CHAPTER ONE

INTRODUCTION

Background of the Study

Educational activities are geared towards ensuring that students achieve mastery of educational objectives. In school, the extent to which these objectives have been achieved, is determined by their level of peer pressure, time management as students’ success are reflected in their academic performance. Peers play a large role in the social and emotional development of adolescents Allen (2005). Their influence begins at an early age and increases through the teenage years, it is natural, healthy and important for adolescent to have and rely on friends as they grow and mature. A peer could be any one you look up to in behaviour or someone who you would think is equal to your age or ability (Hardcastle, 2002). On the other hand, the term “pressure” implies the process that influence people to do something that they might not otherwise choose to do.

According to Hartney, (2011) peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfied 2010).

Jones, (2010) defined peer pressure as the ability of people from the same social rank or age to influence another of same age, bracket peer pressure is usually associated with teens although its influence is not confined to teenagers alone.
Mature adults, teens, young adults and children can be seen doing things in order to be accepted by their peers. Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours), because these behaviour commonly occur in the company of peers. It can also have positive effects when youth are pressured by the peer toward positive behaviour. Such as volunteering for charity or excelling in academics (Kellie, 2013).

However, peers can also have a negative influence. They can encourage each other to skip classes, steal, cheat, use of drugs or alcohol, or become involve in other risky behaviours. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure. Negative peer pressure may influence in various ways like joining group who drink alcohol, smoke cigarette and Indian hemp among others. It may also lead to the decision to have a boy friend/girl friend, Peer pressure indulges youth into loitering about in the streets, watching films and attending parties during school hours, taping as alternative to stealing which may eventually graduate into armed robbery. (Arief, 2011),

Peer pressure may be present in the workplace, at school or within the society, it can affect people of all ages. It may affect people in different ways but here, the focus is on peer pressure as it influences academic performance of in-school adolescents. Peer pressure may have a positive influence and help to
challenge or motivate one to do best. Peer pressure may also result in one doing thing that may not fit with ones sense of what is right or wrong. In other words, when peer pressure makes one do things that people frown at, it is a negative peer pressure. Operationally peer pressure is a force exert by people that is influenced by ideas, values and behaviour either positively or negatively and always associated with adolescents. Study shown that many popular students who do not manage their time well make lower grades than less socially accepted adolescent (Hartney, 1990). This is possibly due to the fact that popular students may spend more time worrying about their social life rather than studying.

Time management has to do with planning and scheduling activities, organizing tasks in a prioritized order and allocating time to the tasks according to their order of importance and helping one achieve desired objectives (Achunine, 1995). Time management is the ability to manage and control time. (Lakein, 2003). The use of planners, calendars and the like are effective tools in managing time. Time management is the art of arranging organizing, scheduling and budgeting one’s time for the purpose of generating more effective work and productivity. (Lakein, 2003). Time management is important for everyone, while time management books and seminars often focus on business leaders and corporations, time management is also crucial for students, teachers, professionals and home makers. Time management is mostly about self-management. One may be right to
say that time management is the ability of an individual or group of individuals to make proper use of their time in order to achieve set goals.

Time management is explained as behaviour that is believed to aid production and alleviate stress, productivity (Misra, 2000). Implementing time management strategies helps to organize aspects of one’s life, therefore allowing one’s time to complete all the tasks necessary to reduce one stress level. In completing the task on schedule, a student will also enhance his academic performance. It can be deduced from Misra (2000) view, that an in-school adolescent who spends his time on irrelevant things instead of concentrating on studies may end up having poor academic performance. The issue of students loitering about, holding parties at the expense of their studies tends to suggests that students in Abia State do not manage their time well. Hence, academic performance might be affected.

Operationally the researcher defines time management as the art of setting a goal and following it sequentially in order to achieve the target. Hillary Retting has identified over-giving of attention to family, friends, and work, volunteerism or activism, as prime obstacles to managing ones time. This author therefore recommends solutions to management of time to include being aware of one’s motives for instance in striving, to be a “hero” or self-sacrificing “saint,” and
avoiding procrastination, setting his motives and working hard towards achieving the motive enhances academic performance.

Academic performance refers to how well a student is accomplishing his or her tasks and studies (Scott’s, 2012). Grades are certainly the most well-known indicator of academic performance. Grades are the student’s “score” for their classes and overall tenure. Grades are most often a tallying or average of assignment and test scores and may often be affected by factors such as attendance, an instructor opinion of the student as well. Grading systems vary greatly by county and school; common scales include a percentage form 1-100, lettering systems from A-F, and grade point averages (GPA) from 0-4.0 or above.

According to Ward, Stocker and Murray-Ward (2006) academic performance refers to the outcome of education; the extent to which the student, teacher or institution have achieved their educational goals. Academic performance is the ability to study and remember facts and being able to communicate one’s knowledge verbally or written on paper (Answers, 2010). In the context of this study, academic achievement refers to the extent to which students have achieve mastery of the objectives of the subjects they are exposed to in school. According to (Aremu and Sokan 2003) academic achievement has been observed in school subjects especially mathematic and English language among secondary school students.
The trend of poor achievement of secondary school students has also been confirmed by the West African Examination Council (WAEC). The WAEC result analysis for the years 2007, 2008, 2009, 2010 and 2011 revealed the following statistics of the performance of Nigerian students in secondary schools in public examination. The percentages of students who passed during the years were reported to be 22, 54, 13.76, 22.54, 24.94, and 25.99 percent respectively. That is, on the average, less than a quarter (21.94 percent) of the students that sat for the May/June West African Senior Secondary School Certificate Examinations obtained credits in five subjects including English and mathematics during the five years (WAEC, 2007-2011).

According to the West African Examination Council Zonal Co-ordinator, revealed the statistics of the 2012/2013 WAEC. A total of 324,998 candidates registered for the Examination 168,835 are Males: while 141,242 are Females: candidates who registered for the WAEC examination. Withheld results, the results of 51,876 candidates, representing 16.73% of candidates are being withheld by the WAEC Board, based on various reports, mostly for these candidates alleged involvement in examination malpractice, while another Statistics shows that a whooping number of 250,487 candidates representing 80.78% have 2 credits and above, while 217,161 candidates, representing 70.03 of the total 2012 WAEC candidates, have three credits and above. Several factors have generally been
identified as causes of poor academic performance. Morakinyo (2003) believes that the falling level of academic performance is attributable to teachers’ non-use of verbal reinforcement strategy. Welsh (2007) also found that the attitude of some teachers to their job, poor teaching methods and the like influence students’ academic performance.

The blame for poor academic performance among secondary school students could be attributable to a variety of factors such as student inability to manage their time, peers influence, family factors and the likes. Parents, teachers, curriculum, experts and evaluators have expressed considerable concern over the deteriorating students’ performance in public examinations.

Therefore, an in-school adolescent should avoid negative pressure such as loitering along the street during school hours holding parties at the expense of their study, skipping school and drug abuse. That will create room for poor academic performance. The adolescent should move with people that study their books in order to have good academic performance.

Adolescence is a developmental period in which an individual changes (over a varying length of time) from childhood into adulthood. This creates confusion about the self because society considers them neither children nor adults. Adolescence is also a period of sexual maturity (of sex organs and the development of hormones) and the development of sexual urge. The pattern of thinking is that in
which immediate needs tend to have priority over long term ones and because they lack knowledge and skills to make healthy choices, they tend to go into risky behavior and tryout experiences which often leads to mistakes and regrets in most adolescents it marks the beginning of sexual activity Steinberg, (2008) Adolescents substance use, or antisocial behavior are often considered as “problem” behaviours.

Adolescent period is a time when many young people take the opportunity assess themselves as well as begin the process of seeking out their own personal identities. Part of this process includes questioning previously accepted beliefs and guidance given in childhood and maintaining a distance from adult influences. Young ones during this period often, rely on their peer group for support, approval and behavior models (Aribiyi, 2006). Empirical sources indicated that adolescent’s involvement in unguarded and discriminate negative peer pressure is on the increase (Okonofua & Kanfua, 1996; Osarenren, 2000).

Adolescents’ use of time is an issue importance to youth, families and society as a whole because the amount of time spent in various activities has been linked to the development of adolescent problem behaviours. Occupying time in constructive ways by participating in co-curricular activities an doing homework, for example, is often viewed by parents and community leaders as well a means of preventing negative peer pressure such as substance abuse, delinquency and sexual
activity. Adolescent time use in school and peer experiences may also have profound influences on the development of problem behavior. Some literature shows high level of family support and cohesion are associated with lower levels of adolescent substance use, delinquency and other negative outcomes (Barnes and Farrell (1992); Farrell and Barnes (2000). On the order hand, large exclusive amount of time spent in unsupervised peer context may reinforce or exacerbate adolescent substance use and delinquency. Thus, large amount of unsupervised time spent with peers at parties, “hanging out” at malls, dating and talking on the phone may contribute to a variety of negative peer pressure in adolescents (Osgood and Anderson, 2004).

Adolescents are particularly vulnerable to peer pressure, because they are at a stage of development, when they are separating more from their parents’ influence but have not yet established their own values or understanding about human relationship or the consequences of their behaviour. They are also typically striving for social acceptance at this stage and may be willing to engage in behaviours that will allow them to be accepted but are against their better judgment. At this stage whether male or female the pattern thinking is that in which immediate needs tend to have priority over long term ones and because they lack knowledge and skill to make healthy choices.
Gender may have positive and negative influence on in-school adolescents. The World Health Organization defines gender as the socially constructed roles, behaviour, activities and attributes that a particular society considers for men and women. To Woolfolk (2010) gender usually refers to traits and behaviours that a particular culture judges to be appropriate for men and women. Cross and Madson (2007) stated that although the majority of the researcher shows that parent attachment is stronger in female, female may also be more likely than boys to draw support from other sources, such as peers, because female may be more active in the pursuit of relatedness in the context of their peer relations. Hay and Ashman (2003) concluded that females were more influenced by peer relations than males.

It has also been revealed that girls do better in school, get higher grades and can graduate from high school at a higher level than boys (Aryana, 2010). From the on-going, adolescent boys and girls exhibit differences in behavioural patterns regarding their relationship with their peers, time management and academic performance. This study will investigate the relationship among peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone.

**Statement of the Problem**

Reports have shown that there has been a downward trend in academic performance of in-school adolescents in Nigerian secondary school in general and
in Umuahia Education Zone, Abia state in particular. Parents, teachers, Curriculum experts have also expressed considerable concern about this poor performance in external examination such as West African Examination Council. So also are teachers and school counselor. These groups of individuals tend to point accusing fingers on influence of negative peer pressure and poor time management as being responsible for poor academic performance. These factors are suspected for the luring of adolescents into engagement in negative habits such as excessive drinking of alcohol, smoking, of Indian hemp, engagement in unhealthy sexual behaviour, cultist activities and other maladjustive behaviours that distract them from academic pursuit. These unhealthy behaviours of adolescents which in turn impacts poor academic performance make the researcher to ask “why are Nigerian adolescent not very concern about the current trend on their academic performance in examination? 

Could it be that they are insensitive to the possible negative influence of peer pressure and poor time management on their academic performance. It is in view of these concerns that this study was carried out to determine the relationship among peer pressure, time management and their academic performance.
Purpose of the Study

The main purpose of the study is to determine the relationship among peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone, Abia State.

Specifically, the study intends to:

1. Find out the level of peer pressure among in-school adolescents.
2. Find out the level of time management among in-school adolescents.
3. Determine the relationship between peer pressure and academic performance of in-school adolescents.
4. Determine the relationship between time management and academic performance of in-school adolescents.
5. Determine the relationship among peer pressure, time management and academic performance of in-school adolescents.

Significance of the Study

Theoretically, the findings of this study will help to clear some of the theoretical assertion by some of the theory on which this study will be anchored on as theory of social control theory.

According to the theorist he believes that exploiting the process of socialization and social learning builds self control and reduces the inclination to indulge in any bad behaviour. The theory stipulated that ties or bonds which lead
adolescents in conformity to family, school and other aspects of societal beliefs serve to diminish adolescent’s propensity for deviant behaviour. The theorist believes that anti-social behaviour occurs only when such bonds are weakened or are not established. Thus, if moral codes are internalized and individuals are tied to and have a stake in their wider community they will voluntarily limit their propensity to commit deviant acts.

On the practical aspect, the findings from this study will be of immense benefits to the counselors, teacher, the society, school and researchers.

To the counselor- it will help to create discipline in the life of adolescents. When this is done there will be sanity, peace and order, which will enhance the moral tone of the school as well as the society. It will also help the counselor to know the right technique to adopt in modifying negative peer pressure. To the teacher-the teacher will equally benefits from the finding of the study because the finding will help them know what is expected of them as they are role model.

To the school-the findings of the study will directly lead to the raising of our standard of education because experience has shown that disciplined students learn faster and perform better academically than undisciplined students. Therefore, the findings of this study will help the school produce students who can contribute meaningfully towards the development of the nation in future. The findings of the study will be made known to public by organizing conferences, workshops and seminars to inform them of the positive and negative effect of peer pressure and
proper utilization of time. This will help sensitize in-school adolescent by making them to be aware of the merits of good peer pressure and time management. Finally, the results of the work will be of great help to future researchers. This will be a source of research materials or empirical data for them.

**Scope of the Study**

The study is delimited to in-school adolescents in Umuahia Education Zone, Abia State. The study will be restricted to SS2 students, both male and female senior secondary school students. They were chosen because it is expected that they have spent five years in the school and they have acquired the experience of both positive and negative peer pressure, and how it can affect their performance. Academic performance is delimited to the students’ cumulative average score of school subjects in a session.

**Research Question**

The following research question will guide the study.

1. What is the level of peer pressure among in-school adolescents?
2. What is the level of time management among in-school adolescents?
3. What is the relationship between peer pressure and academic performance of in-school adolescent in Umuahia Education Zone?
4. What is the relationship between time management and academic performance of in-school adolescent in Umuahia Education Zone?
5. What is the relationship among peer pressure, time management and academic performance of in-school adolescents?

**Hypotheses**

The following null hypotheses postulated will be tested at 0.05 level of significance.

**Ho₁:** There was a significant relationship between in-school adolescents’ peer pressure and their academic performance.

**Ho₂:** There was a significant relationship between in-school adolescent time management and their academic performance.

**Ho₃:** There was a significant relationship among peer pressure, time management and academic performance of in-school adolescent with regards to gender.
CHAPTER TWO

REVIEW OF LITERATURE

This chapter presents the review of related literature to the study under the following sub-headings: Conceptual Framework, Theoretical Framework, Review of Empirical Studies, and Summary of Literature Review.

Conceptual Framework

- Concept of Peer
- Concept of Gender
- Concept of Peer Pressure
- Concept of Time Management
- Concept of Adolescence
- Academic Performance

Theoretical Framework

- Bandura’s Social Learning Theory
- Hirchi’s Social Control Theory
- Wright’s Pickle Jar Theory

Review of Empirical Studies

- Peer Pressure
- Time Management
- Adolescents and academic performance

Summary of Literature Review
**Concept of Peer**

According to Salvador (2009) a peer is a person who is equal to another in ability, qualification, age, background and social status. Peer is a person who belongs to the same age group or social group.

**Concept of Gender**

Gender according to Pollard and Morgan (2002) refers to the socially constructed expectation for male and female behaviour which prescribes a division of labour and responsibilities between males and females granting of different rights and obligation to them. Gender also describes social and historical constructs for masculine and feminine roles, behaviours, attributes and ideologies, which connote some notion of biological sex (Azikiwe, 2001).

**Concept of Peer Pressure**

Peer pressure is influence that a peer group, observers or individuals exert to encourage others to change their attitudes, values or behaviours and conform to the group norms. Peer pressure is the influence of a social group on an individual. Bobbies and Elhaney, (2005) indicate that peer pressure refers to the way the people of the same social group act or believe in order to influence one another, often in negative ways.

Peer pressure is something everybody has to deal with at sometime in ones life. How successful one handles peer pressure depends to a great on the
individual’s self concept and position in the world (Hardcastle, 2002). Peer pressure is defined as when people of one’s age encourages or urges him to do something or to keep off from doing something else, irrespective of the person’s desire to or not to (Ryan, 2000 in Uche, 2010). Peer pressure comprises a set of group dynamics where by a group in which one feels comfortable may override personal habits, individual moral inhibitions or idiosyncratic desires to impose a group norm of attitudes or behaviour.

Peer pressure is emotional or mental force from people belonging to the same social group (such as same age grade or status) to act or behave in a manner similar to themselves. Peer pressure has a great influence on adolescent behavior and reflects young people’s desire to fit in and be accepted by others (Bern, 2010). Peer pressure is also known as peer influence, and it involves changing one’s behavior to meet the perceived expectation of others (Burns and Darling, 2002) In general, most teens confirm to peer pressure like music, clothing or hair styles. When it comes to important issues like moral values, parents still remain more influential than the peer group (Black, 2002).

Peer pressure may have a positive influence and help to or motivate us to do our best. Peer pressure may also result in people doing things that may not fit with their sense of what is right and wrong (Black, 2002). Peer pressure may be influence in a number of ways: fashion choice, alcohol and smoking and other
drugs use, decision to have a boy friend/girl friend, choice of who our friends, organizing and extending parties. Peer pressure may be pressure in the work place, at school or within the general community. It can affect people of all ages and backgrounds.

Research such as peer cluster theory (Danish, 1993) has shown that peer pressure has a much greater impact on adolescent behavior than any other factor. A teenager spends more of his/her time with peers than with family members. The interaction of peer is direct, and more powerful than the influence of teachers and other authority figures. Peer pressure tends to have more of an effect on children with low self esteem. If a child feels compelled to fit in, the teen may do things that go against his /her beliefs simply to be part of the group (Kirk, 2000).

Peer pressure can lead to experimentation with drugs and alcohol, sex, skipping school and various high-risk behaviour. If there is a sudden change in a child’s appearance, clothing and attitude, especially if accompanied by secretive behavior, he or she may be succumbing to the influences of peers (Kirk, 2000) Parents should be especially alert to sudden changes in the friends that make up their core peer group. An unexplained change in the type of friends your child associates with, would indicate that the child is vulnerable to new influence that may not be positive. As a result parents need to stay alert to all kinds of peer pressure.
Concept of Time Management

Time management encompasses a wide scope of activities which include planning allocation, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling and prioritizing. It is a necessity in any project. According to MacDiarmid, (2000) Time Management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. Anyakoha and Eluwa (1991) defined time managements as the process of planning, organizing, implementing and evaluating the use of time in order to accomplish or perform certain tasks or duties. According to these researchers everyone has the same amount of time per day and how this time is used affects each person’s attainment and the use of development of other resources.

The basic understanding of time according to Nweze (1995) is that time is a unique resource and inelastic. While everybody share equal amount of time resource, the difference lies in the way each person manages it. Procrastination is a negative behavior that affects time management. Nweze (1995) further noted that the concept of time management is an act of good management of the demands being made by virtue of people’s roles and responsibilities. As such, time management means grouping the demands being made into key result areas so that
they make sense. This also requires concentrating on priorities in order to cope effectively by focusing attention on fewer demands.

Due to the academic work load and domestic work load at home by in school adolescent, it is important that one makes effective use of time that he/she has at his disposal. It involves identifying and minimizing interruptions, frivolities and time wasters. Proper management of time is important to people like managers, house wives, workers, leaders as well as students who have to combine academic work with involvements in co-curricular activities. What this means is that in addition to lectures, assignments, library work, all times and laundry, a student’s time is also take up with organizational obligations. How well a student manages his or her time determines to large extent the individual’s chances of success in academics. To the student, scheduling and managing time wisely are important for optimal performance and development. If proper time planning and tasks scheduling are neglected problems often arise as to meeting deadlines.

Concept of Academic Performance

Academic performance of a child could be defined as the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation (Epunam, 1999). It is the outcome of determination, hard work, of student in academic pursuit. Pandney, (2008) defined academic achievement as the performance of the
pupils in the subjects they study in the school. This determines the pupils’ status in the class. This gives children an opportunity to develop their talents, improve their grades and prepare for future academic challenges.

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

Academic performance in school is evaluated in a number of ways. For regular grading student students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework and participating
in class activities and discussion. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done. Poor academic achievement is a performance that is adjudged by the examine and some significant others as falling below an expected standard (Adesemowo, 2005).

Izundu, (2005) pointed out that some environmental variables in a home influence the learning capabilities of a child either positively or negatively and thus affect their academic performances. Some of the variables include parental socio-economic status, level of parental supervision of children, location home, library facility among others.

According to Uche (2010) parental socio-economic status of the children of literate and high income parents perform better in school than those from poor and uneducated parents. Children from, high socio economic homes eat balanced diet, enjoy good health and facilities that stimulates their intellectual activity and make them perform better academically then their counterparts who indulge in smoking cigarette, India hemp which have scattered their brain which may result to poor performance. He asserts that adolescent who come from homes regarded as having good or high socio-economic status may tend to do better than those who have poor homes. The study revealed that insufficient parental income; family type and lack of funding by government are factor influencing student’s academic performance. Lack of quality supervision by parents has been identified as one of
the home environmental variables known to influence children’s life to a great extent, Farrell and Barnes 2000.

Most fundamental issues of life are taught to children by their parents more especially mothers who spend longer hours with the children. The extents to which parents motivate their children in their academic works affect the level of performance of the children. Parental educational background has also been identified to have a great impact on the education and academic performance of a child. (Uche, 2010) observed that parents with high educational background tend to gear their children towards studying courses that they are talented in, observing them to make sure that they do their assignment, stick to their time table by reading always which will help their children to perform better academically. When parents are interested in their children’s education, the children tend to perform better.

On the other hand, children from parents that are businessmen and women in a bid for materialism, tend to leave the house as early as and come back late in the night. They left the training and supervision of their children in the hands of house help. The children comes back from school, spend most of their time playing, doing all sort of irrelevant thing at the expense of their studies. At the end of the day it will affect their academic performance. Lack of parental supervision gives the growing child freedom that could be dangerous. The adolescent engage in
activities including delinquent acts without knowing the consequences. This is especially so as they are outside the family most of the time without parental supervision.

Location of a home is another variable that affect the academic performance of a child. Children from homes located in urban areas may tend to perform better academically than children from homes in rural areas. Epunam (1999) in Uche (2010) pointed out that location is an important variable that influence academic performance of a child. Schools in urban area tend to be well equipped with material resources needed to enhance learning. The type of accommodation provided to a child also affects his ability to learn and his subsequent academic performance. Pleasant and conducive surroundings when provided give rise to pure thought, better concentration and understanding and enhance performance. Noisy overcrowded and busy home environment tend to affect the rate of concentration of adolescents and lower their academic performance.

Existence of Library is another influencing factor of academic performance. Library is the pivot of education enterprise. It is the platform for sharing of knowledge aimed at rejuvenating Nigerian schools through the provision of current books and journals, (FRN, 2004). It is the storehouse of resources and as such provides many more opportunities to the learner to acquire the knowledge, develop to achieve greater academic performance. It has been observed that there is a
strong relationship between school library and academic performance. Keith (2000) reports that schools with well equipped library perform higher than those schools with poorly developed libraries. Good school services in library would help to promote knowledge acquisition by the students.

**Concept of Adolescence**

Adolescence is conceptualized as a period from dependent childhood to self sustaining adulthood. Based on this perspective, adolescence is therefore a process and not just a particular period of social changes. Psychologically, adolescence is regarded as the period when new adjustments must be made if the individual would live a normal, happy life in the society. It is the period when the individual learns to adjust to the complex series of social roles expected of him during adulthood. This learning could be done in the family, school, church, peer groups and media among others. Chronologically, the adolescent period spans from 12 years to early twenties. However, this varies from one individual to another and from culture to culture.

Obidoa, and Ifelunni (2010) stated that adolescence is the period when the individual no longer depends on parents to take decisions. At this stage the individual can think about his personal ideas and handle such ideas. The individual is able to perform the following mental functions – logical reasoning, abstract thinking, increased understanding, ability to generalize facts and increased
independent decision among others. Iwuama (1997) opined that teachers and counselors who understand those adolescents and their problems can do much to helping them make successful transition to adult status.

From the foregoing definitions and opinions, it is obvious that adolescence refers to that period of the life span of an individual when the physiological and even sociological processes are in transition between puberty and maturity. It is the bridge between the life as a child and the life as an adult which gives the individual the opportunity to start dropping childhood behaviours and start learning the adult life style. During adolescence, new language variations, new values, standards of dress, taste in popular culture (Music, sports and films), and new interpersonal allegiances develop. Children who learned at home to be polite often find other standards applied to their behavior by their adolescent peers.

Adolescents usually find it easier to bring their problem up in groups than with the therapist alone. This is because adolescents are usually more open with their peers than with adults and often discuss things among themselves that they are reluctant to talk about with an adult in a dyadic relationship (Nzewi 1996).

**Theoretical Framework**

**The Social Learning Theory**

This theory was propounded by Albert Bandura in 1977. He was born on 4th Decemeber, 1925 in the small town of Mundare in Northern Alberta Canada. The
theory is based on the major premise that behavior is learned and can be unlearn. Behaviour is in general, a function of one’s personality and the environment. Man is born with some innate potentials which the environment conditions. Similarly, one can influence his or her environment using the personality qualities. Consequently, as one interacts in the environment, the adolescents consciously or unconsciously observes and imitates and displays behavior of models. Hence, Bandura posits that there is interrelationship between man’s personality, the behaviour and environmental factors.

According to Bandura indeed, the entire three elements: the person, the behaviour and the environmental situation are highly interrelated variables each being capable of influencing the other, this can be illustrated using the diagram. The social learning theory emphasizes the importance of observing and imitating the behavior, attitudes and emotional reaction of others. Thus it focuses on learning by observation and imitation.

Imitation and modelling of influential persons or models also depend on reinforcement. This reinforcement can either be direct or vicarious in direct reinforcement, the person imitating the model receives reinforcement directly. When a child, for instance is praised for exhibiting a behaviour, he was received
direct reinforcement. In vicarious reinforcement, the person imitating the model does not get reinforced directly. It is rather the model that is reinforced. When one watch a model being reinforced, he is also reinforced indirectly. This is vicarious reinforcement. The motivation to identify with a particular model stems from the fact that this model possess a quality which the individual would like to possess. Identification with a model involves the individual taking on observed behaviours, values, beliefs and attitudes of the person with whom he is identifying. Relating it to the present study, adolescents can model their behaviour after their peers who have positive attitudes and behaviour towards education; in order to enhance their academic performance.

This theory applied to the adolescent, could be an explanation for the seeming relationship that may exist among peer pressure, time management and academic performance. The implication is that for any adolescent who is influenced by positive peer pressure, who utilizes his/her time judiciously there is a tendency for the person to do better in his/her academics than the adolescent who do otherwise. This theory is therefore relevant to this study in the sense that, it will help students, to acquire the capacity of solving his own problem. It will also help student to learn the characteristics behaviour that make up their personality through observation and imitation.
Social Control Theory of Hirchi

Social control theory was propounded by Hirchi (1960). Social control theory refers to the societal and political mechanism or process regulates individuals and group behaviours, leading to conformity and compliance to the rules of a given society, state or social group Hirchi, 2002. According to the theorist he believes that exploiting the processes of socialization and social learning builds self control and reduces the inclination to indulge in any bad behaviour. The theory stipulated that ties or bonds which leads adolescents in conformity to family, school and other aspects of societal beliefs serve to diminish adolescents propensity for deviant behaviour. The theorist believes that anti-social behaviour occurs only when such bonds are weakened or are not established. Thus, if moral codes are internalized and individuals are tied to and have a stake in their wider community they will voluntarily limit their propensity to commit deviant acts.

In socialization, this formation of bond between individual and the society comprises of four elements which are attachment, commitment, involvement and beliefs. Attachment refers to the effective ties which the adolescents form with significant others like parents, teachers among others who tend to present among others optimal conformity to socially accepted behaviour. Commitment refers to the aspiration or goals which an individual set for self. Adolescents with well defined goals tend to minimize propensity for delinquent behaviour because they
consider that they have much to lose as opposed to their counterparts who engage in drinking, smoking, dating and involving in criminal act. Beliefs are the extent to which an individual accepts the moral values of the society. And the extent to which an individual accepts this moral values determine the individual’s propensity for delinquent behaviours. One of the key elements for social control is developing the individual’s bond to conventional society though involvement in conventional activities (that is homework and family activities). The theory says that trends in increased crime rates are related to a greater dispersion of daily activities with peers, away from parental supervision and providing the opportunity for delinquency. Study findings were largely consistent with these theoretical perspectives. Fair time was found to protect adolescents from problem behaviours whereas peer time places adolescents at risk for these same behaviours. In addition, there was less delinquency when the adolescent spent more time on homework.

In line with this study, adolescents that conform to the rules established by the significant others like, parents, teachers, peers and the likes which makes them to be acceptable in the society will reduce his propensity to deviant behaviour which eventually enhance his or her academic performance. However, an adolescent could experience rejection from his or her peers and also compelled by them to conform against his or her wish. This type of treatment could make him or her to loose his or her identity as a unique person. This may also affect the
adolescent time management and performance in school. This theory relates to the present study in terms that adolescent family time is a protective factor against problem behaviours whereas time spent with peers is a risk factor for problem behaviours.

**Pickle Jar Theory**

The Pickle Jar theory was propounded by Wright (2002). He used the analogy of an empty jar to think about how adolescents make use of available fix amount of time on a daily basis. Pickle jar theory believes in scale of preference. This implies making plans for all activities and arranging them according to the most pressing ones. If we plan our schedule we can get important work done while still leaving time for the small things that make life fun. The theorist is of the view that if adolescents should plan and make judicious use of their time schedule, they can get important works done while still leaving time for extra-curricular activities.

According to the theorist, this approach will make adolescents better learn how to manage their time and use it appropriately in beneficial activities. It is of paramount importance to note that this approach prepares one to engage in a specific task at a scheduled time while still having more time for the activities to enjoy. Pickle Jar theory empathized that no time management should be without balance. He is of the view that time management balances all activities one engages himself with. He is of the view that adolescents should ensure that time
should first be allotted to their most important needs before the less important ones. The theory stresses that if adolescents should make time, for everything, and every thing simply sits well where it supposed to be, there will be balance in time management. The theory is therefore used to offer explanation on how in-school adolescents manage their time starting from the more important things such as attending classes, studying and doing class assignment, while the less important things like, watching home movies, playing football, attending parties and the likes should be minimized. Furthermore, time management is like keeping diary that schedules the persons time in terms of keeping track of daily plans and activities.

In line with the present study, any time fully managed leaded to productivity. For in school adolescents any time well managed would do better in academic performance. On the other hand, when adolescents fail to plan and manage their time well, it could lead to unproductivity and poor performance in school. For instance, a student who spends much of his/her time in relationship with peers and watching of home movies will be less able to participate in classroom learning opportunities which also influence the students’ performance in school.
Review of Empirical Studies:

Studies on Peer Pressure

Omotere (2011) conducted a research on the influence of peer group on adolescents, selected schools in Ogun State. The study investigated the influence of peer group on adolescent performance. Descriptive research methodology was used. Random sampling techniques were also adopted in selecting 150 in-school adolescents from four secondary schools in two local Government Areas of Ogun State. Questionnaire was developed to collect data. The data collected was analyzed using t-test and Pearson. The findings of the study revealed that peer group could positively influence the academic performance of in-school adolescents. In line with present study parents and teachers should provide adequate guidance to adolescents to help them understand how the friends they keep can either positively or negatively influence their academic performance in school. Also, in-adolescent should relate with students that will influence them academically.

Akpobia and Nidah (2009), carried out a study on incidence and factors associated with the drop out among primary school pupils in Ogoja Local Government of Cross River State. A descriptive survey design was used for the study. The population of the study was 240 drop outs identify in the school record for the study areas. There was no sample because all the population was used. The
instrument used for the study where questionnaire and oral interview the study were questionnaire and oral interview on the cause and magnitude to school dropout in vache clan. Based on the analysed data, the following are the main findings. Majority of pupils/students dropped from school in 1995/96 is 11.2% followed by 1996/97 8.8%, whereas few dropped out in 1997/98 7.0%. This situation is however no encouraging, since more youths are expected to be literate because of the need for educational advancement in since and technology. The above research study related to the present study because, it reveal that factors associated with drop out among primary school pupils is negative peer pressure influence which make them not to concentrate on their academic pursuit which result to poor performance. Hence, they cannot cope with educational advancement they now decided to drop out of the school.

A study on drug use among adolescents was done by Farrell and White (1998). The sample consisted of student at six high schools in northern, California and in Wisconsin participant completed self-report questionnaires during thee consecutive years; 1987-88, 1988-89. A sample of adolescents that were predominately black was used. In this study, the subject showed a strong positive relationship between peer pressure and the frequency of drug use, in which the relationship was found to be stronger among girls than boys. Also the level of
mother-adolescent distress has a strong moderating influence on the relationship between peer pressure and drug use.

As the strength of the relationship between mother and adolescents decreased, the adolescents’ became more vulnerable to peers. Adolescents who rated their relationships more positively reported lower levels of drug use. Researchers felt this is true because when adolescent did not have a strong relationship with their mother, they would have to resort to peers as the main source of support. Otherwise, a strong metal relationship may lead the adolescent to support the values of their families more than those of their peers (Farrell & White, 1998). This study gives support to the notion that family structures and parents’ adolescents’ relations variables may buffer adolescents from peer drug influences. Relating the above study to the present study, mothers should relate very well with their adolescent so that they will not cleave to negative peer pressure.

Ikwuji (2005) carried out a study on influence of age, gender, and value orientation on adolescent students’ moral judgments in conflict situations. A comparative study design was adopted for the study. Sample for the study was (3650) adolescents. Students between the age of 12 and 19 were selected for the study from 18 schools. The instruments used for the study were Moral Dilemma Questionnaire (MDQ) and value. Method of data analysis, mean scores and
standard deviations (SD were used to analyzed the research questions, while t-test was employed to test the hypothesis. The researcher found out that majority of the adolescents based their moral judgment in conflict situations on peer-approved values shows that the peer-group has enormous influence on how the adolescents think and act. The researcher also found that there was no gender difference between adolescent male and female in their moral judgments in conflict situations. This shows that in organizing a moral instruction class the teacher should make it a point of duty to see that both sexes mix freely so that they could share moral experiences in discussing conflicting moral problems.. Hence, parents, teachers and other significant adults should avoid behavior that can easily be imitated by adolescent students such as drunkenness, telling lies and smoking relate. Relating the study to the present study, in-school adolescent should be imitators of good behaviour.

Studies on Time Management

Tyokyaa (2006), carried out a descriptive survey study on time management styles of secondary school principals the sex improving 212 males and 58 female were used for the study. There was no sampling because of the management size of the population. The instrument used for the study was structured research questionnaire and oral interview. Method of Data Analysis means and standard deviation were used to analyze the research questions. Mean score was used to
interpret five time management styles for research questions and the Analysis of Variance (ANOVA) was used to analyzed the null hypotheses. The researcher found that principals in schools with high discipline behaviour perform better than those with low discipline behaviour. Relating the study to the present study in-school adolescent who is highly indiscipline will effectively managed his time in other to enhance his academic performance.

Lahmers (2000) carried out study “Time management reduces stress among college students” in Northern California. The study involved 300 students that were randomly sampled from 2,500 students. The aim is to find out the people that can easily resist peer pressure. Using effective time management skills allows a students significant time in which to complete all his academic tasks. The more study that is given to a certain class or subject has a positive effect on the grade received for that particular class. Students understand that as they take more classes, they will have to devote the extra time needed to study for those classes. They also understand that the higher grade point average (GPA) that they hope to attain, the more committed they must be to academics. This determination leads them to schedule and organize their complex lives into a system that will allow them to achieve the goals that they have set for themselves. “Time management ability was positively associated with quarter grade point average (GPA). Time management ability was also positively associated with amount of hours scheduled
to be in class and amount of study time because better time management ability increased the effectiveness with which time is used” (Lahmers, 2003).

Studies found out that students spend forty or more hours a week on academic activities, 55 hours per week sleeping, 8 hours eating 45 hours loitering in the street and 20 hours involved with Leisure activities (Lahmers, 2003). This full-time academic schedule of most college students demonstrates the need and usefulness of time management techniques. It is even more imperative to college students who, on top of their academic workload are juggling, a part time job, to implement or organize time management schedule. He then found out that female students resist peer pressure and stress more easily than male students. The most precious resources of a college student is his time, and learning to control this commodity is the key to academic success. The study relate to the present study tells that the in-school adolescent set their goal and spend most of their time in academic work and less time in Leisure activities in order to achieve their goals.

Jackson (2005) carried out study on time use-gender. The study was conducted in urban African American. A correlation survey was employed in carrying out the study. The sample was 200 adolescent 120 male and 80 female. Of the single time use activities, television watching occupies the greatest proportion of the week among all the age group in this sample with an average time of 20 hours per week. Co-curricular activities and hobbies take the second highest
amount of time for a single category time use with an average of 11.7 hours per week. No differences were observed according to gender: Adolescent spend equal time per week on homework (8.4h). Female spend significantly more time working on homework than males (9.1 vs 7.6h per week). Time relaxing alone averages 3.2h per week, and it is somewhat greater for males than for females (3.5 vs 2.9h). After combining six categories of time use in the family, the family composite score shows only about 10h per week spent in the family. This figure is consistent across gender categories. On the other hand, after combing six peer time use indicators, the data show that adolescents, in an average, week, spend twice as much time in peer activities in family activities (23.3 vs 0.2h per week). There was no difference in peer time according to gender. The study relate to the present study in the sense that adolescent who combine positive peer activities with family activities will equally do well in his/her academic pursuit.

**Adolescence and Academic Performance**

Okoye (1992) carried out study on the relationship between the socio-economic status of parent and academic performance of students in selected secondary school in Orlu Division of Imo state. Destructive source was used in carrying out the study. The data were analyzed using mean, standard deviation and t-test. Research questions three and five were answer using Pearson product moment correlation co-efficient. The level of statistical significance considered for
accepting the hypothesis as tenable was 0.05. Structured questionnaire and oral interview was used in the study. A sample of twenty families was used. He came to the conclusion through his finding that two variables, socio-economic status of parents and students achievement were not related. He found out that there is no significant difference between the performance of students of high socio-economic status and other student from low socio-economic status. Adolescent from low class families, work hard with little facilities in the school and at home still perform well in school. The above research study is related to the present study, pointing out that academic performance depends on hard work and determination to make it.

Aryana (2010) carried out a research on the relationship between self-esteem and academic achievement in the pre-university students. It aimed at identifying whether there are differences in academic achievement of boys and girls. The objectives of this study were achieved by using the coppersmith questionnaire and the students’ grade in their current and previous semesters. The random sampling was used for collecting the data and as a consequence 50 male and 50 female were chosen randomly. The questionnaires were distributed amongst 100 students in Qaemshaho schools. The data were analyses using mean and standard deviation. There sult demonstrated that there was significant (p < 0.01) positive relationship between self esteem and academic achievement. Moreover, there was significant
difference in academic achievement of boys and girls. However, no significant difference was found in self-esteem of males and females. The results suggest that high self-esteem is an important factor and it strengthens the prediction of academic achievement in students.

The study reviewed above investigated the relationship between self-esteem and academic achievement in the pre-university students, whereas the present study investigated the relationship among peer pressure, time management of academic performance of in-school adolescents.

Keith (2000) carried out a study on relationship between school libraries and academic performance. The study was carried out in Okigwe senatorial zone. Eight library schools were used and one hundred and twenty students were used as sample. Questionnaire was administered he found out that schools with well equipped library, perform higher than schools where libraries are not well equipped he further said that libraries provide instructional materials to enrich the curriculum and give unlimited opportunities for students learning. The quality of school library services makes difference in academic achievement, (library research service, 2000). It promotes the growth of knowledge. Relating this study to the present study one can observe that any adolescent who utilized the library very well will do well in his/her academics.
Akabogu, (2001) investigated on the effect of location of school on secondary school student achievement in reading comprehension. The study specifically is to find out whether urban or rural school, affect performance of studies in secondary schools. (260) senior secondary school (SS1) students in Enugu education zone of Enugu state was used for the study. The data were analyzed using mean and standard deviation while analysis of co-variance (ANOVA) was used to test the null hypothesis at 0.05 Alpha level of significance. Akabogu found out that location of school has significance impact on achievement in reading comprehension. Relating the study to the present study, adolescents whose house is located in urban area because of good road will come early to school and settle down for effective learning to take place than the adolescents that come from rural area.

Uwaifo (2008) carried out a research on the effects of family structure and parenthood on the academic performance of Nigerian University students. A descriptive survey was used in carrying the study. The sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose, Ali University, Ekpoma, Edo State. The adapted form of “Guidance and counseling Achievement Grade Form” was used for data collection and the data collected were subjected to statistical analysis using the t-test statistical method. The three null hypotheses formulated was tested at 0.05 level of significance. The result showed that significant differences existed between the academic
performances of students. From single-parent family and those from two-parent family structures. In relating the study to the present study any in-school adolescent that comes from single family should not allow the family background to affect his or her academic performance.

Izundu (2005), carried out a study on relationship between home Environmental factors and academic performance of secondary school students in Onitsha L.G.A. A correlation design was employed in carrying out the study. The study was carried out in Onitsha Local Government Area of Anambra State. The sample for the study were four hundred and fifty (450) students. Stratified random sampling technique was employed in selecting ten (10) secondary schools in Onitsha Local Government Area. The schools were stratified according to location and gender. The instrument used for the study was questionnaire titled: Relationship between home environment factor and academic performance of secondary school students”. The instrument was used to elicit desired information from the respondents. The instrument were analyzed using mean and standard deviation, while the null hypotheses were tested using ‘Regressional Analysis’. The level of statistical significance considered for accepting the hypotheses as tenable was 0.05. The researcher found out that most students in secondary schools in Anambra, State that comes from low socio-economic families but it does not affect their academic performance adversely. Again, it was shown that most of the families in Anambra State are unstable. But this does not affect the students’
academic achievement. The researcher also found out that there is significant relationship between socio-economic status and academic performance of students’ relationship.

**Summary of Literature Review**

The conceptual review of literature in this study focused on peer pressure, time management and academic performance of in-school adolescents. The review showed that peer pressure is the ability of people from the same social rank or age to influence another. It can be positive or negative pressure. Peer pressure has a much greater impact on adolescent behaviour than any other factor. It can lead to experimentation with drugs, alcohol, skipping school and cultism etc.

Time management has to do with planning and scheduling activities, organizing task in a prioritized order, and allocating time according to their order of importance and helping one achieve objective. Time management is the ability to manage and control time. Adolescence is a transition period from dependent childhood to self sustaining adulthood. Based on this perspective adolescence is therefore a process and not just a particular period of social changes. Adolescence is seen as a time of transformation in many areas of one life. It is also a time for individuals to make important decisions about their commitment to family and perhaps academics. Academic performance is the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation.
Theoretical framework dealt with Bandura social learning theory and Hirchi’s social control theory and Wright’s pickle jar theory were reviewed. According to Social learning theory, it is assumed that adolescent behaviour is in general, a function of their personality and the environment. This is to portray that the environmental circumstances existing in the life of an adolescent can influence the behaviour and perception of the adolescent and environmental circumstances can also be modified by behaviour. Adolescents may develop and experience maladjusted behaviour simply by watching peer and imitating them. Social learning theory of Bandura and social control also has direct relationship with the present study, since the theories emphasizes the importance of reinforcement and placing of bond in classroom learning. The pickle jar theory talks of the approach that will make one manage his time which will make him do well in his academic performance.

The review showed that relationship exists between peer pressure, time management and academic performance. It was gathered that adolescent’s academic performance correlates with the group he belongs as well as how he manages available time he has. According to the review, effects by peers, parents and significant others would lead to lack of time management, which also correlated with academic performance. The review revealed misuse and other antisocial behaviours in adolescents. Also, the influence of parent, peers and other environmental factor around the adolescents influence their time management.
In addition the literature review also showed that peer pressure and time management are global phenomena prevalent in all human societies. It is however worth stating that of all the studies available to the researcher none seemed to focus on the relationship among peer pressure, time management and academic performance of in-school adolescent in Umuahia Education Zone, Abia State. It is therefore the need to fill this gap that this study was carried out.
CHAPTER THREE

RESEARCH METHOD

This chapter describes the procedure that will be employed in the conduct of the study which includes: Design of the study, Area of the Study, Population of the Study, Sample and Sampling Technique, Instruments for Data Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Design of the Study

The design was a correlational survey. Nworgu (2006) defined correlational survey as a type of study that seeks to establish what relationship exists between two or more variables. Usually such studies indicate the direction and magnitude of the relationship between the variables. This study established the relationship among variables of peer pressure, time management and academic performance of the in-school adolescents in Umuahia Education Zone, Abia State.

Area of the Study

The area of the study is Umuahia Education Zone in Abia State. Abia State is located in the South East Geopolitical Zone of Nigeria. Umuahia Education Zone is made up of four local government areas namely: Umuahia North, Umuahia South, Umunneochi and Ikwuano. There are 25 secondary schools in Umuahia Education Zone. This area was chosen because of personal observations and work
field experience as a prison officer that many adolescents are languishing in prisons as a result of negative peer pressure influence and poor time management. The observation also shown that many of the adolescents roam the streets during school hours instead of being in their various class.

**Population of the Study**

The population of this study consisted of all senior secondary school SS II students in Umuahia Education Zone, Abia State. Available statistics show that there are 10,790 (source: Abia State Secondary Education Management Board, 2013).

**Sample and Sampling Technique**

A sample of 500 SS II students were used for the study. This sample was randomly drawn from a population of 10,790 students. This sample size represented about 5% of the entire population as recommended by Cohen, Manion and Morrison (2011) for a large population. Two local government areas were drawn from the four local government areas that make up Umuahia education zone.

A multi-stage sampling procedure was adopted for this study. In the first stage, two local government areas were selected from the four local government areas using simple random sampling technique. Simple random sampling technique was used in order to give every local government equal chance of being
selected for the study. The names of the local governments were written on piece of papers, folded and put in a container, shuffled and the researcher drew the local government areas with replacement (i.e. balloting with replacement) and in the second stage, five (5) secondary schools each were drawn from the two (2) local government areas chosen for the study using purposive sampling technique. Purposive sampling technique was used in order to select schools with large population of SS II students. Lastly, 50 SS II students (male and female) were selected from each school making a total of 500 students which were used for the study.

**Instrument for Data Collection**

The instrument for this study will be a structured questionnaire developed by the researcher and students’ cumulative academic assessment scores SCAS in mathematics and English language for 2012 session. The choice of mathematic and English language is based on the fact that there are two major and compulsory subject to all students in senior secondary school level. The researcher developed instrument “titled” peer pressure, time management questionnaire “PPT”. This instrument consists of section A & B.

Section A elicits information on the personal data of the student such as name of the school, gender, and class. Section B contains 32 items put in two clusters. Cluster one contains 16 items that elicits information on the level of peer pressure (pp) among the students. Cluster two also contains 16 items that focus on
time management (TM) level of students. The items in clusters one and two of section B are placed on a four-point rating scale of very high level (VHL), High level (HL) low level (LL) and very low level (VLL) respectively.

The students cumulative Academic Scores (STAS) for determining students’ Academic performance will be standardized after collation to help eliminate influence of school and teacher factors on the scores.

**Validation of the Instrument**

To ensure the validity of the instrument, the initial draft of the instrument was subjected to face validation. It was done by three experts, two in Educational Foundations and one in Measurement and Evaluation all in the University of Nigeria, Nsukka. These experts were requested to critically examine the instrument in terms of relevance of the content and clarity of the statement. They were also requested to advice the researcher on the suitability of the rating scale. Comments from these experts were taken into consideration in the final modification of the instrument.

**Reliability of the Instrument**

To determine reliability of the instrument, the researcher trial tested on a representative sample of 10 female and 10 male students from Aba Education Zone which is outside the area of study. Cronbach Alpha Statistical analysis was used to determine the internal consistency coefficient of the instrument. Result of the data analysis gave Alpha coefficient value of 0.78 and 0.79 respectively for clusters one
and two, of section B of the instrument. These moderately high coefficient values indicate that the instrument is reliable to be used for the study.

**Method of Data Collection**

The researcher together with the assistance of two Research Assistants will use Direct Delivery method to administer the questionnaire to the students. The research assistants will be educated by the researcher on the purpose of the study and how to administer the questionnaire. The researcher and research assistants will administer the questionnaire to the respondents and collect it back immediately on completion. The use for Research Assistants is to facilitate in quick distribution and retrieval of the questionnaire copies from the respondents.

**Method of Data Analysis**

Mean and Standard deviation were used to answer research questions one and two while Pearson Product Moment correlation coefficient was used to answer research questions three, four and five. Multiple regression analysis was use to test the three null hypotheses at 0.05 level of significance.
CHAPTER FOUR

RESULTS

This chapter deals with the presentation of results according to research questions and research hypotheses that guided the study.

Research Question 1

What is the level of peer pressure among in-school adolescents?

Table 1: Mean and Standard Deviations of the level of peer pressure among in-school adolescents

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Dec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I put on the kind of cloth my friend like</td>
<td>500</td>
<td>1.95</td>
<td>0.83</td>
<td>L</td>
</tr>
<tr>
<td>2</td>
<td>I cannot do anything on my own</td>
<td>500</td>
<td>1.62</td>
<td>0.62</td>
<td>L</td>
</tr>
<tr>
<td>3</td>
<td>What I do is determine by my friends</td>
<td>500</td>
<td>1.57</td>
<td>0.66</td>
<td>L</td>
</tr>
<tr>
<td>4</td>
<td>I engage in group discussion with my friends before examination</td>
<td>500</td>
<td>2.25</td>
<td>0.58</td>
<td>L</td>
</tr>
<tr>
<td>5</td>
<td>I cannot do without my friends, because they make me feel glad</td>
<td>500</td>
<td>2.19</td>
<td>0.75</td>
<td>L</td>
</tr>
<tr>
<td>6</td>
<td>My friends taught me how to smoke</td>
<td>500</td>
<td>1.15</td>
<td>0.36</td>
<td>VL</td>
</tr>
<tr>
<td>7</td>
<td>I love attending clubs with my friends</td>
<td>500</td>
<td>1.40</td>
<td>0.54</td>
<td>VL</td>
</tr>
<tr>
<td>8</td>
<td>When I am with my friends drinking I do not feel hungry</td>
<td>500</td>
<td>1.77</td>
<td>0.79</td>
<td>L</td>
</tr>
<tr>
<td>9</td>
<td>What I do is determine by my friends</td>
<td>500</td>
<td>1.54</td>
<td>0.63</td>
<td>L</td>
</tr>
<tr>
<td>10</td>
<td>I prefer going out with my friends to studying my books</td>
<td>500</td>
<td>2.27</td>
<td>0.63</td>
<td>L</td>
</tr>
<tr>
<td>11</td>
<td>Since I started going out with my friends, I no longer read my books</td>
<td>500</td>
<td>1.55</td>
<td>0.71</td>
<td>L</td>
</tr>
<tr>
<td>12</td>
<td>whatever thing I do is determined by my friends</td>
<td>500</td>
<td>1.88</td>
<td>0.93</td>
<td>L</td>
</tr>
<tr>
<td>13</td>
<td>I abandon my class assignment and go to enjoy music with my friends</td>
<td>500</td>
<td>1.25</td>
<td>0.48</td>
<td>VL</td>
</tr>
<tr>
<td>14</td>
<td>I cannot do my home work because I always engage in football when I return from school</td>
<td>500</td>
<td>1.55</td>
<td>0.71</td>
<td>L</td>
</tr>
<tr>
<td>15</td>
<td>I enjoy studying with my friends in school</td>
<td>500</td>
<td>2.15</td>
<td>0.57</td>
<td>L</td>
</tr>
<tr>
<td>16</td>
<td>I do not go to my friends for clarification on what I was taught in class</td>
<td>500</td>
<td>2.05</td>
<td>0.71</td>
<td>L</td>
</tr>
</tbody>
</table>

Cluster Mean 500 1.76 0.66 L

Results on table 1 are the means and standard deviations of the level of peer pressure among in-school adolescents in Umuahia Education Zone. Results showed that students have low level of peer pressure among in-school adolescents.
This is because the mean responses of the students are below the criterion level of 2.50 set as benchmark for accepting an item. All the items had means that are within the range of 1.50 – 2.49 except items 6, 7, and 13 with means below 1.50. Items 6, 7 and 13 showed that students’ level of peer pressure is very low. The cluster mean of 1.76 showed that students’ level of peer pressure is low.

**Research Question 2**

What is the level of time management among in-school adolescents?

**Table 2: Mean and Standard Deviation of the level of time management among in-school adolescents**

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Dec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>I have well planned time-table for my studies</td>
<td>500</td>
<td>2.23</td>
<td>0.52</td>
<td>L</td>
</tr>
<tr>
<td>18</td>
<td>I like to work under pressure</td>
<td>500</td>
<td>1.73</td>
<td>0.50</td>
<td>L</td>
</tr>
<tr>
<td>19</td>
<td>I stick to the schedule of my time table to read</td>
<td>500</td>
<td>2.18</td>
<td>0.54</td>
<td>L</td>
</tr>
<tr>
<td>20</td>
<td>I miss class activities because I feel that I can always cover the missed lessons</td>
<td>500</td>
<td>1.75</td>
<td>0.73</td>
<td>L</td>
</tr>
<tr>
<td>21</td>
<td>I find it difficult to study up to one hour</td>
<td>500</td>
<td>1.45</td>
<td>0.63</td>
<td>VL</td>
</tr>
<tr>
<td>22</td>
<td>I engage my time in watching interesting movies</td>
<td>500</td>
<td>1.97</td>
<td>0.85</td>
<td>L</td>
</tr>
<tr>
<td>23</td>
<td>I do not interfere my domestic works with my academic work</td>
<td>500</td>
<td>1.76</td>
<td>0.83</td>
<td>L</td>
</tr>
<tr>
<td>24</td>
<td>I keep assignment to pile up before doing them</td>
<td>500</td>
<td>1.68</td>
<td>0.79</td>
<td>L</td>
</tr>
<tr>
<td>25</td>
<td>It does not matter if social activities interfere with my study time</td>
<td>500</td>
<td>1.58</td>
<td>0.67</td>
<td>L</td>
</tr>
<tr>
<td>26</td>
<td>I do not attend class regularly</td>
<td>500</td>
<td>1.58</td>
<td>0.63</td>
<td>L</td>
</tr>
<tr>
<td>27</td>
<td>I do not like reading hard before examination</td>
<td>500</td>
<td>1.47</td>
<td>0.63</td>
<td>VL</td>
</tr>
<tr>
<td>28</td>
<td>I enjoy early morning reading</td>
<td>500</td>
<td>2.15</td>
<td>0.62</td>
<td>L</td>
</tr>
<tr>
<td>29</td>
<td>I do my assignment on time</td>
<td>500</td>
<td>1.98</td>
<td>0.69</td>
<td>L</td>
</tr>
<tr>
<td>30</td>
<td>I like coming to school late</td>
<td>500</td>
<td>1.57</td>
<td>0.70</td>
<td>L</td>
</tr>
<tr>
<td>31</td>
<td>I am not always conscious of time</td>
<td>500</td>
<td>1.78</td>
<td>0.75</td>
<td>L</td>
</tr>
<tr>
<td>32</td>
<td>I find it very difficult to create time for reading</td>
<td>500</td>
<td>1.76</td>
<td>0.89</td>
<td>L</td>
</tr>
<tr>
<td></td>
<td><strong>Cluster Mean</strong></td>
<td>500</td>
<td>1.79</td>
<td>0.69</td>
<td>L</td>
</tr>
</tbody>
</table>
Results on table 2 are the means and standard deviations of the level of time management among in-school adolescents in Umuahia Education Zone. Results showed that students have low level of time management among in-school adolescents. This is because the mean responses of the students are below the criterion level of 2.50 set as benchmark for accepting an item for having a high level of time management. All the items had means responses that are within the range of 1.50 – 2.49 except items 21 and 27 with means below 1.50. Items 21 and 27 showed that students’ level of time management is very low. The cluster mean of 1.79 showed that students’ level of time management is low.

**Research Question 3**

What is the relationship between peer pressure and academic performance of in-school adolescents in Umuahia Education Zone?

**Table 3: Pearson’s Product moment Correlation Analysis of Peer Pressure and Academic Performance**

<table>
<thead>
<tr>
<th>Variable</th>
<th>( \bar{x} )</th>
<th>SD</th>
<th>N</th>
<th>r</th>
<th>( R^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Pressure</td>
<td>28.14</td>
<td>7.16</td>
<td>500</td>
<td>0.61</td>
<td>0.37</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>46.78</td>
<td>8.69</td>
<td>500</td>
<td>0.61</td>
<td>0.37</td>
</tr>
</tbody>
</table>

\( \alpha = 0.05, R^2 = \text{coefficient of determination} \)

To answer this research question, the scores from the responses of the students on peer pressure were correlated with their academic performance scores. The result in Table 3 showed that the correlation coefficient obtained was 0.61. This means that, there exist a medium direct positive relationship between peer
pressure and students’ academic performance in Umuahia Education Zone. Table 3 also shows that, the coefficient of determination ($R^2$) associated with the correlation coefficient of 0.61 was 0.37. This coefficient of determination ($R^2$) indicates that, 37% of students’ peer pressure accounted for their academic performance in school. This is an indication that 63% of the variation in students’ academic performance is attributed to other factors not studied.

**Research Question 4**

What is the relationship between Time Management and academic performance of in-school adolescents in Umuahia Education Zone?

**Table 4: Pearson’s Product moment Correlation Analysis of Time Management and Academic Performance**

<table>
<thead>
<tr>
<th>Variable</th>
<th>$\bar{x}$</th>
<th>SD</th>
<th>N</th>
<th>r</th>
<th>$R^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>28.62</td>
<td>7.16</td>
<td>500</td>
<td>0.74</td>
<td>0.54</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>46.78</td>
<td>8.69</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\alpha = 0.05$, $R^2$ = coefficient of determination

To answer research question 4, the scores from the responses of the students on time management were correlated with their academic performance scores. The results in Table 4 showed that the correlation coefficient obtained was 0.74. This means that, there exist a medium direct positive relationship between time management and students’ academic performance in Umuahia Education Zone. Table 4 also shows that, the coefficient of determination ($R^2$) associated with the correlation coefficient of 0.74 was 0.54. This coefficient of determination ($R^2$)
indicates that, 54% of students’ peer pressure accounted for their academic performance in school. This is an indication that 46% of the variation in students’ academic performance is attributed to other factors.

**Research Question 5**

What is the relationship among peer pressure, time management and academic performance of in-school adolescents with regards to gender?

**Table 5: Pearson’s Product Moment Correlation Analysis of Students’ Peer Pressure, Time Management and Academic Performance based on Gender**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean (M)</th>
<th>SD</th>
<th>N</th>
<th>r</th>
<th>R²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td>242</td>
<td>0.62</td>
<td>0.39</td>
</tr>
<tr>
<td>Peer pressure/Time Management</td>
<td>26.60</td>
<td>5.90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Performance</td>
<td>43.87</td>
<td>8.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td>258</td>
<td>0.61</td>
<td>0.37</td>
</tr>
<tr>
<td>Peer pressure/Time Management</td>
<td>29.80</td>
<td>5.70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Achievement</td>
<td>50.29</td>
<td>8.16</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To answer research question 5, the scores from the responses of male and female students on peer pressure and time management were correlated with their academic performance. The results in Table 5 showed that the correlation coefficients obtained for male and female students on their peer pressure, time management and academic performance were 0.62 and 0.61 respectively. This means that, there exist a medium direct positive relationship between peer pressure and time management of male and female students and their academic performance. Table 5 also shows that, the coefficient of determination associated with the correlation coefficient of 0.62 for male students was 0.39. This coefficient
of determination ($R^2$) indicates that, 39% of male students’ peer pressure and time management accounted for their academic performance. This is indicative that 61% of some variables other than peer pressure and time management accounted for male students’ academic performance. The result in Table 5 equally shows that, the coefficient of determination ($R^2$) associated with the correlation coefficient of 0.61 for female students was 0.37. This coefficient of determination ($R^2$) indicates that, 37% of female students’ peer pressure and time management accounted for their academic achievement. This is indicative that 63% of some variables other than peer pressure and time management accounted for female students’ academic achievement.

**Hypothesis 1**

**Ho$_1$:** There is no significant relationship between Peer Pressure and Academic Performance of in-school adolescents in Umuahia Education Zone

**Table 6: Regression Analysis of Peer Pressure and Academic Performance.**

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>459.475</td>
<td>1</td>
<td>459.475</td>
<td>6.143</td>
<td>0.01</td>
</tr>
<tr>
<td>Residual</td>
<td>37246.325</td>
<td>498</td>
<td>74.792</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>37705.800</td>
<td>499</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$\alpha = 0.05$
Result on table 7 is a regression analysis of peer pressure and academic performance of in-school adolescent students. The result shows that an F-ratio of 6.143 with associated probability value of 0.01 was obtained. This probability value of 0.01 was compared with significance level of 0.05 and it was found to be significant. The null hypothesis which stated that there is no significant relationship between peer pressure and academic performance of in-school adolescents in Umuahia Education Zone was therefore rejected and inference drawn was that, there was a significant relationship between peer pressure and academic performance of in-school adolescents in Umuahia Education Zone. This also means that, peer pressure significantly influence academic performance of in-school adolescents in Umuahia education zone of Abia State.

**Hypothesis 2**

**H_0_2:** There is no significant relationship between Time Management and academic performance of in-school adolescents in Umuahia Education Zone

**Table 7: Regression Analysis of Time Management and Academic Performance**

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>50.212</td>
<td>1</td>
<td>50.212</td>
<td>.665</td>
<td>0.02</td>
</tr>
<tr>
<td>Residual</td>
<td>37698.588</td>
<td>498</td>
<td>75.700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>37705.800</td>
<td>499</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

α = 0.05

Result on table 5 is a regression analysis of time management and academic performance of in-school adolescent students. The result shows that an F-ratio of 0.665 with associated probability value of 0.02 was obtained. This probability value
of 0.02 was compared with significance level of 0.05 and it was found to be significant because 0.02 is less than 0.05. The null hypothesis which stated that there is no significant relationship between Time Management and academic performance of in-school adolescents in Umuahia Education Zone was therefore rejected and inference drawn was that, there was a significant relationship between Time Management and academic performance of in-school adolescents in Umuahia Education Zone. This also means that, time management significantly influence academic performance of in-school adolescents in Umuahia Education Zone of Abia State.

**Hypothesis 3**

**Ho₃:** There is no significant relationship between male and female students with regards to peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone.

**Table 8: Regression Analysis of Students’ Peer Pressure, Time Management and Academic Performance based on Gender**

<table>
<thead>
<tr>
<th>Variable</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regression</td>
<td>497.838</td>
<td>2</td>
<td>248.919</td>
<td>2.472</td>
<td>0.04</td>
</tr>
<tr>
<td>Residual</td>
<td>24073.775</td>
<td>239</td>
<td>100.727</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24571.612</td>
<td>241</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regression</td>
<td>322.243</td>
<td>2</td>
<td>161.122</td>
<td>3.395</td>
<td>0.01</td>
</tr>
<tr>
<td>Residual</td>
<td>12122.666</td>
<td>255</td>
<td>47.528</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12444.910</td>
<td>257</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\( \alpha = 0.05 \)
Regression analysis was used to test hypothesis 3 (Ho₃). The results in Table 6 showed that an F-ratio of 2.472 with associated probability value of 0.04 was obtained for male students. This probability value of 0.04 was compared with 0.05 and it was found to be significant because 0.04 is less than 0.05. The result in Table 6 also shows that an F-ratio of 3.395 with associated probability value of 0.01 was obtained for female students. This probability value of 0.01 was also compared with 0.05 and it was also found to be significant. The null hypothesis which stated that there is no significant relationship between male and female students with regards to peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone was therefore rejected and inference drawn that, there was a significant relationship between male and female students with regards to peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone. This means that peer pressure and time management significantly influenced academic performance of male and female in-school adolescent students in Umuahia Education Zone of Abia State.

**Summary of the Results**

This section of the chapter is a summary of the findings of the study according to each of the research questions and tested hypotheses. From the data analysis and interpretation of the results, the following findings emerged;
1. There exists a low level of peer pressure among in-school adolescents in Umuahia education zone.

2. There exists a low level of time management among in-school adolescents in Umuahia education zone.

3. There exist a medium direct positive relationship between peer pressure and students’ academic performance in Umuahia Education Zone.

4. There exist a medium direct positive relationship between time management and students’ academic performance in Umuahia Education Zone.

5. There exist a medium direct positive relationship between peer pressure and time management of male and female students and their academic performance.

6. There was a significant relationship between peer pressure and academic performance of in-school adolescents in Umuahia Education Zone.

7. There was a significant relationship between Time Management and academic performance of in-school adolescents in Umuahia Education Zone.

8. There was a significant relationship between male and female students with regards to peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone.
CHAPTER FIVE
DISCUSSION, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS AND SUMMARY

In this chapter, the results of the study are discussed based on the data analysis made in chapter four, interpreted and inference drawn from them. Recommendations for implication and further studies are made.

Discussion of the Findings

Levels of Peer Pressure among In-school Adolescent

The researcher found that there exists low level of peer pressure among in-school adolescent. Data from table 1 shown that a higher percentage of in-school adolescents experienced a low level of peer pressure. The experience of low level peer pressure among in-school adolescents could mean that peer group exercised positive influence on their members in this regard. This implies that peer pressure could influence in-school adolescents to engage in group discussion, going to library to read, that will enhance their academic performance. This supports the view of Black (2002) that, peer pressure may be a positive influence and could help to motivate them to do their best. With the attainment such high percentage of level of peer pressure, it implies that peer pressure has a positive influence on school adolescents, behaviour.
The few percentage of in-adolescents with high peer pressure, it means that they are being influence negatively, such as engrossment in computer games, watching of films.

The findings that a significant number of in-school adolescent experienced a low peer pressure means that in-school adolescent received less pressure from their peers. The reasons for less pressure could be that they are matured and have know what is good for them and what is bad.

**Level of Time Management among In-school Adolescent**

The researcher found out that there exist a low level of time management among in-school adolescents. From the data it shown that in-school in Umuahia Education Zone do not manage their time irrespective of the fact that there is low peer pressure influence among them. The explanation for this is that peer pressure may not be a factor of in-school adolescent’s inability to manage their time but other factors such as breakdown in family system, watching of films, holding parties could be accountable for poor time management. The researcher is of the opinion that lack of parental supervision could lead to poor time management when in-school adolescents are without their parents’ guidance, they may spend their time in playing computer games, and gambling. Despites that they experienced low peer pressure, the tendency of managing time will not be there.
Relationship between Peer Pressure and Academic Performance of In-school Adolescents in Umuahia Education Zone

Data from table 3 shown that there is a medium direct positive relationship between peer pressure and academic performance of in-school adolescents. The findings implies that an in-school adolescents experience positive peer influence. But their ability to perform very well was attributed to other factors studied. Probably, their teacher was able to cover the scheme of work before the assessment. As a result it leads to good academic performance.

Relationship between Time Management and Academic Performance of In-school Adolescents

The result of the study in table 4 shown that there is medium direct positive relationship between time management and academic performance. This means that the in-school adolescents utilize their time very which enhances their academic performance. The finding could be attributed to some factor like time table, group discussion, doing assignment and read ahead before examination. When in-school adolescents map out thing to do daily and follow them sequentially there is tendency of them managing their time well. When such happens, it leads to better academic performance which supports the finding that there is a positive relation between time management and academic performance.
This is in line with Atusenuwa (2002) who pointed out that how well a student manages his or her time determines to a large extent individual chances of success and the degree of success as well. The researcher is of the opinion that proper management of time on the side of in-school adolescents could bring better academic performance.

**Relationship among Peer Pressure, Time Management and Academic Performance of In-school Adolescents with Regard to Gender**

The researcher found out that there exist a medium direct positive relationship between peer pressure and time management of male and female student and their academic performance. The data in table 5 shown that female in-school adolescents experience high positive peer pressure, manages their time well which makes them to performed higher than the male in-school adolescents academically. This finding implies that academic performance of female in-school adolescents is a little bit higher that the male in-school adolescents. This means that both female in-school adolescents and male in-school adolescents did well academically only that female in-school adolescents’ performance is a little bit higher than the male counterpart. This implies their peer group is the type that do not miss lessons instead of loitering about while classes are on. It could also be that their peer group encourages one another, in their studies through group discussions before examination. This supports Head, (1965) that a child whose siblings and
peers are well motivated towards their academic work tend to achieve higher than one whose peer are more interested in social life.

The data also shown that male experienced slight negative peer pressure such as smoking of cigarette and even drinking of alcohol, but their female were able to manage their time that made them performed well academically than the male counterpart.

The analysis from chapter four revealed that there was a significant relationship between peer pressure and academic performance of in-school adolescents in Umuahia Education Zone. It also revealed that there was a significant relationship between time management and academic performance of in-school adolescents in Umuahia Education Zone. There was a significant relationship among peer pressure, time management and academic performance of in-school adolescents with regards to gender. Based on the result of this analysis, the peer pressure and time management put together have a positive influence on academic performance of in-school adolescents. The reason could be that they know why they are in school and also have the determination to succeed. Because those of the females are boarders they managed their time more than those that comes from home, where other environmental factors that tend to disturbs them.
Conclusions of the Study

In light of the findings obtained in this study, the following conclusions are made.

1. The finding implies that as in-school adolescents experience peer pressure, the ability of them performing well academically may not be there.

2. This shows that negative peer pressure can bring about poor academic performance.

3. The medium positive relationship between time management and academic performance implies that proper management of time enhances a better academic performance while the reverse is the case.

Educational Implications of the Study

This study has a number of implications:

The result of this study has some obvious implications to teachers, guidance counselor, the society and the students. The findings have revealed that their exist a low level of peer pressure among in-school adolescents in Umuahia Education Zone means that the relationship exist is the one that makes them to know why they are in school and also disassociate themselves from bad friends because evil communication corrupts good manners.

The findings that there is a low level of time management among in-school adolescents. This means that the in-school adolescents do not manage their time will in terms of supervision by their parents at home. Hence parent should monitor
their adolescent and make sure they read their books. The fact that female in-
school adolescent performed slightly higher than the male in-school adolescents
academically means that female in-school received less peer pressure and more
time for their studies and hence improved academic performance. The few male in-
school adolescents that receive negative relationship, the school guidance
counselor should work on them and let them know the effect of negative peer
pressure to academic performance. Teachers should ensure that they do their
assignment as at when do.

**Recommendation of the Study**

Based on the finding of this study, the following recommendations are
made:

1. Trained counselor should be posted to all the secondary schools so as to
   help counsel few adolescents with negative influences.

2. Parents should have effective supervision and should not allow other home
   environmental factor to distract their children. There is a need for teacher to
   have greater supervision and regulations on in-school adolescents to
   enhance effectiveness of their time management.
Limitation of the Study

The obvious limitation of the study includes the following:

(1) The possibility that some of the respondents may not be honest with their responses may affect the result. However, the number of the responses was good enough for meaningful generalization of the result.

(2) The area covered may not have been large enough but due to constraints of finance and time much area was not covered.

In spite of these limitation however, the purpose of the study has been achieved.

Suggestion for Further Studies

Based on the limitation of this study the following suggestions are for further studies.

(1) Further study could be carried out using larger population.

(2) The effect of parental training in the behaviour of the in-school adolescents.

Summary of the Study

The study was on the relationship among peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone, Abia State Nigeria.

The researcher discovered that in-school adolescent are found loitering about when lesson is going and watching film at video centre. It is this act that necessitated the present study in investigating relationship among peer pressure,
time management and academic performance of in-school adolescents in Umuahia Education Zone, Abia State, Nigeria.

The purpose of the study generally was to investigate the relationship among peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone. The main purpose of the study was to:

(1) Find out the levels of the peer pressure among in-school adolescent.

(2) Find out the level of time management among in-school adolescents.

(3) Determine the relationship between peer pressure and academic performance of in-school adolescents.

(4) Determine the relationship between time management and academic performance of in-school adolescent.

(5) Determine the relationship among peer pressure, time management and academic performance of in-school adolescents with regards to gender.

Some related literature were reviewed concerning the study. Five research questions and three null hypothesis were formulated to guide the study. The population of the study was ten thousand seven hundred and ninety (10,790). A thirty-two item research questionnaire was developed; it was administered to SS II students. A correlational survey method was used for the study. In-school adolescents in (SS II) composed the population from which a sample of 500 in-school adolescents was drawn in four local governments that made up the Umuahia
Education Zone. They were composed using random sampling and purposive sampling technique. The instrument for data collection used was a researcher’s made questionnaire titled “Relationship among peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone, Abia State Nigeria”. The instrument was validated by three experts from University of Nigeria, Nsukka. Two of the experts are from Educational Foundations (Guidance and Counselling) and one from Measurement and Evaluation of the Faculty of Education. Reliability of the instrument was tested using Cronbach Alpha for the internal consistency. The administration of the questionnaire was done by the researcher with the help of research assistants. The data were analyzed using mean and standard deviation, Pearson product moment of correlation coefficient while hypothesis was tested at 0.05 level of significance using multiple regression analysis.

(1) The research findings, showed that a higher percentage of in-adolescents experience low pressure while lower percentage of adolescents experience negative peer pressure.

(2) This is followed by a higher percentage of in-school adolescent with low time management.

(3) There is a medium direct positive relationship between peer pressure and academic performance.
(4) There is medium positive relationship between time management and academic performance.

(5) There exist a medium direct positive relationship among peer pressure, time management of male and female students and their academic performance, but female in-school adolescents performed slightly higher than the male in-school adolescents performed slightly higher than the male in-school adolescents academically.

(6) There was a significant relationship between peer pressure and academic performance of in-school adolescents.

(7) There was a significant relationship between time management and academic performance of in-school adolescents.

(8) There was a significant relationship between male and female student with regards to peer pressure, time management and academic performance of in-school adolescents.

The study made the following recommendations:

(1) Based on the finding that there exist low peer pressure among in-school adolescents, trained counselor should be posted to all the secondary schools so as to help counsel few adolescents with negative influence.

(2) The finding shows that there is low level of time management among in-school adolescents as a result of involvement in household chores and lack of parental supervision. Parent should have effective supervision and
should not allow other home environmental factor to distract their adolescent. There is a need for teacher to have greater supervision and regulations on in-school adolescents to enhance effectiveness of their time management.

(3) The finding revealed that there exist a medium direct positive relationship between peer pressure and students’ academic performance implies that in-school adolescents received good peer pressure that enhances their academic performance. Notwithstanding the school counselor should encourage them to maintain the good relationship.

(4) The finding shows that there is a medium direct positive relationship between peer pressure and time management of male and female students and their academic performance. It implies that the relationship among the opposite sex is very cordial that enhances academic performance. The researcher in this recommends that the school counselor should counsel the few students with negative peer pressure such as smoking, gambling, holding parties to avoid poor academic performance.

The study had the following limitations

(1) The possibility that some of the respondents may not be honest with their responses may affect the result. However, the number of the responses was good enough for meaningful generalization of the result.
REFERENCES


Ifedili, C. J. (2002). Time Management and goal setting by students in University of Benin International *Journal of Educational Planning and Administration (IJEPA)* Vol. No. 2.


APPENDIX A

Department of Educational Foundation,
Faculty of Education,
University of Nigeria,
Nsukka

Dear Respondent,

COMPLETION OF QUESTIONNAIRE

I am a post graduate student of the above named institution, conducting a research on relationship among peer pressure, time management and academic performance of in-school adolescents in Umuahia education zone, Abia State.

You are kindly requested to respond honestly to the questions. Any information you give will be treated as confidential and used specifically for the purpose of this research.

Thanks for your anticipated cooperation.

Yours faithfully,

Okorie Angela Nkem
RESEARCH QUESTIONNAIRE

Personal Data of Respondents

Please tick (✓) where appropriate

Name of school: Osisioma Comprehensive Secondary School, Aba, Abia State.

Class:____________________________________________________________

Sex: Male (  ) Female (  )

SECTION B

Instruction:

Read each statement below: Carefully tick (✓) in the column where you feel is an appropriate option

Very High – (VH)
High – (H)
Low – (L)
Very Low – (VL)
# Cluster One: Peer Pressure Scale (PPS)

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>VH</th>
<th>H</th>
<th>L</th>
<th>VL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I put on the kind of cloth my friend likes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I cannot do anything on my own</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>What I do is determined by my friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I engage in group discussion with my friends before examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I cannot do without my friends, because they make me feel glad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>My friends taught me how to smoke</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I love attending clubs with my friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>When I am with my friends drinking I do not feel hungry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>What I do is determined by my friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I prefer going out with my friends to studying my books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Since I started going out with my friends, I no longer read my books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Whatever thing I do is determined by my friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I abandon my class assignment and go to enjoy music with my friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I cannot do my homework because I always engage in football when I return from school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I enjoy studying with my friends in school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I do not go to my friends for clarification on what I was taught in class</td>
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</tbody>
</table>
### CLUSTER TWO: TIME MANAGEMENT SCALE

<table>
<thead>
<tr>
<th>S/N</th>
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<tbody>
<tr>
<td>17</td>
<td>I have well planned time-table for my studies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>18</td>
<td>I like to work under pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>I stick to the schedule of my time table to read</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>I miss class activities because I feel that I can always cover the missed lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>I find it difficult to study up to one hour</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>I engage my time in watching interesting movies</td>
<td></td>
<td></td>
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<tr>
<td>23</td>
<td>I do not interfere my domestic works with my academic work</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>24</td>
<td>I keep assignment to pile up before doing them</td>
<td></td>
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</tr>
<tr>
<td>25</td>
<td>It does not matter if social activities interfere with my study time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>I do not attend class regularly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>I do not like reading hard before examination</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>28</td>
<td>I enjoy early morning reading</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>29</td>
<td>I do my assignment on time</td>
<td></td>
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<tr>
<td>30</td>
<td>I like coming to school late</td>
<td></td>
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</tr>
<tr>
<td>31</td>
<td>I am not always conscious of time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>I find it very difficult to create time for reading</td>
<td></td>
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</table>
Computation of Reliability using Cronbach Alpha coefficient
Reliability for peer pressure and time management using SPSS

Cluster ‘A’

Reliability

Scale: ALL VARIABLES

Case Processing Summary

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<tr>
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<th>%</th>
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<tbody>
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<tr>
<td>Excludeda</td>
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<tr>
<td>Total</td>
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</table>

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

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Cluster ‘B’

Reliability

Scale: ALL VARIABLES

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<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Cases</td>
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<tr>
<td>Excluded(^a)</td>
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</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
</tr>
</tbody>
</table>

\(^a\) Listwise deletion based on all variables in the procedure.

<table>
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<tbody>
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<td>Cronbach's Alpha</td>
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<td>.791</td>
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</table>
Overall Reliability

Reliability

Scale: ALL VARIABLES

<table>
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</thead>
<tbody>
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<td>Cases</td>
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<tr>
<td>Valid</td>
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<td>100.0</td>
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<tr>
<td>Excluded(^a)</td>
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<td>.0</td>
</tr>
<tr>
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<td>100.0</td>
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\(^a\) Listwise deletion based on all variables in the procedure.

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