Peer Influence and Its Effect on the Academic Performance of the First Year College Student of Laguna, State Polytechnic University

Sierra Marie S. Aycardo, Ph.D
College of Teacher Education
Laguna State Polytechnic University
Santa Cruz Laguna Philippines

Arlene P. Madrio, Ph.D
College of Arts and Sciences
Laguna State Polytechnic University
Santa Pablo City Laguna, Philippines

Geraldine M. Baja, MAT
College of Art and Sciences
Laguna State Polytechnic University
Siniloan Laguna, Philippines

Marites D. Carlo, MaEd
College of Teacher Education
Laguna State Polytechnic University
Santa Cruz Laguna Philippines,

Abstract:- This study will find out the Peer Influence and Its Effect on the Academic Performance of the First Year College Student of Laguna, State Polytechnic University. Peer groups are composed of people with the same preferences. They are commonly at the same age and they tend to travel around and interact within the social aggregate. Members in a peer group commonly have the same interest and attitudes. This study aimed to determine the level of the Demographic Profile of the Students of Laguna State Polytechnic University. (1) Level of the Demographic Profile of the Students of Laguna State Polytechnic University in Terms of Age (2) Level of the Demographic Profile Terms of Gender (3) Level of Peer Influence in Terms of Vices.

Descriptive method was used in this study to determine the Demographic Profile of the Students. Questionnaire in a form of checklist was used in gathering data. Weighted Mean, Standard Deviation and Regression were used to analyze and interpret the data.

Based on the gathered data of this study, the findings of this study were the following:

Level of the Demographic Profile of the Students o in Terms of age, gender was interpreted as Moderately Agree. While in terms of Vice was interpreted as Disagree.

Proficient is the Performance of students in Mathematics in terms of First Semester Grading Grade.

Finally, Peer Influence has a significant effect to the academic performance of the Students.

Keywords:- Peer, Vice, Grades,Gender.

I. INTRODUCTION

Adolescence, person that ages which follows puberty and precedes the age of majority; it commences for males at fourteen, and for females at twelve years completed, and continues till twenty-one years complete. According to Ryan (2000) young adults begin to ask questions such as, ''is school important to me?'' and ''How do I want to spend my time?'' The choices that adolescent make regarding their motivation, engagement, and achievement in school (and in life) and the satisfaction they make such choices. Thus, understanding the way social interactions affect academic achievements through positive and negative roles peers is vital for parents, educators and policymaker.

Peer is a group of people, usually of similar age, background, and social status, with whom a person associates and who are likely to influence the person's beliefs and behavior.

The purpose of this study is in order to know if peer groups can affect the academic performance of the selected students.

II. OBJECTIVES OF THE STUDY.

This research aims to answer the following questions:
1. What is the percentage of the Demographic profile of the Students of Laguna State Polytechnic University Sta. Cruz Campus in terms of :
1.1 Grades
1.2 Gender
2. What is the level of peer influence of the Students of Laguna State Polytechnic University Sta. Cruz Campus? In terms of:
2.1 Vices
3. What is the level of the academic performance of the Students of Laguna State Polytechnic University Sta. Cruz Campus In terms of :
3.1 1st Semester Grades

4. Does peer influences have a significant effect to the academic performance of the Students of Laguna State Polytechnic University Sta. Cruz Campus?

III. METHODOLOGY

The research used the descriptive method wherein it provides an accurate account of a subject at the time of the research. Also, the goal is to provide evidence and observations that test the hypothesis. This may entail gathering enough evidence that answers multiple questions about the nature of the subject. This will establish a test to determine how to answer the hypothesis.

This research considered it to be the most appropriate method in gathering and obtaining the facts and figures needed. Furthermore, descriptive method is used to obtain the level of Peer Influence and its Effect on the Academic Performance of the students. The main goal of this type of research is to describe the data and characteristics about what was studied.

The respondents of this research were the selected college students of Laguna State Polytechnic University Sta. Cruz Main Campus the College of Teacher Education. Cause they can give the best information for this study.

The sampling technique to be used in this study is purposive sampling. This sampling technique was chosen by the researchers because according to Kumar (2014), purposive sampling, also called as judgemental sampling is a sampling design in which the primary consideration is the judgement as to who can provide the best information in able to achieve the objectives of the study. Moreover, as a researcher you will only go to those people likely to have the required information and willing to share it with you.

Before the researcher start making the thesis, the researcher submitted first set of title to choose from and the chosen title was '' Peer Influence and Its Effect to the Academic Performance of the College students of Laguna State Polytechnic University Sta. Cruz Main Campus A.Y. 2019-2020.

The researchers prepared the necessary parts of the research like introduction wherein we introduce our title .Then the researcher prepared other parts like Background of the Study, Theoretical Framework, Conceptual Framework, Statement of the Problem, Hypothesis, Definition of Terms including Chapter 2 and 3.

The researchers also prepared a set of questionnaires, surveyed, tallied and interpreted the gathered data.

The researchers employed only one set of questionnaire and a test as a major tools in data gathering for this research undertaking. The questionnaire consisted of (15 questions) regarding the effects of Peer Influence to the academic performance.

The data that will be gathered was tallied, tabulated and treated statistically.

The formula of weighted mean and standard deviation was used to ascertain the students' level of Peer Influence on the Academic Performances of the Students. The same formula was applied to determine the attitude of students in the school community.

The Pearson's r formula was used to test if there is a significant relationship between the Peer Influence and the Academic Performance of Students of Laguna State Polytechnic University Sta. Cruz Campus. The Researcher use this Scale.

Scale	Range	Description
5	4.20-5.00	Strongly Agee
4	3.40-4.19	Agree
3	2.60-3.39	Moderately Agree
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

IV. RESULTS AND DISCUSSION

Table 1. Level of the Demographic Profile of the Students in Terms of Age

AGE	Mean	SD	Verbal Interpretation
1. Age is one factor of having peer.	3.33	1.03	Moderately Agree
2. The older one act as the leader in a peer group.	3.09	1.10	Moderately Agree
3. The youngest gets bullied in a peer group.	2.47	1.11	Disagree
4. The youngest gets to do all the work.	2.41	1.17	Disagree
5. Age affects the interaction between other peer members.	3.17	1.09	Moderately Agree
Weighted Mean	**2.89**	**Moderately Agree**	

The table depicts that the statement one "age is one factor of having peer" got a mean of 3.33 with a standard deviation of 1.03 and interpreted as Moderately Agree. The statement two "the older one act as the leader in a peer group" got a mean of 3.09 with a standard deviation of 1.10 and interpreted as Moderately Agree. The statement three "the youngest gets bullied in a peer group" got a mean of 2.47 with a standard deviation of 1.11 and interpreted as Disagree. The statement four "the youngest gets to do all the work" got a mean of 2.41 with a standard deviation of 1.17 and interpreted as Disagree. The statement five "age affects the interaction between other peer members." got a mean of 3.17 with a

standard deviation of 1.09 and interpreted as Moderately Agree.

The table 1 which shows the level of Demographic Profile of the Grade 11-HUMMS Students of Laguna State Polytechnic University in Terms of Age got a weighted mean of 2.89 which was interpreted as Moderately Agree.

The obtained data above can be supported by the study of Stantrock (2010), states that another factor relating to peer acceptance was age. Most preschool classrooms consisted of children three and four years old. Preschool children had friends, but were not necessarily focused on having a best friend. Three-year-old children were still developing and learning how 14 to play with others. According to Walden et al. discovered children who were three generally played where they wanted to and just played with whomever was around. Four-year-old children spent a large amount of time in cooperative play where they were able to work through several social skills, such as listening, sharing, taking turns, conflict resolution, cooperation, and understanding others' perspectives. Near the end of this stage in development, four-year-olds gain a theory of mind. Gopnik (2009) explained that theory of mind was the idea that children were able to understand that people had their own thoughts different from themselves.

The table 2 shows the level of Demographic Students of in Terms of Gender.

GENDER	Mean	SD	Verbal Interpretation
1. Peer group members have the same gender.	2.86	1.18	Moderately Agree
2. Gender is a factor of being a part of a peer group.	2.83	1.16	Moderately Agree
3. Peer group members are bias with the same gender.	2.36	1.00	Disagree
4. In a peer group there is a dominant gender.	2.97	1.21	Moderately Agree
5. Peer group does not priorities opposite gender.	2.84	1.28	Moderately Agree
Weighted Mean	**2.77**		**Moderately Agree**

The table depicts that the statement one '' Peer group members have the same gender'' got a mean of 2.86 with a standard deviation of 1.18 and interpreted as Moderately Agree. The statement two ''Gender is a factor of being a part of a peer group'' got a mean of 2.83 with a standard deviation of 1.16 and interpreted as Moderately Agree. The statement three ''Peer group members are bias with the same gender'' got a mean of 2.36 with a standard deviation of 1.00 and interpreted as Disagree. The statement four ''in a peer group there is a dominant gender'' got a mean of 2.97 with a standard deviation of 1.21 and interpreted as Moderately Agree. The statement five '' Peer group does not priorities opposite gender'' got a mean of 2.84 with a standard deviation of 1.28 and interpreted as Moderately Agree.

The table 2 which shows the level of Demographic Profile got a weighted mean of 2.77 which was interpreted as Moderately Agree.

The obtained data above can be supported by the study of Blaine (2009) who stated that several broad and related explanations have been proposed to account for children's sex segregation. Some of these explanations directly link sex of partners to selection; however, most are indirect because they suggest that same-sex children being drawn together by experienced similarity on gender-typed characteristics rather than by sex of peers. Children selected playmates who were of the same sex and who had similar levels of gender-typed activities. These findings provide support that children select peer partners based on both expecting and experiencing similarities with same-sex peers. For instance, boys may be interested in playing with peers who like to play with cars or who share similar play styles which likely results in increased interactions with other boys. Gender was found to have powerful effects, both directly and indirectly. The large contribution of sex of peers to selection processes leaves open the possibility that either social category similarity or children's beliefs about those social categories greatly influences who they select as playmates.

The table 3 Shows the level of Demographic Profile of the Student in Terms of Vices

VICES	Mean	SD	Verbal Interpretation
1. If one member of the peer group try smoking he/she can influence others.	3.05	1.15	Moderately Agree
2. A member of the peer group forces you to drink liquor.	2.29	1.12	Disagree
3. A member influences you to play any kind of gambling.	2.22	1.12	Disagree
4. A member pressures another member to try their vices.	2.50	1.69	Disagree
5. Vices makes peer group members stick together.	2.53	1.33	Disagree
Weighted Mean	**2.52**		**Disagree**

The table depicts that the statement one '' If one member of the peer group try smoking he/she can influence others'' got a mean of 3.05 with a standard deviation of 1.15 and interpreted as Moderately Agree. The statement two '' A member of the peer group forces you to drink liquor'' got a mean of 2.29 with a standard deviation of 1.12 and interpreted as Disagree. The statement three '' A member influences you to play any kind of gambling'' got a mean of 2.22 with a standard deviation of 1.12 and interpreted as Disagree. The statement four '' A member pressures another member to try their vices'' got a mean of 2.50 with a standard deviation of 1.69 and interpreted as Disagree. The statement five '' Vices makes peer group members stick together'' got a mean of 2.53 with a standard deviation of 1.33 and interpreted as Disagree.

The table three which shows the level of Demographic Profile of the Grade in terms of Vices got a weighted mean of 2.52 which was interpreted as Disagree.

The obtained data above can be supported by the study of O'Malley (2008) who stated that the prevalence of smoking increases dramatically during adolescence. While not all experimental users increase their uptake over time, early initiation increases the likelihood of habituation, leading to a host of negative outcomes. Therefore, prevention of initiation and progression is an important national health objective. The development of effective prevention programs depends on a firm understanding of the factors associated with adolescent smoking. Social influences are among the most consistent and important factors associated with adolescent smoking. Social influences are important with respect to a wide range of health behaviors, including medication taking, diet, sexual intercourse, and substance use. Adolescents may be particularly susceptible to social influences given their developmental stage and the importance of school and peer groups in adolescent life. Moreover, there may be uniquely social aspects of adolescent smoking and other substance use, in that other adolescents provide access, opportunity, and reinforcement. Therefore, it should not be surprising that adolescent substance use and peer use are highly associated. While the effects of peer groups on adolescent substance use have been widely documented, much remains to be learned, especially regarding the mechanisms of peer influence

Table 4. Performance of students in terms of First Semester Grading Grade

Grade	Frequency	Related frequency	Verbal Interpretation	Mean	SD
90-above	29	50%	Advanced		
85-89	25	43.10%	Proficient		
80-84	4	6.90%	Approaching Proficiency	89.42	3.05
75-79	0	0%	Developing		
74-below	0	0%	Beginning		
Total	58	100%		Proficient	

The table indicates that the first row which shows the grade 90 and above have a frequency of 29 and a related frequency of 50% which was verbally interpreted as Advanced. The second row which shows the grade 85-89 have a frequency of 25 with a related frequency of 43.10% which was verbally interpreted as Proficient. The third row which shows the grade 80-84 have a frequency of 4 with a related frequency of 6.90% which was verbally interpreted as Approaching Proficiency. While the fourth and fifth row which shows the grades 75-79 and 74-below got none.

The performance of students in Mathematics in terms of their First Semester Grade is Proficient which is proven by the mean of 89.42 and a standard deviation of 3.05.

The obtained data above can be supported by the study of Harris (2010) who stated that for instance, if peers are high achievers who engage in academically oriented habits like studying and homework completion, then students who interact with these peers may adopt those habits and perform better academically.

Table 5. Significant Effect of Peer influence on the Academic Performance of the Students.

	Mean	R squared	F	p-value	Verbal Interpretation
Peer Influence	2.52				
Grades	89.42	0.069	4.16	0.046	Significant

The table 5 shows the significant effect of peer influence on the academic performance of the Grade 11-HUMMS Students of Laguna State Polytechnic University. The table shows that the Peer Influence got a mean of 2.52 and a Grade of 89.42 have a computed R squared of 0.069, Frequency of 4.16 and a p-value of 0.046 which can be verbally interpreted as Significant. Therefore, Peer Influence has a significant effect on the academic performance of the Students of Laguna State Polytechnic University.

CONCLUSION

Based on the findings of the study, the following conclusions were made:

1. The Level of the Demographic Profile of the Students in Terms of Age is Moderately Agreed.

2. Level of the Demographic Profile of the Students in Terms of Gender is Moderately Agreed.

3. Level of Peer Influence of the Students in Terms of Vices is Disagree

4. Proficient is the Performance of students in Mathematics in terms of First Semester Grading Grade.

5. Peer Influence has a significant effect to the academic performance of the Students.

ACKNOWLEDGMENT

REFERENCES

[1]. Landy, S. Pathways to competence: Encouraging healthy social and emotional development in young children. Baltimore, MD: Paul H. Brookes Pub.(2011).

[2]. Santrock, J. W. Children (11th ed.). New York: McGraw-Hill.(2010).

[3]. Agrawal AA, Lynskey MT, Heath AC, Chassin L. Developing a genetically informative measure of alcohol consumption using past 12 monthindices. Journal of Studies on Alcohol and Drugs. 2011;72:444–452.

[4]. Hanushek, Eric A., John Kain, and Steven Rivkin (2009) New Evidence about Brown v. Board of Education: The Complex Effects of School Racial Composition on Achievement. Journal of Labor Economics, 27(3), 349-383.

[5]. Albert D, Steinberg L. Peer influences on adolescent risk behavior. In: Bardo MT, Fishbein DH, Milich &R, editors. Inhibitory Control and Drug Abuse Prevention: From Research to Translation.New York: Springer; 2011.