

**INFLUENCE OF PEER PRESSURE ON THE LEARNING OF INTEGRATED
SCIENCE IN SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL
GOVERNMENT AREA, EDO STATE.**

BY

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CERTIFICATION

We, the undersigned, certify that this study was carried out by Kosisochukwu Praise UJU with the matriculation number EDU1803171 in the Department of Curriculum and Instructional Technology (CIT), Faculty of Education, University of Benin, Benin City.

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DEDICATION

**I dedicate this work to the Almighty God who has been my source of Strength,
Grace and Wisdom throughout the period of my program whose grace and favour I
have been able to complete this program successfully.**

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ABSTRACT

This research work was carried out to examine the influence of peer pressure on the learning of Integrated Science in secondary schools in Ovia North East Local Government Area, Edo state. The essence of this study was to find out the influence of peer pressure on learning of Integrated Science, to identify the relationship between peer pressure and the learning of Integrated Science in secondary schools, to find out if peer pressure has a negative influence on students learning of

Integrated Science and to know if peer pressure has a positive influence on student's learning of Integrated Science.

The research methodology utilizes descriptive statistics with simple numbers and percentages and correlation analysis in the analysis and synthesizing of primary sources of data collected via questionnaire, as well as diverse literature on the area of study. The target population of the study was junior secondary school three (JSS3). The data collected was analyzed using simple percentage, and mean. The following findings were attained from the study: The influence of peer pressure on learning of Integrated Science in secondary schools is of high extent. That there is a significant relationship between peer pressure and learning of Integrated Science in secondary schools. Peer pressure doesn't have a negative influence on student's learning of Integrated Science. Peer pressure has a positive influence on student's learning of Integrated Science.

The researcher recommends that students should be encouraged to choose their friend wisely as some have negative influence on their academic performance, especially those who sneak out of school, use drugs and those who do not attend school regularly. Teachers and other educational practitioners, need to have knowledge of the effects of peer group pressure and understanding of the issues surrounding negative peer influence to prevent negative peer influence and be more adequately prepared to help a teenager facing negative aspects of peer pressure.

CHAPTER ONE

INTRODUCTION

Background of the Study

The quality of education a student gets at secondary school level depends on the school's resources, facilities, libraries and importantly on the quality of his or her fellow students. He or she learns better, faster, more deeply in the company of able students than with weak ones (Paul Goethals 1999). Academic activities are directed towards ensuring that students gain mastery of educational objectives. In schools, the extent to which these objectives have been met is determined greatly by the interaction of peer groups which could possibly reflect in student's learning performance.

Peer group plays an important role in the social, emotional and academic development of students. The notion of peer pressure being bad for business is not new to anyone raised by Nigerian parents. In every ethnic language in Nigeria there is a phrase to admonish against 'bad friends' or 'bad influence.' Yet, the irony remains that often parents do this under the influence of pressure rather than pure altruistic concern. And in that is sometimes the lesson they try and fail to teach us with their admonishment. There are positive effects that peer pressure could have on a person. Like make you push your child to excel so she can stand shoulder to shoulder with her peer among your friends → children or make you work extra hard to afford a better place in another neighborhood because it is better for your kids in the long run even if you don't know it yet. Researchers are however not wrong about one thing → that peer pressure packs more negative effects for younger people than positive effects, even if their methods are not altogether ideal.

Allen Steinberg (2005) maintains that peer group influence begins at an early age and increases through the teenage years. Thus, understanding the prospects and challenges of peer group is crucial for the productivity of educational processes and the organizational design of school systems in order to improve student's academic performance. A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle, 2002). On the other hand, the term "pressure" implies the process that influence people to do something that they might not otherwise choose to do.

Jones, (2010) defined peer pressure as the ability of people from the same social rank or age to influence another of same age, bracket peer pressure is usually associated with teens although its influence is not confined to teenagers alone. According to Harney (2011) peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfied 2010). In a mixed class, it is observed that children with the same ability tend to draw together, while others who might not do as well as them cluster together also.

Peer groups play an important role in the learning of students. They form a critical part of the environment of schools, and they create and maintain a culture separate from the home and adult community in which adolescents are raised (Gandara, 2001). Many young people spend more time with peers than with parents or other family members.

Peers can exert extraordinary influence over each other, including the formation and support of personal goals and academic aspirations. Acceptance by peers is one of the strong needs of adolescents. Depending upon the particular values of the peers group generally, and of close friends in particular, the adolescents educational aspirations may be either strengthened or reduced (Nwa-chil, 2001).

It has been observed in schools that the extent to which these objectives have been achieved, is largely affected by the influence of peer pressure, time management and a whole other factors, as students' success are reflected in their academic performance and learning outcomes. Peers play a large role in the social and emotional development of adolescents (Allen, 2005). Their influence begins at an early age and increases through the teenage years, it is natural, healthy and important for students to have and rely on friends as they grow and mature.

Nwa-chil (2001) claims that the educational aspirations of students are clearly in accordance with those of their peers. In addition, students have always been exposed to peer influence, but the kinds of peer influence that they encounter have changed tremendously in the recent years. This is an important issue to be studied because if society and education related professionals understand the issue surrounding negative peer influence, they can adequately prepare themselves to help teenagers facing negative aspects of peer pressure.

According to Jones, defined peer pressure as the ability of people from the same social rank or age to influence another of same age bracket; peer pressure is usually associated with teens although its influence is not confined to teenagers alone. Hartney peer pressure refers to the influences that peers can have on each other. Weinfied Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves.

However, peers can also have a negative influence on one another such as encouraging each other to skip classes, steal, cheat, bully, use of drugs or alcohol, or become involve in other risky behaviours within or outside the learning palace. Negative peer pressure may influence in various ways like joining group who drink alcohol, smoke cigarette and Indian hemp among others. It may also lead to the decision to dating relationship such as having boyfriend or girlfriend. Peer pressure indulges youth into loitering about in the streets, watching films, going to pools and attending parties during school hours, tapping as alternative to stealing which may eventually graduate into a big criminal act. Peer pressure may be present in the workplace, at school or within the society. It can affect people of all ages and it may affect people in different ways but the main focus of this project is on peer pressure as it influences the learning of in school adolescents in secondary school.

When student enters secondary school where they find ample opportunities to have new friendships, Peer group factors often keep changing the children (Menka, 2016).

students primarily attach with friends who seem similar to themselves in terms of attitudes, behaviour, interests, and those characteristics subsequently induced in each other which brought them all together in the initial period of friendship (Alice 2013). In this level student grow with their mates and in this stage youth are very much close to their peers. And it influences their social, mental and academic area also. Sometimes peer pressure helps in the progress but peer pressure is not always positive, it may have negative effect too. Again Peer pressure is always not negative, sometimes it inculcates new hobbies, habits, attitudes health conscience or a strong urge to succeed amongst people (Adeyemi, 2018).

Peer pressure impacts greatly on student's learning performance and the present study seeks to find out these relationship between the two variables. Peer pressure becomes most important in almost all aspects of lives of the students from social structure and situations to performance in the classroom situation. Some students having relationships with peers promote their academic engagement. Others join peer groups that becomes as cause of disengagement from the school and impact on academic practices. Negative peer pressure can create such problems in school like Lower school attendance and even drop grades etc. In this study, the researcher examines how peer relationships influence negative for their learning achievement.

The blame for poor learning performance among junior secondary school students could be attributable to a variety of factors such as student inability to manage their time,

peers influence, family factors and the likes. Parents, teachers curriculum experts and evaluators have expressed considerable concern over the deteriorating students→ performance in public examinations such as Basic Education Certificate Examination (BECE) and National Examination Council (NECO). Therefore, students within adolescent age should avoid negative pressure such as loitering along the street during school hours, holding parties at the expense of their study claiming to be celebrating a birthday, skipping school and drug abuse. That will create room for poor academic performance. The students should move with people that study their books in order to have good academic performance.

This study, therefore seeks to investigate the influence of peer pressure on the learning of integrated science among secondary school students in Ovia North East Local government area, Edo state.

Statement of the Problem

There is great concern about the poor performance of students in integrated science using junior secondary school students in Ovia North East Local Government Area of Edo State. A large percentage of the populace are of the view that negative peer pressure is responsible for poor academic performance of students.

Research has shown that most students who have positive peer relationship that is have friends and/or are liked by classmates also do well academically (Cohen 2004) and

that children who are rejected by peers early on tend to encounter more difficulties in later years. However, it remains unclear if children perform better academically during the years they have more positive peer group experiences.

The research is geared towards having a proper understanding of the way peer pressure influence affects learning and it is very important for parents, educators, and policy makers. The immediate environment such as peer, family, school, religion and other factors can encourage or discourage student's learning performance.

Thus, the study seeks to proffer solution to the question. What is the influence of peer pressure on the learning of integrated science among secondary school students in Ovia North East Local government area, Edo state?

Research Questions

The following research questions were raised to guide this study.

1. Will peer pressure influence the learning of Integrated Science in secondary schools in Ovia North East Local Government Area, Edo state?
2. What is the relationship between peer pressure and the learning of integrated science among secondary school students in Ovia North East Local Government Area, Edo state?
3. Will peer pressure have a negative influence on student's learning of Integrated Science in secondary schools in Ovia North East Local Government Area of Edo state?

4. Will peer pressure have a positive influence on student's learning of Integrated Science in secondary schools in Ovia North East Local Government Area of Edo state?

Purpose of the Study

The main purpose of this study is to determine the relationship between peer pressure and the learning of Integrated Science among secondary school students in Ovia North East Local Government Area, Edo state. For proper investigation, the following are the specific purposes:

1. To find out the influence of peer pressure on learning of Integrated Science.
2. To identify the relationship between peer pressure and the learning of Integrated Science in secondary schools in Ovia North East Local Government Area, Edo state.
3. To find out if peer pressure has a negative influence on students learning of Integrated Science.
4. To find out if peer pressure has a positive influence on students learning of Integrated Science.

Significance of the study

This study would be significant to the students, teachers, parents and future academic researcher.

The findings of this study would be of immense significance to the student as they would get to know the extent to which their peer groups affects their learning achievements in school and it would also help them to choose their friends wisely. The findings hence will provide knowledge for the students on the many influences their peer group has on them and equip them on how best to cope with peer pressure.

Secondly, the findings of this study would be beneficial and highly profitable to teachers and educational practitioners as it would expose the seemingly unobtrusive role of peer groups in student learning outcomes which would lead them to seek for the solution to the problem and provide adequate guidance for the student. Therefore, the findings of this study will help the school produce students who can contribute meaningfully towards the development of the nation in future.

Furthermore, the findings of this study would benefit the parents greatly as they would be enlightened on the huge task before them to ensure that their wards have the best parental involvement and care that would prepare them for the outside world and the influences that comes with it.

Lastly, the results of the work will be of great help to future researchers who wants to work on related areas. This will be a source of research materials or empirical data for them.

Scope and delimitation of the study

This study is designed to determine the influence of peer pressure on the learning of integrated science among secondary school students in Ovia North East Local Government Area, Edo state and to identify the relationship between peer pressure and the learning of Integrated Science among secondary school student, also to find out if peer pressure has a negative influence on student's learning and lastly to ascertain if peer pressure influence students learning positively.

This study was delimited to Junior secondary school three student (JSS3).

Operational Definition of Terms

For the purpose of this study, operational definitions were given to the following terms:

Peer pressure: Peer pressure is the process by which members of the same social group influence other members to do things that they may be resistant to, or might not otherwise choose to do. Peers are people who are part of the same social group, so the term "peer pressure" refers to the influence that peers can have on each other.

Learning: Learning is defined as any relatively permanent change in behaviour that occurs as a result of practice and experience. In other words Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences. It involves a change in behavior.

CHAPTER TWO

LITERATURE REVIEW

This chapter focused on the review of literature related to this study. The chapter examined the theoretical and empirical review under the following sub-headings:

Conceptual Framework

- Concept of Peer pressure
- Types of peer pressure

- Peer influence on learning of Integrated Science
- Positive influence of peer pressure on student → learning
- Negative influence of peer pressure on student's learning
- Peer pressure and student learning of integrated science.
- Summary of Literature Review

Concept of Peer Pressure

Jones, (2010) defined peer pressure as the ability of people from the same social rank or age to influence another of same age bracket. peer pressure is usually associated with teens although its influence is not confined to teenagers alone. According to Harney (2011) peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfied 2010).

Peer pressure is often used to transmit group norms and foster loyalty to the group (Vander Zanden, 2000). In the current literature various researchers made a distinction between peer pressure and peer influence. For instance, Kiran-Esen (2003) and Sim and Koh (2003) suggest that every influence exerted by a peer group is a form of peer pressure. According to them, peer pressure is defined as persuading or encouraging another person to engage in certain types of behavior. It can be direct or indirect.

However, indirect peer pressure is not always as obvious to a person as direct peer pressure. According to McIntosh (2003), and Urberg (2003) peer pressure refers only to direct forms of persuasion, encouragement or coercion to manifest certain behaviors, whereas peer influence refers to indirect forms.

Smart & Smart (2000) defined peer group as friends of about the same class of society, such as school classmates, boys scout, girls guide, chorister, football team, and social child. Each of these peer groups has its code of behaviour, which may or may not adhere to the advanced standard. Even very young children build a sense of self through their perceptions of essential individuals in their environment, such as family, teachers, and peers; the peer group becomes an agency of enculturation and learning. As a youngster grows older, his peer group or partner is likely to become more important to him than his parents or instructors, according to Derville (2001)

According to Macionis (2001) by the time they enter school, children have discovered their peer group. Unlike family and school, the peer group lets children escape the direct supervision of adults. Among their peers, children learn how to form relationship on their own. Peer groups also offer the chance to discuss interests that adults may not share (such as clothing and popular music) or tolerate (such as drugs and sex). He further asserts that not surprisingly, then, parents express concern about who their children's friends are. In a rapidly changing society, peer groups have great influence, and the attitudes of young and old may differ because of a ↑generation gap↓ The

importance of peer groups typically peaks during adolescence when young ones begin to break away from their families and think of themselves as adults. Even during adolescence, however, parental influence on children remains strong. A teenager spends more of his/her time with peers than with family members. The interaction of peer is direct, and more powerful than the influence of teachers and other authority figures. Peer pressure tends to have more of an effect on children with low self esteem. If a child feels compelled to fit in, the teen may do things that go against his /her beliefs simply to be part of the group (Kirk, 2000). Peer pressure can lead to experimentation with drugs and alcohol, sex, skipping school and various high-risk behavior. If there is a sudden change in a child's appearance, clothing and attitude, especially if accompanied by secretive behavior, he or she may be succumbing to the influences of peers (Kirk, 2000) Parents should be especially alert to sudden changes in the friends that make up their child's core peer group.

Types of peer pressure

1. Positive Pressure

Peer pressure is positive when someone encourages or supports you to do something good. e.g., participating in sports, joining clubs , trying new foods, doing volunteer work, getting good grades, showing respect, meeting new people, doing the right thing, being honest, being responsible.

Contrary to popular belief, not all peer influence is negative. Spending more time with peers does not always translate into trouble. Peer influence can, in fact, keep youth participating in religious activities, going to meetings, and playing on sports teams, even when they are not leaders. The peer group is a source of affection, sympathy, understanding, and a place for experimentation. It is therefore stated that Peer pressure is not all bad. You and your friends can pressure each other into some things that will improve your health, academics and social life and make you feel good about your decisions. You and your friends can also use good peer pressure to help each other resist bad peer pressure.

2. Negative Pressure

While it is clear that peer groups can be positive for identity formation, negative peers groups do exist and should be of concern to education-related professionals. Negative peer pressure is when people we know, that are around our age, pressurize us to do something we wouldn't normally do. ↑Peer Pressure is negative when someone tries to get another person to do something they know is not right. e.g. taking drugs, committing suicide, being racist/bullying, having sex when you are not ready, shoplifting vandalizing property, drinking underage, cheating, ditching school↓ (Morrison, Kalin, & Morrison 2004).

One aspect that may contribute to the continuation of negative peer pressure to Alderman (2000) is ability tracking. Ability tracking to him involves separating students based on their achievement in school in the past. Ability grouping forces isolation among students at different achievement levels, with each group forming its own peer culture. Low achievers are isolated from models of achievement motivation and more effective strategies to succeed. In essence, ability tracking forces students to form groups that may not result in the best outcome. High achieving students can benefit from interacting with low achieving students and \uparrow vice versa \downarrow .

Peer Influence on Learning of Integrated Science

A student is most likely to do well in school if he feels that he can meet his teacher's expectations, that his studies are relevant to his objectives and that certain required skills fit in with his lifestyle, his emerging sense of identity and his feelings of self-esteem between school values and values of peers and that his family and community help to foster social and academic success at school. It is safe to say that if my peer or group of friends, have no interest whatsoever in studying Integrated Science, I would also neglect and not study Integrated Science.

There should be a interrelated relationship between peer group and learning cause it affects the academic performance of the students either positively or negatively . It was believed that student→ learning performance correlates with the group he or she belongs.

According to a study done by Kadir (2018), peer networks might increase student anxiety, particularly when it comes to their schooling. When a student is affected and motivated by his or her peers, he or she will perform well in school and get strong academic results.

According to Olalekan (2016), when students receive essential peer support, they are more likely to achieve and exceed their capabilities, focus more on their studies, and perform well in academic tasks at school. Understanding the nature of peer pressure is challenging, and no one has yet fully grasped the consequences of peer pressure on academic life. Peer pressure is generated by parents→lack of supervision of their children during adolescence; during this time, children prefer to love their peers→company and spend more time with them (Vangie 2019).

When student enters secondary school where they find enough opportunities to have new friendships, Peer group factors often keep changing the children (Menka, 2016). In adolescence period student primarily attach with friends who seem similar to themselves in terms of attitudes, behaviour, interests, and those characteristics

subsequently induced in each other which brought them all together in the initial period of friendship (Alice 2013).

Positive Influence of Peer Pressure on Student's Learning

Contrary to popular belief, not all peer influence is negative. Spending more time with peers does not always translate into trouble. The peer group is a source of affection, sympathy, understanding, and a place for experimentation. The basic premise is that people of all ages seek inclusion and avoid exclusion. Influence in these primary peer groups can vary from joining the track team or drama club to motivation, engagement, and achievement in algebra class. (Nicole, 2004). As already suggested, students define themselves by the groups with which they affiliate. Values that are important to most adolescents include: school learning and achievement; social activities; and whether or not to engage in delinquent activities. (Landau, 2002). These good feelings are often reported in peer groups, and actions could lead to engaging in risky behaviours to keep the ↑fun↓ going.

Positive peer pressure in an educational context can include:

1. Motivation: When students see their peers working hard, achieving good grades, or actively participating in class, it can motivate them to do the same and strive for academic success.

2. Collaboration: Peer pressure can encourage students to collaborate and study together, leading to better understanding of the subject matter and improved learning outcomes.
3. Healthy competition: Healthy competition among peers can drive students to excel academically, pushing them to reach their full potential.
4. Social learning: Students often learn from their peers' experiences and insights, gaining a broader perspective on the subject matter.
5. Encouragement: Positive peer pressure can involve friends or classmates encouraging one another to stay focused, attend classes regularly, and complete assignments on time.

It's important for educators and students to foster an environment where positive peer pressure is encouraged while discouraging negative influences that may lead to academic shortcuts or unhealthy behaviors. Balancing peer interactions with individual learning needs is key to harnessing the benefits of peer pressure for educational growth.

Negative Influence of Peer Pressure on Student Learning

Negative peer pressure refers to the influence that peers or friends can exert on an individual to engage in behaviors or make choices that are harmful, unhealthy, or against their better judgment. This pressure can come in various forms, such as encouragement to experiment with drugs, engage in risky behaviors, skip school, or participate in activities that go against one's values or beliefs. Negative peer pressure can be detrimental to a

person's well-being and decision-making, often leading to consequences they may regret. It's essential for individuals to recognize and resist negative peer pressure to make choices that align with their own values and goals.

Peer pressure can indeed have a negative influence on students' learning. Research has shown several ways in which peer pressure can impact students negatively:

1. Academic Underachievement: Students may succumb to peer pressure and prioritize social activities over studying, leading to lower academic performance.
2. Risky Behaviors: Peer pressure can push students into engaging in risky behaviors, such as cheating, substance abuse, or skipping school, which can harm their educational outcomes.
3. Conformity Over Critical Thinking: Students may conform to their peers' opinions or behaviors rather than critically evaluating information, hindering their ability to develop independent thinking skills.
4. Stress and Anxiety: Pressure to fit in with a particular group can cause stress and anxiety, which can interfere with concentration and learning.
5. Distraction: Social interactions and peer-related drama can distract students from their studies, reducing their ability to focus on learning.

6. Reduced Motivation: If students are pressured to conform to low academic standards, their motivation to excel in their studies may decline.

7. Negative Self-esteem: Feeling rejected or excluded by peers can negatively impact self-esteem and self-worth, which can, in turn, affect students' motivation and engagement in learning.

It's important for educators, parents, and students themselves to be aware of these influences and work together to create a supportive learning environment that encourages healthy social interactions and academic success.

Peer Pressure and Student Learning of Integrated Science

Students belonging to the same class tend to study and revise the subject together, so generating important externalities. However, this kind of relationship does not develop between all the members of a class, since, even though attending courses together, some students may not interact with each other. In order to overcome this problem and build a peer group measure (called Peer Exam) based on this type of interaction, which we believe particularly relevant, we consider as members of the same group students who sit an exam on the same date.

Students belonging to the same class tend to study and revise the subject together, so generating important externalities. However, this kind of relationship does not develop between all the members of a class, since, even though attending courses together, some

students may not interact with each other. Clearly friendly relationships do not involve all members of a class: some students might attend course together, but their interaction might still be limited. We are able to address this problem by considering a measure of peer group which weights peers in relation to the number of exams taken together. In fact, students who continually do exams in the same session as one another are often students who study together, sharing course material and information.

We are aware that these definitions may be affected by self-selection problems since students choose other people to collaborate with in studying and this may in turn affect the whole class room learning environment.

Summary of Literature Review

The conceptual review of literature in this study focused on peer pressure, parental influence and learning performance of students. The review has shown that Peer Influence can be either positive or negative. Positive peer pressure would be a pressure on an individual who will be forced to make a positive or progressive path away from all inhumane activities in the present. A negative peer influence could be seen as one of the militating forces why most student record poorly in academic performance, the reason for this is not farfetched: they spend large amount of time in extra curriculum. More often than none, academic priorities are neglected and thus academic performance grossly affected.

In the learning of Integrated Science, the teacher has to have a adequate knowledge and understanding of the subject matter, he/she has to adequately make use of Instructional material within access, he/she has to be able to explain concepts as they affect the environment and ensure that the students are actively participating. The teacher should also have a mastery on classroom management and discipline, as this will enable him/her to break up seating arrangements and groups that's might hinder individual students from participating in the class activities and learn.

In schools, the extent to which educational objectives have been met is determined greatly by the interaction of peer groups which could possibly reflect in student's academic performance. Peer group play a large role in the social, emotional and academic development of students. peer group influence begins at an early age and increases through the teenage years. Thus, understanding the prospects and challenges of peer group is crucial for the productivity of educational processes and the organizational design of school systems in order to improve student's learning performance.

The reviewed literature also shows that home, school environment and peers exert great influence in the overall academic performance of adolescents. The study has directly and indirectly pointed to areas that need to be addressed in order to promote adequate learning of Integrated Science and good academic performance. It has also brought to the attention of school counselors and teachers that they have to monitor the friends and peer adolescents move with, as a student moving with a group that engages in

negative vices is likely to have lower interest in learning and hence perform poorly in his academics.

It is therefore concluded that peer pressure can either be positive or negative and parents and teachers have a vital role to play in the peer group of junior secondary school students at home and in the school. Rather than worrying about the effects of their children's friendships, parents would do well to focus on creating a positive, supportive home environment. That way, even if your child is peer pressured to do something they don't want to do, they'll feel comfortable coming to you to talk about it first.

It is however worth stating that of all the studies available to the researcher none seemed to focus on the relationship between peer pressure and the learning of Integrated Science in Junior secondary schools in Ovia North East Local Government Area. It is therefore the need to fill this gap that this study was carried out.

CHAPTER THREE

METHODOLOGY

This chapter describes the procedures and research instrument that was used in the study. The methods and procedures adopted in this research shall be presented under the following sub- headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research instruments
- Validity of the Instruments
- Reliability of the Instruments
- Method of Data Collection
- Method of Data Analysis

Research Design

This study employs a descriptive survey design it is a type of research undertaken with the aim of describing characteristics of variables in a situation. According to Best and Khan (2009), descriptive survey designed is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developed. This design was chosen in order to enable the researcher collect data with the aid of a Likert Questionnaire. The survey method allowed collection of data from a large sample population and generated findings that were a representation of the whole population at a lower cost (Saunders, 2007). It provided the opportunity to reach representative of the target population.

The independent variable is learning of Integrated Science and the Dependent variable is peer pressure.

Population of the Study

The population of the Study comprises of all the two thousand and fourteen (2014) junior secondary school three (JSS3) students in all the 24 public secondary schools in Ovia North East Local government area of Edo state (Edo state ministry of education 2023).

Sample and Sampling Technique

The sample of this study was one hundred (100) students who were drawn from the population of the Study. The proportional sampling technique was used to select twenty percent from each public junior secondary schools in Ovia North East Local Government Area. The number of each student selected from each school is shown in table 1 below:

Table 1: sample of the study of JSS3 student in Ovia North East Local government area.

S/N	SCHOOL	POPULATION	SAMPLE (20%)
1	A.D Ekenhua school	333	16.7
2	ADSS school	340	17
3	Ebomisi school	41	2.1
4	Ekiadolor school	148	7
5	Ekosodin school	53	2.7
6	Ezomo, ora-ifon school	176	8.8

7	Iguoadolor school	91	4.6
8	Iguoshodin school	3	0.2
9	Ikoro, ikon school	0	0
10	Ikpiti Gelegele school	8	0.4
11	Ise utekon school	5	0.3
12	Nifor school	15	0.8
13	Oba Eradiuwa school	23	1.2
14	Ogbesse school	23	1.2
15	Oghede school	236	11.8
16	Ogua school	4	0.2
17	Okada school	147	7.4
18	Okokhuo school	38	1.9
19	Owan school	15	0.8
20	Ugbine school	62	3.1
21	Ughoton school	21	1.1
22	Uhen mixed school	116	5.8
23	Utese school	98	4.9
24	Utoka school	18	0.9
	TOTAL	2014	100

Research instrument

The Instrument used for data collection is a Questionnaire titled ↑Questionnaire on the influence of peer pressure on the learning of Integrated Science in secondary schools↓.

The research instrument which is the questionnaire has two Sections. Section A and Section B. Section A gives the demographic information of respondents while Section B contained 20 items respectively which helped to determine the influence of peer pressure on student→ learning of Integrated Science. Items in Section B were rated using a four-

point likert scaled responses of Strongly Agree, Agree, Disagree and Strongly Disagree which were represented as SA, A, D and SD respectively. The questionnaire was administered to each respondent.

Validity of the Instrument

The face and content Validity of the Instrument was validated by the project supervisor and two other lecturers in the department of curriculum and instructional technology, Faculty of Education, University of Benin, Benin city.

Reliability of the Instrument

To determine the reliability of the Instrument, Cronbach Alpha was used to determine the internal consistency.

Method of Data Collection

The researcher administered the Instrument personally to the respondents. A total of 100 questionnaires were distributed. After explaining the purpose of the Study, the respondents filled them after which the questionnaires were collected immediately.

Method of Data Analysis

The quantitative approach involving the use of descriptive statistics will be used to present data in frequencies, mean and percentages to discuss findings of the Study.

Descriptive statistics are used to summarize, organize, and describe the characteristics of a data collection

The response options in the instrument are weighted as shown below:

Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
4 POINTS	3 POINTS	2 POINTS	1 POINT

The acceptance point for the items was 2.50 and any mean above 2.50 was regarded as high extent while any mean below 2.50 was regarded as low extent.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

PRESENTATION OF RESULTS

ANSWERING RESEARCH QUESTIONS

Research Question 1: will peer pressure influence the learning of integrated science in secondary schools?

Table 2: Respondent on research question 1

S/N	ITEMS	SA	A	D	SD	MEAN	REMARK
1	My friends influence my choice to study integrated science	8	28	50	14	2.30	Low extent
2	Learning integrated science has improved due to help from peers	12	66	20	2	2.88	High extent
3	I discuss integrated science with my peers outside of the class	8	62	22	8	2.70	High extent
4	Sometimes I have to undergo peer pressure to be liked in a group	14	30	44	12	2.46	Low extent
5	My peers opinion about integrated science affects my attitude towards integrated Science	12	32	42	14	2.42	Low extent
	Grand mean					2.55	High extent

In response to research question 1, table 2 shows item 2 and 3 has a mean greater than 2.5 while item 1, 4 and 5 has a mean lower than 2.5. The grand mean obtained was greater than 2.5 indicating that the influence of peer pressure on learning of Integrated Science in secondary schools is of high extent.

Research Question 2: What is the relationship between peer pressure and learning of integrated science in secondary schools?

Table 3: Respondent on research question 2

S/N	ITEMS	SA	A	D	SD	MEAN	REMARK
6	Peer pressure negatively and positively affects motivation to study integrated science	20	48	30	2	2.86	High extent
7	Students who experience less peer pressure perform better in integrated science	18	44	28	10	2.70	High extent
8	Peer pressure affects my motivation to excel in integrated science	6	30	44	20	2.22	Low extent
9	I easily get distracted in class when my friends start talking	28	52	12	8	3.00	High extent
10	My study habit would improve if I spend less time with my peer group	28	46	18	8	2.94	High extent
	Grand mean					2.74	High extent

In table 3, items 6, 7, 9 and 10 has a mean greater than 2.5 which indicates that they agree with the above stated notion while item 8 has a mean lower than 2.5 indicating that the respondents disagree to the above stated notion. The grand mean has a mean of 2.74 which is greater than 2.5 indicating that there is a significant relationship between peer pressure and learning of Integrated Science in secondary schools.

Research Question 3: will peer pressure have a negative effect on the student learning of integrated science?

Table 4: Respondent on research question 3

S/N	ITEMS	SA	A	D	SD	MEAN	REMARK
11	My peer group has negatively affected my studies	12	20	10	58	1.86	Low extent
12	I find it difficult to escape from peer pressure	14	24	46	16	2.36	Low extent
13	I only study when my friends study	6	10	40	44	1.78	Low extent
14	I do whatever my peers ask of me	4	8	58	30	1.86	Low extent
15	I have been pressured by my peers to skip studying integrated science for other activities	4	30	42	24	2.14	Low extent
	Grand mean					2.00	Low extent

In table 4, items 11 to 15 had a mean value lower than 2.5 ranging from 1.78 to 2.36 indicating that the respondents do not agree to the above stated notion. The grand mean also has a mean value lower than 2.5 indicating that peer pressure doesn't have a negative effect on students learning.

Research Question 4: will peer pressure have a positive influence on the student learning of integrated science?

Table 5: Respondent on research question 4

S/N	ITEMS	SA	A	D	SD	MEAN	REMARK
16	I prioritize studying over other activities	36	34	22	8	2.98	High extent
17	My peers provide support and encouragement during stressful academic periods	22	62	14	2	3.04	High extent
18	My peers motivate me to study more effectively	14	76	8	2	3.02	High extent
19	My peers and I engage in academic competitions or challenges to improve learning	26	54	16	4	3.02	High extent
20	My peers and I always help each other with academic difficulties	28	62	8	2	3.16	High extent
	Grand mean					3.04	High extent

Table 5 shows that the respondents rated item 16 to 20 as high extent with a mean ranging from 2.98 to 3.16. The grand mean also has a mean value of 3.04 which is regarded as high extent. With these results. It shows that peer pressure has a positive influence on student's learning of Integrated Science.

Discussion of findings

The analysis of this research has clarified and presented the results revealed above. Based on the data collected and interpreted according to the opinions of the respondents, it shows that there is significant influence of peer pressure on the learning of Integrated Science in secondary schools.

The result of research question one shows that the students are not influenced by their friends on their choice to study integrated science, student's learning of Integrated Science has increased due to help from peers, students discuss Integrated Science outside of the class with peers, students feel they don't have to undergo peer pressure just to be liked in a group and peers opinion about Integrated Science doesn't affect their attitudes towards it.

The result of research question two shows that peer pressure negatively and positively affects student's motivation to study Integrated Science, believed that Students who experience less peer pressure perform better in integrated science, students feel peer pressure doesn't affects their motivation to excel in integrated science, students easily get

distracted in class when their friends start talking, students also believe that their study habits would improve if they spend less time with their peer group.

The result of research question three shows that peer pressure doesn't have a negative effect on the learning of Integrated Science as items 11 to 15 recorded a remark of Low extent.

The result of research question four shows that students prioritize studying over other activities, peers provide support and encouragement during stressful academic periods, peers motivate students to study more effectively, students and their peers engage in academic competitions or challenges to improve learning and peers always help each other with academic difficulties.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The summary of finding made in this study, conclusion reached and recommendations made are presented under this chapter

Summary

The study focused on the influence of peer pressure on the learning of integrated science in secondary schools in Ovia-North East Local Government Area of Edo state. This study reviewed works of different authors. The questionnaires were administered to JSS3 students in all the public schools in Ovia North East Local Government Area of Edo State. A hundred (100) questionnaires were administered and filled to obtain the necessary data.

From the research questions, items were raised in the questionnaire to gather the data for this study.

The findings of the study include:

- The influence of peer pressure on learning of Integrated Science in secondary schools is of high extent.
- That there is a significant relationship between peer pressure and learning of Integrated Science in secondary schools.

- Peer pressure doesn't have a negative influence on student's learning of Integrated Science.
- Peer pressure has a positive influence on student's learning of Integrated Science.

Conclusion

The following conclusions were drawn from the findings of this research:

The study concludes that the influence of peer pressure on the learning of Integrated Science in secondary school is of high extent. That there is a significant relationship between peer pressure and learning of Integrated Science in secondary schools. It also concludes that peer pressure doesn't have a negative influence on student's learning of Integrated Science.

Finally the study concludes that peer pressure has a positive influence on student's learning of Integrated Science in secondary schools.

Recommendation

Based on the findings and conclusion derive from the study the following recommendation was made:

1. Students and school stakeholders should be made aware of the benefits of peer group prior achievements as it greatly influences academic performance of students in secondary schools.
2. Teachers and other educational practitioners and those in related professional training, need to have knowledge of the effects of peer group pressure and understanding of the issues surrounding negative peer influence to prevent negative peer influence and be more adequately prepared to help a teenager facing negative aspects of peer pressure.
3. Additionally, teachers should avoid placing students in groups based on ability level. Mixed groups provide integration and allow students to get to know a variety of students they might not otherwise interact with.
4. School counselors should also provide usable and adequate information both to the students and their parents about forms of peer pressure in public secondary schools.
5. Conferences, seminars and workshops should be organized for teachers, students, parents and guidance to reduce peer pressure in the society at large.

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APPENDIX

RESEARCH QUESTIONNAIRE

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY,

FACULTY OF EDUCATION,

UNIVERSITY OF BENIN

QUESTIONNAIRE ON THE INFLUENCE OF PEER PRESSURE ON THE

LEARNING OF INTEGRATED SCIENCE IN SECONDARY SCHOOLS IN

OVIA-NORTH EAST LOCAL GOVERNMENT AREA, EDO STATE

UJU KOSISOCHUKWU PRAISE

Researcher

Section A: Demographic Information

Name of School:

SECTION B:

INSTRUCTIONS: please kindly tick [] the answer that best describes your response

SA --Strongly Agree A -- Agree D -- Disagree SD-- Strongly Disagree

	ITEMS	SA	A	D	SD
	Will Peer pressure influence the learning of Integrated Science among secondary school students				
1	My friends influence my choice to study integrated science				

2	Learning of Integrated Science has improved due to help from peers				
3	I discuss integrated science with my peers outside of the class				
4	Sometimes I have to undergo peer pressure to be liked in a group				
5	My Peers opinion about integrated science affects my attitude towards the subject				
	What is the relationship between peer pressure and the learning of Integrated Science				
6	Peer pressure negatively and positively affects motivation to study Integrated Science				
7	Students who experience less peer pressure perform better in integrated science				
8	Peer pressure affects my motivation to excel in Integrated Science				
9	I easily get distracted in class when my friends start talking.				
10	My study habit will improve if I spend less time with my peer group.				
	Will peer pressure have a negative effect on student's learning				
11	My peer group has negatively affected my studies				
12	I find it difficult to escape from peer pressure				
13	I only study when my friends study				
14	I do whatever my peers ask of me				
15	I have been pressured by my peers to skip studying integrated science for other activities				
	Will peer pressure influence student's learning positively				

16	I prioritize studying over other activities				
17	My peers provide support and encouragement during stressful academic periods				
18	My peers motivate me to study more effectively				
19	My peers and I engage in academic competitions or challenges to improve learning				
20	My peers and I always help each other with academic difficulties				