

**IMPACT OF PEER GROUP INFLUENCE ON STUDENT'S PERFORMANCE IN
SECONDARY SCHOOLS IN TANZANIA**

(CASE STUDY KINONDONI DIVISION DAR-ES-SALAAM)

BY

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DECLARATION

I Wabukundi Hellen Reg No BAE/40763/133/DF declare that this research dissertation is a result of my own efforts. To the best of my knowledge it has never been submitted to any university or institution for any academic award.

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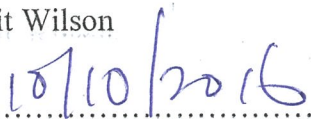
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APPROVAL

This is to confirm that this research dissertation by Wabukundi Hellen Reg No BAE/40763/133/DF entitled "Impact of peer group influence on student's performance in secondary schools in Tanzania (case study Kinondoni division Dar-es-salaam) , is under my supervision and is now ready for submission to the college of education, open, distance and e-learning with my approval. !

Signature: 

Mr. Onyeit Wilson

Date: 

DEDICATION

I dedicate this research dissertation to my parents, whose value of decency and dignity will always be inspiration.

ACKNOWLEDGEMENT

First I would like to acknowledge the divine presence of my Almighty God to whom this research study would not have been successful without His guidance, love, care and protection. All the Glory belongs to Him.

Special thanks and gratitude go to my parents for providing me with all the support towards my studies. I also thank my brothers and sisters for their support.

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ABSTRACT

This study was designed and carried out to find out the influence of peer groups on the academic performance of secondary school students. To achieve this purpose, for research questions were formulated. Does peer group influence have great on the academic performance of students? Does peer influence have any effect on academic performance of children from broken homes? Does peer influence have any effect on academic performance of children from broken homes? Does peer influence have varied effects on the academic performance of male and female students? Does age determine the extent of peer group influence of academic performance of students? The research instrument used to elicit responses for the purpose of this study was the questionnaire made up of four sections. The population sample was taken from four (3) secondary schools in Kinondoni Division, Dar-es-salaam, Tanzania and the findings of this research study were. Peer group influence has significant effect on the academic performance of secondary school students. Peer influence has significantly varied effects on the academic performance of male and female students. Peer influence has significant effect on the academic performance of children from broken homes. Age has significant effect on the extent to which peer group influence affect academic performance of students. It is concluded that peer group have influence on the academic performance of secondary school students especially at the developmental years of adolescent. It is recommended that the school in general should ensure that there is a guidance and counseling serve within its environment to help and assist children being negatively influenced by peers and also, children students with peculiar problems especially those from broken home as they have been observed to conform more to peer pressure as compared to others from stable homes.

CHAPTER ONE

1.0 General Introduction

This chapter presented the study, statement of the problem, the purpose of the study, objectives of the study, research questions and assumptions. Scope of the study, significance of the study, the justification of the study, and the operational definitions of terms and concepts as applied to suit the context of the study.

1.1 Background of the study

Globally, peer group is an important influence throughout one's life but they are more critical during the developmental years of childhood and adolescence. The Oxford Advanced Learners Dictionary (2001) defined peer group as a group of people of same age or social status. The peer group is the first social group outside the home in which the child attempts to gain acceptance and recognition. Adolescents always emulate their mates in whatever form of behavior they exhibit, particularly that which interests them thus, since socialization only refers to changes in behaviour, attitudes having their origin in interaction with other persons and those which occur through integration, a child learns more through interaction with peers.

Socialization being a lifelong process cannot be limited to the family members alone. As a child grows older and more matured, it becomes more necessary for the external bodies to be involved in his/her life. The family is not expected to provide all the education required by the growing child. The school which is an established academic institution in which the behavior of an individual is sharpened to get him/her equipped for occupational socialization. In the school system, the child gets into the social group of "like minds" and interests. As a result of the various attitudes, skills, knowledge is acquired through role-play. Peer group as an agent of socialization is the most important socializing agent for the developing child. Peer group is the pivot of social change and during interaction peers: the child's life is transformed from the helpless child into a mature adult.

In Africa, each peer group has its code of conduct which does not always conform to adult standards. The important thing is that each child takes his/her membership to be very serious and attempts to do anything to ensure he/she is accepted and recognized. Lack of acceptance by the peer disturbs the child especially at adolescent age. Some children have been known to do badly

in school not because they lack the academic ability to do well but because they are disturbed by the fact they are not accepted by their peer group. What makes learning comparative is the fact that the child has equal status with the other children. There is an atmosphere of freedom in which each child learns the way of the world from others. The peer group thus becomes more and more important to the child as he advances in age.

Other ways in which the peer group can help the child include, teaching the culture of the society at large, making possible social mobility, providing opportunity for the child to play many social roles such as that of a leader, a follower, teacher or student. The peer group also helps the child to win his/her independence easily from domination and sets him a goal which is more easily attainable than the expectation of adults. This in itself provides motivation for learning and is mainly responsible for the fact that all children at one stage or the other regard their membership of peer group as very important.

When the family is not supportive for instance, if the parents work extra jobs and are largely unavailable, their children may turn to their peer for emotional support. This also occur when the conflict between parents and children during adolescence or at any stage during a child's development becomes so great that the child feels pushed away and seeks company elsewhere. Most children and adolescents in this position do not discriminate about the kind of group they join. They will often turn to a group simply because the group accepts them even if the group is involved in negative tendency (Peter Smith and Anthony Pellegrini, 2001). The need for affection or closeness is often greater than the need to do the right thing. For some adolescents who feel isolated and abandoned by members of their family being part of a peer group provides such individual with acceptance and security not available at home,

In the Tanzanian society today, the influence of peer group cannot be over emphasized in a child's life most especially child education. Peer group has in one way or the other influenced the life of children both academically, socially, morally, psychologically and otherwise. It helps just like any other agent of school students in Kinondoni Division, Tanzania. Socialization such as family, religion, mass media, and school among others help in modifying the behaviour of the child. In conclusion, therefore the influence of peer group on the performance of secondary school students cannot be over emphasized. The peer group forms the main basis through which the child learns lot of empirical facts about his physical and social environment, acquisition of

skills and value as well as attitude for a better future. It's against this background therefore that the researcher intends to examine the impact of peer group influence on students' performance in secondary Schools in Kinondoni Division Dara-es-salam Tanzania.

1.2 Statement of the Problem

In recent time educators in Tanzania have been increasingly concerned about the need to improve on the academic achievement of students Akubuiro (2008). In the same vein Akomolafe (2009) asserted that parents, teachers and society in general are worried and apprehensive about the best way to improve academic standards, achievement and performance. Consequently the declines in the performance in Tanzanian's tertiary institutions call for a serious concern.

Academic achievement is an important parameter in measuring success in students. Observations and reports have shown that success or high academic achievement has become a Herculean task to accomplish by students in recent times. The decline in the performance of students in Tanzanian universities had been highlighted by Soyinka (1999), when he observed that university system in Tanzania needed restructuring. He went further to say that academic standard had fallen drastically and the quality of graduates being produced by the nation's universities is questionable and subject to re-examination. Poor academic achievement of students has been of great concern to educationists, government and the public in general.

Students' poor performance in Kinondoni Division has continued to pose a serious concern to government agencies, parents and the students themselves (Essien 2004, Akpan 2006 and Usoro 2007). Most previous studies had tended to attribute this problem to factors that are extraneous to the learner, such as poor physical facilities, school environment etc. (Onyejiaku, 1991). Various strategies adopted by different governments and agencies tend not to address the problem substantially. There is therefore further need to research into other possible factors or variables underlying students' performance, since behaviour is a product of environmental and psychosocial variables. The researcher had therefore been motivated to carry out this study that is aimed at examining if students' performance could be linked with peer group variables. Children socialize with the people when they are associate. Through interactions over manyyears, acceptable social customs are taught and fostered. Other children as well as adults can have a great impact on a broad range of issues in the child's life including achievement in schools. The research is geared towards having a proper und standing of the way social

interaction affect academic achievement and it is very important for parents, educators, and policy makers.

The immediate environment such as peer, family, school, religion and other factors can encourage or discourage students' performance. This research is thus an inquiry into the influence of peer group on the performance of secondary school students in Kinondoni Division in Tanzania.

1.3 Purpose of the Study

This study addressed the effects of peer group influence o students' performance in selected secondary School in Kinondoni Division, Dar-es-salaam, Tanzania.

1.4. Objectives of the study

1.4.1 General Objective

The general objective of the study is to examine the impact of peer group influence on students' performance in selected secondary Schools in Kinondoni Division, Dar-es-salaam, Tanzania.

1.4.2 Specific Objectives

To identify the attributes of peer group influence in selected secondary Schools in Kinondoni Division, Dar-es-salaam, Tanzania.

To establish the factors influencing students' performance in selected secondary Schools in Kinondoni Division, Dar-es-salaam, Tanzania.

To examine the relationship between peer group influence and students' performance in selected secondary Schools in Kinondoni Division, Dar-es-salaam, Tanzania.

1.5 Scope of the Study

1.5.1 Geographical Scope

The study was carried out in selected secondary Schools in Kinondoni Division the study was carried in 3 selected secondary schools (Kinondoni Muslim S.S, Kabangwa S.S and Mama Salma S.S)are located in Kinondoni Division. Kinondoni Division is found in the northern most of three municipalities in Dar es Salaam, Tanzania, the others being Temeke (to the far Southeast) and Ilala (downtown Dar es Salaam). To the east is the Indian Ocean, to the north and west the Pwani Region of Tanzania.

1.5.2 Content Scope

The study was carried out with a purpose of identifying the attributes of peer group influence in selected secondary Schools, establishing the factors influencing students' performance in elected secondary Schools and examining the relationship between peer group influence and students' performance in selected secondary Schools in Kinondoni Division, Dar-es-salaam, Tanzania.

1.6.3 Time Scope

The study covered a period of three months and took place from June - September 2016 because of the nature of exercise that was undertaken in gathering, editing and processing data.

1.7 Significance of the Study.

The study helped in knowing more about the peer group and their stages. It helped in finding out the peer group influence on pre-adolescent and the implication on their academic performance. The work helped in finding out the influence of the peer group on the performance of students in secondary schools especially in urban centres

The research helped in finding solutions to the problems caused by peer group influence. It also helped in relating' the peer group of male and females together in terms of the relationship.

The study also helped to find out the bad and good aspect of peer group.

The research work was carried out to examine critically the influence of peer group on the performance in selected secondary schools in Kinondoni Division, Dar-es-salaam, Tanzania.

The findings of this study was of immense benefit to the parents, school administrator and the body of literature. So that they can learn how to handle the young men and girls in the stage of life.

To the parents, it enabled them know how to control the type of company their ward keeps; the peer to reject and those they can reject to boost the academic outcome of their ward.

To school administrator, it enabled them to select and group students in their correct group that a child is best fit-in since their academic outcome depend on the type of group they keep.

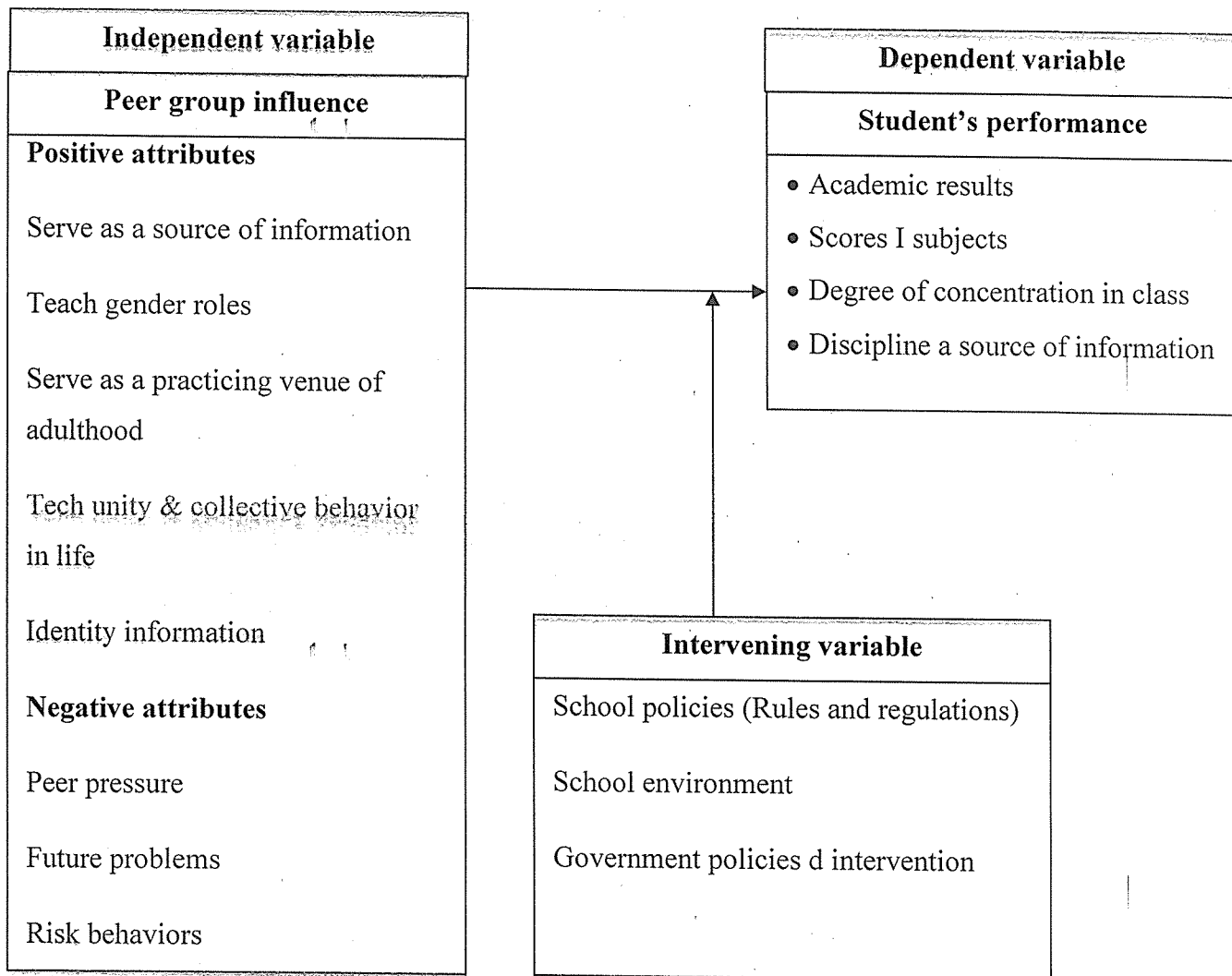
This study would contribute to existing literature on psychosocial variables and students' academic achievement with the aim of improving the quality of academic achievement.

Finally, the recommendations based on the results if implemented would help to bring about innovations in institutions and improvement in student 'academic achievement.

1.8 Conceptual framework showing independent and dependent variable)

The conceptual framework diagrammatically shows the relationship between the different variables in the study. The independent variable will be perceived as the Peer Group influence whereas the dependent variable will be the Student's performance.

Figure 1: Conceptual Framework



The independent variable is perceived as the peer group influence and it focuses on Positive attributes (Serve as a source of information, Teach gender roles, Serve as a practicing venue to adulthood teach unity & collective behaviour in life and Identity formation) and Negative

attributes (Peer pressure, Future problems, Risk behaviors, Aggression and prosocial behavior Sexual promiscuity) whereas the dependent variable; student's performance concerns academic results, scores in subjects, degree of concentration in Class and discipline. However this is intervened by School policies, School environment and Government policies and intervention.

1.9 Definitions of terms

In the study the following terms were used.

Peer: Rank with equal, of the same age group, within the same age bracket

Group: A number of people or things that are together in the same place or that are connected in some ways.

Influence: The power that something or somebody has to make something or somebody behave in a particular way.

Academic: Something based on subjects that are taught to develop the mind rather than to provide practical skills.

Performance: how well or badly one does something.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study reviewed literature from various scholars on the major variables of the study which included; attributes of peer group influence in selected secondary Schools in Kinondoni Division, Dar-es-salaam, Tanzania factors influencing students' performance in selected secondary Schools in Kinondoni Division, Tanzania and relationship between peer group influence and students performance in selected secondary Schools in Kinondoni Division, Dar-es-salaam, Tanzania..

2.1 Attributes of peer group influence in selected secondary Schools

2.1.1 Positive attributes of peer groups

Serve as a source of information

Peer groups provide perspective outside of the individual's viewpoints. Members inside peer groups also learn to develop relationships with others in the social system. Peers', particularly group members, become important social referents for teaching other members customs, social norms, and different ideologies Adefila, J.O. (2008),

Teach gender roles

Peer groups can also serve as a venue for teaching members gender roles. Through gender role socialization, group members learn about sex differences, and social and cultural expectations. While boys and girls differ greatly, there is not a one-to-one link between sex and gender roles with males always being masculine and females always being feminine. Both genders can contain different levels of masculinity and femininity. Peer groups can consist of all males, all females, or both males and females. Studies show that the majority of peer groups are unisex. Peer groups can have great influence or peer pressure on each others gender role behavior, depending on the amount of pressure. Angrist, J. D., and Lang, K. (2004)

Serve as a practicing venue to adulthood

Adolescent peer groups provide support as teens assimilate into adulthood, Major changes include: decreasing dependence on parents, increasing feelings of self-sufficiency, and connecting with a much larger social network. Adolescents are expanding their perspective beyond the family and learning how to negotiate relationships with others in different parts of the social system. Peers, particularly group members, become important social referents. Peer groups also influence individual members' attitudes and behaviors on many cultural and social issues, such as: drug use, violence, and academic achievement, and even the development and expression of prejudice. Angrist, J. D., and Lang, K. (2004)

Teach unity collective behavior in life

Peer groups provide an influential social setting in which group norms are developed and enforced through socialization processes that promote in-group similarity. Peer groups cohesion is determined and maintained by such factors as group communication, group consensus, and group conformity concerning attitude and behavior. As members of peer groups interconnect and agree on what defines them as a group, a normative code arises. This normative code can become very rigid, such as when deciding on group behavior and clothing attire. Member deviation from the strict normative code can lead to rejection from the group. Argys, L. M., Rees, D., Brewer, D. (1996)

Identity formation

Peer groups (friends group) can help individuals form their own identity. Identity formation is a developmental process where a person acquires a sense of self. One of the major factors that influence the formation of a person's identity is his or her peers. Studies have showed peers provide normative regulation. And they provide a staging ground for the practice of social behaviors. This allows individuals to experiment with roles and discover their identities. The identity formation process is an important role in an individual's development. Erik Erikson emphasized the importance of identity formation, and he illustrated the steps one takes in developing his or her sense of self. He believed this process occurs throughout ones entire life. Arul Laurence, A.S. (2012).

Peers serve many important roles in the life of a developing child. From toddlerhood through adolescence, peers serve to meet the child's need for acceptance and belonging. They provide valuable messages regarding the child's socialization. Informing the child, through words and actions, which behaviors are acceptable and which are not. Peers serve to provide children a source of support in times of difficulty or stress, the share in times of joy and excitement, and they participate in learning activities providing motivation, competition, and companionship. Betts, J. R. and Zau, A. (2004)

In order for a child to successfully get along in group settings, to establish a peer group and to form lasting friendship, the child must have the necessary social skills. This requires the child to be capable in a "give and take" relationship. The child must learn to consider another person's perspective, use effective communication skills, listen, and observe body language. Compromise, negotiate, and effectively balance the needs of him/herself and another person. Sometimes, as children learn and develop these skills, they need feedback to monitor and adjust their behavior. Peers can give some of the most effective and clear feedback. Consider a child who has just knocked down a peers block tower, or run over a sand creation in the sandbox. That child is likely to hear, loud and clear, that the behavior is not accepted and will not be tolerated. While this may not teach the child a better strategy, it certainly does give the child the motivation necessary to learn one. Boozer, M. A., and Cacciola, S. (2001)

Peers offer another source of learning, just as discussed above. About what is right and what is wrong, and what aspects of life are most important. Piaget established a theory of moral development in which he identified two processes for children's moral development. The first process for learning moral behavior is Morality of Constraint. Through this approach, children learn that "doing the right thing" is valuable because it demonstrates respect for an authority figure. Here, obeying the rules is valued highly and the child learns to recognize the social forces that are deserving of respect and then to behave in accordance with those forces. For the most part, children practice Morality of Constraint in response to parents, teachers and other significant adults. For instance, a child will conform to his mother's curfew because he loves and respects his mother and wants to keep the relationship harmonious. He may also recognize the need for a curfew, but the powerful force compelling him to "do the right thing" is his respect for his mother. Brock, W., and Durlauf, S. (2000)

2.2 Factors influencing students' performance in selected secondary Schools Parental Involvement

Across the board, when taken into account with other factors including ethnicity. Socio-economic factors, and even education of parents-parental involvement is the single most influential factor in academic success. Teens that have parents who are involved in their lives and generally know what's going on at school are more likely to attend four-year colleges.

Positive Role Models

Positive adult role models help solidify a student's path on the road to academic achievement. Be it a mentor, or someone in the family, a role model can make a big difference. Setting high expectations for a student can make that student think twice before engaging in risky behavior that might "disappoint" his mentor.

Education as a Value

Students who believed that education was a means to pursue something higher and/or believed that education was valuable tend to do better in school. One may well argue that this attitude again stems from parents, although teachers can play a significant role as well

Parental income

Parental income is a major contributing factor to retention of students in schools, as it influences their regular attendance. Asikhia (2010) observes that, the higher the level of households income, the higher the probability of school retention of students. This allows for effective syllabus coverage, thus enhancing school performance. This concurs with Republic of Kenya (2006) which states that, the high cost of schooling accounts for 30%, of those unable to access education, at secondary level. He further observes that, most parents of students in day secondary schools, especially in the rural areas, are peasants whose land produce does not pay constantly and regularly. UNESCO (2000) agrees that, there has been tremendous increase in both the number of secondary schools and in student enrollment, this is in response to the rapidly increasing number of primary school graduates, seeking entry to the secondary level.

There's need to provide targeted support for poor parents and development of more day schools, especially in high population density areas.

Teachers

Teachers play an imperative role in the quality of education offered in schools. They are indispensable elements in the teaching and learning process, and in most developing countries, constitute the main agents of transmission of knowledge (Republic of Kenya, 2008). The teacher resource is one of the most important inputs, into the education system. 'Therefore efficient management and utilization of teachers is critical, to the quality of [earning outcomes. in terms of students' performance (Republic of Kenya, 2005). It further slates that, the government through the Ministry of Education has the responsibility, of providing and coordinating education, and training in the country. This is due to the teacher resource being a vital input into the education process, because they are responsible for delivery of the curriculum, furthermore trained teachers have mastery of subject content and appropriate teaching methods, that enhance learning and performance, (Republic of Kenya, 2006).

2.3 Relationship between peer group influence and students' performance in selected secondary Schools

Kang (2006) in his study 'quoted B. Sacerdote (2001 that peer group influences are felt! more in the elementary and secondary stages of education because of puberty. independence and their experiences in relation. Mukama (2010) have also examined the effects of non-academic peer groups such as smoking, use of alcohol and crimes.

It investigated by researchers that peer group do not show differences in qualities, characteristics and in other attributes. Really speaking, they have common and similar features exceedingly. The affiliation among them on the basis of these same features is a force of social dynamism which is called homophile. The beliefs, behavior and attitudes of peer group show a large scale of outcomes-homogeneity, good chatting, sometimes smoking and drug abuse as compared to student body as a whole.

Peer groups interaction influences individual's socialization directly as well as indirectly. Social reinforcement is the best example. If beliefs and behavior of peer group are once discouraged or

negatively received, their redisplaying becomes difficult or even impossible. But positive acceptance or encouragement to beliefs and behavior can arouse these beliefs and behaviors once again with other friends. But sometimes the ways of influencing are less direct. For instance, modeling process like commitment to do assignment, voicing to a belief engaging in school new activities etc. these modeling processes can bring positive or negative changes in the behavior of peer group. Information, interaction with each other's and even motivation in activity based engagement at School for the peer influences (www.education.com, 2012).

Peer groups are significant in students' academic achievement at different stages of education. It is highly influential for, pre-reading, linguistic skills and high level of commitment in education and training which affects the individual's educational and professional attainments. [The results of different research studies have strongly linked higher-achiever to high achievements (Alvarado and Turly, 2007).

It is believed that peer groups characteristics and environment where it operates, affect the behavior and educational attainments of students. Variation in students' educational achievements is due to their peer group effect. Researchers are not of the same opinion on the exact estimation of peer group influences on students' academic achievements. According to (Sacerdote, 2001) peer groups' influence is strong at secondary school level due to the age of peer (Maturity level), while it is weak at college and university level.

Researchers are not of the same opinion regarding the effects of peer group interactions. There are controversies in the very existence and nature of peers' academic interactions some of the studies found no significant peers' effects, while some others reported significant effects of peers' interaction on their academic achievements (Sacerdote, 2001)

Relying on longitudinal panel data from Texas, Hoxby (2001) estimates substantial peer effects on student achievement by comparing the idiosyncratic variations in adjacent cohorts' race and gender composition within a grade within a school. The author argues that the identification strategies are credibly free of selection biases because the between-cohort peer variations are beyond the easy management of parents and schools. However, Hanushek et al (2009) examined the same data set and pointed out that the between-cohort peer composition changes actually come from frequent student transfers rather than birth or biological rate differences. Student

transfers, however, are related to some unobserved family factors that also impact student achievement. If it is the transfers that cause the variations in peer characteristics, Hoxby's method cannot eliminate the endogeneity of family selection. Another study by Lavy and Schlosser (2007) uses very similar strategies to Hoxby's to examine classroom level peer impacts, and find that a high proportion of female classmates improve both boys' and girls' academic performance. Both studies avoid simultaneity bias by only examining predetermined peer characteristics, such as peer race and gender.

Hanushek and colleagues (2003) also investigate school level peer effects using the same set of Texas data as Hoxby; but they implement different techniques to address the endogeneity problem. Their study eliminates the across-school sorting problems, by using fixed effect (FE) methods, and circumvents the reflection problems using lagged peer achievement measures. As argued by the authors, fixed student effects account for all systematic and unobservable time-invariant individual and family factors that may influence the residential choice as well as student achievement, such as individual ability and parental motivations; fixed school effects are correlated with peer composition through school and neighborhood choices. The paper finds moderate effects of average peer achievement on student learning, but no impacts from average peer economic status or the dispersion of peer achievement. Fixed effects are also used in other school level peer effect studies by Hanushek et al. (2009), McEwan (2003) and Annumermueller and Pischke (2006).

Fixed effects are widely used in studies investigating classroom peer effects to overcome the self-sorting problems. For example, Burk and Sass (2003) measure the peer influences on mathematics achievement within specific math classrooms for middle school students studied in Florida. Both student and teacher fixed effects, as well as school/grade and year fixed effects are included in the regression. Based on the findings that adding teacher fixed effects purges away the peer influences, the authors argue that the apparent peer impacts found in other studies may just reflect the endogenous matching between teachers and students within a school. Other classroom peer studies using fixed effect methods include Betts and Zau (2004), Vigdor and Nechyba (2004), Stiefel, Schwartz, and Zabel (2004), and Sund (2009). Using fixed effects is expected to remove the spurious correlations between the time invariant unobservable and the peer measures.

However, despite its popularity, fixed effect models are not able to overcome the endogeneity that results from time varying factors, such as the year-to-year shocks.

Some studies examine how student performance is impacted by externally induced changes in peer composition. For example, Angrist and Lang (2002) find that classroom composition changes brought by Boston METCO program only moderately impacted minority students' achievement in reading and language. The METCO program transferred and randomly placed inner city students to some suburban schools and therefore introduced plausible exogenous sources of variation in peer composition. Similarly, Imberman and Kuglar (2008) estimate how the influx of hurricane Katrina evacuee students impact the performance and behavior of non-evacuee (native) students.

Another conventional approach to deal with selection bias problem is by the implementation of instrumental variables (IV). For example, in order to address the non-random classroom assignment problem, Lefgren (2004) instruments the covariates of peer's with the interaction between student's initial ability with school tracking policy. The author also uses lagged peer achievement measures to overcome simultaneity bias. This study suggests modest peer effects moving from a 10th percentile classroom to a 90th percentile classroom would only increase the achievement gains by between 0.03 and 0.05 grade equivalents.

Several other empirical studies on school peer effects have also used IV method to address the endogeneity problems caused by simultaneity and self selection. For example, case and KatzJ(1992) and Gaviria and Raphael (1999) instrument the average peer behaviors using he average background characteristics of the peers to solve the simultaneity problems; Boozer and Cacciola (2001) use the fraction of students previously randomly exposed to small class treatment as the IV for the contemporaneous peer group measures; Kang (2007) examines the classroom peer effects in South Korea by implementing an IV model that uses the mean and standard deviation of peer science scores as the instruments for the variable of interest average classmate math test scores. The study by Evans et al. (1992) is one of the early studies using IV method to address group endogeneity (self-selection) problems, wherein a set of metropolitan area social economic indexes are used as instruments for the peer variable 'proportion of economically disadvantaged Students at a school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods the researcher used to collect data. It focused on the Research design, organization of the study, data collection, and data procedure and data analysis.

3.1. Research Design

The study applied an explanatory research design to reflect aspects of perception, feelings, experience, facts and emotional feelings of the study respondents in finding out impact of peer group influence on students' performance in selected secondary Schools H Kinondoni Division, Dar-es-salaam, Tanzania. This is because the research questions that were generated necessitate observing explanatory, descriptive and analytical aspects of the research.

Both quantitative and qualitative methods were used in data collection and analysis and general information on the subject matter was collected from the different stakeholder's involved in Study. Qualitative design involved in depth interviewing of the top administrators and the selected schools. On the other hand, the quantitative design involved use of close-ended questionnaires which were issued to the parents in the selected schools as the method is convenient for them to fill during their free time.

3.2 Study population

Target population of 58 respondents was selected and it comprised of School top administrators, Teachers, Students and Parents. The target populations were the 3 selected secondary schools of Kinondoni Muslim S.S, Kabangwa S.S and Mama Salma S.S in Kinondoni Division, Dar-es-salaam, Tanzania. The rationale is that all the above respondents are stake holders. Target population refers to the cumulative elements of study from environment in which information is gathered

3.3 Sample size using Solven's formula

The sample size of the study consisted of 50 respondents of the target population. This is so because the nature of data to be generated required different techniques for better understanding of the research problem under investigation.

Besides, the approach is also commonly known for achieving higher degree of validity and reliability as well as eliminating biases as per Amin (2005).

The Solven's formula (1978) that was used

$$n = \frac{N}{1 + N(0.05)^2}$$

n sample size

N = the population size

e level of significance, fixed at 0.050

To determine the minimum sample of e.

$$n = \frac{58}{1 + 58(0.05)^2}$$

n=50 respondents

3.4 Sample Procedure

The sample was purposively and randomly selected.

3.4.1 Purposive Sampling

The top school administrators and teachers in selected secondary schools were purposely selected because they head the selected schools and thus have knowledge about the impact of peer group influence on students' performance in selected secondary Schools in Kinondoni Division, Dar-es-salaam, Tanzania.

3.4.2 Random Sampling

The parents and students from selected schools were randomly selected to give each an equal chance of representation. All respondents were assumed to have vital information on the subject matter of the research. Respondents who were willing to participate were approached.

3.5 Sources of Data

3.5.1 Primary Data

This was obtained through use of self-administered questionnaires and interviews to the respondents.

3.5.2 Secondary Data

This was acquired from text books and other related works of outstanding scholars such as published magazines, written data sources including published and unpublished documents, company reports and internet sources which was referred to, to provide more information on the impact of peer group influence on students performance in selected secondary Schools in Kinondoni Division, Dar-es-salaam, Tanzania.

3.6 Data Collection Methods

3.6.1 Interviews

The researcher organized key informant interviews with the top administrators, teachers and selected students who enriched the study findings. The researcher therefore had to interact with the respondents, face to face and ask them relevant questions to the study. The method was used purposely because it provides for a systematic flow of information due to the order of questions and it also helps in covering information that would be skipped in the questionnaires.

3.6.2 Questionnaires

Both open and close ended questionnaires were used in the collection of data and these were distributed to the selected parents to provide answers. The instrument was purposely selected because it seeks personal views of the respondents and thus enabled the respondents to use their knowledge in providing a wide range of data as they never shied away in any way.

3.7 Data Processing

The processing of data was done after the collection of data for verification of the information that was gathered and for attainment of completeness, accuracy and uniformity. Data editing was involved checking the information for errors, which was an added advantage because it enables the researcher to delete and eliminate possible errors that were traced which in the end would manipulate the results of the study. Data was analyzed concurrently to avoid duplication thereby

guiding the entire study for balanced and critical analysis. The researcher used the questionnaire and for other items, tabulation pie-charts and percentage and simple statistical methods were used for data presentation, analysis and qualification.

3.8 Data Analysis

The study explained, describes, and resents the findings basing on the specific objectives of the study and research questions, where data analysis was initially done through sketchy and generalized summaries of the findings from observation and conclusions in the process of data collection. Data analysis was done using simple statistical percentage and frequencies and thereafter was presented in charts.

3.9 Ethical Consideration

The researcher carried out the study with full knowledge and authorization of the top administrators of the selected secondary schools in Kinondoni Division, Dar-es-salaam, Tanzania.

The researcher first of all acquired an introductory letter from the University which was used to eliminate suspicion. The researcher thereafter went go ahead to select respondents, and arrange for dates upon which she delivered questionnaires as well as pick them in addition to making appointments for interviews to be conducted. The researcher was charged with a task of ensuring that she assured the respondents of their confidentiality as this is paramount to research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter is divided into three sections: section one presents the response return rate, the second section gives demographic information of respondents covering age, and gender and the third section provides results and discussions based on the three research objectives.

4.2 Response Return Rate

From the response return rates, the study was able to get a general return rate response from all the 95 respondents. The study received 100% (95). According to Gay, (1981), ten percent of the accessible population is enough for a descriptive study and therefore this return rate of 100% has helped boost the reliability of the study.

4.3 Demographic information of the respondents

Two demographic characteristics of respondents were studied. These were age and gender.

4.3.1 Distribution of the respondents by age

The age of the respondents was thought to be of importance to the study therefore the researcher sought to establish the age of the respondents.

Table 1: Distribution of respondents by age

Age	Frequency	Percentage
15-25	22	44
26-35	12	24
36-45	11	22
46 and over	5	10
Total	50	100

The findings revealed that 44 % (22) of the respondents were between 15 to 25 years old and 24%(12 were between 26 to 35 years old, 22%(11) were between 36 to 45 years while 10%(5) were above 46 years. The findings showed that majority of respondents were mainly students.

4.3.2 Gender of the respondents

The gender of the respondents was sought and the results are given in table 2.

Table 2: Gender of respondents

Gender	Frequency	Percentage
Male	23	46
Female	27	54
Total	50	100

The findings show that gender distribution of the respondents revealed that 54% (27) were female while 46% (23) were male. This was generally because the study targeted was students in secondary schools in Kinondoni Division, Dar-es-salaam, Tanzania..

4.4 Influence of peer group prior achievement on academic performance of form one students in secondary school in Kinondoni Division, Dar-es-salaam, Tanzania.

The study sought to establish the influence of peer group prior achievement on student academic performance in public secondary schools under the following themes.

4.4.1 Influence of Peer group members prior grades on academic performance

The study sought to establish the influence of peer group membership of former school mates who scored good marks in Tanzania on academic performance. The findings are shown in table 3.

Table 3: Influence of peer groups prior grades on academic performance

marks	Frequency	Percentage
400-500	21	42
300-399	16	32
200-299	13	26
Total	50	100

The findings revealed a 42% had marks between 400-500, 32% (16) were 300 -399 and 26% (200-299) hence the expected results were significant to the observed results. It was deduced that the expected results were consistent with the observed results in the table thus peer group members who scored good marks in Tanzania had positive influence on student academic performance in secondary schools. My reading of this result was Students seemed to do better in their early stages of Secondary school when their new Schoolmates had a good record of prior achievement. There was also some form of social interaction between students that promoted higher attainments. The findings were in line with other previous findings showed that Schools seem often to be judged on the kind of children they enroll, rather than on the quality of their teaching or the other facilities they offer. This observation led many to argue that the background and abilities of a pupil's school-mate have an important influence on his or her own achievements at school. Motivated by this, a rich international literature evolved to try to model and measure the consequences of social interactions between students so called 'peer-group effects' spanning the economics, education, sociological and psychological fields.

4.4.2 Influence of peer group learning resources on student academic performance in secondary schools

The study sought to determine the extent to which peer group learning resources influenced the academic performance of students in secondary schools. The sampled students were asked to rate the influence of text book ratio on student performance and the findings are in the table 4.

Table 4: Influence of text book ratio on student academic performance in secondary schools

Text books students ratio	Frequency	Percentage
1-2	21	42
1-3	19	38
1-4	7	14
1-5	3	6
Total	50	100

The results in the table show that 1-2 ratio is 42% (21), 1-3 were 38 % (19), 1-4 were 14% (7) 6%(3) were 1-5 ratio hence the expected results were significant to the observed results. From the table above it was asserted text books had no significant influence on student performance in secondary schools. Therefore performance is not influenced by text book student ratio because students can perform well due to group discussions or using their notes given by their teachers. This view is also shared by previous studies by Coleman.(1966), Understanding the nature and the magnitude of peer group effects in education is crucial for the “productivity” of educational processes and the organizational design of school systems. for example, in order to improve student outcomes, it is important to know which inputs influence their performance most and the relative importance of peer effects compared to other inputs, such as 32 teacher quality or school resources. More importantly, the nature of peer effects also has fundamental implications in a family’s choice with regards whether parents consider that their offspring would benefit from schools which sort students according to their abilities.

4.5 Influence of peer group composition on student academic performance in secondary schools.

The study sought to investigate whether peer group economic stability had boosted student academic performance under the following indicators.

4.5.1. Influences of peer group pocket money spent per month on student academic performance in secondary schools.

The study sought to reveal the extent to which peer group pocket money spent per month had influenced the academic performance of students in secondary schools. The sampled students

were asked to rate the following given statements as the indicators the: 0-499, 500-999, 1000-1999, and the findings are in the table 5.

Table 5: Influence of peer group pocket money spent per month on student academic performance in secondary schools.

Pocket money spent per month	Frequency	Percentage
000-499	29	58
500-999	13	26
1000-1999	08	16
Total	49	100

The Pocket money spent per month shows that was 58% (29) were 00-499, 26% (13) were 500-999 and 16 % (08) were 1000-1999. The expected results were consistent with the observed results. The findings showed that majority of respondents indicated that little pocket money spend per month had a positive influence to student performance. This showed that low money spent by peers was an important ‘contextual’ influence on student attainments because too much money distracts the attention of the students towards education causing poor academic performance. The findings were also in line with other previous findings which asserted that Parents recognized the importance of peer groups and through their choice of neighborhoods, schools, and activities regardless of their economic backgrounds (Haynie, South and Bose 2006; Lareau 2003; Mouw and Entwisle 2006) parents attempt to guide and direct their Children’s friendship selections, which can be increasingly challenging during adolescence. Regardless of socioeconomic status, parents want their children to be surrounded by the best possible social networks, especially during adolescence, when youth are increasingly independent from parents. During these formative years, educational goals take form, and youth make a series of decisions that shape their educational trajectories, even as their friendship networks gain influence upon these decisions.

4.5.2 Influence of peer group family background on student academic performance in secondary schools.

The study sought to reveal the extent to which peer group family background had influenced the academic performance of students in secondary schools. The sampled students were asked to rate the following given statements as the indicators starting with a rich family background and then a poor family background under the following indicators, influence, no influence, little influence and undecided and table 6 shows the study findings.

Table 6: Influence of peer group family background on student academic performance

Family background	Frequency	Percentage
Rich	21	42
Poor	29	58
Total	50	100

The table shows that 42%(21) students came from rich background and 58% (29) students came from poor background hence the expected results were insignificant to observed results, Therefore it was deduced that neither a rich family background nor a poor family background had any significant influence on student academic performance, the findings were in contrary with other findings by Duflo and Saez (2000) whose reflection seemed very likely that students from rich backgrounds tended to perform better compared to others from poor backgrounds. However, the more interesting possibility was that rich peer group behaviour or attributes could modify individual actions in relation to important social and economic decisions that would affect their life chances especially achievement in education.

4.6 Influence of peer group teacher/ student learning environment on student academic performance in secondary schools.

The study sought to establish the Influence of peer group teacher/ student learning environment on student academic performance in secondary schools under the following indicators.

4.6.1 Influence of career counselors on student academic performance in secondary schools

The study sought to reveal the extent to which career counselors had influenced the academic performance of students in secondary schools. The sampled students were asked to rate the

following given statements as the indicators on whether the number of times a student has been counseled had any influence on their academic performance. Starting from 1-2 times per term, 3-5, and 6-7; table 7 shows the study findings.

Table 7: Influence of number of times a student was counseled on student academic performance in secondary schools

number of times a student was counseled	Frequency	Percentage
1-2	15	30
3-5	22	44
6-7	13	26
Total	50	100

It is showed in table that 30%(15) of the respondents from 1-2 times per term, 44%(22) were counseled 3-5 times, and 26%(13) were counseled 6-7 times in the term; hence it was deduced that a low number of time counseled influence the academic performance of students. The research concludes that the fewer the number the student was counseled indicated the discipline of the student that positively influenced the academic performance. This finding were in line with other previous findings by Fennema and Sherman (1995) found that students of teachers who were well- organized, achievement-oriented and enthusiastic tended to have more positive attitudes towards education. In support of other studies concerning the influence of career counselors, the students mentioned the teacher, in both personality and interrelationships with students as a crucial variable in academic performance (Bolaji Caleb, 1996). Teacher personality, relations and interactions with students' classroom activities, rewards, assignments and students work are all controlled by the teachers. The results from this study suggested the need for the teachers to develop positive relations with students, to stress classroom activities which involve active- teaching process and student participation and to engage students meaningfully in the subject, so that a fruitful and satisfying results is assured.

4.6.2 Influence of the number of exams taken by peer group on student academic performance in secondary schools

The study sought to establish the extent to which the number of exams taken by peer group together had influence on student academic performance in secondary schools. The sampled students were asked to rate the number of exams taken together in relation to their peer group academic performance. The findings are shown in the table 8.

Table 8: Influence of the number of exams taken together by peer group members on student academic performance in secondary schools

Number of exams taken	Frequency	Percentage
5 times	15	30
4 times	26	52
3 times	09	18
Total	50	100

It is showed in table that 30%(15) of the respondents took exams 5 times together by peer group members, 52%(26) took exams 5 times together by peer group members, 18%(09) respondents took exams 5 times together by peer group members. hence it showed that the expected results were consistent with the observed results since they were significant. Therefore it was deduced that the number of exams taken by a peer group together had a positive influence on student academic performance. From the study the researcher concluded that the student's interaction and discussions improves student's academic performance. The findings were in line with other previous findings by Foster, (2006) 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. In fact, students who continually do exams in the same session with one another are often students who study together, sharing course material and information. We looked at the students teaching environment as having had a big influence to their performance and we used this information to define a second measure of peer group quality, which weight the abilities of each student according to the number of exams taken together.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter provides a summary of findings as deduced by the study, it also presents Conclusions, Recommendations of the study and areas for further research.

5.1 Summary of findings

The purpose of this study was to investigate the impact of peer influence on student performance selected secondary schools in Kinondoni Division Da-re-salaam Tanzania.

On the influence of peer group prior achievement on student performance in secondary schools, The findings revealed that peer group members who scored 400-500 marks in Tanzania had a positive influence on student academic performance, The findings also show that text book ratio had no significant influence on student performance in secondary schools.

Concerning the influence of peer group composition on student academic performance in secondary schools the findings showed that little pocket money spend per month had a positive influence to student performance. The findings also revealed that a rich nor a poor family background had no significant influence on student academic performance.

Investigation on the influence of peer group teacher/ student learning environment on student academic performance in secondary schools showed that a low number of times counseled influenced the academic performance of students. The findings also showed that the number of exams taken by a peer group together had a positive influence on student academic performance.

5.2 Conclusions

It was deduced that peer group members who scored good marks in Tanzanian examinations had positive influence on student performance secondary schools. Students seemed to do better in their early stages of Secondary school when their new Schoolmates had a good record of prior achievement. My reading of this result was that there was some form of social interaction between students that promoted higher attainments. And lastly it was asserted that peer group text book ratio had no significant influence on student performance in secondary schools.

Concerning influence of peer group composition on student performance in secondary schools, The findings showed that little pocket money spend per month had a positive influence to student performance. This showed that low money spend by peers is an important 'contextual' influence on student attainments. It was deduced that neither a rich nor a poor family background had any significant influence on student performance, the findings were contrary with other findings by whose reflection seemed very likely that students from rich backgrounds tended to perform better compared to those from poor backgrounds. However, the more interesting possibility is that rich peer group behaviour or attributes could modify individual actions in relation to important social and economic decisions that could affect their life chances especially achievement in education.

Investigation on the influence of peer group student learning environment on student performance in secondary schools showed that the less the time a student was counseled the more the influence on student performance. It was deduced that students learning environment had a positive influence on student academic performance.

5.3 Recommendations of the Study

On the basis of the findings and conclusions above, the following section presents the recommendations of the study.

Students and school stakeholders should be made aware of the benefits of peer group prior achievements as it greatly influences academic performance of students in secondary schools.

Schools administration and other stakeholders should advise the parents on the amount of money to give to their daughters as pocket money as it has influence on the academic performance of the students in secondary schools.

School administration and stakeholders should provide good teaching/ learning environment in order to achieve good academic performance

5.4 Recommendation for further research

The research recommended the following areas for further studies

A similar study on female academic performance be undertaken in other counties so as to compare the study findings

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APPENDICES

Appendix I: Questionnaire for the student

Thank you for your interest in participating in this survey.

The purpose of this study is to collect data on the Peer influence on student academic performance in Secondary schools in Kinondoni Division, Dar-es-salaam, Tanzania.

Your answers will be treated with confidentiality. Please indicate the correct option as honestly and as correctly as possible by putting a tick (✓) on one of the options. For the questions that require your opinion, please complete the blank space.

Section A: Demographic details of respondents (please check all that apply)

Age

16 – 20

20 – 25

>26

Sex

Male Female

SECTION B: Influence of Peer Group Prior Achievement on Student Academic Performance

On a scale of SD, DM, AM, SA, N, please tick one answer that best describe your response.

SD – Strongly Disagree, DM – Disagree Mildly, AM – Agree Mildly, SA – Strongly Agree and N – None.

2. I belong to a peer group

SD DM AM SA N

14 a) My peer group comprise of my former school mates who scored the following marks in

40 500 30 399 20 299 10 199

b) My peer group prior marks influenced my current academic performance in my end of year

marks
SD DM AM SA N

15 My peer group comprise of members who had previously scored good grades

SD DM AM SA N

16 The text book ratio in our school is as follows

1-1 1-2 1-3 1-4 1-5

17 The text book ratio has had great influence on my academic performance

SD DM AM SA N

Section C: Influence of peer group composition on student academic performance

18 a) How much pocket money do your peer group spend per month

000-499 500-999 1000-1999 2000 and above

b) Low amount of pocket money spend by my peer group influence my academic performance

SD DM AM SA N

c) High amount of pocket money spend by my peer group influenced my academic performance?

SD DM AM SA N

19 My peer group poor family background has boosted my academic performance

SD DM AM SA N

20 My peer group rich family background has influenced my academic performance

SD DM AM SA N

21 I am limited to my academic grades by my peer group family background

SD DM AM SA N

Section D: Influence of peer group learning environment on student academic performance

22 How many times did your peer group counseled within your first year of secondary school?

1-5 6-10 11-15 16 and above

23 Does the number of times counseled have any influence to academic performance? Yes No

24 If yes, explain how

25 Number of exams taken together by your peer group influence your academic performance of?

SD DM AM SA N

14. Please rank the following factors by ticking: 1 strongly Agree 2. Agree 3. Neutral

4. Disagree 5. Strong Disagree.

Influence of learning environment on student performance	1	2	3	4	5
No. of exams taken together					
Freedom from noisy classes					
Student/Teachers interaction					
Freedom from drugs abuse					

Appendix II: Timetable

Month Activities	July	August	September
Proposal writing			
Submission and approval			
Collection of literature			
Instrument Design			
Pilot test			
Corrections			
Data Collection			
Data analysis and Report writing			
Approval and submission			

Appendix III: Budget

ITEMS	UNIT COST IN	TOTAL COST
Typing and Printing	200 per page	50000
Binding	8000 per copy x 3	24000
Transport	-	50000
Communication	-	10,000
Data collection		100,000
Meals	30000	30000
Stationeries	20000	20000
Miscellaneous	40000	40000
Grant Total		324,000