups, tutorials, and religious commitments are among the variables that affect students' academic performance.

Religion influences several facets of human existence, including cultural, political, educational, and economic aspects. In this sense, religious beliefs have an impact on psychological factors at the individual level, specifically life satisfaction (Pravat, 2019). A person's level of personal life satisfaction is significantly influenced by their religiosity, which includes their theological orientation and attendance at religious rites and activities (Gill et al., 2010). Students' religious commitments have a significant influence on their learning strategies in terms of dedication and commitment to learning activities (Gamage et al., 2021). Religious dedication, practice, and belief are all encompassed under the umbrella of religiosity. Though its impact on adolescent behaviors has also garnered substantial interest, previous research has largely concentrated on the effects of religiosity among adults. Most studies related to religious commitment neglect its effect on students' academic performance (McKune & John, 2009).

Objectives of the Study

The study is aimed at examining the impact of peer group pressure, tutorials, and religious commitments on the academic performance of students in Business Education Department, FUE, Zaria. Specifically, the study examined:

1. The influence of peer group pressure on the academic performance of students in Business Education Department, FUE, Zaria.
2. The influence of tutorials on the academic performance of students in Business Education Department, FUE, Zaria.

3. The influence of religious commitments on the academic performance of students in Business Education Department, FUE, Zaria.

Research Questions

To achieve the objectives of the study, the following research questions are raised:

1. What is the influence of peer group pressure on the academic performance of students in Business Education Department, FUE, Zaria?
2. What is the influence of tutorials on the academic performance of students in Business Education Department, FUE, Zaria?
3. What is the influence of religious commitments on the academic performance of students in Business Education Department, FUE, Zaria?

Hypotheses

In line with the objectives and research questions of the study, the following hypotheses are stated in null form:

H₀₁: There is no significant influence of peer group pressure on the academic performance of students in Business Education Department, FUE, Zaria.

H₀₂: There is no significant influence of tutorials on the academic performance of students in Business Education Department, FUE, Zaria.

H₀₃: There is no significant influence of religious commitments on the academic performance of students in Business Education Department, FUE, Zaria.

Literature Review

The study reviewed relevant and related conceptual, empirical, and theoretical literature as highlighted in the following sub-headings.

Conceptual Framework

Literature concerning academic performance, peer group pressure, tutorials, and religious commitments is reviewed to establish the linkage between the variables of the study. The results obtained by students in various subjects at the end of a stated period are referred to as academic performance. According to Steinberg's (2005) theory, academic achievement is the sum of a student's aptitude and output; it is multifaceted and closely linked to social, emotional, and cognitive development, as well as human progress. Academic performance also encompasses a student's task and study completion efficiency. It refers to how well a learner, instructor, or institution has met their immediate or long-term learning objectives (Mesfn et al., 2022).



A student's academic performance can be influenced by their peer group, among other factors. In the context of education, a peer group is a collection of students or learners who belong to the same social class, have comparable interests, and are in the same age range (Muhammad & Bulama, 2020). A peer group is a small, like-minded group of individuals who share activities and are generally close friends. Peer groups, in their most acceptable form, serve as a healthy coming-of-age bridge that helps young people learn how to negotiate, handle obstacles, and solve difficulties in a social setting. They can also serve as positive role models. For instance, if an individual is part of a group of driven and ambitious students who strive to meet high academic standards, they may feel encouraged to do the same to fit in and not feel left out.

Peer pressure is the act of members of the same social group influencing one another through behaviour or beliefs, frequently in either a favourable or unfavourable way. Everyone has to cope with peer pressure at some point in their lives. A person's self-concept and perception of their place in the world have a significant impact on how well they manage peer pressure (Temitope & Ogunsakin, 2015). One of the contributing factors to poor academic performance among students could be negative peer pressure. The reason for this is not implausible: they devote a significant amount of time to extracurricular activities. Academic achievement is severely impacted when academic priorities are ignored, which happens more often than not.

Meanwhile, teachers, paraprofessionals, volunteers, or parents can provide one-on-one or small-group education as tutoring. Among the most adaptable and potentially revolutionary teaching instruments available today, tutoring serves an essential purpose. In the context of education, a tutorial is a method of imparting knowledge that can be utilised in conjunction with other learning activities. Unlike a book or lecture, a tutorial is more targeted and participatory, aiming to provide the knowledge needed to complete a task while also serving as an example for students.

On the other hand, human existence necessitates a set of morals, principles, and values. Religions serve this purpose by ensuring that people acknowledge and follow the rules and doctrines of their faith. According to Park (2015), religiosity is exhibited through a set of behaviours that demonstrate the importance of one's religion or faith. Religion promotes social cohesion, which in turn inspires people to collaborate in groups (Patel & Selvaraj, 2015). Students who are devoted to their religion may likely perform well academically due to their dedication. According to Abdel-Khalek and Lester (2017), religiosity is a system of one's values, beliefs, and practices. A belief system is necessary for individuals to use as a guide to a better existence. This results from the institutionalisation of

religious doctrine, both formally and informally, or the transcendence process. It requires a deep comprehension of experience, mental components, and personal enjoyment of the widely accepted and deeply held belief system.

Empirical Review

Nika (2024) investigated the extent to which high school pupils are influenced by their peers when planning their future academic schedules. The study employed a survey method that included open-ended questions, Likert scale questions on a 1–5 scale, and "Yes" or "No" questions. According to the study's findings, although the majority of students claimed that their friends had influenced them, statistical analyses of the data indicated that the null hypothesis could not be rejected, suggesting that peer pressure does not affect individuals' sense of obligation to enrol in a course.

Nwamadi (2022) examined the impact of peer pressure on English language proficiency among high school students in Omuma LGA, Rivers State. The study employed a survey design. The population comprised 400 senior secondary school pupils in Omuma Local Government Area, Rivers State. The study utilised the census statistical method. Data were collected using a self-structured instrument, whose validity was verified by experts. The reliability of the study was ascertained using the Cronbach's Alpha reliability approach. Statistics from the independent sample t-test were used to analyse the study's data. The findings showed that the effects of both positive and negative peer pressure on the academic achievement of secondary school pupils were not significantly different.

Muhammad and Bulama (2020) explored how undergraduate students in the Faculty of Education at the University of Maiduguri, Nigeria, performed academically in relation to their peer groups. For the study, a total of 125 students were selected using a rigorous random sampling technique. Descriptive statistics, including frequency counts, frequency distribution, and percentages, were used to analyse the data, which were collected through structured questionnaires, interviews, and group discussions. The study found that peer groups had a negative effect on academic performance.

The impact of peer groups on undergraduate students' academic performance in particular departments at Babcock University, Ogun State, was examined by Filade et al. (2019). A mixed-method design was employed for the investigation, combining ex post facto and descriptive survey techniques. A questionnaire was administered to 116 students from the School of Education and Humanities, representing five departments. This sample was obtained through a stratified random sampling technique applied to all 300-level students in each department. The null hypotheses



were tested at the 0.05 significance level using Pearson's Product-Moment Correlation Coefficient and Linear Regression Analysis. The study's findings demonstrated the substantial impact of peer groups on undergraduate students' academic performance.

In Bukwo's secondary schools, Chebet (2018) examined the impact of peer groups on students' academic achievement. A descriptive survey was employed to characterise the variables in the given scenario. The study targeted first-year pupils in boarding secondary schools in the Bukwo district. The findings indicated that good UCE scores had a positive impact on the academic achievement of secondary school students.

Saadu and Umar (2024) investigated the effect of home tutoring on elementary school students' academic achievement in English language in Ilorin West Local Government Area, Kwara State. A descriptive survey study design was adopted. The target population consisted of all 4,230 primary five students in the local government area. Two hundred and ten students were selected using an accidental sampling technique. English language teachers validated the instruments. Pearson's Product-Moment Correlation Coefficient was used to determine the reliability of significance. The findings revealed that home tutoring had a significant impact on students' academic achievement in English language in Ilorin West Local Government Area, Kwara State.

Ademiluyi and Musa (2024) explored the effect of cost accounting instruction via peer tutoring on college students' academic achievement. A quasi-experimental design was adopted for this study. A total of 113 Business Education students were sampled from a population of 168 Business Education students from colleges of education. The instrument, known as CAPT, was divided into two sections: the pre-test and post-test, and was duly approved by four specialists. Hypotheses were assessed using Analysis of Covariance (ANCOVA) at the 0.05 level of significance, while Mean and Standard Deviation were used to analyse the research questions. The study's findings indicated that peer tutoring had a significant impact on the academic performance of cost accounting students in colleges of education.

Rusli et al. (2021) conducted an empirical study to determine the efficacy of peer teaching in a theological school setting. The research sample comprised students enrolled in a homiletics course. A quasi-experimental design with a non-equivalent control group, including pre-tests and post-tests, was employed. The findings demonstrated the beneficial impact of peer teaching on students' academic achievement.

Thurston et al. (2020) implemented reciprocal peer tutoring in mathematics with 487 students aged ten to twelve from 20 elementary schools across three distinct school districts. This method significantly improved student achievement in mathematics (Effect

Size = +0.43). A student's perception of their tutoring partner's social standing influenced their academic performance. The greatest gains in mathematics proficiency were associated with higher assessments of the tutoring partner's cognitive abilities and tutoring a peer perceived as less popular. Following peer tutoring, students exhibited improved social skills both within and beyond the classroom, suggesting the creation of a more inclusive learning environment.

Erik et al. (2019) used spatiotemporal variations in fasting hours to examine how the intensity of Ramadan influences academic outcomes. In a panel of TIMSS exam results (1995–2019) across Muslim-majority nations—but not in other countries—longer fasting hours were associated with improved student performance. A panel of PISA test results (2003–2018) confirmed these findings, allowing for comparisons between Muslim and non-Muslim students in Europe. The results support the theory that a rigorous Ramadan during adolescence fosters academic achievement by promoting social capital and social identity through heightened religious engagement and shared experiences among youth.

John et al. (2019) investigated the effects of religious beliefs on third-graders' development. Analyses of longitudinal data from the Early Childhood Longitudinal Study (ECLS)-Kindergarten Cohort, based on teacher ratings and standardised test performance, revealed both beneficial and detrimental developmental outcomes. While diverse religious elements enhanced third-graders' psychological adjustment and social competence, multiple forms of parental religiosity negatively impacted students' performance in reading, mathematics, and science.

Sari et al. (2019) examined the correlation between students' cumulative grade point average and their emotional and spiritual intelligence. This observational study used a cross-sectional design. The sample comprised 336 students from the Faculty of Medicine at Unisula, selected from the 2015 and 2016 cohorts. Emotional and spiritual intelligence were measured using validated instruments. The study analysed students' academic achievement indices using multivariate, bivariate, and descriptive statistical methods. The findings revealed a significant correlation between emotional and spiritual intelligence and students' academic performance. The study emphasised the importance of developing emotional and spiritual intelligence to enhance problem-solving, decision-making, critical thinking, and creativity.

Ning and William (2018) explored the effects of religious affiliation and religiosity on the academic performance of American university students in marketing courses. Surveys were administered to 900 students during the first week of several marketing courses at a U.S. university, with 740 completed responses returned. Among the respondents, 26 were



doctoral students, while 714 were undergraduate students from 70 different countries. Multiple regression analysis was used, revealing that religious affiliation had a positive interaction effect on academic performance.

Hilton and Wood (2012) conducted qualitative research using 28 interviews with African American male students at a community college to explore perceptions of factors contributing to academic success. The results indicated that spirituality played a positive role in academic achievement for some participants.

Weidman's (1989) socialisation model of educational institutions is a particularly useful theoretical framework for examining the impact of peer groups, tutorials, and religious commitment on academic performance. Additionally, the theory of planned behaviour (Icek, 1991) explains the influence of peer pressure on learning behaviour. This theory considers factors such as attitudes, subjective norms, and perceived behavioural control, asserting that the stronger an individual's intention to perform a behaviour, the more likely they are to do so.

Methodology

The study used a descriptive research design and the data of the study was collected through a structured questionnaire in form of Likert scale of 1 to 5. The hypotheses of the study are expressed in null form and tested at a significance level of 1% or 5% to be rejected or not. In Zaria, at the Federal University of Education, the study was conducted at the Business Education Department, School of Vocational and Technical Education. One hundred and seventy (170) students who were admitted to the Business Education Department, School of Vocational and Technical Education, Federal University of Education, Zaria in the 2022/2023 academic session make up the study's population. A sample size of 118 students was determined in this study using the Krejcie and Morgan Table for the study. A systematic sampling technique was employed in picking out the sample size from the population of the study. A Five section-structured questionnaire was utilized as the data-gathering tool. The respondent's demographic data was contained in the first section. In the second, items of the dependent variable (academic performance) were captured, third, fourth, and fifth sections, items measuring peer group pressure, tutorial, and religious

commitments were itemized respectively. Academics and prominent experts in the field validated the instrument to ensure its validity. Following minor adjustments, the instrument was cleared for use in the research. A structured questionnaire was given to respondents to gather data, and in certain cases, students were asked to participate in group discussions to provide clarification. After the retrieval of the questionnaires, the data was subjected to statistical analysis. The survey research method was applied in this investigation. A partial least-squares structural equation model was utilized in the study to analyze the data. The study's data was analyzed using Smart PLS 4.0 software, which utilized measurement and structural models. Two concepts validity, convergent and discriminant validity were used to assess the study's measurement model. To prove convergent validity, Hair et al. (2017) state that Items Loadings (IL), Average Variance Extracted (AVE), and Composite Reliability (CR) are utilized. The combined influence of exogenous and endogenous variables is explained by the study model's predictive capability, which is indicated by the coefficient of determination (R^2) value (Hair et al., 2017). Predictive relevance (Q^2), a resampling technique, is an important statistic value that goes beyond the R^2 value (Reinartz et al., 2009). In this study, the impact size (f^2) was also calculated taking into consideration the effect size's small (0.02), medium (0.15), and large (0.35) values. A structural model was used to determine the statistical significance of the independent variables' impact on the dependent variable of the study.

Data Analysis

NCE I students were handed 118 questionnaires at the Business Education Department of the School of Vocational and Technical Education, Federal University of Education, Zaria. Of those, 98 (or 76.27% of the total) were correctly completed and returned by the students. Out of the 98 questionnaires that the respondents provided, only 94 (or 95.92%) could be utilized in the research. Four (4.08%) of the 98 completed questionnaires were considered unusable and were thus excluded from the study. The sample, mean and standard deviation of the constructs of the study are presented in Table 4.5.



Table 1: Descriptive Statistics of the Constructs: Mean and Standard Deviation

Construct	Sample	Mean	Std Deviation
Academic Performance	94	2.364	0.769
Peer Group Pressure	94	3.560	0.664
Tutorial.	94	2.567	0.658
Religious Commitment	94	4.558	0.656

The endogenous construct (academic performance) has a mean of 2.364 and a standard deviation of 0.769, as shown in Table 1. This shows that the claims or queries made about the student's academic performance were fairly accepted by the study's participants. The exogenous latent variables corresponding to peer group pressure, tutorial, and religious commitment are 3.560, 0.664, 2.567, and 0.656, respectively, in terms of mean and standard deviation. As such, participants have tended to concur with almost all of the exogenous latent factors. There is

a maximum of one difference between the mean and standard deviation of all the constructs in the study.

Normality Test

A statistical technique was employed to verify the normality of the study's data using kurtosis and skewness (J. F. Hair et al., 2013). According to Razali and Wah (2011), data from a study are deemed regularly distributed if all of their values are zero. According to Rose et al. (2015), skewness and kurtosis values for normal data shouldn't be greater than ± 1.96 .

Table 2: Normality Test: Skewness and Kurtosis

Construct	Skewness	Kurtosis
Academic Performance	2.643	1.987
Peer Group Pressure	1.951	1.877
Tutorial.	1.967	1.981
Religious Commitment	1.145	1.107

The findings generated as presented in Table 2 demonstrate that although the data set is not normally distributed, the data's normality is not extreme, with some constructs having both skewness and kurtosis above the ± 1.96 criterion.

Multicollinearity Test

The degree and strength of the association between the study's independent variables is assessed through the use of multicollinearity (Pallant, 2010). Thus, even though high levels of correlation between independent variables may result in inaccurate estimations of the coefficients and the significance level (Chatterjee & Yilmaz, 1992; Hair et al., 2006).

Table 3: Multicollinearity Test: Correlation Matrix

Constructs	Academic Performance	Peer group pressure	Tutorial	Religious Commitment
Academic Performance	1			
Peer group pressure	0.5381	1		
Tutorial	-0.4356	-0.7863	1	
Religious Commitment	0.2346	-0.5678	0.3674	1

It is possible to conclude that there is no multicollinearity among the exogenous constructs of this study based on the correlation matrix in Table 3 as suggested by (Hair et al., 2010; Pallant, 2010).

In another work (Hair et al., 2011; Peng & Lai, 2012), multicollinearity concerns among exogenous factors are also examined. This is done using the appropriate tolerance levels and the variance inflation

factor (VIF). To determine whether or not multicollinearity exists across exogenous constructs, Hair et al. (2014) state that a tolerance level of greater than 0.20 and a VIF value less than 5 indicate, correspondingly, a lack of multicollinearity.

Table 4: Multicollinearity Test: Variance Inflation Factors and Tolerance Value

Construct	VIF	Tolerance
Academic Performance	1.96	0.4573
Peer group pressure	2.68	0.3458
Tutorial	2.45	0.5461
Religious Commitment	1.67	0.5692

Table 4 shows that all exogenous constructs have a VIF value less than 5 and a tolerance level greater than 0.20. It implies that the data do not have a multicollinearity issue. In summary, the study's independent variables do not exhibit multicollinearity, as shown by the correlation matrix, tolerance, and variance inflation factor (VIF).

with data sets that do not conform to normality assumptions. For this reason, PLS-SEM was used in the current study.

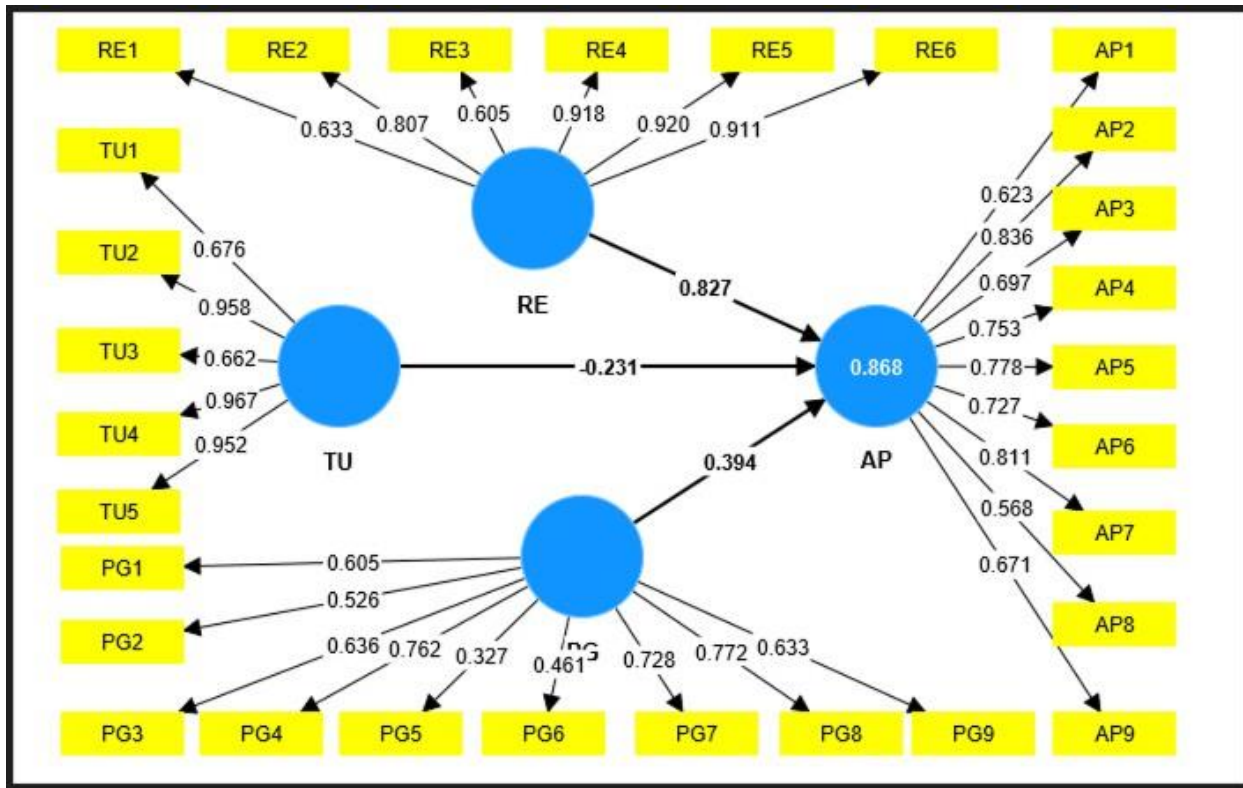
Data Analysis/PLS-SEM Path Modes

According to Rose et al. (2015), PLS-SEM is a non-parametric data analysis method that can be used

Measurement Model

The researcher needs to examine the study's measurement model in addition to evaluating the validity of each specific indicator used to evaluate each latent construct. Each construct's reliability, convergent validity, and discriminant validity must also be evaluated. Hair and colleagues, 2014; Henseler et al., 2015).

Figure 1: Measurement Model





As seen in Figure 1, all other indicators had loadings of 0.70 or higher, with the exception of a few items with values less than 0.7. Since all of these elements were already over the threshold and their removal would not have a substantial impact on either AVE or CR, they were all retained in the research. In light of this, every last question accurately measures the associated constructs according to the criteria established by Hair et al. (2017).

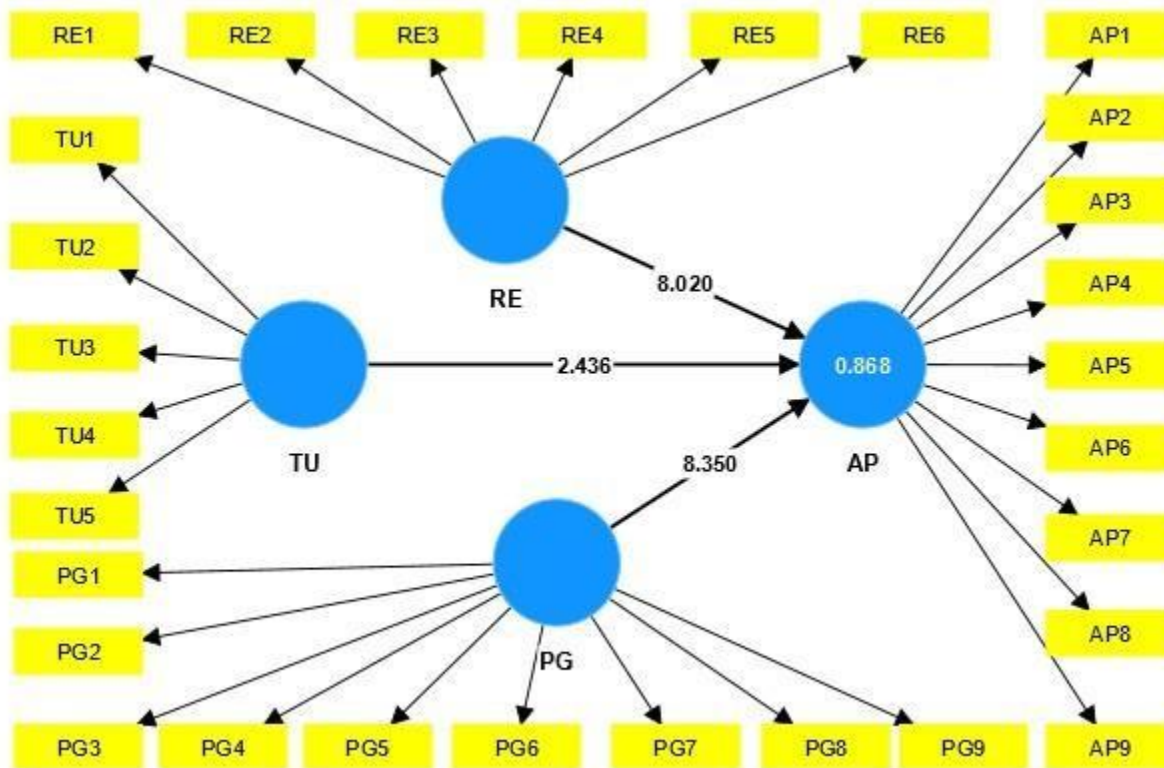
A construct's uniqueness and capacity to capture occurrences not covered by other latent conceptions are measured by discriminant validity, according to Barroso et al. (2010) and Hair et al. (2014). Because of this, this reflective construct differs from earlier designs (Hair et al., 2014). It is indicated that all reflecting latent components in the study have obtained discriminant validity based on this criterion. The average AVE square roots in this study show lower correlations between the square roots and each of the

hidden variables. It may be concluded that the factors being examined in this study are highly dissimilar from one another because there was no discernible association between them. None the while, each latent construct used in this study is distinct and capable of explaining events that other latent constructs cannot.

Structural Model

In this case, bootstrap data analysis techniques are used to assess the direct and indirect hypotheses. Following the suggestions of Baron and Kenny (1986), Frazier et al. (2004), and Hair et al. (2014), the researcher employed direct relationship structural models to conduct an empirical examination of the direct relationships between exogenous constructs and the study's endogenous construct as well as the moderating effect of religious ethics between those exogenous constructs and the endogenous construct.

Figure 2: Structural Model



Hypotheses Testing

Figure 2 displays the findings of the study's relationship, which is represented by the three hypotheses stated in the study:

1. There is no significant influence of peer group on the academic performance of students in Business Education Department, FUE, Zaria.

2. There is no significant influence of tutorials on the academic performance of students in Business Education Department, FUE, Zaria.
3. There is no significant influence religious commitments on the academic performance of students in Business Education Department, FUE, Zaria.

The results of relationships between the latent constructs investigated in the study are shown in Figure 2. Data



interpretation was based on the t-value, or t-statistic, of the path connection. That being said, the number of asterisks (*) that follow an alpha value indicates the

importance degree of each component. Three (***) , two (**), and one (*) asterisks, respectively, indicate the significance level at 1%, 5%, and 10%.

Table 5: Structural Model Results

Hypotheses	Relationship	T Statistics	P.value	Decision
H ₀₁	pg > af	8.350***	0.000	Supported
H ₀₂	tu > af	2.436***	0.000	Supported
H ₀₆	re > af	8.020***	0.000	Supported

(n=94)

H₀₁: There is no significant effect of peer group on the academic performance of students in Business Education Department, FUE, Zaria.

Students' academic performance in Business Education Department, FUE, Zaria is significantly influenced by peer pressure. Table 5 displays the t-values for the constructs used in the study, which are used to test the hypotheses. Peer pressure is one of the major factors influencing students' academic performance in Kaduna State, according to the study, which shows that it has a positive coefficient with a t-value of 8.350, which is significant at 1%. Raising peer group confidence can help students do better academically. This results in the rejection of the study's null hypothesis, which claims that peer group has no significant impact on students' academic performance in Kaduna State.

H₀₂: There is no significant influence of tutorial on the academic performance of students Business Education Department, FUE, Zaria.

According to Table 5's research findings, students do better academically when they receive tutorial assistance. This association is demonstrated by a significant t-value of 2.436 at 1%. The data therefore rejects the hypothesis that tutorials has no significantly influence academic performance of students in Business Education Department, FUE, Zaria.

H₀₃: There is no significant influence of religious commitment on the academic performance of students Business Education Department, FUE, Zaria.

According to study data, students perform far better academically when they are religiously committed, as seen in Table 5. It is significant at the 1% level, based on the t-value of 8.020. The conclusion is that as students' religious devotion increases, so will their academic achievement. According to the survey, there is a significant correlation between students' academic performance in Kaduna state and their religious commitment.

Coefficient of Determination

Table 6: Coefficient of Determination (R- Square)

Construct	R ² -Square
Academic Performance	0.869

Table 6 illustrates how variations in the endogenous latent construct (academic performance of students) are explained by the exogenous latent constructs of this research. Together, peer pressure, tutoring, and religious devotion account for 86.9% of the variations in academic performance of the students.

Predictive Relevance

Table 7: Predictive Relevance (Q-Square)

	SSO	SSE	1-SSE/SSO
Tax	135.00	754.469	0.441

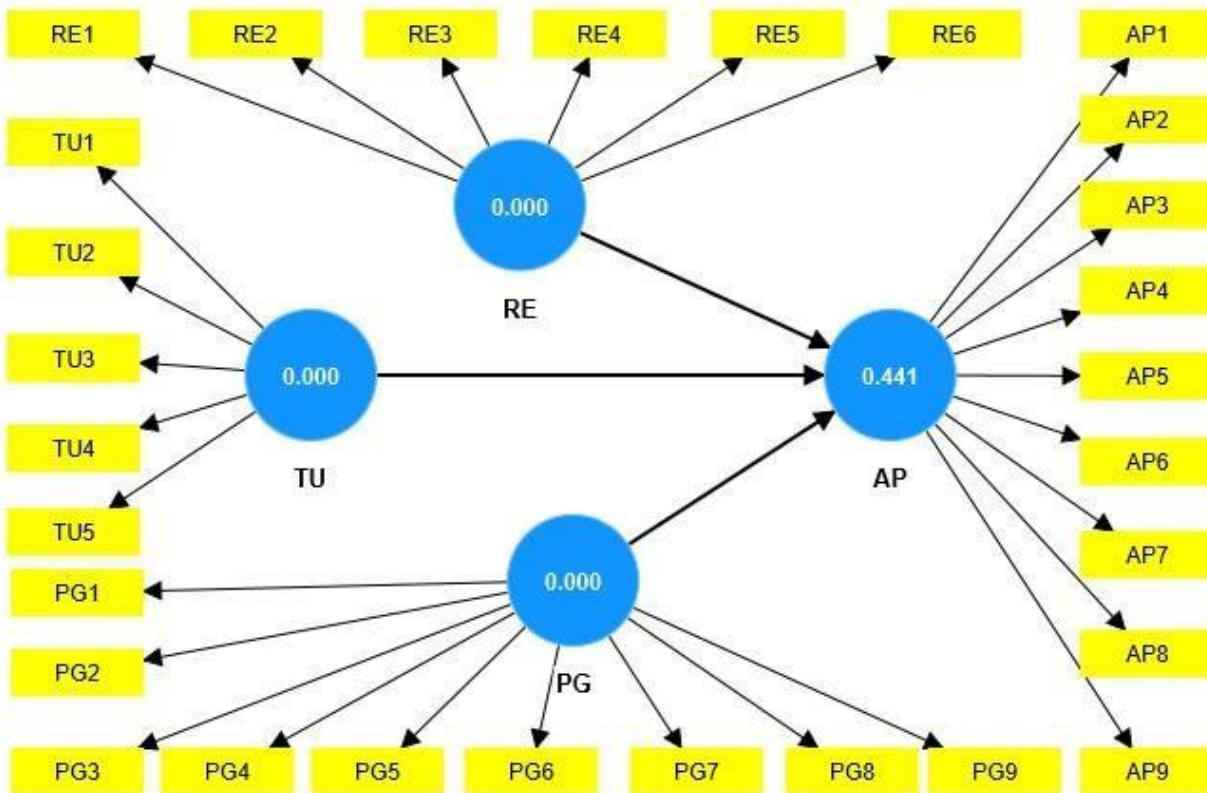
The cross-validated redundancy (Q²) for the latent endogenous variable used in this investigation has

a greater than zero, which suggests that the path model has predictive power (Chin, 1998; Hair et al., 2014).



Table 4.7 and Figure 3 show the value of 0.441 for the latent endogenous variable used in this study.

Figure 3: Cross-Validated Redundancy



Discussion

The study examined the influence of peer group pressure on the academic performance of students in the Business Education Department, FUE, Zaria. The findings revealed that peer group pressure significantly influences students' academic performance, with a positive coefficient and a t-value of 8.350 at a 1% significance level. This suggests that students who associate with academically driven peers are likely to

improve their academic performance. The result aligns with the findings of Thurston et al. (2020), who noted that social relationships significantly shape academic outcomes, particularly in mathematics. Similarly, Eisenkopf et al. (2015) found that peer interactions foster competition and motivation, enhancing students' educational achievements. Additionally, Ryan (2001) emphasized that peers exert both direct and indirect influences on academic behaviors, reinforcing the



conclusion that positive peer engagement enhances academic performance.

The study also explored the influence of tutorials on students' academic performance. The findings indicate that tutorials significantly impact academic performance, as shown by a t-value of 2.436 at a 1% significance level. This implies that students who actively engage in tutorials tend to perform better academically. These findings corroborate the results of Topping (2015), who demonstrated that peer-assisted learning strategies improve students' comprehension and retention. Likewise, Chi and Wylie (2014) established that tutorial-based instructional methods enhance deep learning and cognitive engagement. Additionally, Hattie (2009) emphasized that tutorial sessions provide personalized learning opportunities, reinforcing the conclusion that well-structured tutorial programs contribute positively to students' academic success.

Furthermore, the study examined the influence of religious commitment on students' academic performance. The findings reveal that religious commitment significantly affects academic achievement, with a t-value of 8.020 at a 1% significance level. This suggests that students with strong religious devotion tend to perform better academically. These findings are in agreement with those of Regnerus (2000), who found a positive correlation between religious involvement and academic success, attributing this to discipline and moral guidance. Jeynes (2003) similarly observed that religious students exhibit higher academic motivation and better classroom behaviors. Additionally, Glanville et al. (2008) reported that religious participation fosters a sense of responsibility and time management, further supporting the conclusion that religious commitment enhances students' academic performance.

Conclusion

The research provided empirical evidence of a robust relationship between academic performance of students in Business Education, FUE, Zaria and their religious commitments, peer group pressure, and tutorial services. Based on the study's findings, academic performance of students in Business Education, FUE, Zaria is significantly and positively influence by peer group pressure, tutorial and religious commitment.

Recommendations

The study suggests that students in Business Education, FUE, Zaria should make positive use of peer group pressure because they will boost their academic performance. The study's findings indicate a significant and positive relationship between peer group pressure and students' academic performance.

Furthermore, the results of the study show a strong and positive correlation between academic

performance of students in Business Education, FUE, Zaria and tutorials. For this reason, it is recommended that Lecturers should plan this academic intervention, known as tutorials, and come up with more creative ways to add interest and enjoyment to tutorial lessons.

According to the study's findings, academic performance of students in Business Education, FUE, Zaria was positively impacted by their religious engagement. In all of their interactions, including academic ones, students ought to apply the lessons of their faith about commitment.

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