

STUDENTS' PERCEPTION ON PEER PRESSURE AS CORRELATE OF STUDY HABITS IN SENIOR SECONDARY SCHOOLS, OGBOMOSO METROPOLIS, OYO STATE

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Abstract

This paper examined students' perception on peer pressure as correlate of study habits in public senior secondary schools, Ogbomoso Metropolis, Oyo State, Nigeria. The study adopted a correlational survey type of research design. The population comprised all the public senior secondary school students in Ogbomoso, Metropolis, Oyo State. The target population were all SSS II. Five (5) out of eleven (11) public senior secondary schools were selected using simple random sampling technique, while from each of five (5) selected schools, 40 public SSS II were selected through purposive sampling technique totalling 200. Two researcher developed instruments were used to collect the necessary data from the respondents. The questionnaires tagged "Peer Pressure Scale (PPS) and Study Habits Scale (SHS)". The reliability of the instruments was determined through a pilot testing. A test-re-test method was used. The data obtained were analyzed using the Pearson Product Moment Correlation Statistic and the result indicated a correlation co-efficient of 0.60 and 0.65 respectively. Frequent counts and Percentage was used to answer the research questions, while Pearson Product Moment Correlation (PPMC) statistical technique was used to test the generated hypothesis at 0.05 level of significance. The finding of this study revealed that there is High level of peer pressure among students in senior secondary schools. The finding also showed that there is Low level of study habits among students in senior secondary schools. Finally, the finding of the study showed that there is no significant relationship between peer pressure and study habits among students in senior secondary schools, Ogbomoso Metropolis, Oyo State. Recommendations were made such as counselling psychologists should use appropriate interventions such as group and individual counselling in order to help students develop and maintain good study habits and School counsellors should play a prominent and leading role in the matter of peer group influence by organizing lectures, seminars, career talk and symposiums that can create positive awareness on influence of peer pressure and students' study habits.

Keywords: *Students' perception, Peer pressure, Study habits*

Introduction

Generally, it has been observed that a group which a child belongs to could influence his/her learning, studies from various societies. A child right from infancy to adolescence stage is faced with urge to belong and to be accepted by the group. Peer relationships are common in the schools and homes and these play important roles in the realization of educational objectives among learners in Nigeria. Peers play a large role in the social and emotional development of adolescents Allen and Elhaney (2005). Their influence begins at an early age and increases through the adolescents' years, it is natural, healthy and important for adolescent to have and rely on friends as they grow and mature. A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle, 2002). On the other hand, the term "pressure" implies the process that influence people to do something that they might not otherwise choose to do. According to Hartney, (2011) peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people

belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfied, 2005).

Peer pressure is commonly associated with episodes of students involving in delinquency, drug abuse, sexual behaviours, academic competition, because this act commonly occurs in the company of peers. However, peers have both positive and negative influence. They can encourage each other to skip classes, steal, cheat, use of drugs or alcohol, or become involve in other risky behaviours. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure. Negative peer pressure may influence in various ways like joining group who drink alcohol, smoke cigarette and Indian hemp among others. It may also lead to the decision to have a boyfriend/girlfriend; Peer pressure indulges students into loitering about in the streets, watching films and attending parties during school hours, tapping as alternative to stealing which may eventually graduate into armed robbery while Peer pressure may have a positive influence and help to challenge or motivate one to do best such as good study habit, class exercise, take-home exercises, testing, academic group discussion, joins school press club, debate, and quiz completions among others(Arief & Martin, 2011).

In other words, when peer pressure makes one do things that people frown at, it is a negative peer pressure but when it is accepted one, it is positive. Operationally peer pressure is a force exert by students that is influenced by ideas, values and behaviour either positively or negatively and always associated with study habits. Crede and Kuncel (2008) defined study habits as study routines, including but not restricted to frequency of studying sessions, review of material, self-testing, rehearsal of learned material, and studying in a conducive environment. Adeyemo (2005) stated that study habits go beyond reading for pleasure; he perceived them as planned, deliberate, and consistent efforts made by students toward the understanding of their academic subjects that help in their academic achievement. Study habit is a pattern of behaviour adopted by students in the pursuit of their studies that serves as the vehicle of learning. It is the degree to which the student engages in the routines (e.g. reviews of materials, frequency of studying sessions, etc.) occurring in an environment that is conducive to studying.

In Eric Erikson's theory of "Identity versus Identity Confusion", adolescence is viewed as a developmental stage in which individuals are more susceptible to peer influence due to the shift in emotional dependence from parents to peers (Berk, 2004). Peer influence is often used to describe instances where individuals feel indirectly swayed into changing their behaviour to match that of their peers (Eder & Nenga, 2003). It can be described as the pressure exerted by a peer group in encouraging a person to change his or her attitudes, values, or behaviours to conform to their peers. Oloyede and Olatoye (2005) who reported that peer influence accounted for 0.0% of the total variance of adolescents' study habit. Olalekan (2016), it is generally observed that peer group has a lot of influence on students. This is seen from the role played by the peer group in the life and learning of a child, evidence abound that students feel more comfortable and relaxed among fellow students. A child who is brilliant and surrounded by dull friends would lose interest in learning. On the other hand, a peer group which is prone to good study habits would have positive effect on a dull member towards learning and stimulate his/her interest on learning. Olalekan (2016) wrote that the nature of a peer group determines the impact on the motivation of and achievements of its member. He further suggests that one group may have a negative study habit impact on its members while the other may have positive study habit impact on its members as well. Adeyemo and Torubelu (2008) asserted that peer influence has positive impact on students' academic achievement. Through there no is influence of peer on students' achievement in science, however, it may be that the influence of peers on students is directed towards other things outside achievement in science.

Omotere (2011) conducted a research on the influence of peer group on adolescents, selected schools in Ogun State. The findings of the study revealed that peer group could positively influence the academic activities of in-school adolescents. Bankole and Ogunsakin (2016) investigated the influence of peer

group on the academic performance of students. The finding showed that peer's relationship influence study habits as well as academic performance of students. Goethe (2001) found out that weak students do better when grouped with other weak students. It shows that student's study habits improve if they are with the students of their own kind. Sacerdote (2001) found out that grades are higher when students have unusually academically strong peers (Olalekan, 2016). Students learn about what is acceptable in their social group by "reading" their friends' reactions to how they act, what they wear, and what they say. The peer group gives this potent feedback by their words and actions, which either encourages or discourages students' attitudes towards study habits Landau (2002) submitted that students who care about learning are more likely to associate with peers who shares similar interest in learning.

Statement of the Problem

Parents, teachers, Curriculum experts have also expressed considerable concern about this poor academic performance in both internal and external examination such as school based examination, West African Examination Council among others. These groups of individuals tend to point accusing fingers on influence of negative peer pressure and poor study habits as being responsible for poor academic performance. These factors are suspected for the luring of a student into engagement in negative habits such as excessive drinking of alcohol, smoking, of Indian hemp, engagement in unhealthy sexual behaviour, cultist activities and other maladjusted behaviours that distract them from better study habits.

Izundu (2005) pointed out that some environmental variables in a home influence the learning capabilities of a child either positively or negatively and thus affect their academic performances. Some of the variables include parental socioeconomic status, level of parental supervision of children, location home, and library facility among others. Omotere (2011) conducted a research on the influence of peer group on adolescents, selected schools in Ogun State. Descriptive research methodology was used. Random sampling techniques were also adopted in selecting 150 in-school adolescents from four secondary schools in two local Government Areas of Ogun State. Questionnaire was developed to collect data. The data collected was analyzed using t-test and Pearson. The findings of the study revealed that peer group could positively influence the academic performance of in-school adolescents. Also, in-adolescent should relate with students that will influence them academically. It is in view of these concerns that this study was carried out to determine the students' perception on peer pressure as correlate of study habits in public senior secondary schools, Ogbomosho Metropolis, Oyo State

Purpose of the Study

1. Find out the level of peer pressure among students in public senior secondary schools, Ogbomosho Metropolis, Oyo State
2. Find out the level of study habits among students in public senior secondary schools, Ogbomosho Metropolis, Oyo State
3. Determine the relationship between peer pressure and study habits among students in public senior secondary schools, Ogbomosho Metropolis, Oyo State

Research Questions

The following research questions were raised to guide the conduct of this study:

1. What is the level of peer pressure among students in public senior secondary schools, Ogbomosho Metropolis, Oyo State?
2. What is the level of study habits among students in public senior secondary schools, Ogbomosho Metropolis, Oyo State?
3. What is the relationship between peer pressure and study habits among students in public senior secondary schools, Ogbomosho Metropolis, Oyo State?

Research Hypothesis

This null hypothesis was formulated and tested in the study.

H₀₁: There is no significant relationship between peer pressure and study habits among students in public senior secondary schools, Ogbomosho Metropolis, Oyo State

Methodology

The research design adopted for this study was descriptive survey of the correlational type as it seeks to assess the relationship between peer pressure and study habits among students in senior secondary schools, Ogbomosho Metropolis, Oyo State. According to Stangor (2004), correlational design is appropriate for measuring such complexities of the pattern of relationships that exists between or among measured variables. Correlational research design was preferred in this study because the design is capable of looking at the relationship between or among two or more variables. This enabled the researcher to ascertain the extent to which variations in one variable were related to variations in another variable.

The population comprised all public senior secondary school students in Ogbomosho Metropolis, Oyo State. The target population was all SSS II. Five (5) out of eleven (11) public senior secondary schools were selected using simple random sampling technique, while from each 5 selected schools, 40 public senior secondary school two students (SSS II) were selected through purposive sampling technique totalling 200. Two researcher developed instruments were used to collect the necessary data from the respondents. The questionnaires tagged “Peer Pressure Scale (PPS) and Study Habits Scale (SHS)”. The reliability of the instrument a pilot testing was done using 20 public senior secondary school students (SSS II) in Ilorin Local Government Area of Kwara State. A test-re-test method was used. The data obtained were analyzed using the Pearson product Moment Correlation Analysis. The result of Peer Pressure Scale (PPS) indicated a correlation co-efficient of 0. 60, while the result of Study Habits Scale (SHS) indicated a correlation co-efficient of 0. 65. The questionnaire has three sections: A, B and C. Section A contains items on demographic of the respondents. Section B contains 15 items on Peer Pressure Scale (PPS) with a four-point rating scale of Very High = (VH), High = (H), Low = (L), and Very Low = (VL). Section C also contains 15 items that elicits information on the Study Habits Scale (SHS) which placed on a four-point rating scale of Very High = (VH), High = (H), Low = (L), and Very Low = (VL) respectively. Frequency counts and Percentage were used to answer the two research questions while the Person Product Moment Correlation (PPMC) statistical technique was used to test the generated hypothesis at the significance level of 0.05.

Results

Research Question 1: What is the level of peer pressure among students in senior secondary schools, Ogbomosho Metropolis, Oyo State?

Table 1: the levels of peer pressure among students in senior secondary schools, Ogbomosho Metropolis, Oyo State

S/N	Range of scores	percentage	Decision
1	1 – 15	17.5%	Very Low
2	16 – 30	20%	Low
3	31 – 45	35%	High
4	46 – 60	27.5%	Very High

Table 1 revealed that out of 200 participants in the study 55(27.5%) had Very High level, 70 (35%) had High level, 40(20%) had Low and 35 (17.5%) had Very Low level of peer pressure. This implies that there is High level of peer pressure among students in senior secondary schools, Ogbomosho Metropolis, Oyo State.

Research Question 2: What is the level of study habits among students in senior secondary schools, Ogbomosho Metropolis, Oyo State?

Table 2: the level of study habits among students in senior secondary schools, Ogbomosho Metropolis, Oyo State

S/N	Range of scores	percentage	Decision
1	1 – 15	25%	Very Low
2	16 – 30	39%	Low
3	31 – 45	15%	High
4	46 – 60	21%	Very High

Table 2 revealed that out of 200 participants in the study 42 (21%) had Very High level, 30 (15%) had High level, 78 (39%) had Low and 50 (25%) had Very Low level of study habits. This implies that there is low level of study habits among students in senior secondary schools, Ogbomosho Metropolis, Oyo State.

Testing of Research Hypothesis

H₀₁: There is no significant relationship between peer pressure and study habits among students in senior secondary schools, Ogbomosho Metropolis, Oyo State

Table 3: correlation between peer pressure and study habits among students in senior secondary schools, Ogbomosho Metropolis, Oyo State

Variables	N	Mean	SD	Df	Cal .r-Value	Sig. (2-Tailed)	Decision
peer pressure	200	61.65	5.10	198	0.57	0.07	Not rejected
study habits	200	51.50	3.41				

P>0.05

Table 3 showed the summary of the comparison of peer pressure and study habits. The sig (2-tailed) of 0.07 is greater than 0.05 significant level at which the hypothesis was tested. This implies, therefore, that the null hypothesis is not rejected, which means that, there is no significant relationship between peer pressure and study habits among students in senior secondary schools, Ogbomosho Metropolis, Oyo State. This implies that high level of peer pressure among students does not enhance or influence the study habits among them positively in senior secondary schools, Ogbomosho Metropolis, Oyo State

Discussion

The result of hypothesis one showed that there is no significant relationship between peer pressure and study habits among students in senior secondary schools, Ogbomosho Metropolis, Oyo State. This implies that high level of peer pressure among students does not enhance or influence the study habits among them positively. The findings corroborated Oloyede and Olatoye (2005) who found that peer influence accounted for 0.0% of the total variance of adolescents' study habit. Contrarily, the results of this research do not support the finding of Adeyemo and Torubelu (2008) who found that peer influence has positive impact on students' academic achievement. Though there no is influence of peer on students' academic achievement, however, it may be that the influence of peers on students is directed towards other things outside academic achievement.

This finding is also in disagreement with Zimring (1998) who found that peer influence is the primary contextual factor contributing to student's tendency to make risky decisions. As supported by landau (2002) who found that students who care about learning are more likely to associate with peers who

shares similar interest in learning. Oni (2010) found that adolescents begin to break away from their families and try out different roles and situations to figure out who they are and where they fit into the world. They spend more time with their friends and less time with their families. They join different peer groups and identify themselves with these groups by participating in their activities in order not to be rejected. Also, Okorodudu (2013), found that peer influence has much impact on adolescents' behaviour than any other factor. Okorodudu further observed that adolescents' interaction with their peers are direct and much more powerful than the influence of counsellors, teachers and other significant figures. Peer pressure has a great influence on adolescent behaviour and reflects young people's desire to fit in and be accepted by others (Bern, 2010). Peer pressure is also known as peer influence, and it involves changing one's behaviour to meet the perceived expectation of others (Burns and Darling, 2002). In general, most teens confirm to peer pressure like music, clothing or hair styles.

Conclusion

This study obviously provides empirical evidence that peer pressure is not the main factor affecting students' study habits especially in senior secondary schools in Ogbomoso Metropolis, Oyo State, Nigeria which is the target population. Researchers should therefore try to conduct more researches to really unravel those factors or variables that account for significant variance in students' study habits. Such variables could be level of parents' education, availability of learning materials among others. However, this study revealed that there is High level of peer pressure among students in senior secondary schools. The study also showed that there is Low level of study habits among students in senior secondary schools, Ogbomoso Metropolis, Oyo State. Finally, the finding of the study showed that there is no significant relationship between peer pressure and study habits among students in senior secondary schools, Ogbomoso Metropolis, Oyo State. This implies that High level of peer pressure among students does not enhance or influence the study habits among them positively.

Recommendations

Based on the findings of the study, the following recommendations are made.

1. Counselling psychologists should use appropriate interventions such as group and individual counselling in order to help students develop and maintain good study habits.
2. Parents, teachers and school administrators should create conducive learning environment for students to engage in good study habits at home and in school.
3. School counsellors should play a prominent and leading role in the matter of peer group influence by organizing lectures, seminars, career talk and symposiums that can create positive awareness on influence of peer pressure and students' study habits.
4. Teachers should have greater supervision and monitoring on students while they are in school to ensure better type of peer among them all.

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