

Peer Pressure in Relation to Academic Achievement of Deviant Students

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ABSTRACT

This study was aimed to analyse the relationship between peer pressure and academic achievement of deviant students. Purposive random sampling method was used to study the deviant student's behavioural factor. The sample was drawn from the population of 7546 students. There are 145 deviant students were taken as sample from classes VI to XII about 2% of the entire population of the school. The result revealed that there is no significant difference between male and female with respect to peer pressure and academic achievement. Friend's influence towards deviancy had privileged in the age group of 16-18 than in other younger age groups. There is a negative correlation exists between peer pressure and academic achievement and this study reveals that peer pressure plays a vital role in lowering of achievement in academics.

KEYWORDS

Peer pressure, deviant students, academic achievement

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Introduction

People with similar interest, age group, background and social status forms a part of the Peer Group. This type of peer group is both social and primary group of like-minded and aesthetics group. The student's behavioural change happens in the school wherein peers have a vital role in achieving such a change. Role of peer influence has direct or indirect influence in the academic achievement. Social and emotional development and educational objectives are influenced by peer group. (Allen 2005). Peers play an increasing role of influence from early age to teenage. Adolescents have healthy relationship with their peers and give importance to them compared to other age groups and their trust

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on them is more pronounced. Peer can be anyone who has same thought, same behavior and equality to age or ability (Hardcastle. 2002)

Pressure means giving force to any activities. Peer pressure means influence of friends on each other and inducing changes in the mental and emotional behavior by the people belonging to same group with similar interest, age, background and social status (Weinfied 2010). Peer pressure normally linked with adolescent risk taking behavior; such as crime, drug abuse and sexual behaviours. These behaviours are associated with peer influence. The positive result also seen due to the effect of peer pressure, for example a marked increase in the achievement, voluntary charity, public work etc. (Kellie 2013). But contrarily, the maximum result is for negative behaviour. Normally, the student skips classes, steals, and cheats, takes to drugs or alcohol as a cause of peer pressure. Influences of peer may be in all ages and places, such as in work place, in school, or in society. Peer pressure tends to influence the group to loiter in the street, watch films, bunk class, tease others, steal, spoil public properties. (Arief , 2011)

Academic achievement are accomplished by these students in their studies are nothing (Scott's 2012). Academic achievement means the students' ability to write or orally communicate exactly the fact or the content. This also reflects to what extent the educational system has achieved their goals. Academic achievement indicates the extent to which the students have a mastery of the subject.

Peer group composition often keeps changing the children, when he or she enters middle school and have more opportunities to have new friendships. Hartup (1996) reviewed evidence showing that adolescents initially associate with peers who resemble themselves in terms of behaviour, interests, and attitudes, and subsequently reinforce in each other those characteristics that brought them together in the first place. This leads to conventional friendship to further comply with social norms, whereas antisocial friends engage in increasingly problematic behaviour. The term *selection* refers to this process of "assortative pairing" through which, individuals choose friends who share their attitudes and behavior, and *socialization* refers to friends' mutual influence on their respective behaviours and attitudes (Kandel, 1978). Both are important aspects of early adolescent changes in academic engagement and in problem behaviour (Reitz, Dekovic, Meijer, & Engels, 2006; Woolley, Kol, & Bowen, 2009). Friends' characteristics therefore, constitute an important factor to take into account when trying to predict changes in an individual's adjustment trajectory.

Literature Review

Mary Gifford-Smith et al(2005)“Peer Influence in Children and Adolescents: Crossing the Bridge from Developmental to Intervention Science”this study explains high level of correlation between academic and deviant

Bankole Emmanuel Temitope(2015) “Influence of Peer Group on Academic Performance of Secondary School Students in Ekiti State”in this study explains that peer factor also influence academic achievement

“Impact of deviant behaviour on the academic performance of senior secondary school students” this study explains negative impact on academic achievement

Jack Gladys Uzezi , Gamnjoh Dennis Deya (2017)“Relationship between Peer Group Influence and Students’ Academic Achievement in Chemistry at Secondary School Level” it says that teacher should encourage peer group

Objectives of the Study

- To identify the level of peer pressure towards deviancy among deviant students
- To analyse the significant difference in the means scores of peer pressure of deviant students with respect to
 - Gender and
 - Age
- To discover the significant association exist in the level of peer pressure of deviant students with their class of study
- To find out the significant association exist in the level of academic achievement of deviant students with their class of study
- To recognize the relationship between peer pressure and academic achievement of deviant students

Hypotheses of the Study

- H1. The level of peer pressure among deviant students is high
- H2. The level of academic achievement of deviant students is high
- H3. There is no significant difference in the mean scores of peer pressure of deviant students with respect to
 - Gender and
 - Age
- H4 There is no significant difference in the mean scores of academic achievement of deviant students with respect to
 - Gender and
 - Age
- H5. There is no significant association exist in the level of peer pressure of deviant students with their class of study
- H6 There is no significant association exist in the level of academic achievement of deviant students with their class of study
- H7. There is no significant relationship between peer pressure and academic achievement of deviant students

Method, Sample and Materials

The researcher collected the sample with the help of teachers in school and B.Ed., trainees. By using direct delivery method, using questionnaire as feedback form. The researcher had given the questionnaire to respondent and ask them to fill the questionnaire and it was administered by the researcher and B.Ed trainee and it was collected back immediately after completion. With the

help of B.Ed trainee, cross verification was done to check whether the questionnaire were filled fully by respondents and were not copied.

Sample and Sampling Technique

A sample of 145 deviant students were selected for this study. This sample was identified by the direct and indirect observation and sample was drawn from thirteen schools from Kanchipuram district. In which five were government schools, five were private and three were aided schools. Purposive random sampling method was used to study about the deviant students. This sample was drawn from population of 7546 students. This sample size represent from class VI to XII about 2% of the entire population of the school.

A structured questionnaire was prepared by the investigator to measure the peer factor and standardized by the investigator which comprised of 20 statements. The student's cumulative academic assessment scores in all subjects conducted in term I and average of it were taken into consideration.

Validation of the Instrument:

The validation of the instrument is necessary to proceed the research work. Four experts critically analysed the questionnaire. They were expert in language, subject and psychology. The comments provided by the experts were taken into consideration and modification has been done. Again, it has been given to the experts for final confirmation

Reliability of the Instrument:

To find out the reliability of the tool, the researcher has selected 20 students from nearby schools such as Anandhavalli school and Government High School, Kandigai at Kanchipuram district, from the classes of VI to XII excluding sample of the study. All the 24 items in the Questionnaire were tested for reliability. Cronbach Alpha Statistical analysis was used to get reliability. Four items were deleted during the procees of standardization. The obtained value of alpha coefficient was 0.727 for the tool peer pressure. This value indicates that, the instrument is highly reliable..

Analysis and Interpretation of the Data

H1 The level of peer pressure among deviant students is high

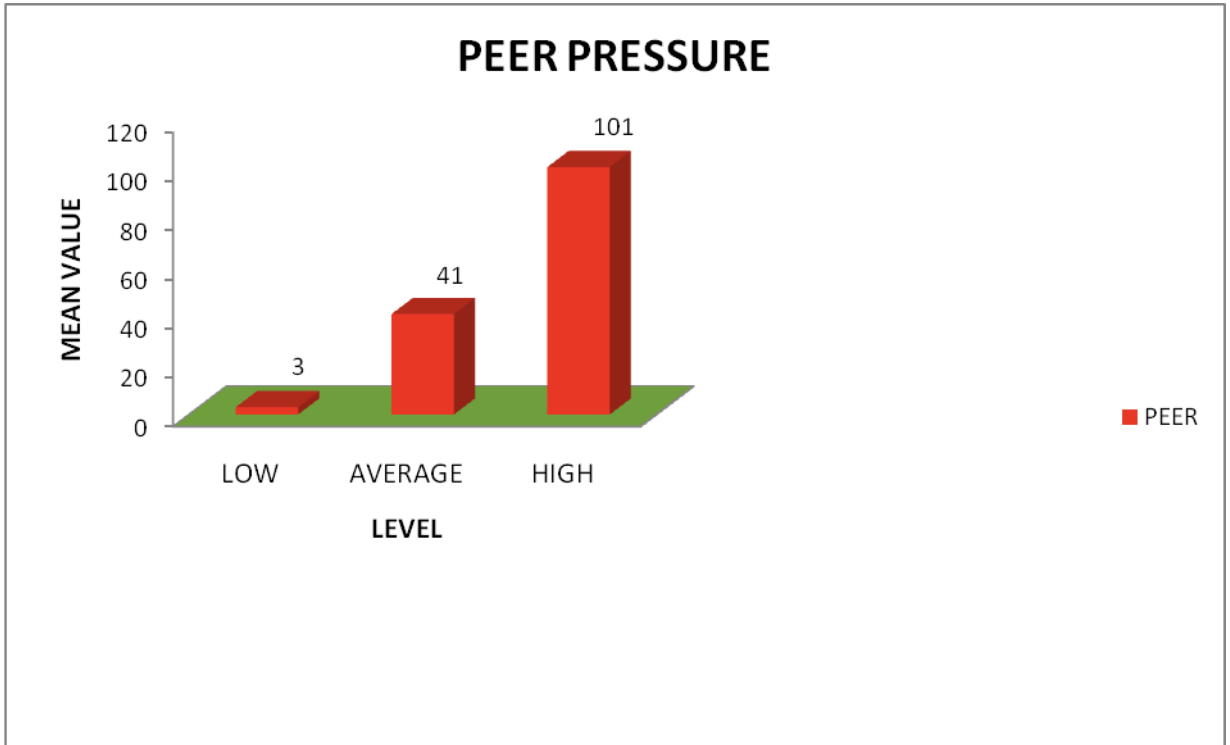
Table-1 Showing the level of peer pressure of deviant students

VARIABLE	SCORE RANGE	LEVEL	NUMBER	Percentage
Peer Pressure	Below 33.3%	LOW	3	2.06
	33.4% to 66.7%	AVERAGE	41	28.28
	Above 66.7%	HIGH	101	69.66

Total 145

From table-1, it is observed that 101 students out of 145 fall under high level. Therefore, the above hypothesis is accepted.

Figure – 1 Showing the level of peer pressure of deviant students



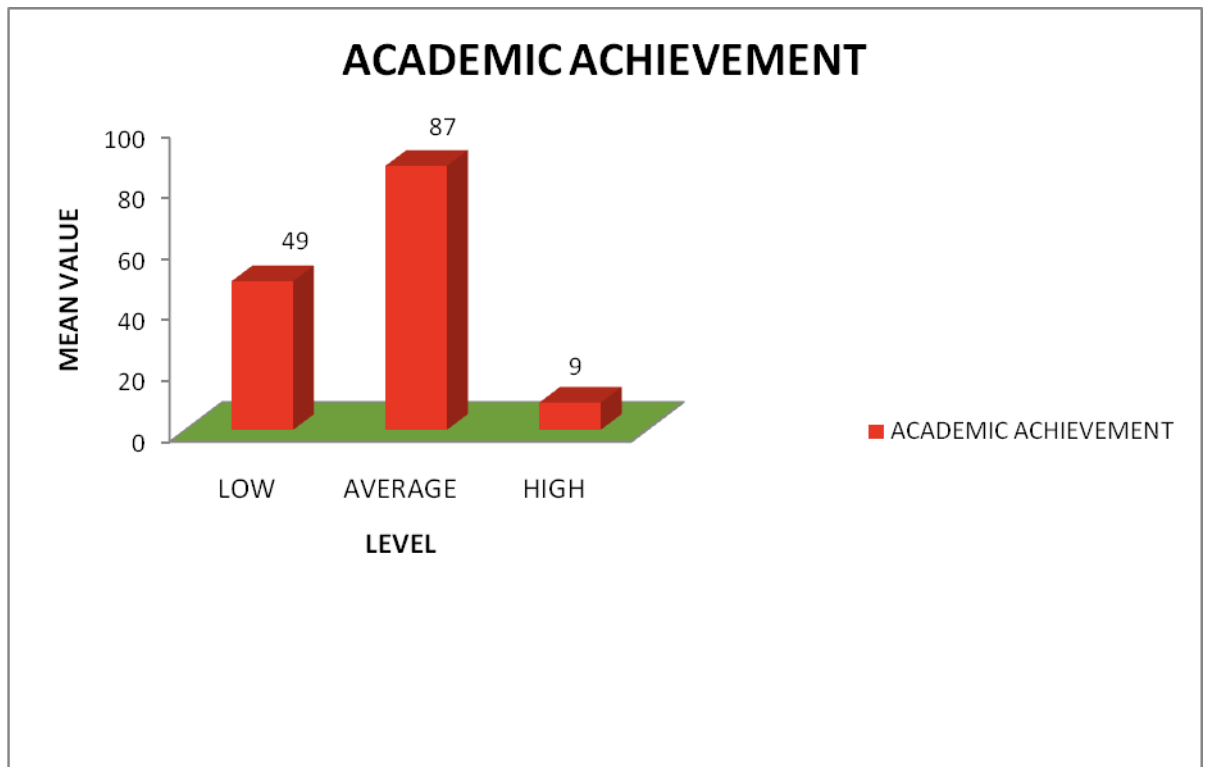
H2 The level of academic achievement of deviant students is high

Table-2 Showing the level of academic achievement of deviant students

VARIABLE	RANGE	LEVEL	NUMBER	Percentage
Academic achievement	Below 33.3%	LOW	49	33.79
	33.4% to 66.7%	AVERAGE	87	60
	Above 66.7%	HIGH	9	6.21

Total 145

From table-2, it is observed that 87 students out of 145 fall under average level. Therefore, the above hypothesis is rejected.



H3. There is no significant difference in the mean scores of peer pressure of deviant students with respect to gender

Table 3 Showing the critical ratio of peer pressure of deviant students based on gender.

Variables		Number	Mean	Standard Deviation	Critical Ratio	Remarks at 5% Level of Significance
Peer Pressure	<i>Male</i>	96	74.06	18.78	1.18	NS – Not Significant
	<i>Female</i>	49	77.76	15.44		

From the above table -3 it is found that the calculated 't' value (1.18) is lesser than the table value 1.96 at (0.05)5% level of significance. Thus, there is no significant difference in the mean scores of peer pressure with respect to Gender.. Hence, the null hypothesis is accepted.

H4 There is no significant difference in the mean scores of academic achievement of deviant students with respect to gender

Table 4 Showing the critical ratio of academic achievement of deviant students based on gender.

Variables		Number	Mean	Standard Deviation	Critical Ratio	Remarks at 5% Level of Significance
Academic achievement	<i>Male</i>	96	77.5	16.7	1.86	NS – Not Significant
	<i>Female</i>	49	80.6	13.0		

From the above table – 4 it is found that the calculated ‘t’ value (1.86) is lesser than the table value 1.96 at (0.05) 5% level of significance. Thus, there is no significant difference in the mean scores of academic achievement with respect to Gender . Hence, the null hypothesis is accepted.

H3. There is no significant difference in the mean scores of peer pressure of deviant students with respect to age

Table 5 Showing the anova for peer pressure on students based on age.

Sources	Sum Squares	df	Mean Square	‘F’ Value	Remarks at 5% Level of Significance
<i>Between Groups</i>	1204.922	2	602.461	1.935	N.S (Not Significant)
<i>Within Groups</i>	44206.112	142	311.311		
<i>Total</i>	45411.034	144			

From the above table - 5, it can be observed that the calculated ‘F’ value (1.935) is lesser than the table value (3.04) at 5% level of significance. Thus , there is no significant difference among the students in their peer pressure with respect to age. Hence, the null hypothesis is accepted.

H4 There is no significant difference in the mean scores of academic achievement of deviant students with respect to age

Table 6 Showing the anova for academic achievement on students based on age.

Sources	Sum Squares	Df	Mean Square	‘F’ Value	Remarks at 5% Level of Significance
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<i>Between Groups</i>	1829.395	2	914.698	4.476	S (Significant)
<i>Within Groups</i>	29017.777	142	204.351		
<i>Total</i>	30847.172	144			

From the above table - 6, it can be observed that the calculated 'F' value (4.476) is greater than the table value (3.04) at 5% level of significance. Thus, there is a significant difference among the students in their peer pressure with respect to age. Hence, the null hypothesis is rejected.

Table – 6a For the Further Analysis showing the means score of Academic achievement with respect to age

AGE GROUPS			't' value	Remark at 0.05 Level
10-12	13-15	16-18		
64.97	71.52		2.208	S
64.97		73.58	2.041	S
	71.52	73.58	0.323	N.S

From the above table 8.a, there is a significant difference found between the age groups of 10-12 & 13-15 and also between 10-12 & 16-18. But there is no significant difference between the age groups of 13-15 & 16-18.

H5 There is no significant association exist in the level of peer pressure of deviant students with their class of study

Table 7 Showing the chi-square value for level of peer factor of students with class of study

Peer factor	Class of study			Chi-square Value	Remarks at 5% Level of Significance
	VI - VIII	IX- X	XI - XII		
<i>Low</i>	37	19	7	9.577	S (Significant)
<i>Moderate</i>	16	9	4		
<i>High</i>	37	10	6		

<i>Total</i>	90	38	17		
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Table Value with $df = 4$ is 9.42

From the above table – 7 , it can be observed that the calculated chi-square value (9.577) is greater than table value (9.42) for the degrees of freedom 4, at 5% level of significance. Thus, there is a significant association exist in the level of peer pressure of deviant students with their class of study, which concludes that the peer factors of students is dependent to class of study. Hence, the null hypothesis is rejected.

H6 There is no significant association exist in the level of academic achievement of deviant students with their class of study

Table – 8 Showing the chi-square value for level of academic achievement of students with class of study

Peer factor	Class of study			Chi-square Value	Remarks at 5% Level of Significance
	VI - VIII	IX- X	XI - XII		
<i>Low</i>	29	10	5	6.283	N.S (Not Significant)
<i>Moderate</i>	39	16	6		
<i>High</i>	22	12	6		
<i>Total</i>	90	38	17		

Table Value with $df = 4$ is 9.42

From the above table – 8 , it can be observed that the calculated chi-square value (6.283) is lesser than table value (9.42) for degree of freedom 4, at 5% level of significance. Thus , there is no significant association exist in the level of academic achievement of deviant students with their class of study, which concludes that the academic achievement of students is independent to class of study.. Hence, the null hypothesis is accepted.

H7. There is no significant relationship between peer pressure and academic achievement of deviant students

Table 9 Showing the 'r' value between peer pressure and academic achievement of deviant students

Variables	'r' Value		Remarks
	Calculated Value	Tabulated Value	
Peer Pressure and	-0.433	0.165	S

Academic achievement			
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From the above table – 9 , it can be observed that the calculated ‘r’ value (0.433) is greater than table value (0.165) at 5% level of significance. As a result, there is a significant relationship between peer pressure and academic achievement. Subsequently, the above null hypothesis is rejected.

Discussion of the Study

Students involved in antisocial behaviour that is when they deviated from their normal behaviour may also encourage their friends to involve in the abnormal activities which declines the academic achievement. (Finn, 1989; Patterson, Reid, & Dishion, 1992). Vitaro, Brendgen, and Wanner (2005) studied trajectories of associations with delinquent friends by using a global measure of delinquency that included problem behaviours such as aggression, destruction, and substance abuse.

This study reveals that the peer pressure is one of the source for deviant behaviour among school children. When their behaviour is something deviated, automatically their academic achievement also is getting declined. And this study also reveals that girl children are easily anguished than the male children towards peer influence. Children are prone to deviancy at the age group 16-18 than the other younger groups.

Peer pressure may not be negative always, , it also increases the academic achievement as shown in the study done by Marie-Hélène Véronneau and Thomas J. Dishion (2012).

Recommendations

- Teachers and administrators must have the knowledge about peer relationship of the school students. Help them to overcome the negative impact of peer pressure.
- Parents should know about their children’s friends so that it does not influence the child’s behaviour in the negative way.
- Teachers should encourage the good students to mingle with all students especially those who are not able to concentrate themselves in studies. So that, there won’t be any chance of displaying any antisocial behaviour.
- Teachers should not neglect the children who are mentally disturbed and showing any unusual reactions, Teachers should analyse the root cause of the problem and should motivate them in a positive manner for their development.
- Experienced Psychologist has to be appointed as school counsellor to solve the immediate problems of children to avoid aggressiveness among children.

Conclusion

This study was aimed to find out the factors of depletion in the academic achievement of school children. And found that the peer pressure is one of the main factors for under achievement among children. And this study revealed that the students who are in the age group 16-18 are affected by peers than the other younger age groups. Hence the Parents and Teachers are advised to have a

close and continuous gaze at the children and friendly advises can be given in the appropriate time.

Disclosure statement

The Authors reported that no competing financial interest.

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