

**ADOLESCENCE PEER INFLUENCE AND ACADEMIC PERFORMANCE OF  
PUPILS IN SELECTED PRIMARY SCHOOLS OF UPPER NYAKACH  
DIVISION, NYAKACH DISTRICT, KENYA**

**BY  
GEORGE OTIENO OLOO  
BED/14749/62/DF**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND  
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF BACHELOR OF  
EDUCATION DEGREE (SCIENCE PRIMARY) OF  
KAMPALA INTERNATIONAL UNIVERSITY**

**APRIL 2010**

## DECLARATION

I declare that the material in this book has been done entirely by my effort and has not been presented elsewhere for any academic qualification.

Sign:  .....

**GEORGE OTIENO OLOO**

Date: 28-4-2010 .....

## APPROVAL

This research report is submitted for examination with my approval as a University supervisor.

Signed:  .....

**MRS. TALIGoola DEBORAH  
SUPERVISOR**

Date : 28/4/2010 .....

## DEDICATION

This book is dedicated to my beloved wife and my children for their patience and understanding during the period of the study.

## ACKNOWLEDGMENT

My sincere thanks goes to Almighty God who gave me health through my stay at the college as I was carrying out this research. He has taken me this far.

I am also very grateful for my entire family, my wife and children who really persevered throughout the time I was carrying out this research. Thanks for their support.

Finally, I would like to thank all my respondents for answering the questionnaires within a short notice. They made my work easier. I cannot forget my supervisor Mrs. Taligoola for being there for me whenever I needed her advice. Everybody who supported me when I was carrying out this research.

## TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL .....	ii
DEDICATION.....	iii
ACKNOWLEDGMENT .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	viii
LIST OF FIGURES .....	ix
ABSTRACT .....	x
DEFINITION OF TERMS.....	xi
CHAPTER ONE .....	1
INTRODUCTION.....	1
1.0 Background of the study .....	1
1.2 Statement of the Problem .....	2
1.3 Objectives of the Study .....	2
1.3.1 General Objective .....	2
1.3.2 Specific Objective.....	3
1.4 Research questions.....	3
1.5 Scope of the study .....	3
1.6 Significance of the study.....	4
CHAPTER TWO .....	5
LITERATURE REVIEW .....	5
CHAPTER THREE.....	10
METHODOLOGY .....	10
3.0 Introduction.....	10
3.1 Research design .....	10
3.2 Research environment and population.....	10

3.3	Sample size and selection technique.....	10
3.4	Sources of data.....	11
3.5	Instrumentation.....	11
3.6	Reliability of data.....	11
3.7	Data collection procedure.....	12
3.8	Data presentation and analysis.....	12
3.9	Ethical considerations.....	13
 <b>CHAPTER FOUR.....</b>		<b>14</b>
<b>PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION OF FINDINGS.....</b>		<b>14</b>
4.0	Introduction.....	14
4.1	Profile of the respondents.....	15
4.2	Effects of physical and emotional changes on pupils' Academic performance 16	
4.3	Effects of sexual development of adolescents academic performance.....	17
4.4	Identity crisis as a factor in influencing academic performance.....	18
4.5	The media contributes to adolescence peer influence.....	19
4.6	Measures put in place to deal with adolescence peer influence.....	20
4.6.1	Introduction of sex education in the curriculum.....	20
4.6.2	Enhancement of parental guidance.....	21
4.6.3	Guidance and counseling should be stressed in schools.....	22
4.6.4	Remedies to adolescence peer influence and pupils' academic performance.....	23
4.6.5	Possible ways of improving the performance of the adolescence.....	24
4.7	Peer influence and academic performance of adolescents.....	24
 <b>CHAPTER FIVE.....</b>		<b>26</b>
<b>SUMMARY OF FINDINGS AND DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS.....</b>		<b>26</b>
5.0	Introduction.....	26

5.1	Summary of findings.....	26
5.2	Conclusion .....	27
5.3	Recommendations.....	27
5.4	Suggestions for further researcher .....	28
<b>REFERENCES.....</b>		<b>29</b>
<b>APPENDICES .....</b>		<b>30</b>
APPENDIX I: QUESTIONNAIRE FOR TEACHERS AND HEAD TEACEHRS		30

## LIST OF TABLES

Table 1: Shows the profile of the respondents.....	15
Table 2: Effects of physical and emotional changes adolescents' academic performance	16
Table 3: Effects of sexual development on pupils' academic performance .....	17
Table 4: Identity crisis is also responsible for poor performance.....	18
Table 5: The media contributes to adolescence peer influence .....	19
Table 6: Introduction of sex education in the curriculum.....	20
Table 7: Parental guidance to be enhanced.....	21
Table 8: Guidance and counseling in schools.....	22
Table 9: What should schools do to improve the adolescents' environment for better performance?.....	23
Table 10: Effects of peer influence on adolescents.....	25

## LIST OF FIGURES

Figure 1: Showing effects of physical and emotional changes on adolescents academic performance .....	16
Figure 2: Effects of sexual development .....	17
Figure 3: Effects of Identity crisis .....	18
Figure 4: Showing effects of media .....	19
Figure 5: Showing sexual education in curriculum .....	20
Figure 6: Showing enhancement of parental guidance .....	21
Figure 7: Guidance and counseling in schools .....	22
Figure 8: Effects of peer influence on adolescents .....	25

## ABSTRACT

*The purpose of this study was to determine the effects of Adolescence peer influence on pupils' Academics performance in Upper Nyakach Division, Nyakach District, Kenya. The specific objectives of the study were to investigate how physical and emotional changes in adolescents affect the academic performance of the adolescents, to find out other factors affecting the academic performance of the adolescents, and finally to examine the measures that can be put and have been put in place to cater for the adolescents' problems.*

*The findings revealed that peer influence is a major factor that affects the performance of the adolescents. It was also revealed that identity crisis and media influences are also other factors that lead to peer influence finally leading to poor performance among the adolescents. The study therefore recommended that the government should train more teachers on guidance and counseling, parents to be sensitized on their roles and all media programmes should be censored.*

## DEFINITION OF TERMS

The following terms have been defined in the context of this research.

- Adolescence:** The time in a person's life when he or she develops from a child into an adult.
- Adolescent:** A young person who is developing from a child into an adult.
- Identity crisis:** A state of being not sure of who you are and your place in the Society.
- Peer:** A person who is the same age or who has the same social status as you
- Influence:** The effect that something or somebody has on the way a person thinks or behaves.
- Media:** The main ways that large numbers of people receive information and entertainment that is television, radio, newspaper and internet.
- Guidance:** Help or advice that is given to somebody.
- Counseling:** A professional advice about a problem.
- Academic:** Something connected to education especially in schools.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the study

Adolescence peer influence is a global problem that affects both boys and girls in the whole world in their early ages. On the basis of an extensive review of the existing research, Daniel Keating (1980) suggested five basic characteristics of adolescent thinking that distinguish it from thought during middle childhood.

- Thinking about possibilities
- Thinking ahead
- Thinking through hypothesis
- Thinking about thought
- Thinking beyond conventional limits

As a global problem, Adolescence Peer Influence and pupils' Academic Performance (A.P.I.A.P) is a major challenge in the education sector. According to Jean Jacques Rousseau (1962), he described adolescence as a period of heightened instability and emotional conflict that is brought on by biological maturation.

Adolescence peer influence is a problem that requires a serious attention especially when it comes to academic performance among the adolescents. As a matter of fact, its effect is felt majorly in schools especially in Upper Nyakach division (Kenya) where the research is based. According to a commission formed by National Association of state Boards of Education and the American Medical Association, Adolescence is the first generation that is less healthy, less cared for, and less prepared for life than their parents were at the same age. (National Association of States Boards of Education 1990).

The health problems of adolescents are mainly, but not exclusively found in the behavioural areas. The commission noted the problems caused by excessive drinking, drug use, sex and violence. Adolescence peer influence should now be viewed as a

serious threat to academic performance, and therefore should be dealt with to an extent that it does not have a serious effect on the academic performance. There should be room for dialogue with the adolescents, introduction of sex education and offering guidance and counseling.

## **1.2 Statement of the Problem**

Adolescence peer influence has been a great challenge in the academic field throughout the country. Thomas Berndt (1979) addressed the question of special susceptibility of young people to peer pressure at different ages. Overall, he found that children who had just entered adolescence were more likely to report they were willing to follow their peers than younger children. In a later study B. Bradford Brown and Sue Ann Eicher (1986) found that this general pressure for participation in peer activities was especially strong for sixth – through twelfth grade students. Some but not all students have found that susceptibility for peer pressure increases to the age of 15 and then decreases, Coleman (1980).

It has been learnt that the adolescents that are undergoing this peer pressure if not properly guided might go a stray. This research study is thus geared towards the establishment of the major challenges of academic performance and as far as peer influence is concerned.

## **1.3 Objectives of the Study**

### **1.3.1 General Objective**

The study intended to investigate the challenges of academic performance posed by adolescence peer pressure while reflecting on upper Nyakach division – Nyakach district in Kenya

### **1.3.2 Specific Objective**

The study will be guided by the following objectives:

- (1). To investigate how physical and emotional changes in adolescents on their academic performance.
- (2). To find out whether the sexual changes in adolescents impact on their academic performance
- (3). To ascertain whether identity crisis among the adolescents has some effects on their academic performance
- (4). To investigate whether media contributes to the poor performance of the adolescents.
- (5). To establish the measures undertaken by schools, parents and the government to deal with adolescence peer influence and pupils academic performance.

### **1.4 Research questions**

- i. What are the effects of physical and emotional changes on adolescents academic performance?
- ii. How can sexual changes affect the performance of the adolescents?
- iii. Is there any effect on the performance of the adolescents as a result of identity crisis?
- iv. How can media affect the performance of the adolescents?
- v. What are the measures that can be put in place to deal with adolescents peer influence and academic performance.

### **1.5 Scope of the study**

The study was carried out in selected primary schools of Upper Nyakach division, Nyakach district Kenya. The study was limited to the objectives of the study though there are other aspects affecting academic performance not investigated. The study took place in Nyakach upper division between 2009 September and April 2010.

## **1.6 Significance of the study**

The researcher is quite hopeful that the study will help to awaken both the top and lower educational administrators of the need to have effective ways of dealing with challenges of academic performance. This may include ensuring that teachers with knowledge of guidance and counseling are employed in these schools.

The researcher is also hopeful that the research will eventually make the leaders realize the need of introducing sex education in schools. It will also ensure that parents and guardians are sensitized on the way forward of dealing with adolescence. All these efforts will at least aim at giving quality education in the schools. Education contributes a lot to the national growth and development. When these adolescents are handled with a lot of care and love, there are more chances of securing a rightful future for them and stand less chances of developing anti – social behaviours.

The researcher is of a view that the significance of this study lays its reliability and dependability- In that other researchers can use the information gathered in their own studies or for the purpose of improving this research study in the course of time.

The outcomes of the study can also be used to advance suggestions, ideas and solutions to the problems encountered in the struggle to achieve effectiveness in academic performance.

## CHAPTER TWO

### LITERATURE REVIEW

#### **Introduction**

This chapter reviews the related literature, theories, laws and contents by giving a discussion of other author's work in line with challenges of adolescence and academic performance.

#### **Theoretical perspective of the study**

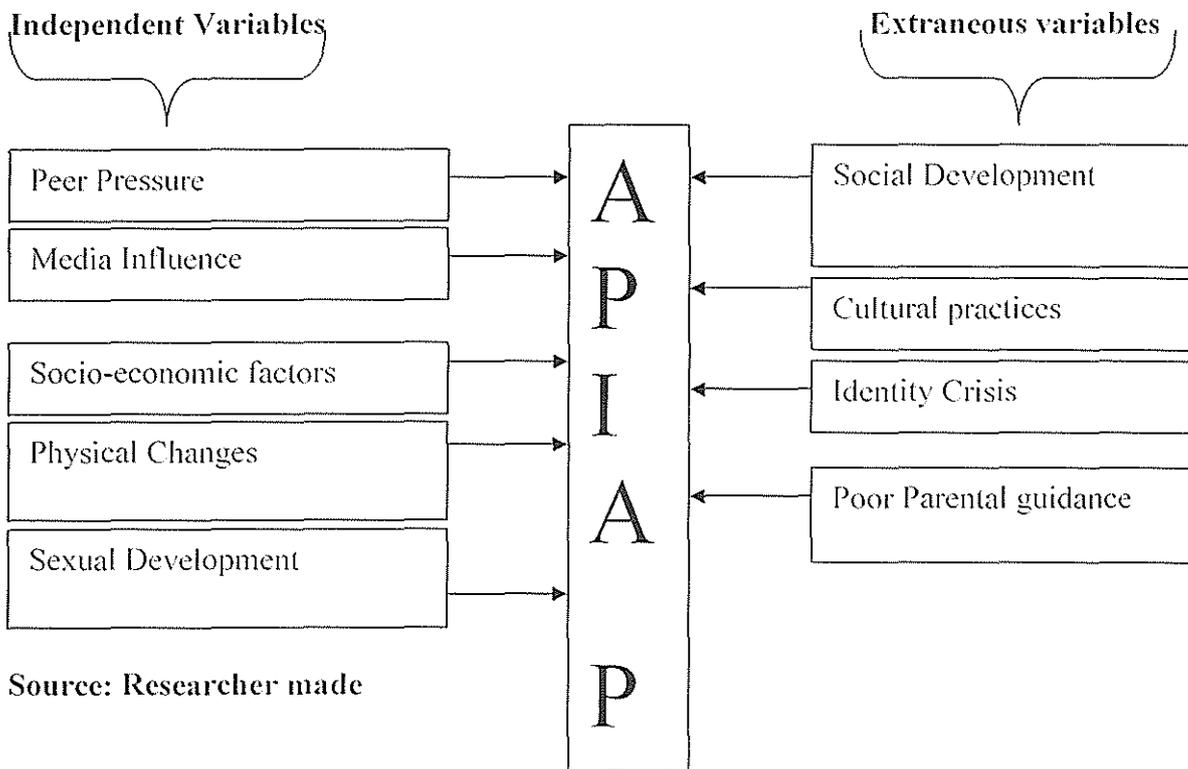
This research is entirely based on the ideas of Sigmud Freud – one of the greatest theorists of adolescence. He argues that the emotional storminess that culmination of the psychological struggle among the three parts of the personality; the id, the Ego, and the super ego.

Erick Erickson, another leading adolescence theorist argues that the formation of identity becomes crucial during adolescence, In his view he says that this is the time when the child's beliefs, abilities and desires must be reconciled with adult norms, that is individual identity and social identity must be made compatible.

For this reason, Erikson characterized the central crisis of adolescence as one of the identity versus identity confusion (1968). The alternative to identity, identity confusion leads to social deviance and conflict.

## THEORETICAL FRAMEWORK

### Adolescence Peer influence and Pupils' academic performance



### Definitive review of adolescence peer influence and pupils' academic performance

Before we get to have a glance at APIAP, we need to know what adolescence is meant to be. Adolescence (lat adolescere, (to grow) is a transitional stage of physical and mental human development that occurs between childhood and adulthood. This transition involves biological (i.e. pubertal), social, and psychological changes, though the biological or physiological ones are the easiest to measure objectively. Historically, puberty has been heavily associated with teenagers and the onset of adolescent development. In recent years, however, the start of puberty has had somewhat of an increase in preadolescence (particularly females), and adolescence has had an occasional extension beyond the teenage years (typically males). This has made adolescence less simple to discern.

The teenage years are from ages 13 to 19. However, the end of adolescence and the beginning of adulthood varies by country and by function, and furthermore even within a single nation-state or culture there can be different ages at which an individual is considered to be (chronologically and legally) mature enough to be entrusted by society with certain tasks. Adolescence is usually accompanied by an increased independence allowed by the parents or legal guardians and less supervision, contrary to the preadolescence stage.

### **Adolescence Peer Influence and Pupils' Academic Performance.**

In one of his three suggested characteristics of a adolescence, Jean Jacques Rousseau (1762 /1911) suggested that Adolescence is a period of heightened instability and emotional conflict that is brought on by biological maturation. He phrased it as: the roaving of the waves precedes the tempest so the murmur of rising passions announces this tumultous change, a suppressed excitement warns us of the approaching danger. A change of temper, frequent out breaks of anger, a perpetual stirring of the mind make the child almost ungovernable. He becomes deaf to the voice he used to obey, he is a lion in a fever, he distrusts his keeper and refuses to be controlled.

### **Challenges of a adolescence peer influence and pupils' academic performance**

#### **Peer pressure**

Most adolescents enter stages 3 and 4 of Kohlberg's theory of moral development. In these stages adolescents behaviours is guided, first by concern for the approval of others and then, in stage 4 by a sense of self approval as well. Adolescents peer relationships reflect more than a continuation of the social patterns established during middle childhood. In place of an almost exclusive reliance on same sex social groups, young people begin to gather in groups that are increasingly heterosexual. Friendship, too undergo important changes, attaining new levels of complexity and intensity.

During adolescence, the relations that young people have with their parents change both emotionally and physically. As part of this process, they question adult standards and authority on a wide range of issues (Coleman, 1980). The tendency to by pass parents is

amplified in the case of sex instead of turning to their parents for advice and information, adolescents often rely on their friends, who are facing the same uncertainties and who are having similar experiences. All in all it would seem that adolescent does not choose friendship but is driven into it. Elizabeth Douvan and Joseph Adelson (1966)

### **Physical changes and psychological adjustment.**

Adolescents mostly go through some physical changes like differences in height and weight the growth of breasts and menstruation for girls and deepening of voices and growth of beards for boys. This strange is also called puberty. These changes may make the adolescents have feelings of awkwardness, anxiety and confusion at this time of life. How these psychological adjustment may depend on how quickly he or she matures. Early maturation for boys correlates with higher school achievement, positive body image positive moods and higher regard from both peers and adults (Petersen, 1988, Tanner 1982). The effects of early or late maturation for girls are also mixed. Although early maturing females do seem to have higher school achievement and show more independence, they also tend to have lower self – esteem, poorer body image and more conflicts with their parents (Blyth et al, 1981, Petersen, 1987).

Anne Petersen and her colleagues have speculated that academic success may come at high social cost for adolescent girls. They found that when early – maturing girls lowered their academic achievement, their popularity and self-image increased (Peterson et al 1907). In addition, some studies have found that early maturing boys show a disproportionate number of problem behaviours (Duncan et al, 1985)

### **Sexual development**

Maturation of the reproductive system is another striking feature of adolescence, and it occurs at different times for different individuals. Sexual maturation, like other aspects of physical change, has significant psychological consequences for adolescents. For boys, the increasing frequency of erections and concomitant ejaculations are often a source of pride and a sign of that the transition to manhood has begun.

Many adolescent girls also welcome the onset of menstruation as a sign that they are finally becoming women and are crossing the threshold into adulthood. But evidence indicates that most girls are much less positive about menarche (Grief and Ulman, 1982). Adolescents therefore should be prepared about these changes to avoid poor performance in exams.

### **Media Influences**

In the twentieth century, Media influences on children's development have increased. Media are forms of mass communication, such as television, newspapers magazine, movies and computers. Many children spend more time in front of the television set than they do with their parents. Television is the most influential. In another investigation, long term exposure to television violence in 1,565, 12 – to – 17 – year old boys who watched the most aggression on television were the most likely to commit a violent crime, swear to be aggressive in sports or break windows (Belson, 1978).

Some critics have also argued that the effects of T.V violence do warrant the conclusion that T.V violence causes aggression (Freedman, 1984) aggression like all other social behaviours is mostly determined. Children need to be taught critical viewing skills and the dangers of mass media. Parents can make television a more positive influence in children's lives through proper guidance. Therefore when the media effects are not properly checked, it can affect the academic performance of the adolescents.

### **Identity Crisis**

After puberty, the next major life event experienced by adolescents is separation from parents. In order to make this transition from dependence on parents to dependence on one's self, the adolescent must develop a stable sense of self or identity (Erickson, 1968). Adolescents begin to question whether their past and present experiences will prepare them for the future. They begin to discover that some roles that they play feel false, feel "not me", And some roles that were easy to identify during childhood – family, ethnic and group membership for instance – are no longer so clear-cut. The overwhelming question for adolescents becomes "who am I?" such feeling might affect the academic performance.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter identifies the appropriate methodology that will be undertaken in the research study. It specifically describes the research design to be chosen, the research population and area, and the methods of data collection, presentation, and analysis.

#### **3.1 Research design**

The study employ a descriptive survey method to determine adolescence peer influence and academic performance in Upper Nyakach Division, Nyakach District Kenya. It will involve both qualitative and quantitative data collection but much of the research will be qualitative.

#### **3.2 Research environment and population**

The study will be conducted in Upper Nyakach division, Nyakach district, Kenya. This study area has been selected because Upper Nyakach has been ranked to be among the divisions of Nyakach district with high rate of adolescence peer influence.

The key informants will be the teachers in selected primary schools, pupils in upper primary classes, head teachers and parents within Upper Nyakach division.

#### **3.3 Sample size and selection technique**

The subjects for this study will particularly be the selected head teachers and teachers in primary schools. These have been viewed as the most influential as far as the undertaking of this study is concerned.

The method for selecting the sample will be stratified random sampling whereby the researcher will employ Slovic's formulae to determine the sample size as illustrated below: A sample of Two hundred and fifty (250) teachers is included in the study.

$$n = \frac{N}{1 + Ne^2}$$

Where n = Sample size

N = Population size

1 = Constant

E = Is the confidence interval which  
Should be around 0.05 or 95%

2 = Is square

Therefore n = Target population

### 3.4 Sources of data

Questionnaires are to be distributed to the teachers. Questionnaires are questions in which the respondents answer in writing. The questions are both closed and open ended.

### 3.5 Instrumentation

Since the number of teachers chosen are many, questionnaires are convenient because they help the researcher to acquire information in a short period of time. They also contain an element of privacy and hence respondents are free to answer the questions.

### 3.6 Reliability of data

Interviews with the teachers is convenient because they will help the researcher get relevant information. This is to be achieved by use of questionnaires.

Piloting: This will be done to test and confirm the reliability of the instruments.

### 3.7 Data collection procedure

A letter of introduction from the institute of continuing education is to be sent to facilitate the data collection process. The letter is to be handed over to the headteachers before questionnaires are distributed to teachers. The data collected is to be sorted and categorized then analyzed. Then conclusions and recommendations are to be made.

#### Data collection tools

The study will be conducted after securing an introductory letter from the director school of Post Graduate Studies, Kampala International University, to relevant subjects. Questionnaires will be administered to the targeted respondents to gather data after which they will be collected for analysis of data.

Interviews will also be held with some members of the sample (pupils of Upper Primary Classes) so as to establish their views and ideas on adolescence peer influence and academic performance in the division.

### 3.8 Data presentation and analysis

Data collected will be scrutinized to ensure accuracy and consistency after which it will be presented in form of tables and analyzed using percentages and frequency distribution tables. The qualitative analysis will be achieved by using computer application. For means the researcher will use the following formulas:

$$M = \frac{\sum X}{N}$$

Where M = Arithmetic means

$\sum$  = Sum of

X = Each of Measurements

N = Number of scores

### **Qualitative analysis**

The researcher will further describe, explain and interpret the data around each of the major objectives so as to answer the research questions.

### **3.9 Ethical considerations**

The study will primarily engage all respondents viewed to the theme under study. Accordingly, extreme confidentiality has to be promised and this will only be by promising secrecy to selected respondent`s information provided.

## CHAPTER FOUR

### PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION OF FINDINGS

#### 4.0 Introduction

This study was intended to investigate on adolescence peer influence of academic performance in primary schools. The following objectives guided the study:-

- i. To investigate the effects of physical and emotional changes in adolescents on their academic performance.
- ii. To find out whether the sexual changes in adolescents impact on their academic performance
- iii. To ascertain whether identify crisis among adolescents has some effects on their academic performance
- iv. To investigate whether media contributes to poor performance of the adolescents
- v. To establish the measures undertaken by the schools, parents and government to deal with adolescence peer influence and academic performance.

The chapter is a presentation, interpretation and discussion of the findings. The results are presented in form of tables, frequency counts and percentages. It focuses on adolescence peer influence and pupils' Academic performance in upper Nyakach division, Nyakach district, Kenya.

#### 4.1 Profile of the respondents

**Table 1: Shows the profile of the respondents.**

Respondents	Frequency	Percentage
Sex		
Male	45	45
Female	55	55
<b>Total</b>	<b>100</b>	<b>100</b>
Marital status		
Single	17	17
Married	83	83
<b>Total</b>	<b>100</b>	<b>100</b>
Age		
20 – 23	6	6
24 – 25	30	30
25 and above	64	64
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field data 2010

One hundred and fifteen (115) questionnaires were distributed to the Headteachers and teachers, one hundred (100) were filled and returned. This therefore represents 86.96% of the total number of questionnaires that were distributed.

The study covered 100 randomly selected teachers of whom 45 (45%) were male and 55 (55%) were female of the 100 respondents, 17 (17%) were single and 83 (83%) were married.

The age category of the respondents was divided into three groups that is 20 – 22 years that were 6 which was 6% of the total respondents, 23 – 25 years were 30 (30%) and above 25 were 64 representing 64% of the total respondents.

## 4.2 Effects of physical and emotional changes on pupils' Academic performance

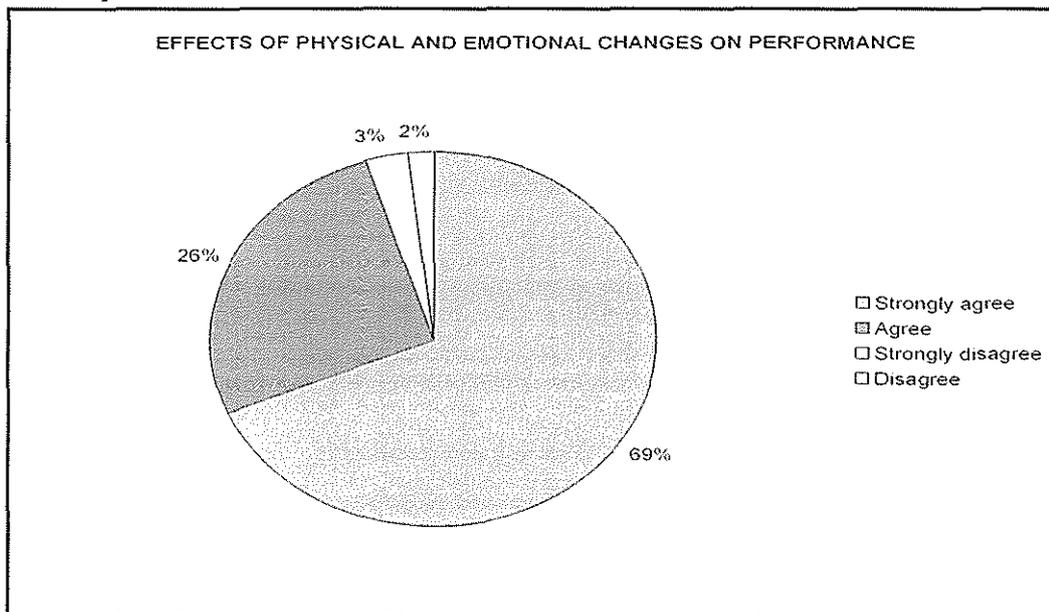
The respondents were asked whether physical and emotional changes have effects on the academic performance of the adolescents, and this was their response.

**Table 2: Effects of physical and emotional changes adolescents' academic performance**

Response	Frequency	Percentage
Strongly agree	68	68
Agree	26	26
Strongly disagree	3	3
Disagree	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

Source: field data 2010

**Figure 1: Showing effects of physical and emotional changes on adolescents academic performance**



Source: field data 2010

The table and the chart show that 68 (68%) of the respondents strongly agree that physical and emotional changes affect the academic performance of the adolescents. 26 (26%) of the respondents agree, 3 (3%) of the respondents strongly disagree and 2 (2%) disagree. This shows that most of the respondents felt that physical and emotional changes have some effects on the performance of the adolescents.

### 4.3 Effects of sexual development of adolescents academic performance.

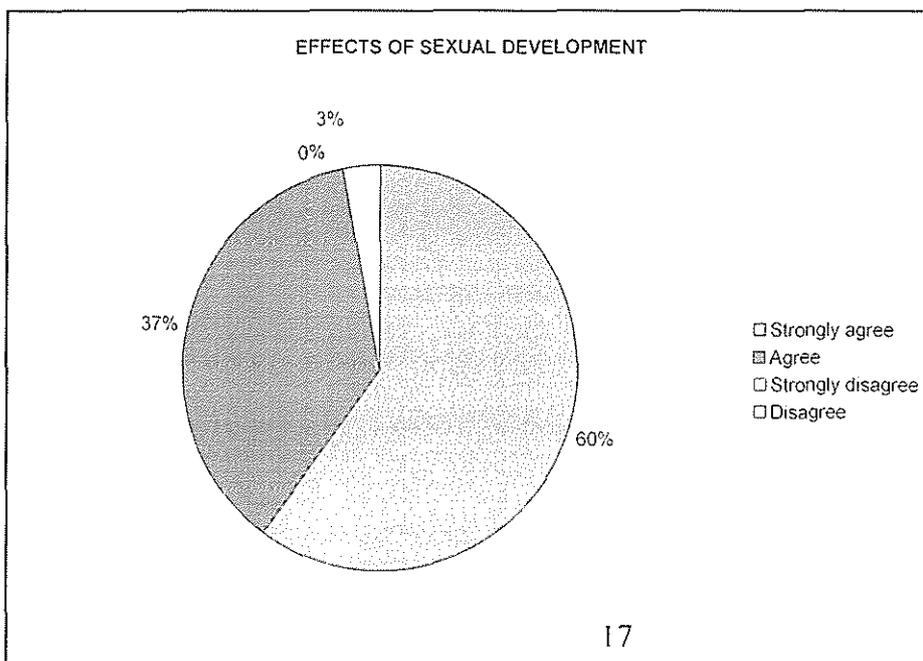
The respondents were asked whether sexual development has some effects on pupils' academic performance and this was their response.

**Table 3: Effects of sexual development on pupils' academic performance**

Response	Frequency	Percentage
Strongly agree	60	60
Agree	37	37
Strongly disagree	0	0
Disagree	3	3
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field data 2010

**Figure 2: Effects of sexual development**



From the table and the chart above 60% strongly agreed that sexual development affects academic performance. 37% agreed, none strongly disagreed and only 3% disagreed. Thus one shows that most of the respondents were for possible solutions to the effects of sexual changes.

#### 4.4 Identity crisis as a factor in influencing academic performance

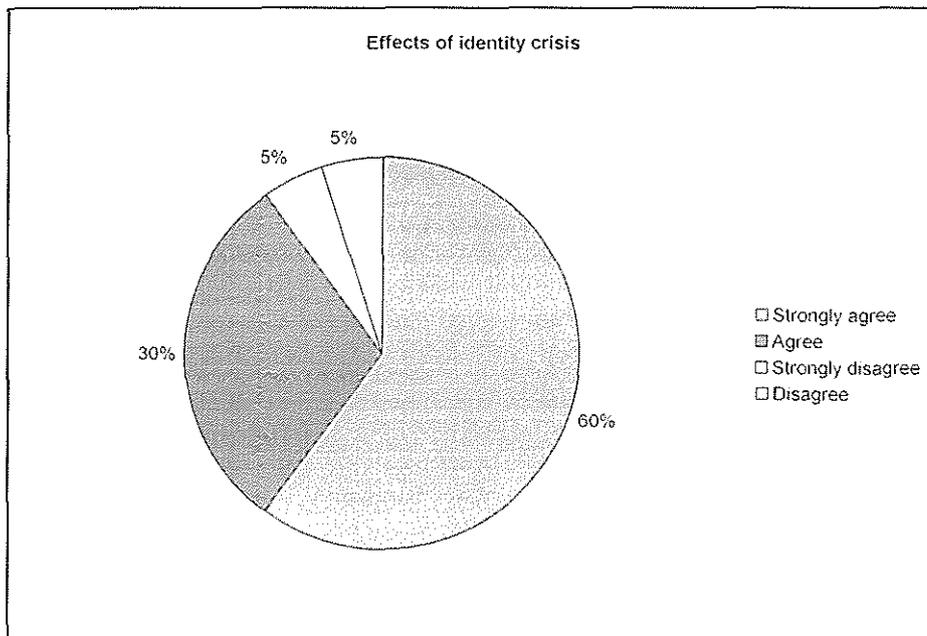
The respondents were asked to give their opinions on the effect of identify crisis on the academic performance and this is how they responded.

**Table 4: Identity crisis is also responsible for poor performance.**

Response	Frequency	Percentage
Strongly agree	60	60
Agree	30	30
Strongly disagree	5	5
Disagree	5	5
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field data 2010

**Figure 3: Effects of Identity crisis**



Source: Field data 2010

The table and the figure above shows that 60% of the respondents strongly agreed that identity crisis is responsible for poor performance, 30% agreed and 10% disagreed. This is a clear indication that identifies crisis influences academic performance of the adolescents, and should be taken care of.

#### 4.5 The media contributes to adolescence peer influence

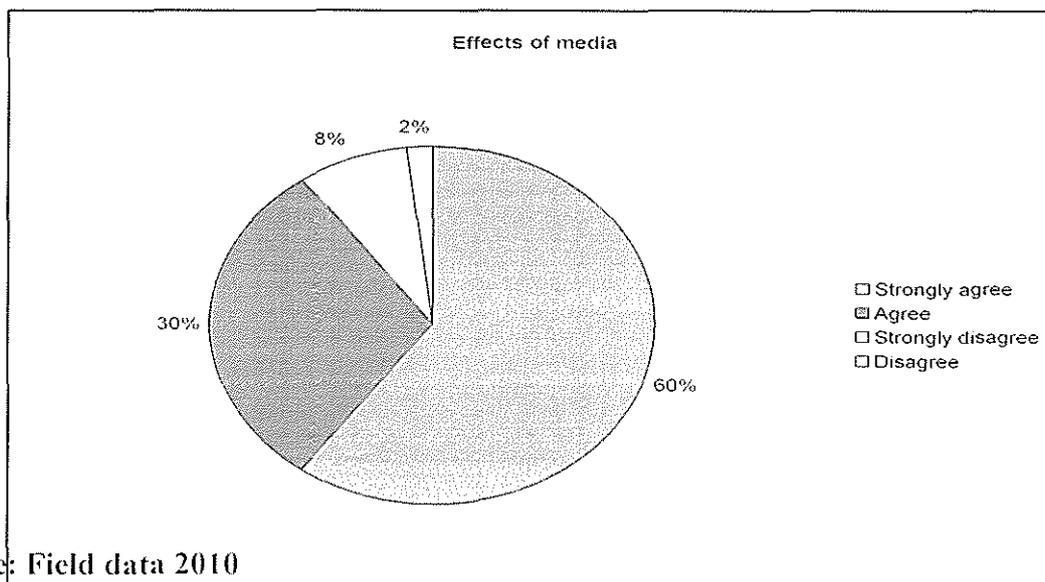
The respondents were asked whether the media contributes to adolescence peer influence. Their response was as follows.

**Table 5: The media contributes to adolescence peer influence**

Response	Frequency	Percentage
Strongly agree	60	60
Agree	30	30
Strongly disagree	8	8
Disagree	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field data 2010

**Figure 4: Showing effects of media**



Source: Field data 2010

From the table and figure above, it is evident that 96% of the respondents strongly agreed with Guidance and counseling in schools, 4% agreed and none strongly disagreed or disagreed. This is a clear indication that guidance and counseling is very important in the lives of adolescents.

#### 4.6 Measures put in place to deal with adolescence peer influence

##### 4.6.1 Introduction of sex education in the curriculum.

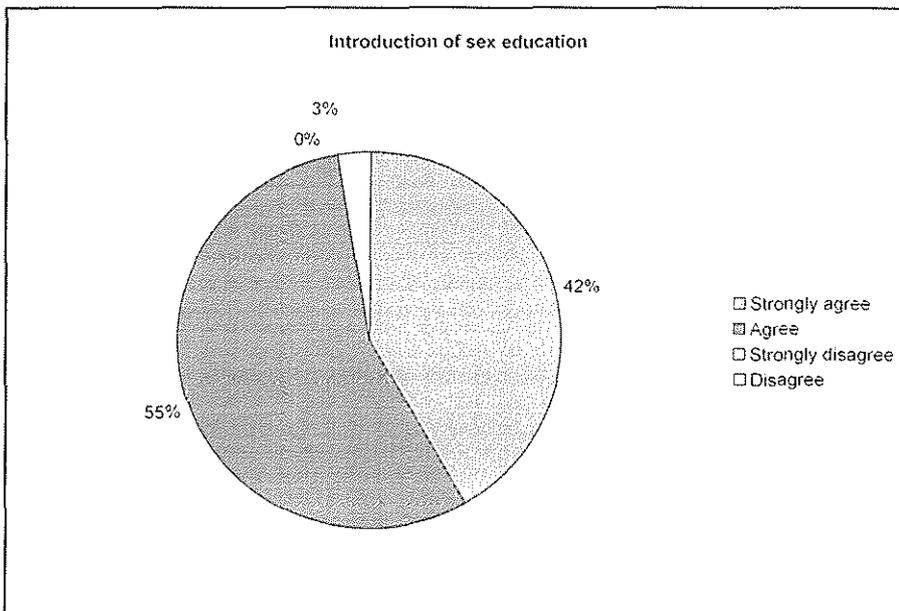
The respondents were asked whether sex education should be introduced in the curriculum and this was their response.

**Table 6: Introduction of sex education in the curriculum**

Response	Frequency	Percentage
Strongly agree	43	43
Agree	54	57
Strongly disagree	0	0
Disagree	3	3
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field data 2010

**Figure 5: Showing sexual education in curriculum**



The table and the chart show that 43 (43%) of the respondents strongly agree with the introduction of sex education in the curriculum. 54 (54%) of the respondents agree that sex education should be introduced in the curriculum, while only 3 (3%) of the respondents disagree with the introduction of sex education in the curriculum and none of the respondents strongly disagree with the introduction of the sex education in the curriculum.

#### 4.6.2 Enhancement of parental guidance

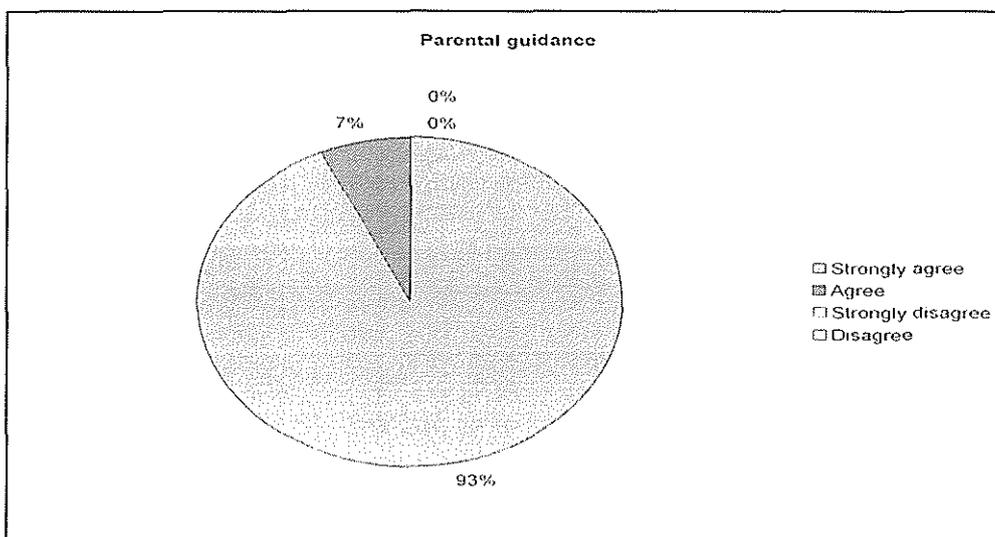
The respondents were asked whether parental guidance should be enhanced to help the adolescents and their response is as shown below.

**Table 7: Parental guidance to be enhanced**

Response	Frequency	Percentage
Strongly agree	93	93
Agree	7	7
Strongly disagree	0	0
Disagree	0	0
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field data 2010

**Figure 6: Showing enhancement of parental guidance**



Source: Field data 2010

The above findings shows that 93% of the respondents strongly agreed with the enhancement of parental guidance while 7% agreed. None disagreed neither strongly disagreed. Thus shows that parental guidance should be enhance to help the adolescents.

#### 4.6.3 Guidance and counseling should be stressed in schools

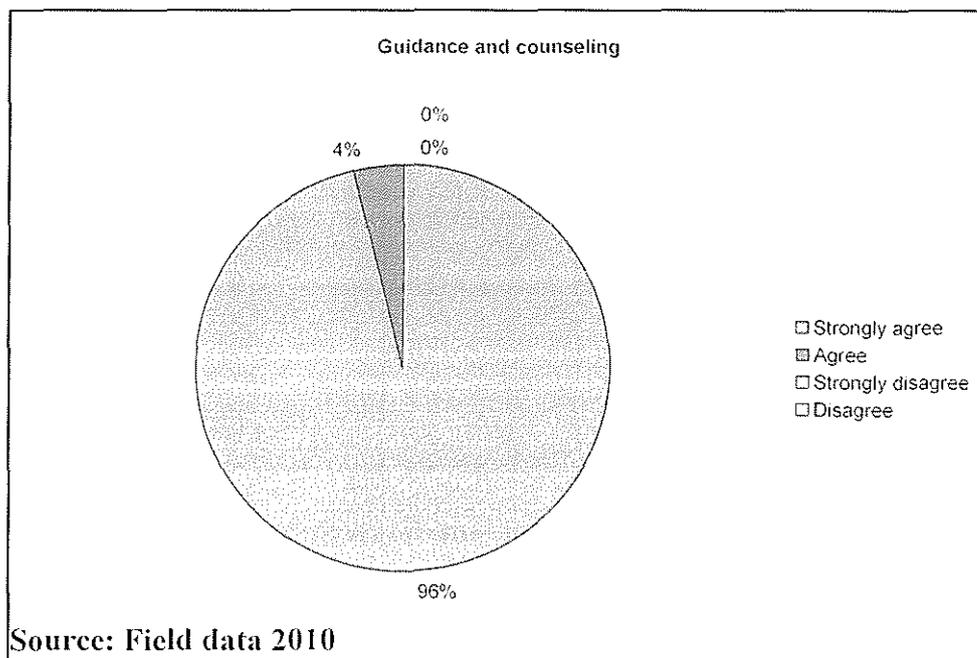
The respondents were asked to give their views on the use of guidance and counseling in schools and their views were as follows.

**Table 8: Guidance and counseling in schools**

Response	Frequency	Percentage
Strongly agree	96	96
Agree	4	4
Strongly disagree	0	0
Disagree	0	0
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field data 2010

**Figure 7: Guidance and counseling in schools**



Source: Field data 2010

From the above table and figures, it is evident that 96% of the respondents strongly agreed with guidance and counseling in schools, 4% agreed and none strongly disagreed and disagreed. This is a clear indication that guidance and counseling is very important in the lives of adolescents.

#### 4.6.4 Remedies to adolescence peer influence and pupils' academic performance

The respondents were asked to give suggestions or remedies to adolescence peer influence and pupils' academic performance specifically on what schools should do to improve the adolescents' environment for better performance. They gave the following responses.

**Table 9: What should schools do to improve the adolescents' environment for better performance?**

Response	Frequency	Percentage
Giving conducive atmosphere for leaning	98	98
Organizing seminars	80	80
Provision of basic needs	98	98
Offering guidance and counseling	95	95
Giving spiritual nourishment	74	74
Instilling discipline	82	82
Organizing games and sports	88	88
Organizing debates	10	10
<b>Total</b>	<b>625</b>	<b>625</b>

Source: Field data 2010

The table shows several views that were given by the respondents on what schools should do to improve the adolescents' environment for better performance. Several views were almost the same and therefore they were summed up as shown in the table.

#### 4.6.5 Possible ways of improving the performance of the adolescence.

The respondents were asked to give or suggest possible ways of improving the performance of the adolescents and this is how they responded

Response	Frequency	Percentage
Group discussion	87	87
Guidance and counseling	98	98
Giving awards	90	90
Encouraging constant consultation	79	79
Full acceptance and assurance	89	89
Giving encouragement	84	84
Giving punishment for wrong doing	50	50
Creating time for co-curriculum activities	71	71
Giving enough work to keep them busy	78	78
Teachers to be role models	68	68
<b>TOTAL</b>	<b>794</b>	<b>794</b>

Source: Field data 2010

In this last part of the questionnaire, the respondents again or finally were asked to give possible ways of improving the performance of the adolescents. Here again the views were many and some were almost the same. The views therefore were summed up as shown in the table above.

#### 4.7 Peer influence and academic performance of adolescents

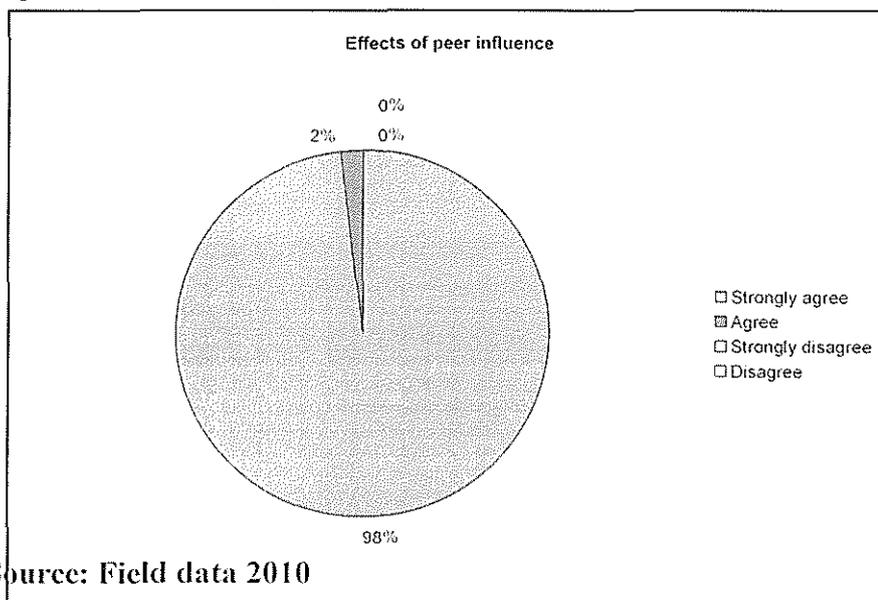
The respondents were asked whether peer influence affects the academic performance of adolescents and this is how they responded.

**Table 10: Effects of peer influence on adolescents**

Response	Frequency	Percentage
Strongly agree	98	98
Agree	2	2
Strongly disagree	0	0
Disagree	0	0
<b>Total</b>	<b>100</b>	<b>100</b>

Source: Field data 2010

**Figure 8: Effects of peer influence on adolescents**



The table and the chart show that 98 (98%) of the respondents strongly agreed that peer influence or peer pressure is a major factor that affects the academic performance of the adolescents. Only 2 (2%) of the respondents agreed that peer influence affects the academic performance of the adolescents.

Neither of the respondents strongly disagreed nor disagreed that peer influence affect the academic performance of the adolescents. This shows that most of the respondents felt that peer influence is a major factor affecting the performance of the adolescents. It is therefore evident that urgent measures should be taken to deal with effects of peer influence on adolescents.

## CHAPTER FIVE

### SUMMARY OF FINDINGS AND DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

The major purpose of the study was to determine the effects of adolescence peer influence on pupils' academic performance especially in upper Nyakach division, Nyakach district, Kenya. This chapter focuses on the summary of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

#### 5.1 Summary of findings

The first objective was to investigate how physical and emotional changes affect the academic performance of the adolescents. The study revealed that physical and emotional changes had some effects on pupils' academic performance. This was shown clearly by (65%) of the respondents. According to Duncan et al. (1985) some studies have found that early maturing boys and girls show a disproportionate number of problem behaviours.

The second objective was to find out from schools whether sexual changes can affect academic performance of the adolescents. The study revealed that 60% of the respondents strongly agreed that the media has some negative effects (Grief and Ulman, 1982).

The third objective was to investigate the socio-economic factors affecting the academic performance.

The study revealed that most adolescents suffer from identity crisis, this was supported by 60% of the respondents. They (adolescents) tend to identify themselves with a certain class in the society and their demands might exceed the economic standards of their parents. Others not sure of who they are, or their place in the society.

The fourth objective was to investigate whether media contributes to the poor performance of the adolescents. The study revealed that 60% of the respondents felt that media contributes to adolescents peer influence, 30% agreed, 8% strongly disagreed while only 2% disagreed.

The fifth objective was to examine the measures that can be put in place to deal with adolescence peer influence. The study revealed that (98%) of the respondents suggested that the adolescents should be given conducive atmosphere for learning, 98% talked about organizing seminars, 95% suggested offering guidance and counseling, 74% suggested spiritual nourishment among others.

## **5.2 Conclusion**

Adolescence peer influence is a serious problem on adolescents academic performance and a lot should be done to deal with it according to this research.

## **5.3 Recommendations**

Following the outcome of the study, the following are recommendations that should be implemented to improve the academic performance of the adolescents.

The government should employ more teachers with knowledge of guidance and counseling to assist the adolescents when they are in crisis.

The parents should be sensitized on their roles as parents and how they can guide their children to avoid unnecessary rebellions from the children.

The government should introduce sex education in schools to help the adolescents cope with any situation that may arise and can affect their academic performance.

The media fraternity should censor all their programmes that they air to avoid airing programmes that might be immoral or considered to be offensive.

A conducive atmosphere should be given to the adolescents such that they can air views. Time should be allocated for games and sports.

Lastly teachers with the knowledge of guidance and counseling should set a specific time for such sessions in schools to deal with cases of indiscipline.

#### **5.4 Suggestions for further researcher**

More research should be done on adolescents peer influence and pupils' academic performance.

Research should also be carried out on media influence and pupils' academic performance. This is very important since many pupils are exposed to TVs, radios, newspapers and internet.

## REFERENCES

Erik Erikson H. (1968) *Identify: Youth in Crisis*. New York

Ministry of Education Science and Technology (2003)

Dragastin and Sigmud (1974) *Adolescence in the life cycle*. New York

National Research Council (1987) *Panel on Adolescent pregnancy and child berating*. Washington

Youniss and James (1985) *Adolescent Relations with parents and Friends*. University of Chicago.

Kat Chadourian, Herant (1977) *The Adolescence*. New York.

Adelson, Joseph (ED) (1980) *Handbook of Adolescence* New York.

Kohlberg, Lawrence (1984), *The Psychology of moral Development*. New York.

Sutherland Morgaret (1999), *Theory of Education*. Longman, New York U.S.A

Chaube S.P (2000), *Comparative Education*. Vikas publishing House new Delhi, India.

Republic of Kenya (2003). *Educational sector strategic plan and implementation matrices: 2003 – 2007*. Nairobi. Ministry of Education Science and Technology

Haddad, Wadi, Nat colletta, Nigel Fisher, Michael Lakin, Margaret Sutton and Douglass Windham (1990s) *Meeting Basic learning Needs* New York.

Higgins Benjamin (1968), *Economic Development*. Universal Bookstall New Delhi, India.

<http://en.wikipedia.org/wiki/Education>

## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS AND HEAD TEACHERS

Dear respondent,

This questionnaire is to help the researcher gather information on Adolescence peer influence and pupils' academic performance in your school. Your responses will be treated with highest confidentiality that they deserve. To ensure the same, do not write your name or any other form of identity anywhere on this form. Give your responses in the spaces provided. Where alternative responses are given, mark your choice putting (✓) in the box next to the appropriate answer.

#### Section A: Profile of Respondents

Sex: Male  Female   
Age: Below 15  16 – 20  21 – 23   
24 – 25  25 and above   
Marital status: Single  Married

#### Section B: Adolescence Peer Influence and pupils' academic performance

1. Physical and Emotional changes affect the academic performance of the adolescents leading to peer influence.  
(A). Strongly Agree  (B). Agree   
(C) Strongly Disagree  (D) Disagree
2. Sexual development among the adolescents is one of the factors influencing their academic performances.  
(A). Strongly Agree  (B). Agree   
(C) Strongly Disagree  (D) Disagree
3. Sex education should be introduced in the curriculum to cater for the adolescence Problems.

(A). Strongly Agree  (B). Agree   
(C) Strongly Disagree  (D) Disagree

4. Parental guidance should be enhanced to improve the academic performance among the adolescents.

(A). Strongly Agree  (B). Agree   
(C) Strongly Disagree  (D) Disagree

5. The government should abolish mixed schools to avoid sexual misbehaviour

(A). Strongly Agree  (B). Agree   
(C) Strongly Disagree  (D) Disagree

6. Identify crisis is also responsible for the poor performance amongst adolescents

(A). Strongly Agree  (B). Agree   
(C) Strongly Disagree  (D) Disagree

7. Guidance and Counseling should be seriously stressed in schools.

(A). Strongly Agree  (B). Agree   
(C) Strongly Disagree  (D) Disagree

8. The media is a contributing factor to adolescence peer influence.

(A). Strongly Agree  (B). Agree   
(C) Strongly Disagree  (D) Disagree

9. In general peer influence is a major factor that affects the academic performance of the adolescents

(A). Strongly Agree  (B). Agree   
(C) Strongly Disagree  (D) Disagree

**Section C: Remedies to adolescence peer influence and academic performance.**

9. What should the school(s) do to improve the environment so as to suit the needs of adolescents and hence improve their performance?

- (i). .....
- (ii). .....
- (iii). .....

10. Suggest possible ways of improving the performance of the adolescents?

- (i). .....
- (ii). .....
- (iii). .....



Kampala International University  
Institute of Open and Distance Learning  
P O Box 20000 Kansanga, Kampala, Uganda  
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)  
e-mail: efaqbamiye@yahoo.com Tel: 0753142725

## Office of the Director

3<sup>RD</sup> DECEMBER 2009

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR... GEORGE OTIEND

LOO

REG.#... BEB/14749/62/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a ~~Diploma~~/Bachelors degree in Education.

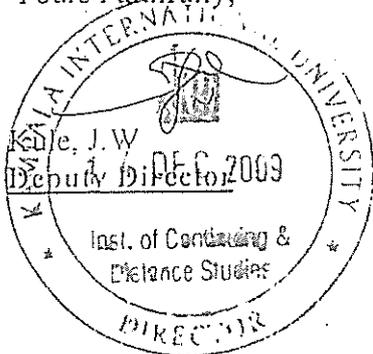
He/she wishes to carry out a research in your Organization on:

A DOLESCENCE PEER INFLUENCE AND  
PUPILS' ACADEMIC PERFORMANCE IN  
UPPER NYAKACH DIVISION, NYAKACH  
DISTRICT, (KENYA)  
OF PUPILS IN SELECTED PRIMARY SCHOOLS

The research is a requirement for the Award of a ~~Diploma~~/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,



# MAP OF KENYA

