

Examining the Effects of Peer Pressure on Student-Teachers' Academic Performance

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Abstract: The impetus for human beings to be influenced by neighbours and milieus are undeniable. As peers socialize within their school environments, individuals are forced to conform to the practices, norms, mores and opinions of the group. Upon this background, the study sought to examine the effects of peer pressure on academic performance of student-teachers of S.D.A. College of Education, Asokore - Koforidua. The motivation for the study was to examine the effects of peer pressure on student-teachers of S.D.A. College of Education and its effects on academic performance. The study used the mixed methodological approach. Purposive sample was employed to select the level 200 students of the S.D.A. College of Education for the study because they were the only students on campus at the time of the survey. The study concluded that self-doubt and emotional development were effects of peer pressure, the fear of uncertainty in some of the student-teachers compel them to join friends who they perceive might be academically better than them. The study therefore recommended that group works should be more frequent to motivate the average students to boost their confidence. Guidance sessions should be mandatorily organized at least once in every month to work on students' emotional control and self-esteem to improve academic performance.

Keywords: effects, peer pressure, academics,

I. INTRODUCTION

Aspirations in life can be achieved or thwarted by the influence of one's peers. Peer pressure is occurring more and more in teens because of the fear that friends can leave them if they do not conform to the norms and values of the peer group (Rima, 2008). When starting college life, it is sometimes normal for students to feel influenced by their peers as they negotiate and manage new structures around friendships, belief systems and where they fit in. Peer pressure can cause students to do or say things they would not normally do or say. It is not always a bad thing: pressure from a student's peers to study harder or to stand up to bullying can have positive results. But on the flip side, some influences can be negative, such as pressure from peers to treat some people badly or to engage in risky behaviours such as smoking (Rima, 2008). This type of peer pressure can impact on students' self-confidence and self-concept, and may isolate them from their family and friends. Corsaro (1985) mentions that as age mates especially young adults interact day after day, they invent routines that reflect age-related concerns and perceptions of the adults' world and create a sense of group identity. Young adolescents easily conform to behaviour

patterns of their peers (Owens, 2002). Research has proven that peer pressure may lead individuals to behave in a way that they do not usually do and also that adolescents are more vulnerable to peer influence for it is their time for experimenting with new identities and experiences (Stuart, 2001).

According to Lashbrook (2000), adolescents are well aware that they influence one another. Peer influence can provide many positive elements in an adolescent's life. It is important, however to remember that peer influence can potentially have a deadly impact or negative effects. It is important for educationalists and other related professionals to understand the complexity of peer influence in order to nib it in the bud. It is assumed that peer influence can have both positive and negative effects on an adolescent's academic performance and socialization. It is also assumed that peer groups may not allow adolescents to be 'themselves' in the truest sense of the word. Adolescents sometimes need to put on an act in order to gain acceptance from the specific group with which they would like to be associated with. Furthermore, it is assumed that peers, as well as parents, siblings, and teachers, all play a major role in how adolescents' function in everyday life.

Children at school develop informal relationships with their peers. These relations are important for children's development in terms of personal, social and emotional aspects of development (Newcomb & Bagwell, 1996; Wentzel, 2009). There is also evidence that informal peer interactions and the general social climate of the classroom affect both school engagement and students' academic achievement (Kindermann, 2007). Adeniyi and Kolawole, (2015) posit that peer pressure is often seen during the adolescence stage of teenagers because they often seek comfort among their peers and intend to do what their peers do without knowing its repercussions 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). It is against this background that the study aimed at Examining the effects of peer pressure on student-teachers' academic performance in the SDA College of Education, Asokore - Koforidua in Ghana. The main theory underpinning this study is theory of Change propounded by Reeler (2007). Reeler took a wide view systems approach, and presented three broad types of social change: Emergent Change, Transformative Change, and

Projectable Change. This theory informed this study (Reeler, 2007). The study is underpinned with the theories of Conflict management propounded by Rahim (2002) who identified five different management approaches to combating conflicts. These are; avoiding, accommodating, compromising, collaborating, and competing. The study weaves into this theory where student-teachers either avoid pressure from their peers, accommodating, collaborating, competing and the worst of all by compromising to the pressure.

1.1 Problem Statement

In a society that is constantly changing, it is irrefutable fact that, human beings can be influenced either through subtle or obvious means. These influences bring changes in one's behaviour to meet the perceived expectations of others (Burns & Darling, 2002). Individuals learn these behaviours from observing others participate in them or from environmental dictates. Omollo and Yambo (2017) were of the view that peer pressure from positive minded people have an impact while an environment with indifference, ignorant, social discord, improper family care and guidance permit deviant behaviour among students. This according to Omollo and Yambo (2017) makes a student grow as an ill-trained person, socially maladjusted or fiddle minded individual and uncaring to an extent. The ability of such a student to learn is greatly impaired. This phenomenon is not different in the S.D.A. College of Education, Asokore -Koforidua. There is a growing perception among tutors and student-teachers that peer pressure is affecting student-teachers' performance in the college. Some students succumb to peer pressure in order to be liked, to fit in with their friends, or to avoid being teased by their classmates if they fail to match the group's standards. Because everyone else is doing it, some students may be persuaded to disregard their better judgment and common sense (Morrison, Kalin, & Morrison 2004). It has been observed by the researchers that student-teachers persuade their colleagues to engage in drug use, racism, bullying, premarital sex, dishonesty, and drunkenness. Therefore, this study was conducted to find the extent of peer pressure on student-teachers' academic performance.

1.2 Objective

1. To examine the effect of peer pressure on student-teacher's academic performance of S.D.A. college of education.

1.3 Research Question

1. What are the effects of peer pressure on student-teachers academic performance of S.D.A. College of Education?

II. LITERATURE REVIEW

Behaviour of each individual can be formed through hereditary, or it is environmentally influenced or acquired. The hereditary one is normally nurtured by parents and guardians while one's immediate environment can also influence behaviour. The original formed behaviour can be changed by a peer group. The new behaviour can be formed

through the influence exerted by peers to form different new attitudes, values, or behaviours in order to conform to the group's norms. This can be positive or negative influence (Stuart, 2001). Wickert (2002) in agreement defines peer pressure as the influence of a social group on an individual; it can be constructive or unconstructive. Young adolescents easily conform to behaviour patterns of their peers (Owens, 2002). Research has proven that peer pressure may lead individuals to behave in a way that they do not usually do and also that adolescents are more vulnerable to peer influence because it is their time for experimenting with new identities and experiences (Stuart, 2001). Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes, values and social orientations in order to conform to group norms (Kirk, 2000). While most educators believe that peer pressure has an influence on children's academic performance, Kirk (2000) observes that few studies have been done to prove this belief. Peer groups are important socialization agent. According to Castrogiovanni (2002), a peer group is defined as a small group of similar age, fairly close friends, sharing the same activities. Adolescents ask questions relating to social identity theories such as, "Who am I?" and "What do I want out of life?" Feeling to be part of a group, be it the stereotypical jocks, or punks, allows adolescents to feel like they are on the way to answering some of these questions. Given that adolescents spend twice as much time with peers as compared to parents or other adults is a reason enough to study the influence or pressures that peers place on each other. Peer pressure is also defined as when people of one's own age encourage or urge the person to do something or to keep from doing something else, no matter if the person personally wants to do it or not (Ryan, 2000).

The more-subtle form of peer pressure is known as peer influence, and it involves changing one's behaviour to meet the perceived expectations of others (Burns & Darling, 2002). In general, most teens conform to peer pressure on fairly insignificant things like music, clothing, or hairstyles. When it comes to more important issues like moral values, parents still remain more influential than the peer group (Black, 2002). Participating in peer group activities is a primary stage of development and adolescents' identities are often closely associated with that of their peers (Santor et al., 2000). According to Lashbrook (2000), adolescents are well aware that they influence one another. Peer influence can provide many positive elements in an adolescent's life. It is important, however, to remember that peer influence can potentially have a deadly impact or other various negative effects. It is vital for educationalists and other related professionals to understand the complex aspects of peer influence in order to stop these negative effects before they occur. It is assumed that peer influence can have both positive and negative effects on an adolescent's academic performance and socialization. It is also assumed that peer groups may not allow adolescents to be 'themselves' in the truest sense of the word. Adolescents sometimes need to put on an act in order to

gain acceptance from the specific group with which they would like to be associated with. Furthermore, it is assumed that peers, as well as parents, siblings, and teachers, all play a major role in how adolescents function in everyday life. As reviewed by Christine Howe in her book 'Peer groups and children's development' (2010), peer groups consist of two or more people of similar age and rank. She depicts schools as formal peer group institutions, products of cultural evolution, in which children develop informal relationships. Research on peer groups has traditionally considered three different constructs: friendship, sociometric status and centrality. While 'friendship' refers to the reciprocal dyadic relationship, 'sociometric status' is related to the degree to which a child is accepted or rejected by their peers, and 'centrality' refers to the position of the child in the informal peer network. Even though these three dimensions of children's informal relations tend to be studied separately, they are interconnected, complementary, and are all required for an understanding of peer relationships. The way in which children build and experience these relationships depends not only on contextual aspects, but also on children's individual characteristics.

Cohen (1977) attributed some of the causes of peer pressure to the use of alcohol, drugs, cigarettes, and how they perceive issues concerning academic outcomes. Best friends have been found to be similar in regards to frequency of cutting class and time spent on homework. Landau (2002) supports this conclusion by stating that students who care about learning are more likely to associate with peers who share this interest in academics than those who have less interest in learning. The personal value that an individual attaches to a characteristic also affects the individual's response to change. High value results in resistance to change, and low value results in receptiveness to change (Ryan, 2000). The peer group is not, however, influential regarding changes in students' utility value for school (i.e. importance and usefulness). It was found that associating with friends who have positive effect towards school enhanced students' own satisfaction with school, whereas associating with friends who have negative effect toward school decreased it (Ryan, 2000). Landau (2002) states that an adolescent's expectancy of success was the primary predictor of academic effort and grades. A sense of belonging and support of a peer group was also significantly associated with these outcomes. Peer influence on athletics, dating, and sexual behaviour, as well as alcohol, drug, and tobacco use have been shown to be important for friendship choice in adolescence. For some adolescents, other interests may compete with or take charge over similar academic motivation and engagement as criteria for selecting a peer group. This could put an adolescent's motivation and engagement in school in a precarious position (Ryan, 2000). Through selection, some adolescents may place themselves in peer group situations that support or foster their achievement-related beliefs and behaviours. Others may place themselves in contexts that weaken achievement related beliefs and behaviours. Contrary to popular belief, not all peer influence is negative. Spending more time with peers does not

always translate into trouble (Lingren, 1995). The peer group is a source of affection, sympathy, understanding, and a place for experimentation. It is always possible for parents to talk with school counsellors and professionals to help with the problem. Peer pressure is often seen during the adolescence stage of teenagers because they often seek comfort among their peers and intend to do what their peers do 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 from childhood to adulthood (Adeniyi & Kolawole, 2015). Thus, individuals are prone to 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). Adolescence social environment could affect teenagers in their adolescence, because mostly in this period teenagers tend to communicate more by their peers. As children grow and reach adolescence, teenagers become more dependent on their peers than their family especially in making choices and enhancing their moral values in life (Uslu, 2013). Human development is affected by its socialization with other people in the environment. Specifically, the academic achievements of students are conjectured to be correlational by the support given by the parents, the teachers and the peer of teenagers that affect their level of academic performance (Chen, 2008).

On the contrary, some academicians argued that peer effects become more important as time passes, peaking somewhere during adolescence (Lawrence, 1993). This also contradicts Kirk (2000), who argued that peer effect has particularly strong influence on academic performance on fourth grade. Goethe (2001) found out that weak students do better when grouped with other weak students. It shows that students' performance improves if they are with the students of their own kind. Sacerdote (2001) found that students' grades tend to be higher when students have unusually strong academic peers. The results of Zimmerman (2003) were somehow contradictory to Goethe results but again it proved that students' performance depends on a number of factors. Having friends allows the child to learn many skills: group interaction, conflict resolution and trust building. Peer rejection during adolescence is a good predictor of social and academic problems (Buhrmester, 1990). Research on friends' influence has focused heavily on its effects on students' drug use and delinquent behaviours. To widen the scope of understanding the effect of peers on student experience, the current study reviewed the research that addresses the influence of peer groups on academic outcomes. As previous studies have suggested, friends play a significant role in influencing students' school adjustment, attitudes, and behaviours as opined by Berndt and Keefe (1999). However, much of the work concerning peer influence has measured the variables of interest at one point in time and generally used correlational techniques.

According to Chui (2016), academic performance is an abstract idea and it can only be measured or assessed using different methods where in most cases learners are subjected to continuous assessment of grading however, in some cases students' academic performance can be measured using other parameters such as sports and talents.

Thakore (2013) defined organizational conflict as the behaviour intended to obstruct the achievement of some other person's goals. Conflict is therefore, a product of incompatibility of goals and it arises from opposing behaviours. According to Lewis, French, and Steane (1997), conflict within an organization such as a school is inevitable. This is a consequence of boundaries arising within any organizational structure, creating separate groups that need to compete for scarce resources. Rivers (2005) suggested that the mere fact of categorisation (between us and them) is enough to cause conflict. Lewis (1997) noted that this categorisation is exactly what happens when groups are formed; representing different functions within an organization and it supports the notion that conflict is inevitable.

According to Chui (2016), several studies have grouped the causes of conflicts depending on the source of the conflict into the following; relational conflict – where conflict stems from interpersonal incompatibilities, task conflict – which is related to disagreements in viewpoint and opinions about a particular task, and process conflict – which refers to conflict over the group's approach to a particular task and the methodology chosen to address the task. Amason (1996) was of the view that the propensity of conflict depends on the type of conflict at hand. While relationship and process conflicts are most harmful if not addressed amicably, they are the best when addressed effectively since they give room for growth of the individuals involved in the conflict. On the other hand, task conflict is normally dismal in the propensity (Amason & Sapienza, 1997). Task conflict is found to be beneficial since it encourages diversity of opinions, although care must be taken so it does not develop into process or relationship conflict. Chui (2016) further differentiated between cognitive conflict and affective conflict. Cognitive conflict is task-oriented and arises from differences in perspective or judgment while affective conflict is emotional and difficult to solve because it arises from personal differences and disputes.

III. METHODOLOGY

The research was conducted in SDA College of Education, Asokore - Koforidua. The study used the mixed approach. In the administration of the questionnaires, a cross-sectional design was employed (Denzin, et al., 2003). The quantitative research required statistical descriptions and inferences and to disprove hypotheses for resultant relationships between the variables of a study (Bless, Higson-Smith & Kagee, 2006) while qualitative research was used for inferential analysis. The objective data resulted from empirical observations and measures used for testing the validity and reliability of scores on instruments which led to meaningful interpretations of data

with additional characteristics of this quantitative methodology (Kumar, 2005). The quantitative method, in this study was used to examine the effects of peer pressure on student-teachers' academic performance in SDA College of Education, Asokore - Koforidua. Purposive sample was employed to select the level 200 students of four hundred and seventy-two (472) students in the college for the study because they were available for selection due to double tracking system employed to curb the spread of corona virus pandemic. The level 200 students were chosen over the level 100 students because they had experience of campus life and they can provide answers to the questions. The study made use of a convenience sampling procedure so as to ensure that all age groups under study were adequately represented in the sample (Bless et al., 2006 & Mouton, 1996).

IV. FINDINGS AND DISCUSSION.

The research question sought to assess how peer pressure affect student-teachers' academic performance in S.D.A. College of Education, Asokore - Koforidua. Below are the presentations of respondents' responses;

Table 1: Friends help me to learn better

Response	Frequency	Percentage
Strongly Agree	176	39
Agree	223	45
Disagree	56	12
Strongly Disagree	17	4
Total	472	100

Source: Field data, 2021

From Table 1, one hundred and seventy-six representing thirty-nine percent of the respondents strongly agreed and two hundred and twenty-three representing forty-five percent of the respondents agreed that their friends help them to learn better however, fifty-six representing twelve percent of the respondents disagreed and the remaining seventeen representing four percent of the respondents strongly disagreed that their friends help them to learn better.

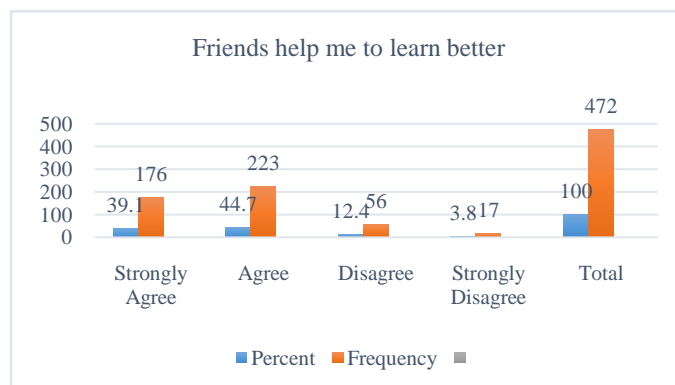


Figure 1 Field Data (2021)

Figure 1 presents data on how friends help them to learn better. Out of 472 total respondents, 223 (44.7%) represented agreed category, 176 (39.1%) represented strongly agree, 56 (12.4%) represented disagree and 17 (3.8%) represented strongly disagree category. It is inferred from the data that majority of student teacher respondents overwhelmingly agreed to the fact that their peers helped them to learn. It can be deduced from the data that most student-teachers learn better when their peers help them. This help can be in a form of peer teaching, decision with peers or being guided by mates who are very good. The result emanated from the data is in agreement with Wickert (2002) who postulates that the influence of a social group on an individual can be constructive. Young adolescents easily conform to behaviour patterns of their peers (Owens, 2002). Most educators believe that peer pressure has an influence on children’s academic performance, (Kirk 2000).

Table 2: I cannot learn alone

Response	Frequency	Percentage
Strongly Agree	236	50
Agree	113	24
Disagree	71	15
Strongly Disagree	52	11
Total	472	100

Source: Field data, 2021

From Table 2, two hundred and thirty-six representing fifty percent of the respondents strongly agreed and one hundred and thirteen representing twenty-four percent of the respondents agreed that they cannot learn alone but seventy-one representing fifteen percent of the respondents disagreed and the remaining fifty-two representing eleven percent of the respondents strongly disagreed that they cannot learn on their own.

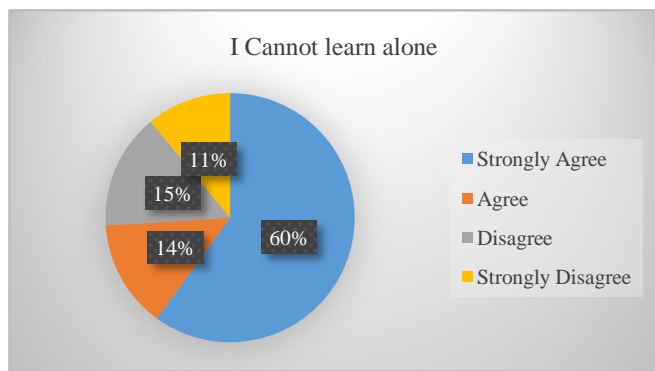


Figure 2

Field Data (2021)

Figure 2 presents respondents’ views on whether they can learn alone or cannot learn alone. From the result above,

283(60%) representing majority of the total respondents strongly agreed that they cannot learn alone, 71 (15%) disagreed to the claim that, they cannot learn alone, 66 (14%) agreed, 52 (11%) strongly disagreed. From the above views of the respondents, it can be inferred that about that 74% of the total respondents said they cannot learn alone. This result is in line with Vygotsky (1978) who postulates that children obtained cognitive and social skills by means of interactions with well-informed groups of the society. He re-iterated the reality of social and cultural influence in terms of human learning.

Table 3: I feel comfortable learning with my friends

Response	Frequency	Percentage
Strongly Agree	122	26
Agree	237	50
Disagree	80	17
Strongly Disagree	33	7
Total	472	100

Source: Field data, 2021

From Table 3, one hundred and twenty-two representing twenty-six percent of the respondents strongly agreed and two hundred and thirty-seven representing fifty percent of the respondents agreed that they feel comfortable learning with their friends. On the other hand, eighty representing seventeen percent of the respondents disagreed and the remaining thirty-three representing seven percent of the respondents strongly disagreed that they feel comfortable learning with their friends.

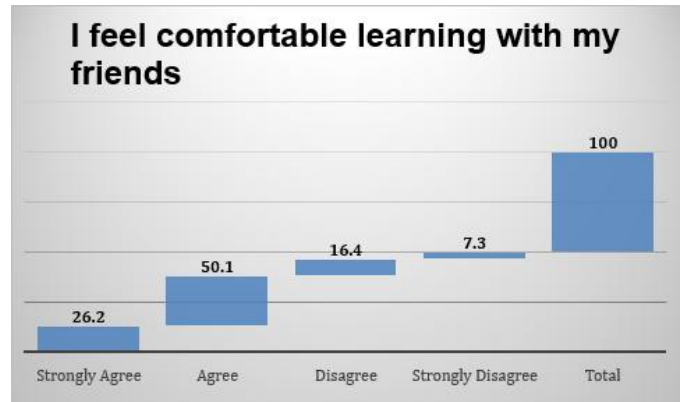


Figure 3: Field Data (2021)

Respondents views from figure 3 present data on “I feel comfortable learning with my friends”. Majority representing 50.1% (247) agree, 26.2% (118) represents strongly agree, 16.4% (74) represents disagree, and 7.3% (33) represents strongly disagree. So 76.3% category of the total respondents agreed to the fact that they feel comfortable learning with their friends. The result is in line with Landau (2002) who concluded by stating that students who care about learning are more likely to associate with peers who share this interest in

academics than those who have less interest in learning. The personal value that an individual attaches to a characteristic also affects the individual’s response to change.

Table 4: Conflict with my roommates affect my academic performance

Response	Frequency	Percentage
Strongly Agree	99	21
Agree	137	29
Disagree	127	27
Strongly Disagree	109	23
Total	472	100

Source: Field data, 2021

From Table 4, ninety-nine representing twenty-one percent of the respondents strongly agreed and one hundred and thirty-seven representing twenty-nine percent of the respondents agreed that conflict with their roommate affect their academic performance however, one hundred and twenty-seven representing twenty-seven percent of the respondents disagreed and the remaining one hundred and nine representing twenty-three percent of the respondents strongly disagreed that conflict with their roommates affect their academic performance.

This finding supports the view of Chui (2016) that affective conflict is emotional and difficult to solve because it arises from personal differences and disputes hence, it is likely that conflict with roommates may affect the academic performance of the students involved in the conflict.

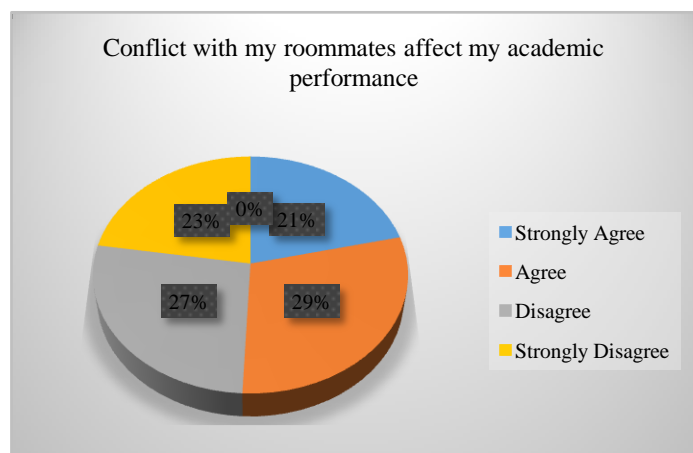


Figure 4: Field Data (2021)

Figure 4 presents data on how conflict with fellow roommates affects their academic performances. The data reveals that 21% strongly agreed, 23% strongly disagreed, 27% disagreed, while 29% agreed that conflict with their roommates affects their academic performances. Inferably, 50% of the respondents’ category agreed that conflicts with their room-mates negatively affect their academic performance while another 50% disagreed to the claim.

Table 5: Conflict with my course mates do not affect me at all, in terms of my academic performance

Response	Frequency	Percentage
Strongly Agree	123	26
Agree	142	30
Disagree	118	25
Strongly Disagree	89	19
Total	472	100

Source: Field data, 2021

From Table 5, one hundred and twenty-three representing twenty-six percent of the respondents strongly agreed and one hundred and forty-two representing thirty percent of the respondents agreed that conflict with their course mates do not affect them at all nevertheless, one hundred and eighteen representing twenty-five percent of the respondents disagreed and the remaining eighty-nine representing nineteen percent of the respondents strongly disagreed that conflict with their course mates do not affect them at all.

This finding is in line with the view of Chui (2016) that cognitive conflict is task-oriented and arises from differences in perspective or judgment and may be easy to resolve therefore, it is unlikely that conflict with ones’ course mates may affect his/her academic performance.

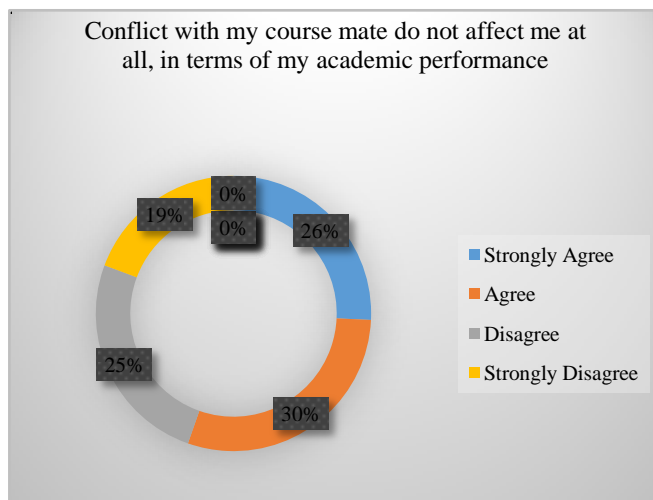


Figure 5: Field Data (2021)

Figure 5 represents data on “Conflict with my course mates do not affect me at all, in terms of my academic performance”. From the data, 141 (30%) representing majority agreed, 123 (26%) strongly agreed, 118 (25%) disagreed while 90 (19%) of the total respondents strongly disagreed. It can be deduced from the data that majority of 264 (56%) form the agreed category that conflict with their course mates did not in any way affect their academic performance. The result is an indication of strong emotional characteristic of the students.

Table 6: I find it difficult to remember what I have learnt without the help of my friends and course mates

Response	Frequency	Percentage
Strongly Agree	189	40
Agree	202	43
Disagree	57	12
Strongly Disagree	24	5
Total	472	100

Source: Field data, 2021

From Table 6, one hundred and eighty-nine representing forty percent of the respondents strongly agreed and two hundred and two representing forty-three percent of the respondents agreed that they find it difficult to remember what they have learnt without the help of their friends and course mates however, fifty-seven representing twelve percent of the respondents disagreed and the remaining twenty-four representing five percent of the respondents strongly disagreed that they find it difficult to remember what they have learnt without the help of their friends and course mates.

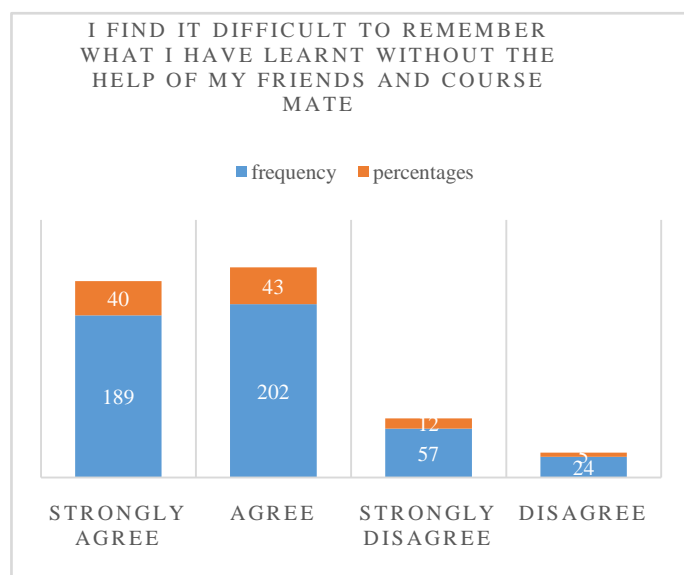


Figure 6: Field Data (202 strongly disagreed. 1)

Respondents' views from figure 6 presents data on "I find it difficult to remember what I have learnt without the help of my friends and course mates". Majority of 202 (43%) represented agreed category, followed by 189 (40%) who strongly agree, 57 (12%) strongly disagree and minority of 24 (5%) strongly disagreed. It is established from the result that, 83% of majority represented agreed category. It can be inferred from the result that peer teaching played influential role in academic performance of student-teachers in S.D.A. College of Education.

In sum, the study answered the question "the effect of peer pressure on student-teachers' academic performance of S.D.A. College of Education."

The more subtle form of peer pressure is known as peer influence, and it involves changing one's behaviour to meet the perceived expectations of others (Burns & Darling, 2002). From the statements, the respondents clearly indicates that there were some subtle effects of peer pressure on student-teachers of S.D.A. College of Education which positively or negatively affect their academic performance. The effects were support obtained from their peers on campus, helping one another to develop new skills or develop interest in books, Self-doubt was exhibited by the respondents in the form that weak students were the most influenced by their peers. The study discovered that about 60% of student teachers of SDA College of Education were influenced by their peers. Inferably, it can be said that most of the students were average students. Emotional development was another effect established by the study. It stimulates mental disorder like anxiety depression among others.

On the effects of peer pressure on student-teachers' academic performance, the study established that most student-teachers learn better when their peers help them. This help can be in a form of peer teaching, decision with peers or being guided by mates who are very good. Wickert (2002) who postulates that the influence of a social group on an individual can be constructive. Furthermore, it was found in the study that majority of the student-teachers needed help from their mates before effective learning takes place which is line with Vygotsky (1978) who postulates that human beings obtained cognitive and social skills by means of interactions with well-informed groups of the society. Weak students are the most influenced by their peers. The study discovered that about 60% of student teachers of SDA College of Education were influenced by their peers. It can be said that most of the students are average students but the peer pressure influence was positive towards academic performance. Moreover, the fear of uncertainty in some of the student-teachers compel them to join friends who they perceive might be academically better than them. The personal value that an individual attaches to a characteristic also affects the individual's response to change. It can be inferred from the result that effects of peer pressure of student-teachers in S.D.A. College of Education is positive.

V. CONCLUSION

Ironically, most people perceive the effects of peer pressure to be always negative. This erroneous thinking was best shaped by Stuart (2001) who postulates that new behaviour can be formed through the influence exerted by peer to form different new attitude, values, or behaviours in order to conform to the group's norms. This can be positive or negative influence. The result emanated from the study proves other-wise of the norm. The study established that;

1. Support (positive or negative) obtained from their peers on campus, helping one another to develop new skills or interest in books.

2. Self-doubt and emotional development were effects of peer pressure.
3. Most student-teachers learn better when their peers help them. This help can be in a form of peer teaching, decision with peers or being guided by mates who are very good. Wickert (2002) who postulates that the influence of a social group on an individual can be constructive.
4. Majority of the student-teachers needed help from their mates before effective learning takes place which is in line with Vygotsky (1978) who postulates that human beings obtained cognitive and social skills by means of interactions with well-informed groups of the society.
5. Fear of uncertainty in some of the student-teachers compel them to join friends who they perceive might be academically better than them. The personal value that an individual attaches to a characteristic also affects the individual's response to change. This reflected positively on the academic performance of the student-teachers.

VI. RECOMMENDATIONS

The study sought to recommend that;

1. Group works should be given more often to motivate the average students.
2. Guidance sessions should be mandatorily organized at least once in every month to work on students' emotional control and self-esteem to improve their academic performance.
3. Peer teaching should be encouraged.

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