

**A descriptive study on
PEER GROUP INFLUENCE
IN AN INDIVIDUAL'S DECISION-MAKING**

In partial fulfillment of the requirements
For the degree of
Bachelor of Arts
Major in Organizational Communication

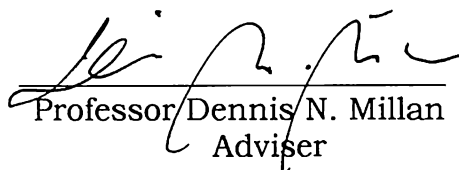
An Undergraduate Thesis
Presented to
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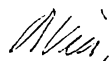
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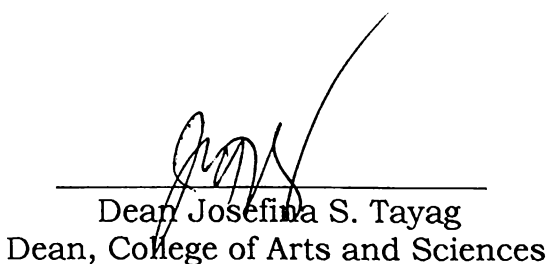
This thesis entitled "***A descriptive study on Peer Group Influence in an Individual's Decision-Making***" presented by, Quesada, Charmylaine Macasinag, in partial fulfillment of the requirements for the degree of Bachelor of Arts Major in Organizational Communication is hereby accepted.



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Abstract

The Rotary Club of Cabuyao, Laguna – Ladies' Circle has been giving career orientations to several schools in Cabuyao for the past few years. This time, they (Rotary Club) decided to change the format of the career orientation. They decided to make an audio-visual presentation of the career orientation, to make it more interesting, appealing and apt to the taste of high school students. They want to air it on the community cable for the students, together with the other sectors that subscribe to the community cable. And to help Rotary in this project of theirs, nine students were tasked to do a research on the different factors and reasons that could help answer that question why their high school graduates do not pursue higher education.

Education has always been important, especially to us Filipinos. The researcher and the other related studies affirm that there are a lot of factors that contribute to Laguna's, specifically, Cabuyao's problem. Social factors such as: financial, economic, etcetera. But, this study focuses on that factor where an individual does not function alone and indeed, acknowledge those people around him or her, which is his or her peer or group.

This study alone focuses on the extent of peer influence in an individual's decision making, if they acknowledge peer influence and do the students of Cabuyao, Laguna know that peer influence exists. Furthermore, the primary goal objective of this study is to know, as to what extent does peer group influence an individual's decision making.

The framework used by the researcher is taken from the book Our Social World, by Forsyth, Donelson R., 1995. This particular framework focuses on several concepts: the individual, social influence, types of opinions, and decision-making according to opinions. The researcher used the student as the individual and the peer or group as the social influence. The three types of opinions discussed are the conversion opinion, which states that an individual, a student for that matter, would have a change in opinion or judgments, when he or she personally agrees with the group. And in this type of opinion, an individual would do and say what the group would. The second opinion, which is the compliance opinion states that an individual accepts the group's beliefs, but still maintaining his or her own. The decision that would entail this type is that the individual, even though disagreeing with the group, would still do what the group would. The third type, which is independence states that, an individual, would not be afraid to voice out his or her own

opinion, whether it conforms with the group or not. The decision that the individual would make, having this type of opinion would be that he or she would do what he or she wants regardless of his or her group's opinions on the matter.

The researcher used the descriptive-explanatory design. Descriptive because this study aims to describe as to what extent peer influences an individual. Explanatory because this study further explains the concept of peer influence together with the extent of peer influence in decision-making. The researcher used two tools in data gathering. First is the questionnaire to ask specific questions and the focus group discussion, so that the researcher could know what the respondent wants to say and explain, and if he or she wants to go deeper into the topic.

Respondents were 100 students from Cabuyao National High School that is for the questionnaire. For the focus group discussion (FGD), there were five students from the same school who are randomly picked in order to conduct the said tool for data gathering.

From the data gathered, the researcher is able to conclude that indeed, a peer or group influences an individual in his or her attitude and in other things. But, although the respondents admit that they are influenced by their peer or group, when it comes to decisions like their education, whether to pursue it or not, the individual decides for himself or herself. It is still what he or she wants that would prevail. Which at the same time answers the researcher's inquiry as to what extent does peer influence an individual's decision making. A group influences an individual to shape him or her into what he or she is, but when it comes to decisions, like going to college or choosing a course to take, it is still the individual who will decide.

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CHAPTER I

INTRODUCTION

“Knowledge is POWER!!!”. This is a statement people often hear. They either take it for granted or keep it in mind. Knowledge is a thing people can grasp and hold, and it is up to them whether to let it go or to hold it tight. With knowledge comes learning. Learning can be taken anytime, anywhere, wherever a person is, and whomever he or she is talking to. It does not stop, it goes on and on. But there is such a thing as formal learning, where children go to school to be educated.

When we pursue formal learning, we start from the pre-school level, go to grade school for six years, finish high school for four years, and finally graduate from college after four years. But for students who go to college, they can choose what course or degree to take. A student can finish his or her chosen course after six months, two years, five years, and even ten years, or more. It depends on what degree or field of specialization one is taking or one’s willingness to finish it.

Education has really been a prized possession for each and every one of us Filipinos. We always get to hear our parents say, “*Iyan ang*

pinakaimportanteng bagay na maipapamana ko sa'yo. “ Finishing college here in the Philippines is an important thing. First, because of the fact that you will get a degree on something you have been interested in for the longest time, or at least in something you know would help you.

Another is the fact that a Filipino seldom will get a decent job unless he has a degree. There are a lot of jobs available anywhere. It is an observable fact, that even though a person do not have a degree yet, one could land on a job. But one could never choose what his or her job would be. Although others are lucky enough to have a good job offer, most of the time, it is a job that offers minimum pay and seldom would you get an offer for a blue-collar job. And when promotion time comes, one would find himself or herself glued to his or her position.

Now our country is facing an economic crisis and a lot of students have decided, after graduating from high school, to call it quits, to put it simply, to stop studying. There are a lot of factors or reasons that must be considered why this situation is happening right now. There are health, economic, and other factors that make an individual decide to move on, but on a different path, instead of going to college, he or she decides to go to work. Students who really do not have any choice but to stop, and not to pursue college because of financial reasons, or

personal reasons that are just uncontrollable... or are they? Are these reasons really uncontrollable?

People can never say that these students are alone, that they decide on these things all by themselves. People must not forget an important factor that can possibly be one of the reasons why these children decide to do something very important, to make a decision that is... *social influence*. A person might not want to do something at all, but it can be that the reason why one would do it (or not) is because some people around that person wants him or her to do so. Like in this situation where a student decides either to go to college or not, here, the student might consider what others would, or specifically what his or her friends or group would. Or would they? Is it possible that even in important situations like this, peer or group influence would play a vital part on one's decisions?

STATEMENT OF THE PROBLEM

Education has always been important to us, Filipinos, but now that we are facing a lot of economic problems, even education has become a privilege that only the “can-afford” gets. But is this really so?

As stated in the problem where Laguna is experiencing this kind of situation, not only in Laguna has this kind of situation arisen. We are experiencing this kind of problem everywhere. Students seeing formal education as something up to secondary level (high school) only, and ignoring the fact that there is a step higher: ***college***.

What is really the reason why these students decide to stop after high school? Financial problem, family problems, lack of information? Or they want it for themselves?

There are a lot of factors that can affect a student, but the researcher wants to focus on that part where an individual spends most of his time with others. The fact that “no man is an island”, that a student almost, always is part of a group, may it be groups of three, or more. The fact that a student is sometimes more acknowledged that he is a member of a group, not by his individuality. Everything that surrounds an individual molds whatever it is that he becomes and what

he makes of himself. Sense of belonging is what he or she values. Even if he decides on his own, there is still that part where he is influenced, or the least, affected by his surroundings, or is there? Does he truly, decide on his own, or are there decisions (such as pursuing college), where he considers other's decisions or feelings on the matter?

OBJECTIVES

General Objective:

❖ This study would want to attain the objective which is:

To determine to what extent does a peer group influence an individual, or a student for that matter, on one's decision-making

Specific Objectives:

❖ The researcher also wants to know that if an individual is influenced or affected by his peer, the researcher wants:

1. To know when does one stop and realize to decide for one's self.
2. To know if an individual values his or her friend/s so much, that they let them affect their decisions.

❖ The researcher also wants to determine whether an individual believes (or does not) everything his or her peer or group is saying when he or she hear the group talk about something.

SIGNIFICANCE OF THE STUDY

The Rotary Club – Ladies Circle of Cabuyao, Laguna’s project which is to change the format of the Career Orientation for high school students is indeed, an important and significant one. Being able to achieve this would mean a lot because it would change, if not entirely, a significant part of a student’s perception of college and can change their minds about it and finally make them decide to pursue higher education.

With Rotary’s project in mind and the impact it would serve, the study wants to impart to the readers that there are a lot of factors involved in this situation (to encourage high school, public students to pursue college). But the researcher and the study focus only on the interpersonal factor.

It is true that a person cannot function very well alone, two heads are better than one. But the fact of the matter is, however important it is to have a group stand beside you, be with you through thick and thin, their willingness to help you out, a person should always know when to stop, reflect, and think of himself or herself. It is not bad to think of one’s self every once in a while because it is important for you to fulfill something, not because others want it or have it, but because you want it.

Earning money is a lot of fun and is something you can really be proud of, but having finished college is worth something far more important than getting a job. Aside from the personal fulfillment, it is more important based on the fact that there would be a lot ahead of you when one gets a degree or when one finishes college. This is another thing the researcher wants to impart: that a person must not base a lifelong experience or decision because his or her group decides on the other.

A person can never really control it when, he or she is influenced by his group. There are times that it is unconsciously done. This is another importance of the research: that there is a thing called *group influence*. Sometimes a person does not realize he or she has been and he is being influenced, that most of his actions are congruent with the others, some know when to call it quits, but some just do not know when.

SCOPE AND LIMITATIONS

This study would not be pursued had it not been for Rotary Club's project. The group wanted to study Laguna's situation on its public high school students, why they decide not to pursue college. The question 'why public school not private school?' would arise. But the fact of the matter is: this situation might be encountered by both sectors (public and private) but, the group (Rotary Club) wanted to focus more on the public sector, meaning public schools because the students there have minimal access on whatever information they need about college. And, most of the numbers show that there really are few public high school students who decide to continue their education and have a degree. More so, most of them decide to find a job.

There are several public schools in Cabuyao, but only one public school is included in this study, which is Cabuyao National High School (CNHS). CNHS is chosen because it is indeed a public school and the High School administration admits that indeed, most of their students do not pursue higher education. Not only that, most of the students in CNHS are residents of Cabuyao, Laguna, and other nearby barangays making the result of this research more feasible.

This study also focuses on public high school students' only and the fact that they have a peer or a group who influences their decisions, may the decisions be important or the least bit significant. The high school students, which are the respondents of this research, are fourth year, graduating high school students. This is done so because the decision whether to go to college or not, usually comes from this particular stage in a student's life.

The researcher knows for a fact that there are other factors, which might and can affect a student's decision on stopping and not pursuing college. In fact, there are a lot of reasons why this kind of situation occurs. But the study wishes to focus on this particular reason only, which is the part where every student finds it hard to do something that would be apart from what is expected of him or her. The part where one values one's peer very much that one's life-changing decisions are often based in accordance with one another, specifically one's peer or group.

CHAPTER II

REVIEW OF RELATED LITERATURE

As related to the researcher's inquiry: 'to what extent does a peer or a group influence an individual's decision making?', it is important to discuss, when does a group become a group? And why do we need to study group interaction?

According to the book *Small group Communication: Theory and Practice* (1991), there are task and social oriented groups. A **social oriented** group is that where members feel a sense of identity. Members also provide emotional support when needed. While a **task group** is organized for a specific purpose, towards a common goal and to arrive at a decision.

The **group** is the building block of society, it is the smallest unit and individuals serve as its product. But why do we need to study group interaction?

There are two reasons why we need to study it, as based on the book stated. First, for the improvement of an individual's communication skills and becoming a member is desirable. People's need to interact and belong. Second, so that a member would know when to speak, talk or communicate and how to help the group arrive to an understanding.

But when does a group become a group? One could call a set of individuals a group when they have a common goal. When the persons in question are one or acting as one, it can be called a group. In addition to that, a group must have a network of communication, where they can express their feelings and freely talk. Also, members must have behavioral interdependence, meaning they rely on one another and their characteristics overlap. (Jensen, Arthur and Joseph Chilberg, 1991.)

According to the book, *Social Change in Rural Societies: An Introduction to Rural Sociology, third edition (1988)*, a group is: 1.) composed of people; 2.) an interaction or communication; 3.) together physically; and 4.) with common interests or goals.

Individuals who interact with one another and has no conflict at all with their attitudes or characteristics, although sometimes they do, most of the time harmonious, this is called a **group**. Nowadays, one would

hardly see an individual in the streets, alone, with the true sense of the word. One is either with a girl or a boy, in groups of three or more.

Moreover, as stated in the book, there are two types of groups: primary and secondary. The concept of **primary group** started 80 years ago. It was called primary group because this is the first group where a child feels a sense of belonging and because of their role in the socialization and influence in personality. It is often small in size, less than 20. Personal, intimate, and face-to-face relationships occur most of the time. Also, they have great permanency, meaning they stay together for a long period of time, and with this comes loyalty. The group members are also more informal, and decisions are more traditional and personally centered. Primary groups, which are composed of friends or peer are in the informal type of primary group.

Secondary group is the opposite of primary group. It is larger in size, mostly this is the group one would get in his or her workplace. Little face-to-face conversation takes place and they are more temporary. Members are not well acquainted and personally close, making their group a formal one. Group decisions are more goal directed and rational with emphasis on rationality, which is opposed to what a primary group's decision-making.

Although the primary group is the more personal one, secondary groups are now taking over, due to the need for a job of people. Once the members of the primary group get into a job, they form their secondary group and spend most of their time with the latter. Though a situation happens where a member or two would find it hard to adopt new ideas that are opposed to what their primary group believes in. (Rogers, Everett, Rabel Burdge, Peter Korsching and Joseph Donnermeyer, 1988.)

Now that the definition and types of groups are clearly stated, the researcher would focus on the *informal primary group*, friends. What is friendship?

According to the book, *Friendship Processes* (1996), **friendship** is that in which an individual feel attached and personally close to the different members of the group. It is not a label like 'cousin' or 'colleague'. As a matter of fact, it is very hard to define friendship. The experts define it as a series of interaction between two individuals, their relationship comprising behavioral, cognitive and affective aspects. But to ordinary people, this meaning is too deep.

For a *child*, a friend is someone who shares a toy with him or her; a playmate. Also, they view their friend through their physical aspects and similarities. For an *adolescent*, there are two features of friendship,

loyalty and intimacy. *Loyalty* is the willingness of your friend to stay beside you whatever happens. *Intimacy* is being able to share one's feelings, opinions, or emotions on a situation or a subject matter. For an *adult*, a friend is someone you can trust, depend on, call on for help, have known for a long time, and whose company you enjoy.

There are **three kinds of friendship**: based on *utility*, where an individual is attracted to the person because of what the other could do for him or her. Based on *pleasure*, where one enjoys the company of the other. Also, based on *goodness*, where one befriends another because of his or her good attributes or characteristics.

In line with these things, there are **theories of friendship**. One is the *reinforcement theory*. This situation happens most of the time. For example, a person wins in a competition. Normally, he or she would feel very happy about it. The tendency is, she or he would be attracted or be nice to people around him on that same situation. When something good happens, people feel good about themselves and the people around him.

Second is the *cognitive consistency theory*, where it states that people have a need for balance or consistency in their lives. When people interact with another and have friends, they have to maintain the balance within her peer or group. But the perception of *imbalance* is

always present because it is through this imbalance that a person is motivated to restore the balance between them.

Third is the *developmental theory*, wherein this theory is focused with changes in relationships over time. That in the process of friendship, there are stages that people encounter. First, a member shares superficial things about herself or himself, harmless things. Through time, this would change, and eventually, a person would share everything to a peer or a friend (Fehr, Beverly, 1996)

Friendship is something one could really have a hard time losing or changing. But in every different peer, there are different sets of individuals having different cultures. A peer is a crowd of individuals and each individual possesses a culture of his or her own. Through their interaction, the term *peer culture* is brought about.

According to the book, *Personal Relationships during Adolescence* (1994), **Peer culture** is a result of an individual's and the peer's interactions and reflective understandings. They form certain rules and norms that only the peer and its members understand. For example, if there is a certain peer where all its members are dancers, naturally, most and possibly all of them would be good in dancing. An individual could join a few groups all at the same time, but the problem is, because of

peer culture, it could happen that the individual would want to join a group. But, if he or she does not conform to the norm of the peer, an individual would be discriminated, or he or she could feel out of place.

Since peer culture has already been defined and established to exist in a peer, because of this culture, peers are classified in **three different perspectives**: caricature, channel, and context. As discussed in the same book *Friendship Processes*, a peer, a group or a crowd could be seen as a *caricature*. Caricature because when people see a member together with the group, one could see a pattern. For example, all of them are wearing a dress with a hood and all of their hair is colored red. An individual sometimes disregards the road to uniqueness, instead, goes with the norms of the group. They see the group as a system through which they can communicate and express themselves.

Second, peer could be seen as a *channel*. This is true and one could observe that this thing really happens. For example, a person would want to date somebody who is a member of the other group. Through his or her group, the member could use one or two members who knows the other group to get a date or simply use the group as his or her link to his want-to-be-date. A lot of times, a peer is seen as something that would be an individual's road to success, stardom, or

popularity. Others can see it naturally as a way of interacting either with the members of the group or another group.

Third, a peer is seen as a *context for social relationships*. This is close to groups as channels. But this time, the goal is just one, to socially interact with others. A group is sometimes seen as a tool for filling up a person's address book. A member could use a group to communicate with others and also for others to interact with a person.

Depending on the peer culture and the group members, whether an individual would fit in or not. But if he or she does, most of his or her actions would be congruent with the group. The process of being one with the group is called, social influence. (Fehr, Beverly, 1996.)

According to the book, *Our Social World* (1995), **social influence** is the interpersonal process that leads to change in the beliefs, feelings, or behaviors of another person. An individual's family is a source of influence; also one's group or environment is a factor. There are a lot of situations where social influence is really seen. Most of the time, people feel the need to go with what the group is doing. This is called *conformity*. **Conformity** is defined as the process of changing one's opinions, judgments, or actions to match that of others. There are **two types of an individual's conformity**.

First is *conversion*, which is the changes in opinions, judgments, or actions that occur when individuals personally agree with the influencer's position. This means that when a group says something, a member's immediate reaction is to agree with the group, and even change his or her belief or opinion, no doubts about it.

Second type is *compliance*. It is the changes that occur when the targets of social influence publicly accept the influencer's position but privately continue to maintain their original beliefs. This means that when a member agrees with the group and does what the group wants, it does not mean that his or her own opinion of the thing would change. Personally, his or her belief would not change, but he or she would agree with the group to avoid conflict.

Although one is more open to influence because of one's group, there is still a thing called *independence*. ***Independence*** is where one would not be afraid to voice out his or her opinion on certain matters, even if the group's opinion is opposite of what he or she believes in. This is the counterpart of conformity. But when one deliberately opposes another's opinion, he or she is not independent but is called a *counterconformmist*.

Still, there are some people who resist influence but still conform to the group. Conformity has **three causes**: informational, normative, and interpersonal.

Informational influence is conformity that results from discovering new information about a situation by observing other's responses. This occurs when other people share information and one uses those information to arrive at decisions and form opinions.

Normative influence is that which results from personal and interpersonal pressures to conform to group norms. This is the most typical type of influence. One would do something, or even say something that he or she knows is according to the acceptance level of the group.

Interpersonal influence is that which results from other people's selectively encouraging conformity while discouraging or even punishing non-conformity. This is one more type of influence that is almost seen in every situation when a group yearns for conformity. A lot of times, an individual is forced to go along with the group to avoid non-conformity that could lead to misunderstandings and conflict.

When people talk about influence, there are a lot of things that could come with it and can even be affected because of it. One of these things is *decision-making*. **Decision-making** is defined as the process wherein an individual or a group arrives at a certain decision for a specific situation or goal.

According to the same book, *Our Social World* (1995), not all groups are effective decision-makers. Groups that are formed professionally are the ones that decide better. But once the group is a primary one, meaning a peer or a set of friends, the most possible decisions would be a risky one, could not be for the group, but could be for the individual. **Two types of this decision-making** are *group polarization* and *groupthink*.

Group polarization is the tendency for groups to polarize members' opinions and beliefs in the direction of the average of the group members' prediscussion opinions. Meaning, a group tends to go to the more extreme part when discussing, compared to an individual making a decision.

Groupthink is a strong concurrence-seeking tendency that interferes with effective decision making. When an individual is too caught up with the group, the tendency is all of his or her actions in

congruence with the group. And sometimes, because of this, an individual would wonder what the group would want him or her to suggest rather than to think about it and give a rational opinion about the situation or what is being asked.

Although most of the time, an individual decides for himself or herself, when one belongs to a group, influence could never be far. (Forsyth, Donelson R., 1995.)

Background on the Location of the Study

↳ *Cabuyao, Laguna*

Cabuyao is the fourth town of Laguna situated between Sta. Rosa and Calamba. Right after that bridge in Santa Rosa, which serves, as the two towns' boundary is Cabuyao. The town has an estimated population of seventy thousand (70,000) living in Barangay Pulo, Gulod, Bigaa, only to name a few of its barangays. Cabuyao is in Group II B of Rotary Club's area of responsibility.

↳ *Cabuyao National High School*

A small private school in 1988, the Cabuyao National Institute that lasted for thirty seven (37) years of operation. The sudden closure of Cabuyao Institute in 1987, a prestigious private school that caters the educational need of the students in the Municipality of Cabuyao after 37 years of operation, resulted the problem in so far as the need for secondary education is concerned to the community. To take care of more than two hundred twenty five (225) displaced students on the secondary level who were unable to enroll and seek accommodations in the three (3) Barangay High Schools in Pulo, Gulod, Bigaa, and her adjoining private schools. Thus, after the closure of the Cabuyao National Institute, it brought about the birth of Cabuyao National High School. Which currently has about three thousand students (3000), and six hundred thirty nine (639) of them are fourth year, graduating students.

CHAPTER III

FRAMEWORK

Conceptual Framework

The conceptual framework shown on Figure 1.1 is the framework that states and shows how people respond when their peer or group wants them to do something or influences them. (Forsyth, Donelson R., 1995)

In the conceptual framework shown on Figure 1.1, there are several concepts: the individual, social influence, types of opinions (compliance, conversion, and independence), and decision-making according to the opinions.

The ***individual***, which is defined as every human being that has the capacity to interact; has a mind of its own, female or male, single member of a category. As part of the social context, the individual is considered very important. The *individual* plays a vital role in the social context because without this person, interpersonal communication,

which is the interaction between two or more individuals would not be possible.

Social Influence would be the factor where the interpersonal processes lead to changes in beliefs, feelings, or behavior of another person. This is the part where an individual gets out of his or her shell, communicates or interacts with another and in one time, or another. Unconsciously, most of his or her actions are partly due to the people surrounding him or her. This is where most individuals get their personality and what they are at present. An individual at home would first experience social influence with his or her family. But as a person ages, interpersonal processes are enhanced, leading to interpersonal communication and most likely, social influence, which is specifically one's peer or group.

Even though most of what an individual becomes is due to the influences that he or she was able to acquire, there would still come a point in time, where a person would be old enough to have his or her opinion. **Opinion** is something deeper than impression. On the context of social influence, opinion has three degrees or types: **conversion**, which means public and private disagreement. It is the type wherein an individual agrees with the influencer wholeheartedly. Second type is **compliance**, which means public agreement and private disagreement.

It is the type wherein an individual agrees to the source of influence when he or she is personally speaking to the source. But deep down inside of an individual, he or she does not agree with what the source of influence is saying, but nevertheless, the individual only keeps it to himself or herself. Third is ***independence***, which means public and private disagreement. Here, the individual does not agree with what the influencer is saying. He or she must have listened to the influencer, but she or he did not allow oneself to be influenced.

With these three types or degrees of opinions entails three different decision-making processes. First, when an individual's opinion is that of the conversion type, one's decision would be to follow or do whatever it is that the influencer is saying because one really agrees. Second, when one's opinion is the compliance degree, his or her decision would be to agree with the influencer. One would silently disagree; meaning he would say 'yes' to the influencer, but would still believe on what he or she believes in, but his or her actions would still conform with the influencer. Third, when one is independent, one's decision would be to stick with what he or she believes in and do what he wants to because he disagrees with the group blatantly and privately.

This is what the diagram is all about that an individual is really influenced socially, but it is still up to the person what he or she would do when that time comes.

CONCEPTUAL FRAMEWORK

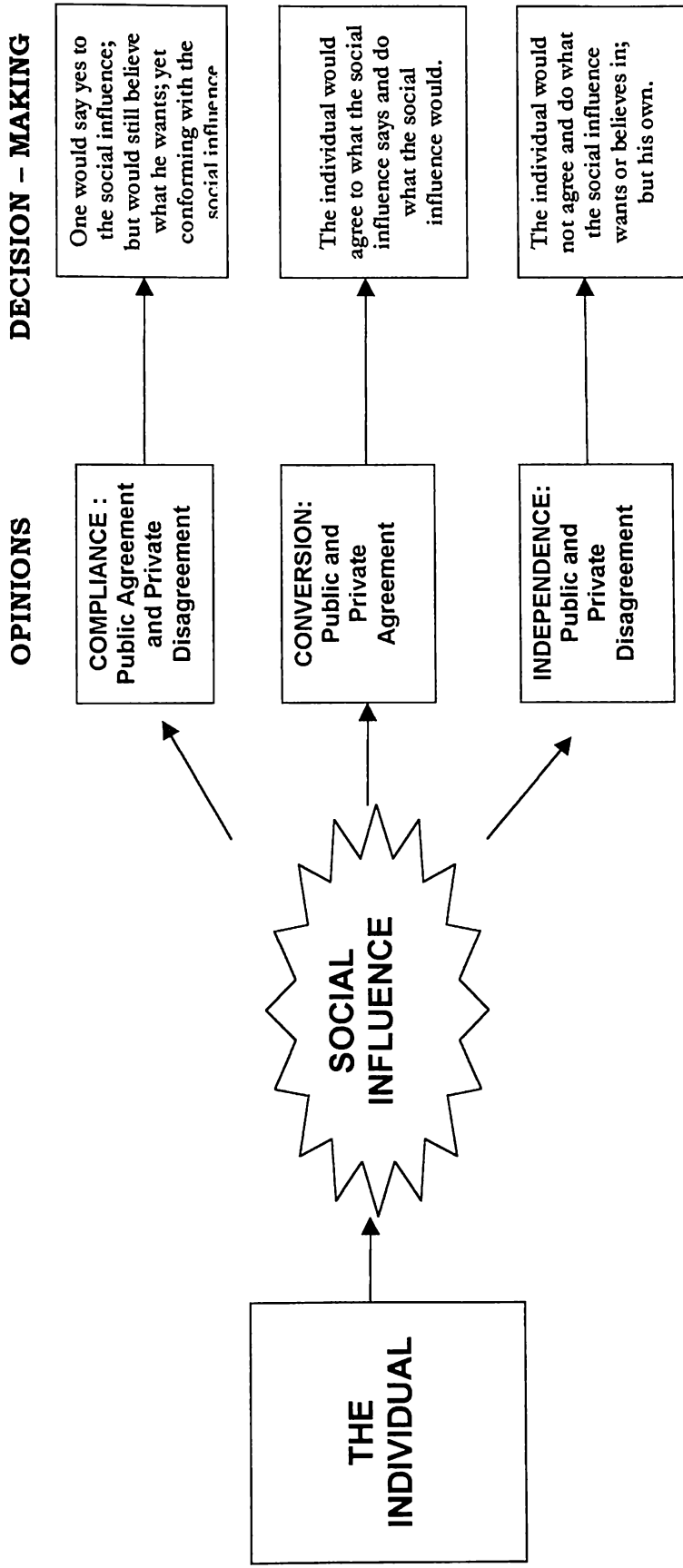


Figure 1.1

Operational Framework

In Figure 1.2, it shows the diagram of the researcher's operational framework, with the following concepts:

The **student**, which is the individual, as discussed in the conceptual framework would be specifically students in a public high school. Preferably, fourth year, seniors, graduating high school students. The *student* is the *individual* (conceptual framework) chosen since the target respondents would be the students themselves.

The social influence factor would specifically be, **the peer or group**. The researcher would want to focus on this factor of social influence only, which is very much related to the topic at hand. The student must be part of a peer or a group to establish the social influence that is happening or possibly, not happening.

The three types of opinions and their respective decision-making processes would still be the same as stated on the discussion of the conceptual framework based on the diagram, earlier. Compliance, conversion, and independence would be the degrees or types, and each of them entails different results, which is their decision based on their opinion. If a student has the **conversion** opinion, his or her decision

would be what the group wants, to go to college or not, and he or she would do it, regardless if he or she really wants it.

If one's opinion is the **compliance type**, if the group wants to go to college for example, the student would agree with them but believe in the opposite. But even though he or she disagrees with the group, or still does not know what to do, he or she would do what the group would. The student would conform to what his or her peer would do, which is to go to college, for example.

Lastly, if the student has the **independence** opinion, he or she would not do or believe because the group would and believes in it, but because he or she wants to do it and believes in it. For example, the group thinks college is not needed, the student would not agree with them and would believe that college is good, or she or he would still go to college even if his or her peer decides on the other.

OPERATIONAL FRAMEWORK

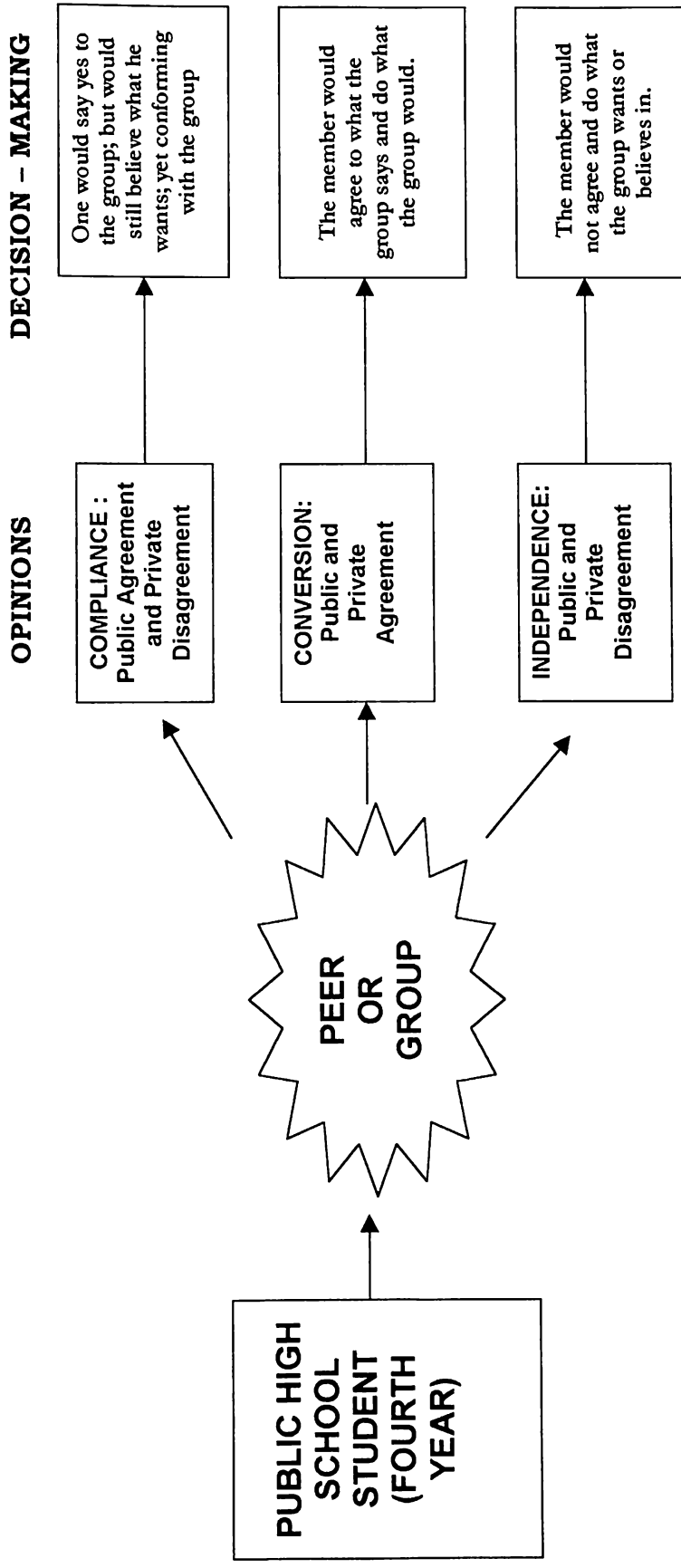


Figure 1.2

CHAPTER IV

METHODOLOGY

Research Design

There are three types of research designs: exploratory, descriptive and explanatory. The researcher used the *descriptive-explanatory* type of research design. The concepts of this research which are teenagers, influence, opinions, and decision-making are established already. The things the researcher did, was to describe and explain the different concepts and try to come up with another useful information or research. The research cannot be an exploratory type of research because it is not the first of its kind.

Based on the uses of research, it proved to be a *basic research*. But, it has the potential to be an action research because it would be of use to the Rotary Club, Ladies' Circle of Cabuyao, Laguna. Since, it was done because of the project suggested by the Rotary Club, and it would be within that time frame only, it is *cross-sectional* on the basis of time dimension of research. It is a research that would be partly *quantitative*

and *qualitative* since the researcher used the survey and the focus group discussion. But mostly, it is a qualitative research because of the fact that it is a field research, and data was treated qualitatively, meaning according to content. Not only that, a qualitative research could probe deeper into the respondents' answers. Qualitative research is not tied up to mathematical results as compared to a quantitative one. By analyzing the results qualitatively, a more thorough and reasonable approach of collating the respondents' answers was done.

Research Variables

The research problem is ‘*to what extent does peer influence an individual’s decisions?*’ Based on this inquiry, the independent variable is *peer influence*. It is an entity that can stand alone, because it does exist and it would affect the dependent variable. Based on the conceptual and operational framework, social influence is something that is included in any individual’s life. In this particular study, one’s peer or group is the social influence that should be evident to the respondents.

The dependent variable would be the *extent of peer influence in decision making* or if the individual’s decision-making is influenced by one’s peer or group, when does the individual realize to stop being influenced. Influence is not something that is not measurable, concretely. As a matter of fact, it varies according to the individual who is being influenced and who is making the decisions. The peer influence would vary according to the group and the individual’s discretion.

Respondents

Only one public school was included on this research, which is Cabuyao National High School, since the socio-civic group specifically wants these children to be informed about college. The specific place where the situation arises, where high school students decide not to pursue higher education is in Cabuyao. The researcher chose Cabuyao National High School to ensure that possible respondents of this research would be from Cabuyao and other nearby barangays.

The research was conducted because of Rotary Cub –Ladies’ Circle of Cabuyao, Laguna’s suggestion to improve the quality of its Career Orientation program held yearly. In this regard, the researcher randomly picked respondents at Cabuyao, Laguna.

The researcher used the *random sampling method* in choosing her respondents. The *random sampling method* was used in order for the researcher to avoid biases or possibly, her study could be affected because she already knows what would be the outcome or the respondents’ answers. Also, to further be assured that the respondents do not belong to any specific class, middle, upper, or lower or any other factor that could affect the output of the research.

Respondents were preferably fourth year high school students. The population is the whole number of fourth year high school students, which are 639 students both male and female. The sample turned out to be, 16 % of the total population of fourth year high school students, currently studying at Cabuyao National High School. A survey was given for the researcher to establish the number of students who are members of a peer or a group.

The researcher must know if a student belongs to a peer or a group because a second survey was given out, this time focusing on the researcher's topic, which is about peer influence. And from this population, the sample was two sections of the whole fourth year classes, randomly picked from the eleven sections, and the students were exactly 100.

Tools for data gathering

The researcher used both the *qualitative* and the *quantitative* tools for data gathering, specifically the focus group discussion and the questionnaire, respectively. The researcher as one of her tools chose the focus group discussion because her study is partly a qualitative one. Questions were asked, but unlike the answers in the questionnaire, answers in the focus group discussion were defended and explained. This is why the researcher chose this tool.

The focus group discussion (FGD) was chosen because through this tool, the respondents could answer a question as long as she would want and as thorough as she could get. Another is that, unlike in the questionnaire, in the FGD, the respondents chose the place where to conduct it, and the people they would want to include in the discussion, making the atmosphere more open and peaceful because the respondents are comfortable, with the place and with each other. Also, the focus group discussion was chosen because of the purpose it served, which is to go through some of the inquiries thoroughly.

The other part of the research was quantitative and gave out numbers and the survey questionnaire served as its tool. Questions that could be answerable by 'yes' or 'no' would be included here. Inquiries

and a little bit of quantitative data must be shown that is why the researcher used the questionnaire. But although the researcher used the percentage based on the frequency, the answers were analyzed qualitatively.

If ever there were some things that the questionnaire failed to answer, since the focus group was one of the tools that tool was used, the researcher asked the respondents to elaborate or explain their answers. The focus group discussion was also for some topics that needed thorough discussions. The researcher also took note of the non-verbal and reactions of the respondents through the focus group discussion, since it proved to be a more personal tool.

Procedures for data analysis

Since the researcher used qualitative and quantitative way of data gathering, with the use of the questionnaire and the focus group discussion as tools for data gathering, the data were analyzed according to what were asked. Answers to the questionnaire were analyzed using tables and computations (if needed), that is quantitatively. But although the questionnaire results were computed and were even tallied and converted to their respective percentages, the data were treated qualitatively. Also, the focus group discussion's answers were analyzed by content, which was qualitatively. The answers on the focus group discussion were really critiqued and also there were some answers to the questions that needed to be tallied in order for the researcher to really know what to write and state as the result.

CHAPTER V

DATA PRESENTATION AND ANALYSIS

This chapter would present and analyze the results of the tools for data gathering, which are the questionnaire and the focus group discussion. For the questionnaire, each question was tallied and a table was used for the results. The results were presented by the frequency of the answers and their percentage. For the focus group discussion, the data would be presented and analyzed by the participants' responses and each would be treated qualitatively and be generalized as a whole.

The Questionnaire:

The questionnaire was divided into two parts. The language used by the researcher was Tagalog. The choice of language was so, because the researcher deemed it more appropriate for the respondents. The researcher wanted the respondents to feel comfortable in answering questions, and Tagalog is the most commonly used dialect among the respondents, which are the fourth year students.

Part I.

On this particular part of the questionnaire (Part I), the researcher wants to establish the result, and the fact that almost all of the respondents do have a peer or a group. Also, knowing that, if the respondents feel or could say that they are influenced by his or her peer or group. And if they are, to what extent could they be influenced by his or her group.

	OO	HINDI	TOTAL
Ikaw ba ay nabibilang sa isang barkada o grupo?	98	2	100
	98.0 %	2.0 %	100 %

Table 1.1

In the first question, where the researcher wanted to find out how many of the respondents do have a group or a peer, 98 % answered that they do have and 2 % do not have. Based on the results, it could be clearly seen that a peer or a group really is present in almost all of the respondents, specifically, the fourth year high school students of Cabuyao National High School.

	OO	HINDI	TOTAL
Sa loob ng panahon na iyon masasabi mo bang malaki ang naitulong sa iyo ng barkada mo?	99	1	100
	99.0 %	1.0 %	100 %

Table 1.2

The second question wants to confirm if the peer or group entails a positive influence. Also, if a peer or a group has been of great help to the individual in whatever it is he or she is doing. In this category, 99 out of 100 students answered 'yes', the peer or group has helped them and 1 out of 100 answered 'no'. Here, one could see that the peer or group entails a positive outcome in an individual. To be specific, for the students in Cabuyao National High School, almost all (99%) believes and has experienced that their peer or group has helped them a lot.

The researcher also asked the respondents, what help has the peer or group been able to give, they answered randomly: assignments, problems, those times when they were down, and a lot of other things similar and close to the ones mentioned. And one simply has no answer because he believes that the peer or group did not help him at all.

	OO	HINDI	TOTAL
Masasabi mo bang may nagbago sa iyong mga ugali sa loob ng panahon na iyon?	99	1	100
	99.0 %	1.0 %	100 %

Table 1.3

The respondents were also asked if their attitudes were changed due to their peer, group, or other social factor's influence. 99% said that some of their attitudes have been changed because of the social factor's influence. In here, one could safely say that an individual really changes his or her attitudes because of his or her peer or group. And when asked what these attitudes were, they answered: their patience was longer, their attitude towards problems, they became more friendly, honest and some other things like that. While, 1 % answered that her or his attitude was not changed at all. Almost all, acknowledge the fact that he or she is being influenced by his or her group through his or her attitudes.

Masasabi mo bang may nagbago sa iyong mga ginagawa (pagpasok ng maaga, pag-alis...) sa loob ng panahon na iyon?	OO	HINDI	WALANG SAGOT	TOTAL
	69	28	3	100
	69.0 %	28.0 %	3.0 %	100 %

Table 1.4

This question wants to inquire if an individual is influenced not through his or her attitude but by what he or she has been doing for so long, but some other social factor, specifically, his or her peer or group has influenced it. A great majority answered 'yes', meaning some of their habit/s (going to school early, going out, etc..) or what they have been accustomed to do were influenced by their peer, group, or other social factors may it be positive or not. 28 % answered that they have not changed any of their habit/s or anything that they have been doing. And 2 % did not answer. This question is similar to that shown in Table 1.3, the difference is, it is not attitude anymore, but habits, or the things the individual is doing for a long time which was changed due to his or her peer or group. Here, one could see that an individual's peer or group still is an influence in what one is doing everyday.

Kung may mga pagbabagong naganap o nangyari sa iyo,masasabi mo bang ito ay dahil sa iyong mga kaibigan?	OO	HINDI	WALANG SAGOT	TOTAL
	68	28	4	100
	68.0 %	28.0 %	4.0 %	100 %

Table 1.5

Table 1.3 and 1.4 showed if an individual has been influenced by his or her peer, group, or other social factor, may it be through his or her attitudes, or what he or she has been doing for a long time. Table 1.5 answers the question, does the peer or group, the reason for these changes. A great majority, which is 68% answered 'yes', meaning that the changes on their attitude/s and the things that they are accustomed to do are due to the influence of their peer or group. 28 % answered 'no', which means, they are not influenced by their peer or group. It could happen that these 28% could be influenced by other social factors or is not influenced at all. And 4 % did not answer. Here, the researcher could say that indeed, one's peer or group influences an individual in his or her habits, and most of the respondents proved that it happens.

	OO	HINDI	TOTAL
Masasabi mo bang ang pagbabago sa iyong ugali o mga gawain ay impluensiya ng iyong barkada o mga kaibigan?	79	21	100
	79.0 %	21.0 %	100 %

Table 1.6

When the respondents were asked if the changes that occurred were due to their peer or group's influence, 79% answered 'yes'. Most of them say that their attitude/s or what they have been accustomed to do occurred because of their peer or group. While, 21% answered that their peer or group was not at all the reason why these changes occur, or if there is any. The data shown could very well say that most of the changes that occurred to the individual as based upon his or her opinion, is because of his or her group's influence.

Ikaw ba ay may mga ugali o gawain na iyong isinasakatuparan dahil sa iyong barkada o mga kaibigan?	OO	HINDI	WALANG SAGOT	TOTAL
	59	38	3	100
	59.0 %	38.0 %	3.0 %	100 %

Table 1.7

The respondents were asked if there are some things that they are currently doing or changed because of their peer or group. 59 % answered 'yes'. A great majority feels that there are some things that they are doing presently because of their peer or group. Things like: 'mag-aral ng mabuti', pangungulit, etcetera. 38% said that they are not doing anything in accordance with the group, or whatever it is the group wants them to do. Meaning, they do things, and still do things because they want it, and there is not anything that he or she does because the group also do it. And 3 %, does not have an answer.

Kung ikaw ay may ginagawa sa loob man ng eskwela o sa labas, ang mga kaibigan mo ba ay nakakaimpluensiya sa iyo?	OO	HINDI	MINSAN	TOTAL
	11	9	80	100
	11.0 %	9.0 %	80.0 %	100 %

Table 1.8

Table 1.8 shows the percentage of those students who do some things, in or out of the campus because of their peer or group's influence. 11 % answered 'yes'. Very few respondents say that their present attitude/s and behavior are influenced by their peer or group. Still very few, 9 % answered 'no'. Meaning these respondents' attitude/s or behavior are not at all influenced by their peer or group. But most of them, which totaled to 80%, answered that they are sometimes influenced by their peer or group, but sometimes they are not. This table shows that few are agreeing that what they do outside the campus is because of his or her peer or group. Also, few say they do not. Moreover, most of the respondents could not really say that sometimes, their peer or group influences them in those things they do outside the campus, or their peer or group simply do not influence them.

Ang mga gawain mo ay ginagawa mo dahil...		
a. ito ay gusto ng iyong mga kaibigan	12	12.0 %
b. ito ay ayaw mo subalit gusto nila	2	2.0 %
c. ito ay gusto mo para sa sarili mo	86	86.0 %
TOTAL	100	100.0%

Table 1.9

The respondents were asked to choose if they do things because their peer or group wants them to and they could like it, if they do not like it but their group wants them to, or if they do things because they want to. 12 % answered that they do things because their group wants it. While 2 out of 100 answered that whether they like it or not, what the group wants would be the thing that he or she would do. But 86 % answered that they do things because they want it, not because of their peer, group or any other social factor, but because he or she wants it for himself or herself. The data presented shows that while few would want to do what their peer would, most would still consider his or her own want and need not anybody else's.

Kapag may sitwasyon, katulad ng pagpasok sa kolehiyo o pagtrabaho pagkatapos ng high school, ikaw ba ay susunod sa gusto ng iyong barkada o grupo?	OO	HINDI	WALANG SAGOT	TOTAL
	15	83	2	100
	15.0 %	83.0 %	2.0 %	100%

Table 1.10

Based on the situation given, whether one would go to college after high school because it is what their group want, 15 % answered 'yes'. This means that 15 out of 100 students would go to college because their peer or group would go to college or if their peer or group wants them to go to college. 83 % answered 'no', meaning that their decision, to go to college or not, would not be so because their peer or group wants it or influences him or her to do so. And 2 % have no answer. Here, one could see that most of the students would not be influenced by what their peer or group would want them to do and in this situation, to go to college or not.

Sa ganitong mga pagkakataon, gagawin mo ba ang isang bagay dahil...		
a. ito ay gusto mo	95	95.0 %
b. ito ang gusto ng barkada/ kaibigan mo	2	2.0 %
c. ayaw mo subalit wala kang magawa	3	3.0 %
TOTAL	100	100 %

Table 1.11

Based on the situation given on the previous question, the respondents were asked if they would do something because of they want it, their peer or group wants it, or they just cannot do anything about it, but to follow what the group wants. In this certain situation, 95 out of 100 answered that if they were caught up in this kind of situation, they would do what they want. 2 % answered that they would follow what their group or peer would want to do. And 3 % do not want what he or she would do, but would still conform because the peer or group wants it.

Here, one could see that almost all would still do what he or she wants. This means being independent in what his or her peer or group wants, deciding for oneself but not really saying that the group is wrong, but just deciding for himself or herself.

Kapag sinabi ba ng barkada mo na ang isang bagay ay maganda para sa iyo, na ang isang bagay ay totoo, maniniwala ka ba?	OO	HINDI	MINSAN	WALANG SAGOT	TOTAL
	40	3	55	2	100
	40.0 %	3.0 %	55.0 %	2.0 %	100 %

Table 1. 12

The respondents were asked in question, specifically, if he or she would believe in his or her peer, if they would tell him or her that something is good, for him or her. 40 % answered that he or she would believe in what the group would say. 3 out of 100 answered that they would not believe. And 55 % answered that they would sometimes believe the group or not, if the peer or group would tell them that something is good or bad for them. Still, 2 % did not answer. Here, it is clearly seen that many of the respondents would trust their peer or group, and a great majority would not be sure if he or she would really trust what her or his peer is saying.

Ikaw ba sa iyong palagay ay madaling maimpluensiyahan?	OO	HINDI	W.S.	TOTAL
	21	76	3	100
	21.0 %	76.0 %	3.0 %	100%

Table 1.13

The researcher on this specific question wanted to let each of the respondents to rate themselves if they are easily influenced or not. According to the results, 21 % answered 'yes', meaning that these 21 people are easily influenced, may it be any of the social factors. 76 out of 100 answered 'no'. This means that most of the respondents are not easily influenced. 3 % did not have an answer. This question proved helpful in answering the researcher's inquiry of the respondent's rating of their capability to be influenced which could affect their decision-making process.

Ang iyong mga desisyon ba ay naapektuhan ng iyong barkada o grupo?	OO	HINDI	W.S.	TOTAL
	43	51	6	100
	43.0 %	51.0 %	6.0 %	100%

Table 1.14

As table 1. 13 discussed about the respondent's opinion if he or she is easily influenced or not, table 1.14 shows if the respondent's decisions are influenced by their peer or group. 43 % answered 'yes' their decisions are influenced by their peer or group. 51 % answered 'no' their decisions are not influenced. And, 6% of the respondents had no answer regarding the matter. Here, one could see that those who would let themselves be influenced, and those who are not have very minimal difference when it comes to the computation of results. But still, more than half said that he or she would decide for his or her own.

Sa bagay na katulad ng nabanggit sa numero 10, ikaw ba ay magpapaimpluensiya sa iyong grupo/ mga kaibigan?	OO	HINDI	WALANG SAGOT	TOTAL
	21	76	3	100
	21.0 %	76.0 %	3.0 %	100 %

Table 1.15

In Question number 10, as shown in Table 1.12, the respondents were given a situation, as to what he or she would do when asked to decide on something. Specifically, that situation, was what the student would do if his or her friends would decide to go to college after high school. Here in Table 1.15, the respondents were asked that in similar situations such as that cited in Table 1.10, would he or she let her peer or group influence him or her. The results were: 21 % answered 'yes', he or she would let her friends/ peer/ group influence what he or she would do. 76 % answered that they would not be influenced. 3 % have no answer.

Part II.

Part II of the questionnaire would want to present and analyze if the respondents, specifically 100 senior students of Cabuyao National High School would want to comply, convert, or be independent in their decision-making. To be able to do this, the researcher gave them five different situations with answers to choose from and the results are stated below. Each of the question have three choices, a, b, c, and each of the letter corresponds to the three opinions. Letter 'a' would be for compliance. Letter 'b' would be for conversion. And, letter 'c' would be for independent.

1. Kung ilan sa iyong barkada/kaibigan ay pinipilit kang magtrabaho pagkatapos ng high school, ano ang iyong gagawin o sasabihin?

a. Hindi mo gusto ang pagtrabaho subalit ito ang gusto ng mga kaibigan/ barkada mo kaya't ito'y gagawin mo na rin.	0	00.0 %
b. Magtrabaho ka sapagkat sa tingin mo, tama ang iyong mga kaibigan/barkada.	69	69.0 %
c. Gusto mo man o hindi ang pagtrabaho gagawin mo kung ano ang iyong gusto hindi kung anong gusto ng iyong mga kaibigan/barkada.	30	30.0 %
WALANG SAGOT	1	1.0 %
TOTAL	100	100%

Table 2.1

The first situation given to the respondents is what he or she would do when his or her peer would force him or her to work after college. Nobody chose the given choice of letter 'a', which is that he or she would work, even though he or she does not want to but because his or her peer group does. 69 % answered that whatever it is he or she like, to work or not, he or she would do what she wants not what his or her group says. 30 % answered that they would work because they know their peer or group is right. 1 out of 100 respondents did not have an answer.

2. Sa pagdedesisyon sa pagpasok sa kolehiyo, gusto ng mga barkada mo na sumubok, ano ang iyong gagawin?

a. hindi mo gusto ang pagpasok subalit ito ang gusto ng iyong kaibigan/barkada kaya't payag ka na rin.	0	0 %
b. Sa kadahilanang gustong sumubok ng iyong mga kaibigan o barkada, ito ay gagawin mo na.	12	12.0 %
c. Gusto man nila o hindi, ang gusto mo ang iyong gagawin.	86	86.0 %
Walang sagot	2	2.0 %
TOTAL	100	100%

Table 2.2

The second situation would answer the question, what the student would do if his or her peer would want to try to go to college. 0 % or no one would try to enter college because his or her group wants it. 12 % answered that because his or her group wants to try to go to college, he or she would also. Most of the respondents, which was 86 % would try to go to college because he or she wants to.

3. Kung gusto ng mga kaibigan/barkada mo na pumasok sa isa sa mga kolehiyo sa Maynila, ano ang iyong gagawin?

a.Hindi mo gusto sa Maynila ngunit ito ay gagawin mo dahil sa iyong barkada/ mga kaibigan.	5	5.0 %
b.Ikaw ay papasok sa Maynila sapagkat gusto iyon ng iyong mga kaibigan/barkada.	3	3.0 %
c.Gagawin mo kung ano ang iyong gusto.	90	90.0 %
Walang sagot	2	2.0 %
TOTAL	100	100%

Table 2.3

The third situation wants to know what the respondents would do if their peer or group wants to go to Manila for college. 5 % responded that even though he or she does not want to, he or she would go to Manila for college because his group wants to. 3 % answered that he or she would go to college at Manila because it is what his or her peer wants. 90 % of the respondents would do what they want, either to go to Manila for college or not. While, 2 % did not have an answer.

4. Sa pagpili ng kurso na iyong kukunin, sakaling ikaw ay papasok sa kolehiyo, may napili na ang iyong barkada/mga kaibigan (e.g. Management), ano ang iyong gagawin?

a. Hindi mo masyadong gusto ang management subalit ito ay gusto ng iyong mga kaibigan/barkada kaya't ito ay kukunin mo na.	1	1.0 %
b. Kukunin mo ang kurso (e.g. Management) dahil ito ang kukunin ng iyong mga kaibigan/barkada.	3	3.0 %
c. Kukunin mo lamang ang kursong iyong gusto.	95	95.0 %
Walang sagot	1	1.0 %
TOTAL	100	100%

Table 2.4

The fourth situation was what the individual would do, given that his or her peer or group already has a chosen course or field of expertise in mind. 1 out of 100, which is 1 % of the respondents would choose a course, even though he or she does not like it but because his or her group wants it. 3 out of 100, 3 % would choose a course because it is what his or her group would choose. 95 %, which comprises almost all of the respondents, would choose a course that she or he wants, not only because his or her group wants to take it.

5. Sa pagpili ng eskwelahan na papasukan, nakapili na ang iyong barkada/ mga kaibigan, ano ang iyong gagawin?

a. Papasok ka sa eskwelahan, kahit ayaw mo, pero gusto ng iyong mga kaibigan/barkada.	1	1.0%
b. Papasok ka sa eskwelahan dahil ito ang papasukan ng iyong mga kaibigan/ barkada.	25	25.0 %
c. Hindi ka sumasangayon sa iyong grupo at hindi mo gagawin ang gusto nila.	72	72.0 %
Walang sagot	2	2.0 %
TOTAL	100	100 %

Table 2.5

The fifth situation given was the choice of school of the peer or group, what the respondent would do. 1 out of 100, 1 % would go to a certain school, even if he or she does not want to, but because his or her peer or group does. 25 out of 100, 25 % would pick a school for college because his or her peer or group would also go there. Most students, which is 72 % would not do what his or her group wants because he or she does not agree with the group. 2 out of 100, 2 % did not answer.

The Focus Group Discussion:

↳ *The Participants*

The researcher randomly selected five participants, namely Elaine, Magnolia, Mapril, Reina, and Claire. These five have some things in common: they all have a peer or a group and they are all senior and graduating students. All of them are 16 years old and students of Cabuyao National High School. They do not belong to the same peer or group but all of them are medics in their CAT class.

↳ *On Peer or Group*

The five participants were asked to describe to the researcher what they could tell about their peer or group. All five of them said that their peer or group serves as their happiness, their shoulder to cry on, and simply their companions. Now, that graduation is near, they could almost feel that they have to say goodbye, but this does not bother them. In fact, all five of them would want to do what their friends would, and go to where their group will.

↳ ***On Peer Influence***

When asked if their group influences them in things, Claire answered 'Oo no, minsan nga kung ano yung kakainin ng isa, kakainin na ng lahat...', and with this remark, all five of them agreed to what Claire said, which meant that all five of them experienced the same thing. Even in the littlest of things, hair, going to school early, and even their food; they are influenced by their peer. Four of them agreed that their peer could really influence them, one is firm in her stand that it really depends on the matter. On peer influence, all five of them showed positive comments and gestures, no negative things to say about their peer or group.

↳ ***On Peer Influence in Decision-Making***

When it comes to decision making, all five of them admitted that their peer or group really has a lot to tell them about some things. One was that now that their high school days are coming to an end, all five admit that they are having a hard time. Presently, they are experiencing that phase in their friendship where they would follow one another just to stay with the group. One told the researcher that even the choice of course, school, and whether to go to college or not, she still considers

where her peer would go, and what her peer would do, and the remaining four agreed. Here, one could see that even in decision-making, one's peer or group could still be a factor.

↪ ***On the Extent of Peer Influence in Decision-Making***

To further clarify, the researcher gave some situations and what would be their decisions. When asked if they would go to college because their peer wants it or because she wants to, they all have the same response. 'Para sa 'kin, ang gusto ko pa rin ang masusunod...' When asked, in deciding whether to go to Manila for college, they still have the same similar response. 'Yon ay depende kung kaya namin at syempre, kung gusto ko rin...' And the respondents were asked to elaborate. Their response when put together would be this. Their peer or group is really important to them. The respondents even told the researcher that it would be a lot happier if they would still have their peer or group with them after high school. But all of their decisions would be made by them, it is true that their peer could affect their decisions, but bottomline, it would still be them who would decide for themselves.

CHAPTER VI

CONCLUSION

In this chapter, the data gathered, presented and analyzed in Chapter V were put together for the findings. A summary would also be made according to what were the results and the answers to the objectives and the problem. The summary would serve as the brief retelling of what the research was all about and the results. Also, recommendations would be stated for those who feel that this study could be of use for whatever purpose it may serve.

A. Findings

The researcher wants to know as to what extent does a peer or group influences an individual's decision-making. The researcher used two tools for data gathering, which were the questionnaire and the focus group discussion to know what would be the answer to this question.

According to the data presented, based on the questionnaire, for Part I, the respondents, which were the senior students of Cabuyao National High School acknowledge the fact that there is a social influence present, and for them, it is their peer or group. Yes, the respondents were influenced and still have the capability to be influenced. Things such as their attitude (their happiness, outlook towards life) and other things such as their habits (going to school early, going out, etcetera) were either changed or influenced by their group. But still, although some were not. Based on the statistics, it showed that the respondents, although they value their friends, peer or group so much, when it comes to decisions that would prove important to them and their future, it would still be them who would decide for themselves.

Based on Part II of the questionnaire, few, which would not be greater than 15 % or 15 out of 100 for that matter would conform or comply with the group as could be seen in the operational framework. What these 15 % chose based on the situations given was what the Compliance opinion is all about. A person, student for that matter, although he or she does not really believe what the group says, he or she would still do what the group wants.

Very few, in fact an average of 1%, would do whatever the group says or does. This is what the Conversion type of opinion is all about, which entails the decision-making which is to do whatever his or her peer would agree on doing. The researcher could see that there are individuals who really value their group so much that whatever the group says or does, regardless of the consequences, one would still be 'one' with the group.

Still very few, according to the data presented do not know what to do or simply has no opinion or comment on the matter. 2 % of the respondents would fall on this category.

Most of the respondents, which would be 82 % the average, would do what they want. These individuals, specifically the students would decide on what he or she wants either the group wants it or not. The thing is the individual would not be persuaded by his or her group, neither would he do something for the group. He or she would do something because he or she believes that it is what she or he wants. This situation falls on the Independent type of opinion, where an individual would decide on that thing which he or she wants, regardless of what his or her group would say.

According to the results of the focus group discussion, *on peer or group*, based on their answers, all of them have one. All of them could only say positive things about their peer or group. All of them would still want to be with their peer or group for as long as possible. On *peer influence*, all of them admit that they are influenced by their peer or group through their hair, style, the way they dress, and some more things. But, all of them say they are positive influences. On *peer influence in decision-making*, all of them admit that their peer or group has a lot to tell them, advice, solutions, choices, etc. In this kind of situation, they would still consider what their group would want. On *extent of peer influence in decision-making*, all of them say that they are influenced by their peer or group on some things, but when it comes to decisions, what they want would still be what they would do. Not because their peer or group wants a thing, does not mean they have to do it altogether.

This would be all true, for both tools for data gathering, the answers to the questionnaire and the focus group discussion. To sum it all up, the respondents, specifically the senior students of Cabuyao National High School would have a hard time making a decision, may it include their group or not, they would still conform, convert, or be independent. But it is important to know that most of them would still be independent and do what they would want.

B. Summary

To conclude, in this situation of Cabuyao, Laguna, which is their high school graduates not pursuing college, they either work or stop, the researcher found out that the individuals decide for himself or herself. Although one acknowledges the fact that he or she is being influenced by his or her peer or group, each of them, especially the focus group discussion participants, stresses the point that they decide for themselves, not even their peer or group could affect that decision.

In conclusion, based on the data presented and results given, the researcher could safely say that one's peer or group really influences an individual. One's attitudes, traits, even one's habits and hobbies could be influenced by one's group. But according to the data gathered, both on the questionnaire and the focus group discussion, an individual still decides for himself or herself and not letting the group do so.

In the questionnaire, the part that the individual admits that he or she is being influenced, and that part where he or she would decide for himself or herself, could sound contradicting. But taken on the right perspective, it is valid. An individual may be or may be not influenced by his or her group. But the fact of the matter is, however influenced he or she may be, when it comes to a turning point in one's life and he or she

needs to decide, it would still be what he or she wants that would prevail. Same goes for the focus group discussion. The results of both tools were not contradicting at all, in fact one complements the other. Which means that, the answers on a particular tool validates those of the other because it gave out the same result, to what extent does peer or group influence an individual? To the extent that one would still know how to say 'yes' or 'no', and up to that point where an individual stops, considers his or her friends but deciding on his or her own.

Based on the framework, the researcher concludes that the respondents although admitting to have been influenced, when it comes to their decisions, they (respondents) would still be the one to decide for themselves. The Independent opinion is what they would take, based on the operational framework and those of the respondents' answers. That although everyday of one's lives, a peer or a group would always be there, confusing or telling one to do things that is for the better, it is just right, proper, and appropriate to decide for one's self.

Also, with Rotary's project in mind, the researcher concludes that a peer or a group really is a factor in influencing an individual. But, it is important for them to know that the individual would still be the one to decide for himself or herself. In Laguna's situation where most of the high school students are working or doing nothing instead of college, the

researcher would want to inform the Rotarians that it would still be of help to give emphasis on the individual's peer or group. As a result of the questionnaire and the focus group discussion, the individual's peer or group could really be a factor in influencing a person. So, if college would be an interesting picture for the students, others who do not want to go to college could just be persuaded by their peer or group to have second thoughts.

C. Recommendation

The researcher has several recommendations in mind. First and foremost, this study would be useful for those people who wish to know if a peer or a group influences and individual in his or her decisions. Although the respondents are relatively young, still, this study shows the effects and influences a peer or a group could bring about.

↳ FURTHER STUDIES

This study would prove important for those people who would wish to pursue another topic like this or for any topic similar or close to the study, which is peer influence in an individual's decision-making. More so, the researcher who would want to do a similar research could use the framework, but use another type of social influence instead. Further studies could also pursue that part where the individual's perception of influence of clear yet, it the contradiction is apparent because he or she believes that when it comes to decision-making, he or she alone decides for himself or herself. Another topic that could be pursued for the same objective is gender differences, specifically male and female differences in perceiving influence and their reactions or answers as well.

↳ ROTARY CLUB OF CABUYAO, LAGUNA

For the Rotary Club of Cabuyao-Ladies' Circle, the researcher would want to recommend that if ever they would continue with the project of a career orientation that would be appealing to the students, this study could be of great help. It is so, because this study was carefully and honestly done. The respondents and the people involved are those people in their target area. It is also important for them (Ladies' Circle) to know that a peer or a group is one strong social aspect that they need to consider in their undertaking. This is because high school students, in general, have a peer or a group beside them. Although most of them could decide for themselves, there are still other individuals who rely on their peer or group sometimes. It is important for a career orientation of some sort to dedicate some of its minutes to this social influence which is the student's peer, group, friends, or what most would call "barkada'.

↳ **CABUYAO NATIONAL HIGH SCHOOL**

For the High School Department of Cabuyao National High School, this study is also recommended for some reasons. One is that their problems regarding students, or even certain situations that involves their students are sometimes due to the student's peer or group. It is important for the Department, not to forget that the peer or group should also be given notice or attention because it does, indeed, play a vital role on most of their student's decision-making. Also, the said Department is also conducting is aware of Cabuyao's present situation, that most of their students do not go to college after high school, this study could give reason, why it happens.

↳ **SITUATION IN CABUYAO, LAGUNA**

The researcher would want to recommend that this research could be of great help to that bigger problem that Cabuyao is facing right now. That part where their high school graduates do not pursue college after high school. Peer influence is just one factor that was discussed and there are a lot of other factors that could be the reason. But this study and the researcher would want to impart to those who would want to use the information, that an individual acknowledges the fact that his or her

peer or group influences him or her, may it be in his or her habits or attitudes. Contradicting as it may sound, the researcher found out that the individual, the students, specifically, although influenced, still decide for themselves. Indeed, they strongly stress the point that they decide independently, regardless whether their peer or group wants it or not.

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APPENDICES

COLLEGE OF ARTS AND SCIENCES
University of the Philippines Manila
Padre Faura, Ermita, Manila

November 25, 1999

Dear _____:

Good day! I am Charmylaine M. Quesada, a senior Organizational Communication major at the University of the Philippines Manila. As you may be very well aware of, every graduating student's final requirement before getting that college diploma is a thesis paper. For such task, I have chosen to delve deeper into "*Peer Influence in an Individual's Decision-Making.*" In line with this, I wish to ask your organization's assistance.

The study focuses on high school students, specifically, those who are in their third and fourth year. I am planning to gather one hundred (100) participants with survey questionnaires. Interviews, of course, will be scheduled upon availability of your students, if ever there are some significant points in my study that the questionnaire was not able to provide.

I am most willing to visit your office should there be any inquiries on my request. Your favorable response on this matter will be of valuable contribution to the accomplishment of my thesis paper. Thank you very much.

Respectfully yours,

Charmylaine M. Quesada

Noted:

Mr. Dennis Millan
Adviser

NAME: (Optional) _____

AGE: _____

1. Ikaw ba ay nabibilang sa isang barkada/grupo?
___Oo ___Hindi
2. Sa loob ba ng panahon na iyon, masasabi mong malaki ang naitulong ng barkada/kaibigan mo sa iyo?
___Oo ___Hindi
Kung Oo, ano ang mga ito? _____
Kung Hindi, Bakit? _____
3. Masasabi mo bang may mga pagbabago sa iyong ugali sa loob ng panahon na iyon?
___Oo ___Hindi
Kung Oo, ano ang mga ito? _____
4. Masasabi mo bang may nagbago sa iyong mga ginagawa (pagpasok ng maaga, pag-alis...) sa loob ng panahon na iyon?
___Oo ___Hindi
Kung Oo, ano ang mga ito? _____
5. Kung may mga pagbabagong naganap o nangyari sa iyo, masasabi mo bang ito ay dahil sa iyong grupo o barkada?
___Oo ___Hindi
Kung hindi, ano sa tingin mo? _____
6. Masasabi mo bang ang pagbabago sa iyong ugali o mga gawain ay impluwensiya ng iyong barkada o grupo o mga kaibigan?
___Oo ___Hindi
Bakit? _____
7. Ikaw ba ay may mga ugali o gawain na iyong isinasakatuparan dahil sa iyong barkada/ grupo/mga kaibigan?
___Meron ___Wala
Kung meron, ano ang mag ito? _____
8. Kung ikaw ay may ginagawa sa loob man ng eskwela o sa labas, ang barkada/mga kaibigan mo ba ay nakakaimpluwensiya sa iyo?
___Oo ___Hindi ___Minsan

9. Ang mga o ilan sa mga gawain mo ay ginagawa mo dahil
 ito ay gusto ng iyong barkada/mga kaibigan
 ito ay ayaw mo subalit gusto nila
 ito ay gusto mo para sa sarili mo
10. Kapag may mga sitwasyon, katulad ng pagpasok sa kolehiyo o pagtatrabaho pagkatapos ng high school, ikaw ba ay susunod sa gusto ng iyong barkada o grupo?
 Oo Hindi
11. Sa ganitong mga pagkakataon, gagawin mo ba ang isang bagay dahil
 ito ay gusto mo
 ito ang gusto ng barkada/kaibigan mo
 ayaw mo subalit wala kang magawa
12. Kapag sinabi ba ng barkada mo na ang isang bagay ay maganda para sa iyo, o na isang bagay ay totoo, maniniwala ka ba?
 Oo Hindi Minsan
13. Ikaw ba sa iyong palagay ay madaling maimpluwensiyahan?
 Oo Hindi
16. Ang iyong mga desisyon ba ay naapektuhan ng iyong barkada o grupo?
 Oo Hindi
17. Sa bagay na katulad ng nabaggit sa numero labingdalawa, ikaw ba nag magpapaimpluwensiya sa iyong grupo/mga kaibigan?
 Oo Hindi

Bakit? _____

B.

1. Kung ilan sa iyong barkada/kaibigan ay pinipilit kang magtrabaho pagkatapos ng high school, ano ang iyong gagawin o sasabihin?
- hindi mo gusto ang pagtrabaho subalit ito ang gusto ng mga kaibigan/ barkada mo kaya't ito'y gagawin mo na rin.
 - Gusto mo man o hindi ang pagtrabaho, gagawin mo kung ano ang iyong gusto hindi kung anong gusto ng iyong mga kaibigan/barkada.

- c. Magtrabaho ka sapaskat sa tingin mo, tama ang iyong mga kaibigan/barkada.
2. Sa pagdedesisyon sa pagpasok sa kolehiyo, gusto ng mga barkada mo na sumubok, ano ang iyong gagawin?
 - a. hindi mo gusto ang pagpasok subalit ito ang gusto ng iyong kaibigan/barkada kaya't payag ka na rin.
 - b. Sa kadahilanang gustong sumubok ng iyong mga kaibigan o barkada, ito ay gagawin mo na.
 - c. Gusto man nila o hindi, ang gusto mo ang iyong gagawin.
3. Kung gusto ng mga kaibigan/barkada mo na pumasok sa isa sa mga kolehiyo sa Maynila, ano ang iyong gagawin?
 - a. Hindi mo gusto sa Maynila ngunit ito ay gagawin mo dahil sa iyong barkada/ mga kaibigan.
 - b. Ikaw ay papasok sa Maynila sapagkat gusto iyon ng iyong mga kaibigan/barkada.
 - c. Gagawin mo kung ano ang iyong gusto.
4. Sa pagpili ng kurso na iyong kukunin, sakaling ikaw ay papasok sa kolehiyo, may napili na ang iyong barkada/mga kaibigan (e.g. Management), ano ang iyong gagawin?
 - a. Hindi mo masyadong gusto ang management subalit ito ay gusto ng iyong mga kaibigan/barkada kaya't ito ay kukunin mo na.
 - b. Kukunin mo ang kurso (e.g. Management) dahil ito ang kukunin ng iyong mga kaibigan/barkada.
 - c. Kukunin mo lamang ang kursong iyong gusto.
5. Sa pagpili ng eskwelahan na papasukan, nakapili na ang iyong barkada/ mga kaibigan, ano ang iyong gagawin?
 - a. Papasok ka sa eskwelahan, kahit ayaw mo, pero gusto ng iyong mga kaibigan/barkada.
 - b. Papasok ka sa eskwelahan dahil ito ang papasukan ng iyong mga kaibigan/ barkada.
 - c. Hindi ka sumasangayon sa iyong grupo at hindi mo gagawin ang gusto nila.

*****Maraming Salamat!!!!*****