

**EFFECT OF PEER PRESSURE ON SCHOOL GOING ADOLESCENT
LEARNERS AT A SELECTED SECONDARY SCHOOL IN MONGU
DISTRICT**

BY

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AUTHOR'S DECLARATION

I, **MUMBA EMMANUEL**, do declare that this thesis 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 the award of a Masters' degree at Kwame Nkrumah or any other University.

Signature:

Date:



CERTIFICATE OF APPROVAL

This thesis of **Mumba Emmanuel** is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Special Education at Kwame Nkrumah University

Supervisor

Signed: Date:



DEDICATION

To my wife Memory Mwanangombe, my late grandmother - Regina Sahandu, my brother James Mumba, my Head Teacher Mr. Mandumbwa and all my family and friends. To you I say thank you for the unfailing support shown during this journey.

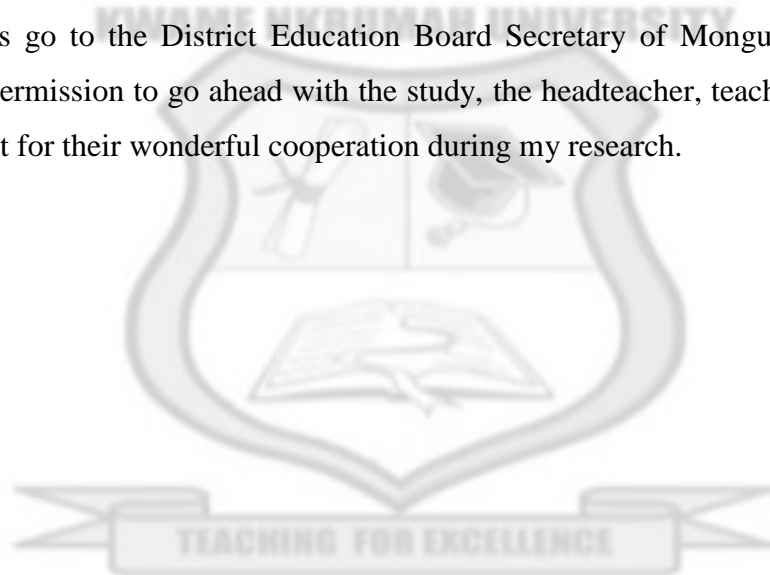


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Abstract

The purpose of the study was to establish the effect of peer pressure on school going adolescent learners at a selected secondary school in Mongu district. The main objectives of the study were to identify the kind of pressure from peers that had effect on behaviour patterns on school going adolescents. To determine the impact of adolescents' behaviour patterns on academic performance and the ways of addressing the influence of peer pressure on school going adolescents. The study was conducted at one secondary school in Mongu, western province, Zambia. The site was selected in the sense that it met the criteria for the research question. The research employed a constructivism qualitative paradigm and the design was a case study as it sought in-depth data. The population consisted of adolescent pupils both boys and girls from grade ten to twelve, their teachers as well as their parents. The study had 30 respondents. These were drawn as follows: 6 teachers, 8 parents and 16 adolescent learners. Data was collected using qualitative methods. In this regard data was collected using the semi-structured interview schedule on learners and parents. In terms of data analysis, the study used thematic analysis. The research unveiled different types of peer pressure among school going adolescents such as drug abuse, alcohol abuse, missing classes and involvement in illicit sexual relationships. Adolescent learners were influenced by their peers in different ways such as being enticed to drink alcohol, missing classes, copying anything they see trending and trying to seek approval from peers. The influences of peer pressure were found to have had impact on the academic performance of adolescent learners. Some learners could not finish the assignments given to them on time others could not participate fully in class work so that they compete favourably with other peers. The suggested ways of addressing peer pressure influences on academic performance were that learners must be engaged by the school authorities on a regular basis. The other suggestion was that learners be equipped with the right information. It was also suggested learners be kept busy at all times. It is therefore, recommended that to have a deeper and better understanding of the problems with regards to peer pressure influences among school going adolescents. It is therefore proposed a research is conducted in different places using a larger sample.

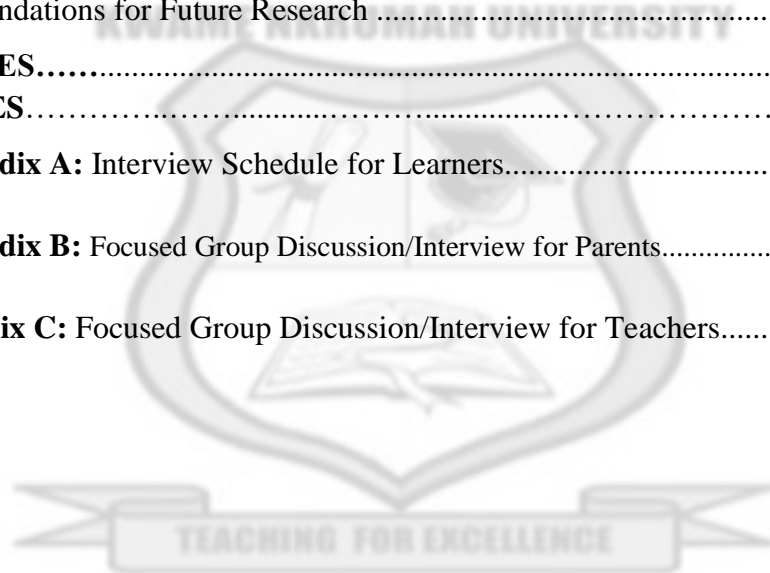
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CHAPTER ONE

1.1 Overview

This chapter presents the background to the study; statement of the problem; purpose of the study, objectives of the study, research questions, delimitations and limitations of the study, significance of the study, theoretical and conceptual framework and the definition of key terms.

1.2 Background to the Study

Studies done with regards to the effect of peer pressure among school going adolescents indicate that it has effect on the behaviour patterns and their academic performance. This is supported by [Padilla, Walker & Bean, \(2009\)](#) who carried out a study and reported that peers may strongly determine the way of adolescents would prefer to dress, speak, and use of illicit substances, sexual behaviour, adopting and accepting violence, adopting criminal and anti-social behaviours.

There has been a lot of support towards the school going adolescents at international level. For instance (Bharath, 2010) stated that adolescents were empowered with life skills at school in the programme called mental health school program in Bangalore, India. The author pointed out the support towards adolescents in form of life skills. However, the author does not take into account on how peer pressure has influence in the behaviour patterns of school going adolescents which the current study will take into account.

In African countries adolescents receive various types of support. For instance, in Tshwane, in South Africa, adolescents were equipped with accurate information about HIV/AIDS through peer group teaching in school (Sahara, 2007). The type of help which the adolescents received was the information on HIV/AIDS. Despite the support the adolescents have been, the study of Sahara did not state the influence of peer pressure and its impact on behaviour pattern of school going adolescents.

In Zambia, many of the on-going school adolescents have received good share of support. For instance the Curriculum Development Centre (2014) came up with the Comprehensive Sexuality Education Framework in an effort to help adolescents in school who are vulnerable to early pregnancies and sexually transmitted diseases such as HIV/AIDs among others. The

type of support the adolescents have been receiving is the full knowledge about their sexual life. However the authors did not put into account the effect of peer pressure on school going adolescents which this study will focus on.

1.3 Statement of the Problem

Many studies around peer pressure on school going adolescents have indicated that it has influence on behaviour pattern of school going adolescents, for instance Bradford (1982) carried out a study and found that peer pressure has effect on the behaviour patterns of adolescents in which females were found to be more affected than their male counterparts in the areas of sexual activity, alcohol and drug abuse. There has been some kind of support towards from different sectors such from the international level such as India and in African countries such as South Africa and Zambia towards school going adolescents all in an effort to try and educate the adolescents on the negative effects of peer pressure. Despite the support much has not been done towards the effect of peer pressure patterns on school going adolescents. It is also not known how these pressures from peers influence and have effect on the academic performance of adolescents. Hence this study will be undertaken to determine the influence of peer pressure and its impact on school going adolescents.

1.4 Purpose of the Study

The purpose of this research work was to identify the effect of peer pressure on school going adolescent learners at a selected secondary school in Mongu district.

1.5 Objectives of the Study

The study was guided by the following objectives;

- (i) Identify the kind of pressure from peers that has influence on behaviour patterns of school going adolescents
- (ii) Determining the effect of peer pressure on adolescents' academic performance.
- (iii) To identify ways of addressing the influence of peer pressure on school going adolescents.

1.6 Research Questions

- (i) What was the kind of pressure from peers that had influence on behaviour patterns of school going adolescents?
- (ii) What was the effect peer pressure on adolescents' academic performance?
- (iii) What were the established ways of addressing the influence of peer pressure on school going adolescents?

1.7 Significance of the Study

The study was significant in the sense that it sought to bring out the effect of peer pressure on school going adolescent learners at a selected secondary school in Mongu district. It was hoped the findings generated might be added to the body of knowledge concerning the effect of peer pressure on school going adolescent learners.

1.8 Delimitations of the Study

The study was confined to one secondary school in Mongu district of western province. It sought to find out the effect of peer pressure on school going adolescent learners at a selected secondary school in Mongu district . The delimitation was chosen as only one school had been selected for the study in the district.

1.9 Limitations of the Study

The study the study covered only on high schools in Mongu district and had a sample of 30 respondents which limited its generalization in terms of findings to other institutions in the country although it will be useful for future comparative studies.

1.10 Theoretical Framework

This study was guided by the MINDSPACE approach theoretical framework by Dolan (2010). This framework was about what influences behaviour and approaches needed to be taken so as to control such behaviour. It was also about the use of non-coercive approaches in terms of controlling influences of behaviour and the benefits of these approaches it can bring to an individual (adolescent) and the institution (school). In this current study basing on the

MINDSPACE theoretical framework the focus was on effect of peer pressure on school going adolescent learners at a selected secondary school in Mongu district.

1.10.1 The Types of Peer Pressure among Adolescents

According to Dolan (2010) MINDSPACE approach theoretical framework adolescents seek to be consistent with what others are doing and reciprocate acts towards what others are doing. In a school environment an adolescent is a learner with age ranging from thirteen (13) to nineteen (19). The outstanding behaviour among the adolescents are eagerness to learn together, sharing ideas, developing leadership skills, creativity, innovativeness, inquisitive, helpful towards one another and acquisition of social skills. Peer pressure is the force that makes adolescents be persuaded or enticed by their peers to behave in the way they behave. There are different kinds of pressures which make adolescents behave in the way they do namely; missing classes, drug abuse, drinking of beer, sexual activities and poverty. Missing of classes comes about among adolescents due to them being persuaded that even if they miss class they will still pass in their academic subjects. Adolescents are enticed to take drugs by their peers because they might be told that taking of drugs will make them be more intelligent at school. Adolescents are misled by their peers that taking alcohol has no effect on them but bring sense of joy to them. On the aspect of illicit sexual activities most of them are made to believe that it's a sign of growing up and that everyone else was doing it. Some adolescents from poverty stricken homes when they pair up with their peers engage in all sorts of activities such as stealing in a quest to be at par with others.

1.10.2 Ways in which Adolescents get Influenced by Peers

Dolan (2010) MINDSPACE approach theoretical framework, stated that there are a lot of factors that influence behaviour patterns and went on to state that adolescents are influenced by what others (peers) do. He posits that the environment in this case the school and peers exert a lot of influence on each other regularly and that they accept whatever comes their way even if it has significant consequences so long the peers seems to be fine with it. In the school environment adolescent peers influences each other's behaviour patterns thereby impacting their behaviour in a negative sense. In most instances the influences of peer pressure on adolescents in school environment is negative. Some will not pay attention to instructions given

to them, while others will become truant just because others are doing it. In other words peers are one of the greatest influences on the behaviour patterns of adolescents and the impacts are there to see for instance in the behaviour patterns that will be discussed below.

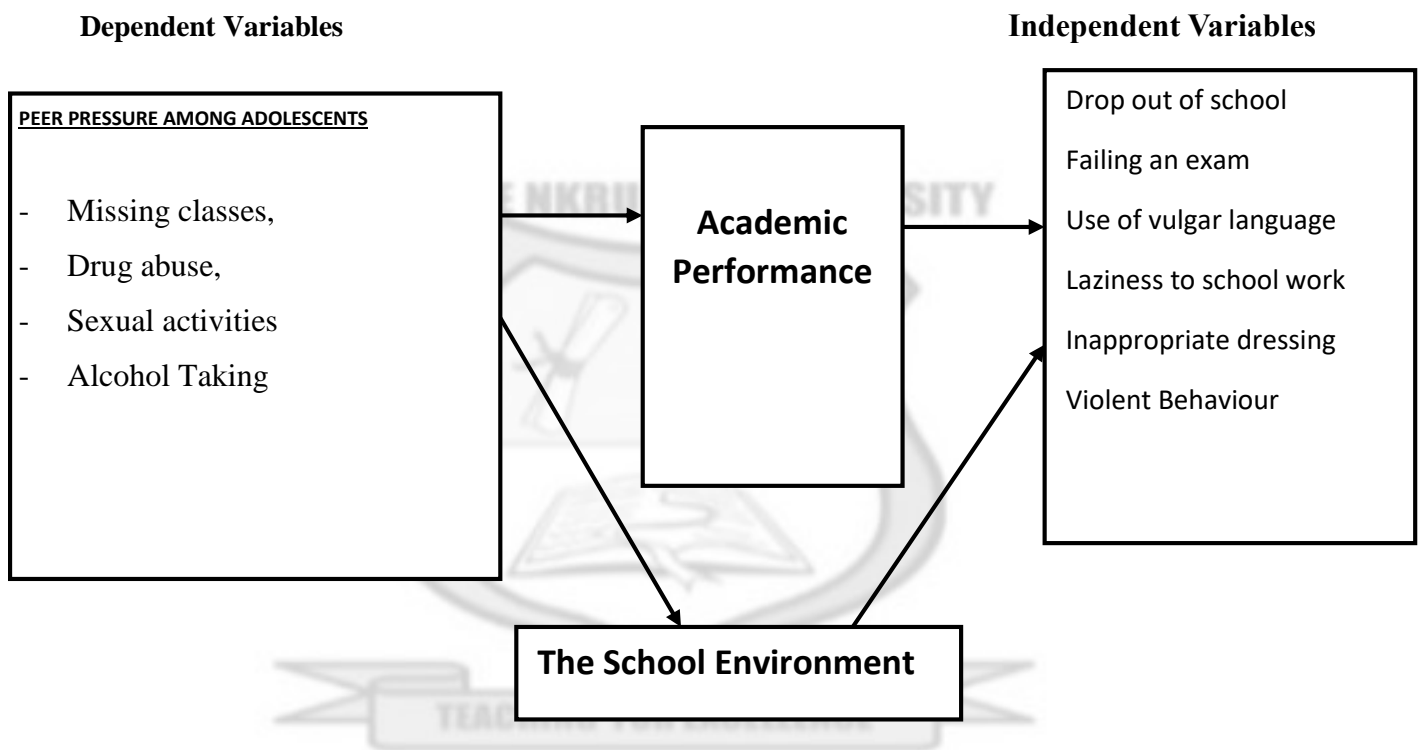
1.10.3 Behaviour Patterns of Adolescents after being Influenced

According to the MINDSPACE approach theoretical framework, adolescents mostly go with the flow “ of pre-set” options and that our emotional associations can powerfully shape our actions (Dolan, 2010). In this study the main focus will be the negative aspect of behaviour patterns of adolescents which comes about after being influenced through peer pressure. The school environment houses quite a lot of deviant behaviour patterns which maybe as result of peer pressure among adolescents. In the negative sense, some adolescents after taking drugs may start behaving in a violently manner, others might start bullying their friends, for some it is the use of vulgar language, while others become rude towards the school authorities and may even start missing classes. For those who take alcohol, they may find themselves not doing assignments on time, reporting late for school while others may engage in sexual activities. Also due to peer pressure, instead of a proper uniform some adolescents might start putting on wrong attire such as short skimpy clothes in the case of girls while boys also resort to sagging among other habits just because someone they know is doing it. For some the impact leads them to laziness toward academic work such that they fail to complete tasks given on time. In terms of peer pressure as result of poverty, some adolescent may be forced into labour such as selling on the street and markets while others may engage in commercial sex in an effort to get what they want and be at par with other peers and this makes them tired while in school and may not work as expected while others may start missing school and eventually drop out. In other words adolescents’ attention is drawn to what is trending in the environment and seems relevant to them this according to Dolan (2010). In other words peer groups are the breeding ground for causing commotion, fighting, stealing and disrespect of which if left unchecked could lead problems among adolescent learners’ academic performance such many adolescents dropping out of school, however if checked and corrected most learners will complete school successfully. This study therefore, adopted the MINDSPACE Model because it focuses on peer pressure among adolescents, influence and impacts and behaviour patterns among adolescents which was considered to be one of the of the ways that helped in identifying and controlling

the behaviour of adolescents. This was so because it fitted well with the current study which is the effect of peer pressure on school going adolescent learners at a selected secondary school in Mongu district.

1.11 Conceptual Framework

Figure 1:0 A diagrammatic conceptual framework of Adolescents under Peer Influence



SOURCE: THE RESEARCHER

The conceptual framework is on getting the insights on Adolescents under Peer Influence. There are thoughtful arrows being shown in the diagram which depict the route that the researcher intends to take in the course of this research. The framework starts with a look at the meaning of Adolescents under Peer Influence, thereafter, the three concepts will follow which are peer pressure among adolescents, influence and impacts and behaviour patterns of adolescents. The framework will end with the positive impacts and negative impacts of peer influence on adolescents.

1.11.1 Adolescents

Adolescents are young people who in the period of transition from childhood to adulthood and in this study, the age range is from twelve to nineteen years. The term “adolescence” is derived from Latin means „to grow and to mature”. This period is characterized by significant physical and psychological changes which are considered as an important milestone in people’s development process. It is during this period when these people rely so much on their peers and they work so hard to fit in the grouping of fellow adolescents. Indeed, peers play a decisive and critical role in individuals’ behaviours and attitudes during adolescence (Dishion, Piehler, 2008)

1.11.2 Peer Influence

Khan (2015) describes Peer Influence as the practice of adopting a particular type of behaviour, dress or attitude in order to be accepted as being part of a group of one’s equals or peers. A research by Khan (2015), shows that adolescents may get influenced by others, for instance in the manner the age mates are dressing, behaving, talking and this can be in a good way or bad way. Under peer influence the peers are not forced to do what others are doing but they just emulate. Multiple factors can influence adolescents in the school environment as they relate with others. As young people grow and enter this critical phase of life (adolescence), they find themselves overwhelmed with what is going on in their environment.

1.11.3 Peer Pressure among Adolescents

Pressure means using force pressurise people to do any activity. Peer pressure is the force that comes from the peers or people of the same age group and inducing changes in the mental and emotional behaviour by the people belonging to same group with similar interest. (Weinfied, 2010). Peer pressure is often seen during the adolescence stage of teenagers because they often seek comfort among their peers and intend to do what their peers does without knowing if it is good or bad for them. Adolescents are the most affected when it comes to peer pressure and may be found that individuals at this juncture are prone to temptations in the social contextualization concepts, for example, socializing with others tend to do some activities such as napping and drinking during classes or work day (Bonein, Denont- Boemont, 2013). Peer pressure tends to force the group to loiter in the street, watch obscene films, causing commotion in class, teasing others, stealing and to some extent they may resort to destroying public properties. (Wentzel, 2005).

1.11.4 Behaviour Patterns among Adolescents

As a result of adolescence interactions, there is a behaviour pattern or way of behaviour that becomes eminent among peers due to influences in one way or another. It is important to understand that in adolescence the individual is vulnerable to changes in terms of behaviour as they associate with other peers, this is because they lack life experience as such they may just conform to what is trending amongst their peer groups. In some cases, the behaviour patterns maybe impacted in a negative sense such as wearing tight clothes, having similar haircuts, way of talking, way of walking among other portrays much to the disapproval of adults. While in school others may engage in bad habits such as missing classes, reporting late, alcohol drinking, use of abusive language, smoking marijuana and fighting. All these can be attributed to kind of associations an adolescent may be having. (Rudolph, Caldwell, & Conley, 2005) are of the view that feelings of relatedness to one another among adolescents are stronger. In other words the need for acceptance among adolescents is much eminent.

1.11.5 The Negative Aspect of Peer Influence if Unchecked

Peer pressure has a great influence on the wellbeing of school going adolescents. Therefore, if left unchecked there is likelihood that they may be negatively impacted. In many instances they may just risk being uncontrollable. In a larger context peer influence is normally linked with adolescent risk taking behaviour; such as crime, drug abuse and sexual behaviours. These behaviours are associated with peer influence. (Kellie 2013). Normally, the student skips classes, steals, and cheats, or resort to the abuse of alcohol all because of peer pressure. Peers tend to influence the group to loiter in the street, watch obscene films, bunk class, tease others, steal, while others spoil public properties. (Arief , 2011).

1.11.6 The Positive Aspect of Peer Influence when Checked

On the other hand if the activities of adolescents are checked there are some positive aspects that can be achieved from peers among adolescents. For instance they may resist temptations to involve in wrong acts such as sexual activities, drug abuse and alcoholism. They may also be able to differentiate good from bad in their daily engagements with other peers. They may also learn positive aspects from their peers such as study skills, social skill and may also learn to work hard. Peer influence can also provide motivation towards academic and sporting

achievement (Keegan, et.al, 2010). When adolescent associate well with other peers in school they may even score high in their academic, this is so because adolescents seek out friends who are similar to them in terms of their academic functioning and these friends then serve to reinforce their academic functioning over time (McPherson, Smith-Lovin, 2001).

1.12 Definition of Terms

Adolescents - refers to young people who experience a transition period from childhood to adulthood ranging from the ages of thirteen to nineteen.

School Going Adolescents: refers to adolescents who are still in the formal school system

Influence - refers to the force of attraction given to adolescents by their peers to change in their behaviour patterns while in school.

Peers – school going children who are of the same age group, social group and have similar interests.

Peer pressure - is the influence of a social group on an individual. This can be positive or negative.

Checked – to observe the behaviour patterns of school going adolescents

Unchecked – when stakeholders do not pay attention to activities of adolescents in school

Behaviour – the overall conduct of school going adolescents

Patterns – the characteristics portrayed by school going adolescents

Environment -refers to the factors that can affect a person's behaviour. There are social and physical environments. Social environment include family members, friends and colleagues.

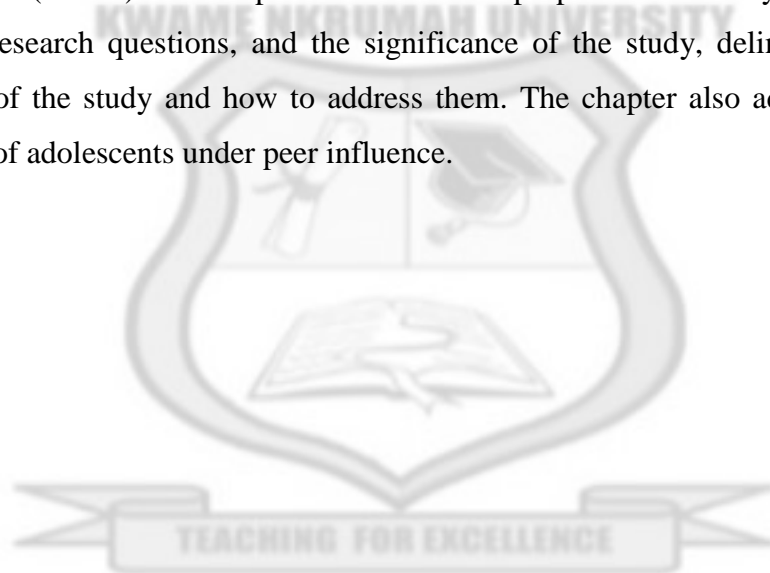
Peer influence - This is the tendency or readiness in people of the same age or social status to behave in a particular way as a mark of conformity to the opinion, interest, standard and norms of their peer.

Peer group - This is a group of person(s) of the same age who share the same status and bond together by common objective and believe in a social context or circumstance.

Academic performance – refers to how well or bad an adolescent performs amid peer influence.

Summary

Chapter one was an introduction to the study and it covered a brief background and highlighted the influence of peer pressure on school going adolescents and its impact on behaviour pattern. In response to these challenges the study adopted the MINDSPACE approach theoretical framework by Dolan (2010). It stresses for approaches needed to be taken so as to control such behaviour. It is also about the use of non-coercive approaches in terms of controlling influences of behaviour and the benefits of these approaches it can bring to an individual (adolescent) and the institution (school). The chapter established the purpose of the study, the objectives of the study, the research questions, and the significance of the study, delimitation of the study, limitations of the study and how to address them. The chapter also adopted the conceptual framework of adolescents under peer influence.



CHAPTER TWO

2.0 Literature Review

2.1 Overview

This chapter was composed of the literature review which was in line with the objectives. The following were the objectives: Identifying the kind of pressure from peers that have influence on behaviour patterns on school going adolescents, determining the effect of peer pressure influence on adolescents' academic performance and ways of addressing the influence of peer pressure on school going adolescents.

2.2 Objective I: Identifying the kind of pressure from peers that have influence on behaviour patterns on school going adolescents

The research presented the literature on the following aspects; peer pressure, peer influence and impacts and behaviour patterns of adolescents while identifying the kind of pressure from peers that has influence on behaviour patterns on school going adolescents

2.2.1 The types of Peer Pressure among adolescents

Peer pressure among adolescents comes in different types and this seems to fall in tandem with the age group and the place they in with regard to what is trending. For instance Vangie and Moldes, (2019) conducted a study on Students, Peer Pressure and their Academic Performance in School at a high school in Mandaue City of the Philippines. The researchers found that students' social environment could affect teenagers in their adolescence. They reported that as children grow and reach adolescence, become more dependent with their peers than their family especially in making choices and enhancing their moral values in life. The researchers found that adolescents' desire is to see to it that whatever they would want to do is approved by their peers and in the long run their choices largely depend on others (peers) and what they are doing. The report further stated that adolescents will try to emulate the way their peers spoke or dressed when in school. However, the researchers only highlighted the issue of teenagers depending on others but there was no mention on the other areas that can be affected as a result of peer

pressure such as coercion to indulge in drug abuse, missing classes, use of vulgar language among other vices of which this study brought out.

Other studies have indicated that some learners are gravely affected by the effects of peer pressure, for instance Omollo, (2017), carried out a research in Rongo Sub-County, Migori County of Kenya entitled “the Influence of Peer Pressure on Secondary School Students Drop out”. Researchers found that students drop out of secondary school due to pressure of rejection by peer making them to feel lonely and disassociated from having friends to fit with into a group the thought which was shared with. The researchers mentioned that some adolescents drop out of school due to peer pressure and it will be line with what the current research intends to discover. However the researchers did not highlight issues such as drug abuse, use of vulgar language among others of which this study was based on.

In Zambia, peer pressure among adolescents is also present, for instance Moola Ikakena (2015) carried out a research on “Parents, Teachers And Pupils’ Attitudes Towards Peer-Group Influence On Pupils’ Academic Performance In Selected High Schools Of Sesheke District” and found out that the peer pressure concerning sexual relationships before marriage influences and affect their academic performance, they do it because they think everyone is doing it. The researcher discovered that sexual relationship is the kind of pressure that affects learners’ performance. Nonetheless, the research did not pay attention to other pressures such as missing classes, vulgar language, of which the current study took into account including sexual relationship.

2.2.2 The ways in which adolescents get influenced by peers

There are quite a number of ways in which adolescent learners get influenced by their peers while and the behaviour patterns tends to be shaped in certain as Gulati, (2017), who carried out a study on impact of peer pressure on bullying behaviour in New Delhi, India and found that adolescents are easily influenced by the peers who already have a lot of things in common and as result tend to do things they may not be willing to do but so long other peers are fine with it they join. The findings here are that adolescents follow what peers have in common. It was reported that some adolescents will engage negative behaviour such as bullying their peers just to impress the group norms. However, the researcher did not consider the aspect of the

environment itself and how it influences adolescents' behaviour and this research highlighted on it including the issue of adolescents being influenced by peers.

In Nairobi, Kenya Maina, (2015), carried a study on peer influence among working adults and found that adolescents always wants to fit in the shoes of the peers in things like dressing, and eating styles. The finding here is that adolescents are much concerned with peers and their way of living. The report alluded to the fact that some adolescents would want to be at par with their peers with regards to what their friends had without putting their background in context whether they could manage to get the said things or not which later led to problems such as engaging oneself into acts such as prostitution for girls while boys had the likelihood of engaging into thieving from their parents. This finding is very recommendable however, the researcher left out the habits of missing classes, not following instructions of which this study brought to light.

Studies have further shown that there many other factors that have influences on the behaviour patterns of peers. For example Moola, (2015), undertook a study in Sesheke, Zambia on attitudes of parents and teachers towards peer influence and found that the school environment had influence on adolescents conduct while in school. The researcher brought out the issue of the school environment as being one of the leading factors which peers use to influence adolescents. The report further revealed that some adolescents were in the habit of disregarding institutional rules such as not reporting late and putting on wrong uniform where others were dressing inappropriately and dodging from school due to influences of peer pressure which in a way affected their performance as they missed the some lessons and were all in conflict of the school rules. Nevertheless, the researcher did not pay attention to other influences of peer pressure on adolescents where they just follow what others were doing and this study based on it including issues that had to do with the school environment.

2.2.3 Behaviour Patterns of Adolescents after Being Influenced

Jerald and Moneva (2019), did a study in Manila on Students, Peer Pressure and their Academic Performance in School and discovered that drug abuse which adolescents copied from their peers had negative influence of peer pressure among adolescents which led to irresponsible behaviour such as involvement in stealing, not respecting school authorities and dishonest. This researcher agrees with the scholars' findings nonetheless, the researchers overlooked other

behaviour patterns which are as a result of drug abuse such as behaving in a violently manner, bullying their friends, and this report considered them including rudeness towards the school authorities.

Maina, (2015) conducted a study on the effects of peer pressure influence in Nairobi, Kenya and found that when adolescents are exposed to alcohol there were serious behaviour changes which they copied from peers in the school environment and culminated into behavioural problems such as fights among themselves, loss and damage to property and problems with parents. This study highlighted the behaviour patterns which came out as result of alcohol use. However the research did not consider other problems associated with alcohol abuse by adolescents such as not doing assignments on time, reporting late for school while others may engage in sexual activities and this study will dwelt on it including getting into fights and differing with parents.

Siziya, and Rudatsikira, (2007) carried out a survey entitled cigarette smoking among school-going adolescents in Kafue, Zambia and discovered that adolescents were influenced by peers who were abusing drugs and the act made them to be truant from school, while others were rude towards school authorities. The findings are acknowledged that the behaviour which is being portrayed when adolescents use drugs is that of being truant. However, the current study will go further and include other behaviour patterns that come out as a result of drug abuse such as bullying and use of vulgar language.

2.3 Determining the effect of peer pressure on adolescents' academic performance

Academic Performance

Kadir and Salija, (2018) is of the view that influence of peer groups among student can boost their anxiety especially pertaining to their education. Further, research around the impact of peer pressure on the adolescents' has shown that each kind or type of pressure has far reaching consequences and impacts on the overall academic performance of adolescents. For instance the study by (Aleksievic, 2010) on the effect of alcohol use on academic performance of university adolescent students in Thessaloniki, Greece and discovered that alcohol use even in moderate doses leads to decrease in academic performance. This finding revealed that alcohol

has great effect on the intellectual capability of adolescents thereby affecting their academic performance in a holistic manner.

Muriithi (2016) did a study on factors influencing drug abuse on academic performance in public universities in Kenya a survey of Nairobi County and reported that drug use has become common among adolescents in campuses and is even affecting their performances in class such that they could not handle even a simple math due to the effects and impacts of alcohol content in their bodies. The researcher revealed that drugs have effect on academic performance of adolescents.

In Livingstone, Zambia [Joar and Svanemyr, \(2019\)](#) did a study on [adolescent pregnancy and social norms in Zambia](#) and reported that sexual activities coming from peer pressure led to teenage/adolescence pregnancies which are a life changing experience that cuts across boundaries of race and educational attainment and performance in the sense that the mind concentrates on caring for the pregnancy and the subsequent baby.

The researcher has revealed that, the sexual relations coming from peer pressure affects adolescents' academic performance.

2.5 Ways of Addressing Peer Pressure Influence among Adolescents

There are quite a number of strategies that can be applied in a quest to address the effects and influences of peer pressure and some of them are suggested and presented below.

In trying to address the influences of peer pressure scholars such as Kalmuss, et.al (2003) carried out a survey preventing sexual risk behaviors and pregnancy among teenagers: linking research and programs and found that that many adolescents lack the skills to abstain and refusal skills. The researchers revealed that the ways of preventing sexual relationships coming as a result of peer pressure can be addressed through abstinence and refusal skills. In his finding, he suggested that adolescent must be taught refusal skills by the use of delaying tactics or refusing by way of avoiding tempting places such as late night parties. The report further highlights on the need to educate the adolescents on the importance of abstinence and its benefits further stating that it can be achieved by keeping the adolescents engaged all the time.

Obafemi, (2019) carried out a study on influence of self-monitoring in preventing bullying behaviour as expressed by in-school adolescents in Ilorin, Nigeria found that bullying was

common among school-going adolescents the aim was to intimidate, frighten, oppress and harass with a view to obtaining undue advantage over other peers especially new or junior learners are the targets and this has become a norm in most of the schools the report added. The researchers therefore, suggested that to reduce incidences of bullying as a matter of policy schools must introduce self-monitoring tools and they should be enshrined by school counsellors into the school system through its various activities to enable students uphold virtues of discipline without being coerced by teachers and other school staff. This would largely promote intrinsic motivation for good behaviours, while ultimately assisting to reduce or at best completely eradicate bullying behaviour from the lifestyles of in-school adolescents. The report further reported that adolescents must be shown that level of confidence by placing the responsibility of behaving well on them by allowing them make their own judgement and not school staff being had on them as this may promote instigate rebellion.

Kusanthan and Mwaba (2016) carried out a study on alcohol and tobacco usage among students in a higher education institution in Lusaka, Zambia, stated that it is prudent for institutions of education in Zambia to put in measures in place to curb the effects of peer pressure associated with consumption of alcohol through the provision of recreation facilities which have always acted as a good avenue for distraction from 'aversive' behaviours. In addition to the authors' findings, in order to address the peer pressure influences with regards to alcohol abuse by adolescents, it is important to avail the adolescents with full and correct information regarding alcohol that is the dangers associated with its use such as health problems like lung cancer and reduced body function.

Summary

From the revealed literature on the influence of peer pressure on school going adolescents and its impact on behaviour pattern most studies that have been conducted revealed that adolescent learners were susceptible to influences of peer pressure in the sense that they depended so much on the peers for approval. The literature discovered that these learners were easily following what they saw trending amongst the peers. Nonetheless, the literature from the previous studies did not point out all the influences of peer pressure such as violence and bullying as well as the measures to address the ways of addressing as it was done in the current study.

CHAPTER THREE

3.0 Methodology

3.0 Overview

This Chapter discussed the methodology which was used in the study. It constituted of 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 will be handled. The chapter also highlighted on the validity and reliability, chapter outline, budget and timeline.

3.1 Research paradigm

According to Guba (1990), a research paradigm is “the set of common beliefs and agreements shared between scientists about how problems should be understood and addressed”. In this study a constructivism qualitative paradigm was adopted. According to Andrew, P.S. et al (2011) “Constructivism is the recognition that reality is a product of human intelligence interacting with experience in the real world. As soon as you include human mental activity in the process of knowing reality, you have accepted constructivism”. Constructivism maintains that knowledge is constructed and it opposes the idea that there is a single way of generating knowledge. Constructivism qualitative paradigm fitted well with this research in the sense that the in-depth data that was collected and transcribed was non-numerical and was knowledge that was solely constructed and depended on the responses from the respondents.

3.2 Research Design

According to Kirshenblatt-Gimblett (2006), the research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring there is an effective address to the research problem; in other words the research problem determines the type of design to be used. In this research a case study was adopted in a quest to identify peer pressure among school going adolescents and the impact it had on behaviour patterns. According to Ivankova (2006), a case study is an in-depth study of a particular research problem rather than a sweeping statistical survey. It is often used to narrow down a very broad field of research into one or a few easily researchable examples. This design

was appropriate for this study because it fitted well with constructivism qualitative paradigm and allowed the researcher to seek in-depth information from the participants over a period of time so as to have a better understanding of the phenomenon under discussion.

3.3 Target Population

Mugenda and Mugenda (2009), defined target population as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study. The target population for this study consisted adolescent pupils, boys and girls from grade nines and twelve, their teachers as well as their parents all from St Edmunds Secondary School and community.

3.4 Sample

Best and Kahn (2008) defines a sample as “a small proportion of the population that is selected for the research.” The sample for this particular study consisted of 30 respondents. These were drawn as follows: 6 teachers, 8 parents and 16 adolescent learners.

3.5 Sampling Procedure

According to Orodho, (2002) Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population. It is however agreed that the larger the sample the smaller the sampling error. This study relied upon purposive and convenience sampling techniques for selecting participants. According to Miyoko and Dancy (2010), purposive sampling is often used when one’s goal is to include participants who represent a broad range of perspectives, purposive sampling may also be used when a researcher wishes to include only people who meet very narrow or specific criteria. Therefore, purposive sampling was used in this study to enable the researcher find participants who will be willing and deemed to have relevant data to the research. Basing the selection on purposive, teachers and parents who were sampled are those who had taught at Secondary school under study for more than three years and parents who had been residents of the school community for more than five years respectively. According to Allen, (2016) convenience sampling is another non-probability sampling strategy that is employed in qualitative research. To draw a convenience sample, a researcher simply

collects data from those people or other relevant elements to which he or she has most convenient access. Therefore, convenience sampling was utilised to select the adolescent learners between the ranges of 13-19 to take part.

3.6 Data Collection Instruments

Trigueros and Roxana (2017) described research instruments as tools used to collect, measure, and analyze data related to ones' study. In this study the researcher employed three different types of instruments namely; focus group discussion, semi-structured interviews and document study.

3.6.1 Focus Group Discussion Guide

According to Hohenthal, et al. (2015) in a focus group discussion guide, researchers adopt the role of a “facilitator” or a “moderator.” In this setting, the researcher facilitates or moderates a group discussion between participants and not between the researcher and the participants. The study used the focus group discussion guide on six teachers to get views on the influence of peer pressure on behaviour patterns of school going adolescents and its impact on academic performance. The group discussions were held separately. It is important to note that a focus group discussion offers an opportunity to participants to freely speak their mind hence it was chosen because it helped the researcher in getting in-depth data from discussants on open ended but specific questions regarding the influence of peer pressure on school going adolescents and its impact on behaviour patterns.

3.7.2 Semi-Structured Interview Schedule

A semi-structured interview is a key technique as a much more flexible version of the structured interview in real-world research (Gillham, 2000). It is a short, preliminary, investigative study to explore in more depth by means of a variety of techniques, such as probing and establishing rapport. The semi structured interview guide involves the researcher (interviewer) and respondents engaging in a formal interview through the development and use of an interview schedule. Therefore, an interview schedule is a list of open ended questions and topics that need to be covered during the conversation, usually in a particular order. It often includes prompts to help the interviewee to answer. In this study the semi structured interview schedule was used to

obtain information from 8 parents of adolescents learners and 16 adolescent learners on the effect of peer pressure on school going adolescent learners at secondary school.

3.6.2 Document study (Analysis)

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. Document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin and Strauss, 2008). The researcher requested for documents such as registers, mark schedules and assessment records for different years, disciplinary record book and ministry document concerning re-entry policy so as to be acquainted with the conduct of adolescent learners in line with the set objectives. The document analysis worked well as it helped in gathering data concerning peer pressure among school going adolescents.

3.7 Data Collection Procedure

In the first place authority to carry out this research was sought from relevant authorities. A go ahead letter from Kwame Nkrumah University was obtained. Then permission was sought from the District Education Secretary Board in Kaoma district and then later from the Secondary School where the study was being carried out.

Thereafter, consent was obtained from all the 30 participants that were selected using the consent document. 6 teachers and 8 parents were selected using the purposive sampling technique while 16 adolescent learners were selected based on convenience sampling which entails that the selection was based on talking to the participants the researcher met outside the classroom but within the school surrounding. The researcher started with interviews followed by focus group discussions and then ended with document study. Interviews with parents and learners were undertaken by the researcher and responses were taken based on the note-taking method, this entails that all responses were taken provided they were relevant to the topic of study. Then for document study, the researcher requested for documents such as re-entry policy, disciplinary record book, assessment records, registers and the result sheet for national examinations. All the relevant information to the study was taken note of by ticking the issues related to peer pressure influences on behaviour patterns if noted.

Focus group discussions were held with teachers and lasted for 45 minutes and all their responses were taken note of and recorded provided they were relevant to the research focus’.

3.8 Data Analysis

When the field work was done and data had been collected, the researcher edited and counter checked the completion of questions in order to identify items which had not been suitably responded to. According to Michael (1995), data analysis is the most crucial part of any research. It involves the summarizing of collected data, the interpretation of data gathered through the use of analytical and logical reasoning in a quest to determine patterns, relationships or trends.

In this study, data was mainly analyzed qualitatively using thematic analysis. According to Boyatzis, (1998), “Thematic analysis focuses on identifiable themes and pattern of living or behaviours of respondents”. Data that was arrived at was analyzed with reference to the aims of the study and its objectives. The researcher also used pie charts, bar graphs and tables to analyse data.

3.9 Ethical Considerations

According to Gakuu (2010), ethical issues are an integral part of the research planning and implementation process. Ethics in research refers to a code of conduct or expected social norm of behaviour while conducting research. In this research ethical concerns were taken into consideration such as beginning by seeking permission from Kwame Nkrumah Ethics Committee. Informed consent was observed by obtaining consent from participants. All participants were treated with respect and no respondent was forced or coerced to participate in this research but they consented. They were also assured of their anonymity because their identity remained hidden including the identity of their institution in the final report of this work. Respondents were assured of confidentiality and they were informed that whatever data was collected during the study from them has remained confidential and only will only be used for academic purposes.

3.10 Trustworthiness

Bell (1999) states that, validity is the extent to which an instrument measures what it is supposed to meet. In other words validity determines whether the research truly measures that which it was intended to or how truthful the research results are. According to Bryant e.tal (2000), the reliability of a measure is established by testing for both consistency and stability of a research instrument. Qualitative research can be valid and reliable with a consideration of trustworthiness. This is according to (Cope 2014) who stated that for the researcher to ensure trustworthiness in qualitative research attention must be paid to; credibility, conformability and dependability.

In this study, credibility was ensured through triangulation. According to Guba (1992) triangulation involve the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research and this research will make use of three instruments and these are document study, focus group discussion guide and semi-structured interview schedule to address credibility.

Dependability is important to ensure trustworthiness because it establishes the research study's findings as consistent and repeatable. Guba (1994) stresses that in order to address the dependability issue more directly, the process in the study should be reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain the same results. In this study dependability was tackled by the collection and usage of in-depth data.

In terms of confirmability, Miles and Huberman (1994) states that the concept of confirmability is the qualitative investigator's comparable concern to objectivity. Here steps must be taken to help insure as far as possible that the works findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. In line with confirmability, the study findings were of neutral quality and reliable as no feelings, wishes or imaginations of the researcher were included but rather actual findings of the researcher. Hence, the researcher relied on the usage of more than one instrument.

3.11 Summary

This chapter looked at the methodology which was employed in this study. The study employed the constructivism qualitative paradigm because the findings of this study depended on the constructed knowledge of the participants' responses. In this chapter a case study design was

employed due to the fact that the design chosen involved the narrowing down a very broad field of research into one or a few easily researchable examples. The chapter also looked at a population sampled from the secondary school under study, sampling techniques and procedure, data collection instruments, data collection procedure, data analysis, ethical considerations as well as reliability and research validity.



CHAPTER FOUR

Presentation of Findings

4.0 Overview

This chapter presents findings obtained from the study to determine effect of peer pressure on school going adolescent learners at a selected secondary school in Mongu district. The findings are presented in line with the set objectives which were; to identify the kind of pressure from peers that has influence on behaviour patterns on school going adolescents, determining the effect of peer pressure on adolescents' academic performance and the last one being ways of addressing the influence of peer pressure on school going adolescents. The presentation is centred on questions which were asked in the semi structured interviews, semi structured focus group discussion and document study in line with the objectives of this study.

4.1 Identified kind of pressure from peers that has influence on behaviour patterns of school going adolescents

In order to identify the types of peer pressure that has influence on adolescents data was collected from learners and parents through the semi-structured interview while teachers' views were collected through a focus group discussion, the researcher will also used the document study as an instrument. The presentation of the findings under this objective will take into account the following subthemes; the types of peer pressure among adolescents and the ways in which adolescents get influenced by peers.

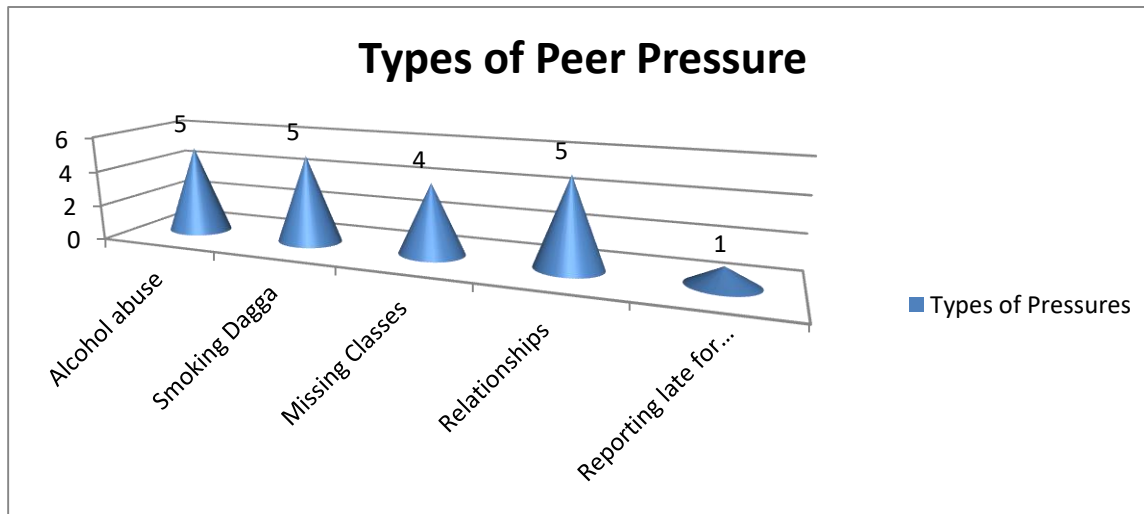


Figure 4.1: Shows the types of peer pressure as pointed out by the learners during an interview.

4.1.1 The types of peer pressure among adolescents

In a quest to gather data regarding the types of peer pressure among school going adolescents at a selected secondary school, the researcher collected data using semi- interviews on learners and parents while teachers were engaged through a focus group discussion and through document study.

The researcher interviewed 16 learners comprising of 8 boys and 8. They were asked to mention the types of peer pressure prevalent among themselves in the school and their responses are reflected in their answers which bordered around alcohol abuse, drug abuse, missing classes, poverty, sexual activities as presented below.

For instance one learner 1 stated that *“many of my friends drink alcohol especially when there is something like a festival or a show at the school you will see them walking unsteadily and their speech distorted”*. Learner 2 stated that beer drinking was so much among pupils especially boys. The response was like *“some boys don’t even have regard for school regulations going by the way they drink and this has made them be addicted to beer and other substance abuse.” they even call themselves different names and titles”*.

Learner 3 stated that *“we perform wonders when we have smoke, moreover, it makes one brave, powerful and confident otherwise it is a way of life”*. One responded stated that one of the peer

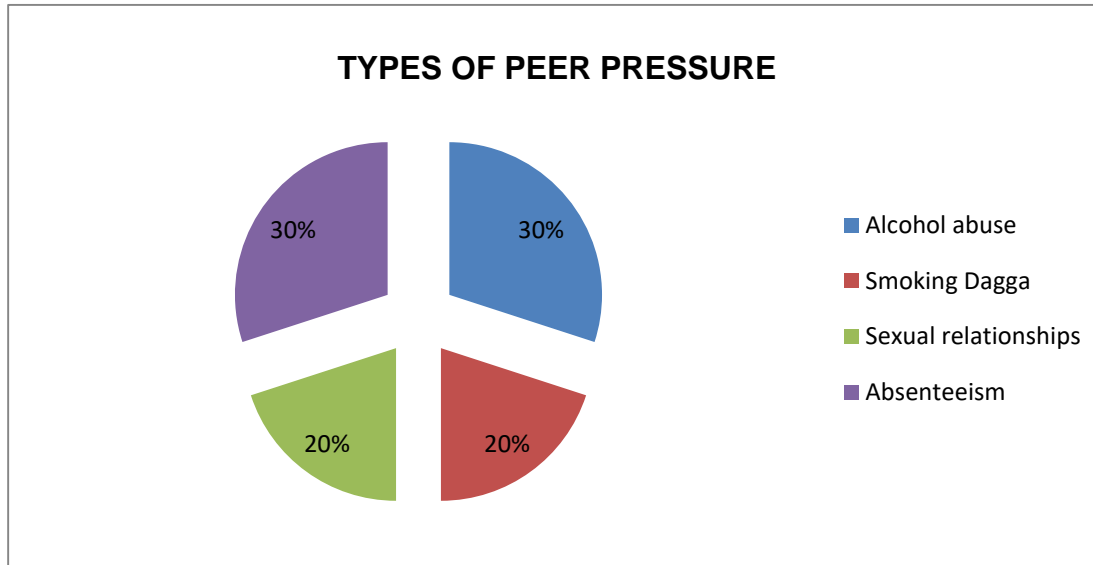
pressure him and others faced had to do with smoking dagga locally know as (*Chamba*). Learner 4 stated that once he had smoked he felt no shy at all to speak publicly and he would speak his mind and the friends could applaud him. *“When I am high on the drugs I feel myself, I can perform at the stage if you wish to know I am musician a rapper for that matter, so I do it to my level best without getting tired easily”*, stated the respondent. *“Some of my friends have told me that they study hard when they have smoked a bit hence they cannot stop”* said learner 5.

Learner 6 participant stated that just by the way some of my friends responds to teachers at some point you can easily tell that they had smoked dagga. While learner 7 responded that one of the peer-pressure at the school had to do with missing classes. Learner 8 explained that *“They don’t show respect in their tone when speaking to elders especially teachers and other elders around the school” and that is a sign one is high on drugs.*

Learner 9 said *“some friends cannot come to school for the whole week without missing a day. Someone may not come to school but will be found playing at home or at the market in company of other friends”*. Learner 10 replied that at one time absenteeism was so much in such that I missed a monthly test was punished. Learner 11 answered *“when I am with friends playing I find it hard to find time to prepare for school hence sometimes I miss classes together with my peers.*

Learner 12 responded that *“bad habit is that of having boyfriends. It’s like everyone here at school has a boyfriend and you can’t just remain alone”* A respondent stated that some of my peers have more than one partner which is very bad. Another respondent remarked, *“Most of us have girlfriends and its fun”*. One participant remarked issues to do with adolescence relationships were very common at the school making it seem like a normal thing for everybody. Learner 13 stated that real guys have girlfriends. *“You cannot call yourself a ‘guy’ if you have no girlfriend. It is the way of life and you will command some respect from friends if you have one,”* said the respondent. Learner 14 revealed that there was nothing wrong about being in a relationship provided you not engaging yourself in sexual activities. *“So long you are well behaved and your opposite sex partner respects your decisions I see nothing wrong”*.

Figure 4.1.2: Shows Responses Views of Parents on the Types of Peer Pressure



The views of parents were collected through the use of a semi-structured interview schedule. The responses were mainly based on alcohol abuse, smoking dagga, sexual relationships and absenteeism. The findings are presented below.

During the interviews parent respondents were asked to state the types of peer pressure observed among the adolescent children in school, Parent 1 said that *“I have noticed that my child rarely spends time at home going through his books but rather goes wandering with friends and sometimes comes back while drunk and this is worrying me so much”*. Parent 2 stated that her child preferred alcohol to school. *“My child of late has chosen beer and playing and drinking beer over school. Sometimes I may be thinking they have gone to school only to be told that they have been spotted at a drinking place”*, parent 2. Parent 3 response was that alcohol abuse had reached alarming levels among school going children. *“This time they don’t even fear their teachers they will be drinking in the presence of their teachers, which is very bad, you will find them patronising bars in the presence of parents and teachers”*. Parent 4 stressed that children had lost touch with the cultural values they had turned away from their parents teaching such that they had adopted strange ways of behaviour such as smoking. Parent 5 bemoaned the levels of drug abuse among school boys. Others just by looking at their eyes, you will tell they smoke. *“At one point I found a group of boys among them my nephew smoking in an unfinished building*

and upon seeing me they quickly threw it on the ground and disappeared in different directions”.

Parent 6 stated that girls were too much into prostitution, *“the school girls even go for order men at the expense of studying they will just be moving from nightclub to another in playing with their boyfriends”*. Parent 7 stated that the dressing of the young girls tells it all that they doing that to entice boys to follow them. *“ at one time I found two girls playing with boys at an awkward time dressed in bad manner when I tried to offer some counsel one of them uttered some detestable words and since then I just look at them for fear of being embarrassed.* Parent 7 lamented further that children of nowadays don’t like school. *“You will find them wandering about the market places at the time they should be in schools. One time my child left home in uniform that he was going to school only to be told he had been seen gambling through playing cards.*

Parent 8 remarked, *“children of nowadays have become so stubborn and rude, last time I was advising my sibling to be going to school on daily basis but she responded that she knew what she was doing. Now, this is someone who misses school on the pretext that they are sick when in fact not just so that they can go play around with other peers.”* All they wanted was to be playing around forgetting anything to do with studies only to remember books when it was time for exams and surely can someone pass like that? She asked.

4.1.2 The Types of Peer Pressure among Adolescents – Teachers’ Views

The focus group discussion was held with 6 teachers so as to get their views on the types of peer pressure they have seen or observed in the school among the adolescents and the findings are presented below.

One teacher 1 respondent stated that beer drinking was rampant among boys and girls but boys were the ones in the lead. *“Sometimes you will just see some boys chewing scented sweets so as to neutralise the alcohol smell. For some you will just see the unusual excitement”*, he remarked. Teacher 2 respondent said that some of our boys and girls will be spotted flashing bottles of alcohol especially during events such as games when we visit some nearby schools. *“Last time we where hosting a school for friendly games when boys came into the dressing room the smell of local beer was all over the room.”*, one discussant recounted.

Teacher 3 respondent said missing classes was a huge problem at the school. *“You see some children are not even well known by their friends in class due to high truancy levels. Some children are only seen during sporting events such as athletics and ball games after their attendance to school is not regular. Others stay away from school even month could elapse without showing up at school”*. Teacher 4 participant complained that some learners will get permission on the pretext that they are not feeling well and after being granted permission to leave they may go for over a week or even more only to be told they seen playing around in the community and market place which makes sad reading he said. *“The sad part is that close friends will be covering up their friend that he is sick when in fact not while otherwise will be opposing saying they play football together”, .*

Teacher 5 respondent echoed views of one learner participant that most boys and girls liked getting involved into relationships and seemed like it was normal to them when it was not so. *“Most of our girls and boys are into relationships going by the things they do and some confrontations among themselves that we have witnessed”*, narrated the participant. The other participant stated that the environment where the school is has destroyed our children as they are importing what they are seeing especially at the market into the school environment which is bad *“I found a child smoking behind unfinished buildings and upon noticing me they ran away”*.

Teacher 6 was of the view that there was so much promiscuity among boys and girls in the school. *“We have met these young boys and girls especially when we have an outing as a school they disappear mostly in the evening, and where do you think they go”?* He asked!

4.1.7 Types of Peer Pressure among School Going Adolescents – Findings from Document Study

In order to get more data about the types of peer pressure among adolescents, document study was used. This is where the researcher used two documents namely; the disciplinary record book and the class register. The researcher requested from the school authorities and after studying it, it was discovered that about 6 pupils had their parents summoned over truancy in the year 2020, this finding is in tandem with the findings from the interviews and group

discussion which brought out alcohol and drug abuse as one of the pressure being faced by adolescents. The other record indicated that 5 pupils were warned and punished for being found drunk in the school premises. Another record showed that 6 female pupils had been sent on maternity leave in the past two years. The record book also showed that 2 pupils had been suspended writing insults on the wall targeted at teachers, the record revealed that after being caught they found with balls of dagga.

The researcher also got permission to use the attendant registers from the head teacher and the class teachers. The sought registers were for grade 12 and 9 too were studied and it was found that about 10 students in all the 4 classes of grade 12s and 15 students in grade 9 were in the habit of missing classes such that a week could elapse without showing up at school due to various reasons but most of them were unreported to class teachers or any other school authorities.

Basing on the findings of this study concerning the identification of the types of peer pressure that has influence on school going children. The study revealed the following types of peer pressure namely; drug abuse, missing classes, relationships, alcohol abuse.

In this case the types of peer pressure that has influence on school going adolescents were identified.

4.1.8 The Ways in Which Adolescents Get Influenced

With regards to the ways in which adolescents get influence, a lot of responses were collected from learners using a semi-structured interview and the following are the findings.

L1 revealed that the way I miss classes is by listening to my friends' advice. For instance *"sometimes I may want to be coming to school all the time provided I am just fine but some friends will come and say we don't have to be at school all the days we can miss a day and go watch a football match to some place moreover, it's just for a day and we will go tomorrow"*. The other way was reported by L2 stated that *"sometimes I may start off to school and choose to go pick up my friend only to find her watching a movie and when I tell her it is time to go to school will be like let us first finish this movie and that's how I am made to miss classes because by the time the movie ends it will be late"*. L3 said that in terms of abusing drugs such as dagga,

the way we get to start smoking is through some friends who entice us to start little by little even telling us that it is not a big deal after all most of the guys were doing it.

L3 revealed that *“one friend of mine started smoking when we were set to perform in drama at a school independence celebration after being enticed by other performers and just from there whenever he was set perform he could smoke and as I speak now he’s a heavy smoker who does it on daily basis and I feel sad for my friend”*. L4 also stated that the way he was initiated into smoking by friends was after being told that they will be able to study for long hours without dozing off especially in the night. *“I was advised by my friend that once you smoke before holding a book, you will not fall sleep because dagga will keep you awake. “So from that time I still find hard it to quit but I really want to quit”*.

L5 stated that, *“the way in which we get influenced into drinking beer is by seeing all the excitement and celebrating by our friends who have taken alcohol while we are feeling shy hence we tend to join so as to match the environment”*. L6 revealed that *“ I am a shy person but I love drama and I am good at acting hence one way I overcome this challenge is by taking a little bit of alcohol and that’s the only way and time in which get to drink beer ”*.

Learner 7 explained that sometimes we just do things we don’t even understand or desire to do but just because everyone else was doing it we followed without even putting into consideration the adverse repercussions of our actions. *“Things such as getting involved in abuse of alcohol seem a little enticing when the person you know seems to be fine with it but that’s not the way it is, there are serious consequences that accompany drunkenness”*, Revealed the participant.

L 8 stated that in terms of relationships which our teachers complain about is okay with us. *The way I got into the current relationship after seeing my friends studying with their boyfriends and that is how I accepted the proposal from a boy.*

When asked to state the ways in which they get influenced, L 9 revealed that she was forced to have a boyfriend so that she can be helped in terms of solving math and sciences. *“My boyfriend is good at math and science and he helps me with assignments”*. L10 said that *“the way I got influenced to have a boyfriend was after noticing that most all the other girls were into it, moreover, he gives me money and buys me stuff”*. Another participant stated that he was enticed

to have a girlfriend because all the other guys had girl friends. *“My friends used to laugh at me saying I was not a guy enough, hence I decided to have one and now all is fine”*.

L11 stated *“it is abnormal at my age not to have a boyfriend. What will I be doing during my leisure time”* she asked. *I will be turned into a laughing stalk she said.* L12 stated that she had no problem going out with boys because it was not really a big deal because everyone went through that phase while in secondary school. *“Moreover our relationship is just based on friendship”*.

4.1.9 The Ways in Which Adolescents Get Influenced – Parents Views

Through the use of the interview schedule, parents were also asked to identify the ways in which school adolescents get influenced by peers and quite a number of responses came out as presented below.

P1 said one of the way young children got into bad habits such smoking dagga was through joining groups of peers who smoke. *“You see the kids are not well developed and copy literally anything and everything they see among friends and that is how some started children smoking”*. P2 echoed similar sentiments that adolescents get to start drinking beer when they see their friends doing so. *“They way they get into alcohol abuse are due to the relationships with non-school goers who abuse alcohol and make them drink”*. P3 replied the bad habit he had seen among school children was smoking cigarettes. *“You may be thinking that my child has gone to study when in fact he is out with friends smoking dagga and some even smoke publicly especially when they have taken beer”*, he added.

P4 revealed that her daughter had been drinking alcohol secretly and that she was doing it with her friends and all this was as a result of boyfriends she was hanging out with. P5 respondent said that our children have become so uncontrollable. *“You see I have a boy who blatantly tells me there is nothing wrong with his drinking habits. He will be like mum you just like talking too much my friends’ mothers don’t trouble them the way you do moreover, my friends take a lot more than I do and once you tolerate as a parent that is how they turn out be drunkards.”*

P6 stated that some young girls are too much into illicit sexual activities just because they want to get something they saw with a friend, especially clothes and it is in this way they end up

continuing with the same trend. In the same vein, P7 respondent was of the view that some of our school going children especially girls ought to be prayed for. *“These days it’s very difficult for the girl child to finish her secondary without them falling pregnant all because someone enticed them to have a boyfriend. There are so much illicit sexual activities among school going adolescents”*, he added.

Another view from P7 was that his son did not attend school regularly, *“and one way that makes my son not to go to school is laziness, it seems he has lost interest in school. He is in grade 11 but I have to keep forcing him to go to school as if it is for my benefit”*, he lamented.

P 8 echoed similar sentiments. *“My daughter misses classes like no one can imagine, and when I ask her about it she simply say I am not feeling well. But you will find that the person who is not feeling well will not be seen sleeping or going to the hospital instead will just be moving up and down”*. She complained. The participant further stated that children of nowadays had so many friends and some of them are not even in school and these are the people who influence them not to be going to school on a regular basis. This is why they have become too playful *“We really need to do a lot to end this predicament of absenteeism”*. She suggested.

4.1.10 The Ways in Which Adolescents Get Influenced – Document Study

In order to for the researcher to gather more data the researcher used document study as an instrument by using the disciplinary record book and the attendance register. For instance from the document it was discovered that what was reported during the interview with learners and parents’ participants was also recorded in the document. For instance it was reported that some learners started abusing alcohol after being enticed by their friends that beer was going to make them more courageous.

It was also found that some adolescents were engaged into smoking dagga after some friends advised them to do so, on the pretext that it will make them brave. The other record showed that some adolescent got into relationships because their colleagues were in the same habit while others got into relationships so that they could having money to get new clothes. Another record showed that missing of classes did happen because some children were coerced by their friends engage in playing. Further, the record revealed that some adolescents could get permission on false grounds and then extend their absence from school.

4.1.11 The Ways in Which Adolescents Get Influenced –Teachers’ Responses

The teachers responses regarding the ways in which adolescents get influenced were collected through a focused group discussion and their responses are as presented here.

When asked to state the ways in which adolescents get influenced, T1 said that most of the young people when brought together as it is in school they would want to be like other peers they find and in the process they find themselves into problems, *“for instance if they pair up with someone who misses class once or twice a week they will be like them. I have one student in my class who never used to miss class only when he was sick but after making friends with one truant kid, he too misses class”*.

T2 respondent said that adolescents tend to go with the flow. *They just follow what everyone else in the group is doing. “One child openly told me after being threatened with a severe punishment that it was not their wish that they missed classes but that they were influenced by their friend to go and play football”*. Further, T3 stated that some adolescents fear to be labelled misfit in the group hence tend to succumb to peers actions. *“For example a group of boys was found drinking beer so when I tried to found out why he was drinking alcohol, he said his friends had just bought for them and promised never to do it again”*.

T4 stated most of the bad things have been sugar coated with sweet names which confuse the young people. *“For instance I found boys and girls arguing over a picture on one of the beer brands which had a picture of girl on it saying even girls can drink and boys were urging girls to drink some saying it was more of a drink. The participant added that it is in this way young people get into bad vices if they are not well guided”*.

T5 said some pupils subscribe to the norms of the group for fear of being mocked. *“For instance most of the girls have boyfriends and yet they don’t even know when why they have those little boys of theirs. One girl told me that her friend forced her to have a boyfriend so that he could be giving him presents and initially she refused but due to the friends insistence she accepted of which she is not proud of but she is finding it difficult to leave”*.

T6 revealed that some learners were in the habit of reporting late for classes. *“There are some naughty boys who always come late and the trend has spread to other learners. This simply they copying the said behaviour”*, he added.

According to these research findings, concerning the ways in which school going adolescents get influenced by peers. The following were found to be the ways in which adolescents get influenced by peers. For example; listening to friends’ advice, being enticed by friends, and by seeing others the way they behave. Other ways were by abiding by the groups’ norms for those that joined peer groups, fear of being laughed at, literally copying anything they saw, and for some they just do things they don’t even understand. It was also found that some got into relationships because they wanted to be having money, while others it was as a result of laziness.

In this case the ways in which peers get influenced by their friends were discovered by this study.

4.1.12 Behaviour patterns adolescents after being influenced - learners’ views

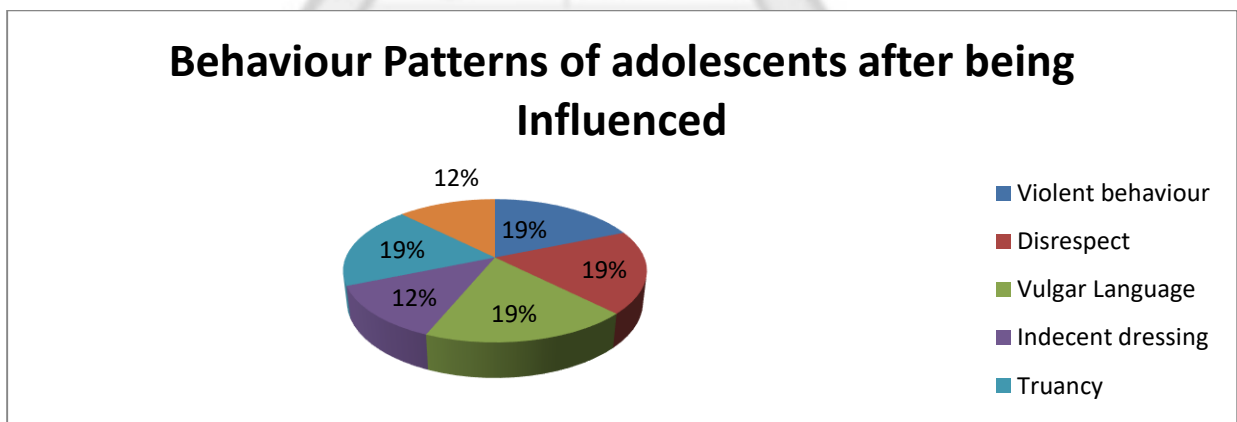


Figure 4.2.2 shows the views of learners on behaviour patterns of adolescents after being influenced

There were a number of responses which were submitted by participants concerning the behaviour patterns of adolescents after being influenced by peer pressure. The various responses given concerning behaviour patterns mainly bordered around violent behaviour, disrespect in speaking and use of vulgar language, sexual behaviour/indecent dressing, bullying, exhibiting violent behaviour and absenteeism.

When the learners were asked to identify the behaviours patterns that were exhibited by adolescents as of result of peer pressure influences, L1 stated that the behaviour pattern that emanated from drug abuse was being violent, *“I have a friend who behaves in a violent manner when he has smoked dagga. He will be threatening violence, stating that he can beat everyone in class” especially when teacher is not around and the class fears reporting him that he may beat them after wards”*.

L2 revealed that some his friend whenever they smoked their behaviour pattern was that of using vulgar language and being violent. *“Some of my peers behave in a violent manner, they will want to grab the food you have forcefully and when you refuse they will embarrass you in front of others by making fun of you and start calling you names”*. L3 revealed that when he had taken alcohol he ended up being violent such as fighting with his friends and own family members whom he had gone with to drink. *“At one time I ended fighting my best friend after I had taken beer and since then we have become distant friends”*.

L4 explained that alcohol and smoking makes peers to have behaviour pattern that of not having respect for teachers. *“A classmate insulted me in the presence of the teacher and after he was taken for punishment it was found that he had a small bottle of beer in his bag”*. L5 revealed that drug abuse was the main driver of bad behaviour patterns at school. *“Some of my friends when they smoke their behaviour patterns are that of using vulgar language and writing unpalatable on the wall which is very bad”*.

L6 explained that friends who are in relationships tend to have a behaviour pattern of being rude to their parents. *“Even when they call them they don’t go there at once but will go there at their own time as they feel they have grown. This behaviour is also exhibited by some of my friends that are into relationships right here at school to the teachers”*. L7 echoed similar sentiments and narrated that his friends had a behaviour pattern of not showing respect to anyone whenever they were drunk *“I have a friend of mine who whose behaviour pattern is that of lacking respect to young teachers especially those on teaching practice, he does not show any thought of respect. It is very sad”*, he added.

L8 revealed the behaviour pattern of his friends who smoked dagga was insolence towards teachers. *“They could just walk out of the class without permission while others are in the habit*

of answering back at our teachers which is against the school regulations and most teachers complain a lot about this kind of behaviour patterns among my peers”.

L9 revealed that his behaviour pattern whenever he had smoked dagga was the use of vulgar language which brought problems at school and he was suspended from school for two weeks. L10 revealed that whenever he took alcohol his behaviour pattern was that of failing to concentrate on school work because the drug stating that the drug distorted his vision hence missing classes. *“My behaviour pattern is like I fail to concentrate on school work because I don't see properly and how do I go to school in that state? He asked.*

L12 revealed that whenever he took alcohol in the night, the behaviour pattern was that of feeling lazy stating they found it a challenge to work up in the night and study as he did on other nights and he would report late for classes the following morning. L13 revealed that the behaviour pattern that they exhibit after smoking was failing to make it for morning classes on time. *Some times when I get to school I find my colleagues in the second or third period. “My behaviour pattern that comes as result of alcohol drinking is that it affects my school attendance because I feel dizzy and the concentration level is reduced when I have taken a lot of alcohol”,* revealed one adolescent.

L14 disclosed that his behaviour pattern with regards school attendance was greatly affected. *“Whenever I drink beer in the night the following morning I feel dizzy and I fail to go to school. I find it hard to work up and go to school moreover, a weak concentration is also affected and I don't like this kind of behaviour.”*

Having the school being near the council market made learners have access to beer and when they were drunk they had a behaviour pattern of making noise in class. While another respondent revealed that the behaviour pattern of my peers who are in relationships dressing in indecent styles *“they dress they way they do as to impress their partners”*. L15 stated that the behaviour patterns exhibited by my peers in relationship was that of dressing short and tight clothes just to attract peers of the opposite sex. They dress those short skirts, tight trousers and skirts with a view to attract boys' attention he said. Another respondent remarked, *“The behaviour pattern of sagging trousers is instigated smoking dagga”*.

L15 further submitted that, *“The behaviour pattern of some of my friends who are in relationships is that of avoiding manual work whenever the teacher assigns us, because they feel shy before their partners. When the teacher assigns us to do work these guys will not work instead they will behave as though they are prefects when they are even not while some will just dodge the work place and show up when the work is done.*

L16 disclosed the behaviour pattern which resulted from the intake of alcohol was that he could approach any girl in a drunken state and not in the sober state because he was shy to do so. Parents had their response collected through an interview schedule. Their views are reflected below.

Parent respondents were asked to describe the behaviour patterns of adolescents after being influenced.

P1 respondent revealed that the prominent behaviour patterns for adolescents that smoke is violent behaviour. *“My child behaves in violent manner whenever he comes back home drunk but when he is sober is a good child”*. P2 disclosed that *“my adolescent son’s behaviour pattern whenever he smokes is violence, he fights and beats up his young brothers when he has smoked or taken alcohol.*

P3 stated that when these school adolescents drink alcohol and smoke dagga their behaviour pattern is that of loss of respect for elders. *“They can say anything to an elderly person without any sense of regret or shame. It is very bad”*, she stated. P4 echoed similar sentiments that the behaviour patterns of school going adolescent children whenever they had smoked was did not have respect and that they wouldn’t take advised *“My child refuses to be sent whenever they drink alcohol. All the respect is gone and can say anything to me and to some extent I am insulted”*. Another responded disclosed that *my son’s behaviour pattern foe my child whenever he ash missed classes is that of not wanting to be talked to and short temper.*

Another disclosure was made by P5 participant who lamented that the behaviour pattern of the adolescent daughter was worrisome whenever she took alcohol, in sense that she missed school. P6 complained that one son exhibited the behaviour pattern of being lazy and answering back rudely whenever she tried to counsel him. It was revealed by one participant that some adolescents were showing the behaviour pattern of dressing inappropriately such as revealing

and short clothes and some wore very tight clothes. *“Their behaviour exhibited is that of prostitutes and they do this just to attract man that is why they are impregnated”*.

P7 disclosed that his adolescent children had the behaviour pattern of stealing money from him so that they take it to buy alcohol. *“Here is a child who drinks alcohol but doesn’t work; they have no businesses, where do you think they will get the money? Of course steal from you the parent.”* P9 disclosed that his daughter had the behaviour pattern of telling lies about her whereabouts. *“She may lie to me she has gone to study with a friend only to be told she is meeting a boyfriend somewhere”*.

In a quest to gather more data concerning the behaviour patterns of adolescents after being influenced, the researcher used document study.

In the document study the revelations concerning behaviour patterns of adolescents were as follows; one record indicated that some adolescent learners exhibited the behaviour pattern of insolence towards school authorities after they had taken alcohol and were punished after showing such behaviour. Another behaviour pattern recorded had to do with theft, two adolescents caught with books which were the property of the school. and In another record it was found that some adolescents in school had a behaviour pattern of dodging from school to go and drink beer and it was also recorded that the behaviour pattern of coming late for evening studies and in drunken state was also recorded.

Another record disclosed the behaviour pattern of some learners who were fond of not doing assignments given to them on time and this was attributed to drug abuse while some it was due to unhealthy sexual relationships adolescents were having which had taken their time. In the document, it was also found that some adolescent learners had a behaviour pattern of lying to teachers they went to study with friends when in fact not.

The other record showed that some learners were suspended from school after showing the behaviour pattern of violence acts towards their peers such that they got into fights in many occasions and when investigated they it was found that they were in the habit of drinking when they went for evening preps. The record also showed that some children who exhibited the behaviour pattern of not dressing modestly and had their clothes confiscated because they were either wrong or inappropriate.

In another record it showed that there adolescent learners who were sent on force transfer showing a behaviour pattern of threatening violence on their friends after having smoked dagga. Further, there was a record which showed that the children that abused alcohol had a behaviour pattern of reporting late for classes and in some cases missing classes on a regular basis.

Teachers' contributions on the subject behaviour patterns of adolescents after being influenced by peers were collected through a focus group discussion. The responses are reflected in the following presentation.

T1 participant revealed and echoed a learner participant's views that some learners exhibited a behaviour pattern which had some aspect of insolence towards the school authority especially those adolescents who abused. *"You will tell by the way they behave when it comes to responses and easily tell one has smoked. One child exhibited high level behaviour pattern of disrespect when he refused to be sent saying he was tired this happened in the presence of other learners and I felt embarrassed"*.

T2 revealed that children in the relationships showed a behaviour pattern of disrespect too. When you assign a prefect they hardly listen to him/her. *"These children feel they are age mates with us the teachers just because of the relationship they are into. Even when you assign a child to call one of them it takes forever to show up"*.

T3 respondent stated that some children after taking alcohol do not come to school and some even if they come they are not active in class. T4 revealed that some children in his class were in the habit of not doing home assignments as they had little time to attend to school work but just moving around abusing drugs and getting involved into gambling games.

T5 stated that some adolescents demonstrated a behaviour pattern of bullying their colleagues especially those who seemed younger and weaker.

In line with the theme, the behaviour patterns of adolescents after being influenced, this research has found out the following behaviour patterns; for instance being lazy at school, absenteeism, violent behaviour, stealing, and insolence against teachers and parents. It was further revealed that cheating behaviour, use of vulgar language, bullying and late coming to school.

In this regard the research has established the behaviour patterns of adolescents after being influenced by peers.

4.2 The identified impact of patterns of behaviour on academic performance of school going adolescents

In order to identify the impact of behaviour patterns on academic performance of school going adolescents, data was collected from learners, parents and teachers. Additional data was collected from document study. The researcher used interviews to probe learners and parents while teachers were engaged through a focussed group discussion.

4.2.1 Impacts of Behaviour Patterns on Academic Performance

To gather data regarding the impact of behaviour patterns on academic performance, a question was posed to respondents to state the impact of behaviour patterns on academic performance of adolescents, the behaviour patterns were revealed to be as follows; absenteeism/missing classes, violent behaviour, stealing, insolence, lies/cheating, drunkenness, laziness, and use of insults (vulgar language) and this was through the responses of the participants.

4.2.2 Learners' Views - Impacts of Behaviour Pattern on Academic Performance

The learners were asked to state the impact of patterns of behaviour on academic performance and L1 stated that the impact of absenteeism among his adolescent peers on academic performance was observed in their poor grade some were getting. *“One friend of mine literally failed in all the subjects this as result of missing classes regularly”*. L2 disclosed that they felt the impact of missing classes on their academic performance as they missed most of the concepts hence found it difficult to compete favourably with their peers as the case was before.

L3 revealed that they had difficulties to ask questions or participate in class due to the sexual relationships they had in there and it affected their academic performance in the sense that they were not fully engaged in the lesson and this impact reflected in the poor end of term results. *“I can hardly rise up my hand to ask the teacher in case need some clarity due to the fact that I fear being laughed at and that is bad in the presence of my girlfriend”*.

L4 respondent revealed that the behaviour pattern of being violent has had a lot of impact on their academic performance in the sense that their friends whom they used to study with had started avoiding them. *“After fighting with two of my friends they have started avoiding me this has a lot of bearing on my academic performance in the sense that it is hard to study alone as compared to studying with friends. Moreover, friends help in some way if you miss a concept you consult your friend”*.

L5 disclosed that violent behaviour such as bullying exhibited some peers was affecting their academic performance in the sense that they disrupted them during their private studies. *“These friends will come and start pushing you around or start making noise and the result is bad results in the daily exercises we are given by the teacher”*. L6 revealed that whenever he and friends had taken got involved in acts of bullying others at the expense of studying and this had a negative bearing on their academic performance. *“Instead of sitting studying with others we will be their disturbing them and in the long run we get failing grades”*.

L7 explained that it was difficult to consult other friends especially the opposite sex due to the unhealthy sexual relationships they had in school and this affected their overall academic performance. *“I feel shy to consult my friends who better than me in certain subjects because it is an embarrassment”*. L8 narrated that some of his peers had been suspended from school after being caught stealing text books and this had a negative effect on their academic performance as the absence from classes meant that they missed a lot.

“It is an embarrassment when you are caught stealing and brings down the moral in class and the performance goes down due to the stigma that comes about when found in that situation.”

Revealed learner L9

L10 stated that some of his friends were in the habit of exhibiting a behaviour pattern characterised with bullying which had impact on academic performance in the sense that their peers avoiding them hence having no one to consult in case they needed help. *“Bullying others has so much impact on academic performance, sometimes you will find that bullying instils fear on those on which it is directed at and sometimes they stop coming to school which has also serious impacts on overall performance”*.

L11 participant stated that drunkenness had great impact on academic performance of adolescents. *“For instance some of my peers who drink alcohol regularly have become addicted to alcohol and turned into drunkards and this affected their performance academically. You will find that they have less time for studying, completing homework assignments, and attending school and this has resulted into getting a failing grade or even dropping out of school.*

L12 disclosed that some peers were in the habit of cheating teachers on various occasions especially when they found themselves on the other side of school rules like late coming and missing school and this had serious consequences on academic performance. *Peers who cheat are wasting their time in school and when they don't learn the basic concept, they have set themselves up to either continue failing or cheating. And some, who are caught cheating, have their examination paper invalidated fail, and they gain a bad reputation from teachers and other peers which affect their learning morale”.*

4.2.3 Impacts of Behaviour Pattern on Academic Performance -Parents’ Views

Parents too were involved through a semi-structured interview. Similar question was asked to them which to state the impacts of behaviour patterns on school going adolescents’ academic performance and responses are recorded below.

P1 revealed that behaviour pattern such as absenteeism had great impacts on the academic performance of the school going adolescents. *“My son seldom goes to school the entire week and the performance has really gone down.”* P2 stated that missing classes had so much influence on her daughters’ overall academic performance. *“How does my child pass the final exams if absenteeism is the order of day? You see I don’t even see her end of term report forms regarding her scores in the tests which is very difficult to ascertain her performance.”*

P3 participant revealed that violent behaviour was having impact on the adolescent academic performance in the sense that he was fond of engaging into fights with friends of which at one time it led to a two week suspension from school. As you know when someone is suspended the effects on academic performance is so much as they will miss what others would have learnt during the suspension and that will surely affect the performance going forward.

P4 disclosed that bullying was another behaviour pattern which had impacted negatively the academic performance of adolescents in school. *“You will notice that adolescents who get involved into bullying activities will instil fear in other peers and this affect the afflicted academically as they may start withdrawing from active performance in class and also even the perpetrators will be avoided by their friends which in sense affects them academically as they will have no one to assist them if need arises with their studies”*.

P5 stated that drunkenness was one behaviour pattern which had great impact on adolescents’ academic performance in the sense that some children exhibited some signs of laziness whenever they were drunk. *“For instance my son, when he is drunk he rarely gets his books to study and as you know secondary education is anchored on studying. Now imagine the amount of studying time lost due to my child’s drinking habits that drink severally in a week”*.

P6 revealed that insolence too had insurmountable effect on adolescents’ academic performance. *“Most of the learners who were disrespectful had in most cases fallen out of favour with teachers and when they realised this it had derailed their morale and this lead to frequent absenteeism placing even more impacts by missing out on class content”*.

P6 stated adolescents learners who had behaviour pattern of stealing in school had been suspended and this had a lot of impact on academic performance in the sense that if someone is suspended they lose a lot in terms of learning time and when the suspension is lifted and the adolescent is back in school they were being laughed at and this demotivates the learners and the action also instils fear in them which then affect their optimum academic performance.

4.2.4 Impacts of Behaviour Pattern on Academic Performance – Document Study

The documents which were studied also revealed that the identified behaviour patterns had impact on the academic performance of adolescents. For instance the mark schedule requested from one of the teacher revealed that truant children were getting poor marks as compared to the time before they developed the habit.

Another document the register revealed that learners who were in the habit of missing classes had a record of drinking alcohol and the performance at school so good due to the lost time. Looking at the list of those who sat for the Grade 9 examinations it was discovered that out of

the 50 that sat only 2 made it to Grade 10 and the majority of those who failed are those who were too playful such as those in relationships and those who were in the habit of abusing alcohol, the reason was that they invested so much time into unproductive activities such as abusing alcohol and engaging into unhealthy sexual relationships.

It was also discovered in one of the documents that some learners were lazy with school work as they were in the habit of not finishing on time while others could not write at all the assignments given to them especially homework.

4.2.5 Impacts of Behaviour Pattern on Academic Performance - Teachers' Views

Teachers responses regarding this matter were collected through focus group discussion and the following are their submissions.

T1 disclosed that missing class one behaviour pattern which had a lot of impact on an adolescents' academic performance. *“These learners that miss classes regularly, miss a lot in terms of class content and this has affected their scores in the monthly and termly scores as they get poor results.*

T2 participant stated that *“some learners exhibited the behaviour pattern of violence and this affects the learners' academic performance in the sense that their peers distances them and this makes them withdraw from class activity contributions which is not good for learners as they learn a lot from interacting with others”*. T3 respondent revealed that learners who exhibited a behaviour pattern of insolence had differences with the school authorities and in most cases they were not being considered for many school activities such as quiz and debate and this made them feel excluded and demotivated and this had a subsequent impact on the learners' academic performance as they lacked that support to encourage them to work even harder thereby making them lag behind in terms of academic performance.

T4 stated that adolescent students who were in the habit of stealing brought some ridicule and shame upon themselves as other learners started mocking them thereby making them feel ashamed which resulted in the affected learners beginning to miss class and this made them remain behind in terms of academic content. This made the adolescents lose morale to learn effectively. *“One learner was punished for having stolen a text book from the office and the*

child was not seen at school for close to a month and this affects them very much in terms of academic performance as they will be thinking more about the bad experience at the expense of studying and for some they drop out.”

T5 was of the view that academic performance was greatly impacted in a negative sense for adolescents who had become drunkards. Drunkenness affects an individual's all round performance and adolescents in school are not spared from the effects of alcohol on academic performance. They will have less time to study and even when they try to study they will find it difficult to understand due to reduced level of concentration as result of reduced brain function stemming from excessive alcohol intake.

According to this research the impact of behaviour patterns on academic performance of adolescents, were found to be failing in academic work or assignments and failure to compete favourably with other peers academically. It was also discovered that some learners had difficulties in studying alone after being rejected by their peers due to their violent tendencies, while others missed a lot in terms of class work due absences from school. Some learners were also impacted academically in such a way that they could not complete tasks given to them on time while others could not write at all. It was also discovered that insolent adolescent had difficulties interacting with teachers and thereby finding it difficult to consult their teachers when they needed to.

In this case the impact of behaviour patterns on academic performance have been established.

4.3 Established Ways of Addressing the Influence of Peer Pressure on School Going Adolescents

In a pursuit to establish ways of addressing the influences of peer pressure on school going adolescents, the researcher collected data from learners, parents and teachers by the use of; semi-structured interview which was administered on learners and parents, while teachers' submissions were collected through a focus group discussion.

This study discovered the following as peer pressure influences; drunkenness, bullying, violence, illicit sexual activities, not following instructions from teachers (disrespect), stealing,

dressing inappropriately and being lazy in school. In order to address these influences, respondents stated the following;

4.3.1 Addressing Peer Pressure Influences on School Going Adolescents – Learners' Views

The question on ways of addressing peer pressure influences was asked to adolescent learners and the following were the response. For instance L1 proposed that in order to keep young people stay away from illicit sexual activities at the expense of studying, the campaign for abstinence must be strengthened. *“We should be seeing more posters around the school preaching about abstinence, and the government should give us more books about the benefits of abstinence as opposed the way is now”*.

L2 proposed that to keep the adolescents away from thoughts of going to take alcohol and later engage into violence activities instead of being in class or studying at home, the school should embark on talent identification for each learner so that to keep them equipped with creativity, analytical and problem solving skills. L1 stated. *“I believe each and every individual has that unique talent or ability, for instance some of us are footballers, others are good at artefacts, while some have the talent of singing so if the school can tap into these talents learners will be kept busy and there will be little time to think about prostitution or drug abuse”*.

L2 suggested that the school can just come up with a bigger project such as a write a story competition which should run continuously so that we are kept busy at all times and we will have little to go and patronise the bars or abuse alcohol and later indulge in sexual activities which can lead teenage pregnancy and force us to stop school.

L3 suggested that school authorities should take a deliberate step in sensitising us about the dangers of drug abuse, as there is so much wrong information among my peers with regard to drugs such as it makes one brave or intelligent. *“It should be a routine exercise, let them timetable it so that people can learn and go with an informed perspective. As you know there are lots of myths around dagga and what it can do”*, she submitted. One respondent submitted that the issues to do with drug abuse and alcohol abuse were supposed to be time tabled so that we reminded on the effects of using such drugs.

L4 suggested that the school regulations must be severe on rules breakers. The adolescent urged school authority *“teachers to ensure that those found breaking the school rules are severely punished so as to deter would be offenders”*. L5 suggested that parents should play a bigger role in educating their children issues concerning good morals such as urging their adolescent children in school not to be enticed by their peers to get involved in relationships and respecting elders in the community as opposed to leaving it to the school authorities alone. *“Parents should teach children to avoid getting into relationship at a tender age. It is amazing that parents have left the responsibility to schools whenever I misbehave at home, my parents always questions my teachers’ roles in training me about morals which I feel should not be the case”*, she stated.

In order to address issues to do with alcohol abuse, L6 proposed that the government ought to be sensitising bar operators against admitting underage children and start penalising those found admittance underage children in bars and nightclubs and this will strengthen the adherence to the law. *“I think the law should be repealed and raised to no under 20 years and make sure there is total adherence to the same regulation and not the way it is now where the rules are there but they are not followed to the latter”*.

In order to address effects of peer pressure on missing classes, L7 submitted that *“the school should come up with a library where different types of books touching each and every area of life can be stocked so that learners have a variety. It is not always that we should be reading academic subjects but other content readers will help in addressing the issues to do with peer influence this because they will have information at their disposal”*.

The school should be seen to come up with a dress code which is modest a learner suggested. *“Cases of dressing inappropriately we stop if we are guided on what to wear especially when it comes to our own clothes as opposed to leaving it open where we just wear what we desire.”* He further suggested. L8 proposed that the school should start engaging some external individuals and organisations to be talking to us about the effects of peer pressure and their subsequent academic performance. *“They should bring those people who have made it in life to come and talk to us. Career talks should be a routine activity it should be embedded in our curriculum if possible”*.

4.3.2 Addressing Peer Pressure Influences on School Going Adolescents – Parents’ Views

Parents' submissions were collected through a semi-structured interview. Parents were asked to propose ways of addressing peer pressure influences on school going adolescents and the following were the responses.

P1 proposed that the school should be regularly having meetings with parents especially those with erring students so as to help the school in censoring these children especially those with violent tendencies. *"Sometimes we don't even know how these kids behaviour patterns because we don't receive formal communication from the school concerning the conduct of our children instead we just hear from friends like your daughter has done this and that"*, stated the parent. P2 submitted that school should be seen to be hard on these learners who are disrespectful to teachers concurring with what the learner participant proposed to. Those kids who break the school rules must be punished severally, added the participant.

P3 suggested that it all start with us the parents, *"we should be taking it upon ourselves to reprimand the children when we see them dressing inappropriately. We should not condone such behaviour and it is the only we can inculcate good morals"*

P4 was of the view that learners were to be taught the different aspect of life. They should be told all they need to know about the dangers of engaging in relationships. They should be taught to choose between what is good and bad for them, she further urged. P5 echoed one learners' submission that that in order to avoid incidences of teenage pregnancies which stem out of relationships adolescents have at school, parents should not condone children bringing peers of the opposite sex on the pretext that they are just friends but instead they should investigate more so as to protect them from the adverse effects of relationships as reduced attention to academic work and possible teenage pregnancies. P5 further stated that the school should be holding seminars with these learners who involve themselves in dagga smoking and later engage in acts such as stealing and violent acts at the expense of education. P6 added that it was also important to engage external individuals to talk to the adolescents about the adverse effects of drug abuse, *"I believe will help especially when they see strange faces, this will surely motivate them"*, she added. P7 proposed that parents should introduce curfews at household levels so as to curb high level intake of alcohol by school going adolescents which later leads them into engaging in illicit sex. *"We should not allow children to be leaving home let us say past 19:00, we need to*

be proactive as opposed to being reactive, early pregnancies will be prevented so will be the issue of patronising bars by our children if we all do that”.

P8 submitted in line with one learner participant that the adverse effects of peer pressure were so rampant due to the fact that our children lack knowledge therefore our teachers should not relent on encouraging learners to do better. *“For instance the myth that smoking dagga will make one confident, brave and awake should be dismissed with accurate information. Let them continue providing information to these children and drug abuse will certainly reduce or be wiped out at our institution”.*

P8 further called for the reintroduction of corporal punishment. *If a child is found drunk they should be whipped, as you know these children are difficult to control without a whip therefore we should advocate for the reintroduction of beating and I believe this will surely help.* Another parent posited that in order to address issues to do with lack of interest in school exhibited through missing of classes, not studying and the subsequent failing in examinations, one parent proposed that parents should have keen interest in the learning of their children by going through the books and offering assistance where they can and engage someone else where they cannot.

Further P3 stated *“I do encourage my daughter to work extra hard as education as all the benefits and can make them be anything they want”.* P5 added that the children who use vulgar language or involve in criminal activities must be counselled at a regular basis, the school should create an enabling environment where learners can speak their mind freely in case there is something troubling them, he added.

4.3.3 Addressing Peer Pressure Influences on School Going Adolescents – Teachers’ Views

Teachers’ suggestions to the ways of addressing the influences of peer pressure on adolescent learners were collected through a focus group guide. The teachers were asked to propose ways in which to address peer pressure influences on school going adolescents and their response are recorded here.

“In order for the children to be helped in terms of those that miss classes regularly we need to start applauding them for each day that they come”, proposed T1. T2 stated *“What I do during my periods is that if I notice a child who has missed my periods for a number of days I summon*

them in gentle manner and talk to them nicely and even if they lie to me I keep encouraging them and asking them if at all they need help, so if the school make that as a policy I hope it will be in addressing issues to do with absenteeism”, posited T2.

T3 stated that our learners are finding themselves in these predicaments because they lack information. *“For instance there is a wrong belief that once one smokes dagga or take alcohol they will be strong, courageous or brave which is totally false, so if we take it upon ourselves in giving the kids the right information issues to do with abusing drugs or taking alcohol will be reduced to acceptable levels”.*

T4 remarked that the mistake we make is to assume a learner especially an adolescent who is still growing and developing their level of understanding knows everything they need concerning their risky behaviour, such as drugs, alcohol or unprotected sex. *“Instead we need to make sure they are well informed by talking to them as a group and as individuals. You see they might not like the conversation, but giving them the knowledge they need to make informed and good decisions is far more important than a few minutes of uneasiness they may show”.*

T5 was of the view that the school authority shouldn't be too hard or harsh on the learners but give them room to make their own decisions. *“For instance for adolescents who behave in violent manner, call them don't reprimand them but in gentle manner hear their side of story and their possible struggles. By treating them in ways that assume you believe they can make wise choices and take responsibility for those choices, it will boost their own confidence in a way”,* he submitted. T6 stated that was important for teachers to identify adolescents that were struggling with relationships which were then affecting their participation in class activities and encourage them to open up about the things that worried them the most. *“As teachers we need to be inspirational to the adolescents by engaging them at friendly level. We can start by sharing our own personal struggles we went through and, the options we had for handling them, and how we chose the path we took”.* The participant further stated that *“at some point they may not realize it but the truth is that they learn best by example and teachers are typically their best role models. In other words we need to be as close to these learners as possible. Some of the challenges our learners are facing only our concern and interest in them”.*

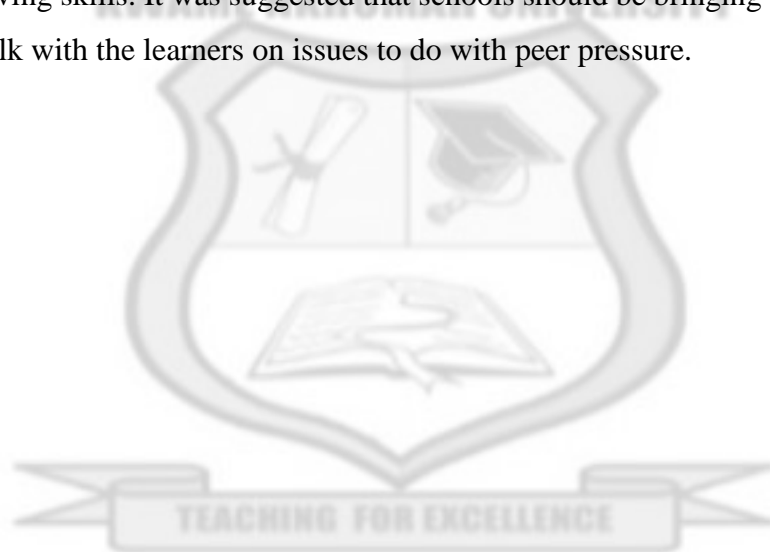
T2 added revealed that whenever a new student is received in class she advised them to be worry of bad company. I tell them not trust or make friends with the first people they meet, especially if they seem pushy or want to do things that don't seem right to them. *“Look for people with whom you share interests, like exercise, music, or where you have more in common than drinking and smoking at expense of doing home assignments”*.

T3 teacher submitted even fellow learners can help addressing issues to do insolent children and those who use vulgar language by choosing someone who is well-behaved as a role model to talk to the fellow peers, this will give an opportunity to those learners with deviant behaviour to open up as they will be interacting with their peers. T4 resubmitted that *“we should encourage our learners that are faced with incidences of relentless bullying, not to ignore or wait for it to go away. They should be urged to reach out to a teacher, mentor or a school counsellor to get some help with the problem. In this manner all cases will be reported and the culprits dealt”*

T5 also submitted that if we are to curb teenage relationships adolescents were supposed to be equipped with necessary tactics to help them overcome the urge of accepting offers from the opposite sex. They should be encouraged to rethink every time such temptations presented themselves. *“Tell them instead of responding to any idea brought before you by a colleague like accepting a proposal from a boy or vice versa there and then but say you're going to think about during that reflection the learner can even think about something productive like reading the biology notes”*. Further echoing similar sentiment that sometimes adolescents gave in into taking alcohol and other forms of peer pressure in order to avoid feeling lonely for example during celebrations. Therefore, we be remind the adolescents that spending time alone is a way to rejuvenate and reinforce your own principals and priorities in life and will give you an opportunity to think about things that matter the most such as going through the exercise book. Another teacher stated that club formation was one way of addressing influences of peer such as missing classes. *“Drama gives an opportunity to learners to showcase their talent and to make it more effective, allow adolescents to role-play the effects of absenteeism and submitting assignments late it will surely help in curbing absenteeism”*.

4.4 Summary

This chapter presented the findings of the study which aimed at identifying the effect of peer pressure on school going adolescent learners at a selected secondary school in Mongu district. The chapter highlighted the influences of peer pressure on adolescent learners and the influences discovered where missing of classes, violent behaviour, drunkenness, insolence and the involvement in illicit sexual relationships. The chapter highlight that the resulted in adolescents not doing assignments on time, failing to compete well with others in academic performance, getting failing grades due to missed contents and failure to study effectively. The chapter ended by discussing the ways of addressing the influence of peer pressure on school going adolescents and following measures were suggested; provide accurate information to the adolescents learners, intensify counselling services at the school, equipping the learners with analytical and problem solving skills. It was suggested that schools should be bringing external individuals to come and talk with the learners on issues to do with peer pressure.



CHAPTER FIVE

Discussion of Findings

5.0 Overview

This chapter discusses the findings of the study. The researcher investigated the effect of peer pressure on school going adolescent learners at a selected secondary school in Mongu district. The findings are discussed in accordance with the themes developed from the set objectives. The study was driven by the following objectives (a) to identify the kind of pressure from peers that has influence on behaviour patterns on school going adolescents (b) to determining the impact of this kind of peer pressure on adolescents' academic performance and (c) to identify ways of addressing the influence of peer pressure on school going adolescents. This findings discussion will be guided by the MINDSPACE approach theoretical framework by Dolan (2010). The summary will follow after the discussion.

5.1 Identify Kind of Pressure from Peers That Has Influence On Behaviour Patterns of School Going Adolescents.

This section discusses the views of learners, parents and teachers on the kinds of pressure from peers that has influence on behaviour Patterns of School going adolescents. These kinds will be discussed under the themes; the types of peer pressure among adolescents, the ways in which adolescents get influenced by peers and behaviour patterns of adolescents after being influenced.

5.1.1 The Types of Peer Pressure among Adolescents

This study discovered that there different types of peer pressure which bordered around missing of classes (absenteeism), drug abuse (smoking dagga), drinking of alcohol, sexual activities and poverty. The study discovered that learners were in the habit of abusing drugs due to peer pressure influences and this is reflected in one of the participant's response who said "*I and my friends drink alcohol especially when there is something like a festival or a show at the school while some of my friends drink all the time and even smoke dagga and some of my friends engage into activities such as sexual activities*". This finding of this study has some similarities with the findings of the research by Moola (2015) who reported that peer-group influence can

bring in sexual relationships, especially to pupils that join in bad subcultures in schools further stating that through peer groups adolescents found themselves overwhelmed with activities such as alcohol abuse, and truancy. However, the research did not mention drug abuse, which this study has discovered.

The findings of this research are in line with MINDSPACE theoretical framework by Dolan (2010) which revealed that there were different kinds of pressures which made adolescents behave in the way they did namely; missing classes, drug abuse, drinking of beer, early sexual activities which this study also discovered.

The researcher is in agreement with the findings of the study with regard to type of identified types of peer pressure such as illicit sexual behaviour, absenteeism and alcohol abuse as observed. These types could have been prevalent at the school due to peer influences among adolescents.

5.1.2 The Ways in which Adolescent get Influenced by Peers

This study discovered that adolescent got influenced by peers in various ways. For instance listening to friends' advice, being enticed by friends, and by seeing others the way they behave. Other ways were by abiding by the groups' norms for those that joined peer groups, fear of being laughed at, literally copying anything they saw, and for some they just do things they don't even understand. This is in line with one participants statement that *"our adolescent learners are in the habit of just copying everything they see with their friends be it hair style, the perfume a friend wears clothes among other this without even thinking about the price whether they can manage it or not"*. Another parent participant responded that, *"kids are not fully developed and when they join groups, they copy literally anything and everything they see among friends"*. These findings have some commonalities with the findings by Khan (2015), who stated that adolescents may get influenced by others, for instance in the manner the age mates are dressing, behaving, talking and this can be in a good way or bad way. However, the research by Khan (2015) did not cover the issue of adolescents being enticed to behave in a certain way of which this research has disclosed.

The finding of this study is in tandem with the Dolan (2010) MINDSPACE Framework which states that influenced by what others (peers) do. Furthermore, it stated that the environment in

this case the school and peers exert a lot of influence on each other regularly and that they accept whatever comes their way even if it has significant consequences so long the peers they trust seems to be fine with it.

The researcher is too of the view that the ways which were discovered by this research could have been the reason adolescents were being influenced.

5.1.3 Behaviour Patterns of Adolescents after Being Influenced

This study found out that there are various behaviour patterns which were as a result of different types of peer pressure among adolescents in school. For instance being lazy at school, absenteeism, violent behaviour, stealing, and insolence against teachers and parents were found to be the main behaviour patterns among adolescents. It was further revealed that cheating behaviour, use of vulgar language, bullying was also among the behaviour patterns portrayed. can be seen in one of the respondents response who stated that; *“Some of my peers whenever they took alcohol and smoked dagga they behave in a violent manner, they will want to grab the food you have forcefully and when you refuse they will embarrass you in front of others by making fun of you and start calling you names while some resort to fighting among themselves”*.

These findings do not correlate with the findings of (McPherson, Smith-Lovin, 2001) who reported that when adolescent associate well with other peers in school they may score high in their academic, this is so because adolescents seek out friends who are similar to them in terms of their academic functioning and these friends then serve to reinforce their academic functioning over time.

These findings have some commonalities with the theoretic framework by Dolan (2010) who stated that some adolescents after taking drugs may start behaving in a violently manner, others might start bullying their friends, for some it is the use of vulgar language, while others become rude towards the school authorities and may even start missing classes.

The researcher agrees with the findings in the sense that behaviour patterns such as missing of classes, use of vulgar language, engaging into fights and insolence against school authorities could be as a result of peer influences which emanated from alcohol and drug abuse among adolescents.

5.2 Determining the effect of Peer Pressure on Adolescents' Academic Performance

This section discusses the determined impact of adolescents' behaviour patterns on academic performance. The discussion will be based on the behaviour patterns that stems from peer pressure influences.

5.2.1 The Impact of Behaviour Patterns on Academic Performance

The research disclosed that there are behaviour patterns which stemmed from the peer pressure influences which had adverse effects on academic performance of adolescent learners. For instance it was established that adolescent learners were failing to compete favourably with other peers academically, some had difficulties in studying alone after being rejected by their peers due to their violent tendencies, while others missed a lot in terms of class work due absences from school.

Some learners were also impacted academically in such a way that they could not complete tasks given to them on time while others could not write at all. It was also discovered that insolent adolescent had difficulties interacting with teachers and thereby finding it difficult to consult their teachers when they needed to. This is reflected in one of the respondent's submission that *“adolescent learners that miss classes regularly, miss a lot in terms of class content and this has affected their scores in the monthly and termly scores as they get poor results.* This study's findings have some commonalities with the findings of (Alekseevic, 2010) that discovered that alcohol has great effect on the intellectual capability of adolescents thereby affecting their academic performance in a holistic manner. However, there was no mention of missing classes and difficulties in studying alone which this research has unveiled.

This study agrees with the MINDSPACE approach theoretical framework by Dolan (2010) who stated that peer pressure was the breeding ground to different kinds of peer pressure influences such as causing commotion, fighting, stealing and disrespect of which if left unchecked could lead problems among adolescent learners' academic performance such as dropping out of school.

The researcher agrees with the research findings in the sense that peer pressure could be the reason why there is rampant negative behaviour patterns exhibited by the adolescents in school

such as missing classes, violence, lack of respect and laziness. The researcher agrees that learners could have been getting failing grades as result of behaviour patterns that seem to distract their attention from academic work.

5.3 Established Ways of Addressing the Influence of Peer Pressure on School Going Adolescents

It was unveiled during the study that that addressing the influences of peer pressure among school going adolescents needs concerted efforts from all stakeholders such as parents, teachers and learners themselves. This is reflected in participants' response that addressing peer pressure starts with us, for instance the children who engage in violent and bullying acts must be punished or reprimanded. *"We should be taking it upon ourselves from home to reprimand the children when we see them going off track. We need to help the school authorities so we can have great environment for learning and development of our children."*

This study's findings are contrary to Obafemi, (2019) who suggested that to reduce incidences of violence and bullying as a matter of policy schools must introduce self-monitoring tools and they should be enshrined by school counsellors into the school system through its various activities to enable students uphold virtues of discipline without being coerced by teachers, parents and other school staff. This would largely promote intrinsic motivation for good behaviours, while ultimately assisting to reduce or at best completely eradicate bullying behaviour from the lifestyles of in-school adolescents.

This finding does not concur with MINDSPACE approach theoretical framework by Dolan (2010), which proposes the use of non-coercive approaches in terms of controlling influences of behaviour among adolescents.

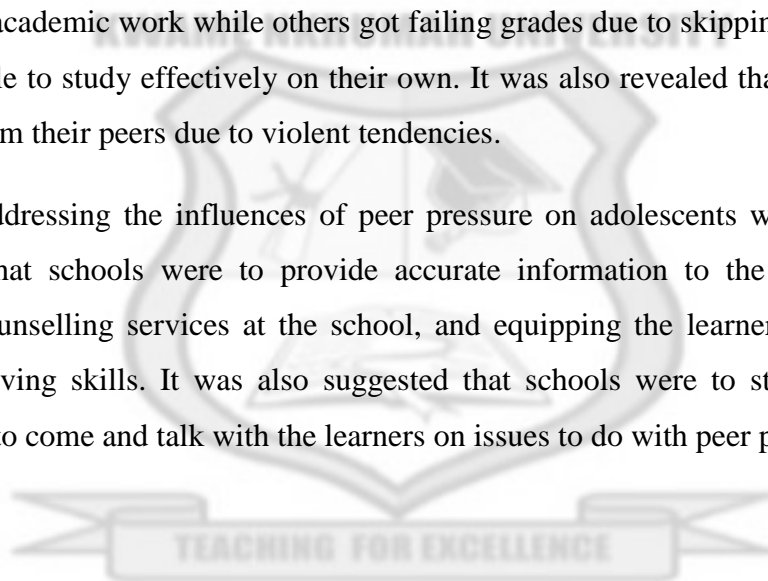
It is the view of the researcher that strengthening counselling services at the school would help in addressing influences of peer pressure among adolescents such as bullying and violence tendencies.

5.4 Summary

This chapter discussed the findings of the study which concerning the influence of peer pressure on school going adolescents and its impact on behaviour patterns at St Edmunds Secondary school. The study found that adolescent learners were faced with peer pressure while in school. It was found that learners were influenced to engage in bullying acts while others were using vulgar language. Some were insolent towards the school authorities while some adolescents were missing classes.

The study also established that these influences affected the academic performance of the adolescent learners. The influences resulted in learners failing to compete well with other peers in terms of academic work while others got failing grades due to skipping classes while others were not able to study effectively on their own. It was also revealed that some learners faced rejection from their peers due to violent tendencies.

Ways of addressing the influences of peer pressure on adolescents were suggested. It was suggested that schools were to provide accurate information to the adolescents learners, intensify counselling services at the school, and equipping the learners with analytical and problem solving skills. It was also suggested that schools were to start engaging external individuals to come and talk with the learners on issues to do with peer pressure.



CHAPTER SIX

Conclusion and Recommendations

6.0 Overview

This chapter presents the conclusion and recommendations of this study. It also provides summary of the main findings of the study - The influence of peer pressure on school going adolescents and its impact on behaviour patterns, the conclusion will be based on objectives and the study questions.

6.1 Conclusion

Based on the findings in accordance with the study objectives it was discovered that there were different types of peer pressure and influences among the school going adolescents at the school. For instance it was found that missing classes was one type of peer pressure among adolescents at the school and it was discovered that this came about after some adolescents got involved in beer drinking. The study further revealed that drug and alcohol abuse was rampant at the school and this led to some pupils start engaging in acts such as violence, bullying and insolence towards their teachers and other staff. It was also discovered that sexual relationships were prevalent among the adolescents at the school.

Regarding the impacts of these influences on academic performance the study revealed that due to alcohol some learners could not concentrate in class for a long time and this affected their school grades. It was also discovered that due to relationships in school, some adolescents were having difficulties to fully participate in class as they felt shy before their partners in case they gave a wrong answer and be laughed at and this affected them because their contributions to class activities were minimal. It was also learnt that some learners exhibited laziness towards academic work whenever they smoked dagga and this largely contributed to the poor results recorded in the monthly and termly tests.

With regards to the ways of addressing influences of peer pressure a number of ways were proposed through this study. For instance it was suggested that learners lacked adequate information regarding the effects of drug abuse, hence it was stated that learners must be

equipped with adequate information so as enable them make informed decisions. It was also suggested that parents too should play a role in terms of educating and guarding their children against drinking alcohol and indulging into sexual activities by talking to them on a regular basis. The study further disclosed that teachers needed to be as close as possible to adolescent learners and talking to them about these sensitive matters such as those who seemed to be violent in a respectable manner on a regular basis. It was also suggested that adolescent learners were to be equipped with different tasks so as to keep them busy such as involving them in sporting activities at all times so as to keep their minds off unproductive activities such as smoking and drinking alcohol or involve into relationships.

6.2 Recommendations

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

1. Since the types of peer pressure have been identified and the influences that follows, it is important for the school to keep engaging the adolescents on issues that affect them such as relationship involvement.
2. The school should create a friendly and enabling environment where adolescent can express themselves on issues that affect them.
3. Teachers and parents should not relent in inculcating good morals in adolescents.
4. Schools should come up with a deliberate policy on dressing code so as to keep the learners in check in terms of dress code.
5. Parents should have keen interest in the education of their children by encouraging them and giving them the best support they can.
6. Government must send more teachers to the school so that they can attend to most of the needs of the adolescents.
7. Guidance and counselling in schools must be strengthened so that learners can find where to run to in case of problems while in school.
8. The School should come up with mechanisms of rewarding well-behaved children in school so to urge them to continue with the good behaviour and act as a model for other adolescents.

6.3 Recommendation for Future Research

The enquiry into the influence of peer pressure on school going adolescents and its impact on academic performance must be done at a larger spectrum involving many schools for instance the entire district as to bring out as many views as possible.



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APPENDICES

Appendix A: INTERVIEW SCHEDULE FOR LEARNERS

Dear Respondents

You have been selected to take part in this study under the title; the Influence of Peer Pressure among School Going Adolescents and Its Impact on Behaviour Pattern. You are purposely selected to answer the questions in this interview. The research being conducted is purely for academic purpose and as such, its findings or information provided will be treated with utmost confidentiality. Please answer as accurate as possible.

Thank you.

Objective I: *identifying the kind of pressure from peers that has influence on behaviour patterns on school going adolescents?*

i. Types of peer pressure

i. What are the kinds of peer pressure prevalent at this school

ii. Ways in which adolescents get influenced

In what ways do you or your peers get influenced by peers?

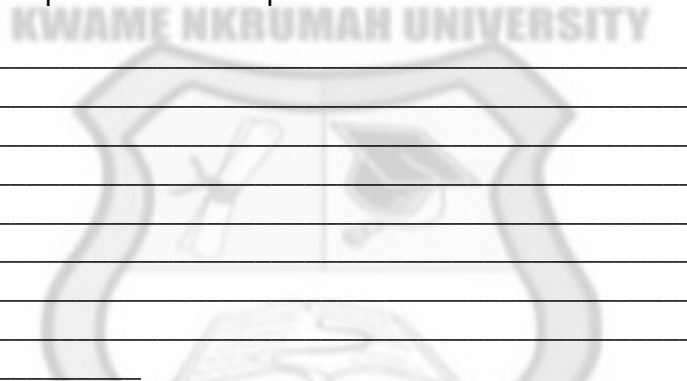
Behaviour the patterns of you or your peers after being influenced.

ii. Describe the behaviour patterns of adolescents after being influenced by peers.

Objective ii: *What is the impact of peer pressure influence on adolescents' behaviour patterns and academic performance?*

a) What are the impacts of each of the behaviour patterns you mentioned in iii c have on your or your peers' academic performance?

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Objective iii: *How can the influence of peer pressure on behaviour pattern school going adolescents be addressed?*

i. Ways of addressing influences of peer pressure

How can the influences of peer pressure on behaviour patterns be addressed?

APPENDIX B: FOCUSED GROUP DISCUSSION/INTERVIEW FOR PARENTS

Dear Respondents

You have been selected to take part in this study under the title; the effect of peer pressure on school going adolescent learners. You are purposely selected to answer the questions in this interview. The research being conducted is purely for academic purpose and as such, its findings or information provided will be treated with utmost confidentiality. Please answer as accurate as possible.

Thank you.

Objective I: *identifying the kind of pressure from peers that has influence on behaviour patterns on school going adolescents?*

iii. Types of peer pressure among adolescents

- a. What are the kinds of peer pressure that you have observed among adolescents at this school

b. Ways in which adolescents get influenced

- iii. In what ways are the school adolescents get influenced by peers?

- c. **What are the behaviour patterns have you observed among adolescents after being influenced.**

iv. Describe the behaviour patterns of adolescents after being influenced by peers.

Objective ii: *The impact of adolescents' behaviour patterns on academic performance?*

a. What are the impacts of each of the behaviour patterns you mentioned in iii c have on' the academic performance of your adolescent pupils?

Objective iii: *How can the influence of peer pressure on behaviour pattern school going adolescents be addressed?*

a. Ways of addressing influences of peer pressure

How can the influences of peer pressure on behaviour patterns be addressed among your adolescent learners?

APPENDIX C: FOCUSED GROUP DISCUSSION/INTERVIEW FOR TEACHERS

Dear Respondents

You have been selected to take part in this study under the title; the effect of peer pressure on school going adolescent learners. You are purposely selected to answer the questions in this interview. The research being conducted is purely for academic purpose and as such, its findings or information provided will be treated with utmost confidentiality. Please answer as accurate as possible.

Thank you.

Objective I: *identifying the kind of pressure from peers that has influence on behaviour patterns on school going adolescents?*

a. Types of peer pressure among adolescents

- i. What are the kinds of peer pressure that you have observed among your adolescent children who are at this school?

b. Ways in which adolescents get influenced

- ii. How do school adolescents get influenced by peers?

c. Behaviour patterns have you observed among adolescents after being influenced by peers.

- iii. Describe the behaviour patterns of school going adolescents after being influenced by peers.

Objective ii: *The effect of adolescents' behaviour patterns on academic performance?*

- a. What are the impacts of each of the behaviour patterns you mentioned in iii c have on' the academic performance of your adolescent pupils?

Objective iii: *How can the influence of peer pressure on behaviour pattern school going adolescents be addressed?*

- i. **Ways of addressing influences of peer pressure**

- a. How can the influences of peer pressure on behaviour patterns be addressed among your adolescent learners?

