

**Peer Influences in Academic Achievements and Behaviours among Students
of MARA Junior Science College, Malaysia**

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Abstract

The study discusses the students' perceptions of the peer influence in the academic achievements and behaviour among students of MARA Junior Science College Malaysia. The study involved 140 students of Forms Three, Four and Five who were purposely selected from the MARA Junior Science College in Pahang. The instruments used were survey questionnaire and the data was processed using the Statistical Package for Social Science (SPSS) version 15.0 for Windows. The findings show that the students have a clear definition of what and who are their peers and they are not influenced by their peers in decision making. They could relate peers to giving them a positive influence in terms of academic and are able to differentiate between the right and wrong act of their peers. The students clearly realized that a positive attitude should be attained to excel in academics. They have also agreed that those gifted and excellent students have an optimistic and positive affect towards their view and perspectives of learning. They are strongly influenced to be of the same level and status as their friends are. It is hope that the findings of this research would benefit teachers, educators, administrators, and, educational leaders to manipulate positively the peer influence in achieving good students in academics and moral attitudes.

Keywords: peer influence – academic achievements - behaviour

Introduction

Peer effects is a term used to define one of the many factors which leads to the result of student's achievement either academically or in a social perspective and behaviour. There are many researches being done to study and measure how far peer has an influence on students in term of studies. Many case studies have identified common factors that are related to the direct or indirect result among the students achievement.

Peer have become a common relation towards studying for many students acknowledge that without friends they feel alone and lack of fun in learning and studying environment. This is prior to social interaction being an essential part in seeking knowledge. There are many factors which contribute to the influence of peers and mainly it is recognised in behavioural, academic achievement, gender and social economic status between the students themselves.

In Malaysia, peer to peer influence has become common and many cases have shown that it has negative results on students' achievement and social behaviours. As a student in lower or higher education, peers become an essential towards the learning environment. The question is that does it really give out mostly negative effects on the achievement of the student? Can it be manipulated into resulting positively if better understanding on the influences of peer could be studied? In a way it is vital that the influence be studied in secondary education to identify how it could help develop a better result in student's achievement.

Statement of Problem

The influence of peer has been known widely among educators and various types of case studies and research was carried out to attain evidence of measuring the effects of in terms of education and social behaviours. As stated by David J. Zimmerman in his research *Peer Effects in Academic Outcomes: Evidence from a Natural Experiment*, “Peer effects are central to many important issues facing higher (and lower) education”, clearly shows that it is an issue faced by many education system which effects the students in many ways particularly in academics.

It is also known that peer effect has been an issue mostly debated among educators and policy makers which is clearly stated in Changhui Kang’s (2006) case study, *Classroom Peer Effects and Academic Achievement: Quasi-randomization Evidence from South Korea*, “The effects of peer groups and social interactions play a vital role in various policy debates”.

Other researches and case studies has shown that, “students were best off if they were in the top group of a school assorted by ability and worst off in the bottom group of such school” (George Goethals, Gordon Winston and David J. Zimmerman). They three stated that students who are sorted according to their capability and ability may fall at the bottom list of the school or could be at the top of the school depending on how they are influenced by one another.

Brown (1986) stated “friends encourage adolescents to study hard at school and can also help them think creatively”, where the influence of peers or such friendship positively effect the students to encourage them in learning and broadening their thinking creatively. Meanwhile, Ekstrom (1986) too has stated that “students with friends who like school, get good grades, are interested in school are more likely to graduate high school”. It clearly describe that friends or peers who possess positive attitudes and behaviour towards learning and school helps influence those around them to gain such attitudes too.

Therefore, it is essential that such effects and influences of peers should be studied in local schools of lower learning to identify the main factors which contribute mostly towards the results of the student’s academic achievement and social behaviours. By being able to identify the factor it would be easier for educators, policy makers and everyone involved in the education system to use it at their advantage to create conducive learning environment and helps to assist in various aspects of the education itself.

Research Question

The purpose of the study is to identify the students’ perceptions of the peer influence in the academic achievements and behaviour among students of MARA Junior Science College Malaysia. More specifically, the study intends to seek answer for the following questions:

1. What are the factors which influence the peer effect on student’s achievement?
2. Which factor has the most influence of peer effect according to gender?
3. Which behavioural factor influence student’s achievement?
4. How does the peer’s academic achievement influence the students?
5. What is the relation of the two factors towards the student’s achievement?

Definition of Terms

Oxford Dictionary

Peer is defined by some dictionaries as the act of looking into something, but in this context, it is purely defined by the Oxford Dictionary as a person who is of the same age and same

social status. An employer with his employee could not be called as peer for both are of different social status and differ in age. Meanwhile, those who are learning in a same classroom, with the same status as a student can be refer to as peer.

Islamic perspective

In the Islamic view, peer is a youth who has reached puberty and is going through the transition of being a child towards adulthood.

Achievement

It is defined as a professional recognition through assessing a person's skill and capability academically. Thus it is a process of attaining a result in the end of a learning process that is considered an achievement. It could be by examination or test.

In a whole, peer effect or peer influence on students achievement tells us how someone or a group in the same class or school environment who is of the same social status and age could have a positive or negative impact relating to the students performances in studying and learning. This could be achieved based from the academic results of the student's themselves.

Significance of the Study

This research is done basically to identify the factors which have the most influence towards student's academic achievement. The findings of this research could be used by teachers, educators, school administrators to manipulate the peer influence in achieving good students in academics and moral attitudes.

The administration could also use the most influential factor to help integrate the different behaviours and interest in studies of the student's who has positive attitudes towards school with those who does not. Students would then interact with one another that may lead to them acting positively as influenced by the positive ones and achieve a higher level of achievement academically.

A certain policy could also be made based on the findings to make use of the peer to peer effects on one another. This research would in a way help to define the levels of differences between genders and the effect of peers in the student's achievement.

Location

The research location has been selected based on previous case studies where most peer influence could be identified among secondary school students and adolescents. Therefore, research would be done in MARA Junior Science College (MJSC), Tun Abdul Razak, Km9, Jalan Kuantan-Pekan, Pulau Serai (Mukim Kuala Pahang), 26600 Pekan, Pahang Darul Makmur.

Population and Sample

This research would be carried out to Form 3 students (age level of 15 years old) of MJSC Tun Abdul Razak only. A random selection of male students and female students with a total number of 150 students would be given questionnaires to answer based on the topic of research.

Below is a sample of the questionnaire handed out to the whole number of 70 Form 3 students of MJSC Tun Abdul Razak.

Research Methodology

Research is carried out based on quantitative method of data research. A questionnaire method is used to gain data based on the factors influencing the peer effect on student’s achievement. Such methods is chosen for the reason that it would collect data of different gender and academic achievement which results to either positive or negative effect of peer’s behaviour and peer’s academic achievement on the students themselves.

Result and Findings

Through the quantitative method of data research and the questionnaires answered with a total of 150 sets distributed, a detailed sorting was done to filter the relevant questionnaires and select 140 sets received.

Background of Respondents

Based on the selected data as shown above (Table 1.1 to 1.3), a total number of 30 students achieved CGPA of 3.00 till 3.49 and 38 students gained 3.50 till 4.00 CGPA in their academic achievement while only 2 students rank below 3.00 out of the 70 respondents. This data is to know the academic achievement above 3.00 of the respondents to be used to see how peer factor of behavioural and academic achievement can be related to the result achieved by the individuals.

1. Understanding of the term peer

Table 1 presents the understanding of respondents of the term peer.

Table 1:
Understanding of the Term Peer

| Bil. | Item | STS | TS | TP | S | SS | Total |
|------|---------------------------------------------------------|----------|----------|----------|------------|------------|-----------|
| | | % | % | % | % | % | |
| 1. | Rakan sebaya adalah mereka yang sama umur dengan saya | 1 1.4 | 4 4.0 | 1 1.4 | 27 38.6 | 37 52.9 | 70 100 |
| 2. | Rakan sebaya adalah mereka yang sekelas / one class | 0 0 | 1 1.4 | 3 4.3 | 20 28.6 | 46 65.7 | |
| 3. | Rakan sebaya adalah mereka yang kawan baik/best friends | 0 0 | 4 5.7 | 6 8.6 | 23 32.9 | 37 52.9 | |
| 4. | Rakan sebaya adalah mereka yang sama tingkatan | 3 4.3 | 4 5.7 | 1 1.4 | 27 38.6 | 35 50.0 | |
| | | | | | | | |

Table 1 shows that the student’s understanding of the term peer is a person who is of the same age, with a total number of 64 students agreeing to it and also those who are in the same class with a number of 66 students agreeing to it. The respondents also agreed that the definition of peer is a person who is their best friend with total number of 60 students agrees and also a person who is the same form as they are with 63 students agreeing to it.

1. What are the factors which influence the peer effect on student’s achievement?

Table 2 shows the factors which influence the peer effect on student’s achievement.

Table 2:
Peer influence through behavioural factor

| | | Jantina responden | pencapaian CGPA | b :TL baik shj | b :TL baik buruk | b :TL lgr peraturan | b :sendiri |
|-------------------|---------------------|-------------------|-----------------|----------------|------------------|---------------------|------------|
| Jantina responden | Pearson Correlation | 1 | .309** | -.024 | .242 | .085 | -.035 |
| | Sig. (2-tailed) | | .009 | .841 | .043 | .486 | .774 |
| | N | 140 | 140 | 140 | 140 | 140 | 140 |
| pencapaian CGPA | Pearson Correlation | .309** | 1 | -.115 | -.062 | -.001 | .136 |
| | Sig. (2-tailed) | .009 | | .343 | .608 | .990 | .262 |
| | N | 140 | 140 | 140 | 140 | 140 | 140 |
| b :TL baik buruk | Pearson Correlation | .242 | -.062 | 1 | | .046 | .071 |
| | Sig. (2-tailed) | .043 | .608 | | | .708 | .561 |
| | N | 140 | 140 | 140 | 140 | 140 | 140 |

** . Correlation is significant at the 0.01 level (2 tailed).

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

(TL = tingkahlaku/ behaviour)

From the table of correlation shown above, it shows that there is significance between the respondent’s gender and the academic achievement (CGPA). In conclusion, the student’s academic achievement has a strong relation towards their gender. The finding has shown that through random selection of the 35 male and female students, 13 males and 26 females attained CGPA of 3.50 till 4.00. Therefore, the case has shown that academic achievement of the respondents is affected by their genders.

There is also a medium correlation between the respondent’s gender and their answers of having peers or friends whom has an attitude of both positive and negative. A total number of 39 students have chosen the answer that they have friends of both attitude and they befriended peers of all type of attitude.

Table 3:
Influence in terms of decision making

| Bil. | Items | STS | TS | TP | S | SS | Total |
|------|---------------------------------------------------------------------|------------|------------|------------|------------|------------|-------|
| | | % | % | % | % | % | |
| 1. | Rakan sebaya mempengaruhi semua keputusan / influence all decisions | 13 18.6 | 23 32.9 | 15 21.4 | 12 10.0 | 7 10.0 | |
| 2. | Rakan sebaya membuat keputusan sendiri / make own decisions | 4 5.7 | 5 7.1 | 15 21.4 | 27 38.6 | 19 27.1 | |
| | | | | | | | |

| | | |
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| | | |
|--|--|--|

Table 4:
Influence in terms of Decision Making

| | | pencapaian CGPA | b :pengaruh semu kptsn | b :keputusan sendiri | b :TL kawan | b :TL kawan baik |
|------------------------|---------------------|-----------------|------------------------|----------------------|-------------|------------------|
| b :pengaruh semu kptsn | Pearson Correlation | .059 | 1 | -.281* | .370** | .535** |
| | Sig. (2-tailed) | .628 | | .018 | .002 | .000 |
| | N | 70 | 70 | 70 | 70 | 70 |

From table 4, it is shown that there is a negative and small correlation between respondents who agrees that their peers influence all their decisions with respondents who make their own decisions. A total number of 46 respondents agreed that they have the ability to decide on their own meanwhile 19 respondents agreed on the term that their peers influence all their decisions. It is concluded that peers have no strong influence on the student's choice and does not affect their behaviours.

2. Influence in terms of the act of skipping classes

Table 5:
Influence in terms of the act of skipping classes

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | tidak setuju | 5 | 7.1 | 7.1 | 7.1 |
| | tidak pasti | 9 | 12.9 | 12.9 | 20.0 |
| | setuju | 33 | 47.1 | 47.1 | 67.1 |
| | sangat setuju | 23 | 32.9 | 32.9 | 100.0 |
| | Total | 70 | 100.0 | 100.0 | |

Table 6:
Influence in terms of the act of skipping classes
Correlations

| | | b :ponteng kelas | b :tegur kwn ponteng kelas |
|-----------------|---------------------|------------------|----------------------------|
| pencapaian CGPA | Pearson Correlation | .015 | .238 |
| | Sig. (2-tailed) | .904 | .047 |
| | N | 70 | 70 |

Based on table 6, it is shown that there is a small strength of correlation between students CGPA achievement and the behaviour of reminding the respondent's peer about the wrong doing of skipping class. Table 3.5 indicates that 56 respondents agreed that they have once done the act of telling their friends that it is wrong to skip classes. It shows that the CGPA academic achievement does have an effect in influencing student's behaviour and their peers.

3. Influence in terms of respondent's own and best friend's behaviour

Table 7: (3.7)
Influence in terms of respondent's own and best friend's behavior

| Bil. | Items | STS | TS | TP | S | SS | Total |
|------|--------------------------------------------------------------------|----------|------------|------------|------------|------------|-------|
| | | % | % | % | % | % | |
| 1. | Rakan sebaya mempengaruhi cara & TL sendiri / own ways & behaviour | 0 0 | 5 7.1 | 16 22.9 | 38 54.3 | 11 15.7 | |
| 2. | Rakan sebaya TL kawan baik / best friend's behaviour | 5 7.1 | 17 24.3 | 20 28.6 | 20 28.6 | 8 11.4 | |
| | | | | | | | |

Table 8:
Influence in terms of respondent's own and best friend's behaviour
Correlations

| | | b :cara & TL sendiri | b :TL kawan baik |
|------------------------|---------------------|----------------------|------------------|
| b :pengaruh semu kptsn | Pearson Correlation | .001 | .535** |
| | Sig. (2-tailed) | .993 | .000 |
| | N | 70 | 70 |
| b :keputusan sendiri | Pearson Correlation | .346** | -.227 |
| | Sig. (2-tailed) | .003 | .058 |
| | N | 70 | 70 |

** . Correlation is significant at the 0.01 level (2-tailed).

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

The findings above (table 3.7 and 3.8) indicate that 49 respondents agreed that their behaviour is not influenced by their peers and that 28 respondents agreed on the scale that their best friends influence their behaviours. There is a correlation based on table 3.9 between best friend's behaviour and respondent's influence in decision making. It could be conclude that best friends do have an effect on the student's decision making. There is also a correlation between the respondents who follows their own ways with the ability to decide on their own. It shows that respondents who are not affected by their peer's behaviour have a way of making their own choices.

Table 10:
Influence in terms of friends and best friends behaviour

b :TL kawan / friends behavior

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | sangat tidak setuju | 5 | 7.1 | 7.1 | 7.1 |
| | tidak setuju | 19 | 27.1 | 27.1 | 34.3 |
| | tidak pasti | 29 | 41.4 | 41.4 | 75.7 |
| | setuju | 13 | 18.6 | 18.6 | 94.3 |
| | sangat setuju | 4 | 5.7 | 5.7 | 100.0 |
| | Total | 70 | 100.0 | 100.0 | |

Table 3.10

b :TL kawan baik / best friend's behaviour

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | sangat tidak setuju | 5 | 7.1 | 7.1 | 7.1 |
| | tidak setuju | 17 | 24.3 | 24.3 | 31.4 |
| | tidak pasti | 20 | 28.6 | 28.6 | 60.0 |
| | setuju | 20 | 28.6 | 28.6 | 88.6 |
| | sangat setuju | 8 | 11.4 | 11.4 | 100.0 |
| | Total | 70 | 100.0 | 100.0 | |

Table 3.11

Table 3.10 and 3.11 indicates that 17 respondents agreed that they are influenced by their peer's behaviour and 28 respondents agreed that they are influence by their best friend's behaviour. Yet, 24 respondents disagree that their peer's behaviour influence them while 29 is unsure of the effect of their peers. It resulted in most of the respondents could not be sure either their peers or best friends behaviour really influence them.

Correlations

| | | b :TL kawan | b :TL kawan baik |
|------------------|---------------------|-------------|------------------|
| b :TL kawan | Pearson Correlation | 1 | .430** |
| | Sig. (2-tailed) | | .000 |
| | N | 70 | 70 |
| b :TL kawan baik | Pearson Correlation | .430** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 70 | 70 |

** . Correlation is significant at the 0.01 level (2-tailed).

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

Table 3.12

The table above shows the medium strength correlation between the influence of peers as a friend and also as a best friend. Based on the findings it shows that some of the respondents are also affected by their peer's behaviour.

Section D: Peer influence from an academic factor

Table 10: (4.1)
Influence in terms of importance of peer in academic studies

| Bil. | Items | STS | TS | TP | S | SS | Total |
|------|---------------------------------------------------------------------------|----------|----------|-----------|------------|------------|-------|
| | | % | % | % | % | % | |
| 1. | Rakan sebaya penting dalam pembelajaran / friends is important in studies | 6 8.6 | 1 1.4 | 3 4.3 | 29 41.4 | 31 44.3 | |
| 2. | Rakan sebaya kerja mudah dgn kwn / works is easier with friends | 5 7.1 | 2 2.9 | 3 4.3 | 23 32.9 | 37 52.9 | |
| 3. | kerja lbh baik dgn kwn / works is better with friends | 1 1.4 | 4 5.7 | 9 12.9 | 33 47.1 | 23 32.9 | |
| | | | | | | | |

Correlations

| | | a:kerja mudah dgn kwn | a:kawan ganggu kerja | a:kerja lbh baik dgn kwn |
|------------------------|---------------------|-----------------------|----------------------|--------------------------|
| a:kwn penting, pmbljrn | Pearson Correlation | .744** | -.451** | .495** |
| | Sig. (2-tailed) | .000 | .000 | .000 |
| | N | 70 | 70 | 70 |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.4

The findings from table 4.1 till 4.3 indicates that 60 respondents agreed on the fact where friends or peers is essential in studying, 60 respondents agreed on with peers their works is made easier to be accomplished and 56 respondents agreed in terms where work is better accomplished with having friends around.

Table 4.4 shows the result where there is a large strength correlation between friends is essential in studies with works is easily completed with friends and a medium strength correlation between friends is essential in studies with work is better accomplished with friends. It concludes that the respondents understood the strong relationship between friends and studies and are aware of how peers or friends could make their work in studying improved and easily accomplished.

5. Influence in academic through grouping

Table 10: (4.5 – 4.8)
Influence in academic through grouping

| Bil. | Items | STS | TS | TP | S | SS | Total |
|------|---------------------------------------------------------|-----|------|------|------|------|-------|
| | | % | % | % | % | % | |
| 1. | kerja kmpln bantu akademik / grouping helps in academic | 0 | 5 | 19 | 26 | 20 | 4.5 |
| | | 0 | 7.1 | 27.1 | 37.1 | 28.6 | |
| 2. | a:suka kerja berkumpul / likes group work | 3 | 4 | 11 | 36 | 16 | |
| | | 4.3 | 5.7 | 15.7 | 41.4 | 22.9 | |
| 3. | ulangkaji berkumpul / prefers to study in groups | 4 | 8 | 16 | 25 | 17 | |
| | | 5.7 | 11.4 | 22.9 | 35.7 | 24.3 | |
| | a:kawan bagi idea / peers give ideas in studies | 1 | 3 | 9 | 38 | 19 | 4.8 |
| | | 1.4 | 4.3 | 12.9 | 54.3 | 27.1 | |

The table above indicates that 57 respondents agreed that their peers or friends are able to help them in studies by giving ideas which helps them to accomplish certain task.

Table 10: (4.5 – 4.8)
Influence in academic through grouping
Correlations

| | | a:ulangkaji berkumpulan | a:suka kerja berkumpulan | a:kerja kmpn bantu akademik | a:kawan bagi idea |
|--------------------------------|------------------------|----------------------------|-----------------------------|--------------------------------|----------------------|
| a:ulangkaji berkumpulan | Pearson Correlation | 1 | .196 | .297* | .096 |
| | Sig. (2-tailed) | | .104 | .012 | .430 |
| | N | 70 | 70 | 70 | 70 |
| a:suka kerja berkumpulan | Pearson Correlation | .196 | 1 | .342** | .592** |
| | Sig. (2-tailed) | .104 | | .004 | .000 |
| | N | 70 | 70 | 70 | 70 |
| a:kerja kmpn bantu akademik | Pearson Correlation | .297* | .342** | 1 | .453** |
| | Sig. (2-tailed) | .012 | .004 | | .000 |
| | N | 70 | 70 | 70 | 70 |
| a:kawan bagi idea | Pearson Correlation | .096 | .592** | .453** | 1 |
| | Sig. (2-tailed) | .430 | .000 | .000 | |
| | N | 70 | 70 | 70 | 70 |

** . Correlation is significant at the 0.01 level (2-tailed).

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

Table 4.9

The correlation between studying in groups and working in groups shows small strength correlation yet is significant to one another. There is also a medium correlation between peers help in giving ideas in study with working in groups. It is concluded that when working in group, peers influence the students in academic by giving ideas and helping in revising their syllabus through group studies.

The table also indicates that there is medium strength of correlation between respondents who like group works with those who agrees that group work helps them in academic. There is a large strength of correlation linking respondents who like group works with those who agreed that their peers give ideas to help them complete certain tasks. It is concluded that the students verify that by working together peers help them in their studies and has a positive affect on them.

6. (c) Influence in academic peers attitude towards academic

**Table 11: (4.10 – 4.12)
Influence in academic peers attitude towards academic**

| Bil. | Items | STS | TS | TP | S | SS | Total |
|------|---------------------------------------|------|------|------|------|------|-------|
| | | % | % | % | % | % | |
| 1. | a:kwn cerita hal faedah & akademik | 3 | 17 | 16 | 22 | 12 | 4.10 |
| | | 4.3 | 24.3 | 22.9 | 31.4 | 17.1 | |
| 2. | a:kawan xsuka cerita hal akademik | 16 | 13 | 16 | 20 | 5 | 4.11 |
| | | 22.9 | 18.6 | 22.9 | 28.6 | 7.1 | |
| 3. | a:ingin maju : rakan Berjaya | 1 | 1 | 8 | 21 | 39 | 4.12 |

| | | | | | | | |
|--|--|-----|-----|------|------|------|--|
| | | 1.4 | 1.4 | 11.4 | 30.0 | 55.7 | |
| | | | | | | | |

The table above indicates that 34 respondents agreed that their peers or friends like to talk and discuss about academic and positively interesting topics.

Table 4.11: The table above indicates that 25 respondents agreed that their peers or friends dislike talking and discuss about academic and positively interesting topics.

Table 4.12: The table above indicates that 60 respondents agreed that their peers or friends have an impact in making them feel that they want to be just as successful as their peers who excels in academic.

| | | a:kwn cerita hal faedah & akademik | a:ingin maju : rakan berjaya |
|------------------------------------|---------------------|------------------------------------|------------------------------|
| a:kwn cerita hal faedah & akademik | Pearson Correlation | 1 | .243 |
| | Sig. (2-tailed) | | .043 |
| | N | 70 | 70 |
| a:ingin maju : rakan berjaya | Pearson Correlation | .243* | 1 |
| | Sig. (2-tailed) | .043 | |
| | N | 70 | 70 |

** . Correlation is significant at the 0.01 level (2-tailed).

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

Table 4.13: The table above indicates that there is a correlation between respondents who befriended peers whom like to talk about academic and positively interesting topics with the desire to be just as successful as their peers who excels in academic. It is concluded that peers who is excellent in academic and talks about topics which is positive and academic have a positive result towards the students to follow on with their success and attitude.

c) Influence in academic peers attitude towards academic and self-actualization

Table 11: (4.14 – 4.15)
Influence in academic peers attitude towards academic and self-actualization

| Bil. | Items | STS | TS | TP | S | SS | Total |
|------|--------------------------------------------------------------------|----------|----------|----------|------------|------------|-------|
| | | % | % | % | % | % | |
| 1. | a:kawan bijak bantu akademik / brilliant students help in academic | 1 1.4 | 4 5.7 | 1 1.4 | 26 37.1 | 38 54.3 | 4.14 |
| 2. | a:ingin sama bijak / desire to be just as brilliant | 0 0 | 0 0 | 0 0 | 27 38.6 | 43 61.4 | 4.15 |
| | | | | | | | |

Table 4.14: The table above indicates that 64 respondents agreed that their peers who excels and is brilliant in studies help them in terms of academic.

Table 4.15: The table above indicates that all 70 respondents agreed that their peers or friends who are brilliant and excellent in studies initiate them to follow their footsteps and become just as good as they are.

Correlations

| | | a:kawan bijak bantu akademik | a:ingin sama bijak |
|------------------------------|---------------------|------------------------------|--------------------|
| a:kawan bijak bantu akademik | Pearson Correlation | 1 | .501** |
| | Sig. (2-tailed) | | .000 |
| | N | 70 | 70 |
| a:ingin sama bijak | Pearson Correlation | .501** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 70 | 70 |

** . Correlation is significant at the 0.01 level (2-tailed).

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

Table 4.16: The table above shows that there is a large strength correlation between peers who helps in academic with the influence of peers which made the students feels that they want to be excellent and brilliant in academic as well.

It is concluded that when the students mix with peers who excels in academic and helps them during their studies gives a positive response to become as successful as their peers.

Conclusion

With all the data received and interpreted, it shows that the respondents are aware of the definition of peers where they agreed that anyone who is of the same age, in one classroom and anyone who is their friends and best friends all fall under peers. This is also defined by the Oxford Dictionary and shows that their interpretation is true.

By the findings given earlier, the results shown concludes that out of the 70 students, their academic achievement and CGPA is affected by their genders, where a high number of females attained higher grades than the males. We could assume that it is a norm nowadays that females are better in their studies rather than males.

The results also illustrate the fact that peers do not have high influence towards the student's ability to decide on certain things. They are able to make their own decisions. Yet, the behaviour of the student's best friends has a high scale of influence towards their attitude but not towards their judgment in education and personality.

Negative attitudes and behaviours of certain peers who like to skip classes or disobeying school rules does not influence the students as they know that it is wrong. Their ability to judge between right and wrong is also reflected by their academic achievement. This means that by knowing when an act is good or bad, it reflects on their ability to achieve good results in academic.

From the data achieved, it also indicates that the students are aware of how a peer could give an effect on themselves in academic and make use of it towards a positive way. For example, based on the findings, the students realize that they are able to get their task accomplished easier and improved with the help of their friends or peers. While they also agreed that studying and completing a job given by their teachers with their friends in a group helps them to make things easier and giving bright ideas to go along with. Therefore, we know that at the age of 15 years old, the students are able to manipulate their relationship and social skills to excel in their studies.

The result has also revealed that their peers or friends have an impact in making them feel that they want to be just as successful as their peers who excels in academic and also peers who is excellent in academic and talks about topics which is positive and academic have a positive result towards the students to follow on with their success and attitude. It is then concluded that when the students mix with peers who excels in academic and helps them during their studies gives a positive response to become as successful as their peers. With that, it clearly verify that communicating and socializing with positive and excellent peers in academic and attitudes has a large influence and effect towards students attitude in academic achievement. They feel strongly about being successful in studies as well.

SUGGESTION

Through the findings and results of this research, every school should have their own internal research to verify how their students reflect towards their peers and does it have a high influence in their attitudes in academic. By realizing this, the school teachers, educators, administrators are able to plan well in mixing their students who is gifted and talented with those who have least positive attitude in learning to influence them to follow their footsteps as well. This would create an optimistic competition among the students and will bring up the schools ability to produce excellent achievers in academic and social attitudes.

The educators and teachers could also make use of the knowledge that peers have a big positive influence towards the students' especially when they work in group. Therefore, by identifying excellent students, teachers are able to mix them together to help improve the low achievers academic results and attitudes towards learning.

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