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Statistical Analysis of Relationship between Peer Pressure and Time Management on Academic Performance

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Abstract

This study investigates the relationship between time management, peer pressure and the academic performance of part-time students of Abraham Adesanya Polytechnic. Recognizing the unique challenges faced by part-time students in balancing academic responsibilities with work, family and social commitments, the research aims to evaluate how these factors influence academic success. A total of 52 questionnaires were distributed with the 40 valid responses analyzed. Descriptive statistics and linear regression analysis were employed to examine the data. The findings revealed that a significant relationship between peer pressure and academic performance ($R=0.325$, $R^2=0.106$, $p< 0\text{-}05$) as well as between time management and academic performance ($R= 0.418$, $R2=0.175$, $p<0.05$) These results indicate that both peer influence and time management skills play critical roles in shaping the academic outcomes of part-time students. The study underscores the importance of developing effective time management strategies and creating awareness around peer-related challenges to enhance students' success. Recommendations for Institutional support and further research are discussed.

Keywords: Time management,Peer Pressure, Academic Performance,Part-Time Students, Student Success,Student Motivation and Study Habits

Introduction

According to Cates et al., (2019) time management is the process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. Time management is the ability to use one's time effectively or productively, especially at work (Mozzachiodi & Stretcher, 2020). Time management is not just about completing tasks on time; it is about creating a balanced and fulfilling student experience. When students learn to prioritize their activities, allocate their time wisely, and minimize distractions, they are able to excel academically while also making time for self-care, extracurricular pursuits, and social connections. Developing strong time management skills early on can set students up for long-term success, both in their academic and professional lives. By fostering this crucial competency, students can unlock a world of opportunities and achieve a greater sense of control and fulfillment in their daily lives.

Peer pressure can be defined as "the influence that peers exert on an individual's thoughts, feelings, and behaviors (Santor et al., 2020). It often involves the "perceived or actual pressure from peers to engage in certain behaviors, adopt certain attitudes, or conform to specific norms" (Steinberg & Monahan, 2021). Peer pressure is a powerful force that can significantly impact an individual's behavior, choices, and overall well-being, particularly during the formative years of adolescence. The desire to fit in, be accepted, and conform to the norms and expectations of one's peers can lead young people to engage in risky or undesirable activities, such as substance abuse, academic underperformance, or the adoption of unhealthy habits. While peer pressure can sometimes motivate individuals to strive for excellence or pursue positive goals, it can also have detrimental consequences if it encourages conformity at the expense of one's personal values, autonomy, and self-esteem. Navigating the complexities of peer pressure requires the development of strong decision-making skills, self-awareness, and the ability to resist external influences, allowing individuals to make informed choices that align with their own principles and long-term well-being

Academic performance is a multifaceted concept that encompasses a student's ability to excel in various academic subjects, maintain high grades, and demonstrate a comprehensive understanding of the material being taught. It is often measured through standardized tests, term papers, projects, and the overall grade point average (GPA).

Statement of the Problem

Abraham Adesanya Polytechnic is a higher education institution located in Nigeria, catering for a diverse population of students pursuing various technical and vocational programs. Within this academic setting, there is an observation related to the academic performance of its part-time students. One of the primary issues identified at the polytechnic is the significant influence of peer pressure on students' behaviour and decision-making processes. The desire to conform to the norms and expectations of their peers has led many students to engage in activities that may be detrimental to their

academic pursuits. This peer pressure has been observed to manifest in various forms, such as the pressure to participate in social activities, the temptation to skip classes, and the enticement to indulge in risky behaviours, all of which can ultimately impact a student's ability to manage their time effectively and achieve academic success.

Also, many students find themselves overwhelmed by the demands of their academic workload, struggling to balance their studies, extracurricular activities, and personal responsibilities. This lack of effective time management often results in missed deadlines, poor organizational skills, and a general sense of being stretched thin, all of which can have a direct and substantial impact on a student's academic performance.

Objective of the Study

The aim of this study is to examine the statistical relationship among peer pressure, time management and academic performance on part-time students of Abraham Adesanya Polytechnic. Specific objectives of the study are to;

1. Examine the relationship between peer pressure and academic performance of part-time students of Abraham Adesanya Polytechnic.
2. Examine the relationship between time management and academic performance of part-time students of Abraham Adesanya Polytechnic.

Research Questions

In the course of this study, the following questions will be answered;

1. What is the relationship between peer pressure and academic performance of part-time students of Abraham Adesanya Polytechnic?
2. What is the relationship between time management and academic performance of part-time students of Abraham Adesanya Polytechnic?

Research Hypotheses

Ho: There is no significant relationship between peer pressure and academic performance of part-time student of Abraham Adesanya Polytechnic

H_1: There is significant relationship between peer pressure and academic performance of part-time student of Abraham Adesanya Polytechnic

Ho: There is no significant relationship between time management and academic performance of part-time student of Abraham Adesanya Polytechnic

H_1: There is significant relationship between time management and academic performance of part-time student of Abraham Adesanya Polytechnic

Material and Methods

The study began by distributing a total of 52 questionnaires to the participants. Of the 52 questionnaires distributed, 40 were successfully completed and returned by the respondents. These 40 fully completed questionnaires then served as the primary dataset that was used to

investigate and analyze the research hypotheses for this study. The high response rate of 40 out of 52 questionnaires, representing a 77% return, provided a robust and representative sample size to conduct the necessary analysis and draw meaningful conclusions from the findings.

TABLE 1: Distribution by Sex

DESCRIPTION	FREQUENCY	PERCENTAGE %
Male	22	55
Female	18	45
Total	***40***	***100***

Source: Field Survey (2024)

This indicates that more males than females participated in the study.

TABLE 2: Distribution by Marital Status

DESCRIPTION	FREQUENCY	PERCENTAGE %
Single	12	30
Married	28	70
Divorce	0	0
Total	***40***	***100***

Source: Field Survey (2024)

This shows that more married individuals participated than single in the study.

TABLE 3: Age Distribution

DESCRIPTION	FREQUENCY	PERCENTAGE %
21-25 Years	6	15
26-35 Years	20	50
36- 45 Years	10	25
46 years and above	4	10
Total	***40***	***100***

Source: Field Survey (2024)

This indicates that 20 respondent equivalent to 50% of the number of respondents within the bracket of 26-35 years participate more in the study.

TABLE 4: Distribution by School

DESCRIPTION	FREQUENCY	PERCENTAGE %
Science	15	37.5
SMBS	18	45
Engineering	5	12.5
Environmental	2	5
Total	***40***	***100***

Source: Field Survey (2024)

This shows that SMBS student participate more in the study.

TABLE 5: Academic Category

DESCRIPTION	FREQUENCY	PERCENTAGE %
ND	25	63.5
HND	15	37.5
Total	***40***	***100***

Source: Field Survey (2024)

This indicates that the ND participated more in the study

TABLE 6: I often feel pressured by my friends to participate in activities that interfere with my studies.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	6	15
Agree	5	12.5
Undecided	5	12.5
Disagree	16	40
Strongly disagree	18	20
Total	***40***	***100***

Source: Field Survey (2024)

The above, 6 respondents strongly agree representing 15%, 5 respondents agree representing 12.5% 5 respondent representing 12.5% are undecided while disagree are 16 representing 40% and 18 respondents representing 20% strongly disagree with the statement.

TABLE 7: My peers encourage me to spend more time socializing than studying.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	15	37.5
Agree	10	25
Undecided	11	27.5
Disagree	4	10
Strongly disagree	0	0
Total	***40***	***100***

Source: Field Survey (2024)

This means my peers encourage me to spend more time socializing than studying.

TABLE 8: I find it difficult to say no when my friends invite me to events during study times.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	6	15
Agree	19	47.5
Undecided	5	12.5
Disagree	6	15
Strongly disagree	4	10
Total	***40***	***100***

Source: Field Survey (2024)

This means majority of the respondents agreed that I find it difficult to say no when my friends invite me to events during study times.

TABLE 9: I am influenced by my peers to procrastinate on my academic responsibilities.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	16	40
Agree	11	27.5
Undecided	3	7.5
Disagree	6	15
Strongly disagree	4	10
Total	***40***	***100***

Source: Field Survey (2024)

This implies that I am influenced by my peers to procrastinate on my academic responsibilities.

TABLE 10: My friends' opinions about my academic performance affect my own motivation

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	7	17.5
Agree	12	30
Undecided	6	15
Disagree	8	20
Strongly disagree	7	17.5
Total	***40***	***100***

Source: Field Survey (2024)

This means that my friends' opinions about my academic performance affect my own motivation

TABLE 11: I tend to prioritize my social life over my studies to fit in with my peer group.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	14	35
Agree	10	25
Undecided	6	15
Disagree	7	17.5
Strongly disagree	3	7.5
Total	***40***	***100***

Source: Field Survey (2024)

This means that I tend to prioritize my social life over my studies to fit in with my peer group.

TABLE 12: I have a clear plan and schedule for completing my academic tasks.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	8	20
Agree	12	30
Undecided	9	22.5
Disagree	7	17.5
Strongly disagree	4	10
Total	***40***	***100***

Source: Field Survey (2024)

This indicates that the majority that I have a clear plan and schedule for completing my academic tasks.

TABLE 13: I struggle to balance my part-time job, family responsibilities, and studies effectively.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	6	15
Agree	8	20
Undecided	6	15
Disagree	10	25
Strongly disagree	10	25
Total	***40***	***100***

Source: Field Survey (2024)

This means that I struggle to balance my part-time job, family responsibilities, and studies effectively.

TABLE 14: I often find myself multitasking and feeling overwhelmed by the demands on my time.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	6	15
Agree	19	47.5
Undecided	5	12.5
Disagree	6	15
Strongly disagree	4	10
Total	***40***	***100***

Source: Field Survey (2024)

This means majority of the respondents agreed that I often find myself multitasking and feeling overwhelmed by the demands on my time.

TABLE 15: I set realistic deadlines for myself and make sure to meet them.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	16	40
Agree	11	27.5
Undecided	3	7.5
Disagree	6	15
Strongly disagree	4	10
Total	***40***	***100***

Source: Field Survey (2024)

This implies that I set realistic deadlines for myself and make sure to meet them.

TABLE 16: I have difficulty prioritizing my academic work over other commitments.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	7	17.5
Agree	12	30
Undecided	6	15
Disagree	8	20
Strongly disagree	7	17.5
Total	***40***	***100***

Source: Field Survey (2024)

This means that I have difficulty prioritizing my academic work over other commitments.

TABLE 17: I utilize various time management strategies, such as to-do lists and calendar planning.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	14	35
Agree	10	25
Undecided	6	15
Disagree	7	17.5
Strongly disagree	3	7.5
Total	***40***	***100***

Source: Field Survey (2024)

This means that I utilize various time management strategies, such as to-do lists and calendar planning.

TABLE 18: My grades reflect my true academic potential.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	8	20
Agree	12	30
Undecided	9	22.5
Disagree	7	17.5
Strongly disagree	4	10
Total	***40***	***100***

Source: Field Survey (2024)

This implied that my grades reflect my true academic potential.

TABLE 19: I am satisfied with my overall academic performance as a part-time student.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	16	40
Agree	11	27.5
Undecided	3	7.5
Disagree	6	15
Strongly disagree	4	10
Total	***40***	***100***

Source: Field Survey (2024)

This implies that I am satisfied with my overall academic performance as a part-time students.

TABLE 20: I often have to sacrifice my academic goals due to other obligations.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	7	17.5
Agree	12	30
Undecided	6	15
Disagree	8	20
Strongly disagree	7	17.5
Total	***40***	***100***

Source: Field Survey (2024)

This means that I often have to sacrifice my academic goals due to other obligations.

TABLE 21: I actively seek out support and resources to improve my academic performance.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	14	35
Agree	10	25
Undecided	6	15
Disagree	7	17.5
Strongly disagree	3	7.5
Total	***40***	***100***

Source: Field Survey (2024)

This means that I actively seek out support and resources to improve my academic performance.

TABLE 22: I am able to maintain a consistent level of academic achievement.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	8	20
Agree	12	30
Undecided	9	22.5
Disagree	7	17.5
Strongly disagree	4	10
Total	***40***	***100***

Source: Field Survey (2024)

This implies that I am able to maintain a consistent level of academic achievement.

TABLE 23: I feel that my academic performance is hindered by a lack of time management skills.

DESCRIPTION	FREQUENCY	PERCENTAGE %
Strongly agree	6	15
Agree	8	20
Undecided	6	15
Disagree	10	25
Strongly disagree	10	25
Total	***40***	***100***

Source: Field Survey (2024)

This means that I feel that my academic performance is hindered by a lack of time management skills.

Test of Hypotheses

Hypothesis One: There is no significant relationship between peer pressure and academic performance of part time student of Abraham Adesanya polytechnic

Table 24: Linear regression analysis of the relationship between peer pressure and academic performance of par-time students of Abraham Adesanya polytechnic.

Model Summary	ANOVA Model	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
R =.325	Regression	4.220	1	4.220	5.661	0.021
R^2 = .106	Residual	35.780	48	0.745		
Adj. R^2 = .087	Total	40.000	49			
Std Error = 0.863						

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

Data in Table 24 shows that there is significant relationship between the peer pressure and the academic performance of part time students of Abraham Adesanya polytechnic ($R = .325$; $R^2 = .106$; $F_{(48)} = 5.661$, $P < 0.05$). The reported R^2 of .106 implies that peer pressure as predictor variable accounted for 10.6% of the variance in academic performance of part time student in AAPOLY. This implies that the hypothesis that there is no significant relationship between peer pressure and academic performance of part time student of Abraham Adesanya polytechnic is rejected.

Hypothesis Two: There is no significant relationship between time management and academic performance of part-time students of Abraham Adesanya polytechnic

Table 25: Linear regression analysis to evaluate the relationship between time management and academic performance of part-time students of Abraham Adesanya polytechnic

Model Summary	ANOVA **Model**	**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
R =.418	Regression	8.670	1	8.670	10.163	0.003
R^2 = .175	Residual	40.950	48	0.853		
Adj. R^2 = .158	Total	49.620	49			
Std Error = 0.924						

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

Data in Table 25 shows the relationship between time management and academic performance of part-time students of Abraham Adesanya polytechnic (R = .418; R^2 = .175; $F_{(48)}$ = 10.163, P < 0.05). The reported R^2 of .175 implies that time management as predictor variable accounted for 17.5% of the variance in academic performance. This implies that the hypotheses stating that there is no significant relationship between time management and academic performance of part-time students of Abraham Adesanya polytechnic is rejected.

Conclusion

This study on part-time students at Abraham Adesanya Polytechnic provide valuable insights into the key factors influencing their academic performance. The results reveal a significant relationship between peer pressure and academic performance, with peer pressure accounting for 10.6% of the variance. Additionally, the study demonstrates a significant relationship between time management and academic performance, with time management accounting for 17.5% of the variance. These findings underscore the need for targeted interventions and support mechanisms that can help part-time students navigate the challenges posed by peer pressure and enhance their time management skills, ultimately contributing to their overall academic success and personal growth.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

(i) The polytechnic should establish a peer mentoring initiative that pairs experienced part-time students with newer students to provide guidance, support, and strategies for managing peer pressure and its impact on academic performance.

(ii) AAPOLY management should develop and deliver comprehensive time management workshops to equip part-time students with the necessary skills and techniques to effectively allocate and utilize their time, enabling them to balance academic, professional, and personal responsibilities.

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