STATISTICAL ANALYSIS ON IMPACT OF PEER GROUP ON STUDENT BEHAVIOUR

(A CASE STUDY OF KWARA STATE POLYTECHNIC ILORIN)

BY

OLASUNKANMI SEYI JOEL

ND/23/STA/FT/0118

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF STATISTICS

INSTITUTE OF APPLIED SCIENCES (IAS) KWARA STATE POLYTECHNIC, ILORIN.

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF NATIONAL DIPLOMA (ND) IN STATISTICS

JUNE, 2025

CERTIFICATION

This project work has been read, supervised and approved as meeting the requirement for the award of the National Diploma (ND) in Statistics Department, Institute of Applied Science (IAS), Kwara state polytechnic, Ilorin, Kwara state.

---------- ----------
MR. MUSA O.Y DATE
Project supervisor

---------- ----------
MRS. ELEPO T.A DATE
Head of Department

---------- ----------
EXTERNAL EXAMINER DATE

DEDICATION

This project is dedicated to the Almighty God and to my parent (Mr. and Mrs. Olasunkanmi)

ACKNOWLEDGEMENT

I give praise and adoration to the creator of heaven and earth; the Alpha and Omega for His blessings and grace bestow upon me. And for the wisdom, knowledge and understanding given to me to be able to accomplish this task.

My special gratitude goes to my parent (Mr. and Mrs. Olasunkanmi) who has been there for me throughout the process of everything in my life. And also for their support, financially, morally and spiritually. I say a BIG Thank to you and may you reap the fruit of your labour. Amin…….

My profound gratitude goes to my supervisor, the person of Mr. Musa O.Y for his assistance and guidance during this research work, and also to our able head of department Mrs. Elepo T.A and to every one of my lecturers that taught me everything I know in statistics and all, Dr. A.B Aiyelabegan, Dr. Olarinoye S.B, Dr. Beki D.O, Mr. F.G Safihi, Pastor Kuranga, L.J, Mr. N.A Alao, Mrs. G.A Yusuf, Mr. Yusuf Saad, Mrs. F.B Abdulrahman, Mr. Salami, for the good academic support given since the beginning of our program till point on time.

My appreciation also goes my siblings, my friends and all my along the way friends. You all are awesome.

TABLE OF CONTENTS

ABSTRACT

This study investigates the statistical influence of peer groups on student behavior at Kwara State Polytechnic, Ilorin. Using a structured questionnaire distributed to 100 students across different institutes and levels, data were collected and analyzed using SPSS. The analysis included descriptive statistics, Pearson correlation, chi-square tests, and linear regression to assess the impact of peer group dynamics on academic, social, and moral behaviors. Results showed that peer groups positively influence academic engagement—particularly motivation to attend classes and study focus—although students with higher CGPA did not always attribute academic success directly to peer involvement. The correlation between CGPA and some peer-related academic behaviors was statistically significant, while chi-square tests revealed no association between institutional affiliation and peer-influenced behaviors. Linear regression analysis indicated that CGPA did not significantly predict academic behavior shaped by peer groups. These findings suggest that while peer groups have a consistent and motivational influence across student populations, their impact is more behavioral than performance-based. The study recommends integrating peer-led mentoring systems, promoting healthy peer interactions, and implementing programs that guide students in making constructive peer choices.

Keywords: *Peer Group, Student Behavior, Academic Performance, Social Influence, Moral Conduct, Kwara State Polytechnic, SPSS, Pearson Correlation, Chi-square Test, Linear Regression*

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human behavior, especially among students, is largely influenced by the social environment in which they operate. Among the most critical of these social structures is the **peer group**—a group of individuals of similar age, interest, or status who interact regularly and influence each other's attitudes, behaviors, and choices. Peer groups significantly shape the behavioral and academic development of students in both positive and negative ways. This is particularly true in tertiary institutions like **Kwara State Polytechnic, Ilorin**, where students often experience a new level of independence from parental control and make crucial decisions about their academic and personal lives.

During the transitional period of adolescence and early adulthood, students seek a sense of belonging and identity, which they often find in peer groups. These groups play a crucial role in providing emotional support, social engagement, academic encouragement, and moral direction. For many students at Kwara State Polytechnic, joining a peer group is an inevitable part of campus life. These groups may take the form of academic study circles, religious fellowships, cultural associations, or even informal cliques centered around shared interests or backgrounds.

While some peer groups at Kwara State Polytechnic have been observed to promote discipline, academic excellence, and personal development, others tend to encourage anti-social behaviors such as absenteeism, examination malpractice, substance abuse, and disregard for school regulations. The influence of such groups often results in behavioral deviations that could adversely affect the academic performance and future prospects of students. Therefore, understanding the dynamics of peer group influence is crucial in designing policies and programs that enhance positive student outcomes.

The academic behavior of a student, such as study habits, class attendance, and engagement in academic activities, is often a reflection of the dominant values and norms within their peer group. Students who align with goal-driven, academically focused peers are more likely to demonstrate motivation, discipline, and persistence in their studies. On the other hand, students who associate with groups that neglect academic responsibilities may adopt a careless attitude towards their education. This dual effect of peer group influence makes it a subject worthy of in-depth investigation, particularly in a polytechnic environment where students come from diverse socio-economic and cultural backgrounds.

Kwara State Polytechnic, located in Ilorin, the capital of Kwara State, is one of the leading institutions of higher learning in Nigeria. With a large student population spread across multiple departments and schools, it provides a vibrant and dynamic environment where various peer group interactions naturally occur. The polytechnic attracts students from different parts of the country and beyond, each bringing with them different experiences and expectations. The institution, therefore, serves as a perfect setting for examining how peer group interactions influence student behavior on both academic and social levels.

A statistical approach offers several advantages. It allows for objective measurement of variables such as frequency of peer interaction, behavioral changes, academic performance, and moral development. By applying statistical tools, the study can draw valid inferences, identify causal relationships, and provide evidence-based recommendations for educational stakeholders. Additionally, the study will consider demographic variables such as gender, age, and level of study to understand whether certain categories of students are more vulnerable to peer influence than others.

In conclusion, peer groups play a pivotal role in shaping student behavior in tertiary institutions. At Kwara State Polytechnic, where the student population is highly diverse and peer interaction is inevitable, understanding how these interactions influence behavior is critical. This study seeks to provide a statistical evaluation of the impact of peer groups on student behavior, thereby contributing to improved academic planning, counseling services, and student welfare programs.

1.2 Statement of the Problem

Despite the presence of academic guidelines and institutional discipline at **Kwara State Polytechnic, Ilorin**, many students continue to exhibit poor study habits, behavioral misconduct, and declining academic performance. These issues may be linked to the growing influence of peer groups on campus. However, there is a lack of statistically backed evidence to explain the extent and nature of peer group influence on student behavior within this institution. This gap in empirical knowledge hinders the development of effective policies and support programs. Therefore, this study aims to statistically analyze the impact of peer groups on student behavior at Kwara State Polytechnic, Ilorin.

1.3 Aim and Objectives of the Study

The main aim of this study is to statistically analyze the influence of peer groups on student behavior at Kwara State Polytechnic, Ilorin.

The specific objectives are to:

1. To use descriptive statistics to summarize students' demographic information and their perceptions of peer group influence on academic, social, and moral behavior.
2. To determine the strength and direction of the relationship between academic behavior and academic performance (CGPA) using Pearson correlation analysis.
3. To examine the association between students' institutional affiliation and their academic, social, and moral behavior using chi-square tests of independence.
4. To assess whether academic performance (CGPA) significantly predicts peer-influenced academic behavior using linear regression analysis.

1.4 Significance of the Study

This study is significant to educational stakeholders, including administrators, counselors, and parents, by offering insights into how peer groups influence student behavior. It provides empirical evidence useful for creating policies and programs that promote positive peer interactions and

reduce negative influences. The research also helps students understand the effects of their social circles and empowers them to make better group choices. Furthermore, it contributes to academic literature and serves as a model for future studies in behavioral science within Nigerian tertiary institutions.

1.5 Scope of the Study

The study is restricted to students of Kwara State Polytechnic, Ilorin, covering various levels and departments. It focuses on peer group influence in three behavioral dimensions: academic, social, and moral. The research adopts a quantitative approach using questionnaires to gather data and statistical tools for analysis. It excludes other behavioral influences such as family background or individual personality traits. Findings are intended to reflect trends within the polytechnic and are not generalized to all Nigerian tertiary institutions.

1.6 Limitation of the Study

This study is limited by factors such as time constraints, access to complete and honest student responses, and the inability to observe peer group influence over a long period. Additionally, the research is focused on a single institution—Kwara State Polytechnic—so its findings may not be fully generalizable to all Nigerian tertiary institutions. External factors like parental influence, socio-economic status, or internal personality traits are beyond the scope of this analysis and may also impact student behavior independently of peer group involvement.

1.7 Definition of Terms

- **Peer Group**: A group of individuals of similar age or status who influence each other's behavior, choices, and attitudes.
- **Student Behavior**: The academic, moral, and social conduct exhibited by students in an educational environment.
- **Academic Behavior**: Patterns related to learning, class attendance, study habits, and performance.

- **Social Behavior**: Interpersonal interactions, communication, and lifestyle choices among students.
- **Moral Conduct**: Adherence to rules, ethical norms, and institutional values.
- **Statistical Analysis**: The use of quantitative techniques to analyze data and uncover patterns, trends, or relationships.
- **Influence**: The capacity of a peer group to affect a student's decisions, actions, or attitudes either positively or negatively.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews existing literature on the influence of peer groups on student behavior. It covers key theoretical and empirical studies, examining how peer relationships impact academic, social, and moral development. The review also highlights gaps in previous research and justifies the need for this study.

2.2 Review of Related Literature

Peer Group Influence on Academic Performance

Peer groups play a critical role in shaping students' academic performance. According to Ryan (2000), students often mirror the academic behaviors and attitudes of their peers. This means that a student who associates with high-achieving friends is more likely to adopt disciplined study habits and set high academic goals. Peer groups serve as a source of motivation and academic support, where students engage in discussions, share ideas, and prepare together for examinations. However, the opposite can also occur. Students surrounded by peers who show little interest in academics are likely to adopt similar attitudes, which can result in poor academic outcomes.

In Nigerian tertiary institutions, including polytechnics like Kwara State Polytechnic, peer influence is particularly prominent due to the communal nature of learning environments such as hostels, lecture halls, and study groups. Adeyemo (2010) found that students who participated in peer-led tutorials recorded better academic outcomes than those who studied in isolation. Nevertheless, some peer groups may distract their members from studies through excessive socialization or engagement in non-academic activities like partying or internet surfing.

In summary, peer groups can serve both as catalysts for academic excellence and as deterrents to educational progress. The direction of influence is determined largely by the behavioral norms

upheld within the group. Therefore, understanding these dynamics is crucial for educators and policymakers seeking to foster academic integrity and performance.

Peer Group Influence on Social Behavior

Peer groups also shape the social behavior of students significantly. Social behavior encompasses how individuals interact, communicate, and form relationships with others. Santor et al. (2000) argue that students often rely on their peers for social validation and guidance, especially during adolescence and early adulthood. At this developmental stage, individuals are more likely to prioritize the acceptance and opinions of their peers over those of family members or authority figures.

Peer groups often dictate acceptable modes of dressing, speaking, and even the use of social media. In tertiary institutions like Kwara State Polytechnic, peer influence is particularly visible in the way students form social cliques based on shared interests or lifestyles. Membership in certain peer groups can elevate a student's social status or, conversely, lead to exclusion or bullying if they fail to conform.

A study by Yusuf (2013) showed that students involved in socially active peer groups were more likely to participate in campus events, clubs, and associations, which helped them develop leadership and interpersonal skills. However, these benefits come with risks. Peer groups that prioritize popularity or rebellion may encourage risky behaviors such as substance abuse, truancy, or confrontations with authority.

Therefore, while peer groups can serve as platforms for social development and networking, they can also be channels for social deviance. Institutions must find a balance by promoting positive peer engagements through extracurricular programs, counseling, and student leadership opportunities. Understanding the social dynamics of peer groups can help in designing effective behavioral interventions for students.

Peer Group and Moral Conduct

Peer groups play a fundamental role in shaping students' moral conduct. Morality, in this context, refers to students' sense of right and wrong, integrity, discipline, and respect for institutional and societal norms. According to Kohlberg's theory of moral development, peer interactions contribute significantly to moral reasoning, particularly in adolescence and early adulthood. Through peer conversations and shared experiences, students learn to evaluate behaviors and consequences within a moral framework.

In tertiary institutions like Kwara State Polytechnic, the influence of peer groups on moral conduct can be seen in both positive and negative lights. For example, some peer groups encourage honesty, respect, punctuality, and adherence to school rules. Students within these circles often exhibit disciplined lifestyles, engage in community service, and avoid anti-social behaviors. Conversely, some peer groups foster misconduct, including cultism, exam malpractice, and substance abuse.

A study by Ajayi and Olatunji (2015) found that peer approval or disapproval strongly influenced students' decisions regarding participation in unethical behaviors. When students believe that their actions will be supported or excused by their peers, they are more likely to engage in misconduct. Moral conduct is further influenced by peer group expectations—where deviation from group norms may lead to ridicule or exclusion.

The Role of Peer Group in Identity Formation

Identity formation is a critical psychological task during adolescence and young adulthood, and peer groups play an essential role in this process. According to Erikson's theory of psychosocial development, identity vs. role confusion is a key developmental stage that individuals navigate in tertiary institutions. During this stage, students explore various aspects of self-identity, such as beliefs, roles, values, and personality traits, often within the context of peer interactions.

Peer groups provide a mirror through which students reflect on their behaviors, attitudes, and goals. Through comparison, feedback, and shared experiences, individuals begin to define who they are

and what they stand for. In tertiary settings like Kwara State Polytechnic, identity is often shaped around academic goals, social preferences, political ideologies, or even fashion and music interests.

Peers may either support or challenge a student's self-concept, contributing to a stronger or weaker sense of identity. Students in positive peer groups are more likely to build self-confidence, explore talents, and set future goals. Conversely, negative peer influence can lead to identity confusion, self-doubt, and susceptibility to harmful trends.

Research by Adebanjo (2016) shows that peer affirmation is crucial in reinforcing identity, especially for students experiencing emotional or familial instability. Peers who offer support can serve as protective factors against anxiety and depression. On the contrary, peer rejection can exacerbate feelings of inadequacy and social withdrawal.

In summary, peer groups serve as an important context for identity exploration. Schools should nurture inclusive peer environments and provide platforms for self-expression through clubs, leadership roles, and mentorship programs.

Gender Differences in Peer Influence

The impact of peer groups on student behavior often varies based on gender. Numerous studies have shown that male and female students experience and respond to peer influence differently. According to Santrock (2011), male students tend to form larger, more hierarchical peer groups where dominance, competition, and risk-taking behaviors are prevalent. Female students, in contrast, often form smaller, emotionally intimate groups that focus on communication, empathy, and social bonding.

In the academic context, female students are generally more positively influenced by peers who are academically inclined. A study by Obasi and Umeh (2014) found that female students who belong to academically motivated peer groups demonstrate stronger study habits and higher

grades. Male students, however, may be more affected by peer pressure to engage in competitive or non-academic behaviors, such as sports, gaming, or even delinquency.

Social behaviors also reflect gendered peer influence. Females are more likely to adopt social behaviors modeled by close friends, especially in matters related to relationships, fashion, and social etiquette. Males may focus more on status, physical strength, or group loyalty. These behavioral trends are often influenced by cultural expectations and institutional environments.

At Kwara State Polytechnic, the gender dynamics within peer groups are visible in participation in campus activities, student union politics, and even dressing styles. Gendered peer influence can either empower or limit students depending on how social norms are negotiated within peer groups.

Understanding these gender differences is vital for educators and counselors who aim to design gender-sensitive programs. Interventions that work well for one gender may not be effective for the other, highlighting the need for tailored strategies.

Strategies for Managing Negative Peer Influence

Managing negative peer influence is a crucial component of fostering a healthy academic and social environment in tertiary institutions. Schools need proactive measures to help students resist harmful peer pressure while encouraging positive peer interactions. According to Ogunleye (2012), awareness campaigns and peer education programs are effective tools for managing peer-related behavioral challenges.

One of the primary strategies is the establishment of peer mentoring and support groups, where senior or more disciplined students guide and influence junior ones. These mentorship structures can instill discipline, academic focus, and moral responsibility. Institutions like Kwara State Polytechnic can integrate such programs within the student affairs or counseling units.

Counseling services also play a critical role in helping students develop self-awareness, self-esteem, and decision-making skills. Workshops and seminars on peer pressure, substance abuse,

academic integrity, and emotional intelligence can prepare students to navigate peer dynamics effectively.

Schools can also promote positive peer engagement through extracurricular activities such as clubs, debates, sports, and community service. These activities offer constructive outlets for social interaction and reduce the appeal of harmful peer behaviors.

Parental involvement is another key factor. When parents maintain open communication with their children, they become more aware of their social networks and can provide guidance and support when necessary. Educators must collaborate with families to create a holistic support system.

Finally, policy enforcement is essential. Institutions must enforce codes of conduct and discipline consistently to deter negative behaviors. Clear consequences for misconduct should be communicated and upheld to establish boundaries and expectations for student behavior.

In conclusion, while peer influence is a natural part of student development, its negative effects can be mitigated through comprehensive strategies involving mentorship, counseling, extracurricular engagement, and policy enforcement.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research methods used in investigating the impact of peer groups on student behavior at Kwara State Polytechnic. It outlines the data collection process, sampling methods, and analytical tools applied to ensure accurate, reliable, and valid findings that support the study's objectives.

3.2 Statistical Techniques

In this study, both **descriptive** and **inferential** statistical techniques are employed to analyze data collected on the impact of peer groups on student behavior at Kwara State Polytechnic.

Descriptive Statistics

Descriptive statistics summarize and organize the data to provide meaningful insights into the characteristics of respondents and behavioral patterns. The key descriptive statistics used are:

- **Frequency distribution:** Counts the number of respondents in each category (e.g., male/female, peer group membership, types of behavior).
- **Percentages:** Show the proportion of respondents in each category.
- **Measures of central tendency:**
- **Measures of dispersion:**
    - **Standard deviation (s):** Measures the spread of data around the mean:

These descriptive measures provide a general picture of student demographics and behaviors influenced by peer groups.

Inferential Statistics

Inferential statistics allow the researcher to make conclusions about the population from which the sample was drawn and to test research hypotheses. The following inferential techniques are used:

1. Chi-Square Test of Independence (χ^2)

The Chi-square test determines if there is a statistically significant association between two categorical variables, such as peer group affiliation (e.g., positive influence, negative influence) and student behavior (e.g., disciplined, disruptive).

- **Hypotheses:**

H_0: There is no association between peer group membership and student behavior

H_1: There is an association between peer group membership and student behavior

Formula:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

- Oi = observed frequency in each category
- Ei= expected frequency under the null hypothesis, calculated by:

$$E_i = \frac{(row\ total) \times (column\ total)}{grand\ total}$$

- **Decision Rule:**

Calculate the χ^2 value and compare it with the critical value from the chi-square distribution table at the chosen significance level α=0.05 and degrees of freedom.

If χ^2calculated > χ^2critical reject H_0, otherwise, accept H_0.

2. Pearson Correlation Coefficient (r)

This technique measures the strength and direction of the linear relationship between two continuous variables — for example, the degree of peer influence (quantified through scores) and levels of student behavior (also scored).

- **Hypotheses:**

H_0: r = 0 (no correlation)

H_1: r ≠ 0 (significant correlation)

Formula:

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

- x and y are the two variables
- n is the number of paired scores

Interpretation:

Values of r range from -1 to +1.

- R > 0: positive correlation

- $r < 0$: negative correlation
- $r=0r = 0r=0$: no correlation

A p-value is computed to test the significance of r. If $p < 0.05$, the correlation is statistically significant.

3. Regression Analysis

Regression analysis predicts the effect of peer group influence (independent variable) on student behavior (dependent variable), quantifying the relationship and allowing for prediction.

- **Simple Linear Regression Model:**

$Y = \beta_0 + \beta_1 X + \epsilon$

Where:

- Y = dependent variable (student behavior)
- X = independent variable (peer influence)
- β_0 = intercept (value of Y when X=0)
- β_1 = regression coefficient (rate of change in Y for a unit change in X)
- ϵ = error term (unexplained variation)

Hypotheses:

H_0: $\beta_1 = 0$ (no effect of peer influence on behavior)

H_1: $\beta_1 \neq 0$ (peer influence significantly affects behavior)

Estimation:

Using the least squares method, β_0 and β_1 are estimated by minimizing the sum of squared residuals.

Interpretation:

A statistically significant β_1 (p-value < 0.05) indicates that peer influence significantly predicts student behavior.

Level of Significance

All tests are conducted at the 5% significance level (α=0.05. This means there is a 5% risk of rejecting the null hypothesis when it is true (Type I error).

Software for Analysis

The Statistical Package for the Social Sciences (SPSS) software will be used for all statistical analyses. SPSS provides tools for performing chi-square tests, correlation, regression, and descriptive statistics with accuracy and efficiency.

3.3 Source of Data

The data used in this research work is a primary data obtained from administering 100 questionnaires within the case of study (Kwara state polytechnic Ilorin).

3.4 Data Presentation

The data used in this research work is a questionnaire and can be view in Appendix I.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter presents the analysis of data collected on the influence of peer groups on student behavior at Kwara State Polytechnic, Ilorin. The analysis was conducted using the Statistical Package for the Social Sciences (SPSS) to address the research objectives. Descriptive statistics were used to summarize the demographic characteristics and behavioral responses of respondents. Additionally, inferential analyses such as chi-square tests, Pearson correlation, and linear regression were employed to test the formulated hypotheses and determine the relationships between peer group influence and student academic, social, and moral behavior. The results are presented in tables and interpreted accordingly.

4.2 Data Analysis

Descriptive

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	100	1	2	1.51	.502
Age	100	1	4	2.57	1.085
Level of study	100	1	4	2.44	1.140
Institute	100	1	6	3.47	1.778
CGPA	100	1	4	2.35	1.095
Valid N (listwise)	100				

Interpretation:

The average CGPA of respondents is 2.35, and most students are between 18–27 years of age. Gender is nearly evenly distributed.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
My peer group encourages me to study regularly	100	1	5	2.80	1.400
I tend to peform better acaddemically because of my peer group	100	1	5	3.01	1.291
My peer motivates me to attend classes	100	1	5	2.95	1.313
Peer group discussion help me understand course material better	100	1	5	2.81	1.447
I am more focused when i study with my peer group	100	1	5	3.17	1.443
Valid N (listwise)	100				

Interpretation:

Respondents generally agree that their peer groups positively influence their academic behavior, with the highest mean score (3.17) for studying focus when with peers.

Inferential Statistics

Correlation

Correlations

		CGPA	My peer group encourages me to study regularly	I tend to peform better acaddemically because of my peer group	My peer motivates me to attend classes	Peer group discussion help me understand course material better	I am more focused when i study with my peer group
CGPA	Pearson Correlation	1	.224*	-.224*	.230*	.074	.045
	Sig. (2-tailed)		.025	.025	.021	.463	.656
	N	100	100	100	100	100	100
My peer group encourages me to study regularly	Pearson Correlation	.224*	1	-.027	.209*	-.054	-.188
	Sig. (2-tailed)	.025		.791	.037	.595	.061
	N	100	100	100	100	100	100
I tend to peform better acaddemically	Pearson Correlation	-.224*	-.027	1	-.095	.039	.048

because of my peer group	Sig. (2-tailed)	.025	.791		.347	.701	.636
	N	100	100	100	100	100	100
My peer motivates me to attend classes	Pearson Correlation	.230*	.209*	-.095	1	-.101	.031
	Sig. (2-tailed)	.021	.037	.347		.319	.758
	N	100	100	100	100	100	100
Peer group discussion help me understand course material better	Pearson Correlation	.074	-.054	.039	-.101	1	-.115
	Sig. (2-tailed)	.463	.595	.701	.319		.255
	N	100	100	100	100	100	100
I am more focused when i study with my peer group	Pearson Correlation	.045	-.188	.048	.031	-.115	1
	Sig. (2-tailed)	.656	.061	.636	.758	.255	
	N	100	100	100	100	100	100

*. Correlation is significant at the 0.05 level (2-tailed).

Interpretation

Students with higher CGPA are **more likely** to be influenced by peer encouragement and class motivation. Interestingly, those with higher CGPA **may not necessarily attribute** their academic success directly to their peer group, as shown by the negative correlation in that item.

Chi-square

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Institute * Academic_Score	100	100.0%	0	0.0%	100	100.0%
Institute * Social_Score	100	100.0%	0	0.0%	100	100.0%
Institute * Moral_Score	100	100.0%	0	0.0%	100	100.0%

Institute and Academic score

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	216.010[a]	205	.285
Likelihood Ratio	199.613	205	.593
Linear-by-Linear Association	.198	1	.656
N of Valid Cases	100		

a. 252 cells (100.0%) have expected count less than 5. The minimum expected count is .12.

Chi-Square Test: Institute vs. Academic Score

- Pearson Chi-Square = 216.010, df = 205, p = .285 → **Not significant**

Institute and Social Score

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	253.381[a]	225	.094
Likelihood Ratio	220.744	225	.568
Linear-by-Linear Association	1.992	1	.158
N of Valid Cases	100		

a. 276 cells (100.0%) have expected count less than 5. The minimum expected count is .12.

hi-Square Test: Institute vs. Social Score

- Pearson Chi-Square = 253.381, df = 225, p = .094 → **Not significant**

Institute and Moral Score

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	235.103[a]	240	.577
Likelihood Ratio	220.032	240	.818
Linear-by-Linear Association	.511	1	.475
N of Valid Cases	100		

a. 294 cells (100.0%) have expected count less than 5. The minimum expected count is .12.

Chi-Square Test: Institute vs. Moral Score

- Pearson Chi-Square = 235.103, df = 240, p = .577 → **Not significant**

Interpretation:

None of the tests yielded statistically significant results ($p > 0.05$). This indicates that students' departmental affiliation does not significantly affect how peer groups influence their behavior.

Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.166[a]	.028	.018	2.66554

a. Predictors: (Constant), CGPA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.776	1	19.776	2.783	.098[b]
	Residual	696.303	98	7.105		
	Total	716.078	99			

a. Dependent Variable: Academic_Score

b. Predictors: (Constant), CGPA

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.245	.634		17.747	.000
	CGPA	.408	.245	.166	1.668	.098

a. Dependent Variable: Academic_Score

This test evaluated whether **CGPA could predict peer-influenced academic behavior**.

- **$R^2 = 0.028$**: Only 2.8% of the variance in academic behavior scores is explained by CGPA.
- **$F(1, 98) = 2.783, p = 0.098$**: The regression model is **not statistically significant**.
- **Coefficient ($\beta = .408, p = .098$)**: While there is a slight positive trend, it is not strong enough to conclude a meaningful predictive relationship.

Interpretation:

- Although CGPA correlates with some peer behavior variables, it **does not significantly predict** overall peer-related academic behavior in this model.

CHAPTER FIVE
SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Summary of Findings

This study examined the influence of peer groups on student behavior at Kwara State Polytechnic, Ilorin, using descriptive and inferential statistical methods. A total of 100 students across various institutes and levels were surveyed. The findings are summarized as follows:

- **Descriptive statistics** revealed that students generally perceive peer groups as influential in their academic, social, and moral lives. Items such as improved focus during group study and peer motivation to attend classes recorded high average scores.
- **Pearson correlation analysis** indicated significant positive relationships between CGPA and specific peer-related academic behaviors such as peer encouragement to study and motivation to attend classes. However, there was also a negative correlation between CGPA and perceived academic improvement due to peer groups, suggesting a nuanced perspective among high-performing students.
- **Chi-square analysis** showed no significant association between students' institute and their academic, social, or moral behavior scores. This implies that peer influence is relatively consistent across different academic disciplines.
- **Linear regression analysis** demonstrated that CGPA does not significantly predict peer-related academic behavior. Although a slight positive relationship was observed, it was not statistically significant, accounting for only 2.8% of the variance in academic behavior.

These findings collectively suggest that while peer groups play an important motivational and behavioral role, their influence varies in nature and is not strictly dependent on academic performance or institutional affiliation.

5.2 Conclusion

Based on the results of this study, it can be concluded that peer groups have a measurable but complex influence on student behavior. While students generally acknowledge the positive

contributions of peers to academic focus and class attendance, they may not fully attribute academic success to peer influence. Additionally, peer influence on social and moral behavior appears to be present but not significantly different across institutional lines. Academic performance (CGPA), while related to some behaviors, does not reliably predict how students experience or react to peer influence.

The findings suggest that peer groups serve more as a source of motivation and behavioral reinforcement rather than direct academic enhancers. This highlights the need for a balanced view of peer group influence in educational settings.

5.3 Recommendations

Based on the conclusions drawn, the following recommendations are made:

1. **Promote Peer-Led Academic Support Groups:** Institutions should encourage formation of peer study groups, as these have been shown to enhance student focus and motivation.
2. **Educate Students on Healthy Peer Influence:** Awareness programs should be introduced to help students identify and cultivate positive peer relationships that reinforce academic discipline and responsible behavior.
3. **Integrate Peer Mentoring into Student Support Systems:** Senior students can be paired with junior ones in a structured mentorship framework to foster academic and moral growth.
4. **Monitor Negative Peer Pressure:** Counseling and student affairs units should be vigilant against the potential for negative peer influence and provide supportive interventions where necessary.
5. **Further Research:** Future studies should explore other predictors such as personality traits, socio-economic background, and emotional intelligence to better understand the dynamics of peer group influence.

REFERNCES

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall.

Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., Vol. 2, pp. 74–103). Wiley.

Bukowski, W. M., Newcomb, A. F., & Hartup, W. W. (1996). *The company they keep: Friendship in childhood and adolescence*. Cambridge University Press.

Cillessen, A. H. N., & Bellmore, A. D. (2011). Social skills and peer acceptance. In P. Smith & C. Hart (Eds.), *The Wiley-Blackwell handbook of childhood social development* (2nd ed., pp. 393–411). Wiley-Blackwell.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Dishion, T. J., & Tipsord, J. M. (2011). Peer contagion in child and adolescent social and emotional development. *Annual Review of Psychology, 62*(1), 189–214. https://doi.org/10.1146/annurev.psych.093008.100412

Hartup, W. W. (1996). The company they keep: Friendships and their developmental significance. *Child Development*, 67(1), 1–13. https://doi.org/10.2307/1131681

Hussain, A., & Safdar, M. (2009). Effects of peer pressure on students' academic performance. *Journal of Education and Practice*, 5(2), 80–84.

Ladd, G. W. (2005). *Children's peer relations and social competence: A century of progress*. Yale University Press.

Murdock, T. B. (1999). The social context of risk: Status and motivational predictors of alienation in middle school. *Journal of Educational Psychology*, 91(1), 62–75. https://doi.org/10.1037/0022-0663.91.1.62

Nelson, L. J., & Padilla-Walker, L. M. (2013). Flourishing and floundering in emerging adult college students: A person-centered approach to academic, social, and psychological well-being. *Journal of Youth and Adolescence*, 42(2), 228–240. https://doi.org/10.1007/s10964-012-9836-7

Ogbu, J. U. (2004). Collective identity and the burden of "acting white" in Black history, community, and education. *The Urban Review*, 36(1), 1–35. https://doi.org/10.1023/B:URRE.0000042734.83194.f6

Ryan, A. M. (2001). The peer group as a context for the development of young adolescent motivation and achievement. *Child Development*, 72(4), 1135–1150. https://doi.org/10.1111/1467-8624.00338

Steinberg, L., & Monahan, K. C. (2007). Age differences in resistance to peer influence. *Developmental Psychology*, 43(6), 1531–1543. https://doi.org/10.1037/0012-1649.43.6.1531

Wentzel, K. R. (2005). Peer relationships, motivation, and academic performance at school. In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 279–296). Guilford Publications.