

## CORRELATES OF ACADEMIC ACHIEVEMENT AMONG UNIVERSITY STUDENTS OF BUSINESS EDUCATION: A BRONFENBRENNER'S THEORY ANALYSIS

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### ABSTRACT

*The study examined the correlates of academic achievement among university students of Business Education through a Bronfenbrenner's theory analysis. The population comprised of 1916 Business students. The sample size of this study was 348 students. To achieve the stated objectives, both descriptive and inferential statistics was used. Specifically, multiple regression was used to achieve the stated hypotheses.*

*The results showed that the null hypothesis does not significantly affect Business Education Students of universities in Lagos State is not true therefore, the null hypothesis is rejected. Based on this, we accepted the alternative hypothesis.*

*The study concluded that self-motivation, family relations, peer group, and learning facilities are correlates of academic achievement of students of Business Education among universities in Lagos State.*

**Keywords:** *Business education; bronfenbrenner's theory; academic achievement; university; students*

### INTRODUCTION

Academic achievement among university students has drawn attention from scholars worldwide because it is a key factor in developing human capital, driving economic growth, and enhancing national competitiveness. Higher education institutions play a vital role in preparing graduates with the skills and knowledge needed for development. However, research shows that students' academic performance is influenced by many related factors that span personal, social, and institutional aspects (Afrifa, Hafisu, Tanzamado, & Leslie, 2023). For example, studies in developed countries show that supportive family relationships, self-motivation, positive peer influence, and good learning facilities significantly improve students' academic success (Ezepue, Nduka, & Nweke, 2024). On the other hand, difficult family situations, low intrinsic motivation, negative peer influences, and poor learning environments are linked to lower academic performance (Okolo, Ofielu, Nebo, & Obikeze, 2017).

In Africa, concerns about educational quality are still critical as universities face several challenges, including inadequate facilities, economic pressures, and cultural factors that impact learning. Research from sub-Saharan Africa indicates that while family support has a positive effect on academic achievement, issues like poverty and family instability often limit effective student learning (Oladebinu, Adediran, & Oyediran, 2018).

Self-motivation is a key factor in students' persistence and resilience in their studies. However, many students struggle with low motivation because they see few job prospects after graduation (Bappah, Magaji, & Usman, 2021). Peer group influence is another important aspect; positive peer networks encourage academic success, while negative peer pressure, including involvement in social vices, harms performance (Davies, Ekwere, & Uyanga, 2015).

In Nigeria, academic achievement is a constant concern for policymakers, educators, and families. Several studies show that students' performance in universities is influenced by interrelated factors such as family relationships, peer groups, motivation, and learning facilities (Mu'azu & Shehu, 2024). Family relationships are critical, including parental support, emotional stability, and socio-economic background, which all shape students' ability to succeed (Roy & Giraldo-García, 2018; Gu et al., 2014).

Self-motivation also plays an essential role, as it fuels goal-setting, study habits, and resilience in facing academic challenges (Okolo et al., 2017). Peer influence is particularly important among university students; supportive peers can improve learning through collaboration, while negative relationships can lead to distractions and poor academic results (Oliweh, 2020). Learning facilities like libraries, laboratories, ICT resources, and suitable classrooms provide the necessary support for effective academic engagement. However, many Nigerian universities suffer from significant infrastructure issues (Afrifa et al., 2023).

In Lagos State, Nigeria's economic center, the academic performance of business education students has raised growing concern. This is due to the competitive nature of the labor market and the importance of business graduates to national development. Business education provides students with skills in entrepreneurship, management, and professionalism. Their academic success is crucial for sustainable social and economic progress (Ferdous et al., 2025; Elujekwute et al., 2021).

Despite the increasing evidence, most studies in Nigeria have focused on secondary school students (Oliweh, 2020; Ezepue, Nduka, & Nweke, 2024) or polytechnic students (Mu'azu & Shehu, 2024).

There has been relatively little focus on undergraduates in business education programs at universities in Lagos State. Since business education students play a key role in promoting entrepreneurship and professional growth, it is important to investigate their specific context.

Similarly, previous studies have mostly been based on motivational theories or social learning perspectives (Okolo et al., 2017), concentrating on individual or social factors separately. However, these approaches often ignore the interactions among family, peers, individual motivation, and institutional support systems. By using Bronfenbrenner's

Ecological Systems Theory, this study aims to fill that gap. It offers a complete view that combines personal, social, and institutional aspects into a single framework for understanding academic achievement.

Many studies look at variables like self-motivation or peer influence individually without considering how they work together. For example, Oladebinu et al. (2018) highlighted family background, while Bappah et al. (2021) concentrated on motivation, and Davies et al. (2015) pointed out peer-related unrest. These fragmented approaches do not explore how these factors interact or how they affect academic achievement, which this study aims to do. Additionally, while previous research suggests improving guidance and counseling services (Okolo et al., 2017) or providing better facilities (Oladebinu et al., 2018; Mu'azu & Shehu, 2024), few studies offer evidence-based insights for university administrators, policymakers, and educators in Lagos State to create comprehensive interventions that address family, motivational, social, and institutional factors at the same time.

Furthermore, many earlier studies relied on descriptive survey designs with little inferential analysis (Davies et al., 2015; Oliweh, 2020), or they focused on small, specific populations, which limits their

generalizability. Additionally, there is limited empirical evidence that quantitatively examines the combined effects of family relations, self-motivation, peer influence, and learning facilities on the academic success of Nigerian university students in business education. This gap highlights the need for a strong quantitative survey approach to statistically test the relative and combined contributions of these variables within the ecological framework. Given these gaps, this study is essential to thoroughly investigate the factors related to academic achievement among business education students in universities in Lagos State.

## **Literature Review**

### **Correlates of Academic Achievements**

#### **Family Relations**

Family relations refer to the quality of interactions, emotional ties, and support within a family and their effect on a child's development and success. In educational settings, family relations include parental involvement, socio-economic background, communication styles, and home stability, all of which influence students' academic efforts (Oladebinu, Adediran, & Oyediran, 2018). According to Bronfenbrenner's Ecological Systems Theory, the family is part of the microsystem, representing the student's immediate surroundings and forming the basis for motivation, discipline, and resilience in learning. Studies show that positive family relations, like parental encouragement and financial support, improve students' focus and achievement. On the other hand, strained relationships can lead to poor academic performance (Okolo, Ofielu, Nebo, & Obikeze, 2017). For business education students in Lagos State, family relations are particularly important because many households face economic challenges that can directly affect students' ability to engage fully in their studies.

#### **Self-Motivation**

Self-motivation is the internal drive that pushes individuals to start and maintain actions toward reaching their goals, even when facing obstacles. It includes goal orientation, self-discipline, persistence, and a willingness to put in effort in academic work (Ryan & Deci, 2020). Within Bronfenbrenner's framework, self-motivation reflects the active role of the individual in the microsystem, showing how students influence their own development by interacting with their environments. Research indicates that motivated students are more likely to develop effective study habits, manage their time well, and persist when faced with academic challenges (Bappah, Magaji, & Usman, 2021). In contrast, low self-motivation can lead to absenteeism, procrastination, and poor academic results. For business education students, whose program includes both theory and practice, self-motivation is crucial for maintaining engagement and achieving competence.

### **Peer Group**

A peer group refers to the network of friends, classmates, or social connections with whom students regularly engage. These individuals can greatly influence academic outcomes through their values, attitudes, and behaviors. In Bronfenbrenner's microsystem, peers play a key role in socializing, which can either support positive academic behaviors or lead to distractions and negative tendencies (Davies, Ekwere, & Uyanga, 2015). Positive peer influence promotes collaboration, sharing of academic resources, and commitment to studying. In contrast, negative peer influence often results in indulging in distractions like cultism, excessive socializing, or ignoring studies (Okolo et al., 2017). In Nigerian universities, the impact of peer group influence is recognized as a significant predictor of students' academic performance (Oliweh, 2020). Business education students in Lagos often depend on group learning, networking, and peer collaboration, making them particularly vulnerable to the effects of peer dynamics on their academic results.

### **Learning Facilities**

Learning facilities include the physical and instructional resources that educational institutions provide to support effective teaching and learning. This includes lecture halls, libraries, laboratories, ICT centers, internet access, and other infrastructure that help create an effective learning environment (Mu'azu & Shehu, 2024). In Bronfenbrenner's model, learning facilities correspond to the exosystem, acting as institutional factors that indirectly influence students' academic experiences. Good facilities boost engagement, focus, and mastery of subjects, while inadequate infrastructure and lack of resources can hinder academic success (Afrifa, Hafisu, Tanzamado, & Leslie, 2023). The higher education system in Nigeria, including universities in Lagos State, has long struggled with issues like infrastructure decline, overcrowding, and limited access to digital resources. These challenges often affect students' ability to perform well, making learning facilities an important aspect of this study.

### **Academic Achievement**

Academic achievement describes the measurable performance of students in educational tasks, typically evaluated through exams, coursework, and overall grade point averages. It shows how well learning goals and educational outcomes are met (Ezepue, Nduka, & Nweke,

2024). Within the ecological systems framework, academic achievement results from multi-level interactions among personal traits (self-motivation), social influences (family relationships and peer groups), and institutional support (learning facilities). Scholars suggest that academic achievement is both a measure of student learning and a predictor of future employability and contributions to society (Okolo et al., 2017). In business education, achievement is not just about grades. It also involves developing entrepreneurial, managerial, and professional skills that prepare students for the job market. For students in Lagos State universities, where job competition is fierce, academic achievement is crucial for assessing readiness for the workforce.

## **Theoretical Framework**

### **Bronfenbrenner's Ecological Systems Theory**

This study is based on Bronfenbrenner's Ecological Systems Theory (1979; 2005). It argues that human development and outcomes are influenced by multiple interconnected environmental systems. The theory highlights the active interaction between individuals and their surroundings. It shows how academic achievement comes from the combined effects of personal, social, and institutional factors.

The ecological model includes the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Each represents different layers of influence on human behavior and development.

In the microsystem, students interact directly with family members, peers, and their immediate educational environments. Family relationships are part of this level. Parental support, home stability, and encouragement have a significant impact on students' attitudes and ability to succeed academically (Oladebinu, Adediran, & Oyediran, 2018). Peer groups, also part of the microsystem, can either promote academic engagement or become sources of distraction that harm performance (Okolo, Ofielu, Nebo, & Obikeze, 2017). Self-motivation operates at this level too. It reflects the student's personal agency and inner drive to pursue academic goals despite difficulties (Bappah, Magaji, & Usman, 2021).

The mesosystem looks at how these microsystem elements connect. For instance, supportive family relationships and a positive peer network can boost a student's self-motivation, leading to better academic outcomes. On the other hand, conflict within the family or negative peer relationships can reduce motivation and learning effectiveness. The mesosystem helps to understand the combined effects of these factors. This aligns with this study's aim to explore how family, peers, self-motivation, and facilities together influence academic achievement.

The exosystem includes broader institutional and structural factors that indirectly affect students' academic performance. This includes learning facilities at universities, such as well-equipped libraries, ICT resources, and comfortable classrooms. Even though students may not control these facilities directly, their availability greatly affects learning engagement and performance (Mu'azu & Shehu, 2024).

The macrosystem represents cultural and societal norms, which also play an important role. In Nigeria, the high value placed on higher education and the pressure to achieve academic

excellence motivate students and shape their educational engagement (Davies, Ekwere, & Uyanga, 2015). The chronosystem reflects changes over time. This includes shifts in family structures, advances in learning technology, and policy reforms in Nigerian higher education. All these factors can influence academic achievement paths.

By using Bronfenbrenner's Ecological Systems Theory, this study positions academic achievement as the result of interactions across personal factors (self-motivation), social influences (family relationships, peer groups), and institutional aspects (learning facilities).

Based on the above, the following hypothesis was developed: *There is no significant effect of variables of peer group, learning facilities, family relations and self-motivation on academic achievement of students of business education in Lagos State Universities.*

### **Research Methodology**

The research design adopted for this study is descriptive survey research design. The target population for this study comprises students of Business Education at Lagos state university, Lagos State University of Education. The total population comprises of 1916 participants. Purposive stratified sampling method was used to select the sample based on level from 200level to 400level. Using Taro Yamane, the sample size of the study was 348 students.

Data were gathered through the use of a well-structured closed-ended questionnaire on a 5point-likert scale. The questionnaires were divided into two sections. The first section contains information on the biographical data of the respondents which entails name, age, sex, marital status, working experience etc. The second section contains information on the factors influencing performance of Business Education Students of Universities in Lagos State. Both descriptive and inferential statistics shall be used. The descriptive statistics shall be simple percentage and frequency while the inferential shall be multiple regression to achieve the stated hypothesis

### **Results and Discussion**

#### **Correlates of Students' Academic Achievement**

To test the hypothesis stated, the respondents' scores on two variables of correlates of academic achievement (family relations, self-motivation, peer group and learning facilities) and Business Education students in Lagos State University, University of Lagos, and Lagos State University of Education were computed and subjected to multiple regression analysis. From Table 1, the R (correlation Coefficient) gives a positive value of 0.762; this indicates that there is strong and positive relationship between correlates of academic achievement (Family relations, Self-motivation, peer group and learning facilities) and Business Education students in Universities in Lagos state. The  $R^2$  is a portion of the total variation in the dependent variable that is explained by the variation in the independent variables. From the results obtained,  $R^2$  is equal to 0.581, this implies that correlates of academic achievement (family relations, self-motivation, peer group and learning facilities) brought about 581% variance in Business Education Students in Universities in Lagos State, this is further



proven by the adjusted  $R^2$  that shows the goodness of fit of the model which gives a value of 0.574, implying that when all errors are corrected and adjustments are made, the model can only account for 57.4% by Business Education Students in Universities in Lagos state; while the remaining 42.6% are explained by the error term in the model as shown in Table 1.

The unstandardized beta co-efficient of Family relations is -0.127 with  $t = -1.352$  and ( $p = 0.178 > 0.05$ ).

These results showed that family relations have a negative relationship with Business Education students in Universities in Lagos state. This implies that family listens to them when they talk and family irritates those nerves.

The unstandardized beta co-efficient of self-motivation is 0.428 with  $t = 6.233$  and ( $p = 0.000 < 0.05$ ).

These results showed that self-motivation has a negative relationship with Business Education Students in Universities in Lagos state. This implies that family discusses with each other when making important decisions and family talks together about family rules (curfew, table manners, etc.).

The unstandardized beta co-efficient of peer group is 0.099 with  $t = 1.752$  and ( $p = 0.081 > 0.05$ ). These results showed that peer group has a positive relationship with Business Education students in Universities in Lagos state. This implies that the instructor conveyed confidence in my ability to do well in the course and tried to understand how we see things before suggesting new ways to do things.

The unstandardized beta co-efficient of learning facilities is 0.557 with  $t = 6.802$  and ( $p = 0.000 < 0.05$ ).

These results showed that peer group has a positive relationship with Business Education Students in Universities in Lagos state. This implies that the school has a computer laboratory with adequate and functional computers for students and provides for adequate security of staff and students.

From the Table 1 discussion, and by F-Stat. 85.552,  $p$ -value  $0.000 < .05$ , it showed that the null hypothesis, correlates of academic achievement (family relations, self-motivation, peer group and learning facilities) does not significantly affect Business Education Students in Universities in Lagos State is not true therefore, the null hypothesis is rejected. Based on this, we accepted the alternative hypothesis that correlates of academic achievement have effect on Business Education Students in Universities in Lagos state.

**Table 1: Correlates of Academic Achievement Business Education Students**

Variable	Coeff.	Std. Error	t-value	Sig.
Constant	0.274	0.249	1.102	0.271
Family relations	-0.127	0.094	-1.352	0.178
Self motivation	0.428	0.069	6.233	0.000
Peer group	0.099	0.057	1.753	0.081
Learning facilities	0.557	0.415	6.802	0.000

R	0.762			
R Square	0.581			
Adj. R Square	0.574			
F Stat.	85.552(0.000)			

**Dependent variable:** Performance of Students

## CONCLUSION

The study concluded that family supports them when they are in need and feel loved by their family, family listens to them when they talk and family irritates them nerves, ask family to do something, they tend to end up arguing because they don't do it properly.

They are important to their family that get along together, family discusses with each other when making important decisions and family talks together about family rules (table manners).

They feel that my instructor provides me with choices and options, instructor conveyed confidence in my ability to do well in the course and tried to understand how we see things before suggesting new ways to do things, feel confident in my ability to learn this material and capable of learning the material in this course and feel able to meet the challenge of performing well in this course

Miss classes because my friends urge me to do so and violent acts to keep up with peers, maintain a status in a peer group, sometimes I pressurize my parents to buy an expensive item and get along very well with my peers. The school has regular supply of water and electricity without fail, they are well equipped laboratories for practical and the facilities in the school take cognisance of students with special need. The school has a computer laboratory with adequate and functional computers for students and provides for adequate security of staff and students

## RECOMMENDATIONS

Based on the conclusion, there is a lot of resources and time for an educator to identify all these correlates first and then plan the classroom activities and strategies of teaching and learning. It also requires proper training, organisational planning and skills to conduct such studies for determining the contributing factors inside and outside school. This process of identification of variables must be given full attention and priority so that the teachers may be able to develop instructional strategies for making sure that all the children be provided with the opportunities to arrive at their fullest potential in learning and performance. Further research is needed to explore the problem on a large sample from more scattered geographical regions including other student factors, family factors, school factors and peer factors.



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