

COLLEGE OF EDUCATIONAL AND BEHIVIORAL SCIENCE

DEPARTMENT OF PSYCHOLOGY

Effect of *Peer Influence and Its Consequences on Female Students 'Academic Achievement in Wolkite University*

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Abstract

The main objective of this study is to assessing the peer influence and its consequence on academic achievement of female students in Wolkite University female students .quantitative research method were used to data analyze and interpret the data. The total number of target population was40 female students selected through systematic random sampling technique. To analyze the quantitative data the researcher used to obtain through questionnaire and analytical technique (frequency and percentage);. The major finding of this study that affect female academic achievement was peer influence, family factor and environmental factors was the major factors that influence the female academic achievement. The peer influence has negative comparison usually result in self –esteem. Based on this finding the researcher recommended that the University was to advised fulfill suitable reading place sufficient reading material and guidance and the university advised to give awareness about the consequence and the negative impact of night club, drink alcohol and use drug.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The peer influences and its consequences on female students defined by the amount and the style of help that female receive good behavior from Peer group (Temitope and Christy, 2015). Peer group are among the most influential social forces affecting adolescent behavior from mundane decisions concerning closing, hair style, music and entertainment to more significant decisions concerning short and long term education plans. During the formative adolescent year peer are arguably even more important than parents, teachers and counselors and the peer influences decisions of youth can have long lasting consequences (Colman, 2001).

Parents recognize the importance of peer group and through their choice of neighborhoods, school and activities (South and Bose, 2006). Regardless of socioeconomic status parents want their children to be surrounded by the best possible social network specially, during adolescent, when youth are increasingly independent from parents.

During these formative years, educational goals taken from and youth make serious of decision that shape their educational trajectories, such as their friendship networks gain influence up on these decisions unfortunately, the peer effects literature is lacking in two main areas. The first is that peer effects are assumed to be uniform across class, gender and race and ethnicity.

Race and ethnicity is especially likely to be important because adolescent are more likely to choose friends of the same racial and ethnic group (Humm *et al.* 2005). The second problem is that few students focus on academic decisions that are directly influences by friends, such as course or track selection and college choices.

Instead, most students of peer effects focus on educational out comes that are indirectly influenced by the friends, such as early cognitive development, grades promotion and most commonly test scores (Zimmerman, 2003).

Peer group affects student achievement in several ways. Members of a group interacting in learning, help each other in their studies, share important information and impose externalities on others by behaving well and or badly (for example: a noisy student disrupts the environment) or by allowing teachers to go deeper in subject, contribute to the formation of value and aspiration and so on.

Understanding the nature and the magnitude of peer group effect on education is crucial for the productivity of educational and the organizational design of school system. For example: in order to improve students' outcome, it is important to know which inputs influence their performance most and the relative importance of peer effects compared to other inputs, such as teacher quality or school resource.

Peer influence can both positive and negative. The student that has positive social comparison usually results in high self-esteem; while negative comparison results in low self-esteem.the peer influence group female students has greater magnitude on behavior and decision making(Mlowsa, 2014). The peer are most likely to compare themselves with peers who are most similar to them in age ability and interest negative age influence in some up on similarly, these groups tend to share low aspiration of going to college or getting certain careers. There may be other values in place, such as taking care of the family or making money sooner rather than going to college first. Positive peer influence on their friends as well as it is through that intelligent students help their peer bring up their knowledge. Girls with good friend who are considered intelligent tend to do better grades. Therefore, the aim of this research study will to identify the consequences of peer pressure on academic achievement on female students and also to set the direction for solving the problem .

The Kenya government has for long put recognizance on the need to reform school career guidance and counseling to help students in career decision making. For example, in 1971 guidance and counseling programme was implemented according to the recommendations of the Kenya Education Report (G.o.K, 1964). The objective of the programme was to provide academic, career awareness and personal advice to the students. The Presidential Working Party on the Establishment of a Second University recommended that the career guidance be given greater priority and be developed in a manner consistent with national needs (G.o.K, 1981) for purpose of enhancing career decision making.

According to, Odhiambo (2005) contends that there is a growing demand from the Kenya government and the public for teacher accountability. Schools are commonly evaluated using students' achievement data (Heck, 2009). Teachers cannot be dissociated from the schools they teach and academic results of schools. It would therefore be logical to use standardized students' assessment results as the basis for judging the performance of teachers. Teachers celebrate and are rewarded when their schools and teaching subjects are highly ranked. In Chile, for instance, teachers are rewarded collectively when they work in schools which are identified as high-performing by the National Performance Evaluation System of Subsidized Schools (Organization for Economic Cooperation and Development, 2005). In Kenya, teachers who excel in their teaching subjects are rewarded during open education days held annually in every district (Cherongis, 2010). While appreciating the value of rewarding teachers who produce better results, teachers should also not escape a portion of blame when students perform poorly

Various factors have been stated that affect the academic performance and higher attrition rates of female students in higher institutions. For instance, the general

institutional environment, the overall interaction and practice the students make with school personnel, institutional rules and regulations, sanctions, and the organizational structure. It is long noted that the relationship between students and their universities is one significant predictor of social and academic development that the structure of the university unfairly treats students based on their background (Yeshimebrat Mersha & teal, 2013).

In Ethiopia Education is the harmonious development of the physical, mental, moral (spiritual), and social faculties of individuals, for a life of dedicated service (Eshetu, 2002). It is a tool that enables citizens to make all rounded participation in the development process. The participation of females in socio-economic development programs also depends on their educational backgrounds. Some girls clearly do enter tertiary institutions despite numerous obstacles, but for most girls, the battles to overcome gender impediments and obtain qualifications once they are enrolled continue unabated (Wudu and Getahun, 2009). They often encounter an institutional culture that has not been transformed and that remains hostile to their gender needs. Some girls clearly do enter tertiary institutions despite numerous obstacles, but for most girls, the battles to overcome gender impediments and obtain qualifications once they are enrolled continue unabated (Wudu and Getahun, 2009). They often encounter an institutional culture that has not been transformed and that remains hostile to their gender needs.

1.2. Statement of the Problem

Peer group influences are a distinct class of influences arising from social interactions a broad term which encompasses any type of individual behavior that involves interdependency with the behavior. In addition to these it determines as Peer influence can be both positive and negative effects (Brown, 2012). That means Students who are more accepted by their peers and who have good social skill often do better in school have positive academic achievement motivation and In contrast, rejected students especially those who are highly aggressive are at risk for a number

of achievement problems including low grade and dropping out of school is negative motivations. In addition to this it determine that as the peer influence and its consequences on female student's great magnitude on behavior and decision making (Mlowasa, 2014). Several researches have shown that there have been positive and negative impacts on female students from peer pressure in higher institutions. However, it remains unclear if female students are performing better in their academic achievement. Hence, the aim of this study will to determine the peer influence and its consequences on female students' academic achievement at Wolkite University educational and behavioral science collage. Moreover, it used to determine that education weather in short or long term is basically important for peer group to affecting good behavior from mundane decisions especially during adolescent time and understanding the nature and the magnitude of peer group influence is crucial for the "productivity" of educational process and the organization. On the basis of the above mentioned ideas, this study designed to answer the following research questions:

1. What are the negative peer influences that affect the female students' academic performance?
2. How do peer activities influence the females' academic achievement?

1.3. Objective of the Study

1.3.1. General Objective

The general objective of this study was to assess the negative effect peer influences and its consequences on academic achievement of female students in Wolkite University.

1.3.2. Specific Objectives

- ✓ To assess the negative peer influence affecting female students' academic achievement.
- ✓ To examine how peer activities influence females' academic achievement.

1.4. Significance of the Study

The researcher may provide relevant information or awareness for freshman students who was joined Wolkite University selecting peer that match with their behavior, interests, economic status and academic achievement.

The finding of this study was show the direction, how to solve the problem that come from the peer students that influence their competence in their academic achievement in wolkite University. In addition to this the study was benefit to provide helpful information for peer influence on academic achievement. Also, the finding of this research will serve as baseline information for future research work. Beside this, it was helpful for policy makers in understanding the peer influences that affect academic achievement of female students at higher institution.

1.5. Delimitation of the Study

This study was delimited to the peer influence and its consequences on academic achievement by taking samples of female students only from 1st year female students of Wolkite University, college of educational and behavioral science. Because, first year students have low experience of social interaction than senior students and they lack capacity to resist the peer influences within the University.

1.6. Operational Definition of Basic Terms

- **Academic Achievement**: - actual class room performance of the female students which is indicated by the result obtained from end semester rand final
- **Female**: - students who learn in wolkite university college of educational and behavioral science. result
- **Peer influence**: - refers to influence that comes from peer group of the classmates or dormitory that possess similar age and status.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter contains Definitions of peer influence, concepts of peer influence, meaning of academic achievement, the pros and cons of peer relationship, peer activities .

2.1. Peer Influence

Peer pressure refers to the influence exerted by a peer group in encouraging a person change his/her attitude, values in order to conform the group norms (Kirk, 2000). Peer group are an important socialization agent. A peer group is defined as a small group of similar age, fairly close friends, sharing the same activities. Adolescents ask questions related to social identity theories such as "who am I?" and "what do I want out of life?" feeling to be part of a group, the adolescents to feel like they are on the way to answer some of the questions. The adolescents spend twice as much time with peer as compared to parents.

Peer influence can provide elements in an adolescent life. It is important however, to remember that peer influence can potentially have a deadly impact or other various negative effects. The peer group is a source of affection, sympathy, understanding and a place for experimentation.

2.2. Concept of peer pressure

Meaning peer-influence refers to influence that comes from peer group of the classmates or dormitory that possess similar age and status. Peer pressure is influence that a peer group, observers or individual exert to the encourage others to change attitude, value or behaviors 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 social group act or believe in orders to influence one another, often in negative ways. Peer pressure is something everybody has to deal with at sometimes in one's life. How successful one handles peer pressure depends to a great on the individuals self-concept and position in the world (Hardcastle, 2002). Peer pressure comprises a set of group dynamic where by a group in which one feels comfortable may override personal habits, individual moral inhibition or idiosyncratic desire to impose a group norm of attitude or behavior. 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 peoples desire to fit in and be accepted by others (Bern, 2010). Peer pressure may have a positive influence and help to or more

2.3. Academic Achievement

Academic achievement means the ability or process which demand or requirement of academic life is fulfilled in educated whole and studying manner and also it is related to acquisition of principles and generalization and the capacity to perform efficiently certain manipulation of object, symbols and ideas to be academically achieved, the student is required to cope with the relatively new course and teaching are necessary to get positive idea.

Academic achievement is to measure the product of learning of an individual. The ways of improving quality of education:-

- Increases leadership effectiveness.
- Increase learning time.
- Improve school climate.
- Increases teachers' quality.

This part reviewed the related literature to the study on the topic discussed under various objectives, what are the positive and negative influences in relation to female student's education? How peer attitudes influence girl's academic achievement and how peer learning environment influence girl's academic achievement?

2.4. The pros and cons of Peer Relationship

Peer influence can be both positive and negative. Sullivan argued that adolescent learning can be skilled sensitive partners in intimate relationship by forgoing close friendship with selected peer. Good peer relations might be necessary for normal social development in adolescent social isolation or the inability to "plug in" to social network is linked with many different forms of problems and disorders ranging from delinquency an problem of drinking and depression (Kuper's Midt and Coie, 1990).

In contrast, some theorists have emphasized the negative influence of peer on adolescents' development. Being rejected or overlooked by peers leads some adolescents to feel lonely or hostile. The peer group has been videoed as a positive or negative influence depending on its motivational orientation.

If the peer group has high achievement standards, it will support the students' academic achievement, but if low achieving students join a low achieving peer group the student's academic work can deteriorate even further (Kinderman *et al*. 1996).

Students who are more accepted by their friends (peer) and who have good social skill often do better in school, and have positive academic achievement motivation (Asher and Coie, 1990). In contrast, rejected students specially, those who are highly aggressive are at risk for a number of achievement problems including low grade and dropping out of school. If peer effects are at work, educational outcomes are affected by how students are arranged across classes and the desirability of comprehensive school (which mix students of different abilities together).

Further this electivity of university admission policies produces different results in the presence of peer effects. More importantly, the nature of peer effects also has fundamental implication in a family's choice with regards whether parents consider that their offspring will be benefit from schools which sort students according to their abilities (Coleman, 1966).

Apart from peer effects related to the class room environment, students belongs to the same class tend to study and revise the subject together, so generating important externalities. Among school factors that promote female students success in higher education the most critical is sound counseling and providing staff training to help teachers serve female students more effective (Nelson, 1993).

Peer influence can be both positive and negative. The students that have positive social comparison usually results in higher self-esteem, while negative comparisons result in low self-esteem. The peers are most likely to compare themselves with peers who are most similar to them in age, ability and interests.

Negative peer influence in some down up similarity, these groups tends to share low aspiration of going to college or getting certain careers. There may be other values in place, such as taking care of the family or making money sooner rather than going to college first.

Positive peer influence on their friend as well. It is through that intelligent students help their peer bring up their grades. Girls with a good friend who are considered as intelligent tend to do better.

2.5. Peer Group Learning Environment and Girl Students Academic Achievement

Students' belonging to the same class tends to study and revise the subject together, so generating important externalities. A peer group affects students achievement in several ways: member of a group interact in learning, help each other in their studies, share important information, impose externalities on others by behaving well or bad, for example a noisy student disrupts the study environment or by allowing teachers to go deeper in subjects, contribute to the formation of value and aspiration.

Understanding the nature and the magnitude of peer group effect in education is crucial for the productivity of educational process and the organizational design of school system. For example: in order to improve student outcome, it is important to know which input influence their performance most and the relative importance of peer effects compared to other inputs, such as teacher quality and school resources.

Their estimation shows that peer group abilities have considerable, positive effects on student academic performance. These effects are not brought about by self-selection and are robust to a variety of definitions of a peer group are several measures of abilities.

They also support the idea that students applying for highly reputable institutions evaluate not only the high quality of instructors provided, but also high quality of peer. Students' academic success is greatly influenced by the type school they attend. School factors include school structure, school composition and school climate.

2.6. Peers Activities

A number of students see some of their peers as role models. Teachers, parents and peers all provide adolescents with suggestion and feedback about what they should think and how they should behave in social situations. These models can be source of motivation. Modeling refers to individual changes in cognition, behavior or effect that result from the observation of others (Ryan, 2000). Observing others performance a particular behavior or voice a certain opinion can introduce an individual to new behavior and viewpoints that may be different from his/her own.

Participating in peer group activities is a primary stage of development and adolescents are often closely associated with that of their peers (Santor et al, 2000). Risk taking behaviors such as substance abuse and sexual activities are shown as negatively affect academic achievement in a negative way (Santor et al, 2000). Teenagers (adolescents) learn what is acceptable in their social group by "reading" their friends reactions to how they act, what they wear, and what they say. Anxiety can arise when adolescent try to predict how peers will react and this anxiety play a large role in peer influence. In the campus life most of female students' participation commercial sexual works especially Saturday a lot of female students go to hotel with her friend depend on their appointment. So, next day she miss class because she get tired and she influence her friend to take part in the night club next week, at this time her academic achievement will be affect.

2.7-Theoretical Framework

2.7.1-The Social Learning Theory

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.

2.7.2-Social Control Theory

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 behavior. 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 behavior. 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 behavior

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 behaviors whereas time spent with peers is a risk factor for problem Behaviors.

2.7.3-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 everything 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.

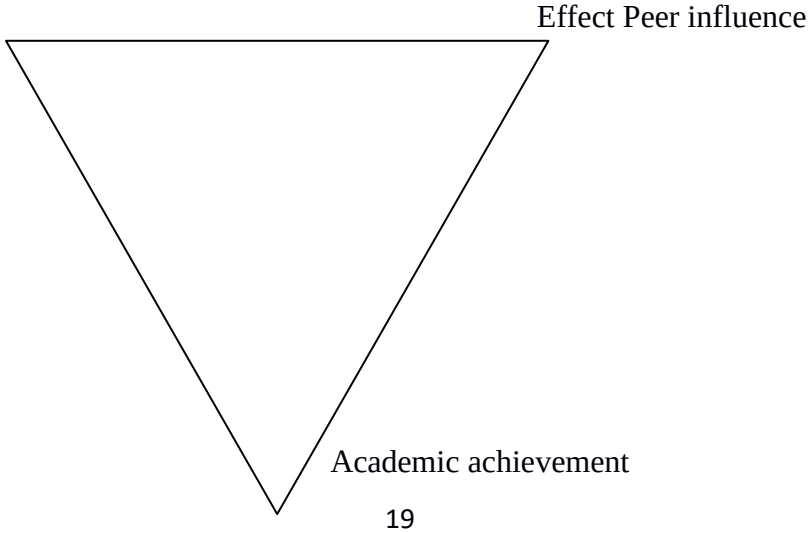
In line with the present study, any time fully managed leaded to productivity. For in school adolescents any time well managed would do better in academic performance. On the other hand, when adolescents fail to plan and manage their time well, it could lead to unproductivity and poor performance in 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

2.8-Summery

Meaning peer-influence refers to influence that comes from peer group of the classmates or dormitory that possess similar age and status. Peer pressure was influence that a peer group, observers or individual exert to the encourage others to change attitude, value or behaviors and conform to the group norms.

Academic achievement means the ability or process which demand or requirement of academic life is fulfilled in educated whole and studying manner and also it was related to acquisition of principles and generalization and the capacity to perform efficiently certain manipulation of object, symbols and ideas to be academically achieved, the student was required to cope with the relatively new course and teaching are necessary to get positive idea.

Conceptual framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

This research was use correlation research design to investigate the peer influence and its consequences. It describes how peer influence relates to female academic achievement.

3.2. Description of Study Area

This research wasl conduct at Wolkite University. This University is founded in Gubreye Sub-city Guraghe zone, SNNPR, Southwestern, and located on 168km away from the capital city of the country, Addis Ababa. It was situated at Gubreye sub-city, 14 km away from Wolkite town, of the gubreye-butajira road. The major link road to the University was a direct route to Wolkite-Jimma, Wolkite-Hossana and wolkite-Butajira. It was founded in 2012 E.C. According to the university's record bureau 2018 data the university has 943 administration workers who are worked in 41 staffs.

3.3. Variables in the Study

The dependent variable of the study was consequences that come from peer influence i.e., academic achievement. The independent variable of the study is peer group influence on female students.

3.4. Population of the study

The population of this study was target to the total number of students at collage of education and behavioral science, Female students which has145.

Department	1st year	2nd year	3rd year	Total
Psychology	13	21	16	50
Educational Planning and management	47	-	-	47
Pedagogy	6	18	24	48
Total	66	39	40	145

3.5. Sample Size and Sampling Technique

From the total number of students at a college of educational and behavioral science, 40 respondents will be selected through systematic random sampling technique. Mathematical calculation for determining sample size

N= Total population

e =margin error

n=sample size

$$n = N / 1 + N (e)^2$$

$$n = 66 / 1 + 66(0.1)^2$$

$$n = 66 / 1.66$$

$$n = 40$$

3.6. Data Collection Instrument

The data was collected directly from the female students (participants) only by using closed-ended questions for the purpose of studying the peer influence and its consequence on academic achievement of female students. The participants will give their idea freely and without any influence.

3.7. Method of Data Analysis

Data obtained from the participants will be coded and analyzed through quantitative method of data analysis which iwasobtained from female students that was give response to ask questions and use tabulation and percentage for interpretation.

3.8. Procedure of Data Collection

Before the researcher collects data the participant will ask their willingness to participate in the study. The questionnaires was prepared in English version because the students fully understand the English version.

3.11. Ethical Consideration

When conducting this study to explain the purpose of the study to concerned bodies, similarly all the study participants will inform verbal consent will obtain prior to the interview.

CHAPTE FOUR.

4 DATA ANALYSIS AND INTERPRETATION

This chapter presents the data; analysis and interpretation made on the data of the research entitled effect peer influence and its consequences on female students academic achievement in wolkite university of Ethiopia" The primary data collected through questionnaires and unstructured interview Structured questionnaires distributed to 40 students, The data collected is then presented and analyzed using descriptive techniques endeavored in tables.

4.1 Gender distribution

respondents demographic gender		
Description	Respondent	
	frequency	Percentage
Female	40	100%
Male	0	0%
Total	40	100%
Age		
19-22	22	55%
22-24	18	45%
Total	40	100%
Cumulative{GPA}		
1.8	3	7.5%
1.9	4	10%
2	2	5%

2.1	2	5%
2.2	4	10%
2.3	2	5%
2.4	2	5%
2.5	9	22.5%
2.6	6	15%
2.7	4	10%
2.8	1	2.5%
3	1	2.5%
Total	40	100%

Source own survey

As the same table I understand 22(55%) of the respondent were 19-22 age group and, 18(45%) of the respondent are 22-24 age group. So that most of the female are young students, and most of the respondent cumulative was 2.5(22.5%)so the researcher understand that most of our college females student cumulative was 2.5 this indicated that the performance of the female student was very low.

4.2: The negative impact of the effect of peer influence

Item		No respondent	Present %)
I prefer to study with your friends	Strongly agree	19	48%
	Agree	16	40%
	Disagree	3	8%
	Strongly disagree	2	5%

	Total	40	100%
I discuss your learning problem with friends	Strongly agree	19	48%
	Agree	14	35%
	Disagree	3	8%
	Strongly disagree	4	10%
	Total	40	100%
The group work helped to increase the your grades	Strongly agree	10	25%
	Agree	20	50%
	Disagree	6	15%
	Strongly disagree	4	10%
		40	100%
I love to makes friends with intelligent students alone	Strongly agree	16	40%
	Agree	12	30%
	Disagree	8	20%
	Strongly disagree	4	10%
	Total	40	100%

Source own survey 2011

As shows the above table 4.2 19(48%) of the respondent said that strongly agree that study with friends, 16(40) of the respondent said that agree that study with friend 3(8%) of respondent said that disagree, and 2(5%) of the respondent said that strongly disagree. SO that I understand that most of the respondents are more better than study alone so if student study with there our

friends the female student can increase our cumulative easily, also in some that 19(48%)of the said that respondent strongly agree on discussion learning problem with friends 14(35%) of the respondents said agree on discussion that learning problem with friends and 3(8%) of the response said that agree on discussion learning problem with friends disagree on discussion learning problem with friends and,4 strongly disagree on discussion learning problem with friends the researcher understand that 19 respondent strongly agree on discussion with friends so that this indicates that discussion with friend is better to solve the problem. So that concluded from the table most the respondents strongly agree with the ideas cooperation with one other is very important for prefer their performances

4.3- Do learning environments influence female academic achievements?

Table 2: The effect of learning environments on female students

your friends assistance in group discussion assisted to improve your grads		Strongly agree	21	53%
		Agree	15	38%
		Disagree	2	5%
		Strongly disagree	2	5%
		Total	40	100%
The upper grades of your friends encourage working harder?		Strongly agree	13	33%
		Agree	19	48%
		Disagree	5	13%
		Strongly	3	8%

		disagree		
Your parents do not like your movement with friends		total	40	100%
		Strongly agree	3	8%
		Agree	11	28%
		Disagree	22	55%
Your friends affect your academic work negatively		Strongly disagree	4	10%
		Total	40	100%
		Strongly agree	2	5%
		Agree	10	25%
		Disagree	18	45%
		Strongly disagree	11	28%
Your friends are drug addicts		Strongly agree	3	8%
		Agree	5	13%
		Disagree	19	48%

	Strongly disagree	13	33%
	Total	40	100%

Source own surveys 2011

As understands form the above table 2: 21(53%) of the respondents said that strongly agree , 15(38%) of the respondents said that agree ,while 2(5%) of the respondents said that disagree and while other 2(5%) of the respondents disagree .Therefore more the respondents strongly agree with idea .And 13(33%) of the respondents are said that strongly agree ,19(48%) of the respondents said that agree with ,while other ,5(13%) of the respondent were said the that disagree and while othe2(8%) of the respondent were said that strongly disagree . Therefore most of the respondents were agree .And 22(55%) of the respondents said that strongly agree and 2(5%) of the respondents were said agree while other,11(28%) of the respondents said that disagree while other 3(8%) of the respondents said that strongly disagree Therefore most of the respondent were disagree And 5 out of the 13% of the respondents were agree with ideas while other 19 out of 48% of the respondents were agree and while 13out of the 33% of the respondents were strongly disagree . So that most of the respondents were agree

Table 3: give attention for your friends

Items		NO of respondents	%
Your friends parents are educated	Strongly agree	20	5%
	Agree	12	30%
	Disagree	5	13%
	Strongly disagree	3	8%
	Total	40	100%
I hate to make friends	Strongly agree	2	5%

with students from poor family	Agree	3	8%
	Disagree	20	5%
	Strongly disagree	15	38%
	Total	40	100%
I like to associate with friends from rich family	Strongly agree	2	5%
	Agree	12	30%
	Disagree	10	25%
	strongly disagree	16	40%
	Total	40	100%
I borrows texts books	Strongly agree	5	13%
	Agree	10	25%
	Disagree	13	33%
	Strongly disagree	12	30%

Source own surveys 2011

As understands form the above table 2: 20(5%) of the respondents said that strongly agree , 12(30%) of the respondents said that agree ,while 5(13%) of the respondents said that disagree and while other 3(8%) of the respondents disagree .Therefore more the respondents strongly agree with idea .And 2(5%) of the respondents are said that strongly agree ,2(5%) of the respondents said that agree with ,while other ,3(8%) of the respondent were said the that disagree and while othe2(8%) of the respondent were said that strongly disagree . Therefore most of the respondents were agree .And 2(5%) of the respondents said that strongly agree and1 2(30%) of the respondents were said agree while other,10(25%) of the respondents said that disagree while other 16(40%) of the respondents said that strongly disagree Therefore most of the respondent were disagree And 5 out of the 30% of the respondents were agree with ideas while other 10 out

of 25% of the respondents were agree and while 13out of the 33% of the respondents were strongly disagree and 12out of 30% of the respondents said that disagree. So that most of the respondents were agree

Information attaining through open ended question also revealed that the respondents responds' female students face money challenge in the university. The problem that was categorized personal related factor includes lack of self confidence, carelessness, tension, falling love easily. And also University factor like lack of proper reading, place where they can use freely the influence from male students .lack of proper guidance, academic related factor such as difficulty of education poor high school performance. Also economic related factor lack of finance support from parents.

CHAPTER FIVE

Discussion, Summary, and Recommendation

5.1. Discussion

The major factors affecting of female students at higher education level are identified and analyzed. The provision of guidance and counseling, tutorial class and different training, students to teacher relationship also play significant role in female academic performance. It is clear from the result examining from the research that peer do, in fact have a relatively strong influence over the daily functioning of female adolescent (Landau,2002). Those students who care about learning are more likely to associate with peers who share interest in learning.

Peer influence has negative effects on the female academic achievement especially in adolescent time.

Particularly if a teacher has positive attitude toward female students are gender sensitive in class room, female student will be encouraged to learn. The provision guidance and counseling service for students in the university is very crucial for their success in their academic and non-academic endeavor as university female student are new for the environment, free from family control and they face a number of problem.

The university and department placement of students play a key role in future life adjustment and success in a given field of study. A peer group affect student achievement in several ways; number of group interact in learning, help each other in their studies, share important information and impose externalities on other by behaving well or bad. On the influence of peer group on student academic achievement finding revealed the majority of student has low academic achievement due to factors like lack of guidance, lack of self confidence and economic related factors.

5.2. Summary

This study focused on the peer -influence and it is consequence on academic achievement of college of Education and Behavioral science 1st year female students. The peers influence can negative. The students that have negative comparison is in low self-esteem. The negative peer influence can bring about poor academic achievement. It is through that intelligent students help their peers bring up their up their knowledge. Girls with good friends who are considered intelligent tend to do better grade

5.3. Conclusion

The peer influence is changed on the academic achievement of female student. This change is negative impacts. Peers influence is one of the main obstacles for low academically due to different activities like; enforce to drink alcohol, to visit night club and use drug. In the university female student face many problems such as personal related factor, university related factor, academic related factor, and economic related factors. This all problem is in orders to that affects female student's academic achievement and thereby increase attrition in the university.

The Students who have inappropriate behavior can affect highly other student behavior. The more undesirable activities come from peers are accepting the celebration of days without reason, racism, join night club, doing sex around class and etc. The female students participating in sexual activities score low results in their academic achievement but; not always. Support the female student for academic achievement is important, for example, by moral, study together and learning environment also influence peers in academic achievement and affecting female academic achievement such as low family supper lack of special class for female student, lack of conducive environment to studies are the problem on the academic achievement.

5.3. Recommendation

- The University should play an important role in raising the academic achievement for female students. --The university creates awareness about the consequence and the negative impact of night club and drinking alcohol.
- provide rules and regulation about female students who sleep outside the campus and give appropriate punishment
- University shouldselects the students who have not financial support and give financial support the students to more success academic achievement.
- University creates awareness to students to empower their attitude and great feeling of high self-confidence through giving continuous counseling-service for the female students.
- The university should better if capacity building training for girls to develop their confidence and reduce stress.
- The university should to fulfill suitable reading place and sufficient reading material

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Appendix

Dear participant,

The purpose of this questionnaire is to collect data for my research work titled "Peer Influence and its Consequences on Female Students academic achievement in Wolkite University, College of Educational and Behavioral Sceince".

Hence, your genuine responses to the questions will be highly appreciated, are extremely valuable for the success of this study, and will be kept in complete confidentiality and anonymity.

You're sincerely.

Senait Abayneh

Questionnaires

Demographic Information

1.Sex: Male ☐ Female ☐

2. Age: 19-22 ☐ 22-24 ☐

3. Year level: 1st year ☐ 2nd year ☐ 3rd year ☐

4. Department: Pedagogy ☐ Psychology ☐ EPDM ☐

Tick (√) any of the 4-points rating scale to indicate your level of agreement: 4-points scale- (SA)- Strongly Agree; (A)- Agree; (D) – Disagree; (SD)- Strongly Disagree

To Be Filled By Students

Does peer group influence the academic performance of female students?

S.N	Questions	Response options				
		SA	A	D	SD	Tot (%)
1	I prefer to study with your friends					
2	I discuss my learning problems with friends					
3	The group work helped to boost your grades					

4	**I love to make friends with intelligent students alone**					
5	**Your friends assistance in group discussion assisted to improve my grades**					
6	**The upper grade of your friends encourage me to work harder**					
7	**Do you parents do not like my movement with friends**					
8	**Do you friends affect my academic work negatively**					
9	**your friends are drug addicts**					
10	**Do you friends engage in sexual relations**					

Does the economic status of peer influence your academic performance?

S.N.	Questions	SA	A	D	SD	Tot (%)	
1	**Your friends parents are educated**						
2	**I hate to make friend with students from poor family**						
3	**I like to associate with friends from rich family**						
4	**I borrows textbooks from your rich friends**						
5	**I have every necessary textbooks**						
6	**your intelligent friends are from rich homes**						
7	**Economic status of parents affect female academic performance**						