

RELATIONSHIP BETWEEN PARENTAL AND PEER GROUP INFLUENCE ON ACADEMIC PERFORMANCE OF SECONDARY STUDENTS MAIDUGURI METROPOLIS

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ABSTRACT

This study was investigated the relationship between the parental influence and peer group influence on academic of secondary school students in Borno state. The objectives of the study were: To determine the relationship between peer group influence and academic performance among secondary school students in Borno state; The study adopted Pearson Product Moment Correlation coefficient. Multi stage sampling technique was adopted in selecting the sample. A structured Self-developed questionnaire titled relationship between parental and peer group influence on academic performance of secondary school: "Motivation and Academic Performance of Senior Secondary School Students" (MAPSS) was used to elicit information from the respondents. was used for data collection. The population of the study was 15000 Senior Secondary School Students from twelve secondary school in Borno state. A sample of 1,500 students participated in the study. The Validity and reliability of data collection instruments of this study was determined using the coefficient alpha before the actual collection of data. The reliability index of the instrument is 0.78. The research question was analyzed using descriptive i.e. Percentage, mean and standard Deviation and inferential statistics (Pearson Product Moment correlation coefficient was used to test the hypotheses) at 0.05 level of significance. The results revealed a significant relationship between peer group influence, parental influence and academic performance of secondary school students in Borno State. Based on the findings it was recommended that counsellors working directly with parents and peers especially as it affects academic performance and career development should endeavour to lay more emphasis on the positive aspects of peer group and parental influence, while playing down on the negative aspect. This eventually may improve the academic performance of secondary school students.

Key Words: Academic Performance, influence, Parental, Peer Group

1. INTRODUCTION

The world is becoming more and more competitive in education endeavour and quality of performance has become the essential factor for personal progress in the society. It is, because of this that parents desire their children climb to the ladder of academic performance to a high level as possible. This desire for a high level of academic performance puts a lot of pressure on students, teachers and schools and in general the education system itself. In fact, it appears as if the whole education revolves round the academic performance of students, though various other outcomes are also expected from the system (Amuda, 2014). Thus, a lot of time and effort of the schools are used for helping students to achieve better in their scholastic endeavours. The contemporary society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. People with similar interest, age group, background and social status forms a part of the Peer Group. This type of peer group is both social and primary group of like-minded and aesthetics group. The students' behavioural change happens in the school wherein peers have a vital role in achieving such a change. Role of peer influence has direct or indirect influence on the academic performance. Social and emotional development and educational objectives are influenced by peer group (Allen 2005).

Peers play an increasing role of influence from early age to teenage. Adolescents have healthy relationship with their peers and give importance to them compared to other age groups and their trust on them is more pronounced. Pressure means giving force to any activities. Peer pressure means influence of friends on each other and inducing changes in the mental and emotional behaviour by the people belonging to same group with similar interest, age, background and social status. Peer influence normally linked with adolescent risk taking behaviour; such as crime, drug abuse and sexual behaviours. These behaviours are associated with peer influence. The positive result also seen due to the effect of peer influence, for example a marked increase in the achievement, voluntary charity, public work and many others. But contrarily, the maximum result is for negative behaviour. Normally, the students skip classes, steals, and cheats, takes to drugs or alcohol as a cause of peer influence. Influences of peer may be in all ages and places, such as in work place, in school, or in society. Peer influence tends to influence the group to loiter in the street, watch films, bunk class, tease others, steal, and spoil public properties. Parental influence, defined as motivated parental attitudes and behaviours intended to influence children's educational well-being. It is a multidimensional and bidirectional construct (Christenson, 2004; Fantuzzo) that has been shown to have clear links with social and academic outcomes for children. Traditionally parental influence has been defined as engaging parents in school-based activities and events related to their child's education (Epstein, 2001). This comprehensive view of parental influence is grounded in the understanding that children's success in academics is influenced by multiple contexts (e.g., home, school, and community) in a dynamic and bidirectional manner. Many researchers recognise the important role of a strong positive bond between homes and schools play in the development and education of children. Research has also shown that successful students have strong academic support from their

involved parents. Furthermore, research on effective schools, those where students are learning and achieving, has consistently shown that these schools, despite often working in low social and economic neighbourhoods, have strong and positive school-home relationships.. More importantly, these effective schools have made a real effort in reaching out to their students' families in order to bring about liaison and cooperation.

Brown & Iyengar (2008) analyzed all the aspects of parents' vital roles in adolescent lives. Critical examination of the research done on the influence of parenting styles was evaluated through the five main aspects, (1) Parental Control; (2) Gender and parenting style; (3) Parental education; (4) perceptual differences between parents and their children; and (5) ethnicity and diversity. Parents' firm, yet warm and authoritative parenting style proves to be the most successful in creating positive performance and achievements in adolescents. Parents who create reasonable rules and take active roles in an adolescent's life will find the students having higher grades and greater performances in school. Parents should facilitate and encourage independent problem solving, choices and self-determination in their adolescent if parents want them to be independent and motivated in school. Wong (2008) analysed the effects of parental involvement and autonomy support in relation to academic performance of adolescents

Cassidy & Conroy (2006) established the idea that parents' interactions with adolescents' shape how they evaluate themselves through self-esteem and achievement levels. Adolescents' perceptions of their own abilities are strongly linked to their parent's beliefs rather than to the adolescent's actual level of ability. The higher level of parental support and interest in the adolescent the greater amount of self-esteem and confidence the adolescent will feel, thus creating strong, more motivated attitudes towards academics. When an adolescent is confident and content with who they are, it produces self-confidence in school when answering questions and taking exams. Parents who play an active role in their adolescent's school attend school activities and help with homework, have proven to increase the adolescent's academic performance and the amount of time they are willing to put into homework.

Spera (2005) analysed and proved that parental monitoring, goals, values and aspirations were the basis of where and how their adolescent developed their own. Adolescents, who come from parents of a positive, loving, authoritative structure, tend to be more motivated, focused and academically successful. Parents who provide a rationale for behaviour and actions at home are teaching self-control and respect in their adolescent at school towards their teachers and fellow students. When life at home is satisfactory, then life at school becomes much better.. Academic performance means the students' ability to write or orally communicate exactly the fact or the content. This also reflects to what extent the educational system has achieved their goals. Academic performance indicates the extent to which the students have a mastery of the subject

Academic performance refers to excellence in all academic discipline. Academic performance encompasses students' ability and performance; it is multi-dimensional; it is intricately associated to human growth and cognitive, emotional and social physical development. Academic performance also refers to how well a student is

accomplishing his tasks and studies. There should be an interrelated relationship between parental and peer group influence on academic performance. It was believed that student's academic performance correlates with parental and the peer group influence. Peer Influence can be either positive or negative. If a student is influenced negatively by peer, it affects his or her academic performance. Nevertheless, stronger student does have an impact on their peers and actually help improve their overall academic performance. Conversely, positive peer influence on academic performance depends on person's self-identity, self-esteem and self-reliance. Research has shown that positive correlation exists between performance and peer relationships.

Other research shows that positive correlation exists between academic performance and peer relationship. Furlong, whipple, Jean, Simental, Seliz and Puthuna (2003), in a related study expressed that students' perceptions of connectedness to peers seems to impact significantly on school achievement. They examined the influence of peers on school engagement from three perspectives. Firstly, socio-emotional factors such as the quality of peer relationship, social competence and socially responsive behaviours impact on academic success. Students who were bullied by their peer at school tended to report lower levels of self-esteem, feel less connected to peers, teachers and schools were less motivated to perform well at school. A commonly used phrase that has the ring of substantial truth is that the parents are the first teacher of a child. Thus the home environment shape's a child's initial view about learning.

Also there is another phrase, which says "charity begins at home", therefore the personality of a child's parents seems to affect a child's educational outcomes. Over the years, reviewed literature indicated that there is an awareness of the importance of parental support on students' academic performance.

Ajila and Olutola (2007) were of the view that the home affects the individual since the parents are the first socializing agents in an individual's life. Early childhood philosophers like Rousseau, Pestalozzi, Froebel and Tagore are of the opinion that teaching is based on the nature of the child. Therefore, parental support could greatly influence the development of a child's educational orientation.

2. STATEMENT OF THE PROBLEM

The low level of understanding accompanied by discouraging performance of the students have become a cause of great concern particularly to counsellors, educationists, parents, government and the non-professionals. The situation applies to all fields of education. At the primary school level, this problem is not quite noticeable as the pupils graduate automatically from primary school to junior secondary school. At the secondary school level, Nigeria is still experiencing deteriorating effects on academic performance in WAEC/SSCE. A close examination of performance of students within some English-speaking West African Countries in 2000 May/June WAEC/SSCE examination speaks much of failure of Nigerian students as compared to students in other West African Countries. Sule (2001) compared the performance of candidates from four English-speaking West African Countries (Nigeria, Ghana, Gambia & Liberia), Nigerian candidates scored the lowest among them. The subjects were English

language, Physics, Literature in English, History, Economics and Agricultural Science. Compared with recent performance, the West African Examination Council (WAEC) results have indicated that the performance of students has been declining. To explain factors responsible, researchers have studied different factors at different times. The researchers also, observed that such studies have not been able to explain the differences in academic performance among students. Therefore, there is need to search for more variables. There seems a gap to fill. It is against this background that this study investigated the relationship between peer group and parental influence on academic performance among secondary school students in Borno States, Nigeria.

3. OBJECTIVES OF THE STUDY

1. Determine the level of academic performance of the students in secondary school in Borno state.
2. Determine the relationship between peer group influence and academic performance of the secondary school students in Borno state.
3. Determine the relationship between parental influence and academic performance of the secondary school students in Borno state.

4. RESEARCH QUESTION: What is the level of academic performance of the students in secondary school in Borno State?

5. HYPOTHESES

The following Null Hypotheses were tested in the study:

H₀₁: There is no significant relationship between peer group influence and the academic performance of senior secondary school students in Borno state.

H₀₂: There is no significant relationship between parental influence and the academic performance of senior secondary school students in Borno state.

6. METHODOLOGY

6.1 DESIGN OF THE STUDY

The design adapted for the study is correlation and survey. Nworgu (2006) defined correlation as a type of study that seeks to establish what relationship exists between two or more variables. Usually such studies indicate the direction and magnitude of the relationship between the variables. It is a qualitative research in which data are gathered directly from individual or social or community group in their natural environment for the purpose of studying interactions attitudes or characteristics of individuals or groups. This study established the relationship between variables of parental and peer influence on academic performance secondary school students in Borno State. Therefore, this study posse the quality of correlation and survey study.

6.2 POPULATION AND SAMPLE

The population for the study consist of eleven (11) government senior secondary schools and forty-two 42 approved private senior secondary school in Borno state. The information from the ministry of Education Borno state shows that most of the government school have a combination of more than five schools from various local

government areas due to the insurgency. A sample of 1500 SS I students used for the study. This sample was randomly drawn from a population of 15000 students. This sample size represented about 15% of the entire population as recommended by for a large population. The 8 government school and 4 private school was drawn from 53 combine both government and private school.

A multi-stage sampling procedure was adopted for this study. In the first stage, 12 schools were selected from 53 schools using simple random sampling technique. Simple random sampling technique was used in order to give every school equal chance of being selected for the study. The names of the schools will be written on piece of papers, folded and put in a container, shuffled and the researcher drew the school with replacement (i.e. balloting with replacement) and in the second stage, Senior secondary schools' students was drawn from the (12) schools chosen for the study using purposive sampling technique. Purposive sampling technique was used in order to select schools with large population of SS I students. Lastly, 125 SS I students (male and female) was selected from each school making a total of 1500 students which were used for the study.

6.3 INSTRUMENT FOR DATA COLLECTION

The instrument for collection of data is a structured questionnaire titled; "Motivation and Academic Performance of Senior Secondary School Students" (MAPSS) was used to elicit information from the respondents. It was designed and framed by the researcher from review of literature to elicit information from the respondents (students). The questionnaire comprises three sections A, B and C. Peer group and parental influence formed the independent variables while academic performance was the dependent variable. The respondents were expected to respond to the items on the three instruments on a modified 4-point Likert scale of strongly agree (4), agree (3), disagree (2), strongly disagree (1). The questionnaire Section A represents information on students' personal data such as age of students, class, gender, etc. Section B contains demographic information of parents which includes age of parents, educational status, socio-economic indicators of parents'. Section C has information on motivational influence on academic performance between the parents and peer group in the senior secondary schools. Section B (socio-demographic data) which is in categorical levels was used as independent variables while second C which is in clustered form has fifteen questions which were used to measure academic performance (dependent variable). The structured questionnaire is good because it helps to facilitate data analysis and the estimation of validity and reliability indices for the instrument. To ensure the validity of the instrument, the initial draft of the instrument was subjected to face validation. It was done by three experts, two in Educational Foundations and one in Measurement and Evaluation all in the National Open University of Nigeria. These experts were requested to critically examine the instrument in terms of relevance of the content and clarity of the statement. Comments from these experts were taken into consideration in the final modification of the instrument.

To determine reliability of the instrument, the researchers trial tested on a representative sample of 10 female and 10 male students from Jere local government which is outside the area of study. Cronbach Alpha Statistical analysis was used to determine the internal consistency coefficient of the instrument. Result of the data analysis gave Alpha



coefficient value of 0.78 and 0.79 respectively for clusters one and two, of section B of the instrument. These moderately high coefficient values indicate that the instrument is reliable to be used for the study.

7. RESULTS

7.1 RESEARCH QUESTION: What is the level of academic performance of the students in secondary school in Borno State?

In determining the level of academic performance of students in core subject, the results of students’ in 2017 West Africa Examination council for the selected schools in the sampled states were obtained in core subjects areas as shown in table 1.

7.3 Table1: Descriptive Analysis Showing the level of Academic performance of students on core subjects.

Core subjects	No Registered	A1-B3		C4-C6		D7-E8		F9		Total	
		N	%	N	%	N	%	N	%	N	%
English	3245	150	4.6	1234	38	1543	47	318	9	3245	100
Mathematics	3245	134	4.1	1121	35	1321	41	669	21	3245	100
Economics	3200	120	4	1842	57	1123	35	115	4	3200	100
Chemistry	3000	90	3	1120	4	1102	37	688	23	3000	100
Agric. Sc.	3005	86	3	1168	39	1063	35	688	23	3005	100

KEY

A1 to B3 =high score

C4 to C6=Moderate score

D7 to E8=Low score

F9=Fail

The level of academic performance during the period under review was relatively high as depicted in Table 1 above.

Ho₁: There is no significant relationship between peer group influence and the academic performance of senior secondary school students in Borno state.

7.2 Table2: Result of Pearson Product Moment Correlation on Relationship betweenPeer influence and academic performance of Secondary SchoolStudents

Variable	N	\bar{x}	SD	DF	r	P-Value
Peer influence	1480	24.2797	1.96697	1479	0.700**	0.001
Academic	1480	21.7257	2.39797	1479		



performance

Source: Field survey 2017

The result in table 1 indicates a significant relationship between peer group influence Academic performance among secondary school students in Borno state. This is because the probability value ($P = 0.001$) is less than alpha ($\alpha = 0.05$) level of significance at correlation index $r = (0.700)$, sample size ($N= 1480$), degree of freedom (1479), mean ($24.2797, 21.7257$) and standard deviation ($1.96697, 2.39797$) respectively. Hence, the null hypothesis, which states that there is no significant relationship between peer group influence Academic among secondary school students is hereby rejected at 0.05 level of significant. Meaning there was a significant relationship between peer group influence and academic performance among secondary school students in Maiduguri metropolis, Borno state.

Ho₂: There is no significant relationship between parental influence and the academic performance of senior secondary school students in Borno state.

7.3 Table3: Result of Pearson Product Moment Correlation on Relationship between Parental influence and academic performance of Secondary School Students

Variable	N	\bar{x}	SD	DF	r	P-Value
Parental influence	1480	64.3886	1.6554	1479	0.8997**	0.0019
Academic performance	1480	21.7257	2.39797	1479		

Source: Field survey 2017

The result in table 3 indicates a significant relationship between the parental influence and academic performance of secondary school students. This is because the probability value ($P = 0.0019$) is less than alpha ($\alpha = 0.05$) level of significance at a correlation index $r = (0.8997)$, sample size ($N= 1480$), degree of freedom (1479), mean ($64.3886, 21.7257$) and standard deviation ($1.6554, 2.39797$) respectively. Hence, the null hypothesis, which states that there is no significant relationship between the parental influence and academic performance of secondary school student's in Maiduguri metropolis, Borno State, is hereby rejected at 0.05 level of significant. Meaning there was a significant relationship between parental influence and academic performance of secondary school students in Maiduguri metropolis, Borno state.

8. DISCUSSION

The study revealed that peer group influence has a significant influence on academic performance of secondary school students in Borno state, Nigeria. This finding is not in isolation to other findings on the influence of peer

group on students' academic performance. Zimring (1998) observed that peer influence is the primary contextual factor contributing to students' tendency to make risky decisions. The finding of the study is supported by Landau (2002) that students who care about learning are more likely to associate with peers who share similar interest in learning. However, personal interest and value an individual attach to an issue also affects the individual's response to change. This may account for Ryan (2002) conclude that value result in resistance to change, and low value result in receptiveness to change.

Peer can influence everything about a student from the choice of what to wear, to engaging in drug related or other behaviour (Finn,1989). Studied courses of associations with delinquent friends by using a global measure of delinquency that included problem behaviours such as aggression, destruction, and substance abuse. Students involved in antisocial behaviour that is when they deviated from their normal behaviour may also encourage their friends to involve in the abnormal activities which declines the academic achievement.

Peer group influence may not be negative always, it also increases the academic achievement. The probable reason for this significant relationship is that, if students interact with the right peer group, that could positively influence their interest to learn, this could invariably motivate them towards their studies and enhance their academic performance.

The study further revealed that there was a significant relationship between parental influence and the academic performance of students. The findings support that of Olutola (2007), Baumrind (1980), Ginsburg and Brotein (1993), observed that the family (parents) socio-economic status is a strong predictor of academic achievement not just the parenting styles and moral support encouragement received from parents' contributions to students' academic performance.

Parents are the first people to teach their adolescent values and morals and to prepare them for school and academic success. The majority of the students agreed that their parents help them work through and cope with stressful situations or school problems. The ability to have their parents supporting them and helping work through issues so they do not feel alone creates a less stressful life which will build a stronger, more motivated student. This is in line with the previous research that adolescents' perceptions of their own abilities are strongly linked to their parents' beliefs rather than to the adolescent's actual level of ability, as found in Cassidy & Conroy's (2006) critical analysis. Research shows that parents who spend a considerable amount of time with their adolescent and play an active role within the school have proven to increase the adolescent's academic performance in school and the amount of time they are willing to put into homework (Spera 2005). It is critical that parents increase the amount of time they volunteer or take part in their adolescent's school. Strengths within a family need to be recognized to establish a foundation for growth in the family. Otto (1962) was credited with building the foundation for the Family Strengths Framework theory. The result of this study is consistent with Spera's (2006) findings confirming how parental values and interaction are positively related to the child's interest in school, internal academic self-regulation and goal pursuit. He identified that commitment to the family, spending enjoyable time together, spiritual well-being, successful management of stress and crisis, positive communication and showing appreciation and affection to

family members are all qualities that make a healthy family (Otto, 1962). Healthy families create a positive lifestyle for the adolescents by having little conflict within the family; each member should provide affection, appreciation, encouragement and embrace spiritual well-being. When an adolescent's home life is satisfactory, their academic performance will be strong and school behaviours will be much more appropriate. The use of positive communication within a family will help the adolescent learn how to communicate with teachers and other students. As shown in Moore & Asay (2008), decision making regarding adolescent educational participation is linked to central family values. Parents have a strong impact on the basic life values and educational plans of their adolescent.

9. CONCLUSION

Based on the findings of the study, it concluded that: the academic performance of secondary school students in Borno state is high. The study revealed that parents had a strong influence on the academic performance of students. The peer group influence and parental influence have been of great importance in the development of students' academic performance. The role of parents in the positive development of students cannot be over emphasised, this statement has thus been ascertained with the positive relationship between parental influence and peer group influence on academic performance of students. Therefore, school administrators and parents/guardians have a role to play in monitoring the types of peer their students and wards move with both in school and outside the home.

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