

**TITLE PAGE**

**PEER GROUP AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL  
STUDENTS IN ABA NORTH LOCAL GOVERNMENT AREA**

**BY**

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## CERTIFICATION

This is to certify that this project was carried out by Helen Nnenna Ene Nwosibe and was approved by National Teachers' Institute, Kaduna and Nnamdi Azikiwe University, Awka, Anambra State.

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## **DEDICATION**

This project is dedicated to my daughter Ene Irene Adaeze for her encouragement to me while I was doing this study.

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## **ABSTRACT**

This study investigated the influence of peer group on the academic achievement of secondary school students in Aba North L.G.A Abia state. Four Research questions and four hypotheses guided the study. Literature was reviewed under conceptual and theoretical framework and related empirical studies. Descriptive survey design guided the study. A random sample of 176 students drawn from a population of 1756 students was used. Data was collected through personal hand delivery with a 20-items structured questionnaire with a reliability of 0.77 were analyzed using mean and Z-test at 0.05 probability level. Findings were that peer group influence academic achievements, study habits, social relationship and Participation in co-curricular activities to a great extent. it was recommended that teachers should exploit peer group for positive purposes in schools among others.

Key Words: Environment:, Peer Group:, Adolescence

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Children are socialized by people whom they associate with through daily interaction over the course of many years. Acceptable social customs are taught and promoted in schools. Children learn these skills of interpersonal interaction. For instance, they learn to share, tolerate, take turns, compromise and evaluate events, conditions and circumstances with their peers.

The peer group plays a strong role in the socialization and learning process of students particularly at the secondary school level. Defining peer group, Kang(2016) opined that peer group means a small group of friends which have close relations with each other and they have regular interaction. They share views and exchange ideas with each other and do activities in group. Peer group can still be said to be composed of status equals that is all children within a given peer group of the same age and come from the same social status. A child earns his/her social position within the peer group. This position does not come naturally as it does in the family.

Interaction with group members loosens the child's bond to the family, it provides both an alternative model for behavior and new social norms and values. A basic human need according to Maslow (1943) is to acquire an affiliation to a group in the society. Peer relationships at the school and in homes constitute a force for the accomplishment of this need for the association and subsequently pave the way for socialization and learning.

Peer effects are central to many important issues in lives of adolescents at both the high school and university levels. To this effect, Manheim (1998) in Ajibade (2016) claimed that

children throughout their school career are grouped with their counterpart with whom they become accustomed to and having some intimacy they share and which moderate their behavior in conformity with the group social norms. Similarly, Taiwo (2004) in Ajibade (2016) wrote that the peer group outside the home from which the child comes does not always conform with adult standard and that each child strives to abide with the ethics of the group they take membership with because rejection by the group may have negative effect on the learning of the child. Implicitly, this obedience to peer group norms and non-compromise with adult standard most of the time is the source of most of the anti-social behaviors observed in adolescent. On the other hand, if the peer group norms are in tandem with adult standard, such peer becomes generally accepted by the society. This indicate that acceptance by the group may have positive affective consequences on the child. For instance, a child who is not brilliant enough may do better in academics if he is accepted by a group that is inclined to studying.

It has been observed that a child learns more easily between his peer group, where he is wrong, he prefers to be corrected by a member of his peer group than by a teacher or his parents (Ajibade, 2016). Grunland (1990) in Ajibade (2016) felt that acceptance by a peer group improves social learning. This has beneficial effect on individual academic and social learning. Insecurity that arises from the fear of emotional satisfaction and tension that arises from teachers, class room management strictness are taken care of by the peer group members. This enables the child to concentrate more on his assignment and learning task when he or she is together with his peers.

Lekwa (2014) opined that peer group members have been known to exact serious influence on the academic performance and academic achievement of their group members. She outlined general academic performance; academic achievement, study habit, social relationship,

and participation in co-curricular activities and general success in life as the core areas peer group have strongly influence their members. This underlies Ezewu (1992) in Ajibade (2016) advised that school administrator should not fight against peer group without understanding of the group tenets as this could be exploited in affecting general positive influence as on other groups. Student academic achievement is affected in many ways by their group members.

Academic achievement according to Okekeozo (2019) defines the extent to which a child has been able to achieve the objective of his or her study curriculum. Group members help themselves in their studies through sharing information, forming study groups to review their notes and in doing class room assignments. This group study interaction is reciprocal within the group as they help one another to engage in regular studies, consulting or reading their books, to correct misconceptions and develop examination taking techniques.

Study Habit involves developing good strategies for studying. These strategies might involve learning to summarize one's study, review past question paper, developing the habit of over learning and good note taking techniques all of which help to make learning faster and retention easier. Study habit has been noted by Ebele and olofu (2017) in the academic success of the student. Consequently they advised that students and infact peer group should form good study habit.

Social relationship is summed up in affective relationship as defined by Bloom (Agba, 2013). In a social environment such as school groups of like minds who have similar ideologies emerge to influence and subsequently be influenced by the social environment. Peer group as one of such social groupings influence their members in many ways including forming the habit of walking together, developing the soirit of competition, developing good leadership habit and

being competitive in neatness. Good affective or social relationship have guided school administrators in choosing school prefects to help in the administration of school.

Co-Curricular activities are those other activities done in the school which are not statutorily enshrined in the school curriculum like sports, school gardening and manual school labour done to keep the school neat. It has been observed over the years that some students refused participating in these activities. Through peer grouping, students now participate actively in most of them particularly in sporting activities.

Without peer group influence in school, most students would have succeeded in passing through the school without the school passing through them. It is therefore to study the influence of peer group and academic achievement of her members that motivated the researcher to embark on this study..Peer as a concept can be described as a person of the same age, status or ability as another specified person. On a second note, peer group is a community in which most of or all of the members have roughly the same characteristics, such as age, class, education, merit, rank, standing or status.

According to Workman (2001), peer group are an informal primary group of people who share a similar status and who are usually of roughly the same age, tended to travel around and interact with the social aggregate. It can also be described as a sub-group of a society in which membership is determined by similar age, sharing the same social status, etc. with authority to employ legalised force. Members of a particular peer group often have similar interest and background bounded by the premise of sameness.

However, some peer group are very diverse crossing social divide such as socio-economic status, level of education, race, creed, culture or religion. Peer group have a significant

influence on the psychological and social adjustment for group or individual viewpoint. Peer group consist of all male and female or even both males and female. Since peers are an important influence and forming peer relationship is a major developmental task of adolescents, they tend to conform to the most obvious aspect of peer culture such as dress. Show (2009) asserted that members of a peer group have common features. Such characteristics include belonging to the same age group, having common interest, sharing common values, influencing each other's decision, rendering assistances (this can be either financial or helping to perform a task) and providing useful suggestion and advice to one another.

The peer group could also be referred to as an agency of enculturation and learning. It comprises group of individuals who are considered to be in the same age group. Children often develop a sense of self from their surrounding including relatives, teachers and peers. When children move out from family to child-care centres, school and the community at large they begin to form attachment and friendship emerge through their play. These relationships influence behaviour. Even infants and toddlers are observed reacting to other infants by touching them, by crying when others cry, and later by offering nurturance or comfort. By about age three, early friendship begins to form and children's peers begin to have a more lasting influence. Heril (2000) maintained that peer group have an even stronger influence than that of parents.

Enwerem (2004) noted that in pre-colonial Ibo community, the peer group is a notable factor. During the period, the peer group is used for community development programmes such as bush clearing, market construction, construction of roads, and even in a form of defence against warring communities. These peer group are often seen playing in the village square and in either cases, during festive period, they form themselves into group performing one activities or another.

It has been noted that in those early days particularly before the advent of 21<sup>st</sup> century, the peer group is limited to the immediate environment. During that time the peer group is made up of children in the same neighbourhood who are of the same age group. These children sometimes form themselves into group for hunting, fishing, playing and some sorts of games in the moonlight night.

However, in recent times, the peer group has taken up a new dimension. According to Adeyniye (2009), the advent of the internet has not only turn the world into one global community but has also widen the peer group. According to him, the peer group now comprise all children who are of the same age having online interaction. Irrespective of where they are individually. Here, we often see a particular age group joining social network sites such as Facebook, Myspace, Netlog, twitter, yahoo, etc. the influence this children have on each other is noticeable in the way they dress, the way they walk, talk, even address adults and teachers.

Academic performance on the other hand is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examination or continuous assessment.

According to Oluwatosin (2002), academic performance is something you do or achieve at school, college or university, in class, in a laboratory, library or fieldwork. It does not include sport or music. An academic performance such as graduating 1<sup>st</sup> in one's class, is sometimes a purely qualitative matter, while having the findings of lengthy, comprehensive research published by recognized journal is also notable academic performance. Being named head/chairman of a particular department in a university is both a professional and academic performance.

Teachers' observation made up the bulk of the assessment and today's summation or numerical method of determining how well a student is performing, is fairly a recent intention. Different teachers valued different aspect of learning more highly than others, and although some standardization was attempted in order to make the system fairer, the problem continued. Today changes have been made to incorporate differentiation for individual student's abilities and exploration of alternate methods of measuring performance is ongoing.

The tracking of academic performance fulfils a number of purposes. Areas of achievement s and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in school and a constant standard to which all student are held, performance results also allow student to be ranked and sorted holding teachers and schools accountable for the component of each and every grade.

Performance in school is grading students demonstrate their knowledge by taking written and oral test, performing presentation, turning in homework and participating in class activities/discussion. Teacher evaluation in the form of letter or number grades and side notes to describe how well a student has done. At the level, students are evaluated by their performance on standardized tests geared towards specific ages and based on a set of achievement of students in each age group are expected to meet (Chel 2011, Adekoye, 2011).

## **1.2 Statement of the problem**

The life of adolescent is influenced by so many factors both at home and while in school. Peer group members exact tremendous influences on their members including positive and negative ones. In recent times, Students' academic achievement has been nothing to write home about. In internal Examination, students records woeful failures in the core subjects. In external

examination like west African Examination Council (WAEC) and National Examination Council (NECO), the result is not even better.

The poor academic achievement are influenced by a number of factors including poor study habit, poor teacher attention to students, parental influences. In recent times it has observed that students engage more in social activities than paying attention to their studies, thus having little time to do their studies. Those who do study at all have been observed to do uncoordinated study, all a consequence of bad peer group membership. These negative influences of peer group that leads to poor academic achievement by students need to be controlled. The problem of this study puts in question form therefore is “to what extent do peer group members influence the academic achievement of their fellow students?”

The impact peer relationship have on the student’s behaviour is felt everywhere, in the classroom, at home, in the church, even in the larger society. In 2011 during her teaching practice experience, the researcher noticed the impact of peer relationship in the classroom. A situation whereby students fail to do their assignment because their friends whom they study with were not present such situations cannot be left unnoticed. It is this and other phenomenon that prompted the researcher into choosing the topic because it is generally believed that peer group serves as a barometer for children examining themselves and their feelings about themselves and family.

### **1.3 Purpose of the Study**

The main purpose of the study is to investigate the influence of peer group on the academic achievement of secondary school students. Specifically, the study investigates the influence of peer group on:

- i. Academic achievement of students
- ii. Study habits of student
- iii. Student social Relationship and
- iv. Students Participation in Co-curricular Activities.

### **1.3 Research Questions**

The following research questions will guide this study;

- i. To what extent do peer group members influence the academic achievement of their members?
- ii. To what extent do peer group members influence their members study habit?
- iii. To what extent do peer group members influence their member's social relationship?
- iv. To what extent do peer group members influence their members participation in co-curricular activities.

### **1.4 Hypothesis**

The following Hypotheses that will be tested at 0.05 level of significant will help guide the study;

**H<sub>01</sub>:** There is no significance difference between the mean rating score of male and female students on the influence of peer groups on students' academic achievement.

**H<sub>02</sub>:** There is no significant difference between the mean rating scores of male and female students on the influence of peer group on students' study habit.

**H<sub>03</sub>:** There is no significant difference between the mean rating scores of male and female students on the influence of peer groups on students social relationship.

**H<sub>04</sub>:** There is no significant difference between the mean rating scores of male and female students on the influence of peer group on students co-curricular activities.

### **1.5 Scope of the Study**

The geographical scope of this study is limited to Aba North Local Government Area of Abia State. The content scope is limited to the influence of peer group (independent variable). The sub variables of dependent variable used for the study are the academic achievement, study habit, social relationship and participation in co-curricular activities.

### **1.6 Significance of the Study**

The findings of the study will be very significant to the following stakeholders in education; Teachers, students, parents, government, the larger society, policy makers in education and future researchers.

Teachers are likely to benefit from the findings of this study in that the recommendations will be made on how to handle peer group relationship and will enable them to exploit the peers in controlling peer excesses. It will equally enable them to use one peer group behaviors to improve others. This will result in mutual inter-group relationships.

The students will likely benefit from the study in that teachers monitoring of their groups will lead to group behavior refinements and creating good teacher student relationship. By so doing teachers may select from the peer groups leaders for the student body. These leaders at the school level may transmit to future society leaders.

Government will equally benefit from the study. The existence of positive and progressive peers will likely result in tranquility and serenity in the schools thus resulting in

continuous peaceful school session. This will likely make government happy that the objectives of education are being achieved.

The large society may also benefit from this study. The training of well-behaved children from the schools will likely transmit into having well behaved in the larger society in future. Policy makers have good opportunities of getting relevant information that will help them in formulating good policies to regulate the behaviors of students while in school. The consequences of it are likely to be a conducive teaching and learning environment.

The school library will equally benefit from the findings of the study. When stocked in the library shelves, they will serve as reference materials for future researchers who may have the need to conduct research in topics related to the issue of peer groups.

The study will also benefit the counselor in that it will provide them with information on the influence of peers on the academic performance of students and how they can assist the students to deal with peer pressure.

Educators will also benefit from this study since the finding of the study will guide them on how they can teach the student peer relationship.

Lastly the study will also benefit educational policy makers in that it will provide them with information on the impact of peer group on academic performance of students so that they will know the areas to focus on when making policies that relate to peer interaction.

### **1.7 Operational Definition of terms**

**Peer Group:** This is a group of school children who fall in love with one another, move together and do everything together.

**Adolescence:** This is a young person within the age of puberty (14 years) and the middle age of adulthood (19 years).

**Influence:** This is a gradual impact on a person, place or object.

**Behavioural Change:** This is the change in interest, attitude and general over all mental and physical activities of a person. It is a general and gradual change in behavior.

**Academics:** This is a general learning characteristics of a person.

**Academic Achievement:** This is used to denote the degree of successes in learning that a person has made.

**Relationship:** This is used to refer to the degree of social tie between two or more persons.

**Environment:** This represents that place a person finds himself/herself at a particular time together with other physical and non-physical factors in the area.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The review of related literature was done under the following sub-headings; Conceptual Framework, Theoretical Framework, Review of Related Literature and Summary of review of related literature

#### **2.1 Conceptual Framework**

##### **Concept of Peer Group**

Peer group is a term which has received attention in sociology and psychology among other areas of human Endeavour. Giving the definition of peer, the English Language Dictionary (online edition) saw it as contemporary of the same status, peers, equals mates compares or persons who are of equal standing with one another in a group. Ajibade (2016) in his own definition said that a peer group consists of people or individual that are within ages that are close in years for instance between the range of 1-4 years. The basic idea of peer in this definition is that the peer is made up of people and though that this people have a close range of age relationship. This close range in age relationship and the fact that they see themselves as equals forms a platform for their aggregation and commonality in reasoning.

On the other hand, Kang (2006) in Hussan and Ghaffer (2019) said that peer group means a small group of friends which have close relations with each other and they have regular interactions. They share views and exchange ideas with each other and do activities in groups. When children take steps into the stage of adolescent, they spend a large amount of time with their friends as compared to their parents. Peer group is a group of people who are equal in some way. Those in a peer group also examine the effect of non-academic peer groups such as

smoking, use of alcohol and crimes. From this definition, it is clear that peer groups developed from the age of eight and last to the late adolescent stage. The basic tenets or ideology of any peer group is what defines the group for instance, as given by Kang (2019) this include group studying, anti-social behavior, common work group, common play group etc. This is what has been refereed to different types of peer group (Alika, 2016).

Peer relationship has no cultural boundaries that are peer relationship pervades all cultures. Since children of the same age who have common interest and live for one another exist in the societies, they must come together to share views and love for a common interest. At an early stage of adolescent, peer grouping may have no gender discriminatory influences. However, at a later age, gender becomes a strong factor in peer grouping since the interest of male are strikingly different from those of female. Cultural effect in defining peer group may be only in the gender make up of each group.

Consequently, this may have influence the definition given by Ajibade (2016) that peer group is the association of close friends of the same sex which are bound together by common emotional attachment and have a social system of which they possess certain code of conduct such as dressing code. From definition so far presented, the researcher observed that;

- i. Peer group are made of children about the same age
- ii. They are usually of the same sex
- iii. Each peer group usually has a binding ideology defining their goals.
- iv. peer group formation has no cultural limitation
- v. Intra peer group influences are usually very strong.

## **Concept of Student Academic Achievement**

Academic Achievement of students has been viewed by many scholars from different perspective and at different levels. Change & Mao (2013) viewed it as depicting students' achievement of a standard of measurement such as performance, skills and analytical thinking test. Amaval, Garriton and Klentschy (2016) referred to it as the relative position of a students learning outcome to a set objective. Agboola and Onyemede (2011) describes academic achievement as the gain in knowledge of students as a result of taking part in a learning programme. Ezeoba (2011) defined it as result oriented construct that encapsulates the extent of performance of desired task used to ascertain the extent to which programme goals are realized. Okpokiri (2012) referred to it as the marks or grades attained by students within a test or examination .

The above assertions imply that students' academic achievement involve the assessment and evaluation of students attainment of the set objectives of learning programme as to determine the extent of knowledge gained. It can be used for placement and also to predict future academic endeavors. Achievement test may take different forms like oral, written aptitude test but is used to measure/determine students' success, effectiveness and proficiency of the teacher and student in instructional process.

Oyetunde (2011) contended that the poor performance of schools in public examination is also traced to minimal daily contact with the language. In our present school system, achievement test involves assignment, formative and summative test(continuous assessment) and terminal or certificate examinations. Achievements of students, whether high or low, depends to great extent, on teachers' methodology and teaching competence. John (2015) affirmed that students' achievement depends on what teachers know about the subject matter and their ability

to use a variety of methods to reach an increasing diverse student body .Adenula (2011) asserted that regular poor academic achievement by the majority of student is fundamentally linked to application of inefficient teaching methods by teachers to impact knowledge to learners.

Similarly, John (2015) added that the quality of instruction is highly dependent upon multiple critical system component like the quality of the teacher, soundness of the curriculum and appropriateness of the teaching methods. Consistent poor academic achievement of students in certificate examination and daily practical use of English language is so alarming that there is need to review the effectiveness of the traditional methods especially in comprehension teaching.

In the upper basic level (junior secondary, student achievement report as contained in the National policy on Education (FRN, 2004) is to be presents in a comprehensive nature showing continuous assessment scores as well as terminal examination scores, class average scores, position and ranking. The policy therefore grouped the upper basic terminal achievement report into three parts covering the three educational domain fashioned by Bloom (Blooms taxonomy), cognitive, affective and psychomotor.

Teaching and learning are inextricably related as Ezeulu(2013) viewed that teaching is a set of activities undertaken such that the student learn what the teacher has taught. This implies that the teachers effectiveness and proficiency is determine through the students' performance and achievement (cognitively, effectively and psychomotor); so academic achievement of students serves as a benchmark and instrument for determining the effectiveness of teaching and learning process which revolves on the method adopted by the teacher Abiodun-Ekus and Onuka (2014). Academic achievement is believed to be gender sensitive.

## **Gender and Students' Academic Performance**

The effect of gender on students' academic achievement should be of great consideration to the teaching of English Language. Since Education is the key to individual and National development Olaoye(2012) added that it is a ladder Every Nigeria must climb as to fit in the society and should be the desire of all gender withstanding. As a result of limitations and discriminations laid upon females with special preferences to the male, females are prevented from ascribing and achieving higher building and development.

In view of Eden and Agusiobi (2010), the ability to read, write and perform some basic arithmetic task is the educational levels. Mkpa (2014) posited that learning experiences should be relevant to life since the learners are trained to fit appropriately into the society when they leave school. This implies that both hidden curricular and written curricular should be related and reflected in the objectives of Education. Both curricula should be gender balanced, encouraging free and balanced participation in the class activities for all. Gender stereotypes and prejudice which occur in classroom settings affects academic achievement and performance of students.

It is worthy of note that some gender stereotype teachers ascribe some specific roles to the male like leadership even in group discussion activities and debate in co-educational schools. Some high professional course like engineering, Law, Medicine, Environmental courses are channeled to the males while the female are encouraged only to embark on Home Economics, food and Nutrition and seamstress. Male are expected to address that the public in high and assertive language and vocabularies while the females occupy negative semantic spaces. Esioba (2010) Affirmed that the effect of stereotyping has led to under representation of women in science related profession such as Engineering, Architecture and Nuclear Physics.

Incidentally, in the literary world where we can claim that the female folk are seen, the text books hardly use the feminine second person pronoun 'she, her'. It is always 'he or him'. This is another way of encouraging inferiority of the females' gender and also hindering higher academic attainment in the female world. Why a woman should be marginalized or stagnated because she is fully educated even regarded as over wise as a result of cultural belief and practices. Nwagbra (2011) describe Nigeria society as where children are raised in a culture in which strict role differentiation are strongly advocated. Some females are not allowed to mix with male in the classroom. Nkpa (2015) contented that "Mixed group discussion can promote better understanding in a lesson". This segregation hinders interaction, discussion and co-operative learning among the sexes and can also affect or lead to poor academic achievement because they hinder some class activities. One of the objectives of FRN (2007) on gender in basic education is to ensure equal access and participation in Basic Education for all children irrespective of their sex by the year 2015. The policy is regarded towards equal education for all;

Poor attitude of parents to female education also affect their academic achievement. Some parent provide their male with adequate learning materials, pay their schools and ensure that they go to school regularly while the girls are sent on house-helps and who when they are even sent to school have no provision made for them. They are always absented from school once there is an issue in the house/home to take care of the house.

### **Peer Group and behavioural change**

Peer group members strongly influence the behavior of their group members. This they do in many ways for instance influencing the reasoning father, mode of dressing, substance consumption pattern, sexual behavior, study habit and general social relationship. Glaser, Shelton and B.EE (2010) have agreed that the adolescent age is deeply a period of experimentation in the

life of adolescent. At this time, both positive and negative behaviors are experimented on , at this time also, risk taking in the life of adolescent is at its peak. They have equally agreed that if not properly guided and controlled at this time, the peer may end up with negative life pattern that will ruin their life in future. Hence, the argument posited by Glaser et al (2010) that peers and family have a key role in promoting health during adolescent as well as the perception that youngsters have of their quality of life and subjective well-being.

As peers move together, they exhibit behaviors pattern which are picked up by their friend as and internalized as models of behavior which they learn and practice. This is the consequence of the gregarious movement of young adolescent both in and out of school. In the school system, some competitive behavior has been observed to emerge in the lives of students which have either been applauded or criticized against. Seen (2010) posited that leadership behaviors and the habit of neatness become competitive among some students as they observe it.

As a result of the religious manner in which adolescent and peers adhere to their group ideologies. It most of the time become difficult to correct most of their behaviors. This is why parents, teachers and other stakeholders in education are required to have a critical look on what peer group members do to avoid them degenerating into anti-social behaviors. Gina (2012) has listed a number of adolescent behavioral patterns that are easily influenced by peer's gregariousness. This includes; study behavior, regularity to school, neatness, respect to constituted authority, respect to elders and peers, attention to parental injunctions, being humble and loyal and the formation of the habit of hard work. She argued that such positive behaviors should be encouraged among peers. In the contrary she opined that negative behaviors such as stealing, bullying, fagging, tapping, examination malpractice and other related anti-social

behaviors if observed with a peer group should be immediately ripped to the bud before they concretize as a regular behavior pattern.

To encourage the formation of good social habit principals and teachers should always look out for the pre-social behaviors of peers and use them as a responsibility office in students' leadership to make it become real, overt and emulated by other students. Kindermann (2015) in his work advised that principal and teachers should not be lax in exploiting the good and positive element of peer group behaviors for student's administration in high school, he stated three research questions and posed two hypotheses to guide the study. He used a sample of 130 students randomly drawn from a population of 425 students using stratified sampling technique. He analyzed that the data collected using mean and the t-test conducted at 0.05 level of significant. His finding showed that environment has great influence on the emergence of particular peer behaviors. Consequently, he recommended that administrative styles that would create school climate should be used by principals.

In conclusion therefore, this research sees peer social relationship as aspect of adolescent behavior that should not be overlooked. This is because adolescent peer grouping carry potentials of behavior which can manifest into good and acceptable life pattern or transcend into detestable anti-social behaviors if not properly handled.

### **Concept of peer Relationship and Academic Achievement**

Peer relationship are among the most influential social forces affecting adolescent behavior, form mundane decisions concerning clothing, hairstyle, music and entertainment to mere significant decisions concerning short and long education plan. during the formative adolescent years, peer are arguably ever more important than parent, teachers and counselors and peer influenced decision of youth can have a long lasting consequences Calu (2015) parents

recognize the influence of peer groups through their choice of neighborhood, schools and activities. Lareau, (2006) IN Karachi, (2016)

### **Concept of Adolescence**

Adolescence is conceptualized as a period from dependent childhood to self sustaining adulthood. Based on the perspective, adolescence is therefore a process and not just a particular period of social changes.

Psychologically, adolescence is regarded as the period when new adjustment must be made if the individual would live a normal, happy life in the society. It is the period when the individual learners adjust to complete series of social roles expected of him during adulthood. This learning could be done in family, school, church, peer group and media among others. Chronologically, the adolescence period spans from 12 years to early twenty. However this varies from one individual to another and from culture to culture.

Obinna and Ifelunm, (2017) stated that adolescence is the period when the individual no longer depends on parents to take decision. At this stage the individual can think about his personal ideals and handle such ideas. The Individual is able to perform the following mental functions, logical reasoning: ability to generalize facts and increase independent decision among others.

Luruama, (2013) opined that teachers and counselors who understand those adolescent and their problems can do much to helping them make definition and opinions. it is obvious that adolescence refers to the period of an individual when the physiological and even sociological processes are in transition between the life as a child and the life as an adult which gives the individual the opportunity to start dropping childhood behavior and start learning the adult life.

During the adolescence, new language, variation, new values, standards of dress taste in popular culture (music, sports, and films) and new interpersonal allegiance development. Children who learned at home to be polite often find other standard applied to their behavior by their adolescent peer. Adolescence usually find it easier to bring their problems up in groups than with the therapist alone. This is because adolescence are usually more often with their peers than with an adult in a dyadic relationship (Nze, 2013).

### **Concept of Time Management and Study Habit**

Time management encompasses a wide scope of activities which include planning allocation, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling and prioritizing. It is a necessary in any project. According to Mac Diarmid (2013) time management is the act or processes of planning and exercising conscious control over the amount of the effectiveness, efficiency or productivity. Anyakoha and Eluwa, (2012) defined time management as the process of planning, organizing implementing and evaluating use of time in order to accomplish or perform certain task or duties. According to these researchers, everyone has the same amount of time per day and how this time is used affects each person's attainment and the use of development of other resources. A situation in which peers engage more in activities that will be occupying their time, they will waste precious time while if they engage in their academics using the time available to them, the result will be improved and efficient academic performance.

## **Concept of Study Habit**

Study habits are the behavior used when preparing for test or learning academic material. A person who wants until the very last night before an exam and then stays up all night trying to cram the information into his head is an example of someone with load study habits.

Study habits is the pattern of behaviour adopted by students in the pursuits of their studies that serves as the vehicle of learning according to Rana and Kausar (2011). Many students fail not because the lack ability but because the do not have adequate study habits that affects their academic achievement. A central problem noted was that to take effective notes and manage time for studying (in Mutosto & Abega,, 2010)

The basic understanding of time according to Nweze, (2009) in Chuka, (2015) is that time is unique resource and inelastic resource, the difference has in the way each person manages it. Procrastination is a negative behavior that affects time management. Nweze (2009), further noted that the concept of time management is an act of good management of the demands being made by virtue of people's role and responsibilities. As such, time management means grouping the demands being made into key result areas so that they make sense. This also requires concentrating on priorities in order to cope effectively by focusing attention forever demands.

Due to the academic work head and domestic work at home by adolescent student. It is important that one makes effective use of time that he/she has at his disposal. It involves identifying and minimizing interruption, frivolities and time wastes. Proper management of time is important to people like manager, house wives, and academic workers with involvement in co-curricular activities. How well a students manages his/her time wisely is important for optimal performance and development. If proper time planning and tasks scheduling are neglected, problem often arise.

## **The Then Study Habits of Successful Students**

The researcher included in this study ten study habits of successful students. They include:

1. They student should not do too many studying at once because rushing your stuy or doing a study for a long time will be tiring and will not be very shorter periods of time taking short breaks will restore your mental energy.
2. Plan specific times for studying, study time is any time you are doing something related to school work. it can be completing assigned reading, working on a paper or projector studying for a test. schedule specific times throughout the week for your study time.
3. Try to study the same time each day. Studying at the same time each day establishes a routine that becomes a regular part of your life just like sleeping and eating. When a scheduled study time comes up during the day, you will be mentally prepared to begin studying.
4. Set specific goals for their study. Goals will hep you stay focused and monitor your progress simply sitting down to study his little value. You must be very clear about what you want to accomplish
5. Start studying when planned, you may delay starting your study because you don't like an assignment or think it is too hard. A delay in studing is called procrastination. If you procrastinate, you will find it difficult to get everything done when you need to. You may rush to make up the time you wasted getting started, resulting careless work and errors.
6. Work on the assignment they find most difficult first you must difficult assignment will require the more effort. Start with your most difficult assignment since that is when you have the most mental energy.

7. Review notes before beginning an assignment. Reviewing your notes can help you make sure you are doing an assignment correctly. Also your notes may include information that will help you complete an assignment.
8. Tell their friends not to call them during their study times. Study problems can occur if your friends call you during your study times. First, your work is interrupted. It is not so easy to get back to what you were doing and secondly, your friends may talk about things that will distract you from what you need to do. Here is a sample idea, turn off your phone during your studying times.
9. Call another students when they have difficulty with an assignment. This is the case where “two good heads are better than one”
10. Review their school work over the weekend. Weekend should be from time, but there is also time to do some review. This will help them to be ready to go on Monday morning when another school week begins (<https://www.How-to-study.com>)

## **2.2 Theoretical framework**

This study was based on three theories. These were the theory of learning, the social system theory and the pickle Jar theory of time management.

### **Learning Theory**

The learning theory involves series of studies on the factors that affect human learning. Okeke (2015) defined learning as a relatively permanent change in behavior while Cifford (2014) defined it in terms of behavior modification when he wrote that human beings are said to have learned when there is a change in their behavior from a previous state to a newer state.

There are three theories of learning according to Clifford. These are the contingently theory, Gestalt theories and the social learning theories. The contingently theory of learning is typified by the works of pavlov, Watson, Thorndike and Slanner. They emphasize the simultaneous Occurrence (side by side) of the conditioned stimulus and the unconditional stimulus for a response that naturally occur with the unconditioned stimulus to now. Conditioning in this theory, relates to reflex behavior and the operant (limited) behaviours. From conditioning theory, we derive how learning occurs. This includes contingently, repetition, extinction, spontaneous recovery, discrimination, generalizations, reinforcement, association and punishment. This theory relates to our study in that peer group members stay together (contingently or closeness) for them to influence one another's life. it is that closeness and the continuous repetition of behaviors through their association that reinforces whatever they do in terms of learning from one another.

The Gestalt theory of learning typified by the work of Jean Peagetmase a striking shift from the object to the subject. It stresses how the entire organism, without any material stimulus involves his whole self in the acquisition of learning. The human brains play a major part in this theory. The concept of perception is major in Gestalt learning model. Perception involves two major activities. These are sensation of a pattern through the senses and the mental re-organization of the pattern to form a concept or a new pattern. The works of Kohler and Clark are good examples of work in this model. This type of learning is also called" insight learning". They emphasize the significance of past experience and the power of the brain to dig out material from the sub-conscious mind and ability of the rain to reorganize materials to come up with a new material (a process of creativity).

In terms of this study, this theory emphasizes the emergence of new behaviors after a peer has observed his group member behaving in a particular way. Peer behaviors according to this theory are modifications of observed behaviors of their group members. Most of these behaviors are consciously thought of and exhibited. This tends to create group etiquette and ideology which in most cases constitute the building force of the group.

Social learning theory sets out to explain how most of our social behaviors are learnt. The theory tries to explain how we learn most established behaviors which in most cases are not consciously taught. For instance, how do we learn to dance in conformity to their complex rhythms and staccatos? How do we learn to cook? How do we learn to do most social activities that are neither included in school curriculum nor consciously designed and thought in society. Learning of this type most occur through special means. It is this that the social learning theory tries to explain.

Social learning is facilitated by observation, imitation, repetition, modeling and reinforcement. Bandura's work demonstrated how sometimes punishment serves as a deterrent simply because the observer may not like to be a victim of similar experience. The principal of practice is a strong factor in social learning. Peer group members while moving geographically observes one another, initiate behaviors that impress them and by practice also behave in similar way (learning).

The learning theory in general looks at how peer group members learn from one another that is inter-group learning pattern. Their observation and learning form one another has a great influence on their general behavior pattern. Consequently, learning theories form good backgrounds for understanding how peer group interaction may influence the academic performance of students.

## **The social System Theory**

Another theory on which this study was based is the social system theory. This is because students in the school interact in a social setting .The quality of resultant interaction between students is a function of the group social ideology. The social system theory helps us to understand the intricate relationship that exists between and within the different unit in the school, system.

This statement was put succinctly by Liphon and Hoy (1974) in Anyanwu (2015) when they observed that the conceptualization of the general system as a process help us to understand the relationship between the school and the larger environment including the school district community. The school is an example of a social system. According to Peretomode (2001:15), “A social system can be defined as a plurality of individual actors interacting with each other in a situation which has at least a physical or environmental aspect.” Every social system has people interacting with it. Consequently, a social system can be seen as an aggregation of individuals on the institutions located in various degrees of inter-dependent order.

Silver (1983) in Anyanwu (2015) simply refers to it as a system in which the component are people. He considers a system as a set of component that interacts for a purpose with a boundary that filters input and output. The school functions as a social system because it is made up of people of different status (teachers, schools and non-tutorial staff), interacting with it. From the analysis made so far, the following characteristics of a social system becomes explicit.

1. A social system consist of a group of people; students, teachers and non-tutorial staff
2. Peer groups with a school system consist a special sub-system
3. The interaction between each sub-system in the larger system influences the general behavior of the larger system.

4. The school a social system has identified geographical Location.

Since a social system is made up of people interacting with one another including the peer group, the sub-group behavior of the peer group will likely influence the general outlook and behavior of the school system. For instance, if there exist a peer group that engages in healthy academic competition, it is likely that such competition will result in good academic achievement.

### **Pickle Jar Theory of Time Management**

The pickle theory of propounded by Wright (2015). He used the analogy of an employ jar to think about how adolescents make use of available amount of time on a daily basis. Pickle Jar Theory believe in scale of preference. This implies making plans for all activities and arranging them according to the most pressing ones. If we plan our schedule, they can get for extra-curricular activities. According to the theorist this approach will make adolescents better to learn how to manage their time by using it appropriately in beneficial activities. It is of paramount importance to note that this approach prepares one to engage in specific task at a scheduled time while still having more time for activities to enjoy. Pickle Jar theory emphasizes that no time management should be without balance. He is of the view that time management balance activities one engages himself with. He is of the view that time management balance activities one engages himself with. He is of the view that adolescent should ensure that time should be first allocated to their most important needs before the less important ones.

The theory stresses that if adolescents should make time. for everything, and everything simply sits well where it supposed to be, there will be balance in time management. The theory is therefore used to offer explanation on how-in-school adolescents manage their time starting from the more important things such s attending classes, studying and doing class assignment while

the less important things like, watching home movies, playing football, attending parties and the likes should be minimized. Furthermore, time management is like keeping a diary that schedules that person's plans and activities are in place.

In line with the present study, any time fully managed leads to high productivity, for instance, in school any time well managed by the adolescent peers will result to academic achievement. On the other hand when adolescent fails to plan and manage their time well, it will lead to unproductively and poor academic achievement of the student peers. A student who spends much of his/her time in relation with peers and watching of home movies will be less able to participate in classroom learning opportunities by the time the acceptable activities among the peers, this adversely can affect the schedule peers academic achievement due to negative peers relationship. Students of some social group act or behave in order to influence one another often.

### **2.3 Review of Related Literature**

A number of related studies were reviewed. The first was the study done by Uzezi and Deya (2017). The research was designed to examine the relationship between students in some selected secondary school in Jalingo metropolis of Taraba state. The study employed a survey causal comparative research design in line with its appropriateness to research problem. A sample of 120 students comprising equal number of males and females was randomly selected from three secondary school. A 15-items questionnaire titled peer group influence assessment questionnaire and chemistry achievement test containing 50 items was administered to the students. The data were analyzed using mean, standard deviation in analyzing the research questions and T-test and Pearson's product moment correlation were used in testing the hypotheses. The result from the student showed that there is significant difference between students that belong to peer group and those that do not belong to peer group on the academic

achievement of chemistry. There was no significant difference between the academic achievement of male and female chemistry students that are involved in peer group, there is a positive and significant relationship between peer group influence and academic achievement of students in chemistry. They therefore recommended that school authority/teachers should pay attention towards encouraging peer group activities in school especially in the area of good discussion.

Another empirical study that was reviewed was that of Ajibade (2016). The research investigated the influence of peer group relationship on the academic performance of secondary school students. The study was limited to five selected secondary school in Atiba LGA of Uyo State. Three research questions and four hypotheses guided the study. A random sampling of 100 Jss students was used for the study. A 20-item structured questionnaire was used for data collection. The data collected were analyzed using percentages. The findings of the study revealed that peer group influence learning and that certain factors like the socio-economic status and parental factors determine membership in most groups. The study also found out that students are closer to their friends than to their teachers and parents concerning their academic and that parent motivator for their children peer group association.

Also reviewed was the study done by Alike(2010). the study was designed to investigate if parent and peer group of school students have any influence in the choice of career among secondary school students. The relationship between the two primary factor (parent and peer group influence) on the career choice was determined using Pearson's product moment correlate coefficient. One research question and one hypothesis were formulated to guide the study. Three research instruments were used. They are; the student occupational cluster preference scale (OCPS), Peer pressure assessment scale (PPAS) and the parental influence assessment inventory

(PIAI). The population of the study comprised 150 students in senior secondary (SS2). Result showed that there was no significant relationship between parental and peer group influence on career choice in humanities among secondary school students. It was recommended by that counselors should work directly with parent and peer, especially as regards career development with a view to enhancing the positive aspect; this may eventually improve the career development prospect of our future workers.

#### **2.4 Summary of review of related Literature**

Various literature related to this study were reviewed. These include the concept of peer group and student academic achievement. In this review, the various definition and perception of the concept of peer group were surveyed. The limiting factors of peer groups within and outside the school were surveyed. The review also highlighted how peer groups could be exploited to save the interest of the school rather than allow them to constitute themselves into trouble makers were also reviewed.

The concept of student's achievement was also explored. The various ways of making peer groups to engage in healthy academic rivalry to improve upon their academic performance and subsequently their academic achievements were also reviewed.

The social system theory, the theory of learning and Pickle Jar Theory of Time Management formed the theoretical framework of the study. Of all the literature reviewed, little or no work has been done on the influence of peer groups on the academic achievement of secondary school students in Aba North Local Government. This therefore creates a gap in knowledge that this researcher decided to embark on this study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter dealt with the research method. These are the various steps and activities to be undertaken to collect and analyze data to answer the research questions and test the hypothesis stated. This include the research design ,area of the study, population of the study, sample and sampling techniques, instrument, method of data collection and the method of data analysis.

#### **3.1 Research Design**

The design adopted for this study was the descriptive survey design. This method was adopted because it permits the collection, analysis and interaction of data to describe the character of existing objects without manipulating any variables, consequently, this design will permit the collection, presentation and analysis of data to describe the influence of peer group members on the academic performance of students in secondary school.

#### **3.2 Area of the Study**

This study was carried out in Aba North LGA of Abia state. Aba North is bounded to the North and North West by Obingwa LGA, to the South and South West by Ugwunagbor LGA, to the West by Aba South LGA. This area is a highly developed metropolitan area. The people Inhabiting the area engage in many businesses including trading, artisanship, civil service and service business , schools in the area are built in close juxtaposition with business concerns students in this area many a time go to trade at the market in the morning before going to school. Sometimes they go to market after school to hawk wares with their parents to help make ends

meet. These in many ways affect both the academic achievement and performance of the students.

### 3.3 Population of the Study.

The population for the study comprises all the SS2 Students, Male and female in eight (8) secondary schools while the sample size in LGA is 176. The population figure as distributed according to school is shown in table 3.1 below.

**Table 3.1: A Table Showing the Distribution of Student Population of Study per School.**

S/N	ITEMS	No of Students		
S/N	Name of schools	Male	Female	Total
1	Boys' Technical College I	502	_____	502
2	Boys' Technical College II	202	_____	202
3	Girls' Technical College I	_____	215	215
4	Girls' Technical College II	_____	211	211
5	Okigwe Road Secondary school	48	48	96
6	Ogbor Secondary School	64	36	100
7	Osusu Community Secondary School	183	174	357
8	Umuola Egbelu Community Secondary School	55	18	73
	<b>TOTAL</b>	<b>1,054</b>	<b>702</b>	<b>1,756</b>

**Source: Secondary Education Management Board (SEMB) Statistics unit, Date 2<sup>nd</sup> September, 2019**

### 3.4 Sample and Sampling Procedure

The sample for the study was 176. This is 10 percent of the entire population. Proportionate and systematic sampling techniques were employed in selecting the sample for the study. First the number of students selected from each school was worked out proportionally.

Finally the actual respondent in each school were selecting using stratified sampling techniques. This sampling technique was used to guide every school and students equal chances of being selected. The procedure is referred to as proportionate stratified systematic sampling techniques.

### **3.5 Instrument of Data Collection**

The instrument for data collection was developed by the researcher. It was a 20 item structured questionnaire. The instruments titled “Peer Group and the Academic Achievement of Secondary School Student’s Questionnaire (PGAASSSQ)”. It is made up of two parts A and B. Part A is the personal data section design to collect data on the person of the respondent while part B is the questionnaire proper. Part B is divided in four (4) clusters according to the number of research question asked. Items in a particular cluster were structured to collect data on a particular research question. The response option used in designing the questionnaire is the 4point ratio scales very great extend (VGE) 4 points, Great extent (GE) 3points, low extent (LE) 2points and very low extent (VLE) 1 point.

### **3.6 Validation of Instrument**

The data collection instrument was validated by researcher’s supervisor and two other experts, one of whom is in measurement and evaluation and in management and planning in the National Teachers institute, college of health, state Centre Aba. The correction and comment they made were considered in designing the final draft of the instrument. These exercise help in establishing the face and the content validity of the instrument.

### **3.7 Reliability of the Instrument**

The reliability of the instrument is 0.77 this was established using the split half method the instrument was administered to 30 students not involved in the actual study. The split half

method involving Parson's product moment (ppm) and spear man Browns prophecy formula updated were used to calculate the reliability figure which stood at 0.77. The value 0.77 showed that the instrument was highly valid and could be used for the study.

### **3.8 Administration of the Instrument**

The instrument questionnaire was directly administered to the respondents through the permission given by the principle of the participating public secondary schools to permit their student and teachers to participate in the study. The researcher administered the instrument on the respondents through personal hand delivery. Instructions on how the questionnaire will be filled were fully explained to the respondents. The researcher waited for the students to fill and complete the instrument. At the end all the instrument administered were retrieved. This method ensured 100 percent questionnaire return.

### **3.9 Method of Data Analysis**

The data collected were analyzed using mean and z- test. A mean of 2.50 (the mean of 5 percentage) scale used in designing the instrument was used to decide accepted and rejected items. The z-test conducted at 0.05 level of significance was used to test the hypothesis. All the result were presented in tables.

## CHAPTER FOUR

### DATA ANALYSIS AND RESULTS

This chapter dealt with the presentation and analysis of data collected to answer the research questions and test the hypothesis. This chapter is presented in the following order: analysis of research questions, test of hypotheses and summary of findings.

#### 4.1 Research Questions One

To what extent do peer group's influences students' academic achievement.

**Table 4.1: Result of Data Analyzed on the influence of peer groups on students academic achievement**

S/N	Items	VGE	GE	LE	VLE	TOT	$\bar{X}$	R/A
1	I and my friends study hard to be best after every examination	200	174	76	30	480	2.73	A
2	I and my friends score highly in examination because we compete within ourselves.	160	204	60	38	464	2.63	A
3	It is I and my friend that answers all question our teacher ask in the class	120	114	176	50	400	2.27	R
4	I learn so much from my friends	200	204	60	28	492	2.80	A
5	My greatest achievement in academics were motivated by my friend	32	180	76	20	508	2.89	A
	<b>Cluster Mean</b>						<b>2.66</b>	

**NOTE: R= Rejected, A= Accepted**

Result of data analysis presented in table 4.1 shows that the respondents agreed to a great extent that peer groups influence student's academic achievement. This was observed from the cluster mean which has a value of 2.66. Hence from the table 1 and my friends study hard to be best in every examination had mean 2.73 and were accepted.

I and my friends score highly because we compete with ourselves hard mean 2.63 and was accepted. It is I and my friends that answers almost all the questions our teachers asked in the class had mean 2.27 and was rejected. I learn so much from my friends had mean 2.50 and was accepted. My greatest achievement in academic was motivated by my friends had mean 2.89 and was accepted.

### Research Question Two

To what extent do peer group members influence their study habit?

**Table 4.2 Result of Data Analyzed on the Influence of Peer Group Members on Study Habit**

S/N	Items	VGE	GE	LE	VLE	TOT	$\bar{X}$	R/A
6	I and my friends study together every time	180	150	68	47	445	2.53	A
7	I and my friends have time tables for our studies	160	180	60	46	446	2.53	A
8	sometimes my friends bring difficult problems which we try to solve together	240	150	80	26	496	2.82	A
9	I and my friends sometimes try to read ahead of the teacher	260	150	72	25	507	2.88	A
10	Sometimes I and my friends read together and compare our notes.	180	195	80	26	481	2.73	A
	<b>Cluster Mean</b>						<b>2.70</b>	

Results of data analysis presented in table 4.2 shows that the respondents agreed to a great extent that peer groups influence members study habit. This was observed from the cluster mean which had a value of 2.70 from the table I and my friends study together every time had mean 2.53 and was accepted. I and my friends have time table for our study had mean 2.53 and accepted. Sometimes my friends being difficult problem which we try to solve together had mean 2.82 and were accepted. I and my friends sometimes try to read ahead of what our teacher teach had mean 2.88 and was accepted. Sometimes I and my friends read together and compare our notes had mean 2.73 and was accepted.

### Research Question Three

To what extent do peer group members influence their members' social relationships?

**Table 4.3: Result of Data Analyzed on the Influence of Peer Group on Members Social Relationship?**

S/N	Items	VGE	GE	LE	VLE	TOT	$\bar{X}$	R/A
11	I and my friends are humorous that other people want to join us	140	180	100	31	452	2.57	A
12	Other students like everyone of my friends	156	138	108	37	439	2.57	R
13	I and my friends relate well with everybody	160	165	74	44	443	2.52	A
14	All the teachers in my school like me and my friends and will always want to send us an errand	152	135	116	35	438	2.49	R
15	I and my friends respect everybody including our senior and junior	176	159	70	44	449	2.55	A
	<b>Cluster Mean</b>						<b>2.52</b>	

Results of data analysis presented in table 4.3 shows that the respondents agree to a great extent that peer groups members influence their member social relationship to a great extent. This was observed from the cluster mean which has a value of 2.52 and has between 2 and 3 upper limits of the scale weighs. From the table 1 and my friends are humorous that everybody wants to join us had mean 2.57 and was accepted. Other students like every one of my friends had mean 2.49 and was rejected. I and my friends relate well unlike everybody had mean 2.52 and was accepted. All the teachers in my school like me and my friends and will always want to send us on errand had mean 2.49 and was rejected. I and my friends respect everybody including our juniors and seniors had mean 2.55 and were accepted.

#### Research Question Four

To what extent do peer group members influence member's participation in co-curricular activities?

**Table 4.4: Result of Data Analyzed on the Influence of Peer Groups on Members Participate in Co-Curricular Activities.**

S/N	Items	VGE	GE	LE	VLE	TOT	$\bar{X}$	R/A
16	I and my friends always go out for sports	156	141	100	40	437	2.48	R
17	I and my friends do not do manual labour because we are perfect	140	144	100	43	427	2.43	R
18	I work in the school farm together with my friends	160	165	120	21	466	2.65	A
19	We take part in compound cleaning	200	180	70	31	481	2.73	A
20	We are always punctual to school and take part in checking lateness to school	220	156	80	29	485	2.76	A
	<b>Cluster Mean</b>						<b>2.61</b>	

Result of data analysis presented in table 4.4 shows that the respondent agrees to a great extent that peer groups influence student's particulate in co-curricular activities. This was observed from the cluster mean which had a value of 2.61. From the table I and my friends always go out for sports had a mean of 2.48 and were rejected. I and my friends do not do manual labor because we are prefects had mean 2.43 and was rejected. I work in the school farm together with my friends had mean 2.65 and was accepted. We take part in compound cleaning with our friends had mean 2.73 and was accepted. We are always punctual to school and take part in checking lateness to school had mean 2.76 and was accepted.

#### 4.2 Test of Hypotheses

##### Hypothesis one

**H<sub>01</sub>:** There is no significant difference between the mean rating score of Male and female students on the influence of peer group on students study happy.

**Table 4.5: Result of hypothesis test on the influence of peer group on students study habits.**

Sources	n	$\bar{X}$	SD	P	zcal	zcrit	Decision
Males	68	2.69	0.34	<0.05	1.09	1.96	Do not reject Ho
Female	108	2.63	0.38				

Result of Hypothesis test presented in table 4.5 shows that there is no significant difference between the mean rating score of male and female students on the influence of peer groups on students study habit. This was observed from the calculated of 1.09 which is less than the critical z of 1.96. From the table the mean score of the 68 male teachers was 2.69 with a standard deviation of 0.34 while the mean score of the 108 female students was 2.63 with a standard deviation of 0.38. The probability level was 0.05. The calculated z was 1.09 while the critical z was 1.96. Since the calculated z was less than the critical z the null hypothesis was not rejected.

### Hypothesis two

There is no significant difference between the mean rating score of male and female students on the influence of peer group on students study habit.

**Table 4.6: Result of Hypothesis Test on the Influence of Peer Group on Students Study Habits.**

Sources	n	$\bar{X}$	SD	P	Zcal	Zcrit	Decision
Males	68	2.68	0.28	<0.05	1.24	1.96	Do not reject Ho
Female	108	2.73	0.26				

Result of hypothesis test presented in table 4.6 show that there is no significant difference between the mean rating score of male and female students on the influence of peer group on students study habit. This was observed from the calculated z of 1.24 which is less than the

critical z of 1.96 from the table the mean score of the 68 male students has 2.68 with a standard deviation of 0.28 while the mean score of the 108 female students was 2.73 with a standard deviation of 0.26. The calculated z was 1.24 while the critical z was 1.96. Since the calculated z was less than the critical z the null hypothesis was not rejected.

### Hypothesis three

There is no significant difference between the mean rating score of rural and urban students on the influence of peer group on students social relationships.

**Table 4.7: Result Of Hypothesis Test On the Influence of Peer Group on Students Social Relationships.**

Sources	n	$\bar{X}$	SD	P	Zcal	Zcrit	Decision
Males	68	2.50	0.30	<0.05	1.19	1.96	Do not reject Ho
Female	108	2.55	0.22				

Result of hypothesis test presented in table 4.7 show that there is no significant difference between the mean rating score of male and female students on the influence of peer group on students social relationship. This was observed from the calculated z of 1.19 which is less than the critical z of 1.96. From the table the mean score of the 68 male students was 2.50 with a standard deviation of 0.30 while the mean score of the 108 female students was 2.55 with a standard deviation of 0.22 the probability level was 0.05. The calculated z was 1.19 while the critical z was 1.96. Since the calculated z was less than the critical z the null hypothesis was not rejected.

## Hypothesis four

There is no significant difference between the mean rating score of male and female students on the influence of peer group on students participated in co-curricular activities.

**Table 4.8: Result of hypothesis test on the influence of peer group on student's participation in co-curricular activities.**

Sources	n	$\bar{X}$	SD	P	Zcal	Zcrit	Decision
Males	68	2.62	0.24	<0.05	1.15	1.96	Do not reject Ho
Female	108	2.58	0.20				

Result of hypothesis test presented in table 4.8 show that there is no significant difference between the mean rating score of male and female students on the influence of peer groups on students participation in co-curricular activities. This was observed from the calculated z of 1.15 which is less than the critical z of 1.96. From the table the mean score of the 68 Male students was 2.62 with a standard deviation of 0.24 while the mean score of the 108 female students was 2.58 with a standard deviation of 0.26. The calculated z was 1.5 while the critical z was 1.96. Since the calculated z was less than the critical z the null hypothesis was not rejected.

## 4.3 Summary of Findings

Based on this study the following findings were made:

1. Peer group members influence student's academic achievement to a great extent
2. Peer group influence students study habit to a great extent
3. Peer group members influence student's social relationship to a great extent

4. Peer group member influence students participation in co-curricular activities to a great extent

5. There is no significant difference between the opinion of male and female students on the influence of peer group on:

(I) Students study habits.

(ii) Students participation in co-curricular activities.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, IMPLICATION AND RECOMMENDATIONS.

This chapter dealt with the discussion of the results of data analysis, conclusions, educational implications of the study, and limitations of the study, recommendations and suggestions for further studies.

#### 5.1 Discussion of Findings

##### **Peer Group and Academic achievement.**

The first research question sought to find out the influence of peer groups on students' academic achievements. The cluster mean to result of question one shows that peer group influences students Academic Achievements. To answer this research question five items were included in the questionnaire to help collect the needed responses. After data analysis it was observed that four of the items were accepted while one was rejected. The ones that were accepted said that the students within given peer groups study to be the best after every examination. They and their friends score highly in examination because they compete among themselves, they learn so much from their friends and that their greatest academic achievements were motivated by their friends. The item that was rejected was the one that said that they and their friends only answer all the questions asked by their teachers.

Result of hypothesis test conducted in respect of this research question showed that there was no significant difference between the mean rating scores of male and female students on the influence of peer group on students' academic achievements. This implied that both the male and female students together agreed that peer group significantly influences studies academic achievements. Since the calculated table is less than the critical table Z, null hypothesis was accepted.

This finding is supported by Uzezi and Deya (2017) who opined that peer group members are good team agent in modifying the behavior of students. Since education is defined by Gina (2012) as a process of bringing about a change in human behavior. It could then be argued that peer behavioral modifications must have academic and achievement components. It then stands to mean that in concrete terms peer group members do either positively or negatively induce some changes in the academic achievement of their friends.

### **Peer Group and Study Habit**

Research question two was asked to determine if peer group members influence the study habits of their friends. To ensure this research question and test the hypothesis contingent upon its five items were included in the questionnaire to help gather the required responses. After data analysis, it was observed that all the five items were accepted. That is, they as friends study together, they have time table with which they study together as friend, they also bring academic problems they feel are difficult and solve them together, they also try to read ahead of the teachers topics and most of the time compare their notes. All these are attributes of people with good study habits.

Results of hypothesis test conducted in respect of these research questions showed that there is no significant difference in the opinion of male and female students on the influence of peer group on students study habits. That is, the respondent have a unanimous opinion on the influence of peer group on students study habits.

These finding are in consonance with the views of a Gloser, Shelton and Bee (2010) friends at school like to move together and do all things together including studying, playing and sharing of opinions on trending issue, by so doing they positively influence one study one another's perception and approach to studying. In a study done by Okeke (2015) on peers as reinforcement to studying, it was observed that extroverted students who were not serious with

their studies gradually picked up good study habits from their friends after joining some peers in relationship and later over took their friends in academic excellence after some year. This tells tales of an enormous influence of peer relationship on students study habits.

### **Peer Group and Social Relationship**

Research questions three was posed and to find out the extent peer group relationship influences students social relationship, five items were included in the questionnaire to help elicit the needed responses. Out of the five items, three were accepted while two were rejected. The three that were accepted were that they are humorous that other students want to join their groups, every member of their group relate well with every member of their groups respected everyone in the schools including their junior students. The two that were rejected were that other students like every member of their group and that every teacher in the school likes every one of the group members to the extent that teachers will always want to send them on errands.

Results of hypothesis test conducted in respect of these research question show that the respondents have unanimous agreement that peer group influence their member's social relationship. This means that the opinions of the male and female students on the influence of peer members on students social relationship do not significant differ.

It is truism that when two or more people more and interact together there must be significant element of the behavior of our person interfering with of one or the rest of the members. Talking about social relationship with groups, kindermann (2015) sand the solidification of group behavior into a generally code of conduct within a group form what is known as a group ideology. Group ideologies translate to group norm, a rule and a way of life for every member of the socialites group. The school as a social system accommodates virtually all elements of the larger society that behavioral, attitudinal and interest influencing factors in the larger society largely in similar manner in it (Alika, 2010).

## **Peer Groups and Students Participation in Co-Curricular Activities**

The purpose of research question four was to find out the extent peer groups influence students participation in co-curricular activities. To answer this question, five items were included in the questionnaire to help get the required respondents. Out of these five items, two were rejected while three were accepted. The two that were rejected were that they and their friends always go out for sports, they do not do manual labor because they are perfect. On the other hand, the ones that were accepted were that they and their friends always work in the school farm, take part in checking lateness to school.

Results of the hypothesis test conducted to find out if there is any significance difference between the opinion of male and female students on the influence of peer groups on students participation in a co-curricular activities at school was not significant. This was observed from the value of the calculated  $z$ . However in all the mean score of the students responses showed that the peer group influences students' participation in co-curricular activities to a great extent.

The findings of this study on students going out confirms that the idea of gregariousness among students. That is, student will always want to go out in group and everything in groups. In his study, seen (2010) opined that the social affinity among students in secondary school is tenaciously inextricable that instead of school administration fighting to separate them they should rather exploit such friendly ties for the service of the school. It is human nature to always have persons of identical ideology to move out with, therefore, it is not out of place to have such instinct replaying itself in the school most of the co-curricular activities. Students will always want to go out for them, particularly when they are organized by a teacher they live.

## **5.2 Conclusions**

Based on this study, the following conclusions were drawn;

Peer group influence the academic achievements of secondary school students in so many ways both positively and negatively.

Positive influences of peer groups are very healthy and good for the school and help to move school very lively.

Peer relationship ubiquitous in schools and necessary part of human living. No one can stay completely in isolation from the other persons around him or her.

## **5.3 Implication of the Study**

The findings of this study have a number of educational implications.

One of the educational implications is that healthy peer relationship helps students to learn. It helps them to engage in healthy competitive studying and this ultimately makes them to be the best in their groups.

Many students if left on their own will likely find it difficult to form good study habit. Associating with other students who have the habit of studying on their own attracts one to begin to do so particularly when he or she is with such a studious friend. By this both friends begin to improve upon their academic achievements.

Moving together as Part of life, it is an experience in real life situation that most successful business or even marriage associates later in life started the association while in school consequently.

As students learn to read and write they need to be encouraged to form good relationships. This will help to cap the success of education in their lives.

#### **5.4 Recommendation**

Based on this study, the following recommendations were made;

School principals should exploit the positive peer relationship formations in their schools for the good service of the school. This will make the student to work vety hard as they will make know that their groups have been recognized and given responsibilities by the school authority.

School authorities should be watchful for the emergence of negative peer relationships that will likely be detrimental to the entire school and nip it into the bud before it geos viral in the school.

School authorities should even encourage student to form study groups which can even crystallize into enviable groups of association with positive competition intentions.

School authorities should carefully meddle into the activities of some peer groups to redirect them to positive ends. This will save the school from any chaos that will likely result from the negative behaviors of some groups. Teachers should encourage class group studies.

#### **5.5 Limitation of the Study**

This study had some limitations. one of these is the bad road that leads to many of the schools . The roads are so bad that the access to them was very difficult. These made the researcher to waste time and even spend so much in data collection.

Another limitation of this study was inadequacy of fund to carry out the study. As a result of the meager finances of this researcher and quest to pay her school fees, publication of this research report nearly became a fiasco. Thanks to friends and well-wishers who came to her rescue.

## **5.6 Suggestion for Further Studies**

Based on this study, the following suggestions were made for further studies.

Further studies should be carried out to on how to use peer group for positive school administrator.

Further studies should be carried out on how to identify bad students with peer groups so that group repairs will start with such people and furthermore the study should be carried out in another L.G.A.

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## **APPENDIX A**

National Teachers Institute Kaduna

College of Health Technology

Aba Center

20<sup>th</sup> September. 2019

**Dear Respondent,**

### **PEER GROUP ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS QUESTIONNAIRES**

I am a post graduate student of National Teachers institute, Kaduna. I am conducting a research on the influence of Peer Group Academic Achievement of Secondary School Students in Aba North L.G.A. The study is purely for academic purposes.

Consequently, I am soliciting for your assistance to enable me complete the study, Hence I am requesting you to respond to the attached questionnaire as objectively as you can. your responses will be taken as very confidential and will be so treated

Thanks

Yours sincerely,

Helen N. Ene Nwosibe

(Researcher)

**Section A: Personal data**

Name of school \_\_\_\_\_

Put a tick ( ) in any of the boxes below to indicate the options that best apply to you.

**Gender:** male  female

**Location of school:** Rural  Urban

**Status :** Teacher  student  principal

**Section B: Questionnaire proper**

Now respond to the items below using options

Very Great Extent (VGE), Great Extent (GE), Low Extent (LE), and Very Low Extent (VLE)

**CLUSTER A: Peer Groups on Students Academic Achievement**

S/N	Items	VGE	GE	LE	VLE
1	I and my friends study hard to be best after every examination				
2	I and my friends score highly in examination because we compete within ourselves.				
3	It is I and my friend that answers all question our teacher ask in the class				
4	I learn so much from my friends				
5	My greatest achievement in academics were motivated by my friend				

**CLUSTER B: Influence of Peer Group Members on Study Habit**

S/N	Items	VGE	GE	LE	VLE
6	I and my friends study together every time				
7	I and my friends have time tables for our studies				
8	sometimes my friends bring difficult problems which we try to solve together				
9	I and my friends sometimes try to read ahead of the teacher				
10	Sometimes I and my friends read together and compare our notes.				

**CLUSTER C: Influence of Peer Group on Member's Social Relationship**

S/N	Items	VGE	GE	LE	VLE
11	I and my friends are humorous that other people want to join us				
12	Other students like everyone of my friends				
13	I and my friends relate well with everybody				
14	All the teachers in my school like me and my friends and will always want to send us an errand				
15	I and my friends respect everybody including our senior and junior				

**CLUSTER D: Peer Groups on Members Participate in Co-Curricular Activities.**

S/N	Items	VGE	GE	LE	VLE
16	I and my friends always go out for sports				
17	I and my friends do not do manual labour because we are perfect				
18	I work in the school farm together with my friends				
19	We take part in compound cleaning				
20	We are always punctual to school and take part in checking lateness to school				

## APPENDIX B

### Test of Hypothesis on the Influence of Peer Group on Academic Achievement

	MALE STUDENTS	FEMALE STUDENTS
H <sub>01</sub>		
N	68	<b>108</b>
$\bar{x}$	2.19	<b>2.63</b>
SD	0.34	<b>0.38</b>

$$H_0 = X_m = X_f$$

$$H_4 = X_m \neq X_f$$

$$p < 0.05$$

Decision Rule: if  $Z_{cal} \geq Z_{crit}$  then reject  $H_0$

$$Z_{crit} = \frac{\bar{X}_m - X_m}{\sqrt{\frac{(SD)^2}{n_m} + \frac{(SD)^2}{n_f}}} = \frac{2.69 - 2.63}{\sqrt{\frac{(0.34)^2}{68} + \frac{(0.38)^2}{108}}}$$

$$\frac{0.06}{\sqrt{\frac{0.09}{68} + \frac{0.0576}{108}}} = \frac{0.06}{\sqrt{0.0017 + 0.001337037}}$$

$$\frac{0.06}{\sqrt{0.003037037}} = \frac{0.06}{0.055109318}$$

$$Z_{cal} = 1.088745082$$

$$Z_{cal} 1.09, \quad Z_{crit} = 1.96$$

## Test of Hypothesis on the influence of peer group on student study habit

	MALE STUDENTS	FEMALE STUDENTS
Ho1		
N	68	108
$\bar{x}$	2.68	27.3
SD	0.28	0.26

$$H_0 = \bar{X}_m = \bar{X}_f$$

$$H_4 = \bar{X}_m \neq \bar{X}_f$$

$$p < 0.05$$

Decision Rule: if  $Z_{cal} \geq Z_{crit}$  then reject  $H_0$

$$Z_{crit} = \frac{\bar{X}_m - \bar{X}_f}{\sqrt{\frac{(SD)^2}{n_f} + \frac{(SD)^2}{n_m}}} = \frac{2.69 - 2.63}{\sqrt{\frac{(0.26)^2}{108} + \frac{(0.26)^2}{68}}}$$

$$\frac{0.05}{\sqrt{\frac{0.0676}{108} + \frac{0.0676}{68}}} = \frac{0.05}{\sqrt{0.000625925 + 0.00094117}}$$

$$\frac{0.05}{\sqrt{0.001626643}} = \frac{0.05}{0.040249764}$$

$$Z_{cal} = 1.242243281$$

$$Z_{cal} 1.24, \quad Z_{crit} = 1.96$$

decision do not reject  $H_0$

## Test of Hypothesis on the influence of peer group on student social relationship

	MALE STUDENTS	FEMALE STUDENTS
Ho1		
N	68	108
$\bar{x}$	2.50	2.55
SD	0.30	0.27

$$H_0 = X_f = X_m$$

$$H_4 = X_f \neq X_m$$

$$p < 0.05$$

Decision Rule: if  $Z_{cal} \geq Z_{crit}$  then reject  $H_0$

$$Z_{crit} = \frac{\bar{X}_m - X_m}{\sqrt{\frac{(SD)^2}{n_m} + \frac{(SD)^2}{n_f}}}$$

$$\frac{0.05}{\sqrt{\frac{0.0484}{108} + \frac{0.09}{68}}} = \frac{0.05}{\sqrt{0.000448148 + 0.001323529}}$$

$$\frac{0.05}{\sqrt{0.001771677}} = \frac{0.05}{0.0420913}$$

$$Z_{cal} = 1.187893927$$

$$Z_{cal} 1.19, \quad Z_{crit} = 1.96$$

decision do not reject  $H_0$

**Test of Hypothesis on the influence of peer group on student participation in co-curriculum activities**

	<b>MALE STUDENTS</b>	<b>FEMALE STUDENTS</b>
Ho1		
N	68	108
$\bar{X}$	2.62	2.58
SD	0.24	0.20

$$H_0 = \bar{X}_m = \bar{X}_f$$

$$H_4 = \bar{X}_m \neq \bar{X}_f$$

$$p < 0.05$$

Decision Rule: if  $Z_{cal} \geq Z_{crit}$  then reject  $H_0$

$$Z_{crit} = \frac{\bar{X}_m - \bar{X}_f}{\sqrt{\frac{(SD)^2}{n_m} + \frac{(SD)^2}{n_f}}} = \frac{2.62 - 2.58}{\sqrt{\frac{(0.24)^2}{68} + \frac{(0.20)^2}{108}}}$$

$$\frac{\sqrt{0.0576 + 0.04}}{68 \quad 108} \qquad \frac{0.04}{\sqrt{0.000847058 + 0.00037037}}$$

$$\frac{0.04}{\sqrt{0.001217429}} = \frac{0.04}{0.034891678}$$

$$Z_{cal} = 1.146405168$$

$$Z_{cal} 1.15, \quad Z_{crit} = 1.96$$

Decision: Do not reject  $H_0$