



Influence of peer pressure and time management on academic performance of senior secondary school students

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Abstract

Good academic performance of students at the senior secondary school is of paramount importance in every educational system. However, numerous factors have influenced the academic performance of students. In this study, influence of peer pressure and time management was researched among the senior secondary school students in Public Secondary Schools Anaocha Local Government Area of Anambra State. The current paper is an empirical study that used descriptive research method. The population of the study is 754 senior secondary 11 (SS 2) students from the 16 public secondary schools in Anaocha Local Government Area Anambra State. The instrument for data collection is structured questionnaire titled "Influence of Peer Pressure and Time Management on the Students' Academic Performance Questionnaire" (IPPSAPQ). The instrument was validated by three experts. Cronbach alpha was used to determine the internal consistency of the instrument which was administered to 10 students from secondary schools in Awka South Local Government Area of Anambra State. The co-efficient of 0.78 and 0.77 were obtained in the two clusters of the instrument. In analyzing the data for the study, arithmetic mean was used to answer the research questions. The result of the study revealed that peer pressure and time management influence the academic performance of the senior secondary 11 (SS2) students. Based on the findings, the researcher recommended among other things that students should be encouraged to join healthy peer groups in order to feel free to receive help from their peers in the areas of their academic difficulties.

Keywords:

Introduction

Improving the academic performance of students has always been the desire of most teachers. This is obvious on the way most teachers diligently discharge their duties in the school particularly in instructional delivery. Most teachers seemed to have played significant roles in ensuring that students achieve good academic performance by executing their teaching roles such as; planning for lessons, following the lesson plan, writing lesson note, covering the subject syllabus, delivering lessons in ways that are engaging, understandable, and accessible to all students. Through effective classroom management and communication, most teachers ensure that students grasp the core concepts of each subject, by creating foundations for academic success. Most teachers also offer extra help and clarification for students who may struggle with certain topics and other learning challenges.

Although most teachers give in their best to ensure improved academic performance of students, observation of the researcher shows that most students perform poorly in their academics. One of the vital areas the researcher observed this poor performance among senior secondary students is on low grades in the continuous assessment. It appears that senior students particularly in public secondary schools in Anaocha Local Government Area of Anambra State do have poor grades in; class exercises, homework, assignments, projects and mid-term tests. There is no doubt that poor scores in continuous assessment would give rise to poor grades in both internal and external examinations which results to general poor students' academic performance.

Academic performance is the outcome of learning process which indicates that a student has accomplished specific goal that was the focus of activities in instructional delivery.

Oti, Olusola, Alvan and Areh (2023) ^[8], viewed academic performance as a product of academic reading that leads to the development of learning. This is to say that academic performance is a measure of a student's performance in several training exposures. Academic performance is measured by the standardized examination set by the school or the state government. It is worthy to note that academic performance is a dynamic phenomenon as there are a number of factors that affect students' performance. Such factors among others as identified by Brew, Nketiah and Koranteng (2021) ^[2], include; peer pressure, family background, social behaviours and time management factors. Thus, the influences of peer pressure and time management are the focus of this present study.

Peer pressure refers to the influence exerted by peers to conform to certain norms, behaviors, attitudes, or values within a group or social context (Brown, 2020). Peer pressure in this study is seen an influence exerted by peer group in encouraging a student to change or achieve his/her values or desires for reading and studying. Peer pressure is influence of peer group, observers or individual that encourages others to change their attitudes, values, or behaviour to conform to groups (Adimora, Akaneme and Aye, 2018) ^[1]. Most of the senior secondary school (11) students which this study is anchored on are mostly adolescence. Adolescence period is always challenging times to teens as it is the stage of human development many like to discover personality themselves. The adolescents search for self-discovery may come under a certain amount of pressure that drives them to abide by the peers and then conform to behaviours. This desire makes many students to seek more approval of their peers than that of parents and teachers. In the similar view, Xiong and Vang (2023) ^[14], found out that most tens within 15-19 age groups try to keep

up with the trends and activities that their peers are doing. More so, Singh and Chandel (2022) ^[10]. stated that in adolescent stage the influence of parents and teachers are less and more influence by peers; thou, peers influence and peer pressure are not always desirable. In most cases, adolescent students like replacing the modeling value of the school management and teachers with that of their peers. In alignment, Tuteja (2022) ^[11]. found out that most students do not approach anyone when faced with peer pressure thereby taking decisions that may be disastrous.

On the other hand, time management is another inherent factor that can influence students' academic performance. According to Uwazurike and Anyaogu (2020) ^[20]. time is an immaterial resource, elastic, scarce and erodes fast and once spent cannot be rewind back, stored or recalled for use. This is to say that time when not properly managed by students may result to academic failures. According to Ghafar (2023) ^[15]. time is an integral aspect of existence because it is important to do several tasks within a certain time range. This confirmed by the findings lyami, Abdulwahed, Azhar, Binsaddik and Bafaraj (2021) who observed that students' academic performance decreased due to poor planning and time management. Time management is seen as a way to use time effectively to achieve planned activities (Nnorom, Nwosu and Anyanwu, 2023) ^[7]. Time management includes personal activities of students based on their academic needs and expectations. In this study, time management is defined as the ability of students to coordinate, plan, organize and control how much time spent on various activities to achieve academic goal effectively. A student is said to have properly managed the time when he plans personal activities based on his academic needs and expectations. Time management can affect reading effectiveness in students especially when time programmed for personal study or cooperate studies are regularly spent doing other things. It is important to note that, school management in secondary schools endeavour to allot time to various programmes and activities for efficient and effectiveness in performance.

In order to ensure better academic performance of students, therefore, there are times stipulated by the school management for various activities such as: classroom exercises, school assembly, manual labour, recreation, practical, assignments, projects, mid-term test and examination among others. However, most students seem to be doing the right things at wrong time and vice versa. Moreover, the problem of poor grades most especially in classwork, assignments, projects, mid-term test and examination seem at the long run resultant to poor academic performance. Jointly peer pressure and time management seem to have influence on the academic performance of students.

The problem of poor academic performance and as it relates to time management and peer pressure has drawn the attention of researcher to demand an empirical investigation, therefore, the research study investigated the influence of peer pressure and time management on students' academic performance in Anaocha Local Government Area of Anambra State

Statement of the Problem

Peer pressure influence and time management seem to be connected to the poor academic performance of students. Poor time management which invariably result to making

most students not to concentrate on their studies but rather resort to the pressure from peers to engage in other social activities like spending time chanting on social media, playing football, visiting friends, watching television and many others. It is also observed that most students spend more time associating with friends while others have become truant, there is no doubt that poor scores in continuous assessment such as in class works, homework, assignments, projects and mid-term tests could not result to poor academic performance. The researcher therefore wants to find out whether poor academic performance was as a result of peer pressure and time management hence, the problem of this study, set to investigate the influence of peer pressure and time management on students' academic performance in public secondary schools in Anaocha Local Government Area of Anambra State

Purpose of Study

The main purpose of this study is to determine the influence of peer pressure and time management on the academic performance of senior secondary students. Specifically, the study sought;

1. Examine the extent to which peer pressure influence academic performance of senior secondary school 11 (SS 2) students in public secondary schools in Anaocha Local Government. Area of Anambra
2. Determine the extent to which time management influence the academic performance of senior secondary school 11 (SS 2) students in Anaocha Local Government. Area of Anambra

Research Questions

The following research questions guided the study

1. To what extent does peer pressure influence the academic performance of senior secondary 11 (2) students in public secondary schools in Anaocha Local Government. Area of Anambra?
2. To what extent does time management influence the academic performance of senior secondary (SS2) students in public secondary schools in Anaocha Local Government. Area of Anambra?

Method

The study adopted descriptive survey design. The study was carried out in in Anaocha Local Government Area of Anambra State. The population for this study was 754 senior secondary 11 (SS 2) students in public schools in Anaocha Local Government Area Anambra State. Simple random sampling method was used to select 10% of the entire population which gave a sample of 76 students. The instrument for data collection was structured questionnaire titled "Influence of Peer Pressure and Time Management on the Students' Academic Performance Questionnaire" (IPPSAPQ). The questionnaire developed by the researcher has two clusters, A and B. The instrument was face validated by three experts, while the reliability coefficient of the instrument was calculated using Cronbach Alpha method. This yielded reliability coefficient of 0.78 and 0.77, indicating high reliability of the entire instrument. Out of 76 questionnaires shared only 70 was properly filled and used for data analysis. Arithmetic mean was used to answer research questions, in rating the mean scores items whose means ranges from 2.50 and above were regarded as Great Extent while items that fall below 2.50 were regarded as

Low Extent. A four-point rating scale was used to assign values to the items to be rated by the respondent as of Very Great Extent (VGE) 4 points, Great Extent (GE) 3 points, Low Extent (LE) 2 points, Very Low Extent (VLE) 1 point.

Research Question One: To what extent does peer pressure influence the academic performance of senior secondary 11 (2) students in public secondary schools in Anaocha Local Government. Area of Anambra?

Results

Table 1: Mean ratings of students on the extent peer pressure influence their academic performance in public secondary schools in Anaocha LGA N=70

S/N	To what extent does peer pressure influence your academic performance as a student;	VGE	GE	LE	VLE	MEAN	Decision
1	My interaction with friends has exposed me to the use of computer simulation that has enhanced my learning	31	25	11	3	3.20	GE
2	My friends encourage me to do my home work	39	24	7	-	3.46	GE
3	Social interaction with classmates has exposed my learning difficulties which am trying hard to improve	31	13	17	9	2.91	GE
4	I often engage in group study with my friends and this encouraged me to participate well in classroom teaching	50	11	7	2	3.55	GE
5	Associations with my friends has not encouraged me to study my books	13	5	19	33	1.87	LE
6	Joining friends to do collective projects has motivated learning capabilities in doing my assignments	54	16	3	-	3.69	GE
7	Studying with friends has made me proactive to cover more grounds during examinations	39	26	4	1	3.46	GE
	Grand Mean					3.16	GE

Data in Table 1 showed the senior secondary 11(SS 2) students’ responses on the influence of peer pressure on their academic performance. All the items except item 5 were rated above the acceptance mean. Based on the grand mean ratings, which is above the acceptance value of 2.50, there is an agreement that peer pressure influence students’ academic

performance to a great extent in public secondary schools in Anaocha Local Government Area of Anambra State.

Research Question Two: To what extent does time management influence the academic performance of senior secondary school 11(SS 2) students?

Table 2: Mean ratings on the extent time management influence students’ academic performance in public secondary schools in Anaocha LGA

S/N	Item How does time management influence the academic performance as a student;	VGE	GE	LE	VLE	Mean	Decision
1	I skip classes to create time for social activities with my friends	6	8	21	35	1.74	LE
2	I spend more time discussing with friends during class lesson and it disrupt my attention in the classroom	11	15	21	23	2.19	LE
3	I plan my daily activities to create time for group studies with my friends	40	25	4	1	3.47	GE
4	I spend time for right activities in the school	51	14	3	2	3.63	GE
5	I set time to do my assignment and it brings about good grade in my continuous assessment	59	8	3	-	3.79	GE
6	I allocate time to specific subjects this gives me room to enhance my personal studies	38	28	3	1	3.50	GE
7	I set academic goals for myself for improvement	54	12	3	1	3.71	GE
	Grand Mean					3.15	GE

Data in Table 2 showed the senior secondary 11 (SS2) students’ responses on the extent time management influence their academic performance. All the items except items 1 and 2 were rated above the acceptance mean. Based on the grand mean ratings, which is above the acceptance value of 2.50, there is an agreement that time management influence students’ academic performance to great extent in public secondary schools in Anaocha Local Government Area of Anambra State.

Discussion

The study found out that peer pressure influence students’ academic performance to a great extent in public secondary schools in Anaocha Local Government Area of Anambra State. This could be seen in the ratings of students on the seven items which were rated to a great extent. This means that students agreed that peer pressure influence their academic performance. This is a clear indication that

association with peers with positive desire for academic excellence would make a student to study hard to make good academic performance. Whereas, a student that associate with peers that have no regards for their studies would negligent their studies which would make their academic performance poor. This finding aligns with Xiong and Vang (2023) [14], whose findings showed that students are less susceptible they participate in activities that their peers are doing solely because everyone else is doing it. This is to say that most students join their peers to do collective projects and studies which have motivated learning capabilities in doing my assignments and being proactive to cover more grounds during examinations. The finding is in tandem with Watta, Hamza, Bedewy and Moustafa (2023) [13], who found out that adolescents change their behaviours in accordance with their peers’ perceived view. This is an indicating that a student that join positive peer group would encouraged to do their homework and study hard

The study also found out that time management influence students' academic performance to a great extent in public secondary schools in Anaocha Local Government Area Anambra State. This is an indication that most students plan their daily activities to create time for group studies with their peers. This finding is supported by Cypril (2015) ^[4], who found that there is significant relationship between the time management and academic achievement of higher secondary students. Thus, it is right to say that when students spend time for right activities such as collaborative studies with their peers it would channel their attention to promotes academic performance. Moreover, the finding of this study is in tandem with Chittineni (2015) ^[3], who provides valuable insights into the importance of time management practices in enhancing employee productivity in the manufacturing sector. Although the study was conducted outside school setting it still provide verdict on the need for organizations and individual to implement effective time management strategies to improve their overall performance. The finding of this study also agrees with Pandey and Upadhaya (2022) ^[9], who conducted a study on the organization's time management practices and their effectiveness in enhancing employee performance. The study found that effective time management practices significantly improve employee performance and enhance organizational survival. This is similar to the finding of this current study that when students set plan their daily activities it helps them to create time for group studies with my friends. Thus, this is positively associated with students' productivity which reflects in their academic performance.

Conclusion

Based on the findings of the study, it was concluded that peer pressure and time management have influence on the academic performance of senior secondary 11 (SS2) students .in public schools in Anaocha Local Government Area. Therefore, it is essential for school managers to organize periodic seminars for students on the importance of effective time management using academic and curriculum calendars. It is important that students should always be sanitize on dangers on associating with bad peer group

Recommendations

In the light of the finding, the following recommendations were made:

1. Principals should ensure that teachers uphold time management in instructional delivery
2. Teachers should engage students in mentorship programs to keep them updated with dangers of wrong peer influence in their academic advancement.
3. Educational institutions should establish effective counseling unit and guidance programs for academic counseling and behaviour modification programmes
4. The principal should encourage healthy principal – students' relationship for moral reinforcing, motivation and commitment to students' social welfare
5. Teachers should be approachable to give robust support to students with learning difficulties.

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