

Impact of Peer Pressure and Time Management on the Academic Performance of Secondary School Biology Students in Sabon Gari Local Government Area, Kaduna State

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Abstract

This study investigated the impact of peer pressure and time management on the academic performance of Biology students in some selected secondary schools of Sabon Gari Local Government Area of Kaduna State. To execute this research, three research questions and three research hypotheses were formulated to guide the study. In this study, a survey design was used with three hundred and fifty-seven (357) respondents from the population based on Krejcie and Morgan (1970) table of sample size as sample size for the study. An instrument called "Peer pressure and Time Management on the Academic Performance (PPT-MAP) of Biology Students", with reliability coefficient of 0.72 was used in data collection for the study. The analytical tools used were t-test for hypothesis 1 & 2, while PPMC was used for hypothesis 3 at 0.05 level of significance via the Statistical Package for Social Sciences (SPSS version 22). The end results revealed that peer pressure has significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State, Time management has no significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State, and peer pressure, time management and students' academic performance have strongly positive relationship. The researcher concludes by recommending that since peer pressure has significant impact on the academic performance of secondary school Biology students, there is need for teacher to have greater supervision and regulations on students while they are in school this will enhance the type of group the student belong to.

Keywords: Peer Pressure, Time Management, Academic Performance

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 pressure has direct or indirect influence in the academic performance of the students. Social and emotional development and educational objectives are influenced by peer group (Allen in Deepika & Prema, 2017). Pressure means giving force to any activities. Peer pressure is often seen during the adolescence stage of a teenagers because they often seek comfort among their peers and intend to do what their peers does without knowing if it is good or bad for them. 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 is due to the effect of peer pressure, for example a marked increase in the achievement, voluntary charity, public work among others. (Kellie, 2013). Adolescence is a period of an individual that is transitory when a child reaches the point in changing its childhood to adulthood (Adeniyi & Kolawole, 2015). However, peers can also have a negative influence. They can encourage each other to skip classes, steal, cheat, use of drugs or alcohol, or become involve in other risky behaviours. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure. 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 have a boyfriend/girlfriend, Peer pressure indulges youth into loitering about in the streets, watching films and attending parties during school hours, taping as alternative to stealing which may eventually graduate into armed robbery. (Arief & Martin, 2011). Peer pressure often seems to have various effects toward the student academic performance in school. It is how their peers affect them whether in a positive or negative way. Teenagers need to seek comfort from others that they found in the presence of their peers, and they are not even aware on how their peers influence them academically (Moldes, Biton, Gonzaga & Moneva, 2019).

Thus, individuals are prone temptations in the social contextualization concepts, for example, socializing with others tend to do some activities such as napping and drinking during classes or work day (Bonein & Denont- Boemont, 2013). According to Hartney, (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). There is a negative relationship between peer pressure and time management.

Time management is self-management with an explicit focus on time in deciding what to do; on how much time to allocate to the activities; on how activities can be done more efficiently and on when the time is right for particular activities. Time management, is a chief issue among university students, affects how they analysis and apply the time obtainable to them and how they change to their academic responsibilities (Bonhomme in Dahie, Osman & Mohamed, 2015). Sansgiry, Sansgiry and Sansgiry (2006) defined time management for students as “clusters of behavioral skills that are central in the organization of study and course load.” This is a pronouncement that is always changing and must be kept under control by each individual. Argarwal (2008) in his contribution asserts that time management is usually a personal problem and if one instinctively knows what the right is, then there is no need to worry (Aduke, 2015).

Students' time management practices and personal development have been the research interests of educational researchers (Zimmerman, 2008) in time past. Although time management have been empirically linked with academic performance (Sevari & Kandy, 2012), there is a dearth of empirical literature on the impact of time management practices on character development and the link between such characters and academic performance. Academic performance generally refers to how well a student is accomplishing his or her task and studies, but there are quite a number of factors that determine the level and quality of students' academic performance included grades, attendance, standardized test,

extracurricular activities, Behavior, Individual differences in academic performance have been linked to difference in intelligence and personality. (Stumm, Hell, & Premuzic, 2011).

Academic performance refers to how well a student is accomplishing his or her tasks and studies (Scott's, 2012). Grades are certainly the most well-known indicator of academic performance. Grades are the student's "score" for their classes and overall tenure. Grading systems vary greatly by county and school; common scales include a percentage form 1-100, lettering systems from A-F, and grade point averages (GPA) from 0-4.0 or above. GPA is an up-to-date weighted mean of the grade points, where the weights are the course credit units.

Statement of Problem

Reports have shown that there has been a downward trend in academic performance of Biology students in Nigerian secondary school in general and in Sabon Gari Local Government Area of Kaduna State in particular. These groups of individuals tend to point accusing fingers on influence of negative peer pressure and poor time management as being responsible for poor academic performance. These factors are suspected for the luring of secondary school Biology students into engagement in negative habits such as excessive drinking of alcohol, smoking, of Indian hemp, engagement in unhealthy sexual behaviour, cultist activities and other maladjustive behaviours that distract them from academic pursuit. Could it be that they are insensitive to the possible negative impact of peer pressure and poor time management on their academic performance? Therefore, the study focused on investigating the impact of peer pressure, and time management on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State.

Research Questions

The following research questions guided the conduct of this study

1. What is the impact of peer pressure on academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State?
2. What is the impact of time management on academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State?
3. Is there any relationship between peer pressure, time management and academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State?

Research Hypotheses

The research hypotheses postulated to guide the study at $P \leq 0.05$ are as follows:

- Ho₁: Peer pressure has no significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State.
- Ho₂: Time management has no significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State.
- Ho₃: Peer pressure, time management and academic performance has no significant relationship on secondary school Biology students in Sabon Gari Local Government Area of Kaduna State.

Literature Review

Peer pressure is often seen during the adolescence stage of a teenagers because they often seek comfort among their peers and intend to do what their peers does without knowing if it is good or bad for them. Adolescence is a period of an individual that is transitory when a child reaches the point in changing its childhood to adulthood (Adeniyi & Kolawole, 2015). Thus, individuals are prone temptations in the social contextualization concepts, for example, socializing with others tend to do some activities such as napping and drinking during classes (Bonein & Denont- Boemont, 2013). Peer pressure is described to have a positive and negative impact among individuals and even without effect to a person because peer pressure is a continuous learning (Gulati, 2017). Peer pressure often seems to have various effects toward the student academic performance in school. It is how their peers affect them whether in a positive or negative way. Teenagers need to seek comfort from others that they found in the presence of their peers, and they are not even aware on how their peers influence them academically.

Time management encompasses a wide scope of activities which include planning allocation, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling and prioritizing. It is a necessity in any project. According to MacDiarmid & Smith, (2010) Time Management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Anyakoha and Eluwa (2011) defined time managements as the process of planning, organizing, implementing and evaluating the use of time in order to accomplish or perform certain tasks or duties. Asimah, Kong, Nyarko, & Beraud (2018) further noted that the concept of time management is an act of good management of the demands being made by virtue of people's roles and responsibilities. As such, time management means grouping the demands being made into key result areas so that they make sense. According to these researchers everyone has the same amount of time per day and how this time is used affects each person's attainment and the use of development of other resources. The basic understanding of time according to Asimah, *et al.*, (2018) is that time is a unique resource and inelastic.

Academic performance refers to a person's performance in a given academic area (e.g. reading or language arts, mathematics, science and other areas of human learning. Academic performance relates to academic subjects a child studies in school and the skills the child is expected to master in each (Kathryn, 2010). Academic performance refers to excellence in all academic discipline, in a class as well as extracurricular activities. It includes excellence in sporting behaviour, it includes excellence in sporting behaviour, confidence, communication skills, and others. Steinberger (2005) posit that academic performance encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional and social physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and into post-secondary years and working life. Academic performance refers to how well a student is accomplishing his tasks and studies.

Academic performance refers to excellence in all academic discipline. Steinberg (2005) posits that academic performance encompasses students' ability and performance; it is multi-dimensional; it is intricately associated to human growth and cognitive, emotional and social physical development. Academic performance also refers to how well a student is accomplishing his tasks and studies. There should be an interrelated relationship between

peer group and academic performance. It was believed that student's academic performance correlates with the group he or she belongs. Peer Influence can be either positive or negative. If a student is influenced negatively by peer, it affects his or her academic performance. Nevertheless, stronger student do have an impact on their peers and actually help improve their overall academic performance. Conversely, positive peer influence on academic performance depends on person's self-identity, self-esteem and self-reliance. Peer influence can as well inspire student's academic vigor and motivation for achievement (Lashbrook, 2000).

Peer relations are never more prominent than in adolescence which falls within the age group under this study. They spend more time than adults interacting with peers and recording a very high degree of happiness in peer contexts, while giving the greatest priority to peer norms for behavior (Brown and Larson, 2009). This developmental stage in affiliation motivation appears to be highly preserved across peers. Moreover, several developmental studies on adolescents indicated that, relative to children and adults, they are sensitive and at a high response to a variety of social stimuli such as facial expressions and social feedback (Burnett, Sebastian, Cohen, and Blakemore, 2011). However, this evidence for hypersensitivity to social stimuli suggests that this age group may be more likely be exposed to either positive or negative peer stimuli in decision-making scenarios, thus setting the stage for a hyperbolic approach sensitization effect of peer context on decision making. It is well established that undergraduate students are more likely than adults to take risks, as revealed by elevated rates of experimentation with alcohol, tobacco, and drugs, unprotected sexual activity, violent and non – violent crime, and reckless driving (Steinberg, 2008). In fact, they actually possess the knowledge, values, and processing competence to evaluate risky decisions as proficiently as adults do (Bankole and Ogunsakin, 2015).

According to Olalekan (2016), it is generally observed that peer group has a lot of influence on students. This is seen from the role played by the peer group in the life and learning of a child, evidence abound that students feel more comfortable and relaxed among fellow students. A child who is brilliant and surrounded by dull friends would lose interest in learning. On the other hand, a peer group which is prone to study would have positive effect on a dull member towards learning and stimulate his/her interest on learning. Olalekan (2016) wrote that the nature of a peer group determines the impact on the motivation of and achievements of its member. He further suggests that one group may have a negative impact on its members while the other may have positive impact on its members as well. The question at this point is, how many of the young people have the will power to choose a group that thus impact positively on them? However, the attractive nature and the morals of the group determine whether a group is likely to have positive or negative impact on members' motivation and achievement. If the atmosphere of the group is warm, understanding and supportive, the group influence, task performance and achievement will most likely be positive. A hostile group will constantly, mostly such that does not place prominence to academics will frustrate and produce a negative impact not only on the member's growth and behavior but also on their drive to studies and academic achievement. Conversely, the kind of person a student is shows the type of group he or she is most likely to join. In the same vein Festigen as quoted in Lavy and Schlosser (2007) also noted that imitation of behaviors in a group occurs when a person acts in a way that is likely to be joined by the rest of the group. Students who are playful but have academic traits should be encouraged to join a study inclined group. Stressing the positive benefits of a group, Bandura in Olalekan (2016), noted that through observing and imitating the behavior of others,

learners can avoid much wasteful random behavior and come close to reproducing the behaviors of which members are recognized. A student may not be dull but playful. If he is well monitored and he falls into a group of brilliant students who are not playful, he imitates them and this changes his attitude towards learning for better. In the same vein a study by Bankole and Ogunsakin (2015) investigated the influence of peer group on the academic performance of students. The finding showed that peer’s relationship influence academic performance of students.

Methodology

A survey design was adopted for the study. The population for the study was made up of all secondary school Biology students of Sabon Gari Local Government Area of Kaduna State. There are six (6) secondary schools with a total population of four thousand nine hundred and thirty-seven (4,937). A sample of three hundred and fifty – seven (357) was sampled out from the population based on Krejcie and Moran (1970) table of sample size. An instrument called “Peer pressure and Time Management on the Academic Performance (PPT-MAP) of Biology Students”, with reliability coefficient of 0.72 was used in data collection for the study. In administering the questionnaire, a random sampling technique was used. The data collected were analysed using t-test for research hypotheses 1 & 2, while PPMC was used for hypothesis 3 at 0.05 level of significance.

Results

Null Hypothesis 1: Peer pressure has no significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State.

Table 1: Mean score of Peer pressure has no significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State

Groups	N	Mean	SD	df	t _{cal}	P value	Remark
Agreed	142	4.6	1.01	168	9.51	0.023	Significant
Disagree	37	1.32	0.32				

Significant at $P \leq 0.05$

The result from Table 1 revealed a t-cal of 9.51 and p value of 0.023, since, the p value is less than the acceptable level of significant 0.05, hence the factors are significant, therefore the study reject the null hypothesis that say peer pressure has no significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State and accepts that peer pressure has significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State.

Null Hypothesis 2: Time management has no significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State.

Table 2: Mean score of Time management has no significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State

Groups	N	Mean	SD	df	t _{cal}	P value	Remark
Agreed	142	4.56	1.32	168	6.233	0.023	Significant
Disagree	37	0.82	0.12				

Significant at $P \leq 0.05$

Since the p value is 0.023. This implies that the value is less than p value of 0.05. Hence the factors are significant, therefore the study reject the null hypothesis that say Time management has no significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State and accepts that Time management has no significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State with t cal of 6.233 and p value of 0.023.

Null Hypothesis 3: Peer pressure, time management and academic performance has no significant relationship on secondary school Biology students in Sabon Gari Local Government Area of Kaduna State.

Table 3: PPMC Analysis for Peer pressure, time management and academic performance relationship on secondary school Biology students in Sabon Gari Local Government Area of Kaduna State

	Peer Pressure	Time Management	Academic Performance
Peer Pressure	1.000	0.703	0.890
Time Management	0.703	1.000	0.671
Academic Performance	0.890	0.671	1.000

Source: E-views output 9.0 **Decision:** A value less than 0 is Negative, while above 0 is positive

The result shows that correlation between the three variables, peer pressure, time management and academic performance. The result shows positive associations from the correlation output. The connection among the variables is declared at 1% and 5% level. This shows that there is a positively relationship between the variables Captured. The result shows that Peer pressure and time management have 0.703 strongly positive relation, also peer pressure and Academic Performance have correlation coefficient of 0.890 while time management and academic performance have correlation coefficient of 0.671 which is also strongly positive relationship.

Discussion of Findings

This study is on Impact of Peer pressure on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna state.

Based on the analysis in Table 1, it was found that peer pressure has significant impact on the academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State. This finding is similar to those of Temitope and

Christy (2015) who found out that, there is a relationship that exist between peer group and student's academic performance either in the positive or negative way. Positive influence contributed to students' academic performance. According to the study of Olalekan (2016), Learning does not occur in isolation but through interaction with certain factors one of which is the peer group. It can therefore be said that the peer group, which a child interact with will definitely affect learning. On the peer group ensures positives or negative learning of a student. The extent to which the peer group determines the academic ability of students had been investigated in this study. We can see that a dull student may become study inclined when he finds himself in a group that encourages effective learning. The study also revealed that when students are not well monitored, they fall in bad groups. However, the study has revealed the fact that students associated in groups with other students of the same age and ethnic background. The study has also shown that a high percentage of the students are more interested in relating to their friends than to their teachers and parents. Landau (2012) stressed that many peer groups can exert a positive influence on their friend. It is thought that intelligent student do help their peer bring up their academic performance. Likewise, girls with good friends who are considered intelligent tend to do better in school, all attributable to the fact that they share a common team of similar aspiration. Also, there are some peer groups who can exert negative influence on their friends and these groups tend to share low aspiration of going to tertiary institution or pursuing certain careers.

Similarly, the studies of Bankole & Ogunsakin (2015) found out that peer group influence affect the performance of students that belong to peer group compared to those that do not belong to peer group as it makes them to be punctual to chemistry class, compete for good grades, study chemistry together after class, help each other with academic difficulties, revised chemistry together after class before examination and test. The result on t –test showed that there was a significant difference between students that belong to peer-group and those that do not belong on their academic achievement which supported other previous studies from Nicole, *et al.*, (2013). The finding was in line with Foster, (2016) who asserted that apart from peer effects related to the classroom environment, students belonging to the same class tend to study and revise the subject together, so generating important externalities. Clearly, friendly teacher/student relationships boosted academic achievements of all members of a class. This finding also supports the works of Nicole, *et al.*, (2013) whose findings also revealed that peers' relationship influences academic performance of secondary school students since peer relationships in school allow the child to learn a host of skill; group interaction conflict resolution, and trust building, among others. Mosha (2017) also collaborated with the results of the present study when he noted in his study the factors that influenced peer relationship and its effects on students' academic performance as thus: the nature of friends had (40%), globalization (20%), economic status (25%) and sharing academic matters (15%). It is important to note that nature of friendship students keep has the potential influence on their relationships at the schools rather than academic matters.

Table 2 revealed that time management has no significant impact on the academic performance of secondary school Biology students. This finding support that of Lahmers (2003), who asserted that time management ability was positively associated with quarter grade point average (GPA). Time management ability was also positively associated with amount of hours scheduled to be in class and amount of study time because better time management ability increased the effectiveness with which time is used" (Lahmers, 2003). He found out that students spend forty or more hours a week on academic activities, 55hours per week sleeping, 8 hours eating 45 hours loitering in the street and 20 hours involved with

Leisure activities. This full-time academic schedule of most college students demonstrates the need and usefulness of time management techniques. It is even more imperative to college students who, on top of their academic workload are juggling, a part time job, to implement or organize time management schedule. Lahmers (2003) found out that female student's resist peer pressure and stress more easily than male students. The most precious resources of a college student are his time, and learning to control this commodity is the key to academic success.

Conclusion

Based on the findings, this study concludes that there is significant impact of peer pressure on academic performance of secondary school Biology students in Sabon Gari Local Government Area of Kaduna State. Therefore, school administrators and parents/guardians have a role to play in monitoring the types of peer their students and wards move with both in school and outside the home. Furthermore, there is a strong positive relationship between peer pressure, time management and academic performance. It is clear from the findings that peer does, in fact, have a relatively strong influence over the daily functioning of students and their academic performance. Therefore, the choices those students make regarding their engagement, the time spent with their peers and academic performance in school depends on how they are guided and supported by their parents/guardians.

Recommendations

The following recommendations were made:

1. Since peer pressure has significant impact on the academic performance of secondary school Biology students, the teacher should pay greater supervision and regulations on students while they are in school, this will enhance the type of group the students belong to.
2. The findings revealed that time management has no significant impact on the academic performance of secondary school Biology students, the researcher recommends that the school counselor should counsel the students to stop mingling with peers with bad behaviour such as smoking, gambling, holding parties to avoid poor academic performance and utilize their precious time in studying which will enhance their academic performance.
3. The federal and state government through the ministry of education should ensure that trained counselors are posted in all schools and colleges so as to provide preventive counseling services and modify the behaviors of student who perchance have been negatively influenced by peers.

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