PEER INFLUENCE ON ACADEMIC PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN KAPSOYA ZONE, UASIN GISHU COUNTY, KENYA

BY

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DECLARATION

DECLARATION BY THE CANDIDATE

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This thesis has been dedicated to my dear family

ABSTRACT

Academic performance of the students can be affected by several factors. School and pupil factors have been widely documented as factors that significantly affect student's achievement in school. Peer influence has been categorized under either school or pupil

factors that may affect academic performance of the learners. Peer influence happen in small groupings of the students within the school environment. Most of schools' management tend to avoid or pay little attention to those social groupings and networks and may blame other factors for poor pupils' academic performance. This study sought to investigate the relationship between peer influence and pupils academic performance in primary schools in Kapsoya zone, Uasin Gishu County. This was a correlation study. This study adopted social development theory developed by Vygotsky (1978). This is because the study was focused on pupils' social context in which they interacted, shared experiences and learnt from their peers. The study was done in 20 primary schools with a sample size of 424 pupils. The pupils were selected using stratified random sampling technique. Data was collected using questionnaires. Pupils' scores were extracted from zonal examinations records at each individual school. Data was analysed using percentages, frequencies, means and standard deviation. Independent Sample t- test was used to establish whether there was a significant difference in academic performance based on type of school and gender of the pupils. This study found out that types of school and not age and gender of the pupils, had significant impact on the peer influence and academic performance. This implied that academic performance of the pupils in Kapsoya depends on the types of school and not age and gender of the pupils. The study also found out that there was no significant relationship between group discussion, peer group behaviour and peer group conflict and academic performance. However, there was weak and positive relationship between peer influence and academic performance. In nutshell, it can be concluded that the peer influence did have weak relationship with the academic performance. It is recommended that school managements should ensure there are regulations that govern the peer group organizations within the school environment. It is hoped that the findings of this study will be instrumental in informing schools' management's decisions on academic performance of the pupils. It will also be of importance to all education stakeholders implementing academic programs in schools.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0. Introduction

This chapter starts with discussion of background to the study after which problem statement has been done. The chapter also includes objectives of the study, research questions, significance and scope of the study, justification and limitation of the study. In addition, theoretical, conceptual framework and operational definition of terms have been presented.

1.1. Background of the Study

Academic performance of the students may be affected by several factors. Literature has widely identified and categorized the factors into teacher, pupil, school and home factors. In primary schools, pupils are taken through a formal process by which society deliberately transmit its accumulated knowledge, skills, customs and values which have been going on from one generation to the other (Kevin, 2012). Academic performance is globally recognized as a tool to measure learning in educational institutions.

School and pupil factors have been significantly associated with pupils' achievement in school. Among these factors that may make contribution directly or indirectly to academic performance, peer influence has always been ignored. Education scholars and researchers are increasingly getting interested in investigating how peer influence affects academic performance. Peer groupings may play a major role in academic performance of the pupils.

A study done in Washington on family, peer and neighborhood influence on African American Junior students revealed that peer influence had detrimental effects on the academic achievement. This was not supportive to developmental theories that suggest

that peer groups promote well developed and skilled child that is motivated for better academic performance (Gonzales, Cauce, Friendman & Mason, 2002). A longitudinal study carried out in Florida State found out that peer effects was significantly associated with classroom performance depicting the importance of identifying strong and stable peer groups in the class. In his article on peer effects on academic performance among public elementary schools in Boston public schools, Kevin (2012) asserts that there is sufficient evidence that peer influence affect child academic performance. He argued that a low performing student improves significantly when he/she interact with peer of high performance. Still in Louisiana State, a study carried out to find out the association between the peer relationship and academic performance showed that children who had positive peer relationship performed better academically (Zitzmann, 2000).

In other developed countries such as Japan, China and Canada, elementary, middle and high schools leave the pupils to interact freely. Principals have established schools as a resource centre to students and their families by ensuring schools have strong counseling, a special education program and before and after school child care programs. They meet with superintendents, legislators, and members of the community to ensure the school has the resources it needs to serve its students adequately (Brook, 2000). In most schools in Malaysia, the school structures vary by the size of the school and the school district, a factor that greatly impacts on the level of pupil interaction. In larger schools and districts, principals have more resources and staff to help them achieve goals and meet standards which promotes good relations and enables good child interaction. In Nepal, most schools record different performances among pupils basing on whether they are in some social grouping or not. Teachers in Nepal, though, fully aware of the differences in performance caused by the peer groupings; tend not to do much to ensure that the pupils' grades are harmonized (Brown, 1996).

In many African countries, some of previous studies conducted have revealed a wide variety of discriminative behaviours among pupils that significantly affected their academic performance (Michele & Barret, 2010). Pupils tend to come up with small groupings based on unobservable and immeasurable factors common to their members. A study carried out by Southern and Central African Consortium for monitoring Education Quality(SACMED) targeting six countries namely Kenya, Malawi, Mozambique, Tanzania, Uganda and Zambia found that social influence have large effects on learning of the pupils. The study attributed poor academic performance to peer effects and it was more evidenced among girls (Michele & Barret, 2010). In Uganda, Mozambique, Rwanda and many West African countries, pupils in the same class reach different levels in educational achievement due to their peer groups (Ralph & Mortimer, 2006). One reason for this discrimination relates to pupils' interest in being associated with others than being alone giving them a sense of belonging (Brown, 1996).

Kenya's education system is dominated by examination-oriented teaching. Passing examinations is highly rated as a benchmark for academic performance among pupils and students. There is over reliance on scores and transition rates as core measures of achievement (Kamau, 2002). The quality of school administration plays a vital role in academic performance as it is concerned with pupils, teachers, rules, regulations and policies that govern the school system. This leaves the school focused on the administration and pupil academic performance not considering the social well being of the individual pupils which are dependent on their peer groupings (Lane, 2005). This study therefore sought to establish the relationship between peer influence and academic performance at primary school level.

1.2. Statement of the Problem

Pupils' academic performance may greatly depend on the internal school environments to which the pupils are subjected. Several factors have been documented to have significant contribution on pupils' performance. Research conducted in 2001 in Kenya by the Ministry of Education showed that more than 70% pupils performed poorly in examinations due to school environment to which they were subjected (Kamau, 2002). From Evaluation Test Report (2012) by Kapsoya Zone Education Board, there has been a trend of low examinations performance among pupils in the upper classes by consistently having class four on the top among the upper classes in the three terminal examinations. Pupils in class 7 had scored the lowest score of between 40 to 46 points for three consecutive examinations in 2012. This might be associated to their developmental stage. According to Kirk (2000), pupils at adolescent stage are in the process of developing a value system and are vulnerable to peer influence.

Programs have been rolled out by various stakeholders among primary schools in Kenya to enhance pupil performance through various methods such as better learning environments and provision of equipment for easier learning (Odeng, 2007). However, little gains have been realized. It is against this background that this study was conducted to establish peer influence on academic performance of pupils in primary schools.

1.3. Objective of the study

The main objective of the study was to establish the relationship between peer influence and academic performance in primary schools in Kapsoya zone, Uasin Gishu County.

The specific objectives of the study were to:

i. Investigate the impact of school type on peer influence and academic performance among the pupils.

ii. Determine the impact of pupils' gender on peer influence and academic performance.

iii. Determine the impact of pupils' age on peer influence and academic performance.

iv. Determine the relationship between peer group discussions and academic performance in primary schools in Kapsoya Zone.

v. Determine the relationship between peer group behaviour and academic performance in primary schools in Kapsoya Zone.

vi. Determine the effect of peer group conflict on academic performance in primary schools in Kapsoya zone.

1.4. Research Questions

The study collected data to answer the following questions:

i. What is the effect of school type on peer influence and academic performance among pupils?

ii. What is the effect of pupils' gender on peer influence and academic performance among pupils?

iii. What is the effect of pupils' age on peer influence and academic performance among pupils?

iv. What is the relationship between peer group discussions and academic performance in primary schools in Kapsoya Zone?

v. What is the relationship between pupils peer group behaviour and academic performance in primary schools in Kapsoya Zone?

vi. What is the relationship between peer group conflict and academic performance in the primary schools in Kapsoya Zone?

1.5. Hypotheses

This study also collected data to test the following hypotheses;

Ho1: School type has no significant impact on peer influence and academic performance among pupils

Ho2: Gender has no significant impact on peer influence and academic performance

among pupils

Ho3: Age has no significant impact on peer influence and academic performance among pupils

Ho4: There is no significant relationship between peer group discussions and academic performance in primary schools in Kapsoya Zone

Ho5: There is no significant relationship between pupils peer group behaviour and academic performance in primary schools in Kapsoya Zone

Ho6: There is no significant relationship between peer group conflict and academic performance in the primary schools in Kapsoya Zone

1.6. Significance of the Study

The findings of this study will be beneficial to primary schools management by providing evidence on the influence of peer groupings on academic performance of pupils. This information will inform the decision makers on how to develop strategies and regulations to manage the peer groups' relationships to ensure that they have positive contribution to academic performance. The findings also will be instrumental to teachers and principals who have day to day contact with the community within the school environment. By understanding positive and negative effects of the peer influence on academic performance, the teachers will be able to educate the pupils on the best ways of forming and managing relationship within the peer groups.

The study will also have immense significance to the Ministry of Education. By understanding peer influence as a factor that can affect pupil academic performance, they will be able to work on the education policies that specifically address peer influence within the school environment. The study will also be a contribution to the knowledge gap that exists on peer groups relationships and their effects on academic performance. Peer influence on academic performance is attracting a lot of attention from education

scholars and researchers. This study will encourage more investigations into peer influence within the school and home environment.

1.7. Scope of the Study

The study investigated the relationship between peer influence and academic performance within the school environment. The study specifically investigated the peer group discussions, behaviors and conflicts as dimensions of peer influence and how it relates with academic performance. It collected primary data from class 7 pupils and class teachers using two sets of questionnaires. The examination scores for pupils were collected from primary schools records. The study was carried out in 20 primary schools in Kapsoya Zone, Uasin Gishu County.

1.8. Justification of the Study

Academic performance among pupils is an assessment tool for learning institutions in Kenya today. This is because it has direct impact on pupil's future in society. This makes it very important to identify positive and negative effects of peer influence on pupils' academic performance. There are few studies that have investigated on the peer influence on the academic performance in primary schools and therefore the study was timely to contribute and further more research in the area.

1.9. Limitations of the study

The study had the following limitations:

i. To find whether peer influence directly affects the pupils' academic performance, a longitudinal study was required to ensure that data was generated over long period of time. This required time and resources which the researcher did not have. The conclusions that were made from this study could not depict causal effect relationship between peer influence and academic performance.

ii. Limited information on peer groups' interaction especially on unobservable factors that facilitate the formation of groups. Separating the effects of peers and

these contextual factors was difficult.

1.10. Theoretical framework

Social development theory was best suited for this study. This theory was developed by Vygotsky in 1978. Vygotsky's recognition of socialization as a foundation of child cognitive development makes it applicable in this context. This study was focused on the social interaction of the pupils within school environment and the role it plays in determining the academic performance. Vygotsky argued that social learning precede child cognitive development. This theory focuses on the connections between pupils and social context in which they act and interact in shared experiences. Basing on the theory, children tend to develop and grow psychologically through interacting with each other, which also helps them come up with new thinking skills. This therefore means that by letting the children come up with peer groups, they become more open to learning and as a result they end up realizing both intra psychological and inter psychological development which is later reflected directly in the pupils' academic abilities.

Another component of the theory is Most Knowledgeable Others (MKO). This refers to someone who has a better understanding or a higher ability level than the learner. This could be a teacher, coach, adults or young person. In relation to this study, peers are considered as MKO. For instance, Kevin (2012) stated that there is considerable evidence in USA that low ability students benefitted from the interaction with peers with high ability and improved academic performance significantly. This study clearly demonstrates that peers can be MKO to each other depending on the level of ability. The final component of the Vygotsky theory is Zone of proximal Development. It is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability to solving the problem independently. In his explanation, he asserts that at lower limit, the child learns independently but at higher limit, the learning is enhanced by group learning. In school environment, group learning

happened more in peer groups (Vygotsky, 1978). This theory proves to be very applicable to the study as the study sought to find out the effects of peer group on academic performance just as Vygotsky theory promotes learning contexts in which pupils play an active role in learning.

Independent Variables	Covariates	Dependent Variables

Peer group discussions
Personal
Home
Academic
Friends
Co curricular activities

Academic performance

Age of pupils
Gender of pupils
Type of schools

Peer group behavior

1.11. Conceptual framework

Peer groups conflict

Cause of conflict

Frequency of conflict

Solutions to the conflict
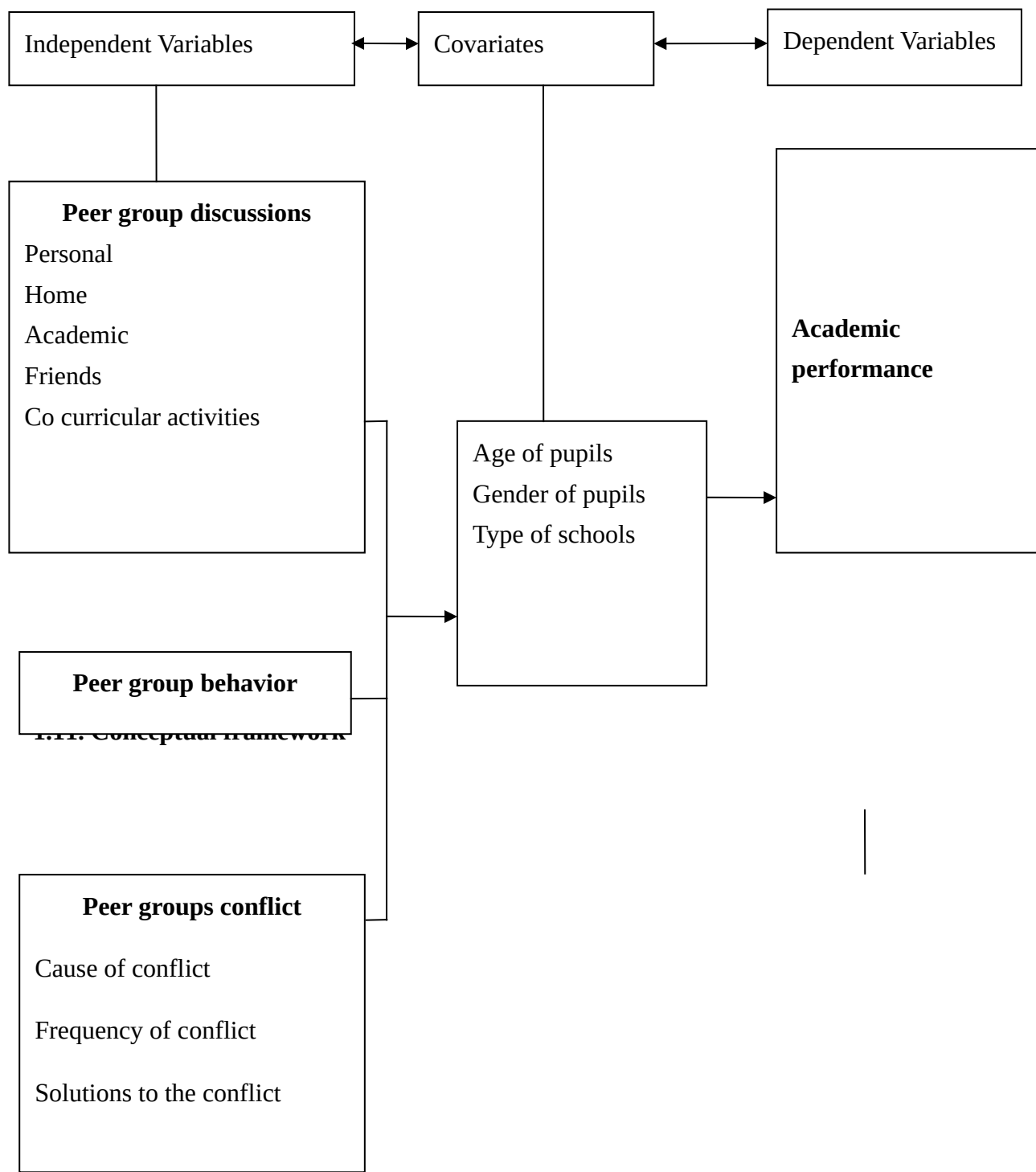
Figure 1. 1. Conceptual Framework of peer influence on the academic performance
Source: Researcher; 2012.

In figure 1.1, a layout of the variables in this study has been done. It has independent, covariates and dependent variable. The independent variables have been categorized under group discussions, group behaviour and group conflict. Group discussions are very essential for they broaden the pupils' understanding of issues including academic through sharing and free exchange of ideas among pupils. The feeling of being engaged in the discussions freely is likely to boost a child's morale and make them more open to learning, which leads to improvement of the academic performance (Wentzel & Watkins,

2003). Under peer group discussions groups' activities will also be measured. Peer group behavior affect how pupils respond to issues that they face. The behaviour is exhibited by the way they respond to learning sessions, participation in class and general habits in class. This may greatly affect how they perform in academics by either improving or reducing performance. Peer group conflict management comes into the picture when pupils solve problems together as this makes them tend to be much free because the tension is reduced. The frequency of conflict and solutions to group conflict affect academic performance of the pupils.

Pupils' age may determine whether they will be attached to a peer group or not. This is because the kinds of groups differ with ages which in turn affect their academic performance. Whether a pupil is male or female may also determine their interaction level between peers. This implies that the levels of interaction may depend on gender of the pupils (Wentzel & Watkins, 2003). The type of school may also influence the level of interaction among pupils. Private schools have fewer pupils compared to the public schools, a condition that enhances closeness among the pupils enabling more group discussions and group problem solving.

Academic performance was the outcome variable in this study. By looking at pupils' score, and comparing with overall mean scores of the class, one can determine whether the pupil is performing above or below the expectation for their grade level. However, academic performance is an outcome of the pupils learning process such as concentration in class, participation, mastery of the lesson contents and examination skill as shown in Figure 1.1

1.12. Operational   Definition of Terms

These are terms which have been used in the context of the study though they might have other meanings in other context. The following are terms that were used.

Academic performance: Academic performance, in this study was measured by use of scores (in marks) from zonal terminal examination records in each of the sampled primary schools.

Peer group: in this study, peer group was stated as a social unit formed by pupils who naturally come together in the same school environment. The members of the peer group freely interact with a common interest.

Peer group behaviour: It was described as a range of actions exhibited by pupils in a peer group. The actions were associated with influence from peer group members. It was measured by a likert scale items (statements) that depict the conduct of pupils within a peer group.

Peer group discussion: Conversation carried out by pupils within the spheres of the peer group. The conversations were done through exchange of ideas and opinions that informed general conclusions and decisions by peer group. Peer group discussions were measured by likert scale items (statements) that outline issues discussed by pupils within their peers.

Peer group conflict: It was defined as disagreements among the peer group members due to opposing needs, ideas, beliefs, values, or goals. It was measured by use of likert scale items (statements) on conflicts and resolutions made within a peer group.

Peer influence: In this study, it was conceptualized as effects of individual decisions and actions resulting from the opinions, ideas, behaviours and interactions with peer group members. Peer group discussions, behaviours and conflicts were singled as three dimensions that can measure the peer influence adequately. The combination of the three dimensions has an association with pupils' academic performance that is being measured

in this study.

School type: It referred to social learning derived from school based social networks inside and outside class environment. In this study, private and public primary schools were considered as types of schools environment that had effects on peer influence and academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains eight sections. Section 2.1 is about peer influence on academic performance. Section 2.2 presents literature on school type and peer influence. Section 2.3 covers gender and peer influence among the pupils. Section 2.4 covers age and the peer influence among pupils. Section 2.5 covers the influence of peer group discussion on academic performance. Section 2.6 discusses influence of peer group behaviour on academic performance. Section 2.7 is on influence of peer group conflict on academic performance and section. Section 2.8 is the summary of the literature review.

2.1 Peer influence on academic performance

Peer influence is refers to individual decisions and actions are directly affected by opinions, ideas, behaviours and interactions of his/her peers. The influence comes from peer groups characteristics as singled in this study. These are peer discussions, observable behaviours and conflicts that shape the experience of the individuals within the groups (Zitzmann, 2000).

Students' performance in school is evaluated in a number of ways. Some of the schools, have paid attention to identify, evaluate, track and encourage the progress of students in schools (Ralph & Mortimer, 2006) and others use regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate students in form of letter or number grades and side notes, to describe how well a student has done. At the national level in Kenya, students are evaluated by their performance on standardized tests geared toward specific levels based on a set of achievements pupils in each level are expected to meet (Costrell, 1994; De Giorgi, Pellizzari & Redaelli, 2006).

There are many factors that affect the student's academic performance in learning institutions. These factors include family background of the students, school environment, teachers' motivation and students' level of commitment to studies. This study has singled out peer influence as a factor within the school environment that contribute significantly to academic performance. All other factors have been researched and documented extensively. However, peer influence among the students has not been given enough attention as is required probably because it is complex and difficult to measure (Hanushek, Kain, Markman & Rivkin, 2003).

Peer influence can be difficult to prove its existence. It can only be demonstrated by decisions and actions executed by an individual as a result of influence from other peer bevaviour or characteristics. It can be measured by how individual's outcomes are affected by peers (endogenous effects) and influence of peers' characteristics (exogenous effects) (Xu Lin, 2005). This study was limited to measuring the individuals (pupils) academic performance as an outcome impacted by peers. The influence of peers happens in the context of a peer group. Children begin to play in peer groups when they're toddlers and preschoolers. These groups are not organized. It is during the elementary school years that peer groups take shape, get organized and closer knit than ever before (Zimmer & Toma, 2000). Some authors have defined peer groups as friendship networks while others explain that they are small groups with members of the same age and share same activities. However, they all agree that peer groups are not randomly formed and depend on unobservable factors that are similar to same group members (Howard, 2004; Paola & Scoppa, 2009). The most prominent and common feature among all peer groups is the strong influence they have on their members more than parents and relatives. A child responds to what other kids are doing by participating in an activity or behavior. Peer groups have been found to have ability to offer support to individual members in

times of need especially among those groups that are very close (Lazear, 2001; Foster, 2006).

Peer pressure is one of the most recognized and studied disadvantages of peer influence of any peer groups. Peer pressure is the influence put on a member of the collective group to behave in a manner that he/ she finds unacceptable. Peer groups that use peer pressure to influence an individual's behavior are counter-productive to individuals. On the other hand, a peer group can find itself playing a strong role in individualism. A longitudinal study carried out in Singapore, cited that peer pressure among the adolescent friends was a significant force within friends network. It impacted on information flow within the friends' networks, social norms among peers, social acceptance and expectations. These dimensions are key in shaping the adolescent lives. The conclusion from the study was that peer pressure affected adolescent school achievements (King, 2006). There is no question that some people are more vulnerable to peer influence than others, and that some people are more vulnerable to it at one stage in life than in another (Bettss & Morell, 1999). Although peer influence is not isolated to one age group, it is usually most common during the adolescent stage. Adolescence is a period characterized by experimentation, and adolescents typically spend a lot of time with their peers in social contexts. Teenagers compel each other to go along with certain beliefs or behaviors, and studies have shown that boys are more likely to give in to it than girls (Costrell, 1994).

Peers within their social networks have different ways of responding to peer influences from their friends. Angnist & Krueger (1999) cited three responses that showed significant impact on students' school attainment. The first is compliance which looks like agreement with others in a social setting, but below the surface, people have by no means been fully convinced. This happens among peers where there is imbalance of

powers. Some peers are influential and dominate their friends leading them to being idolized and compliance with their decisions. In relation to compliance as a method of social influence, Paola & Scoppa(2009) observed that peer groups affect students' achievement by imposing externalities on others by either behaving well or badly in school. This affects the academic performance among students either positively or negatively.

Ultimately, peer influences can affect people significantly, and they come in many forms. Not everyone is equally coerced to maintain cohesion in thinking with a group to which they belong. Interestingly, there are some things that may change a person's willingness or lack thereof to comply or agree. Those who suffer significant fear or those who are in love are more likely to become much more compliant with a group's ideas or much more resistant to them. Perhaps strong emotion of many kinds may have this effect and change the normal dynamic of peer influences on the individual. Definitely the compliance to the group ideas or resistant have direct impact on academic performance of the individual members (Bayer, Hjalmarsson & Pozen, 2007).

Another way is by conforming which is common among the adolescent peers. In conformity, people choose to adjust their behavior to make it line with others. This leads to peers behaving or even thinking in the same way. As noted by Xu Lin (2005), formation of peer groups is influenced by unobservable factors, known by the same members of the peers. However, most important is that peer groups are maintained by social norms, acceptance and expectations which are adhered to by all peers to maintain harmony within the groups. Unfortunately, the social expectations of any group depend on whether they are in line with school achievements or not. Previous studies have confirmed that school achievements among the peers have been observed among peers

whose expectations are towards academic excellent (Kapoor & Jain, 2012; Tope, 2011; Schwartz, Nkamot, Gorman & Mckay, 2006).

Peer influence can have both negative and positive effects on academic performance of individual pupils. The direct of the effects depends on the impact of peer influence to individual members of the peer groups. For instance, where students agree to be against the class work, the residual effects is the failure in their exam as opposed to when they agree to conduct class work discussions. It is within the context of the peer that members discuss issues and coming to conclusions. What other people are doing in peer groups is a powerful influence. The degree to which the peer discuss the things that result to academic performance them depend on many factors, including personality, rearing and life experiences, though there tends to be some predictable response in certain settings (Angnist & Krueger, 1999).   Schwartz *et. al*(2006) observed that when peer discuss and come to consensus, there is high probability of social acceptance that lead to students being motivated to be in school hence boosting their performance.

2.2 School type and Peer Influence

Peer influence and student's academic success is greatly influenced by the type of school which they attend. The school one attends is the institutional environment that sets the parameters of students' interactions and formation of peer networks which further have impact not only in class but also their social network (Considine & Zappala, 2002). The experiences are different with the type of school the students attend. Public and private schools are the common types of schools existing worldwide which have different environment that accommodate different peer groups. Crosne, Johnson and Glen (2004) argues that private schools tend to have limited spaces and adequate teachers who ensure that students' interactions are monitored. Close monitoring of the pupils make adapt the good behvaiour by having less time with their peers. The set up enables the school to

come up with tight programs that regulate students' behaviour within the school environment. The relatively small number, limited space, close monitoring and high level of discipline among the pupils contribute to high academic performance than students from public schools (Sampson, 2004). The previous studies also share a similar view that private schools maintain high level of morals because academic performance highly depends on the students' behaviour. On the other hand, public schools are not strict given that the state regulates the curriculum and programs of each school in the nation. This kind of environment may allow students to be involved in bad morals with their peers that are detrimental to the academic performance (Crosnoe, Monica & Glen, 2004). The public schools are also over populated and loosely regulated hence peer influence might distract peers concentration in class work (Sampson, 2004).

2.3 Gender of the students and Peer Influence

Whether a student is male or female is a fundamental factor when peer groups are forming and subsequent peer influence. Peer groups can consist of all males, all females, or both males and females. Studies show that the majority of peer groups are unisex and peer influence matters on the sex and how they relate. Peer groups can have great influence or peer pressure on each behavior especially on academic related behaviour depending on the amount of pressure. Previous study by Bayer *et al*(2007) acknowledges that peer influence is different among the sex of the peer groups members but there limited information on how the peer influence affect the academic performance.

According to Kevin (2012), students and pupils alike tend to hang out with others with similar aspirations (Kevin, 2012). Through gender-role socialization, group members learn about sex differences, social and cultural expectations. The previous studies have cited girls to be influenced by peer influence than boys and this could be the case with peer influence on the academic performance. Girls almost forms peer groups throughout

their lives but it is more pronounced at the adolescent stage. The preference for girls to be in peer groups is attributed to the fact that girls prefer to have high quality peer relationship that provide support in all areas of their lives including the academic work(Miller & Birch, 2007; Kindermann, 2007).

2.4. Peer influence and age of students

Peer groups provide support as children as the developmental changes take place. Major changes include: decreasing dependence on parents, increasing feelings of self-sufficiency, and connecting with a much larger social network. As children reach the adolescents, their sphere of influence expands beyond the family. Out of the family they learn how to negotiate relationships with others in different parts of the social system (Bayer *et al*, 2007). Children start forming peer groups as early as the age three. At this tender age, the peer influence is significantly low as compared to parental influence. However, the reversal happens at adolescent stage (Angnist & Krueger, 1999).

Peer groups are powerful agents of risk behaviors in adolescence. Adolescents typically replace family with peers regarding social and leisure activities, and many problematic behaviors occur in the context of these groups. However, adolescents who are more committed to a personal identity have lower rates of risk behaviors. Overall, adolescent identity development may help prevent negative effects of peer pressure in high-risk adolescents. According to Xu Lin(2005), peer influence in all facets of the adolescent occur at early ages of the adolescent stage and it is during this time that peer relations is very problematic for them. Literature has suggested that there is considerable individual variation regarding cognitive skill development during adolescents as it relates to peer influence which eventually as an impact on the academic performance. The adolescents who have positive peer influence generate more alternative solutions to problems including those related to school work. This is because peer group is the source of information needed to be empowered academically, vocationally, psychologically or otherwise and give the feedback about the appropriateness of their emotions especially when adolescents are highly stressed or under stressed (Ammermueller & Pischke, 2006). The negative implication of the peer influence at adolescent is the engagement of the

students on negative behaviour. At the age of fourteen years, students are twice likely to engage in risky, self-destructive behavior than eighteen year olds are and if not controlled, may lead to poor academic performance. If the students at that age are regulated either by schools and parental regulations, by eighteen years, they become more autonomous and one has clear aspirations of where he or she wants to go and how to get there (Foster, 2006).

In nutshell, whatever happens during this developmental stage goes a long way in affecting the individual's academic performance. Boucher, Bramoule, Djebbari & Fortonl (2010) found out that in most cases peer influence at adolescent stage affects negatively the students' achievement in school. As children grow, develop and move into early adolescence, involvement with peer and attraction of peer identification increases. Peer mobilizes their adolescent energies and motivate for success to get cultivated hence improving the academic performance (Enomoto, Ritter, Leiderman, Roberts & Fraleigh, 2000; Tope, 2011).

2.5 Influence of peer group discussions on academic performance of pupils

Peer group discussions is the conversation carried out by pupils together through exchange of ideas and opinions that informs general conclusions and decisions by peers (Wentzel & Watkins, 2003). Peer groups are among the most influential social forces affecting adolescent behavior (Betts & Morell, 1999). Howard (2004) attributed the strong influence to time spent by peers with fellows during adolescent than other persons. This exposure time make the peers learn how to interact, define identity, interests and personality, have emotional support and coping strategies among the friends. Peer discussions are the communication channel with the peer groups for learning and influencing decisions among the peers. They discuss things concerning clothing, hairstyle, music, and entertainment, academics which naturally impact significant on

individual decisions concerning short and long-term education plans. During formative years of the child, 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 (Betts & Morell, 1999).

Among various dimensions of peer interactions, the effect of classroom/school peers on a student's own academic performance is at the heart of the diverse debates on educational reform, (Case & Katz, 1991). The discussions among the peers significantly improve peer quality which King (2006) concluded that it enhances student performance in school. He asserted that there is positive correlation between peer quality and students grades. The improvement of students' academic performance can be explained by two major reasons. One of the reasons is that among the many things peers discuss, academic is central. They discuss contents of the subjects and carry out revisions together. A previous study carried out in India found out that always weak students who performed poorly always benefitted from strong students within their peers (Kapoor & Jain, 2012). The second reason is the fact that peer discussions promote child competence, psychological well being and ability to cope with academic challenges related to motivation and academic performance. Establishing the challenges faced by members of the peers groups makes them come up with solutions after discussing among themselves. This has been reported to promote healthy psychological development, motivation and competences among the peers (Gonzales, Cauce,Friendman & Mason, 2002).

One more aspect of the peer discussions that influence academic performance is peer relationship. It is perceived that where peer groups discuss issues affecting them, it tends to make peer groups to have strong and sustainable relationship (Michele & Barret, 2010; Zitzmann, 2000). This kind of relationship provides a platform for children to socialize in

daily interactions with their peers and provide support to each other in all peer engagements. This support does happen in academic and become an aid to improving the students' academic performance (Kirk, 2000; Miranda, Margaretha,Van Der WErf,Snijder,Creemers & Kuyper, 2006).   It is claimed that a certain structure of peer interactions among classmates, schoolmates and friends in the residential neighborhood is either implicitly or explicitly assumed in arguments on ability grouping, school desegregation, school choice and school competition. Nonetheless, the existence and nature of academic interactions among students remain controversial (Lazear, 2001).

There are several ways in which peers influence each other. Not all of them are bad. In some peer groups, they tend to share low aspirations of going to college or getting certain careers. There may be other values in place, such as taking care of the family or making money sooner rather than going to college first(Foster,2006). This study considered peer discussions as one of the aspects of the peer influence that can negatively or positively affect the pupils' academic performance.

2.6. Influence of peer group behavior on academic performance

Peer behaviour is a range of actions exhibited by pupils and associated with peer group influence (Kevin, 2012). Social behaviors can be promoted or discouraged by social groups, and several studies have shown that aggression and pro-sociality are susceptible to peer influence. This is the same with peer groups which are social groups formed within the schools. A longitudinal study was carried in United States focusing on these two behaviors. A sample of adolescents was followed over a one-year period, and results showed that adolescents who joined an aggressive group were more likely to increase their aggression levels. Also, adolescents were likely to display pro-social behaviors that were similar to the consistent behaviors of the group they were in. The conclusion was that children's positive behaviors contributed to peer relationship as well as children

academic performance (Bayer, Hjalmarsson & Pozen, 2007). An adolescent's peer group plays a role in shaping his or her behavior. Being a member of a particular group one can be able to predict changes in academic adjustments. Children behaviors contribute to the social standing among peers and leads to consequences in the future (Zitzmann, 2000).

Peer groups provide perspective outside of the individual's viewpoints. Burke and Sass(2008) points out that at classroom level one can be able to attribute an individual behaviour by identifying the peer groups that he/she belong. Peers, particularly group members, become important social references for teaching other members customs, social norms, and different ideologies and it's more important when it comes to advancement of students' academic performance (Bayer, Hjalmarsson & Pozen, 2007). Peer groups also 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 becomes the foundation of either good or bad behaviour affecting the academic performance of the students (Brook, 2000). Studies have showed that adolescents are significantly influenced by their friends within the peer groups. Simply because peer groups are made of members who are totally different in characters, personality and values that are exchanged among the members. This exchange can be detrimental or promote academic performance of the students in the school (Burke & Sass, 2008).

Adolescent peer pressure may focus on extracurricular behavior rather than on classroom behavior. In other words, as children test their independence, they may focus negative

peer pressure on antisocial behavior outside of school rather than on academic achievement. For example, social experimentation with cigarettes, alcohol, and other illicit substances generally begins in junior high. The attention paid to this kind of peer pressure may supersede pressure regarding grades in class. Thus, the results seen in this model may actually be consistent with other studies of peer pressure (Zimmerman, 2003). Peer behaviour takes a number of different forms. There may be positive spillovers across students of knowledge, values, or motivation, or negative externalities caused by class disruption. A single slow learner or disruptive student may hold back an entire class, or a small group of high achievers might inspire others to aim high. Depending on the channel, the policy implications may differ starkly (Paola & Scoppa, 2009).

Peer behavior also affects a number of choices for individual students. It operates through average behaviors or absolute levels of externalities and play a prominent role in arguments for and against school choice programs. The previous studies present a unique view into these various possibilities for peer influence and the resulting performance implications. It stated that students perform better if their peers are good. Peer group becomes an agency of enculturation and learning. As children leave the home setting, their self-perception and socializing skills become influenced by how their peers view them and begin to form attachments, and friendships emerge through their play. These relationships influence behavior and gradually, children discover that others can share their feelings or attitudes or have quite different ones (Zimmer & Toma, 2000; Ammermueller & Pischke, 2006; Angnist & Krueger, 1999).

The peer group serves as a barometer for children examining themselves and their feelings about self, family among others. The peer group also influences development of children's socializing skills. These early friendships help children learn how to negotiate

and relate to others, including their siblings and other family members. They learn from peers how to cooperate and socialize according to group norms and group-sanctioned modes of behavior. The peer group can influence what the child values, knows, wears, eats, and learns. The extent of this influence, however, depends on other situational constraints, such as the age and personality of children and the nature of the group (Brook, 2000). In its most destructive mode, the peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks (Costrell, 1994; Case & Katz, 1991).

Many previous studies have focused on effect of peer relations and engagement on academic performance and little attention has been given to peer behaviors. Peer networks of children are made of the members with similar behaviors because they spend long time together and share a lot of things on regular basis leading to peer reinforcement that cement and differentiate behaviour for different peer groups. It is however a fact that individual behaviours derived from peers can significantly contribute to educational outcomes (Case & Katz, 1991). Behavior decisions may lie at the intersection between peers and achievement and effectively acting as a mediator through which the influence of peers passes prior to shaping student achievement in school. This study keenly investigated the effect of peer behaviour on pupils' academic performance in relation to age, gender and type of schools the pupils attend.

2.7. Influence of peer group conflict on academic performance

Conflict may be defined as disagreements between people with opposing needs, ideas, beliefs, values, or goals in this case among the peers. Conflict is inevitable and results not predetermined. What matters in conflict is how it is resolved (Burke & Sass, 2008). In all areas of human life, conflict is an unavoidable by product of relationships. Peer groups experience conflicts and its healthy for survival of peer groups. The mechanism applied

to resolve them makes the difference in its survival. Conflict experienced by the members of the peer groups can have both negative and positive effects on the academic performance. Paola and Scoppa (2009) observed that peer groups are networks that have impact to several things to its members in the process of interacting and learning including the academic performance in school. The negative effects occur when the peer group disintegrates due to group conflict. Any unresolved conflicts create tension among the peers and that interrupts studies hence affecting the academic performance of the individual members. In one of the previous studies, it was found out that scores of the students dropped some 19 points, or just fewer than 8.5 percent, if her peers made fun of academic achievers due to peer group members differences. This result was independent of the effect of the other factors in the model, including race, income, parental education, home reading materials, and gender (Arcidiacono & Nicholson, 2005). Depending on the nature of the conflict, it causes the psychological trauma that has direct impact on the concentration capacity in class work. It may also injure the members self esteem especially where the blame game is involved. The occurrence may directly impact on the student's academic performance especially where the external persons do not come in to encourage reconciliation (Garibaldi, Giavazzi, Ichino & Rettore, 2007).

Disintegration of the peer group, can also lead to positive or negative effects on the academic performance. The conflicts may strengthen the peer group member's independence and sets in peer competition for superiority especially in academic performance (De Giorgi *e.t al*, 2006). In his study, Kindermann (2007), found out that peer group's conflict happens between the fourth and nine grades in schools due to high rate of peer groups formation and disintegration. The possible explanation for the diminishing peer effects was that older students masked their academic achievement from their friends. That is, peers do not necessarily know exactly what grades their friends

achieve or how much time they spend on homework in any given week. Thus, individual students could give their peers a false impression of their academic performance to suit the peer groups environment while in actual sense it is not the case especially as they reach adolescence.

2.8. Summary

Peer influence on academic performance has been researched and documented. The previous studies have been done in various set ups including secondary schools and tertiary colleges. Social environment in primary schools allows pupils to form peer groups for social support and networks. This study was keen to investigate whether peer groups have any significant effects on the pupils' academic achievements as a result of peer influence and tried to compare with other studies that have been done with mature adolescent in secondary and tertiary schools. Previous studies have also considered studies on peer influence on academic performance vital in schools management but they have reported that measuring the influence is a complex affair. Few studies have gone further to look at some aspects of the peer influence such as peer relationship and engagement. Xu Lin (2005) in his study measured endogenous and exogenous social effects on students' achievement as a result of peer influence in the effort to articulate how peer influence affects students' achievements. This study further examined the peer behaviour, peer discussions and peer conflict as the key ingredients of peer influence among the pupils in the primary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0. Introduction

This chapter discusses the research design adopted for this study. It also describes the study area, target population and sampling technique that was used. The chapter has further discussed the data collection instruments and procedures. It ends with data analysis and ethical considerations.

3.1. Research Design

This study used ex post facto study design. It is a design whereby the treatment being examined occurs naturally and measuring is done after it has occurred (Oso and Onen, 2009). This study design was applicable to this study because peer influence (treatment) occurs naturally and the study was designed to measure the effects of peer influence to academic performance. This means the peer influence must have occurred to measure its effects. The data was collected at one given time and was used to explain the relationship that existed between different dimensions of the peer influence and academic performance. Similar to other descriptive designs, the study utilized survey technique to gather data (Kombo & Tromp, 2006).

3.2. Study Area

The research study was carried out in Kapsoya Zone in Eldoret town, the administrative town of Uasin Gishu County of Rift Valley region. Lying south of the Cherangani Hills, the local elevation varies from about 2100 meters above sea level at the airport to more than 2700 meters in nearby areas (7000–9000 feet). As shown in the Map of Kapsoya zone (appendix V), it is located in Kapsoya ward, Ainabkoi sub county of and within Eldoret municipality to the east at 0°31'4"N 35°18'0"E. The study covered primary schools within Kapsoya Zone. Kapsoya zone is adjacent to many slum areas such as Kenya Service and Munyaka. Kapsoya zone is also one of largest Zone within Uasin

Gishu County. It has the highest number of both private and public schools as compared to other areas of the Eldoret town. The primary schools in Kapsoya area accommodate pupils from slum, middle class estate and rural areas adjacent to Kapsoya estate. It is among the most of populated areas within Eldoret Municipality (Eldoret Municipality Education Progress report, 2011). The slums areas are known for drug trafficking and abuse and crimes. Many of the pupils from the slums area within Kapsoya zone mostly attend public primary school, do not attend class regularly due to involvement in illicit behaviours like child sex and drug abuse. Pupils in public schools have been caught severally drunk within the school compound (Atwoli, Munga, Ndung'u, Kinoti & Ogot, 2011).

3.3. Population

A population is a set of individual cases, people or objects which bear common observable characteristics. It is a set of entities concerning which statistical inferences are to be drawn (Gatara, 2010). On the other hand, target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions (Kothari, 2004). Kapsoya zone has 26 primary schools, of which 21 are private and 5 are public schools. The total pupil population from standard 1 to 8 is 8402 and 524 teachers in all the 26 schools. This study targeted only class seven pupils because they were among the lowest performing classes in upper classes in the Kapsoya Zone (Evaluation Test Report, 2012). Another reason was that majority of class 7 pupils have reached the adolescent stage. This is a stage that peer influence is strongest and peer pressure may focus on extracurricular behavior rather than class room behavior (Kirk, 2000). There are only 20 primary schools with class seven and have a total of 1113 class seven pupils. Out of 20 primary schools, 5 are public and 15 private schools.

Table 3. 1. Pupils' Target Population

	School Type		
Gender	Private	Public	Total
Male	2401	2438	4839
Female	1819	1744	3563
Total	4220	4182	8402

Source: Kapsoya Zone; 2013

Table 3. 2. Teachers' **Target Population**

	School type		
Gender	Private	Public	Total
Male	140	52	192
Female	227	105	332
Total	**367**	**157**	**524**

Source: Kapsoya Zone; 2013

3.4. Sample size

A sample is a subset of the study population which has similar characteristics and must be drawn from the study population (Mugenda & Mugenda, 2003). To estimate the desired sample size for pupils, a formula suggested by Mugenda & Mugenda (2003) as below was used.

n = z²pq/d2

Where:

n   = the desired sample size

z   = the corresponding value confidence level of 95% in the normal distribution table.

p   = the proportion of the target population of pupils who are in class seven and have peer influence affecting their academic performance.

There were no previous studies citing the proportion of the pupils' academic performance affected by peer influence. For this kind of situation, the Yammane 1967(quoted by Mugenda & Mugenda, 2003) recommend to use a proportion of 50% of the population

with measured variable. Consequently the 50% of the target pupils affected in primary schools in Kenya by peer influence was taken.

q   = 1 – p

d   = the sampling error. It is set at 0.05

 Substituting for this would be;

 n = 1.96² x0.5x0.5/0.05²

  = 384 pupils + response rate of 10% of desired sample size.

  = 422.4 Pupils

  = 423 pupils

The Table 3.1, shows that the proportion of boys and girls was 57% and 43% respectively. Sample distribution according to types of schools was 25 %(103 pupils) for public and 75 %(320 pupils). In each private primary, the research got 60 girls (57%) and 45 boys (43%). In public primary schools, researcher got 183 girls (57%) and 142 boys (43%).   Using this proportion, 241 boys and 182 girls were sampled from 1113 pupils in class seven.

A total of 20 class teachers were involved in the study from 20 primary schools. Every primary school had at least one class seven teacher. They were aware about the social interaction within the class. They were able to evaluate the peer groups based on their impact on the academic performance. The proportion of sample of the teachers was done according to proportion of targeted private to public schools. A total of 15 private and 5 public teachers were sampled.

3.5. Sampling Procedure

The study employed stratified sampling technique in selecting the respondents. Cochran (1977) stated that stratified sampling involves the zoning of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on

members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample. Stratified sampling technique was used to subdivide the respondents into the school type and gender. The sample was first subdivided into boys and girls and then for each gender a proportionate distribution between private and public schools was applied.

Then random sampling was applied within each stratum to select from each subgroup until a desired number was reached in each school. That is 15 teachers from private schools and 5 teachers from public schools. The selection process used random method to ensure that each respondent had equal chances of being selected.

3.6. Data collection instruments

Questionnaires for pupils and teachers (Appendix II and III) were used as the main data collection instruments in this study. In developing the questionnaire items, the fixed choice and open ended formats were used. Kothari (2004) defines a questionnaire as that consisting of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaires mainly consisted of closed ended items. The pupil's questionnaire was used to collect data on type of school, gender of the pupil, age of the pupil, peer group discussion, peer group behaviour and peer group conflict. It was likert type with items measuring group discussions, group behaviour and group conflict. The teachers' questionnaire was used to collect data on variables that included gender of the teacher, type of school, teaching experience, peer group discussion, peer group behaviour and peer group conflict. Part B, C and D had items focusing on groups' discussions, group behaviour and group conflict. The questionnaire contained both structured and unstructured questions to elicit respondents' perceptions and opinions on the variables and indicators of the study. The questionnaire was designed in such a way that it focused

on the areas in line with research objectives. In addition to the fact that the questionnaire is believed to be a strong instrument to gain diversified views and opinions for large samples, its use is also dictated by the design and approach of the study. Moreover, the questionnaire is advantageous in that it not only elicits data from respondents in an impersonal manner and that they were not only able to express their views and opinions freely, but also allow them to use their own pace to answer it.

3.7. Document Analysis

Content analysis consists of analyzing the content of documented materials such as books, magazines, newspaper, school records, educational journals and reports (Kothari, 2008).The scores from the last zonal terms examination for the sampled pupils were extracted from the school records kept at the head teacher's office.

3.8. Validity of research instruments

Validity and reliability are very important for any study as they tend to assure the authenticity of the research instruments and whether the research is able to yield the required information. Validity of an instrument means that the research instrument produces information which is relevant to the topic i.e. does the research instrument actually measure what it claims it is supposed to be measuring (Kombo & Tromp, 2006). Validity is the extent to which differences found with a measuring instrument reflect true differences among those being studied (Kothari, 2004). The content validity of the instrument was determined in two ways. First the researcher discussed the items in the instrument with the supervisors and colleagues. Given their suggestions, clarifications and other inputs, necessary changes were made on the items. Secondly, content validity of the instrument was determined through piloting, where the responses of the teachers and pupils were checked against the research objectives. For a research instrument to be considered valid, the content selected and included in the questionnaire had to be relevant to the variable being investigated (Mugenda & Mugenda 2003).

3.9. Reliability of Research Instruments

Reliability on the other hand is a measure of the degree to which a research yields consistent results or data after repeated trials. It is a degree of consistency that the research instruments or procedures demonstrate. It is the reproducibility of a measurement. It is qualified by taking several measurements on the same subjects. Poor reliability degrades the precision of a single measurement and reduces the ability to track changes in measurement studies. The reliability of data collection instruments was determined from a pilot study where the researcher administered the research instruments to pupils and teachers from schools not included in the sample. A reliability coefficient was calculated using SPSS that provided step by step command to generate the Cronbach's Alpha reliability coefficient which is a measure of internal consistency. The pilot study aimed at achieving a reliability coefficient of 0.7 and above as recommended threshold for any reliable instrument (Kothari, 2004).

A pilot study was conducted in neighboring pioneer Zone. Pioneer zone has almost equal number of primary schools that draws their pupils for slum areas like Langas. It is also within the Eldoret Municipality though in Kapsaret ward in Kapsaret Sub County. A public and a private primary school were sampled for piloting. The researcher sought for official consent from the County Education Authorities to carry out the pilot study. The questionnaire was administered in 1 private and 1 public and a total of 2 teachers and 20 pupils participated. The data was entered into the SPSS to aid in generating the reliability coefficient common known as Cronbach Alpha. The results have been presented in Table 3.3.

Table 3. 3. **Cronbach analysis results**

	Cronbach alpha	
	Pupils'	**Teachers'**
Peer influence dimension	**questionnaire**	**Questionnaire**
Peer group discussion	0.759	0.874
Peer group behaviour	0.801	0.688
Peer group Conflict	0.785	0.891

Source: Researcher, 2014

The generated values represent the measure of the internal reliability with the questionnaire based on sub scale analysis. Peer group discussions, peer group behaviour and peer group conflict had score greater than the recommended 0.7. This therefore implied that the tools were reliable for data collection.

3.10. Data collection procedure

The researcher got official introductory letter from Moi University to conduct the research (appendix IV). Before data collection, the researcher got official permit from the Ministry of Education through National Council of Science and Technology to proceed with data collection in the sampled schools. The researcher then visited the sampled schools and sought for written consent from schools headteachers to allow the pupils participate in the study. The researcher was then facilitated by the class teacher to get all the sampled pupils in class seven. All the sampled pupils were given questionnaires to fill. The class teachers were also issued with teacher's questionnaire to fill. Then the researcher collected the entire filled questionnaire from class teachers.

3.11. Scoring the instrument

The two questionnaires consisted of items on likert scale each required the respondents to give opinion to which extent they disagreed or agreed with statements. The scale had; strongly agree, agree, undecided, disagree, strongly disagree. Each of these position were coded as follows;1=Strongly disagree,2=disagree,3=undecided,4=agree and 5=strongly agree. On the overall peer influence scale for both pupil and teacher questionnaire had a total of 30 items each coded on 5 point scale. The total score per person ranged from a minimum of 30 to maximum of 150. For each of the characteristics of peer influence (group discussions, group behavior and group conflict), each had a total of 10 items each coded on 5 point scale. Each of sub scale had a minimum of 10 points to a maximum of 50 points.

The peer influence on the overall scale was divided into three categories namely negative influence, Ambivalent and Positive influence. The respondent's score could only fall within the three categories. For the sub scales of peer influence, the score of 23 and below taken to mean that there was negative peer influence on academic performance, between 24 and 37 was ambivalent peer influence on academic performance. Between 38 and 50 implied positive peer influence on academic performance.

Table 3. 4. Peer influence sub scale categorization criteria

Class interval	Class Name	Scale
38 - 50	Positive Peer influence	2.4 and below
24 - 37	Ambivalent peer influence	2.5-3.4
10 - 23	Negative peer influence	3.5-5.0

Source: Research, 2014

3.12. Data analysis

Tromp and Kombo (2006) described data analysis as the process through which the data that have been collected is examined. It involves uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. It involves scrutinizing the acquired information and making inferences. At the end of data collection all completed questionnaires were screened by the researcher, coded and entered into SPSS.

The data generated from pupils and teachers questionnaires was analyzed using different analytical tools. Descriptive statistics was applied appropriately depending on the types of the variables. For categorical variables such as school types and gender of the pupils and teachers (from pupils and teachers questionnaire) were analyzed using the frequency distributions. This is a kind of descriptive analysis whereby the total number (frequency) of the objects/subjects is assigned (distributed) to each level of a category variable forming a distribution called frequency distribution. The nature of analysis is also common for categorical variables with different levels (Oso & Onen, 2009).

For continuous variables that consisted age of the pupils (in years), teaching experience of the teachers (in years), peer influence (peer group discussion, peer group behaviour and peer group conflict) for pupils and teachers (measured in scores) and academic performance (in marks) were analyzed using mean and standard deviation. The mean is measures of central tendancy which describe how close an observation (value) in a data

set is in relation to the mean. The standard deviation is a measure of dispersion which describes how far (spread) the observation (value) in a data set is from the mean. It can also mean the distribution of values in data set around the mean. The standard deviation has to be reported together with the mean (Oso and Onen, 2009). It is important to note that peer group discussion, peer group behaviour and peer group conflict, were in a form of likert scale. Though the likert items were in ordinal form, the assumption made was that they were measured in an interval scale. This assumption, made the researcher consider the data generated on peer group discussion, peer group behavior and peer group conflict to be continuous data.

Indices were used to analyze the data generated from likert scale items. Index is generated when one adds or combines several distinct indicators of a construct into a simple score measured in interval. It is simply summing up of the individual items score into a composite score for a group of several likert scale items describing a thematic concept (latent variable). For instance, in this study, 10 statements (items) were used under three latent variables namely peer group discussion, peer group behavior and peer group conflict. The generation of the interval scale data from the likert scale items permitted the use of statistical tools such as Independent t test, Analysis of Variance (ANOVA) and correlation that have been applied in this study as types of the inferential statistics. The researcher therefore added the individual responses(in scores) from all the statement under peer group discussion, peer group behaviour and peer group conflict and generated a composite score(index). Indices were suitable for this analysis because they are an objective approach to measuring attitude, perspection and opinion on behavioural matters in society that cannot be measured in continuous scale. This simply puts the responses on attitudinal statements on a continuum (Gatara, 2010).

For inferential statistics, correlation analysis was done between age (in years) of the pupils and the threes aspects if the peer influence (peer group discussion, peer group behaviour and peer group conflict) and academic performance. The analysis was applicable because the correlation is applied when finding out the quantitative degree to which two continuous variables are related. It suggests whether there is relationship between the two variables or not. Pearson correlation coefficient (designated *r*) was applied because it is sensitive to only linear relationship between the two variables. Any variable can be either independent continuous variable or dependent continuous variable depending on the study being carried out. The value of the coefficient ranged from 1 to -1. The relationship where r = 1, means perfect positive relationship and -1 means negative relationship. The value of r between 1 and -1 reflect the strength of the relationship and the sign (+ or -) representing the direction. To interpret the scale, limits created by George and Malley (2003) were used (table 3.5)

Table 3. 5. **Strength of the correlation coefficient limits for any two variable**

Value of r	Interpretation of the strength
0 to 0.59	Weak
0.6 to 0.79	Moderate
0.8 -1 (strong)	Strong

Source: George and Malley, 2003

In this study, the independent variables in this case were age of the pupils (in years) and peer group discussion, peer group behaviour and peer group conflict (in scores) and academic performance were dependent variables. The correlation analysis was conducted between peer group discussion, peer group behaviour and peer group conflict (in scores) and academic performance (marks) respectively. To find out the effect of type of school and gender of the pupils, Independent t test was used. The test was applied to test whether the findings occurred by chance at significant level of 0.05. The test was applied in two scenarios in this study as described below:

To the hypothesis on relationship between two continuous variables to find out if the relationship was statistically significant a correlation analysis was done. In this application, the study examined how peer group discussion, peer group behaviour and peer group conflict varied with academic performance. In addition, it was applied to find out whether there was any significant relationship between age of the pupils and the peer group discussions, peer group behaviour and peer group conflict.

Independent Samples t test: This was suitable when a continuous variable (continuous) is compared between two groups (categorical). In this type of the t test, it compares the means between the two groups which are different at significant level of 0.05. The test statistics generated is compared with significant level (0.05) and hypothesis is either rejected or accepted. The decisions is based on the following rule of thumb that if the test

statistics is less than 0.05, the null hypothesis is rejected and if above 0.05 it is accepted. To test the hypothesis on the effect of the types of the schools (private and public) and gender of the pupil (male and Female) on peer group discussion, peer group behaviour and peer group conflict, independent sample t test was used.

The data generated from the class seven records of the pupils on academic performance was in form scores (measured in marks). This was continuous data. Mean and standard deviation was used as descriptive statistics. To measure the relationship between the peer influence and academic performance Analysis of Variance was used. The peer influence was divided into three class intervals namely negative influence, Ambivalent and positive influence based on average scores. The ANOVA was used to find out whether there is significant between peer discussion, peer behaviour and peer group conflict.

3.13. Ethical Consideration

The researchers sought permission from the Ministry of Education to facilitate collection of the data from sampled schools. At the school level, consent was sought from head teachers before administering the questionnaires to pupils. The researcher talked to the pupils and assured them of privacy of their responses. Informed consent was also sought with class teachers before administering the questionnaires. To ensure privacy, the teachers' and pupils' names were not recorded in the questionnaires. The researcher acknowledged all work used from other scholars.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

The chapter contains the findings from the data generated from pupils and teachers. From the target of 424 pupils and 30 class teachers, there was 100% response rate. This was attributed to the fact that the respondents (class seven pupils) were accessible because they were found in their classes during the time of questionnaire administration. In addition, the questionnaires were distributed to the pupils and submitted back to the teachers on the same day. The academic performance (in form of the marks) was extracted from the class seven terminal exam records with the help of the class teachers in respective schools.

The findings have been organized into sections that correspond to study objectives, research questions and hypotheses. In the sections under the objectives, the data has been analyzed, presented, interpreted and the hypothesis tested. The section 4.2 is about types of the schools, teachers and pupils' distribution in those schools and the academic performance among the pupils. The section 4.3 and 4.4 comprise the findings on peer influence based on the pupils and teachers responses. In section 4.5 to 4.10, findings on the study objectives have been presented.

4.2. Demographic characteristics of pupils and teachers

This section present the findings on the demographic information on the teachers and pupils involved in this study. A total of 424 pupils and 30 primary teachers were interviewed and data collected accordingly.

4.2.1 Types of Schools and teachers' experience

There are more private primary schools than public primary schools in Kapsoya zone, Anaibkoi sub county, Uasin Gishu County (figure 4.1). The findings further shows that

male and female teachers from both private and public schools had an average of 4 years (SD = 3 years) teaching experience with a minimum 1 years and a maximum of 10 years. This meant that the teachers had a long interaction with pupils in class seven and the information they gave about peer influence on academic performance was reliable.
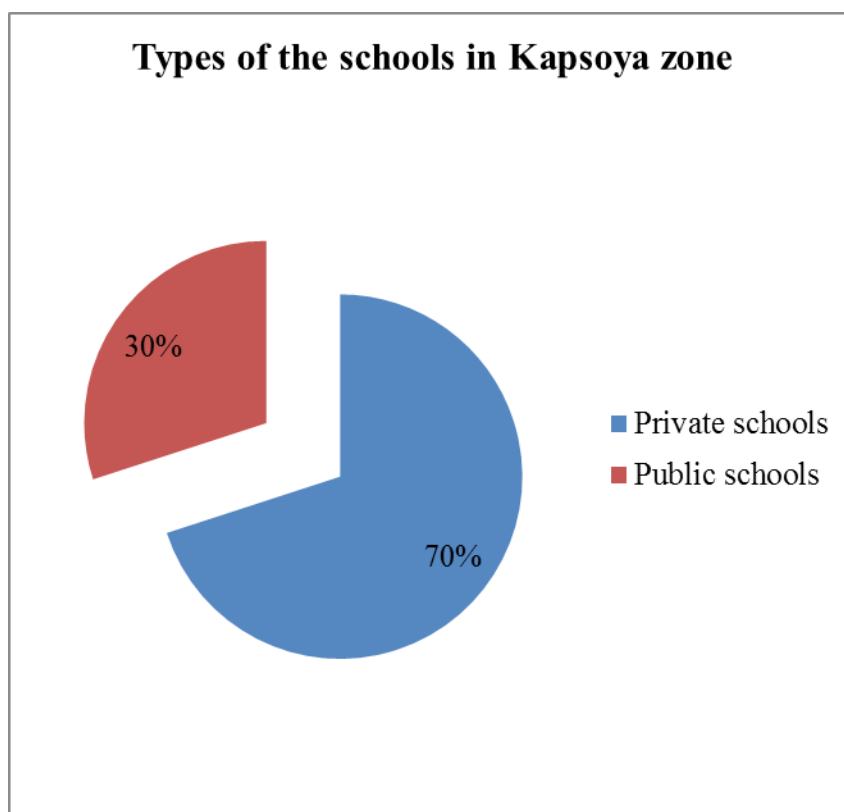
Figure 4. 1. Types of Primary Schools in Kapsoya Zone

Source: Research, 2015

4.2.2. Gender of the pupils and teachers

In the primary schools, the pupils were also distributed differently. In private primary schools, there were more boys (62%) than girls (38%). In public primary schools, there were still more boys (56%) than girls (44%). This finding shows that there are more boys in class seven than girls in both private and public primary school. In these primary schools, the class teachers were distributed differently. The findings shows that in private schools, there were more male (78%) than female teachers (22%) while in public primary schools, there were more females (72%) than male teachers (28%). This is a direct opposite of teachers' composition in private and public primary schools.

4.2.3. Age of the Pupils

The findings presented in table 4.1 shows that in private and public primary schools, the number of pupils increased up to 16 years and dropped from 17 years and above. The drop was high (71%) in private school than in public school (53%). Another observation, the number of the pupils at the age 17 and above was almost equal. This findings show that there are few pupils in class seven in later teenage.

The findings further showed the average age for the pupils was 14.6 years (SD = 1.6 years) with a minimum of 11 years and maximum of 19 years. However, in private primary schools the pupils had an average of 14.7 years (SD = 1.6 years) and in public primary school, the pupils had an average age of 15.1 years (SD = 1.9 years). In relation to gender, boys had higher mean age of 14.9 years (SD = 1.6 years) than female who had an average age of 14.3 years (SD = 1.5 years). This meant that majority (95%) of the pupils were aged between 12 and 16 years of aged, implying that the pupils were age mates with minimal difference among their age.

Table 4. 1. Age of pupils in private and public primary schools **in Kapsoya zone**

Age	Private	Public	Total
11 - 12	43	1	44
13 - 14	144	33	177
15 - 16	108	47	155
17 - 18	20	18	38
19 - 20	6	4	10
Total	321	103	424

Source: Researcher, 2014

4.2.4 Academic performance of the pupils

In relation to academic performance, the pupils in private primary schools had average score of 365.2 marks (SD = 22.9 marks) while in public primary school they had an average score of 362.1 marks (SD = 18.4 Marks). The overall average performance from all the sample pupils was 363.6 marks (SD = 20.8 marks). Table 4.2 shows that majority of the pupils in both school scored marks between 326 and 400 marks. In relation to gender, male pupils had a mean of 363.4 marks (SD = 20.5 marks) and female had 364.8 marks (SD = 21.2 marks).

Table 4. 2. Academic performance of the pupils in private and public primary schools

Marks	Public	Private	Total
300 - 325	3	12	15
326 - 350	22	80	102
351 - 375	53	148	201
376 - 400	23	64	87
401 - 425	2	15	17
425 - 450	0	0	0
451 - 475	0	2	2
Total	**103**	**321**	**424**

Source: Researcher, 2014.

The academic performance was further categorized into (Low, Average and high) as shown in table 4.3. The researcher assigned class interval (351 – 375) where the mean of the examination performance was located to be at the average category. Below this class intervals (326 - 350 marks and 300 – 325 marks) formed the low category and above class intervals (376 – 400 marks, 401 – 425 marks, 426 – 450 marks and 451 – 475 marks) formed the high category. From the findings showed in table 4.3, majority of the pupils in private and public primary schools were in the average category in their academic performance and almost equal proportion in the low and high categories.

Table 4. 3. Academic performance categories in private and public primary schools

Categories	Public	Private	Total
Low	25	92	117
Average	53	148	201
High	25	81	106
Total	**103**	**321**	**424**

Source: Researcher, 2014.

4.3. Perception of Peer influence by the pupils and teachers

The data generated on the three aspects of the peer influence (peer group discussion, peer group behaviour and peer group conflict) was first analyzed separately. According to the findings shown in Table 4.4 on pupils' responses, the peer group discussion had a mean score of 32.9, peer group behavior had 35.9 and peer group conflict had 33.4. This implies that pupils' perception on peer influence was ambivalent as all the scores were in the range of 24-37. Further analysis on teacher's responses (presented in table 4.5),

showed that peer group discussions had a score of 36.8, peer group behavior had 34.3 and peer group conflict had 38.8. Therefore the teachers' perception on peer influence is also ambivalent in all the aspects except peer group conflict that was positive.

Table 4. 3. **Indices of the pupils on the peer influence**

Peer influence	Mean	Std. Deviation
Peer group Discussion	32.9	4.3
Peer group Behaviour	35.9	6.5
Peer Group Conflict	33.4	5.1
Total	**34.1**	**5.3**

Sources: Researcher, 2014

Table 4. 4. Indices of the teachers **on the peer influence**

Peer Influence	Mean	Std. Deviation
Peer group Discussion	36.8	4.6
Peer group Behaviour	34.3	5.3
Peer group Conflict	38.8	7.4
Total	**36.6**	**5.8**

Sources: Researcher, 2014

4.4. Students' and Teachers' Perception of peer influence

To generate the indices, each of the statement (item) under peer group discussion generated average score per the statement (index). In this section, sub scale analysis was done on each aspects of the peer influence (peer group discussion, peer group behaviour and peer group conflict) and results reported on a five-point scale.

4.4.1. Indices of peer group discussion of the teachers and pupils

Table 4. 5. Pupils' perspective on the peer group discussion

Statements	Indices
Individual interests and future ambitions	4.3
Identifying and developing each other talents	4.3
Events that are taking place at home	2.4
Discussing relatives' and neighbours' personalities	1.8
Discussions on assignments and revisions	4.5
Discuss how pupils can adjust to the class setting	4.0
Events happening within the school environment	3.9
Teachers' and pupils' behaviour in school	2.7
Relationship issues with peers	3.0
Casual talking with no specific issue of concern	2.1
Overal mean	**3.3**

Sources: Researcher, 2014

Table 4. 6. **Teachers' perspective on the Peer discussion**

Statements	Indices
Encourages pupils to participate actively in class activities	4.1
Gives each and every pupil a chance to maximize their potential	3.7
Creates a good condition for learning	4.2
Enables pupils to learn from each other	4.4
Encourages pupils to read more	3.5
Makes pupils more adjustable to class setting	3.7
Gives pupils more time with each other	4.4
Improves social relation	4.3
Avails platform for all pupils to participate in class activities	4.0
Raises the confidence of pupils	4.3
Overal mean	**4.1**

Source: Researcher, 2014.

 According to the findings presented in table 4.6 on pupils responses, their perception of peer group discussion was ambivalent with an overall index of 3.3. The highest score was 4.5 and lowest score was 1.8. The tables 4.7 on teachers' responses on group discussion shows that the teachers had positive perception of peer group discussion (index of 4.1) influence on the academic performance in primary schools of Kapsoya zone. This implies

that the teachers had confidence in the higher limit of Vygotsky's zone of proximal development of the pupils than the pupils who are more sure.

4.4.2. Indices of peer group behaviour of the teachers and pupils

Table 4. 7. Pupils' **perspective on Peer group Behaviour**

Statements	Indices
Pupils in peer groups conduct themselves well	3.9
Pupils in peer groups respond or react to teachers' correction positively	3.6
Pupils in peer groups behave well towards other pupils	3.8
Pupils behaviour in groups improve learning in school	4.1
Pupils behaviour in groups affect learning positively	2.9
Pupils' group behaviour makes them to disobey teachers which affect learning positively	2.2
Group thinking increase pupils' motivation to study	4.1
Pupils' group behaviour develop discipline which is key inlearning	4.1
Pupils behaviour in peer groups enhances respect among pupils which motivate them to learn	3.9
Peer behaviour develop a good relationship between boys and girls	3.4
Overal mean	**3.6**

Source: Researcher, 2014

Table 4. 8. Teachers' perspective on Peer group **behavior**

Statements	Indices
Gives pupils enough time to understand	3.5
Enables pupils get more time with their teachers	2.9
Makes pupils behave in a common way	3.3
Destroys pupils' individual behaviour	3.5
Leads to stubborn pupils who cannot learn	3.3
Makes pupils stay away from teachers	3.4
Brings up group thinking and kills creativity of pupils	3.7
Facilitates learning process due to unity in diversity	3.6
Creates respect among pupils making them learn from each other	3.5
Encourages more studying	3.6

Statements	Indices
Overal mean	3.4

Source: Researcher, 2014

The findings presented in table 4.8 on pupil's responses showed that the peer group behaviour influenced the academic performance ambivalently with an index of 3.6. On the teachers responses (table 4.9), most of their responses supported that peer group behaviour influenced academic performance. The pupils were more oriented towards the upper limit of the zone of proximal development than teachers in reference to the importance of peer group behavior in learners' academic performance.

4.4.3. Indices of peer group conflict of the teachers and pupils

Table 4. 9. **Pupils' perspective on Peer group Conflict**

Statements	Indices
Friends cause members of the peer groups to have disagreements	3.1
Most disagreements are related to gossips	3.9
Academic performance difference among the members causes conflict	2.8
Academic disagreements occur more often in groups	2.9
We always get external mediators to solve our disagreements	3.4
We solve our conflicts as friends because we need each other	4.2
Disagreement create tension and anxiety in groups	3.4
Disagreement breaks peer relationship if not solved well	3.9
Unresolved conflict creates tension among peers and erodes trust	3.7
Conflict/ disagreement is healthy for group survival	2.1
Overal mean	**3.3**

Source: Researcher, 2014

Table 4. 10. **Teacher's perspective on the Peer conflict**

Statements	Indices
Ensures that pupils are settled in the mind	3.7
Makes it easier for pupils to understand what the teacher is teaching	3.4
Enables pupils to interact well with each other in the class environment	4.4
Reduces stress for pupils	4.0
Makes the learning experience more enjoyable	4.0
Leads to pupils with a clear mind	3.6
Improves concentration	3.8
Makes pupils more responsive in class	4.1
Gives pupils an avenue to deal with their problems	4.0
Provides an enabling environment for problem solving hence quick learning	4.0
Overal mean	**3.9**

Source: Research, 2014.

On peer group conflict, the pupils had the opinion ranged from disagreed (2.1) and agree (3.9) and majority of the pupils were neither agreed nor disagreed (table 4.10). However, the findings from teachers' responses showed that they had positive perception on most items on the peer group conflict influence on academic performance (table 4.11). This implies that the teachers consider Vygotsky's upper zone of proximal development important in enhancing the pupils' academic performance.

4.5. Influence of type of the school on peer influence and academic performance

The first objective, the research question and hypothesis of the study was to investigate the effects of the school type on peer influence. To analyze and test the hypothesis under this section, an Independent t test was used. Independent t test is suitable when finding out the difference between two groups, in this case, the types of schools (independent variable) which were private and public primary schools respectively. The dependent variable in this case were peer group discussion, peer group behaviour and peer group conflict. The peer influence was also used as a dependent variable at the final stage of the analysis.

For the individual aspect of the peer influence (peer group discussion, peer group behaviour and peer group conflict), the test statistics results have been presented in table 4.12. The findings shows that peer group discussion (t (422) = -1.430, p = 0.154) and peer group conflict (t (422) = 0.552, p = 0.581) at significant levels above 0.05. This meant that being in private or public primary did not make a significant difference as far as peer group discussion and conflict was concern. However, there was significant difference in peer group behaviour (t (422) = - 5.947, p =0.000) and overall peer influence (t (422) = - 4.054, p =0.000).

Table 4. 11. Types of schools, peer influence and academic performance

| | School type | | | | |
Peer influence	Private mean score	Public mean score	*t*	df	Sig.
Peer Group Discussion	367.5	367.1	-1.430	422	.154
Peer group Behaviour	363.2	358.3	-5.947	422	.000
Peer group conflict	366.1	367.1	.552	422	.581
Peer Influence	365.6	364.1	-4.054	422	.000

Independent Variable: Types of schools(private and public primary school)

Source: Researcher, 2014

The second independent t test was conducted between types of the school and peer influence. First, a summative score for peer influence was generated by adding all Likert scale items under peer group discussion, peer group behaviour and peer group conflict to account for peer influence. Then, an Independent Sample t test was conducted between types of school and peer influence. The test statistics (table 4.12) for peer influence (t (422) = - 4.054, p = 0.00) was statistically significant. This meant that being in private or public primary schools made a difference in peer influence on the academic performance of the pupils in primary schools of Kapsoya zone.

Since this hypothesis had two dependent variables (peer influence and academic performance), the second part of this hypothesis was to find out whether types of the schools affect academic performance. The test statistics for academic performance (t (422) = − 4.054, p = 0.000) were less than 0.05. The null hypothesis was rejected and concluded that types of the schools have an impact on the academic performance among the pupils. As indicated in Table 4.12, the overall mean score for private schools was high (365.6 marks) as compared to the mean scores for public schools (364.1 marks). It should be noted that the mean scores of private schools were higher across all the levels of peer influence except in peer group conflict where the mean scores in public schools was higher than the mean scores in private schools.

4.6. Gender of the pupils, Peer Influence and Academic Performance

An Independent t test was conducted between gender and aspects of the peer influence. Gender (male and female) being a binary categorical variable and peer group discussion, peer group behaviour and peer group conflict being continuous variables, Independent Sample *t* test was used. The test statistics results have been presented in table 4.13.

Table 4. 12. Gender, peer influence and academic performance

| | **Gender of pupils** | | | | |
Peer influence	**Male mean score**	**Female mean score**	***t***	**df**	**Sig.**
Peer Group Discussion	367.0	367.6	.418	422	.676
Peer group Behaviour	361.9	359.9	-1.466	422	.144
Peer group conflict	366.9	366.3	-.231	422	.818
Peer Influence	365.3	364.6	-.883	422	.378

Independent Variable: Gender of the pupils (male and female)
Source: Researcher, 2014.

The findings presented in the table 4.13 shows that there was no significant effect of gender on peer group discussion (t (422) = 0.418, p=0.676), peer group behaviour (t (422) = -1.466, p=0.144) and peer group conflict (t (422) = - 0.231, p = 0.818) between male and female. The findings showed that being a boy or a girl did not significantly affect group discussions, group behaviour and peer conflict among the pupils in peer groups. The mean score for boys is 365.3 whereas the mean score for girls is 364.6. Although the mean scores are not the same for the two categories across the levels of peer influence, it was not statistically significant. For the peer group discussion, the boys had a mean score of 367.0 while girls had a mean score of 367.6, in peer group behaviour, boys had a mean score of 361.9 whereas girls had a mean score of 359.9. Finally, the boys had a higher mean score (366.9) for peer group conflict while the mean score for girls was 366.3.

An independent t test was also conducted between gender and peer influence (generated from combined score of peer group discussion, peer group behaviour and peer group conflict). The results showed that peer influence (t(422) = - 0.883, p = 0.378)(table 4.13)

is not different across gender. This leads to acceptance of the null hypothesis and concluded that there is no significant effect of gender on the peer influence among pupils.

4.7. Age of the Pupils and peer influence

To test this hypothesis which was stated as; *age had no significant impact on peer influence and academic performance among the pupils.* A correlation analysis was conducted to find if there was relationship between age and peer influence. The finding showed that there was a weak positive relationship (r (422) = 0. 17, p = 0. 818) between the age of the pupils and peer influence. Further correlation analysis of the relationship between age, peer group discussion, peer group behaviour and peer group conflict. The findings showed that there was no significant relationship between peer group discussion(r (422) = - 0. 023, p = 0.745), peer group behaviour r (422) = 0.063, p = 0.378), peer group conflict r (422) = - 0.027, p = 702) and age of the pupils in primary schools in Kapsoya Zone. The results indicate that as the learners' age increases, overall peer influence and peer group behaviour increases while peer group discussion and peer group conflict decreases.

4.8. Influence of Peer Group Discussion on Academic Performance

The peer group discussion was categorized into negative, ambivalent and positive influence as presented in table 3.4, chapter 3. ANOVA was also done to test the influence of peer group discussion on academic performance. The results have been presented in tables 4.14 and 4.15.

Table 4. 13. Academic performance and **Peer group discussion by pupils**

Peer group discussion levels	Academic performance					
	Low		Average		High	
	Mean	SD	Mean	SD	Mean	SD
Negative	348.5	4.3	358.9	3.2	377.2	4.4
Ambivalent	348.7	5.1	362.4	4.8	380.3	5.1
Positive	349.1	3.2	372.3	4.1	388.4	3.8
Total	348.8	4.2	364.5	4.0	382.0	4.4

Source: Researcher, 2014.

The findings presented in table 4.14 shows that the pupils who were low achievers and had perception that peer group discussion positively influenced their academic performance had a mean score of 349.1 marks as compared to those who believed that peer group discussion negatively influenced their academic performance(348.5 marks). The low achievers who were ambivalent had a mean score of 348.7 marks with a standard deviation of 5.1. As for the average pupils who participated in this study, those who had perception that peer group discussion positively influenced their academic performance had a mean score of 372.3 marks, while those who believed that peer group discussion negatively influenced their academic performance had a mean of 358.9 marks. Those who stated ambivalent scored a mean of 362.4 and standard deviation of 4.8. The higher achievers who were of the opinion that peer group discussion positively influenced their academic performance had a mean score of 388.4 marks as compared to those who believed that peer group discussion negatively influenced their academic performance (377.2 marks).

A Two-way Analysis of Variance (ANOVA) was done to find out if there was any difference in academic performance between peer group discussion under three categories namely positive, ambivalent and positive influence. On the peer group discussion, the study had the hypothesis that stated as; *peer group discussion has no significant influence on academic performance in primary schools in Kapsoya zone.* The analysis was done using the pupils' responses because the academic performance measured was for the pupils and not teachers. The responses are presented in Table 4.15.

Table 4. 15. ANOVA table for peer group discussion and academic performance

Discussion levels	Sum of Squares	df	Mean Square	F	Sig.
Peer group discussion	7180.464	2	598.372	102.432	.504
Academic performance	13531.779	2	751.765	128.690	.241
Interaction	8218.456	4	747.132	127.897	.185
Within cells	9643.566	407	699.090		
Total		**415**			

Source: Researcher, 2014.

ANOVA results presented in table 4.15 indicate that there was no significant difference (p = 0.504, p=0.241 and p=0.185) in academic performance in the three categories of peer group discussion. This implies that academic performance was not significantly influenced by learners' perceptions towards peer group discussion and also the interaction between peer group behavior and academic performance was not significant.

4.9. Influence of Peer Group Behaviour on Academic Performance

On the peer group behaviour, the categories (negative, ambivalent and positive influence) was also applied and frequency Table 4. 16 and 4.17 produced.

Table 4. 14. Peer group behaviour and academic performance by pupils

Peer group behaviour levels	Academic performance					
	Low		Average		High	
	Mean	SD	Mean	SD	Mean	SD
Negative	349.2	4.1	359.3	3.6	379.7	3.2
Ambivalent	348.9	4.8	365.6	4.9	385.2	4.2
Positive	349.7	3.7	374.2	4.6	389.5	3.4
Total	349.3	4.2	366.4	4.4	384.8	3.6

Source: Researcher, 2014.

As shown in table 4.16, the pupils who were low achievers and had a positive attitude on the influence of peer group behaviour on academic performance achieved a mean score of 349.7 marks while those who had a negative perception scored a mean of 349.2 marks. The low achievers who were ambivalent had a mean score of 348.9 marks with a standard deviation of 4.8. The average students who had a positive perception towards the influence of peer group behaviour on academic performance had a mean score of 374.2 marks, while those who believed that peer group behaviour negatively influenced their academic performance had a mean of 359.3 marks. Those who were ambivalent achieved a mean of 365.6 and standard deviation of 4.9. The higher achievers with positive attitude towards the influence of peer group behaviour on their academic performance had a mean score of 389.5 marks as compared to those who believed that peer group discussion negatively influenced their academic performance (379.7 marks).

Further statistical analysis was done to establish the effect of the pupils' perception on the influence of peer group behaviour levels on academic performance. This was done using a Two-way ANOVA on the pupils' responses. The findings are shown in Table 4.17.

Table 4. 15. ANOVA table for peer group behaviour and **academic performance**

Discussion levels	Sum of Squares	df	Mean Square	F	Sig.
Peer group behaviour	1280.512	2	640.256	123.342	.229
Academic performance	15741.337	2	730.652	125.471	.245
interaction	16288.221	4	742.128	128.201	.192
Within cells	1103.357	407	704.345		
Total		**415**			

Source: Researcher, 2014.

The ANOVA results shown in Table 4.17 indicate that there was no significant difference (p = 0.229, p=0.245 and p=0.192) in academic performance in the three categories of peer group behaviour. This implies that academic performance was not significantly influenced by learners' perceptions towards peer group behaviour. Also the interaction b between peer group behaviour and academic performance was not significant.

4.10. Influence of Peer Group Conflict Management on Academic Performance

The peer group conflict was also categorized (negative, ambivalent and positive influence) and results from the pupils responses presented in Table 4.18 and Table 4.19.

Table 4. 18. Levels of the peer group conflict and academic performance by pupils

Peer group conflict levels	Academic performance					
	Low		Average		High	
	Mean	SD	Mean	SD	Mean	SD
Negative	348.0	3.6	360.1	3.3	380.4	3.4
Ambivalent	348.5	4.0	367.5	4.1	386.1	3.8
Positive	349.0	3.2	372.3	4.9	389.7	3.0
Total	348.5	3.6	366.6	4.1	385.4	3.4

Source: Researcher, 2014.

The findings indicated in table 4.18, reveals that the pupils who were low achievers and had a positive attitude on the influence of peer group conflict on academic performance achieved a mean score of 349.0 marks while those who had a negative perception had a mean of 348.0 marks with a standard deviation of 3.6. The average students with positive attitude towards the influence of peer group conflict on academic performance had a mean score of 372.3 marks, while those who had negative attitude had a mean of 360.1 marks. The higher achievers with positive attitude towards the influence of peer group conflict on their academic performance had a mean score of 389.7 marks whereas those with negative perception had a mean of 380.4.

There was need to perform a Two- Way ANOVA in order to establish the difference in performance across the three levels of peer group conflict and the results are presented in table 4.19.

Table 4. 19. ANOVA table of Peer group Conflict and academic performance

Discussion levels	Sum of Squares	df	Mean Square	F	Sig.
Peer group conflict	1633.055	2	816.528	100.241	.152
Academic performance	15147.084	2	429.554	121.327	.302
Interaction	24622.065	4	524.821	117.121	.251
Within cells	41402.204	407	456.968		
Total		**415**			

Source: Researcher, 2014.

The results presented in Table 4.19 shows that there was no significant difference (p = 0.152, p=0.302 and p=0.251) in academic performance in the three categories of peer group conflict. This implies that academic performance was not significantly influenced by learners' perceptions towards peer group conflict.

4.11. Summary

Data generated from 30 teachers and 424 pupils was analyzed and presented in sections 4.2 to 4.10. There were more male teachers in private primary schools and more female teachers in public primary schools. The teaching experience ranged between 1 to 10 years. On the pupils, there were more boys in private and public schools than girls. They hand an average of 14 years in private and public primary schools. Academically, the mean score of the terminal exam was 365.2 marks in private and 362.1 marks in public primary schools.

On the peer influence, the pupils and teachers responses were different. The pupils had more confidence in the upper limit zone of proximal development (index=3.6) than teacher (index=3.4) in relation to peer group behaviour influence on academic performance. The overall t-test showed that peer influence significantly affected the academic performance in the Kapsoya zone.

To understand how peer influence affected academic performance, the peer group

discussions, peer group behaviour and peer group conflict were taken as three main dimension of the peer influence. Each of these components was examined against age, gender of pupils and types of school. The findings have showed that school type significantly influenced (p = 0.000) the peer influence among the pupils in the primary schools in Kapsoya zone. Type of school had significant impact on pupils's peer group behaviour. However, gender (p = 0.378) and age of the pupils (p = 0.818) had no significant impact on peer influence among the pupils.

To find out the effects of peer group discussion, peer group behaviour and peer group conflict on the academic performance, an analysis of variance was conducted. The findings showed that peer group discussion, peer group behaviour and peer group conflict had no significant influence on academic performance of the pupils in Kapsoya zone.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter captures summary of the findings (section 5.2) and the discussion (section 5.3) of the findings presented in chapter 4 above. The discussion is presented by examining and relating the major findings with previous studies. The discussion is based on the objectives of the study. On the conclusion (section 5.4), present reasonable judgment based on the hypothesis and research questions. The recommendation (section 5.5) is also based on the major findings of the objectives. The chapter ends with suggestions (section 5.6) for future research from this study.

5.2. Summary

The findings showed that there are more private than public primary schools in Kapsoya zone. In the sampled primary schools, teachers had a range of 9 years teaching experience with an average of 5 years. The study also found out that there were more male teachers in private schools and more female teachers in public primary schools. In relation to the gender of the pupils, there were more boys than girls in both private and public primary schools. The age of the pupils range was 8 years and an average of 14 years. The average academic performance among the pupils in both private and public primary schools was 363.6 marks (SD = 20.8marks).

The study also established that school type had a significant influence (p = 0.000) on peer influence. Overall responses from the pupils and teachers showed that they had agreed peer influence had a significant effect on the academic performance of the pupils in Kapsoya zone. Analysis on the impact of type of school on peer group discussion, peer group conflict and peer group behaviour revealed that there was no significant impact of

the types of the school on peer group discussion (p = 0.154) and peer group conflict (p = .581). However, it had a significant impact on peer group behaviour (p = 0.000). The type of the school attended by the pupils in Kapsoya zone affected the boys' and girls' behaviour within their peer groups. The findings on impact of gender to peer influence showed that there is no significant impact (p = 0.378). Further analysis on relationship between the gender on peer group discussion, peer group behaviour and peer group conflict showed that there was no significant relationship between peer group discussion(p = 0.678), peer group behaviour(p = 0.144), peer group conflict(p = 0.818) and gender. Similar findings were established between age and peer influence on academic performance. Age had a weak positive relationship(r (422) = 0. 17) with peer influence.

The findings on pupils and teachers responses also showed that peer influence affected their academic performance differently. Majority (61%) of the pupils reported there was ambivalent influence of the peer group discussion on their academic performance but majority (75%) of the teachers reported that it was positive. In relation to peer group behaviour, 61% of the pupils reported that there was positive influence on the academic performance but the 50% of the teachers reported it was positive. According to the responses of the pupils, 42% reported peer group conflict had positive influence on the academic performance. Majority (79%) of the teachers reported it was positive influence. However, the finding showed that there was no difference of academic performance among the pupils who had negative(p = 0.564), ambivalent(p = 0.229) and positive influence(p=0.152) on the academic performance concluding that there was no relationship between influence of the peer group discussion, peer group behaviour and peer group conflict on the academic performance. Though this relationship existed between the above variables, it was not significant.

5.3. Discussion

The first objective of this study was to investigate the impact of the school type on peer influence and academic performance. The study shows that there were more private schools than public primary schools in Kapsoya zone (figure 4.1). This increase is associated with Kenya education policy that has allowed the private investment in education sector coupled with high demand for quality education. Kapsoya zone is an urban area with high population of the children in need of the education. This has led to large numbers of private primary schools in Kapsoya zone. Further analysis done on the three dimensions (peer group discussion, peer group behavior and peer group conflict) of the peer influence showed that peer group discussion and peer group conflict had no significant relationship with types of the schools. However, the type of the school had significant relationship with the peer group behaviour. The type of the schools attended by the pupils in Kapsoya zone affect how the boys and girls behave within their peer groups. Peer group discussion and conflict are the aspects of the peer influence which was resulting more from the members of the groups than being influenced by the school environment. The reason the peer group behaviour was significant is because pupils' behaviour in school is regulated by the school regulations. The effects of the regulation are more in private than public primary schools.

Gender's impact on peer influence and academic performance was also studied as the second objective of this study. In both private and public primary schools, there were more boys in class seven than girls. This finding is similar to other previous study done in Kenya that confirmed that the enrollment of the boys and girls is almost the same at lower classes. However, the girls' dropout rate becomes high in the upper classes. The drop out has been attributed to many factors such as early pregnancy, preference of boys to continue with education than girls and early marriages (Kamau, 2002). The analysis further done found out that gender had no significant impact on peer influence. The study further showed there was no difference in peer influence between boys and girls in primary school in Kapsoya zone. These findings contradict a study done by Howard (2004) that the girls depend on peer group members for psychosocial support than boys. They regard peer relationship with a lot of significance. For boys, though they have highly focused on the peer groups, they have more freedom to move from peer group to a group without any effects on behaviour of the individual members.

The objective three of this study was to determine the relationship between age and peer influence. The study found out that there were few old pupils in class seven. In Kapsoya zone, the average age of the pupils was 15 years. Having the old aged pupils is normal given that some pupils enter schools when they are old than the expected age. The correlation analysis conducted between age and peer influence revealed that there was weak positive relationship. However, this relationship was not significant. This means that increased age of the pupils increased peer influence and vice versa. This finding agrees with a study carried out by Kirk (2000). The study found out that peer influence become stronger by early adolescent but become weaker as children grow old.

The relationship between peer group discussion and academic performance (fourth

objective) was also investigated in this study. From the teachers 'responses, it was observed that there was positive peer influence of the peer group discussion on academic performance. Three observations can be made from the teachers' view. First the discussions have effects on the learning by the pupils in and out of class. Participation in class provides a platform for pupils to learning moderated either by class teacher or appointed pupils. The learning is encouraged by sharing knowledge from different pupils. Secondly, it encourages pupils to read more earning extra knowledge hence increasing the understanding more of the contents of the lessons taught in class. Thirdly, it is the discovery of knowledge which increases confidence not only to share knowledge among the peers but also with giving answers to the examinations offered to them.

Based on the findings that pupils' response that peer group discussion had ambivalently influenced academic performance, then it means according to the pupils, peer group discussion is not only directed to academic performance but also to other aspects of lives. Two observations can be made from the pupils' responses. The first observation is that academic related topics take the second in the order of the priority of what they discuss. Pupils spend time discussing future interests, ambitions and to some extent talents even if the discussion was purely academic. Secondly, they take time to discussing events and behavior within the school environment. It is worth noting that class seven pupils are at adolescent stage whose peer opinions have influence on what they discuss. Events and behaviour within the school compound provides a subject for the pupils to engage in the discussions.

The study also investigated the relationship between peer group behaviour and academic performance as the fifth objective. From the findings, majority of the pupils and teachers stated that peer group behavior positively influenced the academic performance in

primary schools in Kapsoya zone. However, this relationship was not significant. Proper behaviour from pupils wins support from the teachers and pupils not only socially but also academically. The byproduct of the good behaviour among the peer pupils is the fact that it encourages group thinking and focus in academic affairs. The group thinking is nurtured by discipline and respect among the pupils and teachers. The responses from the teachers still support the findings from pupils. Surprisingly the teachers agreed with the opinions of the pupils that peer behaviour creates group thinking and kills creativity among the pupils. This kind of behaviour does not encourage improved performance. The finding is similar to a study conducted by Kindermann in 2007. The study indicated that students' behaviour manifestation was in form of participation and academic involvement. This promoted cognitive focused interactions with academic activities.

The sixth and final objective of the study was to determine the relationship between peer group conflict and academic performance. While teachers' view on the conflict management is based on class environment, pupils observed it as a relationship factor. Majority of the pupils and teachers observed that peer group conflict positively influenced the academic performance of the pupils in primary schools of Kapsoya zone. Conflict management skill is the basis of the peer group conflict in order for them to be together because they need each other and they invest their time to ensure relationship continues after conflict. Majority of the pupils agreed that disagreements among the peers are as a result of gossips and that is why finding solutions is easy among the peers. Fewer pupils had strong feelings that disagreements affect the pupil's academic performance.

5.4. Conclusion

This study investigated the peer influence on academic performance in primary schools with focus to class seven pupils. Within the school environment, peer group influence has always been considered less important in affecting academic performance and more often

ignored by the teachers but examination performance in lower grade was better than upper grade like class seven. This study investigated the relationship between the types of school, age and gender of the pupils on academic performance. The findings showed that there was no significant impact that existed between gender and age. However, there was a significant relationship between type of the school and peer influence. This implied that academic performance of the pupils in Kapsoya depends on the types of school but not the age and gender of the pupil.

The study further investigated the relationship between peer group discussion, peer group behaviour and peer group conflict. The teachers and pupils reported that there was positive effects of peer group discussion, peer group behaviour and peer group conflict on the academic performance. However, this influence was weak and insignificant. Though the peer group discussion and peer group behaviour had positive relationship with academic, peer group conflict had negative relationship with academic performance. In nutshell, it can be concluded that the peer influence did have weak relationship with the academic performance.

5.5. Recommendations

i. Both private and public primary schools to put mechanisms in place to ensure peer groups are recognized and encouraged to thrive within the school. This is because from the findings, it is clear that peer group discussion, peer group behaviour and peer group conflict are ingredients of academic performance.

ii. There is need for class teachers to encourage interaction that may promote discussion of issues that are of paramount importance for academic excellence.

iii. The school management should consider developing regulations that govern the behavior of the pupils that maintain the peer groups within the school compound.

5.6. Areas for further Research

i. A longitudinal study will help in understanding the causal effect relationship between peer influence and academic performance. This can be done by selecting study and control groups that will ensure the peer group discussion, peer group behaviour and peer group conflict have been investigated adequately.

ii. There are other factors like teacher-related factors and the school environment that affect the academic performance that need to be investigated. An in-depth analysis of these factors and how they interact with peer influence will ensure that the pupils are well discovered.

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APPENDIX I: INTRODUCTORY LETTER
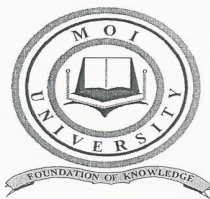
MOI UNIVERSITY
Educational Psychology Department

Tel. Eldoret (053) 43194, 43001-8/43620   P.O. Box 3900

Fax No.   (053) 43047   Eldoret, Kenya

Ref: MU/PSY/RF/8/Vol.ii   Date: 30/10/2014

Dear Sir/Madam,

RE: TO WHOM IT MAY CONCERN WANGECI JAMES REG NO. EDU/PGGC/1007/10

This is to inform you that Florence Wangeci James Reg No. EDU/PGGC/1007/10
is a bonafide student at Moi University in our department persuing a Masters Degree program in guidance and counselling.
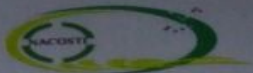
The purpose of this letter is to confirm that she has completed her M.Phil. Course work and she is currently finalizing her thesis to submit for final marking.

Any assistance accorded her is highly appreciated;

Faithfully

DR. S. O. OGOMA
HOD EDUCATIONAL PSYCHOLOGY
/jcs

APPENDIX II: RESEACRH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone +254-20-2213471,
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Fax:+254-20-318245,318249
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9th Floor, Utalii House
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NAIROBI-KENYA

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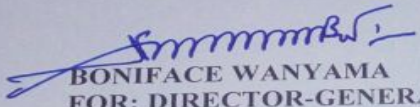
Date:
10th June, 2016

Florence Wangechi James
Moi University
P.O. Box 3900-00100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Peer influence on academic performance in Kenyan primary schools in Kapsoya Zone, Eldoret Municipality,"* I am pleased to inform you that you have been authorized to undertake research in **Uasin Gishu County** for the period ending **10th June, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Uasin Gishu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Uasin Gishu County.

The County Director of Education
Uasin Gishu County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX III: HEADMASTER SURVEY CONSENT FORM

FLORENCE WANGECI JAMES
STUDENT – EDU/PGGC/1007/10
MOI UNVERSITY
EDUCATIONAL PSYCHOLOGY DEPARTMENT
P.O. BOX 3900 – 30100 – ELDORET

1/11/2014

Dear Sir/ Madam

RE: DATA COLLECTION

I'm carrying out a study on *peer influence on academic performance in Kenyan primary schools in Kapsoya Zone, Eldoret municipality.* This is a survey that requires self administration of the questionnaires by the pupils from sampled primary schools. The name of the pupil will not be recorded on the questionnaire and your responses will be anonymous. The purpose of the study is purely academic. I am therefore requesting you to kindly allow me to administer the questionnaire to some of the pupils and teachers in your school.

Thank you.

…………
Florence Wangeci James

APPENDIX IV: PUPILS QUESTIONNARE

My name is **Florence Wangeci**, a student from Moi University, School of Education. I would like to seek your consent for completing a research questionnaire. The purpose of the study is purely academic. Please feel free to seek further clarifications on the information provided. I will treat all the information you share in the questionnaire with

strictest confidence.

PART A: DEMOGRPAHIC DATA OF THE PEER GROUP

You are required to answer, to the best of your knowledge.

1. Give the name of your school…………………………………...

2. Indicate the type of your school (Tick in the appropriate box)

    ☐ Private

    ☐ Public

3. Indicate your gender (Tick in the appropriate box)

    ☐ Male

    ☐ Female

4. How old are you?...

PART B: PEER GROUP DISCUSSIONS

Please respond to the following statements related to peer group discussions by marking X against each of the following statements that reflect your opinion and judgment using the following scale; SA: Strongly Agree, A: Agreement: U: undecided: D: Disagree and SD: strongly disagree

Issues peer group discussion focus on:	SA	A	U	D	SD
1. Individual interests and future ambitions.					
2. Identifying and developing each other talents.					
3. Events that are taking place at home					
4. Discussing relatives' and neighbors' personalities.					
5. Discussions on assignments and revisions					
6. Discuss how pupils can adjust to the class setting.					
7. Events happening within the school environment.					
8. Teachers' and pupils' behaviour in school.					
9. Relationship issues with peers.					
10. Casual talking with no specific issue of concern					

PART C: PEER GROUP BEHAVIOURS

Please respond to the following statements related to peer group behaviour within the school environment by marking X against each of the following statements that reflect your opinion and judgment using the following scale: SA: Strongly Agree, A: Agreement: U: undecided: D: Disagree and SD: strongly disagree

Peer group behavior	SA	A	U	D	SD
1. Pupils in peer groups conduct themselves well.					
2. Pupils' in peer groups respond or react to teachers' correction positively.					
3. Pupils in peer groups behave well towards other pupils.					
4. Pupils behaviour in groups improve learning in school					
5. Pupils behaviour in groups affect learning positively					
6. Pupils' group behavour makes them to disobey teachers which affect learning positively					
7. Group thinking increase pupils' motivation to study					
8. Pupils' group behavior develop discipline which is key in learning					
9. Pupils behaviour in peer groups enhances respect among pupils which motivate them to learn					
10. Peer behaviour develop a good relationship between boys and girls					

PART D: PEER GROUP CONFLICT

Please respond to the following statements relating peer group conflict by marking X against each of the following statements that reflect your opinion and judgment using the following scale: SA: Strongly Agree, A: Agreement: U: undecided: Disagree and SD: strongly disagree.

Peer Group Conflict	SA	A	U	D	SD
1. Friends cause members of the peer groups to have disagreements.					
2. Most disagreements are related to gossips.					
3. Academic performance difference among the members causes conflict.					
4. Academic Disagreements occur more often in groups					
5. We always get external mediators to solve our disagreements.					
6. We solve our conflict as friends because we need each other					
7. Disagreement create tension and anxiety in groups					
8. Disagreement breaks peer relationship if not solved well.					
9. Unresolved conflict creates tension among peers and erodes trust.					
10. Conflict/disagreement is health for group survival					

15. What are your recommendations based on experience on peer influence to academic performance?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

APPENDIX V: TEACHERS QUESTIONNARES

I am a student at Moi University, School of Education undertaking a master of philosophy degree in guidance and counseling and am conducting a study on **peer influence on academic performance in primary schools in Kapsoya zone** and as part of this study, this questionnaire has to be used to collect data. I kindly request you to participate in this study and your responses to the items in the questionnaire will be treated with utmost confidentiality, and will not be used for any other purposes except this study. Tick (√) where appropriate in the corresponding boxes.

SECTION A: BACKGROUND INFORMATION

For item 1 to 4, you are required to answer to the best of the knowledge..

1. What is the name of your school? ……………………………

2. Indicate your gender (tick appropriately).

    Male

    Female ☐

3. Indicate the type of your school

    Public ☐

    Private ☐

4. For how long have you been a class teacher in this school?…………………………….

SECTION B: INFLUENCE OF PEER GROUP BEHAVIOR ON ACADEMIC PERFORMANCE

To what level do you agree with the following statements on influence of peer group behavior on academic performance of pupils?. Tick (√) where appropriate in the corresponding boxes as per the following key; Key: SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree and SD: Strongly Disagree

Influence of peer group behavior	SA	A	U	D	SD
1. Gives pupils enough time to understand what they are taught.					
2. Enables pupils to get more time with their teachers					
3. Makes pupils to behave in a common way making it easy for them					

	SA	A	U	D	SD
to learn.					
4. Destroys pupils' individual behavior making learning difficult.					
5. Leads to stubborn pupils who cannot learn.					
6. Makes pupils stay away from teachers impairing learning.					
7. Brings up group thinking and kills creativity of pupils.					
8. Facilitates the learning process due to the unity in diversity.					
9. Creates respect among pupils making them learn from each other.					
10. Encourages more studying.					

SECTION C: INFLUENCE OF PEER GROUP DISCUSSIONS ON ACADEMIC PERFORMANCE OF PUPILS.

How much do you agree with the following statements on influence of peer group discussions on academic performance? Tick (√) where appropriate in the corresponding boxes as per the following key; Key: SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree and SD: Strongly Disagree

Influence of peer group discussions	SA	A	U	D	SD
1. Encourages pupils to participate actively in class activities.					
2. Gives each and every pupil a chance to maximize their potential					
3. Creates a good condition for learning by enabling pupils to bring their views together.					
4. Enables pupils to learn from each other.					
5. Encourages pupils to read more.					
6. Makes pupils more adjustable to the class setting.					
7. Gives pupils more time with each other.					
8. Improves social relation.					
9. Avails platform for all pupils to participate in class activities.					
10. Raises the confidence of pupils.					

SECTION D: INFLUENCE OF PEER GROUP CONFLICT MANAGEMENT ON ACADEMIC PERFORMANCE.

To what extent do you agree with the following statements on how peer group problem solving impacts on pupils' academic performance? Tick (√) where appropriate in the corresponding boxes as per the following key below; Key: SA: Strongly Agree; A: Agree; U: Undecided; D: Disagree and SD: Strongly Disagree.

Peer group problem solving	SA	A	U	D	SD
1. Ensures that pupils are settled in the mind.					
2. Makes it easier for pupils to understand what the teacher is teaching.					
3. Enables pupils to interact well with each other in the class environment.					
4. Reduces stress for the pupils.					
5. Makes the learning experience more enjoyable					

|					
6. Leads to pupils with a clear mind.					
7. Improves concentration.					
8. Makes pupils more responsive in class.					
9. Gives pupils an avenue to deal with their problems hence making them settled.					
10. Provides an enabling environment for problem solving hence creating an enabling environment for quick learning.					

E: RECOMMENDATIONS

What are your suggestions as a teacher on best way to manage peer influence on academic performance?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

APPENDIX VI: MAP OF UASIN GISHU COUNTY
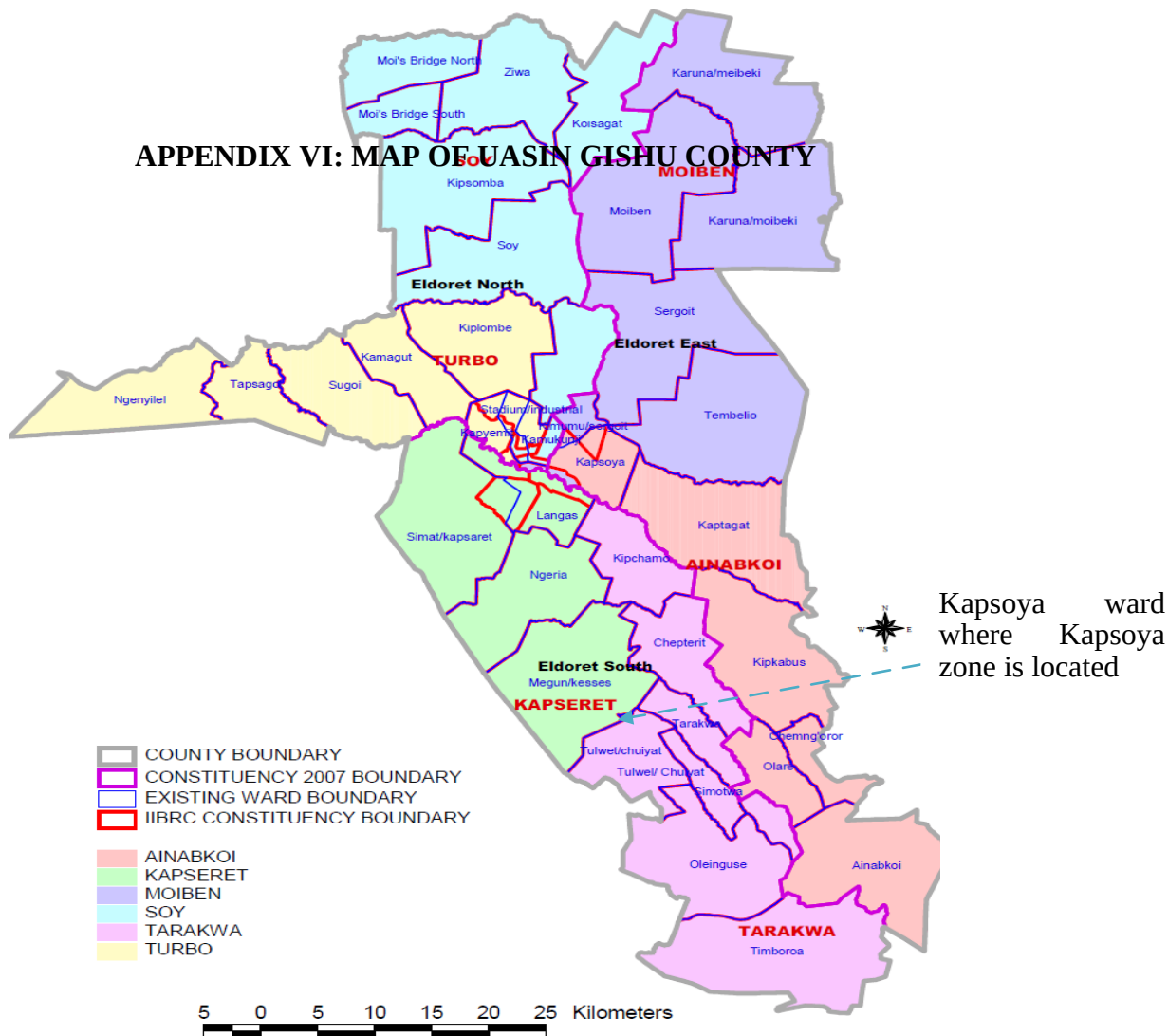
Source: Uasin Gishu County Integrated Development Plan, 2013