

ABSTRACT

Adolescents begin to attribute increasing importance to their peer relationships (Furman and Buhrmester, 1992; Berndt and Perry, 1990; Youniss and Smoller, 1985) and previous research suggest that peer group has both positive and negative impacts on adolescent behavior (Angrist and Lang, 2004; Hanushek et al., 2003; Hoxby, 2000). Thus, the current study of peer groups formed among school going adolescents and their impact on learning focused on four objectives and under each objective two research questions had been identified. Guided by the survey research design, a sample survey had been followed deriving three samples namely hundred (100) school going adolescents, twelve (12) secondary teachers, and three (3) school counselors. The respondents had been selected from two (2) study settings related to rural and urban and further they varied from each other based on the type of schools also. The hundred (100) school going adolescents were selected from Grade 9 to 12 classes according to the simple random sampling technique, therefore out of 290 working population 50, had been selected from the first study setting and out of 500, 70 had been selected from the second study setting. Twelve (12) secondary teachers had been selected purposively in accordance with the secondary classes from which the school going adolescents had been selected. Three (3) school counselors also had been selected purposively. Self-administered mixed type of questionnaires had been administered to the school going adolescents and secondary teachers meanwhile semi-structured interview schedule had been used to collect data from the school counselors. Under the quantitative data analysis methods frequencies and percentages and, data coding and, narrative analysis had been used under the qualitative methods of data analysis. The study established that the availability of peer groups, the stable membership of a particular peer group and the availability of unisex peer groups among the school going adolescents. It further revealed that both students and teachers were positive about the impact of peer groups on the regular attendance to school, active participation of the teaching-learning process, completing homework and arriving school being ready to work.



In addition, it has been identified that peers are helpful in the learning process in a variety of ways, they satisfy psychological needs and the peers are significant in shaping social behavior also.

In contrast to the positive effects, peer groups create negative effects such as problematic conditions in social and academic behavior and the problems encountered due to the peer group association related to truancy, non-completion of academic work, inter group conflicts and disputes within the groups. Finally, the suggestions related to family and school are identical with each other due to attention, supervision and monitoring, close relationship, and instructional process to the school going adolescents. Extracurricular activities and learning process seem to be important in both of these settings and implementation of group method is another significant recommendation related to school.