

**PERCEPTIONS OF STUDENTS AND ADMINISTRATORS ON PEER PRESSURE AS
A PREDICTOR OF SELECTED STUDENTS' BEHAVIORS IN SECONDARY
SCHOOLS IN HOMA BAY TOWN SUB COUNTY, KENYA**

BY

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION IN EDUCATION PSYCHOLOGY**

SCHOOL OF EDUCATION

MASENO UNIVERSITY

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DECLARATION

DECLARATION BY THE STUDENT

This is my original work and has not been presented in any other university for the attainment of a degree.

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DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as university supervisors.

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ACKNOWLEDGMENT

I take this opportunity to thank all those who in one way or the other have given me assistance in this journey

More specifically, much gratitude goes to my advisors Prof. John Agak and Dr. Catherine Mbagaya for being patient with me and encouraging me throughout.

Most importantly, my immense gratitude to the Almighty God for His providence this far.

DEDICATION

This work is dedicated to Emma.

It is also dedicated to all those who are struggling with one challenge or the other. This is to give you hope that never give up however long the journey may be.

ABSTRACT

A favorable school atmosphere, in which learners are well behaved, is one of the greatest concerns of education stakeholders. Although studies have reported a number of factors that lead to misbehavior among students in schools, peer pressure is reported to contribute up to 53% of cases of students' misbehavior. Ministry of Education records document that 13 schools faced arson attacks in the year 2021 in Homa Bay County. These reports further highlight that the involved students were victims of substance and drug abuse. The report on HIV/AIDS prevalence by the National Aids and STI control programme also shows that Homa Bay county had a high prevalence rate of 20.6% with girls aged between 14 and 25 years heavily affected, which is considerably higher than the national average of 4.8%. Reports further show an average of 64 teenage pregnancies for every 10000 people in the sub county which is higher than those reported by neighboring sub counties. The purpose of this study was to investigate the perceptions of students and administrators on the role of peer pressure in predicting selected students' behavior in secondary schools in Homa Bay Town Sub County Kenya. The objectives were: to investigate the perception of students and administrators on the role of peer pressure in predicting risky sexual behavior among secondary schools' students in Homa Bay Town Sub-County, Kenya, to assess the perception of students and administrators on the role of peer pressure in predicting violent behavior among secondary school students in secondary schools in Homa Bay Town Sub-County, Kenya, and to determine the perception of students and administrators on the role of peer pressure in predicting drugs and substance use behavior among secondary schools' students in Homa Bay Town Sub-County, Kenya. The target population was 10761 students and 33 deputy principals in the 33 secondary schools in Homa Bay Town Sub-County. Stratified and simple random sampling was used to select 30 secondary schools from which 30 deputy principals were selected. Three hundred and seventy students were selected by simple random sampling. Descriptive survey research design was adopted to find out the perception of students and deputy principals on peer pressure as a predictor of Students' sexual behavior, violent behavior, and substance and drug use. Data on the students' and deputy principals' perception was collected using structured questionnaires and deputy principal's interview. The content validity of the research instruments was established by seeking opinions from the experts in the Department of Educational Psychology. Reliability was assessed by test re-test method. Pearson correlation coefficient of 0.882 and 0.996 was obtained for students' and deputy principals' questionnaires respectively. Descriptive statistics including frequency counts, means, standard deviation and percentages were used to analyze quantitative data. Qualitative data from the deputy principal interview was transcribed and categorized into emergent themes. The study showed that students expressed moderate agreement that peer pressure relates to students' sexual behavior (mean=2.65), students' violent behavior (mean=2.63) and drugs and substance use (mean=2.72). Deputy principals had higher level of agreement that peer pressure relates to students' sexual behavior (mean= 3.24), students' violent behavior (mean=3.33) and drugs and substance use (mean= 3.24). The findings of this study may help in increasing awareness and insight towards implementation of comprehensive peer educational programs in school and provide useful information to the Ministry of Education and policy makers. The study therefore recommends that secondary schools should implement comprehensive peer education programs that would bridge the gap in understanding and foster non judgemental discussions on peer pressure and its influence on students behavior.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS: Acquired Immune Deficiency Syndrome

DARA- Drugs and Alcohol Rehab Asia

DEMA: Decentralized Education Management Activity

FGM: Female Genital Mutilation

HIV: Human Immunodeficiency Virus

K.N.B.S: Kenya National Bureau of Statistics

M.O.E: Ministry of Education

NASCOP: National AIDS and STI Control Programme

N.C.E.D: National Centre of Education Statistics SPSS: Statistical Package for Social Sciences

STI: Sexually Transmitted Infections

W.H.O: World Health Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Students' behavior in schools is one of the most pressing issues in the education sector in the world today (Bursztyn and Jensen, 2015). According to Beycioglu (2015), misbehavior refers to antisocial and maladaptive behaviors displayed by an individual. Along with literacy and numeracy achievement levels, students' misbehavior ranks as one of the major concerns voiced by the public about schools and the school system in countries worldwide Bursztyn and Jensen (2015). Ibenegbu (2017) defines student misbehavior as any behavior that goes against school rules and regulations and fails to live within the expectations of the teachers. These expectations may vary from school to school and also depend on societal perceptions of ideal behavior as understood in different cultures. In a school situation, misbehavior can be a serious obstacle to learning, and this has become a major concern for educators and the public. These cases of student's misbehavior include bullying, acts of disrespect to teachers, verbal abuse for teachers, racial tension, widespread disorder in classrooms, undesirable gang activities, and undesirable cult or extremist activities.

Like any other organization, every school requires appropriate behavior, for no group of people can work together successfully without establishing standards of good behavior, respect, and a desirable system of values that lead each person in the group to develop self-control and self-direction. The quality of students' behavior is an important factor in determining the intellectual outcome of students and schools Childs et al., (2016). According to Okonofua (2015), students should be well behaved to make informed decisions, and this entails the learners' ability to discern what is right or wrong. High school is an important period in an adolescent's life. This is

the time students make decisions about future educational and career plans. Appropriate behavior is therefore critical and highly valued at this level of learning.

Peer pressure appears to be a powerful force affecting educational choices and whether students undertake important investments that could improve academic performance or outcomes, (Bursztyn, 2015). Students are willing to take risks in their actions and behaviors, as well as to face failure in their studies, as long as they can show a negative self-image that can be valued and accepted by their peers (Sohrabivafa et al., 2017). A peer is defined as an individual who can dominate or influence others to leave an impression on people; for example, a friend who can influence others (Skaniakos et al., 2019). Peers are an important factor in influencing the formation of a person's personality and self formation.

Peer pressure occurs when an individual experiences implied or expressed persuasion to adopt similar values, beliefs, and goals, or to participate in the same activities as those in the peer group (Bursztyn, 2015). Paying attention to own feelings and beliefs about what is right and wrong can help in knowing the right thing to do. Therefore, peer pressure exists for all ages and no one is immune to peer influence.

Issues of peer pressure and Students' misbehaviors is a global issue of great concern due to the changing times and circumstances ranging from social-technological changes to children's rights and many educational demands. A research study conducted by Bursztyn & Jensen (2015) indicated that peer pressure influenced maladaptive behavior among students. This pressure often led to the stimulation of students by peer groups to defy authority and get involved in increased rates of cigarette, bhang, and other illicit substance usage as compared to those who resisted the influence of peer pressure. Li and Guo (2016) in a study on peer influence on Aggressive behavior, smoking, and sexual behavior established that there was significant evidence to justify

a correlation between certain behavior problems and negative peer pressure among college students in China. In Africa, students behavior problems have grown into an epidemic for example in Tanzania, it is a major challenge faced by educators and parents in most of the Tanzania schools (Jilanga, 2016). In Cameroon, misbehavior among students is attributed to a variety of causes mainly student- based, school-based, and society-based. (Yhayeh, 2015).

In Kenya, the issue of student behavior in secondary schools has occupied the minds of researchers for quite some time now and it remains a subject of investigation. Examples of such studies include research by Onsoti (2018) on the influence of peer pressure on students' discipline in public secondary schools. This study revealed that students' misbehavior remains a challenge, especially in an era of social media explosion. Like earlier studies, the findings showed that misbehavior in learning institutions contributed to 33.3% of the challenges faced by administrators of the learning institutions. It further showed that there were diverse forms of student misconduct in learning institutions that included disruptive and destructive behavior, student unrest, violence, theft, vandalism, drug abuse, and harassment of teachers and others, among others. These maladaptive behaviors came at a high price to all stakeholders of education for instance, the destruction of properties leads to financial losses which are often charged as fines to a student's parent or guardians.

The Government of Kenya through the ministry of education has implemented several measures aimed at curbing the various cases of misbehavior in learning institutions, particularly the use of guidance and counseling units in all secondary schools (MOEST, 2019). Despite these efforts, cases of students' misbehavior have continued to occur. Secondary schools in Kenya have continued to experience unrest and riots, over the years since independence in 1963 (MoE, 2012). Initially, the strikes were relatively calm and involved such things as sit-ins and peaceful

demonstrations. However, recent cases have been marked by violence and destruction of property (MoE, 2018).

Studies reveal that there is reduced parental guidance occasioned by demanding economic situations that force both parents to be gainfully engaged (Li and Guo, 2016). This reduced parental guidance coupled with a lack of formal and professional counseling services in school (Ochola, 2015) has resulted in a surge in cases of students' misbehavior. While a variety of forms of misbehavior have been reported by difference studies, three forms stood out (Onsoti,2018). These three forms include risky sexual behavior, violent behavior, both verbal and physical, and drug and substance abuse.

Homa Bay Town Sub- County is not exempted from this challenge. For instance, records obtained in the ministry of education in Homa Bay County document that 13 schools faced arson attacks in the year 2021 (MOE, 2021). Investigation into these arson attacks revealed that in all cases, students were the masterminds. These reports further highlight that the involved students were victims of substance and drug use, especially alcohol and marijuana. This is an indicator of violent behavior and use of substances and drugs. Besides students' violence and drug abuse, there are strong indicators that risky sexual behavior is a disciplinary problem among students in Homa-Bay Town sub-county. A review of the ministry of education reports on the retention and rescue of vulnerable students' program showed that seventy-eight girls were sought with the help of local administrators, rescued, and re-admitted back to school in the year 2021 after dropping out due to unplanned pregnancies (MOE, 2021). The report on HIV/AIDS prevalence by the National Aids and STI control program for instance, reports a prevalence of 20.6%, which is considerably higher than the national average of 4.8% (NAS COP, 2018). This elevated prevalence rate is indicative of a substantial burden of HIV in the county. Nyamura and Ochieng'

(2020) also reported high teenage pregnancy rate of 64 teenage pregnancies for every 10000 people in the sub county which is considerably higher than the neighboring sub counties of Rangwe, Suba North and Ndhiwa with 62, 58 and 52 teenage pregnancies for every 10000 people respectively. Both HIV/AIDS prevalence and teenage pregnancies are indicators of risky sexual behavior.

The reviewed reports pointed at the existence of drugs and substance abuse, violent behavior, and risky sexual behavior in the Homa Bay Town sub-county. The studies did not comprehensively address the extensive range of misbehaviors students might engage in, nor did it explore how peer pressure might shape these behaviors. This represents a critical knowledge gap, particularly in the context of understanding the multifaceted challenges of students' behavior. This study seeks to bridge this gap by examining students' and administrators' perception on peer pressure as a predictor of selected students' behaviors, including substance abuse, violence, and risky sexual behavior.

1.2 Statement of the problem

Student misbehavior is a pervasive and multifaceted issue that poses significant challenges to the education sector worldwide. While misbehavior in schools encompasses various forms of antisocial and maladaptive behavior, including substance abuse, vandalism, bullying, and risky sexual behavior, the role of peer pressure in driving these behaviors remains inadequately explored. Despite the efforts of educators and policymakers to address student misconduct, cases of misbehavior persist, leading to disruptions in the learning environment and adverse consequences for students' well-being. In Homa Bay Town Sub-County, Kenya, reports indicate a troubling increase in student misbehavior, exemplified by incidents of violence, drug and substance abuse, and risky sexual behavior. Arson attacks in local schools, primarily instigated

by students, have caused significant property damage. Furthermore, the prevalence of HIV/AIDS among girls aged 14 to 25 in the region is notably high. Teenage pregnancy is also alarmingly high. Reports indicate 64 teenage pregnancies for every 10000 people in the sub-county which is considerably higher than the neighboring sub counties of Rangwe, Suba North and Ndhiwa with 62, 58 and 52 teenage pregnancies for every 10000 people respectively as shown in table 1.1 below. High teenage pregnancies and HIV/AIDS infections indicate prevalence of risky sexual behavior. Although previous studies have examined specific aspects of student behavior, such as risky sexual behavior and violent behavior, within the context of peer pressure, a comprehensive analysis of the broader spectrum of the behaviors and their relationship with peer pressure is lacking. Therefore, there is a need for a more holistic and nuanced investigation into how peers pressure influences various forms of students' behavior. This study aims to address this knowledge gap by exploring the perceptions of both students and school administrators on peer pressure as a predictor of selected student behaviors.

TABLE 1.1. Teenage pregnancy across neighboring sub counties in Homa Bay County

Sub-county	Cases of teenage pregnancy	Total population	Ratio per 10000 people	Ranking
Homa bay Town	742	117,439	64	1
Rangwe	730	117732	63	2
Suba North	724	124938	58	3
Ndhiwa	1123	218136	52	4

Source: Adapted from KNBS census report on population (2019) and Draft Report on Teenage pregnancies by Kennedy Nyamura and Benedict Ochieng (2020)

1.3. Purpose of the study

The purpose of this study was to investigate the perceptions of students and administrators on peer pressure as a predictor of selected students' behavior in secondary schools of Homa Bay Town Sub County Kenya.

1.3.1 Research Objectives

The study was guided by the following specific research objectives.

- a) To investigate the perception of students and administrators on the role of peer pressure in predicting risky sexual behavior among secondary schools' students in Homa Bay Town Sub-County, Kenya.
- b) To assess the perception of students and administrators on the role of peer pressure in predicting risky violent behavior among secondary school students in secondary schools in Homa Bay Town Sub-County, Kenya.
- c) To determine the perception of students and school administrators on the role of peer pressure in predicting risky drugs and substance use behavior among secondary schools' students in Homa Bay Town Sub-County, Kenya.

1.3.2 Research Questions

The following research Questions guided the study.

- a) What is the perception of students and administrators on the role of peer pressure in predicting risky sexual behavior among secondary schools' students in Homa Bay Town Sub-County, Kenya?
- b) What is the perception of students and administrators on the role of peer pressure in predicting risky sexual behavior among secondary school students in secondary schools in Homa Bay Town Sub-County, Kenya?
- c) What is the perception of students and administrators on the role of peer pressure in predicting drugs and substance use behavior among secondary schools' students in Homa Bay Town Sub-County, Kenya?

1.4 Significance of the Study

- i. The findings may help in increasing awareness and insight towards implementation of comprehensive peer educational programs in schools
- ii. The finding will provide useful information to the Ministry of Education and policy makers on secondary schools' students' behavior

1.5 Scope of the study

The study limited itself to perception of students and deputy principals on peer pressure as a predictor of students' discipline in 33 secondary schools of the Homa Bay Town sub-county. Thirty-three secondary schools were included in the study from which 370 students and 30 deputy principals were sampled for the study as respondents.

1.6 Assumptions of the study

The following were the assumptions of the study:

- i. Peer pressure is likely to influence students' choice of behavior; negatively or positively
- ii. Students in secondary schools in the Homa-Bay Town sub-county are adolescents.

1.7 Limitations of the study

This study assessed the perception of students and administrators on peer pressure as a predictor of selected students behavior. The findings therefore do not reflect the exact predictor of the selected students' behavior

1.8 Theoretical and Conceptual Framework

1.8.1 Theoretical Framework

Albert Bandura's Social Learning Theory, also known as social cognitive theory, is a seminal psychological framework that underscores the significance of observational learning, modeling, and cognitive processes in human behavior (Bandura, 2018). According to this theory, individuals learn by observing and imitating the behaviors of others, with their actions influenced by a dynamic interplay between personal factors, environmental influences, and their own cognitive processes. Bandura introduced the concept of self-efficacy, wherein one's belief in their capacity to achieve specific goals or tasks plays a central role in motivation and perseverance. Moreover, the theory highlights the role of vicarious reinforcement and punishment, emphasizing that individuals not only learn from their own experiences but also from witnessing the consequences of others' actions.

This study will adopt Bandura's social learning theory by exploring how perceptions of peer pressure influence selected student behaviors, including risky sexual behaviors, drug and substance abuse, and violent behavior, in secondary schools within Homa Bay Town Sub County, Kenya. Bandura's theory, emphasizing observational learning and the role of environmental factors, is highly pertinent in understanding how students may model and internalize behaviors they observe among their peers.

1.8.2 Conceptual Framework

The conceptual framework that was used for this study was based on the fact that peer pressure (the independent variable) influences students' behavior (dependent variable). The influence peer pressure has on students' behavior is assumed to be intervened on by both home and school disciplinary methods. For instance, there is a difference in susceptibility to succumb to peer pressure toward drug use between a student from a family with a strict history of avoidance of drugs and another student from a family with a history of drug abuse (National Centre of Education Statistics of America, 1977).

Disciplinary methods applied in schools were presumed to have a restrictive role on students' sexual behavior, violent behavior, and drug and substance use. In schools where punitive measures are taken against errand students, students are more likely to retreat to their social cliques and engage in maladaptive behavior without the knowledge of non-members. Conversely, schools that practice restorative disciplinary methods are likely to attract students to volunteer information about errand peers to positively influence them.

In this model, it is assumed that each variable affect one another leading to certain outcome that may be adaptive or not. For instance, the family structure will affect the success of a teacher's guidance on an individual student and consequently influence his or her susceptibility to groupthink (Camille, Loftus, and Weaver, 1999).

The conceptual framework for this study is diagrammatically summarized in Figure 1.1. It shows the relationship between the dependent variables (sexual behavior, violent behavior, and use of drugs and substances) and the independent variable.

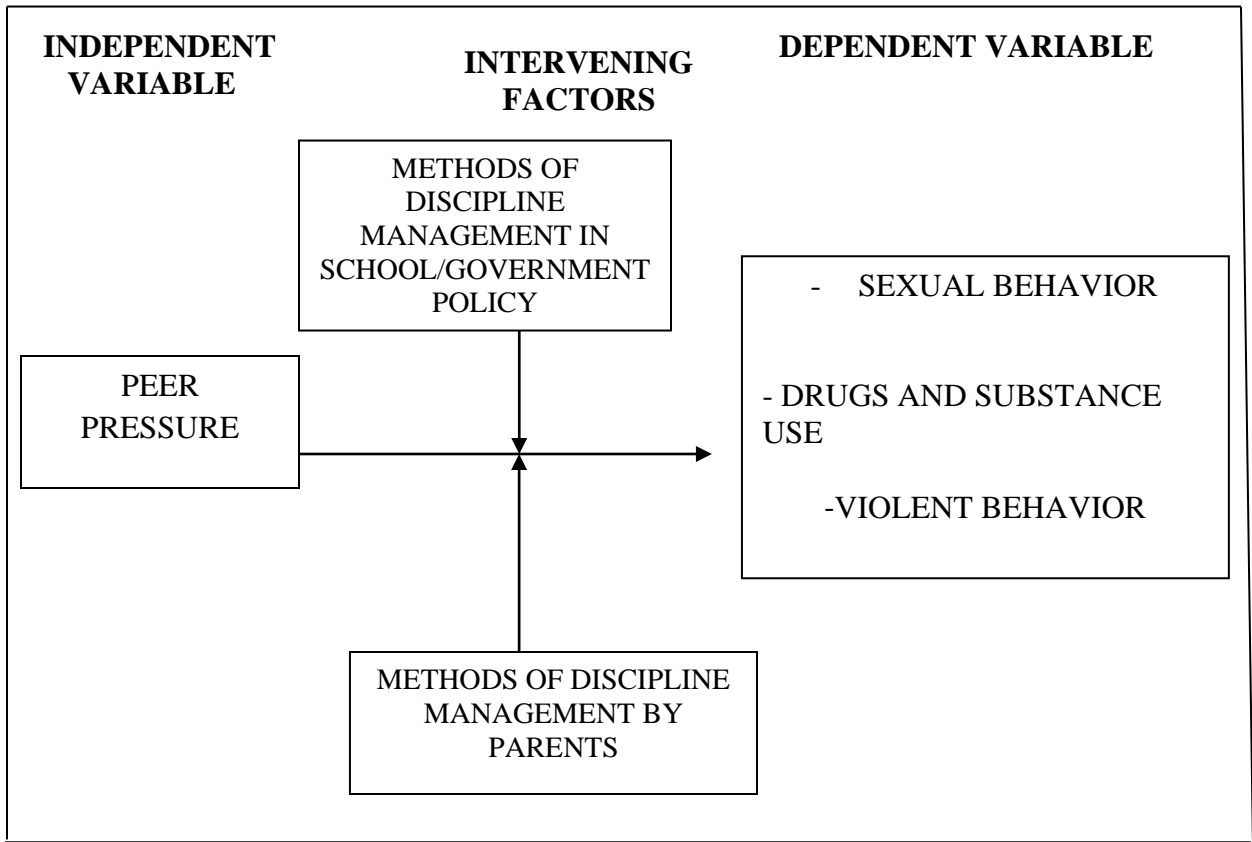


Fig. 1.1 conceptual framework

Source: Researcher

According to the conceptual framework in Figure 1.1. Peer pressure serves as the independent variable, exerting its influence on various forms of behavior among secondary school students. The dependent variables in this framework encompass sexual behavior, which further includes unsafe sex and premarital sex, as well as drugs and substance use, which consists of the use of intoxicants and stimulants. Additionally, violent behavior encompasses acts such as vandalism and verbal aggression, all of which are hypothesized to be influenced by peer pressure. An essential aspect to consider is the role of intervening variables, they including government policy and methods of discipline management employed by parents and teachers. These intervening variables play a critical role in moderating or mediating the relationship between peer pressure

and the various forms of misbehavior exhibited by students. The effect of intervening variables was moderated by random sampling of students to ensure that the selection was representative of the different backgrounds with varied discipline management strategies.

1.9 Definition of terms

Adaptive Behavior: - Age-appropriate behavior necessary for an individual to live independently and to function safely and appropriately in daily life

Behavior: - Observable verbal and non-verbal actions of an individual.

Misbehavior: - A tendency of an individual to display more maladaptive behavior than adaptive behavior.

Influence:- Ability to exert control on or manipulate another person's behavior

Maladaptive Behavior: - Behavior that hinders an individual from functioning optimally and lowers his acceptability in society.

Peers: - Individuals to whom one is socially and emotionally close, to the extent of influencing each other's behavior.

Peer Pressure: - Direct or indirect influence that peer groups, observers, and individual exert to change others' attitudes, values, and behavior to conform to that of the group.

Predictor:- A variable that has an association with the outcome of another variable

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, literature related to the topic under study was reviewed. This review is based on the objectives of the study.

2.2 Peer Pressure and Behavior

Peers are people of the same age or whose ages are close and have similar experiences and interests (Lynes, 2015). Peer pressure is the direct or indirect influence that peer groups, observers, and individuals exert on others to change their attitudes, values, and behavior to conform to that of the group (Akaneme et al., 2018). This influence may either be positive or maladaptive. On the positive side, peers are profoundly important in the life of an individual as they are a source of friendship, positive examples, feedback, advice, socialization, encouragement, and new experiences. On the flipside, peers can be a great source of life stress as they exert pressure on an individual into something he isn't comfortable with such as drugs and substance use, dangerous driving, shoplifting, and risky sexual behavior (Lynes, 2015).

Adolescents' group identification and characterization depend on the most stable functions of the group members. Studies have identified four main peer types based on characteristics that included: Elites, Athletes, Academics, and Deviants. Elites are composed of successful peers in both academics and extracurricular activities. Academics were mainly devoted to academic activities, athletes were joined together by their passion for extracurricular activities while deviants are those peers who cared less about academic activities, future careers, and extra curriculum and are mostly engaged in maladaptive behaviors. The researchers while recognizing

variation in naming the groups noted that the characteristic behavior of a peer group was always stable during the life of the group. Gichangi et al., (2016).

A study on the Role of peer pressure and self-esteem on secondary school students' aggression by Zeubi et al., (2017) revealed that members of Teenage peers will display behaviors that characterize their specific peer groups. The study further noted that peer relationships can lead to either adaptive or maladaptive outcomes depending on the structure and function of the group.

A person is considered well behaved if he/she frequently displays adaptive behaviors. Zhui, (2020) defined adaptive behavior as age-appropriate behavior necessary for an individual to live independently and to function safely and appropriately in daily life and includes real-life skills such as adherence to school rules, ability to work and or complete work on time, money management, making friends, social skills, and personal responsibility.

Akaneme et al., (2018) established that Peer behaviors may be adaptive to the needs of its members and that the home environment and the influence of peer pressure were correlated. While teenagers from socially dysfunctional families were more likely to be influenced negatively by peer pressure, it was also possible that should they align themselves with constructive peer relationships, the new affiliation would provide them with an opportunity for intimate disclosure as they would feel secure due to the peer support they derive therein. The groups also provide remedial socialization and modify early unpleasant family experiences. Carl (n.d), argued that for a teenager, peer group becomes like a second family. Through shared experiences, adventure, support, and sympathy, peers in a group are there for each other. They are

a significant source of companionship and provide avenues for the pursuit of social independence. These positive interactions can develop into positive behavior in teenagers.

Adolescence is characterized by a shift in social dependency. Teenagers begin to lower their dependency on their parents and trust their peers. Adegboyega et al., (2019) in a study on peer pressure influence on undergraduates reported that youths are more comfortable discussing their problems with their peers. Peers would also help each other with homework. This would ensure that members of the clique uplifted each other socially and academically hence improving the quality of their behavior.

Positive peer groups also encourage a greater extent of conformity to laws and regulations by peers. Blerta, (2017) discovered that peer groups impact their members in the three behaviors of developing positive cognitions, positive identity development, and modeling. A study by Chigbu, (2021) on the relationship between peer influence and adolescents' behavior also found such positive behavior in peer group's ability to mobilize peers' energy towards a positive course and motivate others to succeed besides acting as positive role models. The government of Kenya, (2018), identified several positive peer group behaviors including contribution towards the achievement of personal goals, building, and development of self-confidence, respect for values and beliefs in the society, promotion of positive use of leisure time, discouragement of risky behavior, promotion of unity and co-operation, encouragement of mutual trust and enhancement of overall performance.

Not all peers display positive behavior. Peer groups can mobilize peers' energy towards a given course. However, this mobilization may be successful to a negative course, (Chigbu, 2021). Several peer groups are characterized by maladaptive behavior. Miranda. Et.al, (2018) defined

maladaptive behavior as those types of behavior that inhibit a person's ability to adjust to particular situations. The result of such behavior is a dysfunctional and non-productive individual.

Misbehavior is a behavioral disorder that often causes a lot of mental, emotional, and physical damage. It is a complex issue, which displays itself in different forms, (Ajayi and Okeke, 2019). It has been observed that students who pursued teenage sexual relations, drugs, and substance abuse also seemed to have little interest in accomplishing their academic tasks, and displayed truancy and unjustified aggression (Chigbu, 2021). The anti-normative behavior displayed by these students included: sexual misbehavior, lewd dancing, indecent conduct, alcohol abuse and fighting.

A study to determine the factors that influence drug dependency by Malta and Rosanne (2020) revealed that it was common to find students' peers engaging in drug and substance abuse collectively. It was also noted in the study that there is a decline in religious activities and a rise in dropout rates among members of the same peer groups. The findings further showed that students' peers characterized by low academic ability tended to uphold irresponsible sexual behavior, alcoholism, and drug abuse. They registered a higher rate of dropping out of school, a lower rate of being enrolled in academic programs, graduation from high school, and pursuit of postsecondary education.

Miranda. Et.al, (2018) established that relationships with deviant and antisocial peers are associated with unpleasant outcomes for teenagers. Behaviors such as high levels of aggression, delinquency, and other forms of antisocial behavior were common occurrences with their

probability increasing with the closeness and strength of the bond between the teenager and maladjusted peers.

Neha, (2020) in a study on Sexual behavior and sexual knowledge found that peer group influence was the dominant factor contributing to discipline problems among students. Students who liked to spend longer periods with their friends were easily influenced. He discovered that students tend to do things that are unhealthy and not beneficial to them and others. More than 50% of students reported that they are easily influenced by bad things from the outside world and even pushed by their friends to fight and steal. In some cases, the students were blackmailed by the other students to do things they did not favor for fear of their senior and domineering peers.

Maina (2015) in a study on the effects of peer pressure established that peer pressure does indeed affect independent decision making which in turn affects behavior either responsibly or irresponsibly. Peer group was found to help its members learn the values of various cultures and accept better ways of thinking and lifestyle. This implied that a person's quality of behavior is a function of his peers' characteristic behavior. He attributed the misbehavior of students to peer-group influence among other factors like parental influence, teachers' attitudes, and government activities. According to the study, peer pressure was one of the factors that strongly contributed to the level of students' discipline in an institution as this is shown by students being found in more group offenses than individual offenses.

While several maladaptive behaviors have been researched in the studies reviewed, the tendency to engage in violent behavior, risky sexual behavior, and drug and substance abuse are outstanding in their occurrence and prevalence. It is for this reason that the present study sought

to focus on the influence of peer pressure on the three forms of behavior problems among students.

2.2.1 Peer pressure and Students' Sexual Behavior

Sexual behavior is defined by psychology dictionary as actions that lead to reproduction or stimulation of sexual organs for satisfaction. Risky sexual behavior is any activity that increases the risk of contracting sexually transmitted infections, becoming pregnant, initiating sexual activities at an early age, having multiple sexual partners and having unprotected sex (Akaneme et al., 2018).

The onset of adolescence is characterized by an increase in sexual awareness and activity. Blerta (2017), in a study on peer influence and adolescent sexual behavior, discovered that perception of peers had a significant association with higher frequency of sexual initiation and commitment where sexual norms of peers strongly influenced a youth's attitudes and behavior. Sexual permissiveness of peers was strongly associated with a higher frequency of risky sexual practices by an adolescent.

In a study to establish the influence of peers on risky sexual behavior during adolescence, Miranda et al., (2018) found that the debut age for first sexual intercourse was an average of 16.4 years. It is at this age when adolescents are at the peak of puberty and are prone to go astray. The study revealed that peer norms directly affect individual sexual and contraception behavior since when teenagers believe that their peers have permissive attitudes towards pre-marital sex, then they become more likely to not only engage in sex but also increase the frequency and the number of partners with whom they engage in sex. This perception of peer permissiveness would

affect the individual even if the peers were not involved in the sexual activities themselves (Ajayi and Okeke, 2019)

Akaneme et al., (2018), established that sexual behavior among teenagers is strongly driven by peer factors as well as home environment and individual characteristics such as shame and fear of rejection. The study established that adolescents from supportive homes were less likely to be peer-influenced into destructive sexual behavior and more likely to associate with pro-social peer groups. They noted that peer pressure influenced youths in such areas as the initiation of sexuality, having multiple partners, homosexuality, and feelings of invulnerability among others.

Adegboyega et al., (2019) in a study to determine the influence of peer influence on the sexual behavior of undergraduate students in Nigeria found that permissive attitude towards sexual pressure was strongly associated with episodes of adolescents' unhealthy sexual activities such as involvement with erotic electro-stimulation and this led to the youths being more sexually active. Peers influenced each other towards involvement in sexual activities at an early age, having sex with multiple partners, engaging in unprotected sex, or under the influence of alcohol. Kasirye et al., (2022) while seeking to examine gender differences and influence of peer and parental perceptions on sexual risky behaviors among youths in Uganda, established that female youths were at increased odd of participating in risky sexual behaviors than their male counterparts.

Gichangi et al., (2018) report in a study on factors associated with unsafe sex among Kenyan youth that notwithstanding the concern for health consequences of early sexual activity and early untimely pregnancy that results in reduced school completion rate, more than thirty-three percent of adolescents reported sexual activity with a mean age of first experience being fourteen. Of these, 95% admitted to having been involved in unsafe sex in more than one instance. Risky sexual behavior had physical and social effects on students. Unplanned pregnancies, post-abortion complications, sexually transmitted infections, lowered self-esteem, and dropping out of school were some of the most prevalent consequences of engaging in risky sexual behavior by students. The study further reported that most youths rarely decided about their sexual behavior of choice and tended to be influenced by money favors, where youths even engaged in sexual practices with older men and women in exchange for gifts. Friends and peers were also found to be influential to each other especially those with lower educational achievement.

Research on patterns of risky sexual behavior and associated factors by Mbuthia et al., (2019), found that more than 59.45 of undergraduate students had engaged in unhealthy sexual practices. Some of these included inconsistent use of protection during sex, engaging with multiple sexual partners, and sexual violence where youth reported being forced or coerced into engaging in sex against their will among others. Peer influence emerged as an important feature in accelerating risky sexual behavior with males being more susceptible than female students.

Ssewanyana et al., (2021) in a study on the occurrence of sexual risky behavior and its association with psychological well-being determined that transactional sex, sexual violence, and unprotected sex were some of the frequently occurring risky sexual behaviors. The study

assessed that factors such as level of education, depressive symptoms, family structure, and peer pressure were influential towards youth's sexual behavior. The study revealed that mass media depiction of sex without consequences went a long way in encouraging teenagers to engage in casual sexual practices. The study found that youths yield to peer pressure due to myths that are prominent within a given society and fear of alienation by their peers as a consequence of not fitting in.

The reviewed literature looked at the occurrence, forms, and prevalence of sexual behavior (Mbuthia et al., 2019, Ssewanyana et al., 2021), factors associated with risky sexual behavior (Gichangi et al., 2018., Ssewanyana et al., 2021) and the consequences of such risky behavior (Mbuthia et al., 2019). These findings leave no doubt that risky sexual behavior is a behavior problem among our youth. Students in Homa Bay Town Sub-county are not an exception. A review of Nyamura and Ochieng (2020) on teenage pregnancy reveals a worrying trend. At a rate of 64 pregnancies for every 10000 people, the sub- County rates above its neighboring sub-counties of Rangwe, Ndhiwa and Suba North. This is beside the fact that the sub county is part of Homa bay county, a region which according to NASCOP (2018) experiences great consequences of risky sexual behavior as indicated by high HIV/AIDS prevalence and transmission even among the youth. While Nyamura and Ochieng (2020) documented existence of the worrying consequences of risky sexual behavior, their study did not look at the pececieved predisposing factors towards the risky sexual behavior. It is on the basis of this determination that the present study focused on the perception of students' and administrators' on peer pressure as a predictor of sexual behavior among students in the Homa Bay Town Sub-county

2.2.2 Peer Pressure and Students' Violent Behavior

Violent behavior is behavior directed towards another person that is carried out with the proximate intent to cause physical, relational, verbal, or psychological harm. (Manuel and Obsuth, 2015). It may range from verbal abuse to destruction of a victim's personal property. It is behavior that is displayed on purpose, violates social norms and results in the breakdown of relationships. In comparison, the studies indicate that students with many friends are more prone to violent behavior than students with few friends who often exhibit more pro-social behavior (Obsuth et al., 2015).

Kirian and Moutusi, 2020; Zhu, 2020 further established that higher rates of association with deviant peers lead to a higher rate of display of violent behavior especially if the adolescent is from a family background associated with poverty or economic insecurity

Coleman (2020) in a study on the influence of peers on adolescents' physical aggression assessed the moderating role of parental messaging and peer characteristics on the aggressive behavior of an individual. In the study, he established that parents' messages that appear to support fighting and acts of retaliation are strongly associated with students' violent behavior. Peer characteristics such as peer victimization, peer pressure for fighting, friends with delinquent behavior, and friends supporting fighting appeared to enhance student's violent behavior.

A study by Adeniyi and Afusat (2021) on influence of peer pressure on gang behavior among secondary school students in Osun State Nigeria established that the most common gang behaviors among students in secondary schools included threatening and intimidating others,

fighting, destruction of school properties and involvement in unrest outside the school. The study revealed that there was a significant influence of peer pressure on students' gang behavior. The researchers therefore concluded that peer pressure could predispose students to gang behavior.

Lusajo et al., (2019) did a research on peer network influence on intimate partner violence perpetration among urban Tanzanian men. The study sampled forty men and conducted in depth interview. From this, the researchers established that peer networks and misperception were found to perpetuate intimate violence.

Since the onset of the 21st century, many cases of student unrest have been reported in Kenya. However, incidences of students' violent behavior have been on a sudden rise with cases of burning down of dormitories by students becoming a regular occurrence (Wasonga, 2021). Besides the burning of the dormitory, students' violent behavior is indicated through acts of bullying other students, theft, sexual assault, fighting, use of foul language towards fellow students, school workers, and teachers, and even in some extreme cases assaulting the teachers. According to the National Crime Research Centre (2017), some causes of students' violent behavior included exam-related anxiety, school workload, school leadership, lack of guidance and counseling and peer pressure

A study by Chemwei et al., (2016) on peer influence on aggressive behavior of adolescents in secondary schools in Bungoma, Kenya established that a number of students were involved in violence ranging from verbal violence and use of abusive language (mean average of 3.4), bullying (mean average of 2.79) to violent activities (average of 3.0) with some students admitting that their friends carried even weapons to school. The research revealed that a correlation exists between student violent behavior and peer pressure.

An investigation into arson in secondary schools in Homa Bay County by Dimo et al., (2021) reported that Homa Bay County has not been spared when it comes to students' violent behavior and its destructive consequences. The report named more than twelve secondary schools in the county that suffered arson attacks within term two of 2018 of which three are located within Homa-Bay Town sub-county. The research also reported that teachers complained of the unruliness of their students which made the implementation of the curriculum challenging as the students' behavior had become erratic and unpredictable

Based on the studies reviewed, there is documented evidence to prove that violent behavior exists among students. Many studies have also documented undesirable consequences of the behavior. Chemwei et al., (2016) research was conducted in Bungoma a region culturally different from Homa Bay county while Dimo et al., (2021) not only focused on one aspect of student violence which is the burning of schools but also adopted a general perspective in determining the causal factors of arson. The present study focused on the wider scope of violent behavior that includes verbal, bullying behavior and vandalism in Homa Bay Town Sub-county.

2.2.4 Peer pressure and Students' Drugs and Substance use

Drugs and substance abuse is the excessive, maladaptive, or addictive use of drugs and substances for non-medical purposes even though using the drugs and substances may bring about social, psychological, and physical problems (Britannica Encyclopedia, 2022). Substance abuse has been classified as both a public health and educational problem around the world.

In the education sector, secondary schools across the world have been seriously affected by drugs and substance abuse. In an explanatory study on the prevention of drug abuse among adolescent students, Johnson, Jonegi and Mendoza, (2019) determined that a significant percentage of high scholars are involved in the unhealthy use of drugs and substances. Some of the drugs commonly abused by high scholars included cigarettes, alcohol, and bhang, among others. In assessing the influence of peer pressure on drugs and substance abuse, the study found that 85% of high scholars who abused drugs had at one point experienced peer pressure and that 70% of smokers in high school started smoking as a result of peer pressure.

Meghani and Somani (2016) in a research on substance abuse among the youth established that drugs and substance abuse is a serious global problem with far-reaching consequences especially for the youth. Keyzers. et al in a study on peer pressure and substance use in emerging adulthood established that peers play an important role in influencing emerging adults substance use behaviors in both positive and negative ways.

Gaironessa (2015) in a study on the effect of peer pressure and leisure boredom on substance use among adolescents in low income communities in Cape Town documented that peer pressure was a significant predictor of substance use. Through a sample of two hundred and ninety six adolescent respondents, the study revealed that combined factors of leisure boredom and peer pressure predicted substance abuse greatly .

In a study on stress, peer pressure and drug abuse among secondary school adolescence in kawempe division of Uganda, Lamar et al., (2021) selected 200 students through random

smampling and administered a questionnaire a a tool of data collection. The obtained results were analysed to reveal that there was a significant relationship between peer pressure and drug abuse among secondary school adolescents. Ochola (2015) also affirmed that drug abuse was prevalent among students. In a study to determine the role and challenges of peer counselors on substance abuse among peers. He reported on the prevalence of drug and substance abuse among the students. He reported that students highly rated their peers and treated them as role models. 85.5% of student respondents reported that they could emulate these models to avoid involvement with drugs. Ongwae (2016) indicated that 38% of teachers believed that peer pressure influenced students into drugs and substance abuse.

Homa-Bay Town as a sub-county is part of the global society and is not exempted from such social challenges as drugs and substance abuse by students which, according to studies reviewed, appears to be a global problem. Dimo et al., (2021) reported, in an investigative study on Arsons in Schools in Homa Bay County, that students involved in the burning of schools were drug abusers. It was therefore of value that a study be conducted in Homa Bay Town sub-county on students' drug and substance use. Studies reviewed provided valuable insights into specific facets of students' drugs and substance use but did not comprehensively explore how peer pressure might shape this behavior. This represents a critical knowledge gap, particularly in the context of understanding the multifaceted challenges of students' use of drugs and substance. This study seeks to bridge this gap by examining students' and administrators' perception on peer pressure as a predictor of drugs and substance abuse by students. By doing so, the research intends to offer a more holistic and nuanced perspective on the role of peer pressure in shaping drugs and substance abuse behavior, thus contributing to a more comprehensive understanding of the complex issue.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

A descriptive survey research design was adopted for the study. This design involved questioning individuals on a topic(s) and then describing their responses. It helps provide a quantitative and numeric description of trends, attitudes, and opinion of a population by studying just a sample of the target population and help in the discovery of relevant impact and interrelationships of social and psychological variables of that population (Creswell, 2009). The design involved collecting information through questionnaires, and structured interviews. This design was appropriate for this study in that it allowed the researcher to collect data on the views of students and deputy principals on their perception on peer pressure as a predictor of students' sexual behavior, violent behavior, and substance and drug use. The respondents formed the core source of data for the research.

3.2 Study area

The study covered 33 secondary schools in Homa Bay Town Sub-County, Kenya. Of these 31 are publicsecondary schools while 2 are private secondary schools. There are three girls' schools and one boys' school. The rest are co-educational, seven of which are registered as boarding schools. The sub-county falls within Homa Bay County along latitude: 0° 54" south. The sub-county is divided into 2 administrative zones; Township and Asego. The sub-county shares boundaries with Rangwe, Suba North and Ndhiwa Sub-Counties. Lake Victoria is the major geographical feature in the Sub-County which also allows the economic activity of fishing in it. Besides fishing, the community living in the region practices subsistence farming in crops such as maize, beans, cassava, and groundnuts.

The sub-county has a population of 117439 according to the 2019 national population censure (KNBS, 2020). Those in formal employment constitute 3.8% of the total adult population. The rest of the population is either in casual employment, self-employment, or non-employment. The sub-county has a high level of HIV/AIDS prevalence of 27% with the most infected being between the ages of 25 and 40 (NASCO, 2018). The youth population in school is 22% for primary and 13% for secondary schools (UNICEF, 2009).

3.3 Target population

The study targeted 10761 students in 33 schools of Homa Bay Town Sub-County. Thirty three deputy principals were also involved in the study as they are directly involved with students' disciplinary issues.

3.4 Sample and Sampling Technique

In this study, various sampling methods were employed to ensure the appropriateness and representativeness of the selected samples. The Yamane formula was utilized for determining the sample size for schools, resulting in a selection of 30 schools. This method is generally more suitable for smaller populations where the sample size is a substantial proportion of the total population (Yamane, 1967). Conversely, the Kathuri and Pals sampling table was deemed more appropriate for calculating the sample size of 370 students, as it is well-suited for larger populations, ensuring both statistical validity and resource efficiency (Kathuri and Pals, 1993). Proportional sampling, a form of stratified sampling, was employed to select schools in proportions mirroring their prevalence in the population (Lemeshow and Levy, 2008). Specifically, 3 girl schools, 1 boy school, and 26 mixed schools were sampled accordingly. Moreover, proportional sampling was applied to students, resulting in the selection of 90 students

from 3 girl schools, 46 students from 1 boy school, and 234 students from 26 mixed schools. Students were chosen because they are often the most direct witnesses to behaviors in their peer groups and school environments. Their perceptions and experiences can provide valuable insights into the prevalence and dynamics of behaviors among their peers. Additionally, the study involved the selection of three deputy principals from 3 girl schools, one deputy principal from one boy school, and 26 deputy principals from 26 mixed schools. Deputy Principals were chosen due to their integral roles as school principals' assistants, actively engaged in student affairs and capable of providing accurate information, akin to principals'.

Yamane formula

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

where:

n is the sample size

N is the population size

e is the margin of error

Table 3.1: Sample distribution

Category of schools	Number of schools	Sample of schools	Population of students	Sample of students	Sampled of Deputy principals
Girl schools	3	3	2629	90	3
Boy schools	1	1	1354	46	1
Mixed schools	29	26	6778	234	26
Total	33	30	10761	370	30

Source: Researcher -Based on 2022 students enrolments

The sample frame in Table 1 encompasses three categories of schools: girls' schools (3 schools), boys' schools (1 school), and mixed schools (26 schools). It includes the respective populations of students in each category, totaling 10,761 students, from which samples of students have been

selected—90 from girls’ schools, 46 from boys’ schools, and 234 from mixed schools. Additionally, the sample frame includes deputy principals, with 3 selected from girls’ schools, 1 from boys’ schools, and 26 from mixed schools, totaling 30 deputy principals. This comprehensive approach allows the study to gather diverse perspectives from different school categories and their respective populations, facilitating the achievement of research objectives and meaningful inferences.

3.5 Instruments for data collection

These are tools, techniques, or methods used in research to systematically gather information or data from research subjects or participants. These instruments are designed to facilitate the collection of data in a structured and organized manner, enabling researchers to obtain relevant information for their study (Kumar, 2019). In this study, a combination of questionnaires and interview schedules was employed to collect comprehensive information. The questionnaire comprised two distinct sections. Section A gathered essential demographic information, including gender, age, school category, and class. Section B featured Likert scale-based questions to assess respondents' perceptions of sexual behavior, violent behavior, and drug and substance abuse. To further enrich insights, interviews were conducted to gather in-depth information on these subjects. This multifaceted approach ensured a well-rounded exploration of the research topic, incorporating both quantitative and qualitative data collection techniques for a comprehensive understanding of the issues under investigation.

3.5.1 Students questionnaires

The student questionnaire served as a valuable tool to collect insights into secondary school students' perceptions concerning the influence of peer pressure in predicting risky sexual behavior, drug and substance use, and violent behavior within the Homa-Bay Town Sub County in Kenya. The questionnaire had two distinct sections. Section A was dedicated to gathering demographic information, including students' gender, age, school category, and class. Section B comprised a series of close-ended questions employing a 4-point Likert scale, with values assigned as follows: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The 4-point likert scale was preferred because it eliminates the situation where respondents avoid making real choices either favorable or unfavorable by choosing the neutral or undecided option (Hopper, 2016).

3.5.2 Deputy Principal's questionnaire

The questionnaire administered to deputy principals served as a valuable instrument for gaining insights into their perspectives concerning the influence of peer pressure on the prediction of risky sexual behavior, drug and substance use, and violent behavior among secondary school students in Homa-Bay Town Sub County, Kenya. This questionnaire consisted of two distinct sections. Section A gathered information on demographic information, including gender, age, and school category of the deputy principals. Section B featured a series of close-ended questions employing a 4-point Likert scale, with values assigned as follows: strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

3.5.3 Deputy Principals' interview

An interview schedule was designed for deputy principals to provide an additional layer of depth and clarity in understanding the subjects under investigation. The interview schedule offered a dynamic platform for engaging with deputy principals, enabling in-depth discussions and seeking further clarification on the multifaceted topics of peer pressure's role in predicting risky sexual behavior, drug and substance use, and violent behavior among secondary school students in Homa-Bay Town Sub County, Kenya.

3.6 Reliability and Validity of instruments

3.6.1 Reliability

Reliability in research refers to the consistency and stability of measurements or findings when the same research instrument or procedure is applied repeatedly to the same sample or population (DeVellis, 2016). The test-retest method is a research approach used to assess the reliability of a measurement or instrument. It involved administering the same measurement to the same group of participants on two separate occasions and then analyzing the consistency of the results obtained (Bland & Altman, 1996). According to DeVon et al., (2007), utilizing 10% of the study population is a suitable practice for assessing the reliability of research instruments. In this study, a pilot test was conducted involving three schools, as a representative subset of the study population. The instruments administered twice within a two week interval. The reliability of the research instruments was determined using the Pearson correlation formula, ensuring that the measurement tools provided consistent and dependable results in preparation for the main research endeavor. The results are presented in table 3.2.

Pearson correlation formula

$$r = (\Sigma[(X - \bar{X})(Y - \bar{Y})]) / [\sqrt{\Sigma(X - \bar{X})^2 * \Sigma(Y - \bar{Y})^2}]$$

r represents the Pearson correlation coefficient.

X and Y are the two variables you want to calculate the correlation between.

\bar{X} represents the mean (average) of variable X.

\bar{Y} represents the mean (average) of variable Y.

Table 3.2 Reliability Test for the Questionnaires

Scale	No. of Items	Pearson Correlation	Sig(2-tailed)
Student questionnaire	30	0.882	0.000
Deputy Principal Questionnaire	30	0.996	0.000

Source: Researcher

The presented results in Table 3.2, include; Pearson correlation coefficients and significance values for the test-retest reliability results for the Student's Questionnaire and the Deputy Principal's Questionnaire. The Student's Questionnaire exhibits a strong positive correlation of 0.882 between the initial and retest responses, with a highly significant p-value of 0.000, signifying its stability and consistency when administered to students on different occasions. Similarly, the Deputy Principal's Questionnaire displays a correlation of 0.996, along with a p-value of 0.000, indicating stability in responses from deputy principals across two administrations. These results suggest that both questionnaires are highly reliable tools for gathering consistent data and are suitable for research and assessment purposes.

3.6.2 Validity

Validity is the degree to which the results obtained from the analysis of data precisely represent the phenomenon under study. Content validity refers to the immediate appearance of the measurement tool. It addresses whether or not a test looks valid on its surface and whether a test appears to be an adequate measure of the conceptual variable (Sherri, 2009). The content validity of the instruments was ascertained by submitting the instruments to experts from the Department of Educational Psychology, Maseno University. They independently scrutinized and evaluated the instruments. Their suggestions on appropriate correction were incorporated in the final instrument to improve the validity of the instrument.

3.7 Data collection procedure

The process of this study began with seeking a research permit from the Maseno University Ethics Review Board. Upon obtaining the permit, the researcher applied for a research license from the National Commission for Science, Technology, and Innovation after which the researcher notified the Homa-Bay Town Sub-county Education officer and principals of the schools sampled on the intent to carry out the research. An initial visit was made to schools for familiarization. During these visits, the researcher requested permission to issue questionnaires to the subjects. The second visit was made to collect the questionnaires on the date that had been agreed upon between the researcher and the deputy principal for convenience. Interviews were conducted on the second visit.

3.8 Data Analysis

The data collection process involved the use of questionnaires administered to both students and deputy principals, along with interviews conducted with deputy principals. The collected data

underwent a series of preparatory steps, including sorting, editing, coding, classification, and tabulation, to facilitate a streamlined analysis process. To summarize the findings regarding the perceptions of students and administrators on peer pressure as a predictor of selected students' behavior in secondary schools in Homa Bay Town Sub County, various descriptive statistical tools were employed. These tools encompassed frequency counts, means, standard deviations, and percentages, which were utilized to provide a concise summary of the questionnaire results. The analysis was conducted using the SPSS software, enhancing the accuracy and efficiency of the process. To aid in interpretation of results, a mean of 2.5 was considered to indicate moderate agreement since 2.5 is the arithmetic median of a 1-4 scale. Values below 2.0 were interpreted to indicate low level of agreement while values above 3.0 were interpreted to indicate high level of agreement. Values above 2.0 and below 3.0 were interpreted to indicate moderate level of agreement as they were statistically close to the value 2.5 (Table 3.3).

Table 3.3: Rating scale for data interpretation

Range of values	Below 2.0	Above 2.0 and below 3.0	Above 3.0
Level of agreement	Low	Moderate	High

Source: Researcher.

Qualitative data was gathered from the deputy principals through interviews. These data were transcribed and categorized, ultimately yielding emergent themes.

3.9. Ethical considerations

The researcher sought relevant approvals the Maseno University Ethics and Review Committee and the National Commission for Science Technology. After receiving authorizations, a formal

request was made to the principals of the sampled schools for permission to carry out research in their institutions. The researcher then met the sampled respondents in their respective schools and sought their consent to participate in the research by filling in the consent form. They were informed that the researcher would ensure the respondents' confidentiality and use information gathered for the study only. The study objectives were made clear to the participants. They were further informed that participation in the study was voluntary and nobody would have been victimized should he decline the invite to be a participant. They were also assured that they had a right to withdraw from the study at any stage without any condition. The questionnaires were appropriately coded to maintain the anonymity of the respondents. Raw data collected was safely kept by the researcher. The data would be made available to the participants once processed and analyzed.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and findings of the study. It outlines the questionnaire return rate and the background information of the respondents. The chapter also provides the findings of the study as per the objectives.

4.2 Response Rate of Respondents

Table 4.1 Respondents return rate

Respondents	Issued	Returned	Percentage
Deputy Principal	30	30	100
Students	370	359	97.03
Total	400	389	97.25

Source: Researcher

According to Mugenda and Mugenda (2003), a 50 percent response rate is adequate, 60 percent good, and above 70 percent rate very good. This means the response rate of 97% for students and 100% for deputy principals is very good and therefore the data is reliable and can be used to make conclusions for the study.

4.3 Perception of students and school administrators on Peer pressure as a predictor of Students Sexual Behavior

The first objective was intended to examine the Perception of students and schools administrators on Peer pressure as a predictor of Students Sexual Behavior. Respondents, who included 30 deputy principals and 359 students, gave their opinion on a series of ten statements.

The responses were rated on a four-point likert scale from **SA** for **strongly agree**, **A** for **agree**, **D** for **disagree** and **SD** for **strongly disagree**. The mean and standard deviation for responses was calculated. The results are as shown in tables 4.2 and 4.3

Table 4.2 Perception of Students on the role of Peer Pressure in Predicting Risky Sexual Behavior among Secondary School Students in Homa Bay Town Sub County, Kenya.

	STATEMENT	SA	A	D	SD	Mean	Sdv
1	The influence of close friends/peers plays a role in the occurrence of unsafe sex among secondary school students.	181 (50.4%)	105 (29.2%)	28 (7.8%)	45 (12.5%)	3.18	1.027
2	The influence of peers affects the prevalence of pre-marital sex among secondary school students.	125 (34.8%)	142 (39.6%)	59 (16.4%)	33 (9.25)	3.00	.940
3	My close friends are likely to engage in unsafe sex if I do or encourage them to	44 (12.3%)	69 (19.2%)	83 (23.1%)	163 (45.4%)	1.98	1.067
4	My close friends are likely to avoid unsafe sex if I do or encourage them to	162 (45.1%)	119 (33.1%)	43 (12.0%)	35 (9.7%)	3.14	.972
5	My close friends are likely to engage in pre-marital sex if I do or encourage	44 (12.3%)	78 (21.7%)	77 (21.4%)	160 (44.6%)	2.02	1.075
6	My close friends are likely to avoid pre-marital sex if I do or encourage them to	150 (41.8%)	95 (26.5%)	59 (16.4%)	55 (15.3%)	2.95	1.093
7	I am likely to engage in unsafe sex if my close friends do or encourage me to	33 (9.2%)	69 (19.2%)	65 (18.1%)	192 (53.5%)	1.84	1.036
8	I am likely to avoid unsafe sex if my close friends do or encourage me to	213 (59.3%)	69 (19.2%)	39 (10.9%)	38 (10.6%)	3.27	1.027
9	I am likely to engage in pre-marital sex if my close friends do or encourage me	52 (14.5%)	38 (10.6%)	64 (17.8%)	205 (57.1%)	1.82	1.109
10	I am likely to avoid pre-marital sex if my close friends do or encourage me to	210 (58.5%)	73 (20.3%)	39 (10.9%)	37 (10.3%)	3.27	1.018
	Overall mean					2.65	1.0364

Source: Researcher

Table 4.2 presents students' responses from the questionnaire. In examining the responses from the students' questionnaire, it is evident that respondents generally agree that close friends' influence plays a significant role in shaping the sexual behavior of secondary school students. For instance, in the first statement, "The influence of close friends plays a role in the occurrence of unsafe sex among secondary school students," a majority, comprising 50.4% who strongly agree and 29.2% who agree, express concurrence. This consensus is reflected in the relatively high mean score of 3.18, with a low standard deviation of 1.027, indicating responses closely clustered around the mean.

Similarly, the second statement, "The influence of close friends affects the prevalence of pre-marital sex among secondary school students," receives agreement from respondents, with 34.8% strongly agreeing and 39.6% agreeing. The mean score of 3.00 and a low standard deviation of 0.940 further emphasize the consensus, as responses are tightly grouped around the mean. However, the third statement, "My close friends are likely to engage in unsafe sex if I do or encourage them to," yields a lower mean score of 1.98, indicating less pronounced agreement. While 12.3% strongly agree and 19.2% agree, the higher standard deviation of 1.067 suggests some variability in responses, indicating a more nuanced perspective.

On the other hand, the fourth statement, "My close friends are likely to avoid unsafe sex if I do or encourage them to," garners strong support from respondents, with 45.1% strongly agreeing and 33.1% agreeing. This is reflected in the mean score of 3.14 and a low standard deviation of 0.972, suggesting a consensus.

In contrast, the fifth statement, "My close friends are likely to engage in pre-marital sex if I do or encourage," shows some agreement (12.3% strongly agree and 21.7% agree), but the mean score

of 2.02 is relatively lower compared to previous statements. The standard deviation of 1.075 indicates variability in responses, reflecting diverse views. Statement six, "My close friends are likely to avoid pre-marital sex if I do or encourage them to," receives stronger agreement, as indicated by the higher mean score of 2.95. However, the standard deviation of 1.093 hints at some diversity in responses.

Furthermore, statement seven, "I am likely to engage in unsafe sex if my close friends do or encourage me to," reveals disagreement, with a mean score of 1.84, suggesting respondents generally reject this idea. Still, the standard deviation of 1.036 shows some variation in responses. Statement eight, "I am likely to avoid unsafe sex if my close friends do or encourage me to," enjoys strong support, with 59.3% strongly agreeing and 19.2% agreeing. The high mean score of 3.27, combined with a standard deviation of 1.027, underscores the consensus. Similarly, statement nine, "I am likely to engage in pre-marital sex if my close friends do or encourage me," yields disagreement, as suggested by the low mean score of 1.82. The standard deviation of 1.109 indicates variability in responses.

Finally, statement ten, "I am likely to avoid pre-marital sex if my close friends do or encourage me to," receives substantial agreement, with 58.5% strongly agreeing and 20.3% agreeing. The high mean score of 3.27 and a standard deviation of 1.018 underscore this consensus. Overall, the combined mean score of 2.65 suggests that respondents, on average, demonstrate a moderate level of agreement with the statements concerning the influence of close friends on sexual behavior. The varying standard deviation values reflect the diversity in perceptions across different statements, adding depth to the understanding of these complex dynamics.

Table 4.3 Perception of Administrators on the role of Peer Pressure in Predicting Risky Sexual Behavior among Secondary School Students in Homa Bay Town Sub County, Kenya

	STATEMENT	SA	A	D	SD	Mean	S.dv
1	The influence of close friends/peers plays a role in the occurrence of unsafe sex among secondary school students.	21 (70%)	6 (20%)	3 (10%)	0	3.60	.675
2	The influence of peers affects the prevalence of pre-marital sex among secondary school students.	23 (76.7%)	5 (16.7%)	2 (6.7%)	0	3.70	.596
3	A student is likely to engage in unsafe sex if his/her close friends do or encourage him/her to	23 (76.7%)	7 (23.3%)	0	0	3.77	.430
4	A student is likely to avoid unsafe sex if his close friends do or encourage him/her	14 (46.7%)	16 (53.3%)	0	0	3.47	.507
5	A student is likely to engage in pre-marital sex if his/her close friends do or	16 (53.3%)	14 (46.7%)	0	0	3.47	.507
6	A student is likely to avoid pre-marital sex if his/her close friends do or encourage	8 (26.7%)	10 (33.3%)	12 (40.0%)	0	2.87	.819
7	Students with few friends are more likely to engage in risky sexual activities due to peer pressure than those with many friends	0	20 (66.7%)	5 (16.7%)	5 (16.7%)	2.50	.777
8	Students with few friends are more likely to avoid risky sexual activities due to peer influence than those with many friends	0	23 (76.7%)	7 (23.3%)	0	2.77	.430
9	Students with many friends are more likely to engage in risky sexual activities due to peer pressure than those with few friends	16 (53.3%)	14 (46.7%)	0	0	3.53	.507
10	Students with many friends are more likely to avoid risky sexual activities due to peer influence than those with few friends	0	23 (76.7%)	7 (23.3%)	0	2.77	.430
	Overall mean					3.24	.5678

Source: Researcher

The data from the deputy principal questionnaire in Table 4.3 provides valuable insights into the perceptions of administrators regarding the role of peer pressure in predicting risky sexual behavior among secondary school students in Homa Bay Town Sub County, Kenya.

For the statement, "peer influence plays a role in the occurrence of unsafe sex among secondary school students," a substantial majority of respondents strongly agreed (70%), while 20% agreed. The mean score of 3.60 indicates a high level of agreement, and the relatively low standard deviation of 0.675 suggests that responses are clustered around this consensus. Similarly, for the statement, "peer influence plays a role in the occurrence of pre-marital sex among secondary school students," a significant majority strongly agrees (76.7%), with 16.7% in agreement. The mean score of 3.70 indicates strong agreement, and the low standard deviation of 0.596 suggests consensus among respondents.

Moreover, when considering the influence of close friends, it becomes evident that deputy principals overwhelmingly believe that students are likely to engage in unsafe sex if encouraged by their peers, with 76.7% strongly agreeing, while 23.3% agree. The mean score of 3.77 demonstrates strong agreement, and the low standard deviation of 0.430 indicates a high level of consensus. Furthermore, the perception that students can avoid unsafe sex with the influence of close friends is shared, albeit with slightly lower agreement percentages (46.7% strongly agree, 53.3% agree). The mean score of 3.47 suggests a slightly lower level of agreement compared to previous statements, and the standard deviation of 0.507 indicates some variability in responses.

Additionally, regarding the statement, "Students with few friends are more likely to engage in risky sexual activities due to peer influence," respondents generally agree that they are more likely to engage in risky sexual activities due to peer influences (53.3% strongly agree, 46.7%

agree). The mean score of 3.53 suggests a relatively high level of agreement, and the standard deviation of 0.507 indicates some variability.

The overall mean across all statements is 3.24, signifying that, on average, respondents' express agreement with the statements related to peer pressure and its influence on risky sexual behavior among secondary school students. The standard deviation values offer insights into the degree of consensus or variation in responses across different statements.

The comparison of the overall means between the students' questionnaire (2.65) and the deputy principal questionnaire (3.24) reveals an interesting contrast in perception. Students, on average, expressed a moderate level of agreement or disagreement regarding the influence of peer pressure on risky sexual behavior among secondary school students, indicating a moderate level of consensus with some variability in their responses. In contrast, deputy principals, who provide an administrative perspective, demonstrated a higher level of agreement with the same statements, suggesting that they perceive peer pressure as playing a more substantial role in shaping students' risky sexual behavior. This disparity in mean scores underscores the differing perspectives and highlights the administrators' heightened concern regarding the impact of peer pressure on students' behavior within the school environment.

The deputy principals interview exploring the influence of peer pressure on risky sexual behavior among secondary school students, revealed compelling findings. A respondent candidly affirmed the presence of peer pressure, stating, *"Yes, peer pressure exists—it's obvious."* He attributed this pressure to students seeking relationships, rating its influence at 7/10. This sentiment was echoed by the second respondent, who emphasized the link between peer pressure and risky sexual behavior, particularly among girls striving to fit in. Similarly, the third respondent acknowledged

the sway of peer pressure, rating it at 7/10, cautioning that students may neglect protection in such scenarios. Respondent 4 corroborated these claims, rating the connection at 8/10. Furthermore, Respondent 6 disclosed gender-specific behaviors, highlighting how girls engage in risky behavior while adapting peer-influenced identities like "*watu wa nai*" and "*waschana wa Bay*." Respondent 8 shed light on grade-specific vulnerability, noting that Form 2 and Form 3 students are more susceptible to peer pressure in the realm of risky sexual behavior. This qualitative analysis underlines the pervasive influence of peer pressure and its complex dynamics on students' decisions regarding romantic relationships and potentially risky behaviors.

This study's findings are similar to those of Adegboyega et al., (2019), which revealed that peer pressure could lead students to engage in erotic electro-stimulation, prostitution, increase the risk of contracting Sexually Transmitted Diseases (STDs), and involvement in incest.

The results of this study are also in line with the research conducted by Nwankwo et al., (2012), who investigated the socio-demographic correlates of sexual behaviors. They found that peer pressure significantly influences the sexual behaviors of adolescents. Additionally, different ages at first sexual intercourse significantly influenced their sexual behaviors, and various age groups of adolescents significantly influenced their sexual behaviors as well.

4.4 Perception of students and school administrators on Peer pressure as a predictor of Students Violent Behavior

The second objective was intended to examine the Perception of students and schools administrators on Peer pressure as a predictor of Students Violent Behavior. Respondents, who included 30 deputy principals and 359 students, gave their opinion on a series of ten statements.

The responses were rated on a four-point likert scale from **SA** for **strongly agree**, **A** for **agree**, **D** for **disagree** and **SD** for **strongly disagree**. The mean and standard deviation for responses was calculated. The results are as shown in tables 4.4 and 4.5

Table 4.4: Perception of Students on the role of Peer Pressure in Predicting Violent Behavior among Secondary School Students in Homa Bay Town Sub County, Kenya

STATEMENT	SA(4)	A(3)	D(2)	SD(1)	Mean	S.dv
1 Vandalism of School or Other Peoples' Property occur Among Secondary School Students due to influence of peer pressure	150 (41.8%)	123 (43.3%)	38 (10.6%)	48 (13.4%)	3.04	1.029
2 Bullying/Fighting/Physical Harassment of Teachers/ Other Students occur Among Secondary School Students due to influence of peer pressure	89 (24.8%)	130 (36.2%)	58 (16.6%)	82 (22.8%)	2.63	1.090
3 My Close Friends are likely to Vandalize School or Other people's property if I do or encourage them to	45 (12.5%)	47 (13.1%)	117 (32.6%)	150 (41.8%)	1.96	1.026
4 My Close Friends are likely to avoid vandalizing School or Other people's property if I do or encourage them to	187 (52.1%)	127 (35.4%)	22 (6.1%)	23 (6.4%)	3.33	.855
5 My Close Friends are likely to Bully/Fight/Physically Harass Teachers/ Other Students if I do or encourage them to	72 (20.1%)	36 (10.0%)	72 (20.1%)	179 (49.9%)	2.00	1.185
6 My Close Friends are likely to avoid Bullying/Fighting/Physically Harassing Teachers/ Other Students if I do or encourage them to	192 (53.5%)	94 (26.2%)	47 (13.1%)	26 (7.2%)	3.26	.944
7 I am likely to Vandalize School or Other people's property if my close friends do or encourage me to	37 (10.3%)	50 (13.9%)	78 (21.7%)	194 (54.0%)	1.81	1.028
8 I am likely to avoid Vandalizing School or Other people's property if my close friends do or encourage me to	216 (60.2%)	79 (22.0%)	36 (10.0%)	28 (7.8%)	3.35	.947
9 I am likely to Physically Harass Teachers/ Other Students if my close friends do or encourage me to	37 (10.3%)	27 (7.5%)	96 (26.7%)	199 (55.4%)	1.73	.985
10 I am likely to avoid Physically Harassing Teachers/ Other Students if my close	194 (54.0%)	80 (22.3%)	43 (12.0%)	42 (11.7%)	3.19	1.047
Overall mean					2.63	1.0136

Source: Researcher

In examining the student's responses to the questionnaire, several key insights can be learnt from Table 4.4. Forty one point eight percent of respondents strongly agreed and 43.3% agreed that vandalism occurs among secondary school students due to peer pressure. This consensus is reflected in the high mean score of 3.04, though there exists some variability in responses, as indicated by the standard deviation of 1.029. Similarly, the perception of secondary school students is that bullying, fighting, and physical harassment among secondary school students is prevalent, with 24.8% strongly agreeing and 36.2% agreeing. The corresponding mean score of 2.63 highlights a moderate level of agreement, but a relatively high standard deviation of 1.090 underlines the diversity of perspectives within this domain.

Conversely, when it comes to the influence of close friends on engaging in such behaviors, the degree of agreement varies. For instance, respondents appear to be less convinced that their close friends would partake in vandalism if influenced by them, with a mean score of 1.96 indicating only moderate agreement. This sentiment is accompanied by a standard deviation of 1.026, implying differences in perceptions. However, a contrasting pattern emerges when considering the avoidance of vandalism by close friends when influenced, as 52.1% strongly agree and 35.4% agree, resulting in a high mean score of 3.33 and a relatively low standard deviation of 0.855, suggesting a consensus among respondents.

Similarly, regarding the likelihood of close friends engaging in bullying or physical harassment if influenced, the agreement is moderate, with a mean score of 2.00 and a considerable standard deviation of 1.185. Conversely, the willingness of close friends to abstain from such actions when influenced by respondents is met with higher agreement, as 53.5% strongly agree and 26.2% agree, resulting in a mean score of 3.26, albeit with a slight degree of variability indicated by a standard deviation of 0.944.

Furthermore, the individual inclination towards participating in vandalism or bullying under the influence of close friends is generally met with disagreement. For instance, respondents largely disagree (10.3% strongly agree and 13.9% agree) that they would engage in vandalism if influenced by their peers, as reflected in a low mean score of 1.81. Similarly, when it comes to avoiding such behaviors, respondents strongly agree (60.2%) and agree (22.0%), yielding a high mean score of 3.35 and a relatively low standard deviation of 0.947, suggesting a consensus.

Similarly, in the context of bullying or physical harassment, respondents tend to disagree (10.3% strongly agree and 7.5% agree) with the notion of engaging in such actions under peer influence, resulting in a low mean score of 1.73. Conversely, avoiding these behaviors when influenced by close friends garners higher agreement, with 54.0% strongly agreeing and 22.3% agreeing, yielding a mean score of 3.19, albeit with some variability indicated by a standard deviation of 1.047.

Overall, the survey's aggregated mean across all statements was 2.63, suggesting that, on average, respondents expressed a moderate level of agreement regarding the influence of peer pressure on violent behavior among secondary school students. The standard deviations across the statements revealed the extent of consensus or diversity in participants' perceptions, with some statements demonstrating higher agreement than others. These findings shed light on the complex dynamics of peer influence in school setting.

Table 4.5 Perception of Administrators on the role of Peer Pressure in Predicting Violent Behavior among Secondary School Students in Homa Bay Town Sub County, Kenya

	STATEMENT	SA(4)	A(3)	D(2)	SD(1)	mean	S.dv
1	Vandalism of School or Other Peoples' Property occur Among Secondary School Students due to influence of peer pressure	10 (33.3%)	20 (66.7%)	0	0	3.33	.479
2	Bullying/Fighting/Physical Harassment of Teachers/ Other Students occur Among Secondary School Students due to influence of peer pressure	7 (23.3%)	21 (70.0%)	2 (6.7%)	0	3.17	.531
3	A student is likely to engage in vandalism of School or Other Peoples' Property if his/her close friends do/encourage him/her	8 (26.7%)	22 (73.3%)	0	0	3.27	.450
4	A student is likely to avoid vandalism of School or Other Peoples' Property if his close friends do or encourage him/her	8 (26.7%)	22 (73.3%)	0	0	3.27	.450
5	A student is likely to engage in Bullying/Fighting/Physical Harassment of Teachers/ Other Students if his/her close	10 (33.3%)	20 (66.7%)	0	0	3.33	.479
6	A student is likely to avoid Bullying/Fighting/Physical Harassment of Teachers/ Other Students if his/her close	16 (53.3%)	12 (40.0%)	2 (6.7%)	0	3.47	.629
7	Students with few friends are more likely to engage in violent behavior due to peer influence than those with many friends	5 (16.7%)	9 (30.0%)	9 (30.0%)	7 (23.3%)	2.40	1.037
8	Students with few friends are more likely to avoid violent behavior due to peer influence than those with many friends	9 (30.0%)	12 (40.0%)	0	9 (30.0%)	2.70	1.208
9	Students with many friends are more likely to engage in violent behavior due to peer influence than those with few friends	16 (53.3%)	14 (46.7%)	0	0	3.53	.507
10	Students with many friends are more likely to avoid violent behavior due to peer influence than those with few friends	4 (13.3%)	12 (40.0%)	14 (46.7%)	0	2.67	.711
	Overall mean					3.11	.6379

Source: Researcher

The responses from the deputy principals' questionnaire in Table 4.5 revealed that a significant majority of respondents (66.7%) agree that vandalism of School or Other Peoples' Property due to peer pressure is prevalent among secondary school students. This consensus is reflected in the relatively high mean score of 3.33, signifying a strong level of agreement. Additionally, the low standard deviation of 0.479 suggests a consensus among administrators.

"Bullying/Fighting/Physical Harassment of Teachers/Other Students occur Among Secondary School Students due to influence of peer pressure." Administrators predominantly agree (70.0%) that incidents of bullying, fighting, and physical harassment take place among secondary school students. The mean score of 3.17 reflects a moderate level of agreement, while the standard deviation of 0.531 indicates some diversity in perceptions.

"A student is likely to engage in vandalism of School or Other Peoples' Property if his/her close friends do/encourage him/her." The survey results reveal that administrators generally agree (73.3%) that students are likely to engage in vandalism if influenced by their close friends. This high level of agreement is reflected in the mean score of 3.27, and the low standard deviation of 0.450 suggests a consensus among respondents.

"A student is likely to avoid vandalism of School or Other Peoples' Property if his close friends do or encourage him/her." Similarly, administrators agree (73.3%) that students are likely to avoid vandalism if encouraged by their close friends. The mean score of 3.27 reflects a high level of agreement, and the standard deviation of 0.450 indicates consensus.

"A student is likely to engage in Bullying/Fighting/Physical Harassment of Teachers/Other Students if his/her close." Administrators also agree (66.7%) that students are likely to engage in bullying or physical harassment if influenced by close friends. The mean score of 3.33

demonstrates a high level of agreement, and the low standard deviation of 0.479 suggests consensus.

"A student is likely to avoid Bullying/Fighting/Physical Harassment of Teachers/Other Students if his/her close." Administrators agree that students are likely to avoid bullying or physical harassment if encouraged by close friends, with a mean score of 3.47 indicating a high level of agreement. The standard deviation of 0.629 suggests some variability in responses but maintains overall consensus. "Students with few friends are more likely to engage in violent behavior due to negative influence than the male students." Respondents expressed mixed opinions, with varying percentages across different response options. The mean score of 2.40 indicates a moderate level of agreement, and the standard deviation of 1.037 suggests considerable diversity in perceptions.

"Students with few friends are more likely to avoid violent behavior due to peer influence than the students with many friends." Similarly, respondents provided mixed responses, resulting in a mean score of 2.70, reflecting a moderate level of agreement. The high standard deviation of 1.208 indicates substantial variability in opinions. "Students with many friends are more likely to engage in violent behavior due to negative peer influence than the students with few friends." Administrators agree (53.3%) that students with many friends are more likely to engage in violent behavior due to negative peer influence. The mean score of 3.53 indicates a high level of agreement, and the low standard deviation of 0.507 suggests consensus.

"Students with many friends are more likely to avoid violent behavior due to positive peer influence than the students with few friends." Respondents provided mixed opinions, with varying percentages across different response options. The mean score of 2.67 suggests a

moderate level of agreement, and the standard deviation of 0.711 indicates some diversity in perceptions.

Overall Mean: The overall mean across all statements is 3.11, indicating that, on average, administrators express a moderate to high level of agreement with the statements related to peer pressure and violent behavior among secondary school students. The standard deviations offer insights into the degree of consensus or variation in responses across different statements, with some statements demonstrating higher agreement and others showing more diverse perceptions among administrators.

The comparison between the overall means of students' and administrators' responses to a questionnaire regarding peer pressure and violent behavior among secondary school students reveals a noteworthy difference in perception. While students, on average, expressed a moderate level of agreement with the statements, administrators exhibited a higher level of agreement. This suggests that administrators view peer pressure as playing a more significant role in influencing violent behavior among students within the school environment. The implications of this difference are significant, as it underscores the need for effective communication and understanding between students and administrators to address these issues collaboratively. Furthermore, tailored interventions and awareness programs may be necessary to align the perspectives of both groups and create a safer and more conducive learning environment.

The results from the interview schedule concerning the exploration of the intricate dynamics between peer pressure and student violent behavior within secondary school settings, gathered invaluable insights. Respondent 1, while acknowledging the existence of peer pressure, expressed reservations about its direct influence on student violent behavior, asserting, "Yes,

peer pressure exists—it's obvious," but attributing a mere 2/10 influence rating. They contended that other factors weigh more heavily in driving violent tendencies among students. Conversely, Respondent 2 and Respondent 3 recognized a compelling link between peer pressure and violent behavior, both assigning a significant 7/10 rating. They underscored the influential role of peer dynamics, especially in scenarios where students felt compelled to protect their peers or significant others. This viewpoint was reinforced by Respondent 4, who echoed the association and awarded a 7/10 rating. They suggested that students might resort to acts of violence as a means of defending their peers or resisting authoritative correction. Respondent 8 illuminated the scenario where violent behavior can be incited or exacerbated by peer influence, notably during school incidents or episodes of unrest, emphasizing the potential for peer pressure to spark or intensify violent actions. Lastly, Respondent 7, recognizing the subtleties of the issue, rated the impact of peer pressure on violent behavior at 6/10, highlighting its tendency to gain prominence during situations where students strongly disagreed with the prevailing discourse, thereby catalyzing dissent and aggression. This qualitative analysis reveals the relationship between peer pressure and student violent behavior, reflecting varying degrees of influence as perceived by the deputy principals. While some contended that peer dynamics played a significant role, others asserted that external factors held greater sway.

The findings of this study are similar to those of Chemwei et al(2016), who conducted a study on peer influence on aggressive behavior among adolescents in secondary schools in Bungoma County. The study established that peer pressure influence was high among secondary school students. A coefficient of determination $R^2 = 0.578$ indicates that 57.8% of aggressive behavior was a result of peer pressure. This indicates that peer pressure significantly contributed to the variance in aggressive behavior among learners. There is a positive relationship between

aggressive behaviors and peer pressure/interaction. This suggests that students are influenced by their friends to be aggressive. It was established that adolescents learn much of their behavior patterns from modeling the behavior of others, especially their age group. This study's findings also concur with Chemwei et al., (2016), whose study on peer influence on aggressive behavior among adolescents established that peer pressure influenced students' violent behavior (mean score of 3.0). There is a contrast between the means of the student questionnaire (2.63) and both the deputy principals' questionnaire (3.11) and Chemwei et al., study (3.0). This suggests that while students acknowledge the influence of peer pressure on aggressive behavior, school administrators and Chemwei et al., study participants perceive this influence to be stronger.

4.5 Perception of students and school administrators on Peer pressure as a predictor of Students Drugs and Substance Abuse

The third objective was intended to examine the Perception of students and schools administrators on Peer pressure as a predictor of Students drugs and substance abuse. Respondents, who included 30 deputy principals and 359 students, gave their opinion on a series of ten statements. The responses were rated on a four-point likert scale from **SA** for **strongly agree**, **A** for **agree**, **D** for **disagree** and **SD** for **strongly disagree**. The mean and standard deviation for responses was calculated. The results are as shown in tables 4.6 and 4.7

Table 4.6 Perception of Students on the role of Peer Pressure in Predicting Drugs and Substance Use Behavior among Secondary School Students in Homa Bay Town Sub County, Kenya

	STATEMENT	SA(4)	A(3)	D(2)	SD(1)	Mean	S.dv
1	The influence of peers plays a role in the occurrence of abuse of stimulating substances among secondary school students.	154 (42.9%)	154 (42.9%)	17 (4.7%)	34 (9.5%)	3.19	.906
2	The influence of peers affects the prevalence of use of intoxicating substances among secondary school students.	109 (30.4%)	162 (45.1%)	51 (14.2%)	37 (10.3%)	2.96	.926
3	My Close Friends are likely to use stimulating substances like cigarettes if I do or encourage them to	56 (15.6%)	89 (24.8%)	79 (22.0%)	135 (37.6%)	2.18	1.103
4	My Close Friends are likely to stay free from stimulating substances like cigarettes if I do or encourage them to	208 (57.9%)	97 (27.0%)	23 (6.4%)	31 (8.6%)	3.34	.935
5	My Close Friends are likely to use intoxicating drugs like alcohol if I do or encourage them to	65 (18.1%)	85 (23.7%)	102 (28.4%)	107 (29.8%)	2.30	1.083
6	My Close Friends are likely to stay free from intoxicating drugs like alcohol if I do or encourage them to	202 (52.7%)	96 (25.1%)	29 (7.6%)	32 (8.4%)	3.30	.954
7	I am likely to use stimulating substances like cigarettes if my close friends do or encourage me to	64 (16.7%)	26 (6.8%)	76 (18.8%)	193 (50.4%)	1.89	1.147
8	I am likely to stay free from stimulating substances like cigarettes if my close friends do or encourage me to	224 (58.5%)	62 (16.2%)	26 (6.8%)	47 (12.3%)	3.29	1.067
9	I am likely to use intoxicating drugs like alcohol if my close friends do or encourage me to	43 (12.0%)	49 (13.6%)	65 (18.1%)	202 (56.3%)	1.81	1.071
10	I am likely to stay free from intoxicating drugs like alcohol if my close friends do or encourage me to	171 (47.6%)	80 (22.3%)	27 (7.5%)	81 (22.6%)	2.95	1.206
	Overall mean					2.72	1.0392

Source: Researcher

The results from the students questionnaire in table 4.8 revealed that a number of students both strongly agree (42.9%) and agree (42.9%) that the use of stimulating substances like cigarettes occur among secondary school students due to influence of peer pressure. The mean score of 3.19 indicates a moderate level of agreement, and the relatively low standard deviation of 0.906 suggests a consensus among students. "Use of intoxicating drugs like alcohol occurs among secondary school students due to influence of peer pressure." Students predominantly agree (45.1%) that the use of intoxicating drugs like alcohol occurs among secondary school students. The mean score of 2.96 reflects a moderate level of agreement, and the standard deviation of 0.926 indicates some diversity in perceptions.

"My Close Friends are likely to use stimulating substances like cigarettes if I do or encourage them to." Students exhibit a lower level of agreement when considering the influence of their behavior on close friends' use of stimulating substances like cigarettes. The mean score of 2.18 suggests only moderate agreement, and the standard deviation of 1.103 indicates variability in responses. "My Close Friends are likely to stay free from stimulating substances like cigarettes if I do or encourage them to." Students strongly agree (57.9%) that their close friends would avoid using stimulating substances like cigarettes if influenced by them. The mean score of 3.34 indicates a high level of agreement, and the relatively low standard deviation of 0.935 suggests consensus among students.

"My Close Friends are likely to use intoxicating drugs like alcohol if I do or encourage them to." Students express moderate agreement (23.7%) that their close friends would use intoxicating drugs like alcohol if influenced by them. The mean score of 2.30 suggests a moderate level of agreement, and the standard deviation of 1.083 indicates variability in responses.

"My Close Friends are likely to stay free from intoxicating drugs like alcohol if I do or encourage them to." Students strongly agree (52.7%) that their close friends would avoid using intoxicating drugs like alcohol if influenced by them. The mean score of 3.30 indicates a high level of agreement, and the standard deviation of 0.954 suggests some variability in responses. "I am likely to use stimulating substances like cigarettes if my close friends do or encourage me to." Students generally disagree (16.7% strongly agree, 6.8% agree) that they would use stimulating substances like cigarettes if influenced by close friends. The standard deviation of 1.147 suggests variability in responses.

"I am likely to stay free from stimulating substances like cigarettes if my close friends do or encourage me to." Students strongly agree (58.5%) that they would avoid using stimulating substances like cigarettes if influenced by close friends. The mean score of 3.29 indicates a high level of agreement, and the relatively low standard deviation of 1.067 suggests consensus. "I am likely to use intoxicating drugs like alcohol if my close friends do or encourage me to." Students generally disagree (12.0% strongly agree, 13.6% agree) that they would use intoxicating drugs like alcohol if influenced by close friends. The standard deviation of 1.071 suggests variability in responses.

"I am likely to stay free from intoxicating drugs like alcohol if my close friends do or encourage me to." Students strongly agree (47.6%) that they would avoid using intoxicating drugs like alcohol if influenced by close friends. The mean score of 2.95 indicates a moderate level of agreement, and the standard deviation of 1.206 indicates some diversity in perceptions. The overall mean across all statements in the student questionnaire is 2.72. This suggests that, on average, students express moderate agreement with the statements related to peer influence on substance use behaviors. The standard deviations offer insights into the degree of consensus or

variation in responses across different statements, with some statements showing higher agreement and others demonstrating more diverse perceptions among students.

Table 4.7 Perception of Administrators on the role of Peer Pressure in Predicting Drugs and Substance Use Behavior among Secondary School Students in Homa Bay Town Sub County, Kenya

	STATEMENT	SA(4)	A(3)	D(2)	SD(1)	Mean	S.dv
1	The influence of peers plays a role in the occurrence of abuse of stimulating substances among secondary school students.	14 (46.7)	16 (53.3%)	0	0	3.47	.507
2	The influence of peers affects the prevalence of use of intoxicating substances among secondary school students.	14 (46.7%)	16 (53.3%)	0	0	3.47	.507
3	A student is likely to use stimulating substances like cigarettes if his/her close friends do or encourage him/her to	21 (70.0%)	9 (30.0%)	0	0	3.70	.466
4	A student is likely to avoid stimulating substances like cigarettes if his close friends do or encourage him/her to	14 (46.7%)	16 (53.3%)	0	0	3.47	.507
5	A student is likely to use intoxicating drugs like alcohol if his/her close friends do or encourage him/her to	21 (70.0%)	9 (30.0%)	0	0	3.70	.466
6	A student is likely to avoid intoxicating drugs like alcohol if his/her close friends do or encourage him/her to	8 (26.7%)	14 (46.7%)	8 (26.7%)	0	3.00	.743
7	Students with few friends are more likely to engage in drugs and substance use due to peer influence than those with many friends	0	14 (46.7%)	14 (46.7%)	2 (6.7%)	2.40	.621
8	Students with few friends are more likely to avoid drugs and substance use due to peer influence than those with many friends	14 (46.7%)	14 (46.7%)	2 (6.7%)	0	3.33	.844
9	Students with many friends are more likely to engage in drugs and substance use due to peer influence than those with few friends	14 (46.7%)	16 (53.3%)	0	0	3.47	.507
10	Students with many friends are more likely to avoid drugs and substance use due to peer influence than those with few friends	0	21 (70.0%)	0	9 (30.0%)	2.40	.932
	Overall Mean					3.24	.61

Source: Researcher

The results from the deputy questionnaire from table 4.7 revealed that; "Use of stimulating substances like cigarettes occurs among secondary school students due to peer influence." A significant majority of respondents strongly agree (46.7%) and agree (53.3%) that the use of stimulating substances like cigarettes occurs among secondary school students due to peer influence. The mean score of 3.47 indicates a high level of agreement, and the standard deviation of 0.507 suggests consensus among administrators. "Use of intoxicating drugs like alcohol occurs among secondary school students due to peer influence." Similarly, respondents overwhelmingly agree (46.7%) that the use of intoxicating drugs like alcohol occurs among secondary school students under influence of peers. The mean score of 3.47 reflects a high level of agreement, and the standard deviation of 0.507 indicates consensus among administrators.

"A student is likely to use stimulating substances like cigarettes if his/her close friends do or encourage him/her to." Administrators strongly agree (70.0%) that students are likely to use stimulating substances like cigarettes if influenced by their close friends. The mean score of 3.70 indicates a high level of agreement, and the low standard deviation of 0.466 suggests consensus.

"A student is likely to avoid stimulating substances like cigarettes if his close friends do or encourage him/her to." Similar to the previous statements, administrators agree (46.7%) that students are likely to avoid using stimulating substances like cigarettes if encouraged by close friends. The mean score of 3.47 demonstrates a high level of agreement, and the standard deviation of 0.507 indicates consensus.

"A student is likely to use intoxicating drugs like alcohol if his/her close friends do or encourage him/her to." Administrators also strongly agree (70.0%) that students are likely to use intoxicating drugs like alcohol if influenced by their close friends. The mean score of 3.70 reflects a high level of agreement, and the low standard deviation of 0.466 suggests consensus. "A student is likely to

avoid intoxicating drugs like alcohol if his/her close friends do or encourage him/her to." Administrators agree (46.7%) that students are likely to avoid using intoxicating drugs like alcohol if encouraged by close friends. The mean score of 3.00 indicates a moderate level of agreement, and the standard deviation of 0.743 suggests some variability in responses.

"Students with few friends are more likely to engage in drugs and substance use due to peer influence than the many friends." Respondents disagree with this statement, with no strong agreement and only 46.7% in agreement. The mean score of 2.40 indicates a moderate level of agreement, and the standard deviation of 0.621 suggests some diversity in perceptions. "Students with few friends are more likely to avoid drugs and substance use due to positive peer influence than the male students." Administrators strongly agree (46.7%) that students with few friends are more likely to avoid drugs and substance use due to positive peer influence. The mean score of 3.33 indicates a high level of agreement, and the standard deviation of 0.844 suggests consensus.

"Students with many friends are more likely to engage in drugs and substance use due to peer influence than the students with few friends." Administrators agree (53.3%) that students with many friends are more likely to engage in drugs and substance use due to negative peer influence. The mean score of 3.47 indicates a high level of agreement, and the standard deviation of 0.507 suggests consensus. "Students with many friends are more likely to avoid drugs and substance use due to positive peer influence than the students with few friends." Respondents agree with this statement, with no strong agreement and 70.0% in agreement. The mean score of 2.40 indicates a moderate level of agreement, and the standard deviation of 0.932 suggests some variability in responses.

The overall mean across all statements in the deputy principal questionnaire is 3.24. This suggests that, on average, administrators express moderate to high levels of agreement with the statements relating to peer influence and drugs and substance use. The standard deviations offer insights into the degree of consensus or variation in responses across different statements, with most statements showing higher agreement and consensus among administrators. The comparison of overall means between the student questionnaire (2.72) and the deputy principal questionnaire (3.24) reveals a significant distinction in their perceptions regarding the impact of peer influence on various behaviors, particularly related to substance use. Deputy Principals, on average, exhibit a stronger agreement with the questionnaire statements, suggesting a heightened belief in the influence of peer pressure on student conduct. In contrast, students express a slightly lower level of agreement, implying that they may not perceive peer influence as strongly or may hold more diverse opinions on the subject.

The results from the deputy principals' interview on the intricate relationship between peer pressure and drug and substance abuse among secondary school students revealed compelling insights from a range of perspectives. Respondent 1 unequivocally underscored the potent influence of peer pressure in driving drug and substance abuse among students. They emphasized that it's particularly easy to succumb to such behavior, asserting, "*Yes, peer pressure exists—it's obvious,*" and assigning a commanding rating of 9/10 to this pervasive influence. Echoing this sentiment, Respondent 2 affirmed the profound connection between peer pressure and drug abuse, awarding it a resounding 9/10 rating. They drew attention to a real-life example involving the suspension of six boys due to drug-related activities, offering a stark illustration of the tangible impact of peer influence in this realm. Respondent 3 concurred with the prevailing sentiment, attributing an influential 8/10 rating to the role of peer pressure on drug abuse. They

aply pointed out the domino effect, noting that if one student engages in drug use, it becomes easier for others to be swayed to join in. Respondent 6 underscored the persuasive power of peers in inducing drug abuse, particularly when influential students are involved. Their observation reinforced the idea that peer dynamics play a pivotal role in this context. Respondent 8's perspective amplified the theme of group-driven influence. He emphasized that students may readily access drugs in social settings, such as “disco matanga”; (a form of entertainment or social gathering often held in honor of a deceased person, especially during funeral or mourning periods). These events combine elements of both a disco (music, dancing) and a traditional mourning ceremony, thus perpetuating the cycle of substance abuse. He assigned a high rating of 9/10 to peer pressure's role in this scenario. This qualitative analysis provided a robust depiction of how peer pressure exerts a substantial influence on drug and substance abuse among secondary school students. The consensus among deputy principals, coupled with real-world examples, highlighted the pervasive nature of this issue.

The findings of this study are similar to those of Onsoti, D. O. (2018), whose study focused on the influence of peer pressure on Form Two students' discipline in public secondary schools in Embakasi Sub-County, Nairobi, Kenya. Onsoti's study revealed that contributing factors to student discipline included peer pressure, socialization, and drug abuse. The results further showed that the majority of students abused drugs in order to gain acceptance among their peers. These findings are consistent with the studies of Ochola (2015) and Mendoza et al., (2019). Mendoza et al., (2019) found that 70% of smokers attributed their behavior to peer influence, while Ochola (2015) reported that 85.5% of students admitted that they could avoid drugs and substance abuse by emulating others

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of findings of the study that was designed to establish the perception of Students and School administrators on peer pressure as a predictor of selected students' behavior in Homa Bay Town Sub-county based on the three objectives that guided the study.

5.2 Summary of Findings

The summary of the study findings are summarized as follows:

5.2.1 Perception of students and administrators on the role of peer pressure in predicting risky sexual behavior among secondary school students in Homa Bay Town Sub County. Kenya

The analysis of responses from the student questionnaire indicated that students generally agreed that the influence of their close friends played a significant role in shaping the sexual behavior of secondary school students. They expressed consensus on statements related to the influence of close friends on unsafe sex and pre-marital sex, with mean scores of 3.18 and 3.00, respectively. However, there was less agreement on statements about students' likelihood to engage in risky behavior themselves based on peer influence, showing more nuanced perspectives. The overall mean score for the student questionnaire was 2.65, suggesting a moderate level of agreement among students, with some variability in their responses across different statements. In contrast, the deputy principal questionnaire revealed a higher level of agreement among administrators regarding the role of peer pressure in predicting risky sexual behavior. Deputy Principals

strongly agreed that unsafe sex and pre-marital sex occurred among secondary school students due to peer pressure. They also believed that students were likely to engage in or avoid risky sexual behavior based on peer influence. The overall mean for the deputy principal questionnaire was 3.24, indicating a higher level of agreement compared to students.

Additionally, the qualitative insights from interviews with principals reinforced the idea that peer pressure significantly influenced students' decisions regarding risky sexual behavior. Respondents consistently acknowledged the presence and impact of peer pressure, with some highlighting gender-specific behaviors and grade-specific vulnerability. This qualitative analysis underscored the pervasive nature of peer pressure and its complex dynamics in the context of students' romantic relationships and risky behaviors.

5.2.2 The perception of students and administrators on the role of peer pressure in predicting violent behavior among secondary school students in Homa Bay Town Sub County, Kenya

The examination of students' responses to the questionnaire unveiled crucial insights into their perceptions of peer pressure's influence on various behaviors within secondary school settings. Notably, there was a consensus among respondents that vandalism and bullying were prevalent among students as a result of peer pressure, with moderate mean scores of 3.04 and 2.63, respectively, reflecting a moderate level of agreement. However, when considering the potential influence of close friends on engaging in such behaviors, the degree of agreement varied, with some indicating less conviction in their close friends' propensity to partake in these actions. Conversely, respondents strongly believed that their close friends were likely to avoid engaging

in negative behaviors when influenced, indicating a higher level of consensus. The overall mean of 2.63 suggested a moderate level of agreement among students regarding the influence of peer pressure on behaviors. In contrast, deputy principals' responses indicated a higher level of agreement, with an overall mean of 3.33, particularly regarding the prevalence of vandalism and bullying. This discrepancy in overall means highlights a distinct disparity in perspectives between students and administrators. Finally, the interviews with principals reinforced the perception that peer pressure plays a significant role in student behavior, especially in fostering violent behaviors like vandalism and bullying.

5.2.3: Perception of students and administrators on the role of peer pressure in predicting drugs and substance use behavior among secondary school students in Homa Bay Town Sub-County, Kenya

The results from the student questionnaire and deputy principal questionnaire shed light on the perception of peer influence on drugs and substance use behaviors among secondary school students. In the student questionnaire, it was found that students generally expressed moderate agreement with statements related to substance use, such as the use of cigarettes and alcohol among their peers. They also believed that they could positively influence their close friends to avoid such substances. However, there was some variability in responses, indicating diverse perspectives among students. The overall mean for the student questionnaire was 2.72, suggesting a moderate level of agreement among students. In contrast, the deputy principal questionnaire revealed a stronger consensus among administrators regarding the influence of peer pressure on substance use behaviors. Deputy Principals agreed that substance use, both for cigarettes and alcohol, occurred among students. They also believed that students were highly

likely to engage in substance use if influenced by their peers, with strong agreement on this aspect. The overall mean for the deputy principal questionnaire was 3.24, indicating a higher level of agreement compared to students. Furthermore, the qualitative insights from deputy principals' interviews provided a deeper understanding of the role of peer pressure in substance abuse. Respondents consistently highlighted the significant influence of peer pressure on students' drug and substance use behaviors, with examples of real-life incidents reinforcing this perspective. The consensus among deputy principals underscored the pervasive nature of peer pressure in driving substance abuse among secondary school students.

5.3 Conclusion

From the study findings the following conclusion can be drawn:

1. In the context of sexual behavior, students agree that there is prevalence of risky sexual behavior due to peer pressure. However, there is low consensus regarding their own likelihood to engage in such behavior due to peer influence. Deputy Principals, on the other hand, believe that peer pressure influences students' sexual behavior. There is a noteworthy contrast between the perspectives of students and deputy principals. While students express a moderate level of consensus with some variability in their responses, deputy principals show a higher level of agreement. This disparity implies that administrators, unlike students, perceive peer pressure as playing a more substantial role in shaping students' risky sexual behavior, possibly indicating a sense of urgency in addressing this issue.

2. Regarding violent behaviors like vandalism and bullying, students perceive these issues as prevalent among their peers. They believe in their ability to deter negative behaviors when influenced by their close friends. Deputy Principals showed a higher level of agreement that peer pressure can influence students towards violent behavior while students show moderate agreement. This highlights the need for effective communication and understanding between these two groups to address behavioral issues collaboratively.
3. Drugs and substance use behavior, including cigarette and alcohol use, due to peer influence, is acknowledged by students, but there is some variability in their responses. They believe they can positively influence their close friends to avoid substance use. Deputy principals show a stronger consensus regarding the influence of peer pressure on students' substance abuse. The comparison between students' and deputy principals' responses highlights a notable distinction in their perceptions regarding peer pressure's influence on substance use. Deputy principals consistently exhibit a stronger agreement with the questionnaire statements, signifying a belief in the influence of peer pressure on drugs and substance use behavior. Students, on the other hand, express lower level of agreement.

5.4 Recommendations

5.4.1 Objective One Recommendation

Given the variance in perceptions between students and deputy principals regarding the influence of peer pressure on risky sexual behavior, it is recommended that secondary schools implement comprehensive peer education programs. These programs should aim to bridge the gap in understanding by providing students with accurate information about the risks of unsafe sexual behavior and the influence of peer pressure. Additionally, such programs should foster open and non-judgmental discussions among students and between students and administrators, creating a safe space for addressing these complex issues.

5.4.2 Objective Two Recommendation

Considering the disparity in perspectives on violent behaviors influenced by peer pressure, particularly vandalism and bullying, it is advisable for secondary schools to establish proactive and preventative measures. Schools should focus on creating a positive and inclusive school environment that discourages negative behaviors. This can be achieved through the implementation of anti-bullying campaigns, conflict resolution programs, and peer mentoring initiatives. Promoting empathy, tolerance, and respect among students can contribute to a healthier peer dynamic and a reduction in negative behaviors influenced by peer pressure.

5.4.3 Objective Three Recommendation

Schools should prioritize substance abuse prevention programs. These programs should include educational workshops, awareness campaigns, and counseling services to equip students with the knowledge and skills needed to resist peer pressure related to substance use. Furthermore, it is essential to establish a clear school policy on substance abuse and enforce it consistently. Involving parents and guardians in these initiatives can enhance their effectiveness and promote a united front against substance abuse within the school community.

5.5 Suggestion for Further Research

Based on the findings of this study, the following areas are suggested for further study;

1. The Influence of Peer Pressure and Its Impact on Secondary School Students' Behavior.
2. Investigating the Link Between Peer Pressure, Behavioral Choices, and Academic Performance Among Secondary School Students.
3. An explanatory study on Perception differences in regard to the Influence of Peer Pressure on Students Behavior.

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APPENDICES

APPENDIX I: INFORMED CONSENT FORM

Hello

I am Steve. B Ouma, a post graduate student at Maseno University currently undertaking a research of influence of peer pressure on Student discipline in Homa Bay sub-county

The purpose of this letter to obtain your informed consent to participate in this research. It is voluntary and the information given will be treated with utmost confidentiality. No part of this research will be used against anyone. Kindly return the form without filling if you have doubt on your participation or has a change of mind

I voluntarily agree to participate in this research.

Signature of participant

Date

.....

.....

Signature of the researcher

Date

.....

.....

APPENDIX II: STUDENT'S QUESTIONNAIRE

Hallo!

This questionnaire is intended to collect data for a research on influence of peer pressure on student's discipline in secondary schools in Homa-Bay sub-county.

You are requested to complete it by putting an X in the most appropriate bracket with utmost sincerity. There is no incorrect response.

Confidentiality is assured and no portion of your responses may be used against you or another person

PART A

1. My gender is....Male [] Female []
2. My age bracket is... below 13 [] 13-19 [] above 19 []
3. Our school is.... Girl's [] Boy's [] Mixed []
4. I am in form_____I [] II [] III [] IV []

PART B

In this section, kindly mark with an X in a bracket to describe your opinion towards the statement. SA=> strongly agree, A=> Agree, D =>disagree, SD => Strongly disagree.

I. Influence of Peer Pressure on Student's Sexual Behavior

STATEMENT	SA	A	D	SD
1 The influence of close friends/peers plays a role in the occurrence of unsafe sex among secondary school students."	[]	[]	[]	[]
2 The influence of peers affects the prevalence of pre-marital sex among secondary school students.	[]	[]	[]	[]
3 My close friends are likely to engage in unsafe sex if I do or encourage them to	[]	[]	[]	[]
4 My close friends are likely to avoid unsafe sex if I do or encourage them to	[]	[]	[]	[]
5 My close friends are likely to engage in pre-marital sex if I do or encourage	[]	[]	[]	[]
6 My close friends are likely to avoid pre-marital sex if I do or encourage them to	[]	[]	[]	[]
7 I am likely to engage in unsafe sex if my close friends do or encourage me to	[]	[]	[]	[]
8 I am likely to avoid unsafe sex if my close friends do or encourage me to	[]	[]	[]	[]
9 I am likely to engage in pre-marital sex if my close friends do or encourage me	[]	[]	[]	[]
10 I am likely to avoid pre-marital sex if my close friends do or encourage me to	[]	[]	[]	[]

II. Influence of Peer Pressure on Students' violent behavior

STATEMENT	SA	A	D	SD
1 Vandalism of School or Other Peoples' Property occur Among Secondary School Students due to influence of peer pressure	[]	[]	[]	[]
2 Bullying/Fighting/Physical Harassment of Teachers/ Other Students occur Among Secondary School Students due to influence of peer pressure	[]	[]	[]	[]
3 My Close Friends are likely to Vandalize School or Other people's property if I do or encourage them to	[]	[]	[]	[]
4 My Close Friends are likely to avoid vandalizing School or Other people's property if I do or encourage them to	[]	[]	[]	[]
5 My Close Friends are likely to Bully/Fight/Physically Harass Teachers/ Other Students if I do or encourage them to	[]	[]	[]	[]
6 My Close Friends are likely to avoid Bullying/Fighting/Physically Harassing Teachers/ Other Students if I do or encourage them to	[]	[]	[]	[]
7 I am likely to Vandalize School or Other people's property if my close friends do or encourage me to	[]	[]	[]	[]
8 I am likely to avoid Vandalizing School or Other people's property if my close friends do or encourage me to	[]	[]	[]	[]
9 I am likely to Bully/Fight/Physically Harass Teachers/ Other Students if my close friends do or encourage me to	[]	[]	[]	[]
10 I am likely to avoid Bullying/Fighting/Physically Harassing Teachers/ Other Students if my close friends do or encourage me to	[]	[]	[]	[]

III. Influence of peer pressure on Students' use of Substances and drugs

STATEMENT	SA	A	D	SD
1 The influence of peers plays a role in the occurrence of abuse of stimulating substances among secondary school students."	[]	[]	[]	[]
2 The influence of peers affects the prevalence of use of intoxicating substances among secondary school students.	[]	[]	[]	[]
3 My Close Friends are likely to use stimulating substances like cigarettes if I do or encourage them to	[]	[]	[]	[]
4 My Close Friends are likely to stay free from stimulating substances like cigarettes if I do or encourage them to	[]	[]	[]	[]
5 My Close Friends are likely to use intoxicating drugs like alcohol if I do or encourage them to	[]	[]	[]	[]
6 My Close Friends are likely to stay free from intoxicating drugs like alcohol if I do or encourage them to	[]	[]	[]	[]
7 I am likely to use stimulating substances like cigarettes if my close friends do or encourage me to	[]	[]	[]	[]
8 I am likely to stay free from stimulating substances like cigarettes if my close friends do or encourage me to	[]	[]	[]	[]
9 I am likely to use intoxicating drugs like alcohol if my close friends do or encourage me to	[]	[]	[]	[]
10 I am likely to stay free from intoxicating drugs like alcohol if my close friends do or encourage me to	[]	[]	[]	[]

THANK YOU!

APPENDIX III:DEPUTY PRINCIPAL’S QUESTIONNAIRE

Hallo!

This questionnaire is intended to collect data for a research on influence of peer pressure on student’s discipline in secondary schools in Homa-Bay sub-county.

You are requested to complete it by putting an X in the most appropriate bracket with utmost sincerity. There is no incorrect response.

Confidentiality is assured and no portion of your responses may be used against you or another person.

PART A

1. My gender is male [] female []

2. My highest academic qualification is diploma [] Undergraduate [] Masters []

3. I have been in service for less than 6 years [] 6-14 years [] 15 -20 years [] over 20 years []

PART B

In this section, kindly mark with an X in a bracket to describe your opinion towards the statement. SA=> strongly agree, A=> Agree, D =>disagree, SD => Strongly disagree.

I. Influence of Peer Pressure on Student's Sexual Behavior

	STATEMENT	SA	A	D	SD
1	The influence of close friends/peers plays a role in the occurrence of unsafe sex among secondary school students."	[]	[]	[]	[]
2	The influence of peers affects the prevalence of pre-marital sex among secondary school students.	[]	[]	[]	[]
3	A student is likely to engage in unsafe sex if his/her close friends do or encourage him/her to	[]	[]	[]	[]
4	A student is likely to avoid unsafe sex if his close friends do or encourage him/her	[]	[]	[]	[]
5	A student is likely to engage in pre-marital sex if his/her close friends do or	[]	[]	[]	[]
6	A student is likely to avoid pre-marital sex if his/her close friends do or encourage	[]	[]	[]	[]
7	Students with few friends are more likely to engage in risky sexual activities due to peer pressure than those with many friends	[]	[]	[]	[]
8	Students with few friends are more likely to avoid risky sexual activities due to peer influence than those with many friends	[]	[]	[]	[]
9	Students with many friends are more likely to engage in risky sexual activities due to peer pressure than those with few friends	[]	[]	[]	[]
10	Students with many friends are more likely to avoid risky sexual activities due to peer influence than those with few friends	[]	[]	[]	[]

II. Influence of Peer Pressure on Students' violent behavior

	STATEMENT	SA	A	D	SD
1	Vandalism of School or Other Peoples' Property occur Among Secondary School Students due to influence of peer pressure	[]	[]	[]	[]
2	Bullying/Fighting/Physical Harassment of Teachers/ Other Students occur Among Secondary School Students due to influence of peer pressure	[]	[]	[]	[]
3	A student is likely to engage in vandalism of School or Other Peoples' Property if his/her close friends do/encourage him/her	[]	[]	[]	[]
4	A student is likely to avoid vandalism of School or Other Peoples' Property if his close friends do or encourage him/her	[]	[]	[]	[]
5	A student is likely to engage in Bullying/Fighting/Physical Harassment of Teachers/ Other Students if his/her close	[]	[]	[]	[]
6	A student is likely to avoid Bullying/Fighting/Physical Harassment of Teachers/ Other Students if his/her close	[]	[]	[]	[]
7	Students with few friends are more likely to engage in violent behavior due to peer influence than those with many friends	[]	[]	[]	[]
8	Students with few friends are more likely to avoid violent behavior due to peer influence than those with many friends	[]	[]	[]	[]
9	Students with many friends are more likely to engage in violent behavior due to peer influence than those with few friends	[]	[]	[]	[]
10	Students with many friends are more likely to avoid violent behavior due to peer influence than those with few friends	[]	[]	[]	[]

III. Influence of peer pressure on Students' use of Substances and drugs

	STATEMENT	SA	A	D	SD
1	The influence of peers plays a role in the occurrence of abuse of stimulating substances among secondary school students."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The influence of peers affects the prevalence of use of intoxicating substances among secondary school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	A student is likely to use stimulating substances like cigarettes if his/her close friends do or encourage him/her to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	A student is likely to avoid stimulating substances like cigarettes if his close friends do or encourage him/her to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	A student is likely to use intoxicating drugs like alcohol if his/her close friends do or encourage him/her to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	A student is likely to avoid intoxicating drugs like alcohol if his/her close friends do or encourage him/her to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Students with few friends are more likely to engage in drugs and substance use due to peer influence than those with many friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Students with few friends are more likely to avoid drugs and substance use due to peer influence than those with many friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Students with many friends are more likely to engage in drugs and substance use due to peer influence than those with few friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Students with many friends are more likely to avoid drugs and substance use due to peer influence than those with few friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU!

APPENDIX IV:DEPUTY PRINCIPAL INTERVIEW SCHEDULE

1. What is peer pressure?
2. Do you encounter peer pressure among your learners? If yes, how does peer pressure manifest
3. How does peer pressure relate to Students Sexual behavior?
4. Is there a role played by Peer pressure in Students Violent behavior?
5. How does Peer pressure affect Students' drugs and substance abuse?

APPENDIX V: SAMPLING TABLE

N	S	N	S	N	S	N	S
10	10	140	103	550	226	4500	354
15	14	150	108	600	234	5000	357
20	19	160	113	650	241	6000	361
25	24	220	140	700	248	7000	364
30	28	230	144	750	254	8000	367
35	32	240	148	800	269	9000	368
40	36	250	152	1200	291	10000	370
45	40	260	155	1300	297	15000	375
50	44	270	159	1400	302	20000	377
55	48	280	160	1500	306	30000	380
60	52	290	165	1600	310	50000	381
65	56	300	169	1700	313	100000	384
70	59	320	175	1800	317		
75	63	340	181	1900	320		
80	66	360	186	2000	322		
85	70	380	191	2200	327		
90	73	400	196	2400	331		
95	76	420	201	2600	335		
100	80	440	205	2800	338		
110	86	460	210	3000	341		
120	92	480	214	3500	346		
130	97	500	217	4000	351		

Source: Kathuri and Pals (1993). N=Population size
 Israel, G. D. (1992). Determining sample size.

S=Sample size

APPENDIX VI:SGS APPROVAL


MASENO UNIVERSITY
SCHOOL OF GRADUATE STUDIES
Office of the Dean

Our Ref: PG/MED/06005/010

Private Bag, MASENO, KENYA
Tel: (057) 351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

Date: 16th December, 2021

TO WHOM IT MAY CONCERN

RE: PROPOSAL APPROVAL FOR STEVE B. OUMA—PG/MED/06005/2010

The above named is registered in the Master of Education in Educational Psychology programme in the School of Education, Maseno University. This is to confirm that his research proposal titled "Influence of Peer Pressure on Students' Discipline in Secondary Schools in Homabay Sub County, Kenya" has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.


DEAN, SCHOOL OF GRADUATE STUDIES

Maseno University *ISO 9001:2008 Certified* 

APPENDIX VII:MUERC APPROVAL



MASENO UNIVERSITY SCIENTIFIC AND ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

REF: MSU/DRPI/MUSERC/01060/22

Date: 18th July, 2022

TO: Steve Biko Ouma
PG/MED/06005/2010
Department of Education Psychology
School of Education, Maseno University,
P.O. Box Private Bag, Maseno, Kenya

Dear Sir,

RE: Influence of Peer Pressure on Students' Discipline in Secondary Schools in Homabay Sub County, Kenya

This is to inform you that Maseno University Scientific and Ethics Review Committee (MUSERC) has reviewed and approved your above research proposal. Your application approval number is MUSERC/01060/22. The approval period is 18th July, 2022 – 17th July, 2023.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by Maseno University Scientific and Ethics Review Committee (MUSERC).
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to Maseno University Scientific and Ethics Review Committee (MUSERC) within 24 hours of notification.
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to Maseno University Scientific and Ethics Review Committee (MUSERC) within 24 hours.
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to Maseno University Scientific and Ethics Review Committee (MUSERC).

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely







Prof. Philip O. Owuor, PhD, FAAS, FKNAS
Chairman, MUSERC



MASENO UNIVERSITY IS ISO 9001 CERTIFIED



APPENDIX VIII:NACOSTI RESEARCH PERMIT

 REPUBLIC OF KENYA	
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION	
Ref No: 676212	Date of Issue: 01/August/2022
RESEARCH LICENSE	
	
This is to Certify that Mr.. Steve Biko Ouma of Maseno University, has been licensed to conduct research in Homabay on the topic: Influence of peer pressure on Students Discipline in secondary schools in Homa bay sub county for the period ending : 01/August/2023.	
License No: NACOSTI/P/22/19439	
676212	
Applicant Identification Number	Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

APENDIX IX:MAP OF HOMA BAY COUNTY

