

**The influence of peer pressure on adolescent misbehaviour in
schools**

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**A mini-thesis in partial fulfilment of the requirements for the Degree of Magister
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Abstract

A favourable school atmosphere, in which adolescents behave positively, is one of the greatest concerns for teachers, administrators and parents. Although there are several different pressures leading to adolescent misbehaviour at school, the most contributing factors are peer pressure and the socio-economic status of the school. As adolescents enter the school, the peer group then functions as an important socializing agent for them. As peers socialize within their different school environments, individuals are forced to conform to the practices and opinions of the group. Usually this conformity is unconstructive and clashes with the parents' and teachers' expectations. The aim of this study was to examine the influence of peer pressure on adolescent misbehaviour in advantaged and disadvantaged schools. A quantitative methodological approach was used to conduct the study. The study was conducted with adolescents aged from 13 to 17 years in both advantaged and disadvantaged secondary (high) schools in Windhoek, Namibia. A sample of 300 participants was randomly stratified across the schools. The Exposure to Peer Pressure Control Scale (Allen & Yen, 2002) and Child Behaviour Checklist questionnaires (Achenbach & Edelbrock, 1987) were used to collect the data. Ethical considerations were carefully considered before and during the research procedure of data collection. The reliability of the instruments was checked by means of a pilot study. The data was analysed by means of the Statistical Package for Social Sciences (SPSS) version 18 to reveal descriptive and inferential statistics. Results showed a significant positive relationship between peer pressure and adolescent misbehaviour in schools. In addition, misbehaviour was also positively predicted in both advantaged and disadvantaged schools, with disadvantaged schools being significantly more influential. When comparing peer pressure and adolescent misbehaviours in both advantaged and disadvantaged schools, adolescents in

disadvantaged schools engaged significantly more in misbehaviour activities and also responded positively more to peer pressure than their counterparts in advantaged schools. Implications for further research were suggested.



Declaration

I declare that the current study *examining the influence of peer pressure on adolescent misbehaviour in Windhoek schools (Namibia)* is my own work. It has not been submitted before for any degree or examination in any university, and that all the sources I have used have been indicated and acknowledged as complete references.

Memoir Chimwamurombe

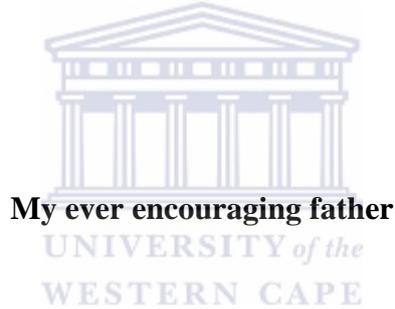
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In loving memory of my late mother

Eunice Julia Nhekairo

and



My ever encouraging father

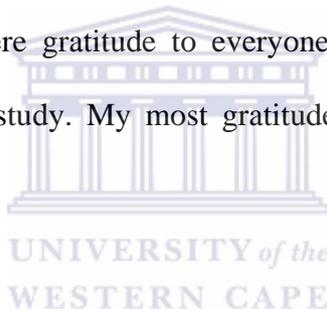
Billiard Mike Tichaona Nhekairo

I thank you for making me the person I am today. For your endless love, guidance and your confidence in me and being my inspirational source in my life. For what I am today is because of your words of wisdom. With all the good memories, I RESPECT the two of you.

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Table of Contents

CHAPTER 1	INTRODUCTION	1
1.1	Background / Rationale	1
1.2	Theoretical Framework	2
1.3	Problem Statement	3
1.4	Research Questions	4
1.5	Aims and Objectives	4
1.5.1	Aims of the study	4
1.5.2	Objectives of the study	4
1.5.3	Hypotheses	5
1.6	Research Methodology	5
1.7	Significance of the Study	6
1.8	Definition of Terms	6
1.9	Overview of chapters	7
CHAPTER 2	THE ROLE OF PEERS IN ADOLESCENTS' MISBEHAVIOURS IN SCHOOLS	9
2.1	Introduction	9
2.2	The adolescence stage of development	9
2.3	Theoretical Framework	12
2.3.1	Self efficiency	17
2.4	Misbehaviour in adolescents	17
2.5	Risk factors for adolescent misbehaviour	20
2.5.1	Peers / Peer pressure	20
2.5.2	The influence of the environment- The school	22
2.5.3.1	The socio-economic status of the school	24
2.5.3.2	The school as a socialisation agent	26
2.5.3.3	A permissive school environment	27
2.5.3.4	A authoritarian school environment	28
2.5.3.5	A authoritative school environment	30
2.5.3.6	Educators	32
2.5.3.7	Disciplinary measures within the school	35
2.6	Conclusion	36
CHAPTER 3	METHODOLOGY	37
3.1	Introduction	37
3.2	Research Design	37
3.3	Sample	38

3.4	Research Instrument	39
3.5	Pilot Study and Results	40
3.5.1	Results of the pilot study	41
3.5.2	Changes to the instrument	41
3.5.3	Application of the instrument	42
3.6	Data Collection	42
3.7	Data Analyses	42
3.8	Ethical Statement	43
3.9	Significance of the study	44
3.10	Conclusion	45
CHAPTER 4	RESULTS	46
4.1	Introduction	45
4.2	An Overview of the Analyses	46
4.3	Internal Consistencies of Measures	47
4.4	A Description of adolescents' demographic Set-up	48
4.4.1	Living Arrangements	48
4.4.2	Head of Household	49
4.4.3	Household Size	51
4.5	Prevalence of Misbehaviour in Schools	51
4.5.1	Descriptive statistics of the variables	51
4.6	Comparison between Exposures to Peer Pressure Exposure Child Behaviour Checklist	59
4.7	Comparing Peer Pressure Exposure, Child Behaviour Checklist and School environments	59
4.8	Summary	60
CHAPTER 5	DISCUSSION, CONCLUSION AND RECOMMENDATIONS	62
5.1	Introduction	62
5.2	Adolescents and Misbehaviors	62
5.3	Peer Pressure	64
5.4	The Risk Factor-The School Environment	65
5.5	Peer Pressure, The School environment and Adolescent Misbehaviour	67
5.6	Relevance of Social Cognitive Theory	69
5.7	Limitations of the study	70
5.8	Conclusions	71
5.9	Recommendations	72
REFERENCES		75
APPENDICES		86
Appendix A: Consent letter		86
Appendix B: Consent form		87
Appendix C: Demographic Questionnaire		88

Appendix D: Exposure to Peer Pressure Questionnaire	89
Appendix E: Child Behaviour Checklist Questionnaire	91

LIST OF FIGURES

Figure 4.1: Head of house	50
Figure 4.2: Household size	51

LIST OF TABLES

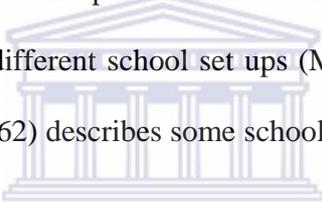
Table 3.1: Reliability statistics	42
Table 4.1: Internal consistencies of Peer Pressure and Behaviour Checklist	48
Table 4.2: Demographic descriptions of adolescents-Living arrangements	48
Table 4.3: Demographic descriptions of adolescents – Head of house	49
Table 4.4: Means and SD of Items for Exposure to Peer Pressure	52
Table 4.5: Means and SD of the Items or Child Behaviour Checklist.....	55
Table 4.6: Means and SD of the Entire Sample	57
Table 4.7: Means and SD of the Total Scores for Advantaged Schools Sample.....	58
Table 4.8: Means and SD of the Total Scores for Disadvantaged Schools Sample	58
Table 4.9: Paired Differences of Mean Scores for EPP and CBCL	59
Table 4.10.: Means and SD of the <i>t</i> -Test Results for the School Environments	59
Table 4.11: Comparisons of EPP versus CBCL versus School Environment Influence	60

Chapter 1

Introduction

1.1 Background / Rationale

Adolescents' misbehaviour in schools has become a cause of concern in most schools in Namibia and indeed many other countries worldwide (Owens, 2002). Many adolescents have problem behaviour that sometimes becomes serious (Mattessich & Hosley, 2004). Teachers are challenged in dealing with children, who display certain behaviours that are not tolerated. Literature offers insight into the conceptualization of the influence of peer pressure on adolescents' misbehaviour within different school set ups (Mattessich & Hosley, 2004; Owens, 2002; Rima, 2008). Owens (2002:462) describes some school children, who misbehave as:



“Children, [who] are very aggressive, disruptive, extremely active, and talkative, give less attention in the classroom, less co-operative and do not interact well with others, bully others, fight and in general just display inappropriate behaviour.”

Adolescents, in Namibia who engage in misbehaviour, break laws and commit crimes such as murder, stealing and abusing drugs at school (Rima, 2008). A study that was done by Mattessich and Hosley (2004), found that adolescents' misbehaviour rarely occurs in isolation, and that children with severe behavioural problems usually have a collection of problems. This creates a barrier that is very important to identify when working with them. For example, research suggests that teenage substance use such as drinking, taking illicit drugs, and smoking are often related to delinquent behaviour, conduct disorder, depression, adjustment problems, learning problems, and attention problems. Mattessich and Hosley (2004) suggest the importance of approaching these problems in collectively, rather than treating each issue separately. One of the

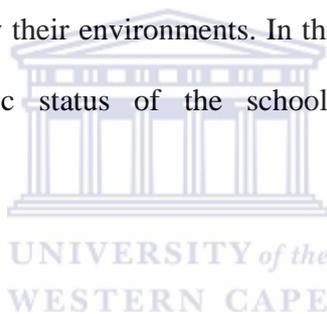
factors contributing to problems is the socio-economic status of the school (Kozol, 1991; Oakes, 1990; Ingersoll, 1990 as cited in Rima 2008).

Major settings that influence the way children and adolescents grow up include families, neighbourhoods, and schools (Owens, 2002). The qualities of these settings, whether they are supportive and nurturing or dangerous and destructive, have a profound influence on adolescents' adult lives (Kozol, 1991; Oakes, 1990; Ingersoll, 1990 as cited in Rima 2008). The school's socio-economic status plays a big role in shaping learners' behaviour especially in most deprived schools, due to shortage of learning and teaching equipment, and unqualified teachers (Gutek, 1984). These deprived schools face difficulties of being unable to equip learners with effective skills and education. This then in turn leads learners to start indulging in misbehaviour due to a general lack of school activities and idleness. Those learners that are well behaved are then exposed to negative peer pressure or to misbehave. Misbehaviour leaves parents and teachers frustrated, angry and anxious (Owens, 2002). The purpose of this study was to establish the influence of peer pressure on misbehaviour of adolescents at school in Namibia. Specifically, this study compared this relationship within advantaged and disadvantaged schools.

1.2 Theoretical Framework

In this study, the theory of The Social Cognitive Theory (SCT) will be used as the theoretical underpinning of the study. The SCT was proposed by Miller and Dollard in 1941. It was broadened by Bandura and Walters with the principles of observational learning and understandable reinforcement in 1963 (Glanz et al., 2002). Evaluating behavioural change depends on three factors; the environment, people and behaviour. There are social and physical environments according to Glanz et al. (2002). Environments provide the framework for understanding behaviour and situations refer to the cognitive or mental representations of the

environment that may affect a person's behaviour. The environment provides models for behaviour (Parraga, 1990). This theory explains how people acquire and maintain certain behavioural patterns. The Social Cognitive Theory (SCT) deals with cognitive, emotional and behavioural aspects for understanding behavioural change. Social Cognitive Theory has been researched and practised by a network of researchers around the world and has been described as a theory explaining how people acquire and maintain certain behavioural patterns, while also providing the basis for intervention strategies (Bandura, 2001). Parraga (1990) uses the concept of SCT in relation to innate and universal, different environments in understanding adolescents' behaviour. In this study, SCT is used to highlight the mechanisms through which adolescent misbehaviour can be influenced by their environments. In this study, environments include peer pressure and the socio-economic status of the schools manifesting as advantaged or disadvantaged schools.



1.3 Problem Statement

Peer pressure is one of the possible reasons for the prevalence of adolescent misbehaviour (Bussey & Bandura 1999; Graham & Weiner 1996; Rima, 2008; Stuart, 2001; Wickert, 2002). According to Vandivere et al. (2004), the percentage of misbehaviour incidents in adolescents from privileged schools is higher than that of their counterparts from deprived schools. According to Graham & Weiner (1996), and Wickert (2002), peer pressure is the main cause of adolescent misbehaviour at school. These studies do not explain whether the school's socio-economic status plays a role in maintaining negative peer pressure during adolescence. If peer pressure is detrimental to adolescent misbehaviour at school, what role does the socio-economic status of the school play in promoting misbehaviour in adolescents? This study proposed to

examine the extent to which peer pressure influences adolescent misbehaviour at school. Additionally, this study compared if this relationship is significantly different in diversified school environments.

1.4 Research Questions

The following research questions were formulated:

- What is the prevalence of adolescent misbehaviour in schools?
- Is there a relationship between peer pressure and adolescents' misbehaviour at school?
- Is the relationship between peer pressure and adolescents' misbehaviour at school significantly different for advantaged and disadvantaged schools?

1.5 Aims and Objectives

1.5.1 Aims of the study

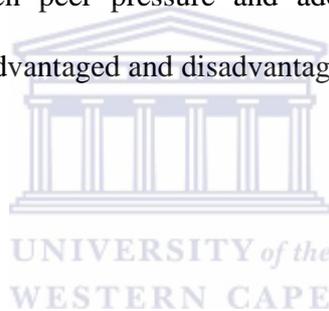
The research questions have subsequently resulted in the formulation of the aim and objectives of the study:

The study aims to examine the influence of peer pressure on adolescent misbehaviour in schools.

1.5.2 Objectives of the study

The objectives of the study are to:

- Determine the prevalence of adolescent misbehaviour in schools.
- Determine the nature of the relationship between peer pressure and adolescent misbehaviour at school.



- Investigate if the relationship between peer pressure and adolescent misbehaviour at school is significantly different in advantaged and disadvantaged schools.

1.5.3 Hypotheses

The hypotheses for this research study were formulated basing on the aims and objectives of the study and were formulated as follows:

1. Adolescent misbehaviour will be significantly different in advantaged and disadvantaged schools.
2. There will be a significantly positive relationship between adolescent behaviour and peer pressure in advantaged and disadvantaged schools.

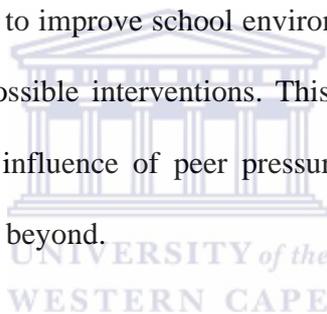
1.6 Research Methodology

This study used a quantitative methodological design. This design required that the study on examining the influence of peer pressure on adolescent misbehaviour in schools to offer statistical descriptions and inferences. The statistical analysis strived to test the pre-defined hypotheses for resultant relationships between the variables of the study (Bless, Higson, Smith & Kagee, 2006; Mouton, 1996). The limitations of quantitative research were that the identification of the presence or absences of a relationship between peer pressure and adolescent misbehaviour at school did not explain why this relationship is present or absent. However, the focus of this study was to identify a relationship between peer pressure and adolescent misbehaviour at school rather than the causes. The quantitative research method was sufficient in providing this information. Thus, a correlation research design was used to determine the relationship that exists between peer pressure and adolescent misbehaviour within advantaged and disadvantaged

schools. A correlation research design is a statistical test to determine the tendency or pattern for two or more variables (Cresswell; 2008).

1.7 Significance of the Study

The study sought to provide vital insights and widening our understanding on the influence of peer pressure in advantaged and disadvantaged schools on adolescent misbehaviour at school. The findings of this study will strongly enlighten various stakeholders in education and thus stimulate them to provide good learning environments and instil good social attitudes to learners while moulding adolescents' behaviours in schools. The study is very significant as it will motivate stakeholders in education to improve school environments in such a way as to promote good behaviours and also offer possible interventions. This study will become a new referral point for further research on the influence of peer pressure on adolescence misbehaviour at schools in Windhoek, Namibia and beyond.



1.8 Definition of Terms

Adolescence - Adolescence: is defined as the transitional stage of development between childhood and adulthood, represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues (Pereira & Altmann, 1985).

Misbehaviour- is a negative response of an individual, group, or species to its environment (Eyberg & McDiarmid, 2005).

Antisocial behaviour– is “[opposition] to society or to existing social organization and moral codes” and “aggressive, impulsive and sometimes violent actions that flout social and ethical codes such as laws and regulations relating to personal and property rights” (Corsini, 2002).

Peer pressure - is the influence of a social group on an individual. It can be positive or negative (Wickert, 2002).

School- an educational institution offering studies at differentiated levels to groups of pupils of various ages; instruction may be given by one or more teachers. It may be contained in a single structure or a group of separate buildings; may be under private or public auspices (Guttek, 1984).

Socio-economic status (SES) - any measure which attempts to classify individuals, families, or households in terms of indicators such as occupation, income and education (Lareau, 2003).

Environment -refers to the factors that can affect a person’s behaviour. There are social and physical environments. Social environment include family members, friends and colleagues. Physical environment is the size of a room, the ambient temperature or the availability of certain foods. (Glanz et al, 2002).

1.9 Overview of chapters

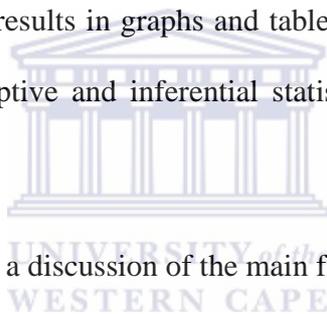
This current chapter, Chapter 1, is an introduction and refers briefly to the mainstay of antisocial behaviours or misbehaviours of children at school during the adolescent phase. This chapter also provides the background for the study and sets the framework of the problem statements, aims and objectives for guiding the study.

Chapter 2 presents the conceptual framework of the study. This chapter focuses on the understanding of the role of peer pressure on adolescents' misbehaviours at school. It focuses mainly on the discussions of how peer pressure and different school environments manipulate adolescents' behaviour within the context of Social Cognitive Theory.

Chapter 3 is mainly focusing on the method used for conducting the research. It gives a precise attention on how the study was conducted based upon the aims and objectives of the study, hypothesis, sample characteristics, measuring instruments, data collection and analysis procedures, as well as the ethical considerations.

Chapter 4 is a presentation of the results in graphs and tables following the analysis which was sketched out in chapter 3. Descriptive and inferential statistics will also be presented in this chapter.

Chapter 5 concludes the study with a discussion of the main findings integrated with previous research identified in chapter 2. Limitations of the study will be provided. This chapter will conclude by giving some recommendations for further studies.



Chapter 2

The Role of Peers in Adolescent Misbehaviour at School

2.1 Introduction

This chapter presents the literature concerning the role of peer pressure and its relationship to adolescent misbehaviour. The chapter starts by providing an overview of the stage of adolescence. A review of adolescence, adolescents' misbehaviour and peer pressure is given in accordance to the school environment. This chapter also addresses the personal determinants and mechanisms of human functioning from the perspective of social cognitive theory (Bandura, 1963). Social Cognitive Theory (SCT) was proposed by Miller and Dollard in 1941 and was broadened by Bandura and Walters with the principles of observational learning and understandable reinforcement in 1963 (Glanz. et al., 2002).

2.2 The adolescence stage of development

Adolescence is defined as the transitional stage of development between childhood and adulthood. It represents the period during which a person experiences a variety of biological changes and encounters a number of emotional issues (Pereira & Altmann, 1985). According to the World Health Organization (WHO), adolescence covers the period of life between 13 and 17 years of age. Literature shows that social behaviour of children changes as they enter adolescence (Kuntsche & Kuendig, 2005).

Adolescent misbehaviour, such as school misbehaviour, drug usage, and weapon carrying, is a disturbing issue confronting adolescents, parents, teachers and other stakeholders involved in education (Masuku, 2004). Findings from researchers reveal that in the United States of

America, most adolescents run away from home and some drop out of school (Vandivere, et al, 2004). To support this, Edelman (1995) found out in every five minutes an adolescent is arrested for some type of violent crime, and every two hours a child is killed by a gun. In short, the increase in and horrific nature of such delinquent acts and their devastating cost for society authenticates the impression that delinquency has become an important national issue. Although adolescence is a very crucial stage of childhood development, it comes up with some challenges that adults at times cannot be able to endure. In most Namibian schools and homes, adolescents have proved to be very difficult to discipline. Some of these behaviours are not easy to deal with or to control (Masuku, 2004). The Namibian Ministry of Education had to implement a policy for teenage girls to re-enter school after leaving it due to a high rate at which school girls were falling pregnant (Legal Assistant Centre, 2008).

Most Namibian adolescents drink alcohol and smoke cigarettes and they are known for their misbehaviour (Rima, 2008). According to Le Beau and Yonder (2009), the type of behaviour these adolescents expose is believed to be highly motivated by peer pressure which leads them to commit crimes under the influence of alcohol. Such crimes include beating other children, bullying others at school, stealing, school absenteeism. In addition, there are many reported cases of suicide among adolescents. They kill themselves due to the consequences of negative influences from peers (Global School-based Student Health 2004). Once influenced, adolescents may continue the slide into problems with the law, substance abuse, school problems, authority defiance and gang involvement (Health Outlook, 2005).

During this stage, adolescents feel that they are better off spending time with peers as compared to spending time with their parents or any adult. Bussey and Bandura (1999) concur that during this developmental stage, adolescents in general, increase the amount of time spent with their

peers. Their interactions are not always positive. For the period of adolescence, peer groups become increasingly vital, with conformity to peers peaking at 11–13 years (Costanzia & Shaw, 1966; as cited in Vandivere et al. 2004). About 90% of adolescents identify themselves with a peer group (Palmonari, 1989; as cited in Vandivere, et al, 2004). Research shows that adolescents usually spend nearly eight hours of the day communicating with their age mates, and only eight percent of this time is spent talking to adults. Peers can encourage either pro-social behaviour which peaks at 11–12 years, or anti- social behaviour, which peaks at 14–15 years (Bendt, 1979; as cited in Graham & Weiner, 1996).

Adolescents report that they are far happier spending time with similarly aged peers as compared to adults (Owens, 2002). Simultaneously, conflict between adolescents and their parents increase at this time as adolescents strive to create a separation and sense of independence. Peer interactions are not always positive as a result, peer pressure then becomes a dominant role during adolescence leading to increases in display of in-appropriate behaviours. In support to this (Collins & Larsen, 1992; Reese-Weber, 2000), point out that young adolescents easily conform to behavioural patterns of their peers. Adolescents are less likely to feel depressed or anxious if the peer group provides emotional support (Buhrmester, 1992).

In general, adolescents disclose that at this stage, children are “in an active purposeful ‘flight’ away from connecting with any adult” (Allen & Land, 1999). These connection links are perceived as a self-possession from which adolescents want to break away in order to gain independence to increase self-sufficiency and a sense of self-reliance (Allen & Land, 1999). An important aspect in adolescence is to develop independence (Allen, Hauser, Bell & Conner, 2002; Collins 1990; Moore, 1987). Coherently, Steinberg (1990) echoes that as the adolescent becomes older (late adolescents’ stage) they attain increased ability with negotiation skills which

promotes a less stress-inflicted relationship with their parents and teachers at school (Collins & Larsen, 1992; Reese-Weber, 2000). This suggests that there are remarkable changes that can arise within adolescent relationships with others which would consequently produce an end result of improved relationships with their teachers and parents (Arnett, 2004). However, according to Arnett (2006) what adults consider as extremes of behaviour and feelings in adolescents are absolutely normal, though some adolescents do not display serious problems. To comment on that, Arnett (1990) mentioned that certain types of problems, such as conflict with teachers, other children and parents, are more common during adolescence than in any other developmental stages.

2.3 Theoretical framework

Social Cognitive Theory (SCT) explains how people acquire and maintain certain behavioural patterns, while also providing the basis for intervention strategies (Bandura, 1997). Evaluating behavioural change depends on these factors; the environment, people and behaviour. The theory of Self-Cognition states that environments provide the framework for understanding behaviour and situations which refer to the cognitive or mental representations of the environment that may affect a person's behaviour (Bandura, 1999). The environment provides models for behaviour (Parraga, 1990). This theory explains how these determinants permit individuals to acquire and maintain certain behavioural patterns which in turn build one's own character. The SCT deals with cognitive, emotional and behavioural aspects for understanding behavioural change. Parraga (1990) uses the concept of SCT in relation to innate and universal different environments in understanding adolescents' behaviour. However, since in this study, SCT is being used to highlight the mechanisms through which adolescent misbehaviour can be influenced by their

environments, an in-depth discussion on is on the influence of the school environment and the people (peers) will be looked into.

Environment refers to the factors that can affect a person's behaviour (Glanz et al, 2002). These include the social and the physical environments. Social environment includes family members, friends and colleagues. Physical environment is the size of a room, the ambient temperature or the availability of certain foods (Santrock, 2008). Environments and situations provide the framework for understanding behaviour and situations refers to the cognitive or mental representations of the environment that may affect a person's behaviour (Parraga, 1990). The situation is a person's perception of the place, time, physical features and activity (Glanz et al, 2002).

These three factors, that is, environment, people and behaviour, constantly influence each other. Similarly, Glanz et al, (2002) mention that behaviour is not as simply the result of the environment and the person, just as the environment is not simply the result of the person and behaviour. Gibson (2004) concurs with this by saying that SCT suggests that a mixture of behavioural, cognitive, and environmental factors influence behaviour. This makes it clear that the environment provides models for behaviour. Bandura (1997) states that observational learning occurs when a person watches the actions of another person and the reinforcements that person receives. Bandura proposes that observational or social learning focuses on four element processes required to mould and learn behaviour. These are attention, retention, behaviour production and motivation. Attention states that one must attend to the main components of the modelled behaviour in order to learn from observation (Santrock, 2008); retention states that in order for an individual to learn from behaviour, one must remember the modelled behaviour (Gibson, 2004). This remembrance must be in visionary form or in words. According to Bandura

(1999), behaviour production is putting the observation into performance or if one takes the actions observed and use them gradually to alter them so that they fit the model. Motivation suggests that people are more likely to implement a new behaviour if it indicates that it will result in a positive outcome (Gibson, 2004).

Human action, being socially situated, is the product of a dynamic interplay of personal and situational influences (Bandura, 1999). In their view, people do not act on beliefs, goals, aspirations and expectations but somewhat, activation of their network structure makes them do things (Bandura, 1999). This explains that in social cognitive theory, people are agentic operators in their life not just on-looking hosts of internal mechanisms orchestrated by environmental events. Gibson (2004) concurs with other researchers mentioning that human beings are sentient agents of experiences rather than simply under-goers of experiences. This agentic action shapes brain development and functioning throughout the life of an individual (Kolb & Whishaw, 1998). In addition, Santrock (2008) reveals that it is not just the exposure to stimulation, but agentic action in exploring, manipulating and influencing the environment that counts. By regulating their own motivation and the activities they pursue, people produce the experiences that form the neuro biological substrate of symbolic, social, psychomotor and other skills (Bandura, 1999).

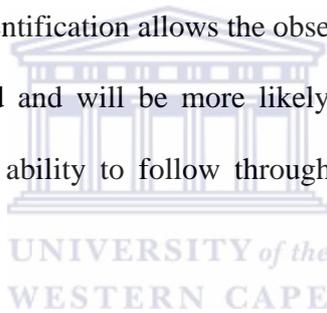
Santrock, (2008) states that people learn by observing others, with the environment, behaviour, and cognition all are seen as the chief factors in influencing development. These three factors are not static or independent; rather, they are all reciprocal. For example, any witnessed behaviour can change a person's way of thinking (i.e. cognition) (McAlister, Perry, & Parcel, 2008). Similarly, the environment one is raised in may influence later behaviours, just as a father's mindset (also cognition) will determine the environment in which his children are raised

(McAlister, Perry & Parcel 2008). Observational learning involves behavioural acquisition that occurs by watching the actions and outcomes of others' behaviour. This includes credible role models of the targeted behaviour (Glanz et al, 2002).

SCT also involves reciprocal determinism. According to Miller and Katherine, (2005) the dynamic interaction of the person, the behaviour, and the environment in which the behaviour is performed; consider multiple avenues to behavioural change, including environmental, skill, and personal change. The outcomes of the SCT show that actions of the community level to change these constructs resulted in less drinking among teens. The community level appears to have success in changing the environment and expectancies to alcohol use by reducing teen access to alcohol, changing norms and reducing alcohol use among high school students and other common mischief in teenagers (Glanz et al, 2002). The notion that humans operate as entirely independent agents has few serious advocates, although it is sometimes invoked in false impression of cognitive theories of human behaviour (Skinner, 1971). However, stripped of consciousness and agentic capability of decision and action, people are mere machines undergoing actions devoid of any subjectivity, conscious regulation, phenomenological life, or personal identity.

Social cognitive theory emphasizes a large difference between an individual's ability to be morally competent and morally performing (Miller & Katherine, 2005). Moral competence involves having the ability to perform a moral behaviour, whereas moral performance indicates actually following one's idea of moral behaviour in a specific situation (Schank & Pajares, 2002). One of the mentioned moral competencies includes an individual's cognitive ability to construct behaviours. As far as an individual's development is concerned, moral competence is the growth of cognitive-sensory processes; simply put, being aware of what is considered right and wrong

(Pajares, Prestin, Chen, & Nabi, 2009). The social cognitive theory relies heavily on the influence of the environment that the observer grows up in. Albert Bandura also stressed that the easiest way to display moral development would be via the consideration of multiple factors, be they social, cognitive, or environmental. The relationship among the three factors provides even more insight into the complex concept that is morality Bandura, (1997). Further development in social cognitive theory posits that learning will most likely occur if there is a close identification between the observer and the model and if the observer also has a good deal of self-efficacy (Pajares, 2002). Self-efficacy beliefs function as an important set of proximal determinants of human motivation and action which operate on action through motivational, cognitive, and affective intervening processes. Identification allows the observer to feel a one-to-one connection with the individual being imitated and will be more likely to achieve those imitations if the observer feels that they have the ability to follow through with the imitated action (Bryant, Taylor & Francis, 1994).



The process of learning from other people's behaviour is a central idea of Social Cognitive Theory and self-efficacy. This idea declares that individuals can witness observed behaviours of others and then reproduce the same actions. According to Bandura, self-efficacy beliefs influence the choices and goals people make, the amount of effort they apply toward these goals, how long they persevere at a task in times of failure or difficulty, and the amount of stress that is experienced (Frederickson & Turner, 2003). This theory can be applied to further understand needs and behaviours of teachers to include their attitudes toward inclusion and their perceptions of its success.

2.3.1 Self-efficacy

Self-efficacy is defined as a social cognition construct related to a person's self-belief in his or her ability to perform specific tasks, regulate their ability, and affect their lives. According to Bandura's social cognitive theory, the cognitive self-regulation process mediates experience and behaviour; thus people behave proactively, engaging in goal setting. This self-directedness is mediated by self-reflective and self-reactive abilities which interact with environmental influences. Through this activity, self-efficacy beliefs are formed.

The social cognitive theory applies in the classroom by providing guidelines for modelling and reward systems (Bandura, 2001). According to this view, the ability to learn and quality of learning is a result of interactions between the student, the student's behaviours and the student's environment. Bandura believed the student, the student's behaviour, and the student's environment are all integral factors in learning. The Social Cognitive Theory sees the learner as an integrated part of the environment in which he is learning. The knowledge obtained in the classroom can be directly related to the interaction between cognitive responses, behaviours, and the environment. Students observe and build self-efficacy, a belief in one's ability to accomplish the modelled work (Skinner, 1967). According to the SCT, with increased self-efficacy comes increased learning. Self-efficacy, as stated by Bandura (2001) is a vital factor in the educational process because it allows the learner to be an "agent" in accomplishing various tasks, particularly learning.

2.4 Misbehaviour in adolescence

Behaviour has become a very challenging and a worldwide problem. Research findings from studies done in the United States of America have proven that children have become more

vulnerable as compared to the past (Vandivere, et al.,2004; Edelman, 1995). Studies which were done between 1997 and 2002 show that behavioural and emotional problems have increased among adolescents. Misbehaviour is a negative response of an individual, group, or species to its environment (Eyberg & McDiarmid, 2005). In adolescents, misbehaviour is associated with drinking, smoking, aggression, disrupting, being talkative, and not concentrating in the classroom, bullying others, engaging in fights and in general just displaying antisocial behaviour (Owens, 2002). In the process of trying to be in charge of children's destructive behaviours, parents and teachers may intensify negative relations with them as they enter adolescence (Owens, 2002) as a result, peers become more recognizable in order to replace the adult figure. The peers will then become the dominant figure during adolescence leading to increases in display of unexpected misbehaviour. In support to this, Louw & Louw, (2007) mention that at this stage of development, there is a normative acceptance that adolescents will experiment and engage in antisocial behaviour as a means of 'acting out'; a period identified as 'storm and stress'. The peer group will then function as an important socialising agent of the adolescent. A peer group also acts a socializing agent that makes individuals feel the comradeship and acceptance in that group meaning that there is an adherence to the norms and values of the group (Gouws & Kruger, 1994). Usually, the acceptance and support from peers collide with parents and teachers' expectations (Gouws & Kruger, 1994). Members of the peer group have the chance to try out different behaviour patterns as a frame of reference. In addition they have a chance to change it when the feedback is negative (Owens, 2002). Vandivere, et al. (2004) state that adolescent misbehaviour and peer pressure at times interrelates and that adolescents who act out or behave immaturely can cause aggravation to others. In addition, Brame, et al. (2001) put forward that as adolescents become aggressive, conflict between them and their parents and

teachers increase as they will strive to create a separation and a sense of liberty. Peer pressure will then become active because negative interactions mostly lead human beings to misbehave (Kuntsche & Kuendig, 2005).

Arnett (2000) suggests that during adolescence, antisocial behaviour may increase because teenagers assume that they are able to engage in experimentation, such as drinking, smoking and sexual activities to mention just but a few. Research shows that antisocial behaviours are created through the role of parents, teachers and any responsible adults who lack proper discipline measures, engagement and support that leads to antisocial activities (Loeber & Dishion, 1983; Mc Cord et al., 1963 cited in Paterson model 1990). Baumrind (2005) explains antisocial behaviour as a form of externalising behaviour in which an individual violates the set rules and laws. Corsini (2002: 57) also defines antisocial behaviour as “[opposition] to society or to existing social organization and moral codes” and “aggressive, impulsive and sometimes violent actions that flout social and ethical codes such as laws and regulations relating to personal and property rights.” Furthermore, the antisocial behaviour phenomenon is portrayed as strongly disposed toward aggressive encounters, self-will destruction, other troubling behaviours and even minor offences (Reid et al., 2002; Patterson’s model, (1990).

Antisocial behaviour in this study is understood as externalising behaviours such as bullying other learners at school and the general breaking of school rules and risk-taking behaviours, like smoking and drinking alcohol (Arnett, 2000, 2005; Schulenberg & Zarrett, 2006). Antisocial behaviour and misbehaviour seems to share the same description. They both are thought to be composed of two elements namely constitutional, in which it composes of genetic factors, environmental which entail family, peers and parent factors (Reid et al., 2002). However, the main focal point in this study is the environmental factors, which are the school and the peers, in

relation to adolescent misbehaviour. The family factor will nevertheless be discussed very shallowly because research has done much on this regarding its impact to adolescent's misbehaviour.

2.5 Risk factors for adolescent misbehaviour

According to Masuku (2004) youth behavioural problems can be prevented if the risk factors that lead young people to become offenders are accurately identified. Globally, the most common risk factors found in a youth are the family life, school experience, peer relationships and community (Rima, 2008; Mattessich & Hosley, 2004; Vandivere et al., 2004; Owens, 2002 & Reid et al., 2002). Continued efforts to decrease the number of delinquent acts have led many researchers to investigate these underlying factors that may lead youth to act out in delinquent ways. Without doubt, these factors have been suggested to have a relationship and/or causal link to delinquency. Webber (1997) has suggested that these can essentially be reduced to three fundamental factors: family, individual/peer relations and the environment.

2.5.1 Peers / Peer pressure

Stuart (2001) defines peer pressure as, "The influence exerted by a peer group in encouraging a person to change his or her own attitude, values, or behaviour in order to conform to the group norms." This can be positive or negative influence. Wickert (2002) in agreement defines peer pressure as the influence of a social group on an individual; it can be constructive or unconstructive. Young adolescents easily conform to behaviour patterns of their peers (Owens, 2002). Research has proven that peer pressure may lead individuals to behave in a way that they do not usually do and also that adolescents are more vulnerable to peer influence because it is their time for experimenting with new identities and experiences (Stuart, 2001). Rima (2008)'s findings suggest that peer pressure is occurring more and more in teens. This is because of the

assumptions that teens succumb to peer pressure because they still want to feel like they fit in or belong to a group (Owens, 2002). Adolescents are not yet very mature and they think that their friends can leave them if they do not conform to the norms and values of the peer group. This forces them to conform to their friends' way of behaving. Corsaro (1985: 65) mentions that, "As children interact day after day, they invent routines that reflect age-related concerns and perceptions of the adults world and create a sense of group identity." Gouws and Kruger (1994) mention that the peer group is then perceived as a sounding board for the adolescent's ideas, thoughts, acts and their concerns.

Being in a popular crowd may also be a risk factor to become a moderate or mild deviant behaviour. Individual /peer also become a risk factor for youth antisocial behaviour when the individual child gets into early involvement in problem behaviour, peer involvement in problem behaviour, high proportion of unsupervised time spent with peers, alienation and lack of social commitment. In addition, Narayan et al., (2008) announce that the experience of one or more of these risk factors does not automatically lead to behavioural problems or criminality. However, the true fact is, the more risk factors that are present in an adolescent's environment, the greater the chances are that he or she will experience problems.

In such situations, peer pressure can impair good judgment and fuel risk-taking behaviour, drawing an adolescent away from the family and positive influences and luring into dangerous activities (Nivea, 2006). However, peer pressure varies according to the situation: being with one close friend, in the small clique of friends, or seeing what the larger peer group is doing in school (Nivea, 2006). This interaction is direct, and much more powerful than the influence of teachers and other authority figures. Peer pressure tends to have more of an effect on children with low self-esteem. If a child feels compelled to fit in, the teen may do things that go against his or her

beliefs simply to be part of the group (Scott, 2007). As a result, peer pressure can lead to experimentation with drugs and alcohol, sex, skipping school, and various high-risk behaviours (Scott, 2007).

No one wants to be seen as the misfit or the one who does not quite fit in with the group, so peer pressure can be a major contributory factor in student misbehaviour. The end result is that, the peer influence will then causes many adolescents to follow their mates in their behaviour patterns, thus swelling the perceived ranks of difficult students in the classroom (Scott, 2007). There is ruthless, and often severe, pressure on all students to gain the approval or win the respect of their fellow classmates. The student who can wind up the teacher or make everyone laugh gains considerable "street creed" by their actions and anyone who chooses not to join in leaves themselves open to verbal and sometimes physical abuse (Nivea, 2006). It takes an exceptionally strong and confident individual to stand out from the crowd. According to Reproductive Health Outlook (2005), the influence of peers whether positive or negative, is of critical importance in a teen's life. This then lead one to conclude that whether parents or teachers like it or not, the opinions of the child's peers often carry more weight than theirs. Peer pressure is normally effective in children because they spend more time in schools and in subgroups despite their opinion in those groups (Wickert, 2002).

2.5.2 The influence of the environment –the school

The term school can be defined as an educational institution offering studies at differentiated levels to groups of pupils of various ages; instruction may be given by one or more teachers (Guttek, 1984). According to the social cognitive view, schools do more than merely support the diffusion of knowledge between one age group and the next. Jackson (1968) as cited in Jones

(2010) concurs with this by mentioning that there is a hidden curriculum in schools, a concept that conveys a message of the operation of school apart from its mission to educate learners and upgrades content area standards. Hidden curriculum is a concept used to describe some other things taught in school, but not articulated and acknowledged (Cornbleth, 2008). The hidden curriculum is associated with instilling positive attitudes, values, beliefs, and behaviour in learners and hence this is usually done indirectly. Apart from the above, the hidden curriculum also instils social structures of the classroom, the teacher's exercise of authority, student – teacher relationship, activities based on standards, language used by the teacher, resources, graphic sources, classroom environment, consequences, schedules, and priorities set by the curricular (Glenn and Nelsen 2000).

The school setting is another risk factor that can make an adolescent most likely to offend. Mcbeth (1989) points out that the school is part of the child's upbringing. Misbehaviours during adolescence within school environments have become a challenge (Mattessich & Hosley, 2004; Owens, 2002; Rima, 2008; Vandivere et al., 2004). Most of the adolescents' behavioural problems come out as a result of the way how the environment interacts and supports them (Barber and Buehler, 1996). For that reason, the environment plays a vital role in either promoting or obstructing the quality of a person's functioning (Roman, 2008), thus it is important to consider both the internal and external environments and their effects on the adolescent behaviour. School atmospheres that are conducive for adolescents to behave positively are one of the greatest concerns of teachers, administrators and parents. Although there are several different pressures leading to adolescent misbehaviour at school, the most contributing factors are peer pressure families, neighbourhoods, and schools and their school socio-economic status (Bloomberg, 2007 & Owens, 2002). Behaviour is neither entirely

internally nor externally caused, but is the result of the interaction between the individual and the environment (Alexander, 2000), including physiological, physical and psychosocial factors (Evans et al, 1989). The qualities of these settings, whether they are supportive and nurturing or dangerous and destructive, have a profound influence on adolescents' adult lives (Kozol, 1991; Oakes, 1990; Ingersoll, 1990 in Alexander, 2000.).

2.5.3.1 The socio-economic status of the school

The school's socio-economic status plays a big role in shaping learners' behaviour, due to shortage of learning and teaching equipment, qualified teachers, and so on (Gutek, 1984). Schools within challenging situations, are confronted by problems of being unable to equip learners with effective skills and education which lead them to indulge into misbehaviours which leave parents and teachers frustrated, angry and anxious (Owens, 2002). In agreement Kozol (1991), Oakes (1990) and Ingersoll (1990) mention that,

Due to family income, residential stratification and segregation and low income, students usually attend schools with lower funding levels which result in reduced availability of textbooks, and other instructional materials, laboratories, low-level curricula; and less-qualified teachers and administrators.

The effects of these concentrated shortages in schools may include disciplinary problems and disorganized learning environments which promote high levels of misbehaviour within the school environment. In addition, research has suggested that societal factors such as accessibility of weapons (Edelman, 1995; Larson, 1994), media violence (Dorfman, Woodruff, Chavez, & Wallack, 1997; in Webber, 1997), and unbalanced educational opportunities (Mayer, 1995) may lead youth to become more delinquent (Webber, 1997). Similarly, individual factors exhibited early in childhood such as various forms of antisocial behaviours and difficult characters has

been found to influence youth to problems later in life (Klein, 1995; Walker, Colvin, & Ramsey, 1995; Thomas, Chess, & Birch, 1969).

Conducive school environments are important to establish even though there is no an immediate fix to improve adolescence school behaviour (Kozol, 1991; Oakes, 1990; Ingersoll, 1990). Schools can create certain environments through socialization process. Schooling as a risk factor can make an adolescent most likely to offend due to issues such as school disorganisation, low quality of teaching and learning, lack of commitment, such as truancy, disruptive behaviour such as bullying, aggressive and hyperactive and low school achievement may contribute to the adolescent misbehaviour (Kozol, 1991; Oakes, 1990; & Ingersoll, 1990).

According to research, behavioural problems have increased among adolescents in schools. The percentage of adolescents with behavioural problems increased from 5.2% to 7%. Studies done in the United States of America have proven that adolescents have become more vulnerable as compared to the past (Vandivere, et al., 2004). In contrast to Vandivere, et al. (2004), Gouws and Kruger (1994) highlight that those adolescents in some schools have low misbehaviour incidences and they conform more readily than their counterparts in other schools. Rice (1984) concurs that adolescents from some school environments are obedient; they like school and plan to continue their education and make higher level vocational choices. In contrast, learners at other school set-ups are often disobedient when compared to their counterparts attending to different school environments (Gouws & Kruger, 1994; Rice, 1984).

A case study which was done in 1994 by the Legal Assistance Centre (LAC), together with the Prison Services, UNICEF and the Ministry of Youth and Sport in Namibia, revealed that some of the adolescent offenders are sentenced in the absence of their parents, mostly for non-violent

crimes (Shikongo, 1994). Pre-trial detention is the norm, and the findings of the study also contributed to the realization that there is a need for "diversion" programmes in order to provide the justice system with possible alternatives (Leach, 1994). To strengthen this, Mattessich and Hosley (2004) declare that some school children are very aggressive, disruptive, extremely active, and talkative, give less attention in the classroom, are less co-operative and do not interact well with others, bully others, fight a lot, and in general just display inappropriate behaviour. However, although the causes for children's engagement in bad behaviour vary from country to country, in a developing country like Namibia, the school environment plays an important role in juvenile delinquency (Mattessich, 2004). This explains that these conditions include insufficient services offered to support the children while at school. For example, research tells us that teenage substance use (drinking, drugs, and smoking) is often related to delinquent behaviour, conduct disorder, depression, adjustment problems, learning problems, and attention problems. Children find time to engage in substance use due to lack of strong discipline at school and if they are caught, they find themselves in trouble with the law. As a result, school discipline has become a growing concern among school administrators, families of the students and local communities. Researchers agree that a school is a breeding ground for negative behaviour due to students desiring to find themselves and a place to fit in (Okrentowich, 2006).

2.5.3.2 The school as a socialization agent

The process of socialisation consists of three explicit components namely 1) the ability to control one's feelings, thoughts and actions, 2) the attainment of knowledge and ownership of cultural beliefs, and to respect the power of significant others, 3) the ability to develop skills, which enables perceptions of relationships and dealing with conflict effectively (Grusec, 2002). Furthermore, Grusec (2002), states that the process of socialisation whereby teachers and others

impart knowledge and skills, combine in helping individuals to develop the standards, behaviours and principles required to becoming part of society. As a result, one can realize that different people, such teachers, parents and responsible adults all play a role in growing, nurturing and maturing a child. During this nurturing and socialisation process, the involved adults can be permissive, authoritarian or authoritative.

2.5.3.3 A permissive school environment

Okrentowich, (2006) mentions the importance of investigating the practices and discipline strategies that have been proposed or used in different schools. According to research some schools are of the permissive type, where learners do what they want. The permissive style of running a school is notable as the most neglectful and indulgent style (Maccoby & Martin, 1983). When implementing this style, the school (teachers) place few or no rules, and exert little or no control, and are very lenient with their learners. The learners are given complete freedom to make their own decisions and behave autonomously and independently (Baumrind, 1991; Khaki, 2005). The school tolerates a range of behaviours of which some will be described as juvenile (Khaki, 2005). In this environment, learners look after themselves and teachers avoid confronting them at all costs. Indulgent schools may also be described as non-directive or democratic (Horbery & Neal, 2001). Non-directive schools are known to nurture learners by default, that is, by taking practically no action in impacting school rules and regulations to their learners. According to Maccoby and Martin (1983), schools that fall in this category barely punish or discipline their learners and the learners often appear to have the upper hand than the teachers.

Fisher (1981:130) mentioned that,

“Such schools end up with large in-take for which they are frequently unable to provide the fundamentals and learning, teaching conditions and full control measures over many learners. And in the face of their learners’ demands, they are unable to cope with the situation and they resort to that physical aggression...”

As a result, when these children enter the school, their behaviour is at-risk and finds it hard to cope with the aggressive behaviour of teachers and they end up imitating them. Gravett (2003) shares the same sentiments by noting that if learners’ expectations are not met, they are likely to become confused and resistant. Research has proved that children from the permissive environment have difficulties in controlling their impulse, are immature and hesitant to accept responsibility and less organised Connor (1980) cited by Maccoby & Martin, 1983; Karen, 1998; Egeland & Farber, 1984). These youngsters are more likely to be involved in problem behaviour and perform less in school, and they have low self-esteem, poor social skills and high levels of depression (Maccoby, 1992; Baumrind, 1967). This means that adolescents from such school environments mostly perform disappointingly in all areas; mostly in behaviour. However, research has also found that democratic schools, even though they are sympathetic, they are more aware and show a commitment to engage with their children.

2.5.3.4 An authoritarian school environment

Some schools create an authoritarian environment which is measured by its harsh disciplinary approaches and very strict limitations (Maccoby & Martin, 1983). Authoritarian schools declare obedience, discourage open communication and exercise a high level of restrictive psychological control (Maccoby & Martin, 1983). This explains that authoritarian environment displays low love and high limits, as contrasted by the permissive environment. According to Horbery and Neal (2001), in school environments where the authoritarian style is implemented, social

incompetence and poor communication skills are also in existence. In addition, Grolnick et al. (2003) explains that controlling environments refers to teacher, parent or any responsible adult behaviour that involves pressure and solving problems for children and taking an adult's initiative rather than the child's perspective. These controlling environments enforce strict rules and limit the ability of the individual child to be self-expressive (Deci & Ryan, 2000). Khaki (2005), describes authoritarian schools as army commanders. Meaning that teachers prefer to issue commands and orders to their learners and fully expect them to carry out their orders without questions. Children or learners live by set and defined rules in a structured environment. According to Baumrind (1991), the adults in this category, "are obedience- and status-oriented, and expect their orders to be obeyed without explanation. This appears to describe that authoritarians do not tolerate nor appreciate any feedback from the youngsters; they are just very controlling and demanding but not responsive, warm or loving.

Bandura (1998) commented that according to the Self-Cognitive Theory's viewpoint, controlling behaviours in caretakers undermine children's independence. Children's self-sufficiency is demoralized by the frequency interventions by adults, giving commands, criticisms and occasional praise and whose disciplinary measures are not constant. In schools where authoritarian ways are implemented, learners are expected to obey instructions without justification, and may use emotional tactics to gain learners' attention, such as, making them feel guilty, ashamed or unloved. An authoritarian school often interfere without real need, and issue threats without always carrying them through (Horbery & Neal, 2001). Misbehaviour is strictly punished, often by spanking or emotional abuse. This is done in attempt to control the behaviour of the learners. However, Horbery and Neal (2001) mention that an authoritarian set up is demanding, but unresponsive to the child. In addition, it tends to use punitive and harsh

punishment, physical enforcement, reprimands, and prohibitive interventions (Kochanska et al., 1989). Grolnick et al (2003) find out that an authoritarian environment for adolescents make them unhappy due to the fact that it is during this stage when they are trying to establish their identity. As a result, there are some behavioural consequences that come out from an authoritarian environment. Baumrind (1991) identifies that teenage boys exhibit aggressive behaviour when dealing with frustration, and teenage girls tend to give up easily when faced with difficult situations. Maccoby & Martin (1983) also echoed the same view mentioning that children from authoritarian environment tend to perform moderately well in school but rebellion is common, and that they have poorer social skills, lower self-esteem, and higher levels of depression.

In addition, Akinsola (2010) explains that these children may have less social competence because they are generally commanded on what to do instead of allowing the child to choose by him or herself. On the other hand, an authoritarian environment displays behaviours that range from chaotic or inconsistent care-taking (Bridges & Connell, 1991; Egeland & Farber, 1984, as cited in Horbury & Neal, 2001) to rejection and maltreatment of children (Ainsworth, 1989). In response to this the child becomes emotionally isolated from teachers, parents and peers and rarely has stable interpersonal relationships or a good self-concept (Bowlby, 1988, as cited in Horbury & Neal, 2001). Some researchers have found out that where this type of environment is practiced, it is frequently reported that if the demands pushed too forcefully upon the child, the child will break down, rebel, or run away (Khaki, 2005).

2.5.3.5 An authoritative school environment

Some schools create an authoritative environment whereby structures are put into place when dealing with their learners. The schools and teachers who create such an environment give

reasons for every move done on the learners. An authoritative school environment puts restrictions and control on learners' deeds and it allows extensive verbal dialogue (Akinsola, 2010). Dialoguing among principals, teachers, parents and their children promotes openness and supports independence, social and cognitive competence, self-reliance and social responsibility (Akinsola, 2010). Teachers and adults assume children know what they mean when they make a rule. This is a very mistaken assumption to make and is the root of most child behaviour problems in classrooms (Newberger, 2007 as cited in Akinsola, 2010). This shows the mistakes that teachers make when they just lay out rules without explanations or making sure that the recipients comprehend them well. To cement on this, Baumrind, (1967:132) says,

“The authoritative structures use behavioural and monitoring controls over their children by being aware of where they are, whom they are with, and what they are doing, and also provide their children with reasons for their request. This encourages reciprocal communication and it is open to modifying its rules upon argumentation.”

As a result, basically motivated behaviour corresponds to the high point of self-rule, because it is practised freely and out of satisfaction and creates a sense of contentment and competence. The monitoring of children may it by their teachers, parents or any responsible adult provide them with plenty of support, set firm boundaries and grant considerable freedom within those boundaries (Baumrind, 1967; Soenens, Duriez, & Vansteenkiste, 2007). This discloses that an authoritative school set-up ensures mature behaviour (Martin, 1993), and it distinguishes adults (teachers) as ones who respect their youngsters' independence and decisions, but generally hold firm in their own positions, being clear and explicit about their point of view (Khaki, 2005).

2.5.3.6 Educators

There are also societal expectations from teachers. In agreement, Charlton and David (1997:5) mention that, “Society is expecting good order and good results from teachers, and will be increasingly impatient and lacking in understanding if they do not provide them.” Teachers' primary responsibility is to help students learn in the classroom. It is difficult for learning to take place in chaotic environments. Subsequently, teachers are challenged daily to create and maintain a positive, productive classroom atmosphere conducive to learning. In teachers' attempts to face this challenge, they find themselves making common classroom behaviour management mistakes. Examples of such mistakes includes shouting at learners, banging doors, calling learners names or labelling learners and screaming to learners if they make mistakes. So by scrutinizing, the teaching, the institutions and the effect on pupils, these are now becoming as a mandatory rather than just advisable. In support, Glenn and Nelsen's (2000) mention that, the impact of teachers' behaviour upon pupil behaviour and management skills are being underestimated. As a result, Charlton and David, (1997) had state that the increasing challenge to teachers is to examine what they are offering their pupils, how it is offered and whether it meets the needs of the pupils and the community at large. This means that good behaviour in learners must be developed through a process that teachers must model. Glenn and Nelsen (2000) expand on this saying that the underlying components in effective management of student behaviours are modelling, setting limits, honesty, and problem solving. This summarise that, teachers need to model desired behaviours, and children learn best by example as initiated by the SCT.

In education, teachers play the model role in a child's learning and acquisition. Teachers model both material objectives and underlying curriculum of moral living. In support to this, Mcbeth (1989:174) says, “In that small fraction of a child's waking life allocated to schooling, teachers

are being expected to provide not only the skills and knowledge for all aspects of life, but social and moral attitudes also.” When literature on undesirable behaviours in the classroom settings or classroom management was examined, it was noticed that many researchers had focused on to the subject of unwanted student behaviour in the classroom and there was no enough literature about negative behaviour of teachers in the classroom (Nicols, 2000). Steadman (1984) noted in their research that many teachers are understandably reluctant to acknowledge that the reasons for pupils' misbehaviour may be found as often in their teaching as in the pupil's inability or failure to learn. The most effective way of managing behaviour problems must surely be to work to prevent them arising, and to prevent them arising, and to minimize their occurrence. Teenagers often see their teachers react to stress by drinking and smoking, thus providing a bad example for them (Health Outlook, 2005). This lead them in thinking that it is fine for them to do it but what they do not know is, it really will hurt them in future. In support, Sumsion (2005) mentions that since children cannot yet visualize the long-term benefits of a good education, their goals conflict with those of educators. These conflicting interests eventually lead adolescents to rebel against these unrealistic expectations and thus give in to peer pressure as a demonstration of their rebellion (Czikszentmihalyi, 1984).

The role which teachers' attitudes and values may play in the identification and generation of behaviour problems can be equally significant. Many teachers become defensive and irritated when confronted by students' misbehaviour, and find it difficult to look hard at themselves and his or her methods and attitudes. The major root cause of children's misbehaviour at school exists in how teachers manage their classrooms. This is one of the greatest challenges of a teacher, to maintain order in the classroom so as to achieve academic objectives (Burden, 1995). The term classroom management is often used to describe the ways order can be achieved

(Emmer et al, 1994; Evertson et al, 1994). Classroom management refers to the actions and strategies that teachers use to maintain order (Doyle, 1986). Educational psychology suggests a low control approach in the belief that pupils bear primary responsibility for controlling their own behaviour and is capable of doing so (Burden, 1995). Behaviour problems are assumed to be a result of erroneous beliefs, distorted thoughts and poorly controlled emotional responses to stress. To address these problems an assessment of their social perspectives, beliefs and feelings is necessary (Nicols, 2000). Assistance should be provided through the establishment of a supportive climate and training in important social skills (Skiba & Peterson, 2000).

Considering the fact that the school is a second home for the child, teachers automatically become the immediate replacers of real parents. In concurrence, Sumsion (2005) points out that teachers are seen as carers and nurturers, participants in play activities, providers of learning opportunities, teachers of specific skills and knowledge and managers of behaviour. Therefore, the basic task of the school is in cooperation with the parents, to offer possibilities for the forms of expression which will contribute to each individual's versatile development. Bearing it in mind that teachers are also regarded as parents for the learners, they must play the parental role. Most researchers of human development agree that the most important determinants of the different human behaviour include the inherited physiologic patterns that are called temperamental qualities, parental practices and personality (Kagan, 1999). Each of these factors exercises its major influence on only some components of the psychological profile and is usually most effective during particular age periods (Kagan, 1999). This also indicates that teachers as parents they should be role models and exemplary so that learners will positively influenced in order to adopt the good social practices. This then lead Mattessich and Hosley

(2004) to conclude that, it is important to approach adolescent misbehaviour problems at school in combination to other determinants rather than treating each issue separately.

Although the purpose of attending school is to obtain education, it also provides children with a medium through which they can develop relationships with other children that eventually turn into friendships. The classroom setting represents not only an educational ground, but also a powerful social context in which the psychological adjustment of children can be affected (Juvonen, 1996). Teachers need to promote social interaction by assigning exercises that require working in pairs or in groups and also to lead by example.

2.5.3.7 Disciplinary measures within school

Children's behaviour at school appears to be strongly affected by disciplinary measures that are in place at each school (Myers & Shannon, 2001). According to Random House Dictionary (1992), discipline is defined as “behaviour in accord with rules of conduct.” It is an essential part of the school and classroom management. Discipline at school and in the classroom enables a teacher to focus on the task at hand, which is educating learners. It also keeps a classroom or school in order and creates a safer environment in which to learn. Disruptive behaviours in the classroom affect not only the student involved but also the teacher and other learners. The disruptive learner becomes satisfied because the attention rewards his/her negative behaviour. These kinds of minor incidents, if positively rewarded, could lead to other forms of disruptions, which, if not controlled, could become aggressive and or violent situations (Skinner, 1971). This has led most educational psychologists to identify the need for teachers to be well informed on the disruptive behaviour of learners, recognizing its causes and implementing a form of discipline that will not only stop the disruption and keep the learners on task but also prevent it from occurring regularly. This means that if the teachers are knowledgeable of the causes of

delinquency; they will be able to develop strategies to control and prevent. This includes the involvement of positive behaviour support (PBS). Positive behaviour support (PBS) is described by Sprague, Walker, Golly, White, Myers and Shannon (2001) as “the application of positive behavioural interventions and systems to achieve social change”. The most appropriate suggested methods are the ones in which interactive tools, such as a book or play used to engage students in positive behaviour.

2.6 Conclusion

Adolescence age ranges between the ages of 13 to 17 years, which is considered as the age of hormonal changes. During this stage, teens feel more comfortable when they are with their peers than when they are with adults. As a result, conflict of interest between them and their teachers and parents increase considerably. Adolescents’ misbehaviour at school then appears to be strong due to peer influence because this is where they spend most of their time. The school environment then plays a major role in shaping learners’ behaviour. Though the client has no choice on how the people around them may act or behave they do have a choice on how they will react to those behaviours. The individual still has ultimate control over their environment because they always have the choice to leave their present one to find one that will be more productive in completing their goals. Since the adolescent spends most of their time at school, the teachers should be parent model to which students could come for guidance. However, research has put across that despite overwhelming and complicated as the behaviour problems and even the risk factors can be, adolescents are not beyond help. Improving their lives may not be easy, but it is possible. The next chapter provides the methodological approach used to conduct this study.

Chapter 3

Methodology

3.1 Introduction

Methodology outlined in full detail the various procedures and process undertaken by the researcher in order to address the research questions raised (Creswell, 2008). It specified the appropriate experimental designs used by the researcher. Methodology also ensured that the data obtained using experimental designs were applicable to statistical analysis (Trochim, 2006). Hence, a methodology was the method of research used to conduct the research and gather data. This study employed a quantitative methodological approach on which the focal point was on the investigation and measurement as forms of inquiry. This approach included the implementation of various scales or instruments in addition to the methodology adopted. Thus, this chapter focused on the method used in conducting this study. In addition, the hypothesis, sample characteristics, measuring instruments, data collection and analyses procedures, SPSS descriptive analyses of the data and ethical considerations were also included in this chapter.

3.2 Research Design

The current study used a quantitative methodological approach with a cross-sectional design (Denzin, et al., 2003). The quantitative research required statistical descriptions and inferences and to disprove hypotheses for resultant relationships between the variables of a study (Bless, Higson-Smith & Kagee, 2006). Furthermore, objective data resulted from empirical observations and measures used for testing the validity and reliability of scores on instruments which led to meaningful interpretations of data were additional characteristics of this quantitative methodology (Kumar, 2005). The quantitative method, in this study was used to present the

relationship between peer pressure and adolescent misbehaviour in schools. Cross-sectional designs were used to investigate relationships and comparisons in this research (Denzin et al., 2003). Though a longitudinal design was ideal in making comparisons and could have provided more validity for results obtained, the cross-sectional design made a foundation or created a base for advanced research in this specific area. For instance, there was no research conducted in Namibia on the influence of peer pressure on adolescent misbehaviour in schools, and then this study is the first one to be used as a cross-sectional design and probably offer the basis for further intervention studies.

3.3 Sample

The research was conducted in six high schools in Windhoek, Namibia. A random sample from the Ministry of Education list containing all names of high schools in Windhoek was used to select the schools. The schools were picked randomly from different locations of Windhoek. Windhoek is the capital city of Namibia and is centrally situated. All the six schools used were multi-racial schools and were for both boys and girls. One of the most prominent features was that there was a cultural diversity of learners and with all the ranging age group of learners (between 13-17 years). The study made use of a convenience sampling procedure so as to ensure that all age groups under study were adequately represented in the sample (Bless et al., 2006 & Mouton, 1996). The six schools represented a third of high schools in Windhoek from which the sampling elements were drawn, and to which the findings were generalized (Creswell, 2008). Therefore, the process of choosing a smaller group of participants to observe made up the sample. The sample was simply those units or elements that are included in the study (Babbie & Mouton, 2006). Furthermore, Hennings et al., (2005) and Yamane (1967) defined sampling as a technique for selecting a subset of units of analyses from a population, suggesting that good

sampling achieved representatives. The technique of stratified random sampling was applied to the study as it involves the selection of a “random sample” from a list which contained the names of everyone in the population in which the researcher was interested in studying (Babbie & Mouton, 2006). Six schools consisted of three advantaged and three disadvantaged schools and were identified based on economic status of the school. The following aspects were put into consideration while grouping the schools as advantaged and disadvantaged: inadequate learning facilities, (classrooms, science laboratories, libraries, computer laboratory, school grounds for different sporting activities etc.), fees charged, learner-teacher ratio and the number of qualified personnel. Therefore, the total population of these six schools is 3045 learners. Of these learners 2893 are aged 13 to 17 years. These students account for 95% of the total population and became the study population and sampling frame. The sampling frames of learners’ names were used to randomly select 50 participants from each of the randomly selected six schools. The final sample consisted of 300 participants (Yamane, 1967). Stratified random sampling was used based on gender. The final sample consisted of 50% girls and 50% boys.

3.4 Research Instrument

Questionnaires were completed by adolescents aged between 13 and 17 years within different school environments regarding peer pressure and misbehaviour. The Exposure to Peer Pressure questionnaire (Allen & Yen, 2002), see appendix C, consisting of forty items, was used to measure peer pressure exposure in adolescents. The reliability for the Exposure to Peer Pressure Scale was adequate as the Cronbach’s alpha was .85 (Allen & Yen, 2002). Adolescent participants were asked to describe their level of peer pressure exposure by choosing responses on a 3-point Likert scale which ranged from 1 = “always” and 3 = “never”. Examples of items included:

Have any of your friends/or other learners tried to make you do any of the following things? Tick the best word that describes your peer relations.

	Always(1)	Sometimes(2)	Never (3)
Damage school property (doors)			
Fight with another learner?			

The Delinquent sub-scale of the Child Behaviour Checklist (CBCL), see appendix E, consisting of forty items was used to measure adolescent misbehaviour. The reliability for the Delinquent sub-scale of the Child Behaviour Checklist was adequate as the Cronbach's alpha was .82 (Achenbach & Edelbrock, 1987). Adolescent participants were asked to describe their behaviour by choosing response categories which ranged from 1= not true to 2= very true.

Examples of items included:

Please choose the answers that most closely describe you as truthfully as you can.

Tick the relevant number

Have you ever.....	Not true(1)	Very True(2)
1. Damaged school property (doors)?		
2. Fought with another learner?		

3.5 Pilot Study and Results

A pilot study was a preliminary test of a questionnaire which helped to discover problems and benefits linked with the design (Balnaves & Caputi, 2001). The pilot study was conducted with about 33% of the identified sample in order to test the method, instrument, validity and reliability factors of the proposed study. Therefore, approval of the proposal by Higher Degrees and Senate Committees accordingly induced steps to further seek authorization from school principals,

teachers and parents to conduct the proposed research with the participants. For that reason, a scheduled meeting was arranged with the principals and teachers of the schools in order to establish a suitable time and venue permitting accessibility of the learners, in classrooms during school time was arranged before the exact dates of carrying out the interviews. In addition, parents and learners were asked to complete consent forms (see Appendix A and B), consenting their voluntary participation and acceptance into the study. Afterwards, the questionnaire and research process were revised accordingly in relation to the results of the pilot study. The questionnaires were self-administered allowing the researcher to offer assistance and provide clarity to questions posed in order to detect unforeseeable challenges that were to occur during the major process of data collection. The participants were given enough time to complete the surveys and ask questions for clarity throughout the process. By allowing participants to ask questions allowed them to understand and answer the questionnaire more effectively. Language usage and sentence construction in the survey were altered in some cases so that the questions became simple and easy to comprehend.

3.5.1 Results of the pilot study

The data for the pilot was coded, entered, cleaned and analysed with the Statistical Package in the Social Sciences (SPSS). The results of the Cronbach alpha in Table 3.1 show the reliability of the instruments used to measure the variables in this study. The results were adequate with Cronbach alphas for Peer Pressure Exposure it was .85, and for Child Behaviour Checklist it was .82.

3.5.2 Changes to the instrument

The changes made to the instrument were only the wording on some questions. Results of the pilot depicted those changes to the instrument, the Delinquent sub-scale of the Child Behaviour Checklist (CBCL) - youth Self –Report (Achenbach & Edelbrock, 1987), were edited from; *has*

any of your friend(s)/or other learners tried to let you do any of the following things: a) Tease another learner to Laugh at another learner; and *Quarrel with a teacher(s)* to Argue with teachers; and *nicknaming* other learner(s) or teachers to calling teachers/learner(s) some names, this was done in order to make the sample more efficient. For more examples see appendix E.

3.5.3 Application of the instrument

The study focused on the influence of peer pressure on adolescents' misbehaviour at school. The completing of the questionnaire brought up some discomfort amongst learners to complete it in the presence of their teachers. As a result the teachers were asked to sit far away from the participants. In the upper grades, (Grade 11 and 12) teachers were even asked to leave the venue during the completion of the questionnaire. Results also revealed that it was more productive to complete the questionnaire during free periods during school time rather than to interrupt classes.

Table 3.1: Reliability statistics

Variables	Cronbach alpha
Peer Pressure Exposure	.85
Child Behaviour Checklist	.82

3.6 Data Collection

The administration of the questionnaire took into account of the design, decisions on length, types of questions, the implementation of the survey, supervision of the quality of the responses, their rate and ethical issues (Balnaves & Caputi, 2001). For that reason, procedures of data collection for this study followed the same arrangement of the data collection process that was implemented during the pilot study.

3.7 Data Analyses

The process of data analysis involved making sense of the text by preparing the data for analysis, moving deeper into understanding the data, representing the data, and making an interpretation

of the larger meaning of the data (Cresswell, 2008; Cresswell, 2003). The data was entered, coded, cleaned and analysed by means of the Statistical Package in the Social Sciences (SPSS) to provide information in terms of percentages, means, standard deviations and correlations. These were used to describe the characteristics of the sample, to determine the prevalence of the nature of relationships and to test the hypotheses. The Spearman correlations were used to institute relationships between the variables based on the nature and characteristics of the variables. The descriptive cross tabulations and dependant *t*-tests were used to compare the school environment impact of peer pressure of different schools. A hierarchical regression analysis and the descriptive cross tabulations was used as a decisive measures to predict the effect of peer pressure on adolescents in schools on their misbehaviour actions.

3.8 Ethical Statement

Ethical considerations are a set of rules or guiding principles that is designated to ensure that members of a profession behave proficiently and within appropriate restrictions (Louw & Louw, 2007). Research ethics emphasized the sensitive treatment to communicate effectively with research participants felt at risk, assuring the promotion of their welfare and shielding them from harm during the research process (Babbie & Mouton, 2001 & Lucas, 2008). Butz, (2008) in addition intensifies that it was crucial to make use of ethical measures as fundamental principles which were important aspects of crucial reflexivity. Participants were treated with respect and dignity adhering to the ethical principles such as providing informed consent forms (Appendix B). In order to strengthen the ethics, parents of the sampled adolescents completed and signed consent forms (appendix A). No adolescents (children) participated in the study before their parents had agreed by completing the consent form. The participants were informed in terms of the process and purpose of the research and complete a written consent form for their voluntary

participation in the study before they complete the questionnaire. Learners were informed about their rights to refuse participation and their freedom to withdraw from the research at any point and that their participation was voluntary. Participants were told that their responses were anonymous, private and confidential. This was ensured as each survey was coded using a number instead of a name, for identification purposes during the process of data analysis. Therefore, the identities of the participants were protected. There was a provision for participants who were to be affected by the study and need further intervention to be referred to the Educational Psychologists or School Counsellors for support. Fortunately none of them were affected since the questions were similar to Life Skills and Science subject topics done with participants.

3.9 Significance of study

The significance of this study was to provide vital insights and widening our understanding on the influence of peer pressure on adolescent misbehaviour at school. The findings of this study strongly contributed information useable by various stakeholders in education in assisting them to provide good learning environments. These created decent environments instil good social attitudes to learners while moulding adolescent behaviour in schools. The study also gave a greater insight into misbehaviour as the common phenomena in many societies, where teenagers have been confronted with challenges of alcoholism, drug abuse, violence, teenage pregnancy, high smoking rate, and suicide, bullies, stubbornness only to mention just but a few. Thus the study benefitted in understanding the domain of peer pressure and misbehaviour. It also provides all involved participants in education with information to caution against generating these types of behaviours. The study was very significant as it motivates principals and teachers to improve school environments so that good behaviour is promoted and also offer possible interventions.

The study considerably intended to propose insight and broaden our understanding of what adolescents undergo which allowed for investigation of the impacting factors which encourages misbehaviour. The relationship between peers, schools/teachers and adolescents/teenagers was examined in this study. The main focal point was on the impact of peer pressure and the environments have on promoting adolescents misbehaviours. Furthermore, the results of this study provide knowledge to educators, professionals and parents with guidelines for early intervention that could greatly reduce or prevent misbehaviour in adolescents. This study is a new referral point for further research on the influence of peer pressure on adolescence misbehaviour at school in Windhoek, Namibia and beyond.

3.10 Conclusion

The research design reflects that a cross-sectional design was used to attain the aims and objectives of the study. Furthermore, this chapter has information regarding the sample, the research instrument, the data collection process and the data analysis of the study. Ethical considerations were explained and applied throughout data collection and during the process of data analysis to assure the full safeguard of participants with regards to their anonymity and confidentiality. The following chapter displays the results of the study and the analysis thereof.

Chapter 4

Results

4.1 Introduction

This chapter presents the results of the statistical analysis performed for the research study. The results are shown as (1) descriptive information about school environments, peer pressure and adolescent misbehaviour, (2) relational characteristics between school environments, peer pressure and adolescent misbehaviour and (3) analytical characteristics of adolescent misbehaviour different school environments. In this study a variety of statistical calculations were performed. Statistical Package for the Social Sciences (SPSS) version 18 was used in all the statistical analyses.

The following is a guide to abbreviations used in the analysis of the data:

Abbreviation	Variable
EPP	Exposure to Peer Pressure
CBCL	Child Behaviour Checklist

4.2 An overview of the analyses

The following hypotheses for this research study were formulated basing on the aims and objectives of the study and are as follows:

Hypothesis 1: Prevalence of adolescent misbehaviour will be significantly different in various school environments. This hypothesis was tested by independent t tests, Means (M) and Standard Deviations (SD).

Hypothesis 2: There will be a significantly positive relationship between adolescent behaviour and peer pressure in adolescents in advantaged and disadvantaged schools. This hypothesis was tested by dependent *t* tests and Spearman Correlations.

4.3 Internal consistencies of measures

Cresswell (2008) explains validity as a means that researchers can draw meaningful and justifiable inferences from scores about a sample or population. Reliability means that individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument and that they should be free from sources of measurement error and consistent (Cresswell, 2008). There are three kinds of validity; construct, internal and external validity (Balnaves & Caputi, 2001). This study focused on construct validity, as it is the extent to which the researcher's constructs are successfully operationalized and represent the phenomenon that one wants to study (Balnaves & Caputi, 2001). This was portrayed in relation to the scales chosen to measure the influence of peer pressure on misbehaviours of adolescents in advantaged and disadvantaged schools which allowed inferences about the relationships between variables (internal validity). In addition, the sample was a valid representative of the population from which it was drawn (external validity). Furthermore, adolescent misbehaviour properties reliability testing was applied using a recognized measure, the Cronbach's alpha, which was a test reliability technique that required only a single test administration to provide a distinctive estimate of the reliability for the given test (Gliem et al. 2003).

The instruments used in the study were, the Exposure Peer Pressure (EPP) (Allen & Yen, 2002) and the Child Behaviour Checklist (CBCL) - youth Self -Report (Achenbach & Edelbrock, 1987) questionnaires. The EPP measured peer pressure exposure control of adolescents and the

CBCL measured the individual child's (adolescent) behaviour. The Cronbach alpha was used as the reliability technique that required only a single test administration to provide a unique estimate of the reliability for a given test (Gliem, et. al.2003). Table 4.1 illustrates the Cronbach alpha coefficients for peer pressure and adolescent misbehaviour.

Table 4.1: Internal consistencies of Peer Pressure and Child Behaviour Checklist

Instrument	n (items)	Alpha
EPP	40	.88
CBCL	40	.82

According to Mckillup (2006), Cronbach Alpha coefficients above .75 are considered acceptable. The EPP (Allen & Yen, 2002) had 40-item instrument scored on a 3 point Likert-type scale ranging from 1= Always, 2= Sometimes and 3= Never. The Cronbach Alpha coefficient for the EPP for was .88 and CBCL was .82. These Cronbach Alpha coefficients fall within the acceptable limits indicated by Mckillup (2006). Therefore the instruments were considered reliable.

4.4 A Description of adolescents' demographic set up

Table 4.2 below provides an overview of the demographic variables of adolescents.

4.4.1 Living arrangements

Table 4.2 shows the living arrangements of the adolescents who participated in the study.

Table 4.2 Living arrangements

Variable	Frequency n=300	Percent %
Who do you stay with?		
mother	70	23.3
father	20	6.7
both parents	111	37.0
family member	69	23.0
other	30	10.0

The demographics were living arrangements, that is, which the individual adolescent is staying with, the head of house of the individual adolescent, and the total number of people living in their household. These three variables were chosen because they have an impact on one's behaviour.

According to Table 4.2, the living arrangements of the total sample indicated that most of the participants did not live with both parents. Only 37% of the total sample indicated that they lived with both parents. 63% of the total sample indicated that they lived with father, mother or a relative. Further analysis of the information shows that 30% of the participants are from single-headed households of which this might have a negative impact on adolescent antisocial behaviour. This information also shows that 39% of the participants lived with relatives. These relatives were indicated as aunts, brothers or any family member. This can be also an ingredient that leads in promoting adolescents misbehaviour in schools because the nature of the home where the child is coming from has an impact in moulding behaviour

4.4.2 Head of household

Table 4.3 Descriptions of adolescents' head of house.

Variable	Frequency	Percent
Who is the head of your house?		
father	122	40.7
mother	77	25.7
sister	21	7.0
brother	14	4.7
uncle	16	5.3
aunt	16	5.3
other	34	11.3
Total	300	100.0

According to Table 4.3 above, most of the adolescents' households are being headed by single mothers, child-headed or by an aunt or an uncle. This marks about 188 (59.3%) of adolescent

households that are not headed by fathers. Only 40.7% of the households are headed by fathers.

See Figure 4.1 below for a more detailed account.

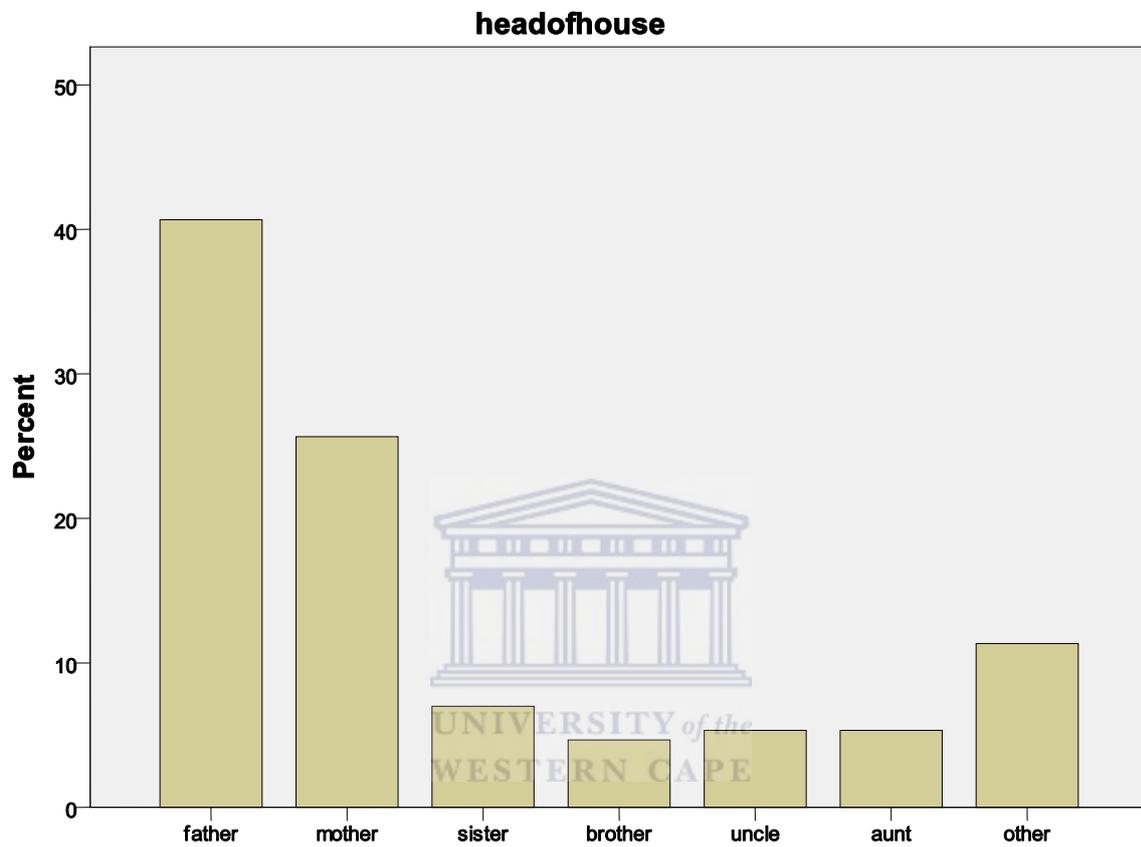


Figure 4.1: Head of house of adolescents

Comparing the number of adolescents who stayed in a household that was headed by fathers and those being headed by mothers, children and other relatives, one can conclude that most adolescent households were being headed in the absence of the father figure. Unfortunately, the reason for this cause was not investigated.

4.4.3 Household size

Figure 4.2 below shows the sizes of households in which adolescents stay.

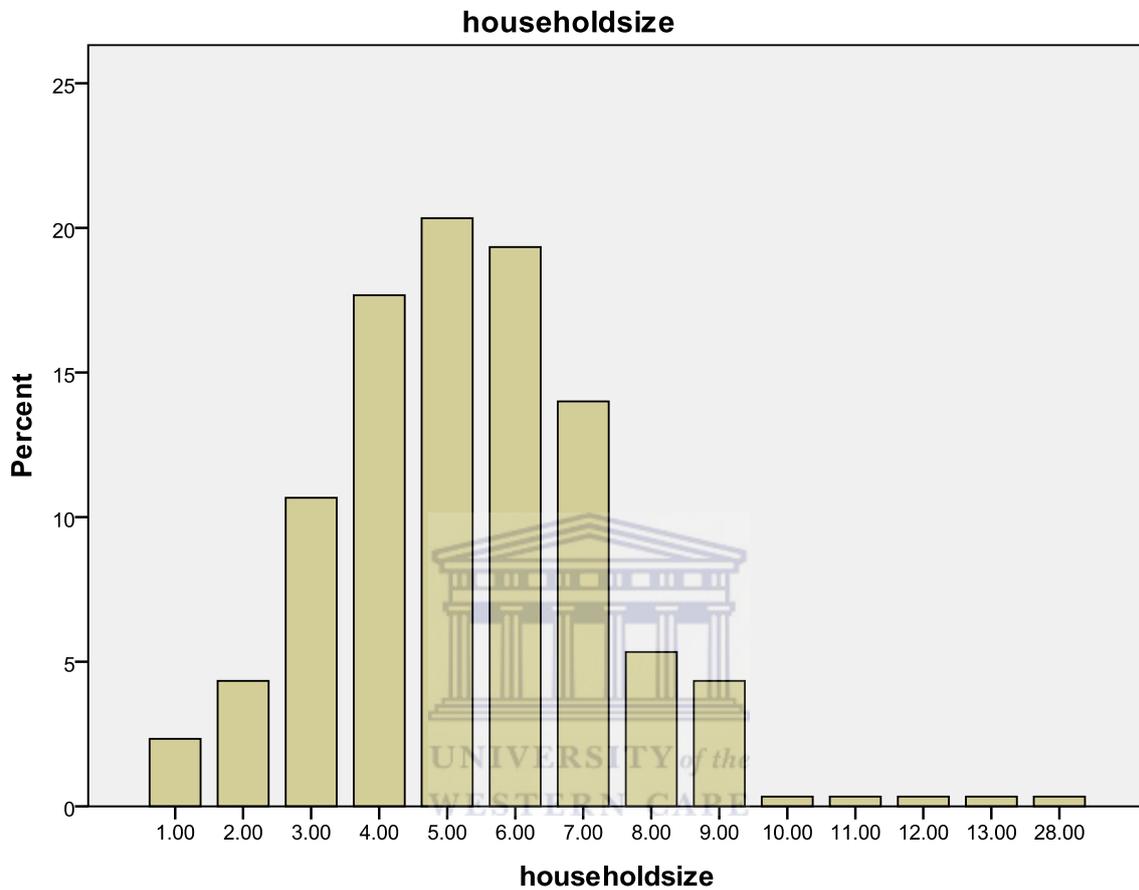


Figure 4.2 household size

The data shows that most households' members range between three to seven (3-7) people. The largest number being 28 of which the participant lived in an Orphan and Vulnerable Children's Home. About 10% of the adolescents lived in a household that had a number of people ranging from 8-13 members.

4.5 Prevalence of misbehaviour in schools

4.5.1 Descriptive statistics of the variables

Means (*M*) and Standard Deviations (*SD*) for the EPP and CBCL of adolescents in both advantaged and disadvantaged schools are presented in Tables 4.3 and 4.4.

Table 4.4 below represents the mean and standard deviation for each of the 40 EPP-items for the total group and for advantaged and disadvantaged schools separately.

Table 4.4: Means and SD of items for Exposure to Peer Pressure

Exposure to peer pressure	n=300 M (SD)	Advantaged schools n=150		Disadvantaged schools n=150	
		Mean	SD	Mean	SD
Variable (Has any of your friends asked you to.....?)					
Damage school property(e.g. doors)	2.70 (.56)	2.77	.52	2.63	.58
Fight with another learner	2.51 (.59)	2.56	.55	2.47	.63
Beat another learner	2.61 (.57)	2.70	.51	2.51	.60
Throw stones to another learner	2.75 (.47)	2.82	.40	2.69	.52
Smoke cigarettes	2.76 (.54)	2.91	.31	2.61	.66
Smoke dagga	2.88 (.38)	2.97	.18	2.80	.49
Use drugs	2.88 (.39)	2.95	.23	2.82	.49
Drink alcohol	2.46 (.65)	2.61	.57	2.31	.69
Threaten another learners	2.57 (.58)	2.64	.52	2.50	.62
Bully another learner	2.51 (.60)	2.53	.56	2.49	.63
Laugh at another learner	2.13 (.61)	2.11	.61	2.15	.60
Steal things from home	2.59 (.54)	2.59	.55	2.59	.53
Steal things from school	2.79 (.44)	2.79	.43	2.80	.45
Miss out lessons at school (s)	2.56 (.57)	2.54	.59	2.58	.55
Bribe other school learners	2.72 (.51)	2.73	.47	2.71	.54
Bribe other school prefects	2.72 (.55)	2.78	.49	2.66	.60
Scream or shout in the classroom	2.42 (.59)	2.43	.61	2.42	.58
Grab things from other learners (e.g. food)	2.77 (.48)	2.78	.46	2.75	.50

Exposure to peer pressure	n=300 M (SD)	Advantaged schools n=150		Disadvantaged schools n=150	
		Mean	SD	Mean	SD
Variable (Has any of your friends asked you to.....?)					
Disrespect teachers	2.66 (.51)	2.69	.49	2.63	.54
Write/draw some things in school toilets	2.84 (.40)	2.89	.33	2.78	.45
Write/draw some naughty graffiti in(bad things) school textbooks	2.78 (.47)	2.87	.35	2.68	.55
Lie to teachers	2.21 (.53)	2.29	.56	2.13	.49
Lie to other learner(s)	2.08 (.57)	2.05	.60	2.10	.54
Read magazines when the teacher is teaching	2.53 (.56)	2.59	.54	2.47	.58
Fail to do your school work	2.46 (.59)	2.51	.56	2.41	.62
Fail to do your homework	2.32 (.56)	2.32	.57	2.31	.55
Play electronic games during school lessons (e.g. cell-phone).	2.67 (.54)	2.69	.52	2.65	.57
Fight physically with a teacher(s)	2.83 (.43)	2.91	.33	2.76	.50
Argue with a teacher(s)	2.68 (.54)	2.73	.50	2.62	.58
Cheat in class	2.42 (.60)	2.58	.57	2.27	.59
Kiss a boy/girl on romantic basis.	2.37 (.70)	2.54	.60	2.20	.75
Have sexual relationships	2.51 (.64)	2.63	.56	2.38	.69
Fall in love with a boy/girl	2.24 (.63)	2.29	.59	2.18	.68
Bring home clothes to school without permission	2.56 (.58)	2.60	.59	2.52	.56
Call a teacher(s) some names	2.27 (.62)	2.35	.61	2.19	.62

Exposure to peer pressure	N=300 M (SD)	Advantaged schools n=150		Disadvantaged schools n=150	
		Mean	SD	Mean	SD
Variable (Has any of your friends asked you to.....?)					
Call another learner(s) some names	2.12 (.61)	2.14	.59	2.11	.63
Be rude to a teacher(s)	2.61 (.58)	2.67	.55	2.55	.60
Be rude to another learner(s)	2.35 (.58)	2.35	.60	2.35	.57
Hide school things (books)	2.59 (.55)	2.71	.50	2.47	.58
Pretend to be sick in order to stay away from school.	2.51 (.60)	2.57	.59	2.45	.60

For boys and girls, the highest mean score is found for the item (“*Has any of your friend(s) asked you to smoke dagga?*”) for the advantaged schools $M = 2.97$, $SD = .18$ and for the disadvantaged schools $M = 2.80$, $SD = .49$). The advantaged schools scored also comparatively high for the items (“*Has any of your friend(s) asked you to use drugs?*”) with ($M = 2.95$, $SD = .23$) and “*Has any of your friend(s) asked you to write/draw some things in school toilets?*”(M=2.89, $SD = .33$). For the disadvantaged schools, they scored relatively high on the item (“*Has any of your friend(s) asked you to steal things from school?*”) with ($M = 2.80$, $SD = .45$). These numbers are indicated in **bold** in the table above.

Table 4.5 below represents the mean and standard deviation for each of the 40 CBCL-items for the total group and for advantaged and disadvantaged schools separately.

Table 4.5: Means and SD of items for Child Behaviour Checklist

Child Behaviour Checklist	n=300		Advantaged schools n=150		Disadvantaged schools n=150	
	Mean	SD	Mean	SD	Mean	SD
Variable (Have you ever.....?)						
Damaged school property(e.g. doors)	1.20	.40	1.15	.36	1.25	.43
Fought with another learner	1.38	.49	1.33	.47	1.42	.50
Beaten another learner	1.37	.48	1.35	.48	1.39	.49
Thrown stones to another learner	1.19	.40	1.15	.35	1.24	.43
Smoked cigarettes	1.23	.42	1.14	.35	1.32	.47
Smoked dagga	1.10	.30	1.06	.24	1.15	.35
Used drugs	1.11	.31	1.07	.26	1.14	.35
Drank alcohol	1.42	.49	1.35	.48	1.49	.50
Threatened another learners	1.35	.48	1.29	.45	1.42	.50
Bullied another learner	1.40	.49	1.36	.48	1.43	.50
Laughed at another learner	1.73	.44	1.69	.46	1.77	.42
Stolen things from home	1.45	.50	1.46	.50	1.45	.50
Stolen things from school	1.27	.44	1.25	.43	1.29	.45
Miss out lessons at school (s)	1.34	.48	1.33	.47	1.35	.48
Bribed other school learners	1.21	.41	1.18	.39	1.25	.43
Bribed other school prefects	1.19	.39	1.17	.37	1.21	.41
Screamed or shout in the classroom	1.53	.50	1.55	.50	1.51	.50
Grabbed things from other learners (e.g. food)	1.22	.41	1.23	.42	1.21	.41
Disrespected teachers	1.26	.44	1.21	.41	1.31	.46
Written/drawn some things in school toilets	1.16	.37	1.12	.33	1.21	.41

Child Behaviour Checklist	n=300		Advantaged schools n=150		Disadvantaged schools n=150	
	Mean	SD	Mean	SD	Mean	SD
Variable (Have you ever.....?)						
Written/drawn some naughty graffiti in(bad things) school textbooks	1.23	.42	1.19	.39	1.27	.45
Lied to teachers	1.76	.43	1.69	.47	1.83	.38
Lied to other learner(s)	1.79	.41	1.77	.42	1.82	.39
Read magazines when the teacher is teaching	1.41	.49	1.35	.48	1.47	.50
Failed to do your school work	1.53	.50	1.49	.50	1.57	.50
Failed to do your homework	1.75	.44	1.74	.44	1.75	.43
Played electronic games during school lessons (e.g. cell-phone).	1.35	.48	1.33	.47	1.37	.48
Fought physically with a teacher(s)	1.09	.28	1.07	.26	1.10	.30
Argued with a teacher(s)	1.23	.42	1.19	.40	1.26	.44
Cheated in class	1.48	.50	1.43	.50	1.53	.50
Kissed a boy/girl on romantic basis.	1.55	.50	1.45	.50	1.65	.48
Had sexual relationships	1.35	.48	1.27	.44	1.44	.50
Fallen in love with a boy/girl	1.68	.47	1.61	.49	1.75	.43
Brought home clothes to school without permission	1.37	.48	1.33	.47	1.40	.49
Called a teacher(s) some names	1.63	.48	1.54	.50	1.71	.45
Called another learner(s) some names	1.81	.40	1.77	.42	1.84	.37
Been rude to a teacher(s)	1.36	.48	1.30	.46	1.42	.50

Child Behaviour Checklist	n=300		Advantaged schools n=150		Disadvantaged schools n=150	
	Mean	SD	Mean	SD	Mean	SD
Variable (Have you ever.....?)						
Been rude to another learner(s)	1.63	.48	1.59	.49	1.67	.47
Hidden school things (books)	1.34	.48	1.26	.44	1.43	.50
Pretended to be sick in order to stay away from school.	1.39	.49	1.33	.47	1.45	.50

The highest mean scores are found for the item “*called another learner(s) some names*” ($M = 1.81$, $SD = .40$). This result was similar for advantaged schools ($M = 1.84$, $SD = .34$). Furthermore, for disadvantaged schools, the highest mean scores are found for the items “*lied to teachers*” ($M = 1.83$, $SD = .38$) and “*lied to other learner(s)*” ($M = 1.82$, $SD = .39$). For the advantaged schools, the highest mean scores are found for the items “*lied to learners*” ($M = 1.77$, $SD = .42$) for the item “*failed to do homework*” ($M = 1.74$, $SD = .44$). The lowest mean score for advantaged schools is found for the item “*smoked dagga*”. $M = 1.06$, $SD = .24$). For disadvantaged schools, the lowest mean score is found for the item “*fought physically with a teacher(s)*” ($M = 1.10$, $SD = .30$). These numbers are indicated in **bold** in the above table.

Table 4.6: Means and SD of Total Scores for the entire sample (n = 300)

Variables	Mean	Minimum	Maximum	SD
EPP	101.94	40	120	21.99
CBCL	55.84	40	80	17.5

EPP Total Score = 120; Minimum = 40

CBCL Maximum Total Score = 80; Minimum = 40

The results in Table 6 above suggest that Exposure to Peer Pressure was perceived as very high in schools psychologically ($M = 101.94$, $SD = 21.99$ on a scale ranging from 40 to 120). For

individual misbehaviour acts, the results on the checklist indicated that the participants' score was low ($M = 55.84$, $SD = 17.5$) on a scale ranging from 40 to 80. The minimum (40) for EPP came from the total number of questions on the EPP questionnaire and the maximum (120) came from the possible answers expected, that is, 40 multiplied by 3 on the Likert scale. The minimum (40) for CBCL came from total number of questions on the CBCL questionnaire and the maximum (80) came from the possible answers expected, that is, 40 multiplied by 2 on the Likert scale.

Table 4.7: Means and SD of Total Scores for the advantaged school sample (n = 150)

Variables	Mean	Minimum	Maximum	SD
EPP	104.17	40	120	20.29
CBCL	54.13	40	80	17.23

EPP Maximum Total Score = 120, Minimum = 40

CBCL Control Maximum Total Score = 80, Minimum = 40

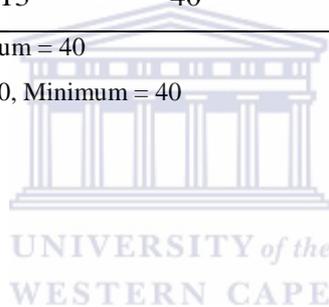


Table 4.8: Means and SD of Total Scores for the disadvantaged school sample (n = 150)

Variables	Mean	Minimum	Maximum	SD
EPP	101.94	40	120	21.99
CBCL	57.54	40	80	18.04

CBCL Control Maximum Total Score = 80, Minimum = 40

EPP Maximum Total Score = 120, Minimum = 40

Table 4.9: Paired Differences of Mean Scores for EPP and CBCL

	Mean	SD	SE	Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
EPP and CBCL	1.14	.81	.05	1.04	1.23	25.41	299.00	.00

Table 4.9 above shows that there was a statistically significant difference ($p < .05$; $t [25.41]$; $df = 299$; $SE = 0.05$) between EPP and CBCL. This meant that the adolescents who were exposed to peer pressure went ahead and behaved negatively.

Advantaged and disadvantaged schools

Table 4.10: Means and SD (within parentheses) of t-test results for school Environments

	Advantaged Schools	Disadvantaged schools	Levene's F	t	Sig.
EPP	104.17 (20.29)	101.94 (21.99)	12.82	1.79	.21
CBCL	54.13 (17.23)	57.54 (18.04)	12.96	-1.67	.09

The results presented in Table 4.10 above suggest that there was a significant difference between advantaged schools ($M = 104.17$, $SD = 20.99$) and disadvantaged schools ($M = 101.94$, $SD = 21.99$) regarding exposure to peer pressure ($df = 299$; $t = 1.79$; $p < .05$). For individual behaviour, it was found that for adolescents in advantaged schools ($M = 54.13$, $SD = 17.23$) engaged less in misbehaviour than their counterparts in disadvantaged schools ($M = 57.54$, $SD = 18.04$). This difference was significant ($df = 299$; $t = -1.67$, $p < .05$).

4.6 Comparison between Exposure Peer Pressure (EPP) and Individual Behaviour in both advantaged and disadvantaged school.

Spearman correlation was used to find out if there was a significantly positive relationship between adolescent misbehaviour, peer pressure and in the two school environments that are under investigation. Table 4.11 below show the average of the 40 items and the results are interpreted below the table.

Table 4.11: Comparing EPP versus CBCL versus school environment influence

Correlation of Variables (EPP and CBCL)	Correlation Value (Spearman Correlations)
Advantaged school (n = 150)	-16.31
Disadvantaged schools (n = 150)	-17.26

- Not assuming the null hypothesis.
- Using the asymptotic standard error assuming the null hypothesis.
- Based on normal approximation.

Table 4.11 above show that the average of the 40 items and it showed that the Spearman correlation values were statistically significant between peer pressure, individual adolescent misbehaviour in different school environments. The Spearman correlation was used to find out the relationship between the 40 EPP items versus 40 CBCL items in the two school environments. For example, adolescents who were told by peers to damage school property went on do it. Additionally, it investigated in which environment was highly affected by peer pressure which resulted in bad behaviour. Considerably, adolescents from disadvantaged schools where doctrines and standards are not set as the schools' disciplinary procedures to mould their behaviour were more affected by peer pressure. They were influenced more negatively by their peers as compared to their counterparts in advantaged schools suggesting a critical role played by the environment and peer pressure in predicting the behaviour of adolescents in schools.

4.7 Summary

The results of this study were presented in the form of descriptive statistics and Spearman correlations statistics, indicating means, standard deviations, and comparisons of means, independent *t* tests and standard errors regarding the characteristics of peer pressure influencing adolescent misbehavior in different school environments. The results showed that most adolescents live with a single parent or by a relative. Only a small percent (37 %) of them are live with both parents. Significantly, adolescents from disadvantaged schools where principles of good manners and behaviour are not enforced or are not part of the school culture to mould their behaviour were more affected by peer pressure. There was a significant difference in the prevalence of adolescent misbehaviour in advantage and disadvantaged schools as more misbehavior acts were reported in disadvantaged schools than in advantaged schools. For the second hypothesis, the results show a significant positive relationship between adolescent misbehaviour and peer pressure in schools. Finally both peer pressure and the school environment were predictors of misbehaviours of adolescents. The results of this study allow a predication that a disadvantaged school has high tendency to produce adolescents that are prone to negative peer pressure and as a result adolescents that behave badly.

Chapter 5

Discussion, Conclusion and Recommendations

5.1 Introduction

This chapter integrates the theoretical framework, in Chapter 2, with the results in Chapter 4 in order to discuss the hypotheses of the study as drawn in Chapter 3. The limitations of the study are then presented. That is then followed by the Conclusion and Recommendations for future researchers.

Two hypotheses were formulated to explore and investigate the specific objectives formulated.

These hypotheses were:

Hypothesis 1: Adolescent misbehaviour will be significantly different in advantaged and disadvantaged schools.

Hypothesis 2: There will be a significantly positive relationship between adolescent behaviour and peer pressure in adolescents in advantaged and disadvantaged schools.

5.2 Adolescents and Misbehaviour

Adolescence is defined as the transitional stage of development between childhood and adulthood, it represents the period of time during which a person experiences a variety of biological changes and encounters a number of emotional issues (Pereira & Altmann, 1985). According to the World Health Organization (WHO), adolescence covers the period of life between 13 and 17 years of age. Literature shows that social behaviour of children changes as they enter adolescence (Kuntsch & Kuendig, 2005). During this stage, adolescents feel that they

are better off spending time with peers as compared to spending time with their parents or any adult (Bussey & Bandura, 1999).

Misbehaviour is a negative response of an individual, group, or species to its environment (Eyberg & McDiarmid, 2005). In adolescents, misbehaviour is associated with drinking, smoking, aggression, disrupting, talkative, not concentrating in the classroom, bullying others, fights and in general just displaying antisocial behaviour (Owens, 2002). In the process of trying to be in charge of children's destructive behaviours, parents and teachers may intensify negative relations with them as they enter adolescence (Owens, 2002) as a result, peers become more recognizable in order to replace the adult figure. The results of the current study suggested that adolescent misbehaviour was highly motivated by peers which influence them to behave negatively. These resulted hypothesis 2 and extends previous research (Global School-based Student Health 2004). This is probably why adolescents spend most of their time with peers as compared to adults (Owens, 2002). These peer interactions are not always positive. As a result, peer pressure then becomes dominant factor during adolescence leading to increases in displayable inappropriate behaviours (Collins & Larsen, 1992; Reese-Weber, 2000).

The result of testing hypothesis 2 showed that there is a significant positive relationship between adolescent behaviour and peer pressure in adolescents in advantaged and disadvantaged schools. Another reason being that during adolescence, peer groups become more and more important peaking at 13 years (Costanzia & Shaw, 1966; as cited in Vandivere et al., 2004) and anti-social behaviour peaks between the ages of 14–15 years (Bendt, 1979; as cited in Graham & Weiner, 1996).

In general, it is well known that adolescents disclose that they are at this stage are “in an active purposeful ‘flight’ away from connecting with any adult (Allen & Land, 1999). These connection links are perceived as a self-possession act from which adolescents want to break away in order to gain independence to increase self-sufficiency and a sense of self-reliance (Allen & Land, 1999). An important aspect in adolescence is to develop independence (Allen, Hauser, Bell & Conner, 1994; Collins 1990, & Moore, 1987).

5.3 Peer pressure

Stuart (2001) defines peer pressure as, “The influence exerted by a peer group in encouraging a person to change his or her own attitude, values, or behaviour in order to conform to the group norms.” This can be positive or negative influence. Wickert (2002) also defines peer pressure as the influence of a social group on an individual; it can be constructive or unconstructive. Young adolescents easily conform to behaviour patterns of their peers (Owens, 2002). Research has proved that peer pressure may lead individuals to behave in a way that they do not usually do and also that adolescents are more vulnerable to peer influence because it is their time for experimenting with new identities and experiences.

The findings of this research study are in agreement with the previous researchers in the sense that it was proved in all 40 items on EPP and 40 items of CBCL, adolescents who were asked to act rebellious (or inappropriately) by their peers responded positively. The reason for this maybe that adolescents are still immature to reason on their own and they think that their friends can leave them if they do not conform to the norms and values of the peer group. This then force them to conform to their friends’ way of behaving. Corsaro (1985: 65) mentioned that, “As children interact day after day, they invent routines that reflects age-related concerns and perceptions of the adults world and create a sense of group identity.” Gouws and Kruger (1994)

mentioned that the peer group is then perceived as a sounding board for the adolescent's ideas, thoughts, acts and their concerns. Another reason, maybe be that, adolescents devote a high percentage of unsupervised time which they spend with friends. The findings by the Health Outlook (2005) that says once influenced, teens may continue the slide into problems with the law, substance abuse, school problems, authority disobedience and gang involvement then becomes true as reflected by the results for hypothesis 2.

The results of this study suggested that some adolescents had engaged in misbehaviour activities sited as use of illicit drugs, dagga, having sex, drinking alcohol, smoking cigarettes or skipping lessons from school. When comparing adolescents from advantaged and disadvantaged schools, those from disadvantaged schools scored significantly higher for such misbehaviour than their counterparts in advantaged schools. For example, the largest difference was found on *use of alcohol or drugs for non-medical purpose*, with adolescents from disadvantaged schools (62%) citing more of this type of misbehaviour than those from advantaged schools (41.9%). In addition to the current findings, several other studies have found out that adolescents, as a result of peer pressure are being led to experiment with alcohol, sex, smoking cigarettes, and use of illicit drugs, and various high-risk behaviours (Mattessich and Hosley, 2004; Owens, 2002; Vandivere, et al., 2004; Scott, 2007; Rima 2008; Le Beau & Yonder, 2009; Arnett, 1990 & Edelman, 1995).

5.4 The school environment as a risk factor

The term environment refers to the factors that can affect a person's behaviour; these can be social and physical environments (Glanz et al, 2002). Roman (2008)'s findings shows that the environment plays a vital role in either promoting or obstructing the quality of a person's functioning. This might be the reason for less peer influence in advantaged schools as compared

to disadvantaged schools. In agreement to this, results for hypothesis 1 disclosed that there is a dominance of adolescents' misbehaviour within schools despite their environmental differences. Results of this study confirmed that there is massive peer influence in schools whether being advantaged or disadvantaged schools. If the prevalence of adolescents who responded positively to peer pressure is carefully analysed, there was a slight difference between advantaged and disadvantaged schools. However, this then agrees with Barber and Buehler (1996) who mentions that most of the adolescents' behavioural problems come out as a result of the way how the environment interacts and supports them. Non-directive schools are known to nurture learners by default, that is, by taking practically no action in impacting school rules and regulations to their learners. Accordingly, schools that fall in this category barely punish or discipline their learners and the learners often appear to have the upper hand than the teachers (Fisher 1981; Maccoby & Martin, 1983). The fact that advantaged schools implement the authoritative way in their institutions might cause adolescents to be less affected by negative peer pressure unlike in disadvantaged schools. This can be as a result of the implementation of the set values, beliefs, standards and principles which the advantaged schools live by (Baumrind, 1967). Whereas, disadvantaged schools create a permissive type of environment which exposes their learners to bad influence (Bloomberg, 2007 & Owens, 2002). Hence, their adolescents (learners) will then be vulnerable to negative peer pressure. The results found in this study do not concur with Alexander (2000), who mentioned that behaviour either it is internally or externally caused, the fact remains that it is a result of the interaction between the individual and the environment. This can then lead one to conclude that the school environment has a major impact on adolescents who took part in the investigation. The findings of the current study also reflected that peer pressure and misbehaviour is low in advantaged schools. This concurs with Cashwell and Vacc

(1996) who found out that an organized environment reduces the chances of delinquent behaviour.

5.5 Peer pressure, the school environment and adolescents' misbehaviour

The results of this study suggested that the majority of participants scored extremely high on both EPP and CBCL scales. It showed that peer pressure and the school environment are factors influencing adolescent misbehaviour. Another possible explanation for this result was given in the study which was conducted by Owens (2002), who mentioned that adolescents have a chance to change their bad behaviour when the feedback is negative but if schools do not offer this opportunity, it is in vain. The current results also showed that all participants were not exposed to only one or few behavioural problems. This may be the reason that was found by Narayan et al. (2008) that the more risk factors that are present in an adolescent's environment, the greater the chances are that he or she will experience problems.

The school also has a hidden curriculum. The hidden curriculum is associated with instilling positive attitudes, values, beliefs, and behaviour in learners and hence this is usually done indirectly (Cornbleth, 2008). Apart from the above, the hidden curriculum also instils social structures of the classroom, the teacher's exercise of authority, student – teacher relationship, activities based on standards, language used by the teacher, resources, graphic sources, classroom environment, consequences, schedules, and priorities set by the curricular (Glenn & Nelsen 2000).

However, from the literature presented in Chapter 2, it was found out that disadvantaged schools employ unqualified teachers who have less experience in dealing with misbehaviour. These unqualified teachers also display behaviours that are unbearable before the adolescent's sight.

Examples of such behaviours includes shouting at learners, banging doors, calling learners names or labelling learners and screaming at them if they make mistakes. Learners will be observing these behaviour and then imitate the teachers.

In summary these teachers do not display desired behaviours, and since children learn best by example as initiated by the SCT. The environment provides models for behaviour (Parraga, 1990). This might be the reason for disadvantaged schools having high number of adolescents who responded negatively to peer pressure which lead them to bad behavioural acts. This summarise that, teachers need to display desired behaviours, since children learn best by example as instigated by the SCT. This theory explains how these determinants permit individuals to acquire and maintain certain behavioural patterns which in turn build one's own character. Bandura proposes that observational or social learning focuses on four element processes required to mould and learn behaviour. The results then are approved to be true by the SCT and Bandura (1997) who stated that observational learning occurs when a person watches the actions of another person and the reinforcements that person receives. According to Bandura (1999), behaviour production is putting the observation into performance or if one takes the actions observed and use them gradually to alter them so that they fit the model. This might encourage teachers to model desired behaviours so that children learn best from them. So scrutinizing the teaching methods, the institutional environments and their influence on pupils is becoming mandatory rather than just advisable. In support, Glenn and Nelsen's (2000) mentioned that, the impact of teachers' behaviour upon pupils' behaviour and management skills are being underestimated, meaning the influence is bigger than stated.

Additionally, the results if this study showed the prevalence of peer pressure in schools is high, concurring with Nivea (2006) who concluded that peer pressure varies according to the situation:

for example being with one close friend, in a small clique of friends, or seeing what the larger peer group is doing in the school. The fact that advantaged schools have better ways of dealing with their adolescents does not mean that peer pressure is absent. It is there, but not as massive as it is in disadvantaged schools. Peer interaction is direct and more powerful than the influence of teachers and other authority as Nivea (2006) reported. This then lead one to conclude that whether parents or teachers like it or not, views of their child's peers often bear more power than theirs. The results of this study agree with Wickert (2002) who stated that peer pressure is normally effective in children because they spend more time in schools.

5.6 Relevance of Social Cognitive Theory (SCT)

The initiative of Social Cognitive Theory (SCT) was to explain how adolescents acquired and maintained certain behavioural patterns, while also providing the basis for intervention strategies (Bandura, 1997). Evaluating behavioural change depended on three factors which were the environment, people and behaviour. The theory of Social Cognition declared that environments provided the framework for understanding behaviour and situations which refer to the cognitive or mental representations of the environment that had affected (Bandura, 1999). The environment had provided models for behaviour (Parraga, 1990). This theory explained how these determinants permitted individuals to acquire and maintain certain behavioural patterns which in turn built one's own character. The SCT dealt with cognitive, emotional and behavioural aspects for understanding behavioural changes. Parraga (1990) used the concept of SCT in relation to innate and universal different environments in understanding adolescents' behaviour. These three factors, that is, environment, people and behaviour constantly influenced each other. However, individuals had only functioned positively if their environment had provided favourable models for good behaviour. SCT supported this study by providing a sound

basis for how mixture of behavioural, cognitive and environmental factors influenced one's behaviour and how the environment had provided models for behaviour for adolescents (Santrock, 2008). Additionally, the process of learning from other people's behaviour (peers) was a central idea of Social Cognitive Theory and self-efficacy (Frederickson & Turner, 2003). Hence, for this particular group, peer pressure and school environments promoted and cultivated misbehaviour of adolescents in schools. This proposed that the more the adolescent was exposed to peer pressure the more mischiefs he/she was prone to behave negatively. Finally, school environments that permitted high ranks of peer pressure exposure resulted in adolescents misbehaving. Therefore, favourable school environments for adolescents should be created so that peer influence will be monitored and discouraged.

5.7 Limitations of the study

The outcomes of the study should be construed with restriction since there were the following limitations to the study:

- This study had possible mono-method bias as findings were based on data collected not from all different locations of Windhoek. The data was collected only from schools within medium and low density suburbs. Maybe results were going to change if samples from school in high density suburbs were also incorporated where there are cases of schools being surrounded by shebeens and cuca shops.
- This study only focused on adolescents only in Windhoek (capital), and did not interview adolescents in rural areas and in small towns. Thus the findings would not be able to be generalised to a larger sample of adolescents.

- Most schools had quite a number of foreign learners who took part in the study. The results therefore, were not based only on the Namibia adolescents in schools. The results are not purely describing Namibian adolescents.
- The study did not take into consideration the family environment as one of the major risk factors that allows adolescents to respond positively to peer pressure and hence their behaviour is negatively influenced.

5.8 Conclusion

Adolescence age ranges between the ages of 13 to 17 years, which is considered as the age of hormonal changes. Throughout adolescence, adolescents feel more at ease when they are with their peers than when they are with adults. Adolescents' misbehaviour at school then seemed to be strong due to peer influence because this is where they spend most of their time. The school environment then plays as a key factor in shaping adolescents' behaviour. However, adolescents have no choice on how the people around them may act or behave but they have a choice on how they should react to those behaviours. Adolescents still has ultimate control over their environment because they always have the choice to leave their present one to find one that will be more productive in completing their goals. Since the adolescent spends most of their time at school, teachers should be playing the parental role to which learners look at as sources of inspirations. To sum up, results of this investigation had proved that children's behaviour at school appears to be strongly affected by disciplinary measures that are in place at each school. Many researchers have agree that a school is a breeding ground for negative or positive behaviour due to students desiring to find themselves a place to fit in (Okrentowich, 2006; Myers & Shannon, 2001). However, as devastating and complicated as the adolescent behaviour can be,

they are not beyond help. Enlightening their lives may not be stress-free, but it is possible. This study had provided the groundwork for future intercession.

5.9 Recommendations

The emphasis of this developmental research has often focused on the influence of peer pressure on adolescents' misbehaviour in different school environments. This study had provided vital insights and widening our understanding on the influence of peer pressure in schools on adolescent misbehaviour. The results of study had powerfully helped various stakeholders in education to assist in providing good learning environments and instilling good social attributes to learners while moulding adolescents' behaviours in schools. This study provided a very significant base to motivate patrons in education to improve school environments in such a way that good behaviour is promoted. It also offered possible interventions. Therefore based on the results of this study, the following are the recommendations:

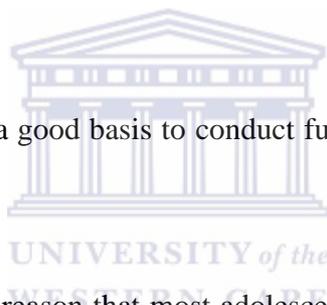
- Interventions should be provided to improve school environments such as setting disciplinary standard guidelines that will be implemented in all schools despite their nature of existence.
- Interventions should be supplied to adolescents who are involved in misbehaviour at school. Examples of these programs could be youth clubs, recreational activities for adolescents during weekends/school holidays and after school programmes that will occupy them whilst parents are at work.
- Form compulsory social clubs e.g. sports clubs which will also accommodate the less privileged adolescents who cannot afford to affiliate to current expensive clubs that are in existence.

- To provide teachers with workshops on how to deal with adolescents who influence others with bad behaviour and set strong measures on them and to let it known to adolescents what will become to them if they influence others and if they respond positively to peers pressure.
- To educate children from early years on how to make the right choices and the rewards that are brought by making either the right choice or the wrong one.
- To provide learners with sporting activities within the school set-up and change the time of knocking off from 1300hrs to 1600hrs to minimise time spend by adolescents on their own.

The results of this study provided a good basis to conduct further research in this field of study.

Thus further research could:

- Investigate whether the reason that most adolescents do not live with their biological parents is the cause for them being exposed to peer pressure and reasons for misbehaving.
- Find out whether the reasons for many adolescents staying in large household might be the cause of them being prone to peer pressure and negative behaviour at school.
- Examine the influence of the family environment and its relationship to peer pressure and adolescents misbehaviour at school.
- To find out if there is a link between some variables leading to another misbehaviour act, for example, to find out if those who have used dagga went on to behave negatively to the other 39 items on EPP.



- The data collected will be commendable for the study of public health in schools and adolescents related topics.



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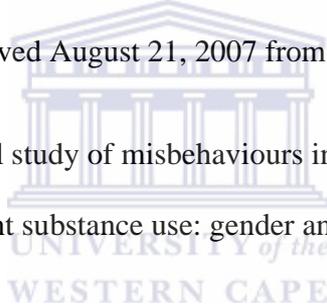
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APPENDICES

Appendix A:

Consent Form Parent

Dear Parent/guardian

My name is Memoir Chimwamurombe, doing a postgraduate at the University of the Western Cape. I am doing a research on examining the influence of peer pressure on adolescent misbehaviour in advantaged and disadvantaged schools.

Your permission is being asked to allow your child to participate in this study. The information collected will be **confidential** and **anonymous**. No names will be revealed. The study will be conducted by means of questionnaires. Children will complete this questionnaire during school time making sure that a minimum disturbance of the school programme is employed. Assistance will be provided to children who may be facing difficulties in completing the questionnaire. Participation is **voluntary** and children are allowed to withdraw from continuing with the interview any time they feel so.

If you want your child to participate in this study, please may you complete and sign the part below:

I _____ (parent) give my consent for my child to participate in this study.

This letter was read and signed on _____ day of _____ month of the year _____.

Signature of parent: _____ Signature of interviewer: _____

Please feel free to contact the researcher should you wish to receive further information:

Researcher: Memoir Chimwamurombe (O81 2772229).

Supervisor: Dr. N. Roman (University of Western Cape +27828776691).

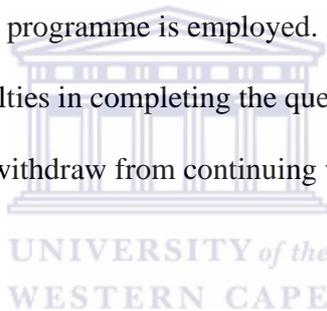
Appendix B:

Consent letter for the participant

Dear Participant

My name is Memoir Chimwamurombe, doing a postgraduate at the University of the Western Cape. I am doing a research on examining the influence of peer pressure on adolescent misbehaviour in advantaged and disadvantaged schools.

You are being asked to participate in this study. The information collected will be **confidential** and **anonymous**. No names will be revealed. The study will be conducted by means of questionnaires. You will complete this questionnaire during school time making sure that a minimum disturbance in the school programme is employed. Assistance will be provided to children who may be facing difficulties in completing the questionnaire. Participation is **voluntary** and you are allowed to withdraw from continuing with the interview any time you feel so.



If you are willing to participate in this interview complete and sign the part below:

Sign: _____ **Signature of interviewer:** _____

Thank you for your time. Your participation will be greatly appreciated.

You are free to contact me at 081 277 2229 should you need further information.

Researcher: Memoir Chimwamurombe

Supervisor: Dr. N. Roman (University of Western Cape +27219593960).

Appendix C:

Demographic Details:

Section 1: BACKGROUND

This section will help to describe you a little bit. Please fill in the spaces with correct information about you.

How old are you?

2. Please tick the correct box. Are you a boy or a girl? Girl Boy

3. Home language:

English	Afrikaans	Oshiwambo	Otjiherero	Damara>Nama	Other (specify)
---------	-----------	-----------	------------	-------------	-----------------

4. How many brothers and sisters do you have?

1	2	3	4	5	Other (specify)
---	---	---	---	---	-----------------

5. Please tick the correct box. You are born

1 st	2 nd	3 rd	4 th	Other(specify)
-----------------	-----------------	-----------------	-----------------	----------------

6. I stay with my

mother	father	both parents	A family member	Other (specify)
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7. Who is the head of your house? **Tick the correct box**

Father	Mother	Sister	Brother	Uncle	Aunt	Other (specify)
--------	--------	--------	---------	-------	------	-----------------

8. What is the total number of people living in your household? _____

9. What is your religion?

Christianity	Islam	Buddhism	Hinduism	Other (specify)
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10. Where do you live at the moment? Please tick the correct box?

I live in the school hostel	<input type="checkbox"/>
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I live at home or a private house	
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Appendix D

Section 2

EXPOSURE TO PEER PRESSURE (EPP)

* To be filled in by adolescents (The Participant).

Instruction: “Think about yourself and choose the best answer. It is important to give honest answers. Remember your answers will stay anonymous. There is no right or wrong answer, just answer as honestly as you can.

Tick the best answer that describes your peer relations.

Has any of your friend(s)/or other learners tried to let <u>you do any</u> of the following things:	Always 1	Sometimes 2	Never 3
1. Damage any school property(e.g. doors)			
2. Fight with another learner			
3. Beat other learners			
4. Throw stones at another learner			
5. Smoke cigarettes			
6. Smoke dagga			
7. Use drugs			
8. Drink alcohol			
9. Threaten another learner			
10. Bully another learner			
11. Laugh at another learner			
12. Steal things from home			
13. Steal things from school			
14. Miss out lessons at school			

15. Bribe other school learners			
16. Bribe school prefects			
17. Scream or shout in the classroom			
18. Grab things from other learners (e.g. food)			
19. Disrespect teacher(s)			
20. Write/draw some things in school toilets			
21. Write/draw some naughty graffiti (bad things)in school textbooks			
22. Lie to teachers			
23. Lie to other learner(s)			
24. Read magazines when the teacher is teaching			
25. Not to do school work			
26. Not to do homework			
27. Play electronic games during school lessons (e.g. cell-phone).			
28. Fight physically with a teacher(s)			
29. Argue with a teacher(s)			
30. Cheat in class			
31. Kiss a boy/girl on romantic basis			
32. Have sexual relationships			
33. Fall in love with a boy/girl			
34. Bring home clothes to school without permission			
35. Calling teacher(s) some names			
36. Calling other learner(s) some names			

37. Be rude to teachers			
38. Be rude to other learner(s)			
39. Hide school things (books)			
40. Pretend to be sick in order to stay away from school.			

Appendix E

CHILD BEHAVIOUR CHECKLIST (IBCL)

* To be filled in by adolescents

Please **choose** the best answer that describes what you **have done as a result of your friend(s)/other learner(s) idea(s) as truthfully** as you can. Please choose the answers that most closely describe **your behaviour**.

Tick the relevant **box**

Have you ever.....?	Not True (1)	Very True (2)
1. Damaged school property(e.g. doors)		
2. Fought with another learner		
3. Beaten another learner		
4. Thrown stones to another learner		
5. Smoked cigarettes		
6. Smoked dagga		
7. Used drugs		
8. Drank alcohol		
9. Threatened another learners		
10. Bullied another learner		
11. Laughed at another learner		
12. Stolen things from home		

13. Stolen things from school		
14. Miss out lessons at school (s)		
15. Bribed other school learners		
16. Bribed other school prefects		
17. Screamed or shout in the classroom		
18. Grabbed things from other learners (e.g. food)		
19. Disrespected teachers		
20. Written/drawn some things in school toilets		
21. Written/drawn some naughty graffiti in(bad things) school textbooks		
22. Lied to teachers		
23. Lied to other learner(s)		
24. Read magazines when the teacher is teaching		
25. Failed to do your school work		
26. Failed to do your homework		
27. Played electronic games during school lessons (e.g. cell-phone).		
28. Fought physically with a teacher(s)		
29. Argued with a teacher(s)		
30. Cheated in class		
31. Kissed a boy/girl on romantic basis.		
32. Had sexual relationships		
33. Fallen in love with a boy/girl		
34. Brought home clothes to school without permission		
35. Called a teacher(s) some names		

36. Called another learner(s) some names		
37. Been rude to a teacher(s)		
38. Been rude to another learner(s)		
39. Hidden school things (books)		
40. Pretended to be sick in order to stay away from school.		

Thank you for participating in this study.

