# PARENTS, TEACHERS AND PUPILS' ATTITUDES TOWARDS PEER-GROUP INFLUENCE ON PUPILS' ACADEMIC PERFORMANCE IN SELECTED HIGH SCHOOLS OF SESHEKE DISTRICT, ZAMBIA

BY

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# AUTHOR'S DECLARATION

I, **MOOLA IKAKENA**, do declare that this dissertation is a representation of my own work, that it does not incorporate any published materials from other dissertation and has not been previously submitted for a degree at the University of Zambia or any other University.

Signed: …………………………………………………………..

Date: …………………………………………………………….

# CERTIFICATE OF APPROVAL

This dissertation of **Moola Ikakena** is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Sociology of Education of the University of Zambia.

Signed: …………………………………….. Date: …………………………….

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# DEDICATION

To my wife Monde Likando, my late father Godfrey Moola, my mother Monde Sikwibele and all my clan.

# ACKNOWLEDGEMENTS

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# LIST OF ACRONYMS

FGDs        :        Focus Group discussions

MoE         :        Ministry of Education

OVC         :        Orphans and Vulnerable children

PTA         :        Parents and Teachers' Association

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# ABSTRACT

The purpose of the study was to establish parents, teachers and pupils' attitudes towards peer-group influence on pupils' academic performance in selected high schools of Sesheke district. The objectives of the study were: to establish the attitudes of parents, teachers, and pupils towards Peer-group influence on pupils' academic performance; to investigate measures that parents and teachers should take to minimize negative effects of peer-group influence on pupils' academic performance; to investigate pupils' views about parents' and teachers' attitudes towards peer-group influence on academic performance and to examine factors that make pupils vulnerable to peer-group influence on their academic performance.

A descriptive survey design was used for this study. The descriptive survey design was chosen because the study is concerned with attitudes. The target population for the study comprised all parents, teachers and pupils in the selected two high schools of Sesheke district. A sample total of 120 respondents was selected. It consisted of thirty (30) parents, thirty (30) teachers, and sixty (60) pupils.

The study followed Kerlinger's generalization of attitudes. People's attitudes towards peer-group influence on pupils' academic performance can either be those of traditionalism or progressivism. The theory suggests that some people's attitudes are generally conservative (traditional) while those of others are liberal (progressive).

Data was collected using a questionnaire, interviews and Focus Group Discussions (FGDs). The questionnaire was administered to the teachers, interviews were held with the parents while Focus Group Discussions (FGDs) were carried out with the pupils. The study largely used the qualitative method. Data analysis was done qualitatively through categorization and coding of themes. Quantitative data was presented in percentages or frequency tables using a hand scientific calculator.

The findings of the study revealed that: attitudes of both parents and teachers towards peer-group influence on pupils' academic performance were negative while those of pupils were positive; counselling of peer-groups by teachers, parents and some of their peers was the best way of minimizing negative effects of peer-group influence on pupils' academic performance, pupils' views about parents' and teachers' attitudes towards peer-group influence on pupils' academic performance was negative and that poverty was a major factor that made pupils vulnerable to peer-group influence on pupils academic performance.

## CHAPTER ONE

## INTRODUCTION

### 1.0    Introduction

This chapter reviews the background of peer-groups and how attitudes develop.  It also presents the statement of the problem, purpose and objectives of the study, research questions, significance of the study, theoretical framework, delimitation and limitation of the study, and lastly, the chapter looks at operational definitions.

### 1.1    Background

The family, peer-groups, schools and the mass media are important agents of socialization (Kroehler and Houghes, 2008).  And out of these agents of socialization, the peer-group exerts the most powerful social influence on the child (Schaefer, 2005).  According to Datta (1984) peer-groups are a springboard of pupils' behaviour especially at the adolescence stage both in rural and urban areas.  He goes on to say that such influence interferes with the academic performance in school depending on the behavior and values of the group or type of friends the pupils find themselves with. Although such studies have shown how peer-group influences pupils in as far as socialization is concerned, little has been done to find out people's attitudes towards such happenings.  Attitudes have a bearing on performance and they very much determine a variety of individual behaviors (Summers, 1964).

As emotions, cognitive and social development grow, attitudes also develop.  Attitudes develop through a variety of ways.  They can be passed on to learners by parents, teachers or peers.  One can also acquire his/her own attitude in an effort to adjust and cope with the environment because they are developed in order to protect one's self esteem and express one's fundamental values (Evans, 1972).

Studies have also shown that effects of peer-groups are central to many important issues facing higher and lower education within the educational system.  The peer-group can be a

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source of harassment as reported in some countries like Japan where bullying in schools is a constant fact of life which humiliates other pupils and affects their academic performance in the long run (Schaefer, 2005). Peer-group influence can bring in sexual relations before marriage, especially to pupils that join in bad subcultures in schools. Surveys indeed have shown that through peer pressure, activities such as alcohol abuse, graffiting, vandalism, drug abuse, truancy and many others affect pupils' academic performance (Liski, 1987). Most of these studies seem to have concentrated on the extrinsic effects of peer influence, leaving out intrinsic ones (namely attitudes) which also have a bearing on performance. It is better to strike a balance when dealing with the situation of peer-group influence on academic performance as doing so will bring a better solution to the problem.

Unlike other writers who concentrate on the negative influences, Cobb (2007) points out that peer-group influence has numerous positive aspects on pupils' learning. He says that the interactions among peers are normal and an essential part of the learning process that influence the life-long learning habits of pupils. The potential effects of peer relationship are reciprocal. Some pupils are more receptive than others. On one extreme for example, is the pupil who values and seeks peer input on every decision. On the other is the social isolate who avoids interaction in and out of the classroom. Therefore, the family, which are parents, must be prepared if it is to regenerate itself to take over the adolescents to check their early social sophistication (Coleman, 1963), so do the teachers, because the school effectiveness depends largely on how the school collaborates with the parents. Where there is rapport between the school and the parents, the latter would help the school in several ways (MOE, 1996 and Kelly, 1999).

Most studies have shown that peer group influence brings a lot of negative effects on pupils' academic performance than positive ones (Gidden, 2010). Since the peer-group seems to take an upper hand as an influencing factor in undesirable activities, this makes it harmful to

education. The academic performance among pupils may decline if not well taken care of by parents, teachers and pupils themselves. Hence the situation should be looked at from both the extrinsic and intrinsic aspect. A lot has been said and pointed out about the negative nature of peer-group influence (Cobb, 2007; Schaefer, 2005) but little has been done on attitudes, hence this study sought to establish parents', teachers' and pupils' attitudes towards peer-group influence on pupils' academic performance in selected high schools of Sesheke district.

## 1.2 Statement of the problem

A lot has been written about bad effects of peer-group influence on pupils' academic performance (Schaefer, 2005; Datta, 1984). Most of the studies on the subject mainly dealt with the effects of peer-group influence on academic performance, but little has been done on the attitudes which are also a factor and a determinant of the variety of individual behaviors and performances (Summers, 1964). Attitudes can be passed on to learners by parents, teachers or peers. Hence this study sought to establish the attitudes of parents, teachers and pupils towards peer-group influence on pupils' academic performance in selected high schools of Sesheke district.

## 1.3 Purpose of the study

The purpose of this study was to establish parents', teachers' and pupils' attitudes towards peer-group influence on pupils' academic performance in selected high schools of Sesheke district.

## 1.4 Objectives

The objectives of the study were:

1. to establish the attitudes of parents, teachers and pupils towards peer-group influence on pupils' academic performance;

2. to investigate measures that parents and teachers should take to minimize negative effects of peer-group influence on pupils' academic performance;

3. to investigate pupils' views about parents' and teachers' attitudes towards peer-group influence on academic performance, and

4. to examine factors that make pupils vulnerable to peer-group influence on their academic performance.

## 1.5 Research questions

1. What are parents, teachers and pupil's attitudes towards peer-group influence on pupils' academic performance?

2. What measures should parents and teachers' take to minimize negative effects of peer-group influence on pupils' academic performance?

3. How do pupils view their parents and teachers' attitudes towards peer-group influence on pupils' academic performance?

4. What factors make pupils vulnerable to peer-group influence on their academic performance?

## 1.6 Significance of the study

It is hoped that the study would determine parents, teachers and pupils' attitudes towards peer group influence on pupils' academic performance. The establishment of such attitudes might in turn help in finding better ways of enhancing pupils' learning. The study may also find ways of minimizing the adverse effects of peer-group influence on the academic performance of pupils which will be of value to educational planners and implementers. Lastly, the study findings will add to the existing literature on peer-group influences on education.

## 1.7    Theoretical framework

The study followed Kerlinger's generalization of attitudes. People's attitudes towards peer-group influence on pupils' academic performance can either be those of traditionalism or progressivism. These are the two attitudinal generalizations which explain people's complex thinking regarding attitudes (Bunch, 1997).

The author defines traditionalism as a "set of educational beliefs that focus on ultimate truths and principles, the intellectual aspects of standards of education subject matters, spiritual and moral values, and tradition discipline as the authority." He further define progressivism as a "set of educational belief that is chaterized by emphasis on the needs of interest of the child, the freedom of the child and the teacher, permissiveness, life experiences as educative, quality of teacher and student, democratic citizenship, physical, emotional and social development. Thus, education of the whole child. (Kerlinger, 1984:23).

The theory suggests that some people's attitudes are generally conservative (traditional) while others are liberal (progressive). In relation to attitudes Summers (1964) found out that attitudes have a bearing on performance and they very much determine a variety of individual behaviours. Hence it will depend on whether one is conservative or progressive to determine one's attitude.

## 1.8    Delimitation of the study

The study was conducted in two selected high schools of Sesheke District in Western Province.

## 1.9    Limitations of the study

Since the attitude of an individual is inferred from his/her behavior and cannot be measured as directly as skills and concepts, the task of assessing teachers, parents and pupils' attitudes towards peer-group influence was not an easy one. In order to assess parents, teachers and

pupils' attitudes the researcher relied on clues from parents, teachers and pupils' responses to the questionnaires, interview schedules and Focus Group Discussions (FGDs)

The second limitation of the study was lack of adequate literature on Zambia about peer-groups. Lastly since the study covered only two high schools in Sesheke district its findings cannot be generalized to many other institutions in the country although it will be useful for future comparative studies.

## 1.10     Operational definitions of terms

| | |
|---|---|
| Academic performance: | One's level of competence in school subjects. |
| Academic subculture: | This is a peer-group found in schools which is more of an academic nature and performs well in studies. |
| Delinquent subculture: | Sometimes known as anti-school, this is a peer-group in a school that is deviant to the school-based norms. |
| Fun subculture: | This is a peer-group found in schools which is more for sports activities, fun and willing to study. |
| Peer-group: | A social group, consisting of people who are almost equal in such respects as age, education, or social class. |
| Peer-pressure: | Refers to the influence that peers can have on each other. |
| Significant other: | Refers to an individual who is most important in development of the self, such as a parent, friend or teacher. |

# CHAPTER TWO

# LITERATURE REVIEW

## 2.0    Introduction

This chapter reviews literature related to attitudes held by various groups of people regarding peer-group influence on pupils' academic performance.

## 2.1    Attitudes

Summers (1964) views attitudes as the underlying disposition which enters along with other influences into the determination of a variety of individuals' behavior directed towards an object or class of objects including statements of belief or feeling about an object and approach-avoidance actions with respect to it.

Attitudes develop through a variety of ways.  They can be passed on to learners by parents, teachers or peers.  One could also acquire own attitudes in an effort to adjust and cope with his/her environment because they are developed in order to protect one' self-esteem and express one's fundamental values. Evans (1972) argues that in the early stages of development, thoughts, attitudes, beliefs, feelings and emotions can be modified by new experiences.  Later, their organization may become inflexible and stereotyped, usually because we have been encouraged over a period of time to react in standard ways to particular events.

Furthermore, Orton (1991) notes that the differences in attitude are a result of one's perception of the usefulness of the subject in the shaping of one's future career not the difficulty.  Hence the significant others, namely, teachers and peers have a great influence on academic performance.  Kroehler and Houghes (2008) established that teachers' labels have diverse effects on this self concept of academic ability.  Thus pupils that the teacher labels "bright" will believe they know everything, while those labeled "dull" lose hope of passing

in that particular subject. This is the same scenario with the peer-group. A pupil may be noted to be in a bad peer-group and because of this he/she might be labeled a bad pupil which in turn may adversely influence his/her academic performance.

## 2.2 Peer-group attitudes

Schaefer (2005) puts peer-group in general as a group of equals. But sociologists apply it to groups made up of persons who are of the same age and often to a group of children or of adolescents. They play a normal part in the process of socialization as they provide experiences to those who are growing up, types that are not available in their own families. And according to (Laverne, 1996:12) "a peer-group is a primary group composed of individuals of roughly equal age and social characteristics." All in all, when most sociologists talk of peer-groups they refer to adolescents although this can be referred to other groups. Peer-groups focus most on the subculture in which they find themselves. Giddens (2010) outlines three types of subcultures that are found in schools thus; academic subculture, fun subculture and the delinquent subculture. Peer-groups are the most potent influence on the adolescents' day-to-day behavior in school, in such things as: how much time they spend on homework, whether they enjoy coming to school each day, and how they behave in the classroom (Diailly, 1992).

Peer-group influence on pupils' academic performance is very great. Schaefer (2005) says that peer effects are central to many important issues facing higher and lower educational institutions.

### 2.2.1 Values of peer-groups

Peer-groups have values with which they associate themselves either in school or outside school Kelinger (1984:488) says that:

*a value in a culturally weighted preferences for a thing or things,*

*for people, for institution, or some kind of behavior…… values*

*have also been defined as very inclusive general attitudes simply*

*put, values express the 'good' the 'bad', the 'shoulds', the*

*'oughts' of human behavior, values put things and behaviours on*

*an approval-disapproval continuum.*

Values even more than attitudes imply choice. Giddens (2010) outlines the types of subcultures that are found in schools as the academic subculture this group is more for academic pursuits and is willing to study; the fun subculture which is less academic and more for sports activities and lastly the delinquent subculture which is anti-school and whose members manifest deviance and act contrary to school based norms. It has been observed also by most researchers that pupils in the delinquent subculture spent most of their time watching television and internet watching movies and less on learning hence slowing the strength in academic performance (Cobb, 2007).

Pupils value what they do in their peer-group and they tend to understand them more than what parents and teachers tell them to do. They are more comfortable in their peer-group (Kay, 1975; Ezewu, 1983). One of the studies done in schools in Australia, Chile, Norway and Swaziland showed that the educational programme which meant to emphasise ways to discourage alcohol among students aged 11 to 13 years in these four countries were only successful when they brought in peer-led facilitators to do this programme (Grand and Perry, 1993). This shows that the peer-groups accept their fellow friends in what they do. They value more what their age groups tell them concerning what to do or not to do. Values might be good or bad hence, what are the attitudes of parents and teachers towards this? When pupils indulge in bad behavior at school they get poor academic performance and when they portray good behaviour they get good results. Hence the need to have measures by parents

and teachers as well as pupils to deliver good values towards peer-groups. Gnagey (1960) testifies to this when he says that adolescent pupils who have deviated from the norms of classroom behavior do influence the perception and learning performance of their classmates.

## 2.3    Parents and Peer-Groups

Crystal and Stevenson (1991) show that American parents have low expectations and unclear evaluation of children performance.    No clear norms or guidelines exist in the area of academic achievement.   In contrast, Asian parents have very strict criteria of establishing high standards for their children.   Summers (1964) says that attitudes are underlying disposition which enter along with other influences to the determination of a variety of individual behavior which is directed towards an object or class of objects including statements of belief and so on.   As peer-group stands it is one of the major factors of influence to academic performance, hence parents must be prepared if it is to regenerate itself to take over the pupils to check their early social sophiscation (Coleman, 1963).   So do the teachers because the school effectiveness depends largely on how the school collaborates with the parents (Kelly, 1999).

Peer-group influence can bring in sexual relations before marriages, especially to those groups that join in bad subculture in schools. Surveys indeed have shown that early marriages occur probably because of pressure from the cultural setting but this is mainly from peer pressure (Liskin, 1987).  Not only does peer-group influence early marriages, but it is a spring board of alcohol abuse, graffiti, vandalism, drug abuse, truancy and so on which might affect pupils' academic performance in schools.  Families differ hence attitudes of parents should be focused on positive deeds in which their children should find themselves. Many researches have indicated that children from nuclear families perform better in school than children from the compound or polygamous families (Ajala and Lyiola, 1988).  The following reasons are responsible for this:

- The children have more time for their studies in most cases because there are less people to send them on errands. The reverse is the case in a polygamous family.

- Children from polygamous and broken homes have a tendency to be social deviants due to lack of adequate supervision and care.

Peer-group is the main source of influence, be it in Europe, Africa or indeed in Zambia as a country. Pupils find solace in groups they find themselves in. Hence the education system requires the active participation of parents in order for it to yield the necessary results. Parents are key education stakeholders and this demands that they know what developments are taking place in school (MOE, 1996 and Kelly, 1999). Parents should take this seriously as most studies have shown that as a child grows older, the family becomes somewhat less important in social development.

## 2.4     Peer-group and academic performance in school

The peer-group exerts the most powerful social influence on the child. It is also found out that peer effects are central to many important issues facing higher and lower education within the educational system (Schaefer, 2005). Peer-groups may be an important factor influencing study habits, working aspiration and life goals (Allen, McManus and Russel, 1999). Peer group can be a source of harassment as well as support. This problem has received considerable attention in Japan where it is reported that bullying in school is a constant fact of life which humiliates other pupils and adversely affect their academic performance (Schaefer, 2005).

Cobb (2007) points out that peer-group influence on pupils learning in an academic environment can be of various types. The interaction among peers is normal and is an essential part of the learning process that influences the life long learning habits of pupils. The potential effects of peer relationship are reciprocal. Some pupils are more receptive than

others. On one extreme for example, is the pupil who avoids interaction in and out of the classroom. Students may learn better when in the company of other strong pupils. Peer groups have significant impacts on pupils' achievement depending on the magnitude of peer influences.

A lot of surveys on peer-group influence have shown that there are more negative outcomes of peer groups than positive ones. Datta (1984) shows in a survey of youths in Kamwala, Zambia (including secondary school going ones) that they were doing things that are contrary to education norms: drinking, sharing out lunch packets and so on. The other research carried by Bell (1938) shows that many adolescents engaging in certain favored leisure time activities was great indicating 83.3 percent leaving only 16.7 percent to reading. Adolescents' attitude shows negative to reading despite spending less and less time at home. Schaefer (2005 also points out that the impact of technology on socialization amongst adolescents have more time spending on watching television and other various media per day with 5.5 hours on different activities with only 44 minutes for reading. Showing also that adolescents spent less time on reading.

The peer-group is thus a source of influence all over the world, especially during adolescence, be it in rural or urban areas. Since such influence may help or impede pupils' academic achievement depending on the value of the group and the effectiveness of the mechanism for social control exercised by the group over its members (Cobb, 2007; Shaefer, 2005; Datta, 1984); there is need to establish the attitudes of parents, teachers and pupils towards peer group influence on pupils' academic performance. This is because the establishment of such attitudes might help in finding better ways of enhancing pupils' learning.

## 2.5    Teachers' attitudes

Teachers believe that children of highly involved parents are achieving up to their ability and create opportunity for them (Dially, 1992). The amount of time pupils spend on home work is related to how well they perform. Peer support is another obvious variable. Peers are the most potent influence on adolescents' day-to-day behavior in school for example, how much they spend on home work; whether they enjoy coming to school each day, and how they behave in the classroom.

Some researchers have also indicated that children from nuclear families perform better in school than children from the compound or polygamous families (Ajala and Lyiola, 1988). This is true in that their parents have more time to monitor them and have time to study because there are less people to send them on errand unlike the case in polygamous family.

Some writers have shown that teachers are parents hence that nature of parental discipline that is attached to parents is also with them. Parental discipline affects academic output of children (Aremu 2000). Parents the way they discipline their own children have been put in the category of authoritative, democratic or permissive. The way teachers would treat their pupils in those category will also affect pupils differently in academic achievement.

Aremu (2000) believe that falling level of academic achievement is attributed to teachers' non-use of verbal reinforcement strategy. Other writer have found out that attitude of some teachers to their work is reflected in their poor attendance to lessons, bad comments about pupils performance that could damage their determination, poor method of teaching affect pupils' academic performance. If this is so what are the views of pupils about teachers' attitudes towards peer-group influence on pupils' academic performance? Teachers play a vital role to education. They are one of the key education stakeholders (Kelly, 1999). Hence this demands that they know what development are taking place in schools. It is important of them to know the type of groups that are found in school. Peer-groups exist in schools

(Schaefer, 2005). Researchers have shown that pupils that are found in these groups take solace in interacting with peers and they prefer to keep longer time with them than their parents (Steinberg, 1992).

# CHAPTER THREE

# METHODOLOGY

## 3.0 Introduction

This Chapter discusses the methodology which was used in the study. It describes the research design, target population, sample size, sampling techniques, research instruments, data collection techniques and data analysis as well as explaining the issue of how ethical matters were handled.

## 3.1 Research Design

A descriptive survey design was used for this research. A descriptive survey describes the subject matter of the research. It is concerned with conditions or relationships that exist, opinions that are held, effects that are evident or trends that are developing". (Best and Kahn, 2008:118). The descriptive survey design was chosen because the study concerned with beliefs, points of view or attitudes that are held by parents, teachers and pupils towards peer-group influence on pupils' academic performance. Both qualitative and quantitative methods were used to collect data.

## 3.2 Target Population

The target population comprised all the pupils of the selected two high schools of Sesheke district, as well as all their parents and teachers.

## 3.3 The study sample

Best and Kahn (2008:13) defines a sample as "a small proportion of the population that is selected for observation and analysis." The sample for this particular study consisted of 120 respondents. These were drawn as follows: 30 teachers (i.e 15 from each of the two selected high schools), 30 parents (15 from each school community) and 60 pupils (30 from each of the selected schools).

**Table 1: Distribution of Study sample**

| School | Parents | Teachers | Pupils | Total |
|--------|---------|----------|--------|-------|
| A | 15 | 15 | 30 | 60 |
| B | 15 | 15 | 30 | 60 |
| **Total** | **30** | **30** | **60** | **120** |

### 3.3.1 Gender of Teacher respondents

In order to give the reader an idea of the profile of the teacher respondents in the study, in terms of gender, teachers were asked their gender (i.e. whether they were male or female). The responses were shown in Table 2 below.

**Table 2: Gender of Teachers**

| Sex | Frequency | Percentage |
|-----|-----------|------------|
| Male | 18 | 60 |
| Female | 12 | 40 |
| **Total** | **30** | **100** |

Table 2 shows that there were 18 (60.0%) male teachers and 12 (40.0%) female teachers.

### 3.3.2 Teacher respondents by age

In order to give readers an insight into the age profile of teacher respondents in the study, teachers were asked to state their age in the questionnaire. The profile of teachers in terms of age is manifest3ed in Table 3.

**Table 3: Teachers age**

| Age range in years | Gender | | Total |
| --- | --- | --- | --- |
| | **Male** | **Female** | |
| 21 - 29 | 3 (10.0%) | 6 (20.0%) | 9 (30.0%) |
| 30 years or above | 15 (50.0%) | 6 (20.0%) | 21 (70.0%) |
| **Total** | **18 (60.0%)** | **12 (40.0%)** | **30 (100.0%)** |

Table 3 shows that the majority of the teachers (70.0%) were aged 30 years and above while nine of them were aged between 21-29 years.

### 3.3.3 Teacher respondents by years of service

In order to give a clear picture of the profile of teacher respondents in this study, in terms of years of service, teachers were asked to state their years of service in the questionnaire. Table 4 shows the profile of teachers in this respect.

**Table 4: Teachers years of service**

| Service range in years | Gender | | Total |
| --- | --- | --- | --- |
| | **Male** | **Female** | |
| 1 – 10 | 7 (23.3%) | 8 (26.7%) | 15 (50.0%) |
| 11 and above | 11 (36.7%) | 4 (13.3%) | 15 (50.0%) |
| **Total** | **18 (60.0%)** | **12 (40.0%)** | **30 (100.0%)** |

Table 4 shows that 15 (50.0%) of the teachers had served between 1 to 10 years while the other 15 (50.0%) of them had served for 11 years and above.

### 3.4 Sampling Procedure

The study used two types of sampling procedures: the probability sampling and non-probability sampling. Teachers and pupils were sampled using probability sampling procedure and schools and parents were sampled by non- probability sampling.

In the first stage of the sampling procedure, teachers were picked based on the probability sampling category. This was a systematic random sampling procedure. The sample intervals were determined by the number of teachers in each school. Teachers' names were arranged in alphabetical order and depending on the sample intervals, a given number of respondents from the school was picked. Thus each school had 15 respondents making a total of 30 teachers who participated in this research.

In the second stage of sampling, pupils were selected from grades 10, 11 and 12 using simple random sampling. Classes were stratified into grades 10, 11, and 12. Each grade was then individually assembled into a hall where the actual participants were selected. A box containing pieces of paper written 'NO' on them and papers written ÝES' on them was passed around and each pupil picked a paper, the pupil that picked the paper written 'Yes' was sampled and considered to be representative of the particular grade. This was done to ensure that there was one representative from each of the grades.

Purposive sampling was the second procedure that was employed to select the school and parents. This procedure is a type of sampling that is based entirely on the judgment of the researcher. (White, 2005). The researcher used his own judgment on parents and schools he could easily access due to transport costs.

### 3.5    Research Instruments

The researcher employed three different types of Instruments. A self administered structured questionnaire was used to solicit information from teachers because this target group is literate. An interview schedule was designed for parents because it was feared that this target group would not be able to adequately comprehend contents of a questionnaire. Focus Group Discussion (FGD) questions were prepared for use when discussing with the pupils.

The teachers' questionnaire consisted of four sections. Section A gathered general information about the subject in the sample such as sex, age and years of service. The rest of the sections B, C and D sought to establish the attitudes of teachers towards peer group influence on pupils' academic performance, investigate measures that teachers should take to minimize negative effects of peer-group influence on pupils' academic performance and lastly, examine factors that make pupils vulnerable to peer-group influence on their academic performance.

An interview schedule was designed for parents. Interviewing entailed asking questions, listening to and recording the answers and posing additional questions to clarify or expand on particular issues. Questions were open ended and respondents were encouraged to express their opinions in their own words. The strength of this approach is that the interviews are flexible and applicable to different types of problems in that the interviewer may change the mode of questioning if the occasion demands (Patton, 1990).

Lastly, Focus Group Discussions) (FGDs) were conducted with three groups of ten (10) in each of the two schools that were selected. A Focus Group Discussion (FGD) is a form of group interview in which there are several participants in addition to the facilitator whereby emphasis is placed on the questioning on a tightly defined topic and interaction within the group for the joint construction of a meaning (Bryman, 2001).

Focus Group discussions are advantageous in that participants are able to bring to light issues related to the topic of study that they deem to be important and be able to argue (if necessary) by challenging each other's views. The number of participants varies with some writers. White (2001) says that number of participants should be between 6 – 10 and Orodho and Kombo (2002) say that the numbers of participants should be between 4 – 8. Nevertheless,

Focus Group Discussions (FGDs) offer the researcher an opportunity to study the ways in which individuals collectively make sense of a phenomenon and construct meaning around it.

## 3.6    Validity of Instruments

A pilot study was undertaken at Sichili Day High School. The teachers were subjected to a questionnaire. Parents and pupils were subjected to interviews and Focus Group Discussions (FGDs) respectively. The purpose of this was to assess the instruments to be used in the final research. Ghoshat et al (2009), assert that in face validity measures involve an attitude scale and all the items that are seen to have a common relevant thread. And Bell (1999) also assert that validity is the extent to which an instrument measures what it is supposed to meet. Therefore, before the study was conducted, the validity of instruments to be used was ascertained.

## 3.7    Data Collection Procedure

In the first place authority to carry out this research was given to the researcher by all the relevant authorities. At the two high schools authority was sought from the Headteachers. Parents were shown a letter from the University of Zambia as an identity. Data was collected between the end of October and mid January, that is,  from the third term of 2012 to the beginning of the first term of 2013.

A questionnaire was distributed to the two high school teachers and was administered in person to ensure their retrieval. Interviews were held with parents in order to obtain their attitudes towards peer-group influence on pupils' academic performance as well as other information that the interview schedule sought to obtain.

Focus Group Discussions (FGDs) were held with the pupils on issues related to the topic. These were held with grades 10, 11 and 12 pupils that were chosen for the interview.

## 3.8    Data Analysis

In this study, data was mainly analyzed qualitatively. However, some quantitative methods and techniques were applied in order to statistically interpret some data from the respondents which needed the application of quantitative techniques. Quantitative data was presented in percentage or frequency table using scientific calculator. The qualitative data was analyzed through the identification and categorization of common items from the respondent's description of their experiences. This is known as the thematic analysis of data. According to Morton (1975:335) "Thematic analysis focuses on identifiable themes and pattern of living or behaviors of respondents". The figures arrived at were analyzed with reference to the aims of study and its objectives.

## 3.9    Ethical Considerations

Ethical consideration concerns were taken into consideration in this study. No respondents were forced to participate in the research and they were all told of the confidentiality that was to be attached. All data collected during the study were kept strictly confidential and was not used for any purpose other than for the intended one.

## 4.0    Introduction

This chapter presents the findings of the study as presented by the respondents. The tables show the teachers' responses to the questionnaire. The chapter has findings from the interviews held with the parents as well; and those from the pupils' Focus Group Discussions (FGDs).

## 4.1    Findings from the teachers

### 4.1.1   Peer influence on pupils' academic performance

In order to generate data on whether peer-group influence on pupils' academic performance existed, teacher respondents were asked to state whether such influence existed or not. Their responses are represented in table 5.

**Table 5: Existence or non existence of peer-group influence on pupils' academic performance**

| Type of response | Frequency | Percentage |
|---|---|---|
| Existed | 30 | 100.0 |
| Did not exist | 0 | 0.0 |
| **Total** | **30** | **100.o** |

Table 5 above shows that 30 teachers representing (100%) indicated that peer-group influence on pupils' academic performance existed.

### 4.1.2    Whether such influence was negative or positive

In order to generate data on whether such influence was positive or negative, teacher respondents were asked to state whether peer-groups had positive or negative influence on pupils' academic performance. Their responses were as presented in table 6.

**Table 6: Whether such influences are positive or Negative**.

| Type of response | Frequency | Percentage |
|---|---|---|
| Negative | 29 | 96.7 |
| Positive | 1 | 3.3 |
| **Total** | **30** | **100.0** |

Table 6 shows that 29 teachers representing (96.7%) indicated that peer-groups had negative influence on pupils' academic performance while one teacher representing (3.3%) indicated that peer-groups had positive influence.

The teacher respondents were again asked to state reasons why peer-group influence was negative or positive on pupil's academic performance. Various responses were given for negative or positive. The 29 teacher respondents representing (96.7%) who had indicated negative responses gave the following reasons: learners tend to copy bad behaviours from their peers because of peer pressure; leads to truancy as some learners would want to find money so as to cope up with their peers; most learners who are deviant have much influence upon those that are not deviant; most peer-groups would tend to do things that are contrary to the community for experiment sake; usually peer-groups' attitudes are opposite of the required institutional norms and lastly that birds of the same feathers flock together and young minds are susceptible to negative influence or choices than positive ones.

The only teacher respondent who had positive response said that peer-group influence on pupils' academic performance tend to help each other in academic work. When one fails, the other assists.

### 4.1.3 Teachers' attitude towards peer-group influence on pupils' academic performance

One of the objectives (the first objective) of this study was to establish the attitudes of parents, teachers and pupils towards peer group influence on pupils' academic performance. In order to generate data regarding the above objective, teacher respondents were asked to state whether their attitude towards peer-group influence on pupils' academic performance was negative or positive. The results of this question are manifested in table 7.

**Table7: Teachers' attitude towards peer-group influence on pupils' academic performance**

| Type of attitude | Frequency | Percent |
|------------------|-----------|---------|
| Negative | 21 | 70.0 |
| Positive | 9 | 30.0 |
| **Total** | **30** | **100.0** |

Table 7 above shows that 21 respondents (70%) had a negative attitude towards peer-group influence on pupils' academic performance while 9 respondents (30%) had a positive attitude towards peer-group influence on pupils' academic performance.

### 4.1.4 Reasons for teachers' negative or positive attitude towards peer-group influence

In order to establish reasons for teachers' negative or positive attitude towards peer-group influence on pupils' academic performance, teacher respondents were asked to give reasons as to why they had such a negative or positive attitude. .

Various responses were given for negative and positive attitude towards peer-group influence on pupils' academic performance. The 21 teacher respondents representing (70.0%) who had negative type of attitude gave the following reasons: peer-group makes pupils not to concentrate in their academic work; it is difficult to control peer-groups as they play seek and

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hide games and that peer-groups mainly promoted bad behaviour. While the rest nine teachers representing (30.0%) who had positive attitude towards peer group said that girls tend to learn better in groups than as individuals, hence the peer-group could be a tool for advancement of girls education as long as they are advised to be in good groups of friends and lastly it is also a stage that everyone has to pass through at some point during one's development stage.

### 4.1.5 Liking for the existence of peer-group influence on pupils' academic life

In order to generate data on whether or not teachers liked the existence of peer-group influence on pupils' academic life, teacher respondents were asked whether or not they liked such existence. The results of the question are presented in table 8.

**Table 8: Liking for the existence of peer-group influence on pupils' academic life**.

| Type of response | Frequency | Percentage |
|------------------|-----------|------------|
| Yes | 10 | 33.3 |
| No | 20 | 66.7 |
| **Total** | **30** | **100.0** |

Table 8 above shows that 10 of the teacher respondents (33.3%) indicated that they liked the existence of the peer-group influence on pupils' academic life while the majority 20 (66.7%) indicated that they did not like the existence of peer group influence on pupils' academic life.

### 4.1.6 Reasons why peer-group influence is good or not

In order to generate data on the goodness or otherwise of peer-group influence on pupils' academic performance, teacher respondents were asked to give reasons why such influence was good or bad. The responses were as given in the table 9.

**Table 9: Reasons why peer-group influence is bad or good**

| Reasons why the influence is bad | Frequency | Percentage |
|---|---|---|
| It spoils those whose judgment is poor | 2 | 6.7 |
| Teenagers usually prefer spending their own time for leisure with own peer-group than studying | 9 | 30.0 |
| It generates bad attitudes towards school because of peer pressure since most peer-groups are deviant | 3 | 10.0 |
| It affects peers' academic life negatively | 4 | 13.3 |
| It has destroyed the future of many pupils in school as well as in the community | 2 | 6.7 |
| **Reasons why the influence is good** | | |
| It gives pupils an opportunity to learn from each other | 5 | 16.7 |
| It is from these interactions that they discuss positive issues of education | 2 | 6.7 |
| It moulds the child into responsible being by letting them experience and testing what is good and bad on their own. | 2 | 6.7 |
| No response | 1 | 3.3 |
| **Total** | **30** | **100.0** |

Table 9 shows nine teachers indicated teenagers' preference to stay with their peer during their spare time instead of studying; four teachers said peer-group affected peer academic life negatively and three teachers said peer-groups' generation of bad attitudes towards school as being among the reasons that made peer-group influence bad. It also shows the following as reasons that made peer-groups good: giving pupils an opportunity to learn from each other (five respondents); affording pupils chance to discuss positive issues of education (two respondents), and moulding children into responsible beings by letting them experience things on their own (two respondents).

### 4.1.7 Measures of minimizing bad peer-group influence on pupils' academic performance

In order to generate data on measures of minimizing bad peer-group influence on pupils' academic performance, teacher respondents were asked to indicate the best statement from the given statements for minimizing peer-group influence. The results are given in table 11.

**Table 10: Teachers' suggested measures of minimizing bad peer-group influence**

| Response | Frequency | Percentage |
|---|---|---|
| Counselling of peer-groups by teachers only. | 3 | 10.0 |
| Counselling of peer-groups by Parents only | 3 | 10.0 |
| Counselling of peer-groups by teachers, parents and some of their peers. | 20 | 66.7 |
| Counselling of peer-groups by counselling teacher only | 4 | 13.3 |
| **Total** | **30** | **100.0** |

Table 10 above shows that the majority of the teachers 20 (66.7%) indicated that counselling of peer-groups by teachers, parents and some of their peer was the best way of minimizing bad peer-group influence while four of them indicated that counselling of peer-groups by counselling leaders was the best way of minimizing bad peer-group influence. The rest of the responses were as shown in the table.

### 4.1.8 Administration and teachers' meetings to discuss ways of minimizing negative peer-group influence on pupils' academic performance.

In order to generate data on whether the administration and teachers ever met to discuss ways of minimizing negative peer-group effects on pupils' academic performance, teacher respondents were asked to indicate if they did so. The results were as represented in Table 11.

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**Table 11: Whether the administration and teachers held meetings to discuss ways of minimizing negative peer-group effects on pupils' academic performance.**

| Type of response | Frequency | Percentage |
|---|---|---|
| Yes | 16 | 53.3 |
| No | 14 | 46.7 |
| **Total** | **30** | **100.0** |

Table 11 shows that 16 (53.3%) of the teachers indicated that they sat with the administration to discuss ways of reducing negative effects of peer-group influence on pupils' academic performance while 14 (46.7%) of them said they did not sit to discuss such ways.

### 4.1.9    Suggested ways of stopping or reducing negative peer-group influence

In order to generate data on ways of stopping negative peer-group influence on pupils' academic performance, teacher respondents were asked to indicate such ways. The results were represented in Table 12.

**Table 12:  Suggested ways of stopping or reducing negative peer-group influence on pupils' academic performance**

| Indicated  Ways | Frequency | Percentage |
|---|---|---|
| Having careers master talk every term | 2 | 6.7 |
| Using class/subject teachers to counsel pupils on daily basis | 1 | 3.3 |
| Inviting the Parent Teachers Association (PTA) every term to talk to pupils on the dangers of negative peer-group influence | 4 | 13.3 |
| Giving challenging tasks to the learners so that they devote much of their time on academic issues | 3 | 10.0 |
| Encouraging effective dialogue among the teaching staff, counsellors and parents/guardians | 6 | 20.0 |
| No suggestions | 14 | 46.7 |
| **Total** | **30** | **100** |

Table 12 shows that encouragement of dialogue amongst the teaching staff, counsellors and parents/guardians was the most effective way of stopping or reducing negative per-group influence on pupils' academic performance. This was indicated by six of the teachers.

Other suggestions were inviting Parent Teachers Associations to give talks on the dangers of peer-group influence represented by four as well as giving challenging tasks to learners to make them be devoted to academic issues presented by three teachers.

### 4.1.10  Importance of involving parents in discussions concerning peer-group influence on pupils' academic performance

In order to generate data on the importance of involving parents in discussions on peer-group influence on pupils' academic performance, teachers were asked to indicate whether this was so or not. The results were as in Table 13.

**Table 13:  Whether involvement of parents in discussions about peer-group influence on pupils' academic performance is important or not important**

| Type of response | Frequency | Percentage |
|---|---|---|
| Important | 30 | 100.0 |
| Not important | 0 | 0.0 |
| **Total** | **30** | **100.0** |

Table 13 shows that 30 (100%) teachers indicated that it was important to involve parents in discussing peer-group influence on pupils' academic performance.

### 4.1.11 Whether schools involved parents in discussions regarding peer-group influence on pupils' academic performance

In order to generate data on whether the school involved parents in discussions concerning peer-group influence, teachers were asked to indicate whether this was so. The results were as shown in Table 14.

**Table 14: School involvement of parents in discussions regarding peer-group influence.**

| Type of response | Frequency | Percentage |
|---|---|---|
| Yes | 16 | 53.3 |
| No | 14 | 46.7 |
| **Total** | **30** | **100** |

Table 14 shows that 16 (53.3%) of the teachers said that their school had involved parents in discussions while 14 (46.7%) of them said that they did not involve parents in such discussions.

### 4.1.12 Parents' reported suggestions of stopping or reducing peer-group influence on pupils' academic performance

In order to find data on parents' suggested ways of reducing peer-group influence on pupils' academic performance, teacher respondents were asked to mention the suggestions that parents made regarding this matter. The suggestions were as shown in Table 15.

**Table 15:** Parents' suggested ways of stopping or reducing peer-groups influence on pupils' academic performance

| Suggestion | Frequency | Percentage |
|---|---|---|
| Pupils should have a good choice of friends rather than associate with pupils of harmful characters | 2 | 6.7 |
| Keeping pupils busy in school by establishing many clubs | 2 | 6.7 |
| Administrators should always involve teachers in cases of a deviant nature | 2 | 6.7 |
| Counselling peer-groups | 2 | 6.7 |
| Inviting some role models who are a product of the school to address pupils on peer-group influence | 4 | 13.3 |
| Discouraging the formation of peer-groups in schools especially the delinquent ones | 4 | 13.3 |
| No suggestions | 14 | 46.7 |
| **Total** | **30** | **100.0** |

Table 15 shows that four parents were of the view that inviting role models who attended the same school to talk to pupils would help reduce peer-group influence on pupils' academic performance while four parents were of the view that suppressing peer-groups by deviant pupils would stop peer-groups influence on pupils' academic performance.

### 4.1.13 Teachers' suggestions on how peer-group influence on pupils' academic performance should be addressed

In order to generate data on how teachers felt peer-group influence should be addressed, teacher respondents were asked to write such suggestions. The responses were as presented in table 16.

**Table 16: Teachers' suggestions on how peer-group influence on pupils' academic performance should be addressed**

| Suggestions | Frequency | Percentage |
|---|---|---|
| Encouraging learners to understand their back ground (i.e. where they came from). | 4 | 13.3 |
| Changing the negative influence into positive ones. | 10 | 33.3 |
| Forming peer-counsellors to augment the guidance departments in schools. | 6 | 20.0 |
| Encouraging independent thinking among learners | 2 | 6.7 |
| Sensitizing pupils on bad effects of group influences | 5 | 16.7 |
| Strengthening the guidance and counselling units. | 3 | 10.0 |
| **Total** | **30** | **100.0** |

Table 16 shows that the majority of teachers, 10 (33.3%) suggested that changing pupils' negative influence into positive one was the best way of addressing peer-group influence on pupils' academic performance. This was followed by six teachers who suggested that formation of school peer-counsellors to augment the work of the guidance department would be the best way to address peer-group influence on pupils' academic performance while five of the teachers suggested sensitization of pupils on bad effects of peer-groups.

### 4.1.14 Whether or not there were factors that made pupils vulnerable to peer-group influence

In order to generate data regarding the above, teachers were asked whether or not there are factors that make pupils vulnerable to peer-group influence on their academic performance. The results were as portrayed in table 17.

**Table 17: Whether or not there were factors that made pupils vulnerable to peer-group influence**

| Type of response | Frequency | Percentage |
|---|---|---|
| Yes | 30 | 100.0 |
| No | 0 | 0.0 |
| **Total** | **30** | **100.0** |

Table 17 shows that all the 30 teachers (100%) indicated that there were some factors that made pupils vulnerable to peer-group influence on their academic performance.

**4.1.15 Factors that made pupils vulnerable to peer-group influence**

In order to establish the factors that made pupils vulnerable to peer group influence, teacher respondents were asked to list some of the factors that did so. The results are presented in table 18.

**Table 18: Factors that make pupils vulnerable to peer-group influence.**

| Factors | Frequency | Percentage |
|---|---|---|
| Poverty | 8 | 26.7 |
| Technology | 4 | 13.3 |
| Not being assertive | 1 | 3.3 |
| Lack of proper guidance | 1 | 3.3 |
| Anxiety | 1 | 3.3 |
| Environment | 4 | 13.3 |
| Peer pressure | 2 | 6.7 |
| Ignorance | 1 | 3.3 |
| Community attitude towards education | 2 | 6.7 |
| Lack of role models | 2 | 6.7 |
| Teachers' attitude to pupils | 2 | 6.7 |
| Lack of parental care | 2 | 6.7 |
| **Total** | **30** | **100.0** |

The table 18 shows that eight teachers indicated poverty (26.7%) was the major factor that made pupils vulnerable to peer-group influence. This was followed by three teachers who mentioned technology and another three teachers who cited the environment.

**4.1.16. Measures that would protect pupils from being vulnerable to peer-group influence**

In order to generate data on how to protect pupils from being vulnerable to peer-group influence, teachers were asked to indicate what they thought should be done to do this. The results were as presented in table 19.

**Table 19:     Measures that would protect pupils from being vulnerable to peer-group influence.**

| Suggested measures | Frequency | Percentage |
|---|---|---|
| Sensitize pupils on the dangers of peer-group influence. | 6 | 20.0 |
| Teachers and parents to be role models in terms of their conduct or behaviours. | 4 | 13.3 |
| Guidance department in schools to be active in their counselling of pupils about the negative effects of peer-groups influence. | 8 | 26.7 |
| Government to intervene by providing economical and social support to learners from poor families. | 6 | 20.0 |
| Close monitoring of  pupils' activities both at home and at school | 4 | 13.3 |
| Keeping pupils busy by involving them in various sports, clubs and reading books. | 2 | 6.7 |
| **Total** | **30** | **100.0** |

Table 19 shows that most teachers (eight) indicated that activeness on the part of guidance departments in counselling pupils as the best suggested way of preventing pupils from being vulnerable to peer-group influence.

This was followed by six teachers who said sensitization of pupils on the dangers of peer-group influence (20%) and another six of the teachers who were of the view that government intervention by providing economical and social support to learners from poor families would be the best measure to protect pupils from being vulnerable to peer-group influence.

## 4.2. Findings from interviews held with parents

Findings from parents were done using the interview guide which had preliminaries questions that lead to the objectives of the study. When asked to indicate whether peer influence on academic performance influenced other pupils' academic performance, all the parents interviewed were quick to mention that they did. One of them had this to say:

> *In fact I have just learnt that my child was doing badly in class as compared to what he used to do in his first grades. The group that he is associating with comprise deviants. They don't want school, and have a negative attitude towards academic work. In fact I have come to learn about it when his class teacher approached me a few days ago before they closed. I was really shocked.*

Most of the parents interviewed had similar sentiments. They said that peer-groups had bad repercussions in that they played seek and hide games. As a result their children are engaged in a lot of bad things like drinking beer and coming home late. This worried the majority of the parents in the two communities and they complained very much about these repercussions.

However, some few parents argued that it was the fault of most parents when it came to their children's friends' influence on their academic performance. One parent said:

*Parents in Mwandi village have an I don't care type of attitude. What I have noticed is that just because most of the children are being paid for by non-governmental organizations and Orphans and Vulnerable Children (OVC) in Mwandi, the responsibility of caring for their children at home is not there. They don't even care what type of friends their children are engaged with. This makes them not to even check their homework after school. The influence can be there 'Yes' but it is up to us parents to advise our children.*

**4.2**.1   **Nature of peer-group influence on pupils' academic performance**

Asked whether the peer-group's influence had negative or positive effects on pupil's academic performance, most parents said that peer-groups had negative effects. They said that peer-groups usually indulge in bad things instead of concentrating on school work. One of the parents had this to say:

*Peer groups have negative effects in as far as I am concerned. I hate them and don't like them, I don't want even to see my daughter involving herself with one of the groups. Children of nowadays have gone beyond control. This technology has brought harm to our children. Once you see your child in a group, expect something bad to happen. This may be pregnancy, truancy or something else. The facebooks, pornographies are the game of the day. I really hate peer-groups.*

But a few parents argued that peer-groups have some positive effects. Children, they said, have to be given chance to have friends; since it was the only way a child could develop in the community. They stated that peer-groups gave children an opportunity to learn from each

other. It was from these interactions that they discussed positive issues of education. One parent who was a retired teacher had this to say:

> *Adolescent stage is a crucial stage and this is where peer-groups emerge from and a stage that everyone passes through at some point during one's developing stage. It's up to us parents just to monitor our children and see what type of group they find themselves in. This stage is very important for socialization, hence it should not be missed.*

### 4.2.2 Parents' attitude towards peer-group influence on their children's academic performance

Asked what their attitude was towards peer-group influence on pupils' academic performance, most parents responded that their attitude was negative towards peer-group influence on pupils' academic performance. They said that most peer-groups do not concentrate much on academic work but in activities that are anti-school norms such as beer drinking, stealing and rudeness to mention a few. They went on to say that peer-groups are difficult to control, they promote mainly bad behaviours among pupils and that they promote deviant behaviour among those that are academic orientated by persuasion and by force.

On the same issue some few parents argued that their attitudes were positive towards peer-group influence on pupils' academic performance. They said that girls tended to work very well in groups and they needed help from each other. They emphasized that the only solution to peer-group influence on pupils academic performance was that parents should monitor their children and ensure that they have good company. They further argued that the peer-group was one of the socialization agents for the adolescent to start learning their outside world apart from their own family.

### 4.2.3 Measures parents should take to minimize peer-group influence on pupils' academic performance

Asked what measures they should take to minimize negative effects of peer-group influence on pupils' academic performance, all parents talked of the need to counsel their children on the importance of school so that their children should value education. They went on to say that role models should be brought to institutions as they played a very important role of motivating children in studying hard. Their children should emulate what others achieved and what they are today. They further said that reducing pupil freedom was one of the ways of reducing negative effects so that their children are aware of the advantages and disadvantages of peer-group influence. One of the parents stated this:

> *I think sometimes it is us parents to blame because we always give much freedom and trust to our children. We tend to empower our children with unnecessary resources that give our children power and prestige even before they are supposed to have them. We as parents should reduce these resources so that our children are not exposed to them. What is the need of a child in grade 10, 11 or 12 to have a blackberry phone? Terrible! All these things bring in deviant behaviours.*

Another measure they suggested was that of enhancing effective dialogue among teachers, school counsellors and parents.

### 4.2.4 Factors that make pupils vulnerable to peer-group influence on their academic performance

With regard to whether there were factors that made pupils vulnerable to peer-groups influence on their academic performance, all the parents interviewed agreed that there were factors that made pupils vulnerable to peer-group influence on their academic performance. They cited; poverty, broken homes, frustrations, lack of guidance, peer pressure, lack of role models, community attitudes towards education.

Most parents emphasized lack of guidance from parents to children, lack of role models as well as poverty. One of the elderly parent that was interviewed complained that:

> *Us parents lose direction as far as counselling is concerned. We fear our children when they are at high school level, we don't tell them how they should behave, how they are supposed to do certain things. But we keep quiet till things became bad.*

### 4.3 Findings from Focus Group Discussions with pupils

With regard to pupils, only focus group discussions were used to generate data. During the first focus group discussion, pupils were asked to indicate whether they had friends, and they all answered in the affirmative. When asked how they found peer-group influence on others' academic performance, most of them said that it was good while others said that it was not good. Those that said that it was good argued that being adolescents, they needed to learn from each other and socialize with others in academic matters. One of the pupils said:

> *No man is an island. We need to be together and work together. Subjects such as physics, mathematics and chemistry need to be studied with friends for one to pass.*

Those that argued that it was not good, stated that peer-groups influence was bad because most groups that existed in schools were anti-school oriented. Their interests were those of rudeness to teachers and disturbing other pupils.

Asked what their attitudes were towards peer-group influence on pupils' academic performance, most pupils said that their attitudes were positive and that they could not do away with peer-groups. They further said that without friends, then they would be considered as idiots. Everyone should have a friend and this was important for them to experiment other things in the world.

Their view about their parents' attitude towards peer-group influence was negative. They argued that most of their parents hated their friends even if those friends were good. They further argued that even their teachers' attitude towards peer-group was the same as that of their parents. One of the pupils in the focus group discussion had this to say:

> *My grade teacher hates our group, but, we do well as*
> *compared to other pupils in class. I am always number one*
> *and my friends are doing well too, but because in our*
> *group there is one boy he hates, this has also extended to*
> *us.*

They further stated that teachers' attitudes were not reasonable, they have a negative attitude towards peer-groups even though some groups behaved well.

Asked whether there are some factors that made pupils vulnerable to peer-group influence on their academic performance, pupils pointed out that there were many such factors. They mentioned factors like poverty, sexual desires, stress, protection, anxiety and peer pressure. During the group discussion one pupil wanted to find out from one pupil who had argued that

protection was one of the factors that made pupils vulnerable to peer-group influence. In reply, the pupil who had brought such factor said this:

> *Protection is one of the factors because weak pupils always join groups that can protect them from those that bully others.*

In the second focus group discussion with pupils all pupils indicated that they had friends and that they liked peer-groups very much. They said that peer-groups were good in that they were socialization tools.

Asked what their attitude was towards peer-group influence on pupils' academic performance, pupils said that their attitude was good. Pupils in the focus group discussion commended peer-groups and felt that without them they would not know what was happening in their community and their school surroundings. They further stated that groups were good in that children worked in teams in their academic tasks.

Concerning their views about parents' attitude towards peer group influence on their pupils' academic performance, most pupils argued that their parents' attitude was mainly negative. Most pupils further said that most parents hated their children's friends even if they were good friends. One pupil had this to say:

> *I can't recall the date, but one day my friends came and visited me at home. My father was not around at the time; and when he came back, he found me with my friends. He never said anything to me. After my friends went away, he called me and warned me against allowing my friends to come and visit me at home. He told me that this was why I was becoming dull because of the useless friends I had.*

The pupils went on to say that their teachers' attitude towards peer-group influence on pupils' academic performance was just the same as that of their parents. They have a negative attitude altogether.

On factors that made pupils vulnerable to peer-groups influence on their academic performance, pupils were quick to mention that there were many factors that made pupils vulnerable to peer-group influence. They mentioned factors such as poverty, peer pressure, sexual desires and religion.

The third focus group was held with girls only. When they were asked whether they had friends, they all answered that they had friends. Responding to the question on how they find peer-group influence on others' academic performance, most of the girls said that it was bad while others argued that it was good. Those that argued that it was bad said peer-group influence was bad because most peer-groups that were in schools were stubborn and that they did not do well in school. They further argued that peer-groups engaged themselves in activities that were not in line with school norms. They went on to say that they had witnessed about four to five girls who were involved in such groups being suspended or expelled from school. One girl had this to say:

> *As far as I am concerned I don't like being in groups*
> *because most girls that are involved in groups are fond of*
> *gossiping, doing make-ups and having boyfriends. They*
> *don't concentrate on school work.*

The girls further stated that peer-groups were not good especially for girls. The few girls that had supported the peer-group influence being good argued that peer groups were good because that was the only way they studied well. It was the only way they could know what

was happening in the community. They went further to argue that it was part of life to experiment things in the world, and that peer-groups helped others to experiment.

Asked what their attitude was towards peer group influence on pupils' academic performance, most of the girls said that it was negative, while a few of them said it was positive. Girls who said they had a negative attitude towards peer-group explained that peer group influence involved bad behaviour, and promoted activities that were not conducive to learning. They also said that most girls who find themselves in such groups tended to get pregnant, become truant and at the end lose school. Those that said it was positive only gave one argument. This was that it was the only way they could experiment with issues of life.

On the issue of parents' attitude towards peer-group influence, most girls argued that parents' attitude was always negative. They further stated that their parents were not in favour of most groups their children were in. They said that most of their parents chased their friends whenever they visited them. They said the same regarding teachers' attitude. They said that teachers had a negative attitude towards peer-groups especially those of girls.

Asked whether there were some factors that made pupils vulnerable to peer-group influence on their academic performance, pupils were quick to answer that there were many factors such as poverty, sexual desires, stress, ignorance, teachers' attitude towards pupils and technology.

The fourth focus group discussion was held with boys. All of them said that they had friends and that they found peer-group influence to be good. They stated that friends helped each other in their studies. One boy said:

*One finger can't kill a louse; therefore we as pupils can't*

*be in isolation. We should have friends so that we work*

*together. We should solve problems in physics, chemistry to*

*mention a few in a group for us to succeed.*

They further went on to say that everyone in society has friends and that even them should have friends to play and work with.

Asked what their attitude was towards peer-group influence on pupils' academic performance, all the boys in the focus group discussion said that they had a positive attitude towards it. They further said that, they needed to work together in groups if they were to achieve certain goals in life. They further went on to say that even when it came to examinations their groups succeeded.

During focus group discussion, pupils' views about their parents' attitude was that their parents had both negative and positive attitudes towards peer-groups. They argued that parents mostly had a negative attitude towards girls' peer-groups and a positive one towards boys' peer-groups. They further stated that peer-groups for girls had a lot of problems as compared to peer-groups for boys. They went on to say that even teachers' attitude towards peer-groups was just the same as their parents.

Asked whether there were some factors that made pupils vulnerable to peer-group influence on their academic performance, all the boys answered that there were many factors such as poverty, peer pressure, sexual desires, stress and lack of proper guidance.

The fifth focus group discussion dealt with said that they found peer-group influence to be good and bad. Most of the pupils argued that it was good while others argued that is was not good. Those that argued that it was good said that for them to succeed they needed to partner with others to do well. Peer-groups were good because they enabled them to work together and achieve what was needed at the end of the day.

Those that argued that it was not good stated that peer-groups brought bad behaviours upon pupils.  They further said that within peer-groups most of pupils tended not to do well in the examination, at the end of their final year in school.

Asked what their attitude was towards peer-group influence on pupils' academic performance, most pupils argued that their attitude was positive because they liked  peer-group influence in that they shared ideas  pertaining to school work together. Those that argued that it was bad said that peer-group influence brought negative things such as drinking beer, prostitution, rudeness and many others upon pupils.

Asked what their views were about their parents' attitude towards peer-group influence, all pupils said that their parents' attitude towards peer-group influence on pupils' academic performance was not good. They said that their parents did not trust groups. They saw peer-groups as a spring board to pupils' failure and that they led to rudeness. The same things were said about their teachers' attitude towards peer-group influence on pupils' academic performance.

Asked whether there were some factors that made pupils vulnerable to peer group influence on their academic performance, all pupils were quick to answer that there were some factors such as poverty, sexual desires, anxiety, stress and peer pressure.

The last focus group discussion participants said that they found peer-group influence on pupils' academic performance to be good. One of the pupils had this to say:

> *I still recall my father before he died he told me a story how he managed to get to what he was. He told me that his group was a hard working one when he was at school. They worked together as a team and managed to go to the University of Zambia. He told me that groups were important because they helped each other in various subjects.*

Strengthening the argument another pupil indicated that he passed grade ten because of his friends. He said that during the time of preparing for their examinations they came together as a group and worked as a team.

Asked what their attitude was towards peer-group influence on pupils' academic performance, all the pupils said that they had positive attitude in that peer-groups made them come together and solve things. They further stated that it was the only way they could solve academic problems at school concerning academics.

During the focus group discussion, pupils' views about their parents' attitude towards peer-group influence on their academic performance was that their parents had both negative and positive attitudes depending on the type of peer-group their children were in. They argued that if the group that a pupil was in was good, then his/her parents' attitude would be positive because they knew that at the end of the day he/she would gain something out of that peer-group, but if one was in a bad peer-group then the attitude of the parents would be negative

to that peer-group. Pupils went on to say that even their teachers had the same attitude towards peer-group influence as that of the parents.

Asked whether there were some factors that made pupils vulnerable to peer-group influence on their academic performance, pupils answered positively and mentioned poverty, sexual desires and lack of parental care as being such factors.

# CHAPTER FIVE

## DISCUSSION OF FINDINGS

### 5.0    Introduction

This chapter discusses the findings of the study which sought to establish parents', teachers' and pupils' attitudes towards peer-group influence on pupils' academic performance in selected high schools of Sesheke District. The findings are discussed according to the objectives of the study. The following were the objectives of the study: to establish the attitudes of parents, teachers and pupils towards peer-group influence on pupils' academic performance; to investigate measures that parents and teachers should take to minimize negative effects of peer-group influence on pupils' academic performance; to investigate pupils' views about parents' and teachers' attitude towards peer-group influence on pupils' academic performance and to examine factors that made pupils vulnerable to peer-group influence on their academic performance.

### 5.1    Attitudes of parents, teachers and pupils towards peer-group influence on pupils' academic performance

As regards to attitudes of parents, teachers and pupils towards peer-group influence on pupils' academic performance, the study found that most of the teachers and parents had a negative attitude towards peer-group influence on pupils' academic performance. Among the reasons they gave for this were that peer-groups made many pupils not to concentrate on their academic work, promoted bad behaviour and indulged in vices like beer drinking and stealing. Pupils in the focus group discussions also held the same position. They argued that involvement in peer-groups resulted in one's indulgence in indisciplined activities that others do and in his/her poor performances in school work. These sentiments are in conformity with Kay (1975) who observes that pupils value what they do in their peer-groups and they tend to

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understand them more than what parents and teachers tell them to do. They are more comfortable in their peer-groups. The findings of this study are also in line with Datta (1984) who showed in a survey of youths in Kamwala (including secondary school going ones) that pupils did things that were contrary to education norms, i.e. drinking, sharing out lunch packs and so on.

Although the majority of participants had a negative view of peer-group attitude towards pupils' academic performance, there were a few among all categories of respondents (i.e. teachers, parents and pupils) who viewed peer-group influence towards pupils' academic performance positively. The main reason these gave was that it enabled pupils to help one another in their academic work. This argument seems plausible and might indeed necessitate the existence of such groups if the suggested ways of eliminating or greatly reducing the anti-social vices they indulge in were to be effectively implemented. Besides being plausible, the argument is in conformity with Cobb (2007) who points out that interactions among peers are normal and is an essential part of the  learning process that influence the lifelong learning habits of pupils.

## 5.2    Measures that parents and teachers should take to minimize negative effects of peer-group influence on pupils' academic performance

Although there were several suggested ways of doing this, the most prominent among them was that peer-groups needed to be counseled by teachers, parents and some of their peers. Indicated by 67% of the teacher respondents, the issue of counselling peer-groups was also stated by  parents who went on to say that such counsel should be on the importance of schooling and the value of education.

Other suggested measures included the importance of  invitation of Parents Teacher Association (PTA) officials to talk with pupils on dangers of negative peer-group influence,

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bringing role-models to schools to motivate pupils into studying hard, limiting the freedom and prestigious material resources some parents give to their children and involvement of parents in discussions concerning peer-group influence. The latter is in line with M0E (1996) which indicates that education system requires the active participation of parents. Teachers are also parents hence a dialogue between them and pupils is needed to minimize negative effects. This is also in conformity with Dially (1992) who asserts that teachers believe that children of highly involved parents, are achieving up to their ability and create more opportunity for them.

The author finds the suggestion very reasonable and believes that implementing them would greatly help in reducing the negative effects of peer-groups. This is particularly so if measures were to be taken as well as mitigate factors that made pupils vulnerable to negative effects of peer-group influence.

## 5.3 Pupils' views about parents and teachers' attitude towards peer-group influence on academic performance

Parents and teachers' attitude towards peer-group influence on pupils' academic performance was described by most of the pupil participants in the Focus Group Discussions (FGDs) as being mainly negative. This was evidenced by references to such factors as: parents not trusting their children's friends, parents chasing their children's friends and parents' allegations that peer-groups led to rudeness and were a spring-board to pupils' failure.

Pupils viewed their teachers' attitude towards peer-group influence on pupils' academic performance in the same manner. They pointed to the fact that teachers tended to hate peer-groups that had, or were suspected to have rude individuals in them even though most of their members were loyal or good to teachers.

What these facts show is that both parents and teachers made their self-professed negative attitudes to peer-groups manifest to their children despite the possible repercussions. It does not seem proper for a teacher to hate some group members in his/her class, just because there is a deviant pupil among them. This is because such hatred may make the pupils hate the teacher concerned as well as his/her subject and end up failing it.

Contrary to the majority of pupil participants' views that their patents' and teachers' attitude towards peer-group influence on pupils' academic performance was negative, there was a minority one that regarded the views of those people as being positive. Pupils who held this view stated that parents and teachers only had a negative attitude to peer-groups that did not conform to school and community norms.  These people's argument appears plausible and is in line with  Kerlinger's (1984) generalization of attitude theory which states that peoples' attitudes are generally conservative (traditional) while other peoples' attitudes are progressive (liberal) depending on how they think about a situation at that point. Usually those that are conservative (traditional) have negative attitude and have authority to certain views they tend to know but can be changed due to time and space while those that are progressive (liberal) have positive attitude.

## 5.4 Factors that make pupils vulnerable to peer-group influence on their academic performance

The study showed that poverty and a number of other factors were cited by respondents as making pupils vulnerable to peer-group influence which the fourth objective wanted to examine.

### 5.4.1 Poverty as a factor that made pupils vulnerable to peer-group influence on their academic performance

The issue of poverty was prominent among the factors that respondents pointed out as being the one that made pupils vulnerable to peer-group influence on their academic performance. It is indicated by 27% of teacher respondents. Parents and pupils in all the six Focus Group Discussions (FGDs) that were held testified to this prominence while school girls' involvement in sex and stealing among pupils generally were cited among its effects.

The linkage of girls' involvement in sex to poverty seemed undoubtedly irrefutable. Since girls had various needs which they could not satisfy if they were from poor families, it was very probable that some of them would fall prey to men's sexual demands in order to obtain money to satisfy those needs. In the same vain some pupils from poor families may succumb to stealing temptations when they had needs they wanted. This is in conformity with Ajala and Lyiola (1988) who attributed that children from polygamous and broken homes have a tendency to be social deviants due to lack of adequate care and support.

### 5.4.2. Other factors that make pupils vulnerable to peer-group influence on their academic performance

Besides poverty, respondents pointed to peer-pressure, sexual desires, stress, ignorance, anxiety, protection, religion, technology, environment, not being assertive, lack of proper guidance, broken homes as other factors that made pupils vulnerable to peer-group influence on pupils' academic performance.

### Peer-Pressure

This was pointed out by all the respondents as being one of the factors that made pupils vulnerable to peer-group influence on their academic performance. It was found that most pupils joined peer-groups through ignorance because of peer-pressure especially, those that

found themselves in deviant groups. These pupils indulged in beer drinking, smoking and sexual relations. It was discovered that pupils resorted to doing all these things in order to obtain money to buy prestigious things they admired from friends. Hence, the results are that most of them do not do well in their academic studies. This is in conformity with (1987) who asserts that through peer-pressure, activities such as alcohol abuse, grafting, vandalism, drug abuse, truancy and many others affected pupils' academic performance.

**Technology**

The other factor that seemed to be prominent announced by the respondents that made pupils vulnerable to peer-group influence on their academic performance was technology. Through watching television and other media it was found that pupils wanted to imitate what they heard and saw. It was also found that most pupils, especially those from poor families, would want to have friends so that they access these facilities even though such friends were bad or good. As a result it was observed that time spent on watching such facilities was greater than studying. This is in line with Schaefer (2005) who points out that the impacts of technology on socialization amongst adolescents have more time spending on watching television and other media per day on different activities than reading.

This study finds the factors very reasonable and believes that addressing them would greatly help in reducing the vulnerability of peer-group influence on their academic performance.

# CHAPTER SIX

## CONCLUSION AND RECOMMENDATIONS

### 6.0    Introduction

This chapter presents the conclusion and recommendations of the study.  It provides summary of the main findings of the study with regard to objectives and their accompanying questions.  It also gives the recommendations.

### 6.1    Conclusion

Based on the findings in line with the objectives, the study found that teachers had negative attitude towards peer-group influence on pupils' academic performance because peer-groups were difficult to control as they played seek and hide games and promoted bad behaviours. The parents equally had negative attitude towards peer-group influence on pupils' academic performance because, peer-groups did not concentrate much on academic work but in activities that were anti-school norms such as beer drinking, stealing, rudeness and many other negative activities.

Despite parents and teachers having negative attitudes towards peer-group influence on pupils' academic performance, most pupils' attitude towards such influence was positive. This was due to the fact that adolescents felt that they needed to learn from each other and socialize, although pupils regarded their parents and teachers' views towards peer-group influence on pupils' academic performance as being negative.

As regards measures that parents and teachers should take to minimize negative effects of peer-group influence on pupils' academic performance, counselling of peer-groups by teachers, parents and some of their peers was found to be the best measure that could be taken to minimize negative effects of peer-group influence on pupils' academic performance.

It was important and cardinal to encourage effective dialogue among the teaching staff, counsellors and parents/guardians on peer-groups as a way of minimizing negative effects of peer-group influence on pupils' academic performance.

In terms of factors that make pupils vulnerable to peer-group influence on pupils' academic performance, poverty was indicated as the major factor.

## 6.2 Recommendations

Based on findings and conclusion of this study, the following recommendations are made:

(i) Since attitudes develop and change throughout life, teachers and parents need to know how they can be modified and inculcated in order to be able to instill favourable ones in the learners.

(ii) School managers must make guidance department be active in schools for the purpose of counselling peer-groups.

(iii) Teachers, parents, pupils, school counsellors and education planners, should be aware of the role played by peer-group relations in pupils' academic performance at school in particular and school life in general.

(iv) Government should intervene by providing economical and social support to learners from vulnerable families and increase recreation centers in schools as well as in communities.

(v) The Ministry of Education, Science Vocational Training and Early Child Education should introduce a curriculum to every teacher college to offer guidance and counselling to its students.

## 6.3 Suggestions for Future Research

(i) Assess the academic performance of the sub-cultures that are found in school.

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**QUESTIONNAIRE FOR TEACHERS**

**INTRODUCTION**

Dear Respondents

The aim of this questionnaire is to obtain information on the attitude of teachers towards peer group influence on pupils' academic performance in high schools.  You have been selected to take part in this research project.  The research assures you of strict confidentiality.

**INSTRUCTIONS**

Indicate your response by ticking ($\sqrt{}$) in the appropriate space(s) and by writing the response(s) in the spaces provided where applicable.

**SECTION A: Bio Data**

1.     Sex:   Male          [    ]

           Female        [    ]

2.     Age:   21 – 30 years          [    ]

           30  Years and above    [    ]

3.     Years of service:   1 – 10 years    [    ]

                   11 years and above    [    ]


**SECTION B: Questions on Teachers' attitudes towards peer-group influence on pupils'**

**academic performance.**

4.     Do peer-groups have influence on pupils' academic performance?

      (i)  Yes       [    ]

      (ii)  No       [    ]

5.     If your answer to question 4 is 'yes' is such influence positive or negative?

      (i)   Negative       [    ]

      (ii)  Positive        [    ]

6.      Give reasons for your answer in question 5.

        (i)     ……………………………………………………………………………………

                ……………………………………………………………………………………

        (ii)    ……………………………………………………………………………………

                ……………………………………………………………………………………

7.      What is your attitude regarding peer-group influence on pupils' academic

        performance?

        (i)  Negative          [    ]

        (ii) Positive           [    ]

8.      Give reasons for your answer in question 7.

        (i)     ……………………………………………………………………………………

                ……………………………………………………………………………………

                ……………………………………………………………………………………

        (ii)    ……………………………………………………………………………………

                ……………………………………………………………………………………

                ……………………………………………………………………………………

9.      Do you like the existence of peer-group influence on their peers' academic life?

        (i)  Yes      [    ]

        (ii) No       [    ]

10      Give a reason for your answer in question 9.

        ……………………………………………………………………………………

        ……………………………………………………………………………………

**SECTION C: Questions on measures for minimizing peer-group influence on pupils' academic performance**

11.  From the statements given below, tick only one suggested measures for minimizing peer-group influence on pupils' academic performance for which you consider to be the best of all.

a) Counselling of peer-groups by teachers only.  ☐

b) Counselling of peer-groups by parents only.  ☐

c) Counselling of peer-groups by teachers, parents and some of their peers.  ☐

d) Counselling of peer-groups by counselling leaders only.  ☐

12.  Has the school administration and teachers ever sat together to discuss way of stopping or reducing negative peer-group influence on pupils' academic performance?

(i) Yes   ☐

(ii) No   ☐

13.  If your answer to question 12 is 'yes' what ways were suggested?

(i)  ..........................................................................................................................

     ………………………………………………………………………………………

(ii) ………………………………………………………………………………………

     ………………………………………………………………………………………

14.  Is it important to involve parents in discussing peer-group influence on pupils' academic performance?

(i) Yes   ☐

(ii) No   ☐

15.    If your answer to question 14 is 'yes' has your school ever involved parents in

       discussing this issue?

       (i)  Yes    [    ]

       (ii)  No    [    ]

16.    If your answer to question 15 is 'yes' write some suggestions that parents made for

       stopping or reducing negative peer-group influence on pupils' academic performance.

       (i)      ........................................................................................................................

                …………………………………………………………………………..

       (ii)     ………………………………………………………………………….

                ………………………………………………………………………….

17.    As a teacher, how would you like peer-group influence on pupils' academic

       performance be addressed?

       (i)      ........................................................................................................................

                …………………………………………………………………………..

       (ii)     …………………………………………………………………………..

                …………………………………………………………………………..

**SECTION D: Questions on factors that make pupils vulnerable to peer-group influence**

     **on their academic performance.**

18.    Are there factors that make pupils vulnerable to peer-group influence on their

       academic performance?

       (i)  Yes    [    ]

       (ii)  No    [    ]

19.   If your answer to question 18 is 'yes', list the factors.

a)    ……………………………………………………………………………………..

b)    ……………………………………………………………………………………..

c)    ……………………………………………………………………………………..

d)    ……………………………………………………………………………………..

20.   What do you think should be done to prevent pupils from being vulnerable to these

factors?

(i)   ...........................................................................................................................

……………………………………………………………………………………..

……………………………………………………………………………………..

(ii)  ……………………………………………………………………………………..

……………………………………………………………………………………..


THANK YOU MOST SINCERELY FOR YOUR TIME

# APPENDIX 2

## INTERVIEW SCHEDULE FOR PARENTS

1. Do you have children that you look after in your home?

2. Do they have friends?

3. Do you like them?  Why?

4. Do you think your children's friends influence their academic performances?  How?

5. Does peer group influence have negative or positive effects on pupils' academic

   performance?  Why?

6. What is your attitude towards these effects?  Why?

7. What are some of the factors that make pupils vulnerable to peer-group influence on

   academic performance?

8. What are some of the measures that you should take to minimize negative effects of peer-

   group influence on pupils' academic performance?

# APPENDIX 3

## FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

1. Do you all have friends?

2. What type of friends do you have?

3. How do you find peer-group influence on others' academic performance?

4. What are your views on parents' attitude towards peer-group influence on their children's academic performance?

5. What are your views on teachers' attitude towards peer-group influence on their pupils' academic performance?

6. What factors make one to have friends?

7. Do these factors make one vulnerable to peer-group influence on his/her academic performance?  How?