

"the effects of peer pressure on the academic performance

[Literature](#), [Russian Literature](#)



" The Effects of Peer Pressure on the Academic Performance of the Third Year Students in Roosevelt College Cubao during S. Y. 2012 - 2013" In Partial Fulfilment Of Requirement For Graduation in Secondary Education. Group Leader: Venedict M. Cadeli±a Members: Darwin Paul Sumugat Darwin Philip Sumugat Saimon Joshua Mulawin Joseph Dredd Rusuello Albert Joseph Joves

CHAPTER 1 THE PROBLEM AND ITS BACKGROUND This chapter includes the main problem together with its specific questions and the background knowledge of the study. It will show us the different problems that the study aims to answer as it give benefits to many people in said institution. Through this chapter, the reader can now visualize on how the study will flow throughout the whole research.

BACKGROUND OF THE STUDY: The researchers have chosen the topic which is " The Effects of Peer Pressure on the Academic Performance of the Third Year Students in Roosevelt College Cubao during S. Y. 2012 — 2013". This research study steered to find out the effects of peer pressure to the academic performance and study habits of the respondents; everyone knows that students have a lot of feelings, pressure in subjects and activities which sometimes lead them to deviate in their academic performance. Peer pressure effect depends on the group you belong. There are many risks, especially when your friends results to positive or negative peer pressure. With these vices from positive or negative peer pressure, it deprives the concentration and motivation of an individual to excel or failing in his academic performance in school. Peer pressure is very powerful because of everyday accompaniment with your friends; you will be able to cope and adopt their habits either bad or good, only to have the essence of belongingness´. Dependency to your peers gives a great impact

of their influence, especially when your parents are away or out of town. Great supervision must be given in choosing who to be friends of. The researchers believed that it is not only the students who experience peer pressure but maybe also those people who are still fulfilling their educational college degree. Because of this idea, the researchers decided to conduct this study to explore how peer pressure affects the academic performance of the Third Year students of Roosevelt College Cubao. STATEMENT OF THE PROBLEM: The purpose of this study is to determine the effects of peer pressure on the academic performance of students Roosevelt College Cubao. The study was designed to measure the effects of peer pressure on academic performances of the students. 1. What is the profile of the respondents in terms of the following? a. Gender b. Economic Status 2. What is the academic performance of the respondents? 3. How do peer pressure influence the academic behavior of the respondents? 4. Is there a significant difference in the level of peer pressure experienced by the respondents when grouped according to profile variables? a. Study Habits b. Behaviour and Values c. Time Management d. Vices 5. Is there significant relationship between the effects of peer pressure and the academic performance of the respondents? THEORETICAL FRAME WORK: This study about Peer Pressure and its effects in the outcome of the study in the variables. " The Effects of Peer Pressure on the Academic Performance of the Third Year Students in Roosevelt College Cubao during the S. Y. 2012 - 2013" " The Effects of Peer Pressure on the Academic Performance of the Third Year Students in Roosevelt College Cubao during the S. Y. 2012 - 2013" The effects of Peer Pressure in their academic performance The effects of Peer Pressure in their

academic performance Tallying the results from questionnaires Classifying the differences of the profile variables Tallying the last and the present grades of the respondents Tallying the results from questionnaires Classifying the differences of the profile variables Tallying the last and the present grades of the respondents Profile of the respondents: a. Gender b. Economic Status Profile variable a. Study habits b. Vices c. Time management d. Behavior & values Academic performances of respondents in the average in First Grading Period Profile of the respondents: c. Gender d. Economic Status Profile variable e. Study habits f. Vices g. Time management h. Behavior & values Academic performances of respondents in the average in First Grading Period Figure 1. 1 Research Paradigm This conceptual framework illustrates the academic performance of the students in affecting the 3rd year students by peer pressure together with the students profile such as gender and economic status. This show whether a student affect their academic performance whether a peer pressure will have a different in all results of their academic performance. Hypothesis: There is no significant difference in the peer pressure experienced by the respondents when grouped according to: a. Study Habits b. Behaviour and Values c. Time Management d. Vices There is no significant relationship between the level of peer pressure and the academic performance of the respondents. Significance of the Study: The findings will help students to choose their peers with caution. It will provide comprehensive information for counsellors, educators, and parents on how they can assist the students to deal with peer pressure. This research work will lead to further in-depth study on influence of peer pressure on academic performance of

respondents. It will serve as a contribution to knowledge in students of Roosevelt College Cubao. In this regard, it will be useful for other researchers who might want to carry out research in related areas. This study is important for several reasons. The following sectors of the academic community will be benefited by the result of this study: The Faculty - The result of the study may objectively get into their awareness in catering the need of the students and exhaust all efforts for the betterment of the whole institution in meeting quality education for the young. The Researcher - The result of this study will help the Researchers identify the probable solutions to current problems to improve the acquisition of academic performance of students. Furthermore, this study will also help the researchers to be cognizant of the negative peer pressure effects. High School Students of RCC - The result of the assessment on the level of academic performance of the Third Year students will lead the academic department to enhance and give more focused instruction that would eventually benefit the students. The Future Researchers - In this light additional data will be opened to other studies and therefore shed a bit of concern on the problems usually encountered by the third year students especially on the level of their academic performance in school. Scope and Delimitations: This study was conducted to find out the effects of peer pressure on the academic performance of the Third Year students in Roosevelt College Cubao for the S. Y. 2012 — 2013. The study is focused on the Third Year Sections as the respondents to the allotted possible questions to be executed in gathering the data. The study is conducted at Roosevelt College Cubao which is a private non-sectarian school located at 10th Avenue P. Tuazon, Murphy

Quezon City. Definition of Terms: For clarity of the concepts presents the following term as defined: Peer pressure is the influence exerted by a peer group, encouraging individuals to change their attitudes, values, or behaviours in order to conform to group norms. Peer Group education is a method of information transference or role modelling where a particular type of behaviour is promoted or information transferred. The peer educators closely match the target group in some manner; whether it is by age, gender, etc. CHAPTER II REVIEW OF RELATED LITERATURE AND STUDIES

Related Literature: Age of the student is one consideration in weighing the importance and application of motivation to learn. Human relationships have varying degrees of importance in motivational and learning theories. Most approaches tend to agree, however, that students who surround themselves with peers and influences who value learning and the educational process will also value their own learning and strive to enhance their education.

Abraham H. Maslow viewed the need for love and belongingness as a step toward achievement in his hierarchy of motivation model, which he described in 1954. In this view, the deprivation of more basic needs hinders progress along the path to achievement. In Maslow's model, people must have love and belongingness issues satisfied in order to address needs of achievement. For example, a student with deprived relationship concerns will be less able to participate in classroom learning opportunities. The ability to learn is built on foundation of comfortable relationships with others, including peers and family, and classroom learning is all about learning with and in the presence of others. " Expectancy by value " theories define motivation as the product of the amount of success on a task that an

individual expects to earn times the amount of value the individual places on the task. Thus, a task that the individual value and expects to be successful at will be motivating compared to a task with lower expected success or value. Whereas past experience can predict the expectancy aspect of this model (e. g., the student has done well on prior essay exams, the value placed on the task is more mediated by outside factors , such as peers and family (e. g., the student's opinions are respected). Related motivational theories include the incentive or rewarding aspects of motivation which may also stem from relationships with others. Behaviorism provides one way to explain the association between motivation to learn and peer interactions. In basic behaviorist theories, relationships between people affect learning only as much as people reinforce each other (or not) in the academic arena. For example, if the peer group encourages education and learning, then the individual student within that group will value learning, because the individual is reinforced, or rewarded, for behavior that indicates that learning is valued. Students in peer pressure that do not value education lack the stimulation and reinforcement needed to encourage personal learning. These peer pressure presumably stimulate and reinforce other values. Albert Bandura's social learning theory speaks precisely to the human interactions involved in learning. Observational, or " vicarious" learning is based upon learning by watching then " modeling" or acting similarly to others. If the student views and works with people who appreciate learning by engaging in learning activities, then the student too will engage in learning and might work harder at learning. Peers with positive attitudes and behaviors toward education will allow and teach each other to set goals that include

opportunities to learn and achieve. If peer models do not convey positive attitudes toward learning, then the students observing these models will not prioritize learning in their own lives. They will learn to prioritize other goals.

Related Studies: In 1978 Lev Vygotsky also presented ideas on the facilitation of learning through experiences mediated by other people. In his explanations, the learner cannot reach full potential without the aid of others. The processes of guiding the learner to higher stages of cognitive functioning rely on interactive human relationships. Mentors— for example, teachers or more capable peers — can raise the student’s competence through the zone of proximal development (ZPD). ZPD is defined as the gap between what a student can do alone and what the student can achieve with assistance. In this view assistance is transitional, a " scaffold" that is removed when it is no longer needed and the student has internalized another's support. In sum, varied theories agree that the values and attitudes of the peer pressure are essential elements in motivation and learning. Students who surround themselves with academically focused, goal oriented peers will be more likely to appreciate, internalize, and exhibit these features themselves. According to the past researchers related to the problem, the behavior of a student may affect the academic performances by his/her parent’s problem, educational attainment of parents, behavior in class and friends. This will maybe lead to low grades and it will depend on his/her self confidence to pass the subject. Stress is an individual part of life. Everyone experiences stress, whether its the hashes like being late for project or more acute forms like pain and traumatic experiences. The term “ Stress “ was first used by the Endocrinologist Hans Selye to identify

physiological response in laboratory animal. Positive Effects of Peer Pressure: Peer pressure is not always bad. It can help you analyze yourself and contemplate on your ways of life. You may be able to change yourself for the better. Looking at what others do, can help you bring about a positive change in your way of thinking. If you can pick selectively, peer pressure can actually result in a positive change in your way of life. If you are fortunate to get good peer group, your peers can play a vital role in the shaping of your personality. Their way of looking at life may influence you to change for betterment. Some of your peers are your close friends, who do not pressurize you to do things but rather inspire you to change yourself. Your peer group may actually persuade you to bring about a constructive change in your personality . Peer pressure can lead you to make the right choices in life. Good peer pressure is being pushed in to something that you didn't have the courage to do just didn't cross your mind to do. Good peer pressure can also be a situation when your friends convince you not to do something you were going to do because it wasn't in your best interest. Good peer pressure is when you get pushed in to something that you didn't want to do and it turned out well. Negative Effects of Peer Pressure: When you do not like a particular idea or when you have no inclination towards a particular field, it is obvious that you won't like to go by it. For sure, you won't like to go that way. But it is you peer group, which may compel you on doing something you hate. In such cases, there are chances that you won't do well in those things. Things you do not enjoy doing cannot fetch you success. You cannot emerge successful in something you have never liked doing. So, it is important that you do not lose happiness of your life by succumbing to

peer pressure. Many a time, it so happens, that we are forced to lead a certain kind of lifestyle due to peer pressure. You may not like partying on every weekend, using drugs and smoking, but peer pressure may make you do all that you had never wished to. There are many teenagers who experience great pressure from their peer group that forces them to take to drinking. You may take to something as grave as drug use, and that too, only because of peer pressure. In such cases, being overly pressurized by your peers can be detrimental to your living. Some teenagers literally spoil their lives by giving in to peer pressure. Peer pressure can lead to a loss of individuality. Extreme peer pressure may lead you to follow what your peers feel right. Their pressure may compel you to go by everything they think right. You tend to blindly imitate the masses; you adopt their tastes of fashion, clothing, hair, music and general living. Peer pressure can actually lead you to lose your tastes of life and force yourself to begin liking what they like. Peer pressure is the human tendency to join the bandwagon, in which, the person loses his/her original way of looking at life. Bad peer pressure is being talked into doing something that you didn't want to do because your friends said that you should. Bad peer pressure is usually the result of wanting to be accepted by your peers.

Encourage Healthy and Positive Relationships: It is important to encourage friendships among teens. We all want our children to be with persons who will have a positive influence, and stay away from persons who will encourage or engage in harmful, destructive, immoral, or illegal activities. Parents can support positive peer relationships by giving their teenagers their love, time, boundaries, and encouragement to think for themselves. Specifically Parents can show

support by: Having a positive relationship with your teen. When parent-teen interactions are characterized by warmth, kindness, consistency, respect, and love, the relationship will flourish, as will the teen's self-esteem, mental health, spirituality, and social skills. Being genuinely interested in your teen's activities. This allows parents to know their teen's friends and to monitor behavior, which is crucial in keeping teens out of trouble. When misbehavior does occur, parents who have involved their children in setting family rules and consequences can expect less flack from their children as they calmly enforce the rules. Parents who, together with their children, set firm boundaries and high expectations may find that their children's abilities to live up to those expectations grow. Encouraging independent thought and expression. In this way, teens can develop a healthy sense of self and an enhanced ability to resist peer. When Parents Don't Approve: You may not be comfortable about your son or daughter's choice of friends or peer group. This may be because of their image, negative attitudes, or serious behaviors (such as alcohol use, drug use, truancy, sexual behaviors). Teenage Peer Pressure: Teenage is that phase of life when you are exposed to the world outside. These are the years when you spend most of your time with your friends. Teenage is the phase of beginning to become independent in life; the years of forming your ideals and principles, the years that shape your personality and the years that introduce you to your own self. Adolescents often spend most of their daily time with friends and owing to this vulnerable age, they tend to imitate their friends. The people around you are bound to influence you. However, the effect of the influences of the masses is greater during your teen years. Parents have a vital role to play during this phase of

a person's life. Parents and teachers need to be careful while dealing with teenagers, as they are most susceptible to succumb to peer pressure during these years of their life. Teenage individuals need to be taught to distinguish between the good and the bad, the right and the wrong and should be taught to be thoughtful in life. A strong support from family, an ability to differentiate between the positive and the negative and a skill to choose friends from the peers - this three — pronged strategy is the best way to keep away from negative peer pressure. Friendships are very much an important aspect of the teen years. Understanding the nature of peer influence can help support youth as they enter into this period and follow the path towards close friendships that are hallmarks of adolescence.

Adolescence is a time when peers play an increasingly important role in the lives of youth. Teens begin to develop friendships that are more intimate, exclusive, and more constant than in earlier years. In many ways, these friendships are an essential component of development. They provide safe venues where youth can explore their identities, where they can feel accepted and where they can develop a sense of belongingness. Friendships also allow youth to practice and foster social skills necessary for future success. Nonetheless, parents and other adults can become concerned when they see their teens becoming preoccupied with their friends. Many parents worry that their teens might fall under negative peer influence or reject their families' values and beliefs, as well as are pressured to engage in high-risk and other negative behaviors. In actuality, peer influence is more complex than our stereotype of the negative influences from friends. First, peer influence can be both positive and negative. While we tend to think that

peer influence leads teens to engage in unhealthy and unsafe behaviors, it can actually motivate youth to study harder in school, volunteer for community and social services, and participate in sports other productive endeavors. In fact, most teens report that their peers pressure them not to engage in drug use and sexual activity. Second, peer influence is not a simple process where youth are passive recipients of influence from others. In fact, peers who become friends tend to already have a lot of things in common. Peers with similar interests, similar academic standing, and enjoy doing the same things tend to gravitate towards each other. So while it seems that teens and their friends become very similar teach other through peer influence, much of that similarity was present to begin with. Facts about Friendships, Peers, and Adolescence: Friendships that emerge during adolescence tend to be more complex, more exclusive, and more consistent than during earlier childhood. New types (e. g., opposites, romantic ties) and levels (e. g., best friends, cliques, and " crowds") of relationships emerge, and teens begin to develop the capacity for very close, intimate, and deepfriendships. The adult perception of peers as having one culture or a unified front of dangerous influence is inaccurate. More often than not, peers reinforce family values, but they have the potential to encourage problem behaviors as well. Although the negative peer influence is overemphasized, more can be done to help teenagers experience the family and the peer group as mutually constructive environments. Facts about the teen-parent relationship during the teen years: - Parent relationships are not necessarily undermined by peer relationships . During adolescence, relationships between parents and teens are more often re-negotiated rather than

rejected. During adolescence, teens become increasingly autonomous and take on more adult roles. They also develop their own ideas and start mapping their own lives. They begin to spend more time with and value their friends more than they used to. Thus, it might seem as if they are starting to cut ties with parents and reject their ideals. In fact, rather than cutting off ties, teens are just renegotiating the parent-child relationship. What this means is that they are beginning to shift the relationship to incorporate their increasing independence and maturity. As teens become more mature, the type of relationship they have with their parents naturally begins to shift. The teen begins to mature. - While it seems that teens are influenced by their peers, parents continue to be the most influential factor in their lives. Despite fears parents have about their teens rejecting their values and beliefs, parents continue to be of significant influence. Teens report having political, religious, and general beliefs similar to their parents, and consider their parents as being highly significant and influential in their lives. Positive relationships between parents and teens also equip youth to have healthy relationships with friends. Teens who have high quality relationships with parents also report having a positive relationship with their peers. - Parent-adolescent conflict increases between childhood and early adolescence; although in most families, its frequency and intensity remain low. Typically, conflicts are the result of relationship negotiation and continuing attempts by parents to socialize their adolescents, and do not signal the breakdown of parent-adolescent relations. Parents need to include adolescents in decision-making and rule-setting that affects their lives. - Parents who continue to communicate with their teens, even when there are conflicts,

actually maintain closer relationships. While it might seem futile to talk to teens when it leads to conflicts and disagreements, most teens continue to report having a close relationship with their parents, and as mentioned earlier, they still report parents as being a significant influence on their lives. So parents need to continue talking to their teens and maintaining an open line of communication, rather than simply trying to avoid disagreements. 2.

10. 3 Facts about peer friendships: - Teens often have multiple layers and groups of friendships. Unlike in childhood, when friendships usually meant two or more close friends, teens often have multiple friends and belong to multiple groups. They might have intimate and close relationships with one or a handful of individuals, and might also belong to one or

Abstract The study was designed to measure the effects of peer group on their Academic Achievement. In order to achieve the objectives of the study survey method was employed. For this study population consisted of Roosevelt College Cubao. A sample of 70 students was selected for the study. The data was collected through questionnaire. Questionnaire was distributed personally from the students. Data collected was analyzed and interpreted. Percentage was used for this purpose. The major findings of the research in terms of percentage was; Agree (64%), Disagree (29. 24%) and Undecided (6. 74) In the light of the findings the following conclusions were drawn: The values of the peer group with whom the high school student spends the most time are a stronger factor in the student's level of academic success Academic achievement is closely linked to peer influences. Students in peer groups that do not value education lack the stimulation and reinforcement needed to encourage personal learning. Peer group encourages education and

learning, and then the individual student within that group will value learning, because the individual is reinforced, or rewarded, for behavior that indicates the learning is valued. Students agreed with the questions ask in research at 64%. They disagreed at 29. 24% and undecided percentage was 6. 74%. At the end researcher made some recommendations on the basis of conclusions. Following were these major recommendations: The student should choose the right peers in order to improve their lifestyle, attitudes, academic achievement and so on. The student are encourage analyze the attitudes of their friends before they become close. It is because the positive peer can influenced and motivated them to be good in studies. Teachers should arrange groups of students in class in such a way that it should comprise of bright and dull students. In this way dull students will be able to get benefit from the bright students and it will be add to their academicacumen. Parents should interact with their children with love, kindness, respect, consistency, time, boundaries and encouragement. They should take interest in their child's activities. This allows parents to know their child's friends and to monitor behavior, which is crucial in keeping children out of trouble. Research Question: The research question is given below. Is there any significant effect of peer group on academic achievement of the students? Methodology: The following research methodology was used for the study. Population: The population of the study was the students of Roosevelt College Cubao. Sample: Seventy students who were between the ages of 14 to 18 years old of Roosevelt College Cubao was the sample of the study. Sample technique: Convenient sampling technique was used to select sample. Research Instruments: The instrument used to collect the data was

questionnaire. A set of questionnaire contain 30 questions was developed. The questionnaire was checked by Miss Marinata asses its validity before it was distributed. Data Collection: Data was collected through personal visit. Data Analysis: Data was analyzed in the light of the objective of the study. Percentage was calculated for this purpose. 19 Chapter II2 Review of Related Literature 20 Peer Relationships in Education: With entrance into education, the influence of the family plateaus, if not decreases, as the importance of peers increases. Adolescence marks the peak of peer influence. The demands and opinions of friends can overwhelm the needs of family and, at times, can overwhelm the individuals themselves. As the individual matures biologically and cognitively, the culture of education also changes, moving the student through a system marked by a single class in early elementary school to a system of hour-long classes in middle and high school. Student peer preferences also change during these years. Friendships of two to three students give way to larger group networks. It comes as no surprise, then, that the relative consistency of peers allows them to take precedence over academics and educators in later education. In addition to school structure, factors such as biology, home life, and increased personal responsibilities have also been explanations for students' decreased academic motivation and increased receptivity to peer influence. Whatever the Causes, the subculture of the peer group can be very telling in determining students' motivation to succeed in academics. In short, the relative influence of peers or peer groups typically increases with the age and development of the student. So, too, do the multiple functions of peers increase? A younger student may be able to find the motivation and desire to learn apart from

classmates and friends, looking instead to values from home and teacher. Older students are more apt to seek out those who have similar interests and values. Sig. Stud. Because of this, the researchers decide to conduct this study. They want to know how peer pressure affects the academic performance that they are inserting in their study habits, whether it brings negative or positive effect. The researchers want to acquire more knowledge on this matter. If an individual gains a lot of information about peer pressure and its influences, it is a lot easier for them to know what to do, whether to accept or ignore the given pressure. It will be easier for them to handle different kinds of peer pressure and to understand why people give in to that.