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} Highlights {

Challenging Traditional Ways

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Discovering Thoughts, Inventing Future

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Engagement with Beauty and Levels of Happiness among Artists in the UK

By Sahar Zabihian & Rhett Diessner

University of East London

Abstract- In a study with N = 204 participants, artists (painters) demonstrated significantly higher levels of the trait of Engagement with Beauty than non-artists (medium effect size). Artists also showed significantly higher levels of trait Happiness than non-artists (small effect size). There appear to be no published studies comparing artists' and non-artists' levels of the trait of Engagement with Beauty nor trait Happiness. There was no difference in levels of engaging with moral beauty between artists and non-artists; but artists scored significantly higher on engagement with natural beauty (medium effect size), and engagement with artistic beauty (large effect size). The correlations between Engagement with Beauty and trait Happiness, and with Openness, were both positive and significant. However, artists showed no relationship between Openness and Happiness, whereas nonartists did; and the correlation between Engagement with Beauty and Happiness remained significant when controlling for Openness.

Keywords: happiness, appreciation, beauty, artists, artistic beauty, openness

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Engagement with Beauty and Levels of Happiness among Artists in the UK

Sahar Zabihian^α & Rhett Diessner^σ

Abstract- In a study with $N = 204$ participants, artists (painters) demonstrated significantly higher levels of the trait of Engagement with Beauty than non-artists (medium effect size). Artists also showed significantly higher levels of trait Happiness than non-artists (small effect size). There appear to be no published studies comparing artists' and non-artists' levels of the trait of Engagement with Beauty nor trait Happiness. There was no difference in levels of engaging with moral beauty between artists and non-artists; but artists scored significantly higher on engagement with natural beauty (medium effect size), and engagement with artistic beauty (large effect size). The correlations between Engagement with Beauty and trait Happiness, and with Openness, were both positive and significant. However, artists showed no relationship between Openness and Happiness, whereas non-artists did; and the correlation between Engagement with Beauty and Happiness remained significant when controlling for Openness.

Keywords: happiness, appreciation, beauty, artists, artistic beauty, openness.

I. INTRODUCTION

a) *Appreciation of Beauty and Levels of Happiness among Artists in the UK*

The classic modern personality stereotype of an artist is someone who is moody, anxious, depressed, and neurotic. Joshanloo and Weijers (2014) theoretically affirm that artists not only value negative emotions in themselves, but that they actively spurn the goal of trying to be happy. There also are empirical data to support this view. Martinsen (2011), using trait measures, found artists to score higher on instability/neuroticism, and lower on agreeableness, than non-artists. Likewise, Feist (1998), in his meta-analysis of personality in regard to artistic creativity, found artists to have higher levels of neuroticism and lower levels of agreeableness. Additionally, Gelade (1997) identified artists as having elevated neuroticism within the five-factor model approach. In Burch, Pavelis, Hemsley and Corr's study (2006) of visual artists and non-artists they discovered that the artists had higher levels of schizotypy and neuroticism, and lower levels of agreeableness.

With the consistent finding that artists score high on neuroticism, it is convincing that they experience negative emotions, such as depression, anxiety, and

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anger more than the general population. A recent study also showed the artists experience these negative emotions with higher intensity than non-artists but experience positive emotions with the same intensity as non-artists (Botella, Zenasi, & Lubart, 2015). Botella et al. also confirmed the stereotype that artists are in touch with their feelings: they found that artists scored significantly lower on a measure of alexithymia than non-artists. Is it possible that artists not only experience more negative emotions than non-artists, but also experience more positive emotions, such as happiness? It is an open question, as no one has published an empirical study examining levels of trait Happiness between artists and non-artists.

b) *Trait Happiness and Artists*

With so many studies affirming that artists experience many negative emotions it is not surprising that no one has empirically examined whether artists also experience greater trait Happiness than non-artists. There is one small qualitative study of 10 young women visual artists that found in certain contexts their art making fostered their "well-being" (Titus & Sinacore, 2013, p. 29), but no measurement of trait happiness was taken in the study. Another small study (Sheldon, 1994, $N = 19$ advanced art undergraduate students) found that art majors showed no difference in levels of "life satisfaction" from science graduate students. "Life satisfaction" is similar to, but different from trait happiness. Life satisfaction is the cognitive side of Subject Well-Being [SWB], happiness is part of the emotional side of SWB. Yeagle, Privette, and Dunham (1989) examined 29 artists peak experiences (in a Maslowian sense), and defined them as moments of "highest happiness." However, they found no significant differences in artists' descriptions of their peak experiences when compared to the peak experiences descriptions of non-artist undergraduates, and they did not quantitatively measure trait Happiness.

A longitudinal study (Stohs, 1990) that followed two groups of artists, one group of fine artists (producing paintings, sculptures, photographs, etc. for exhibition in galleries, museums and collectors' homes), and another group of applied artists (commercial work, such as designing advertising) found no differences in life satisfaction, work satisfaction, or levels of state happiness between the two groups (despite the fact that the applied artists yearly income averaged 400% more

in art income than the fine artists!). Note that in this study happiness was measured with a single item asking about their current levels of happiness; thus they did not measure trait happiness.

In summary, past research has not directly addressed the issue of whether artists are happier than non-artists. Despite the evidence that artists experience many negative emotions, we hold the hypothesis that, due to the happiness involved in creative production, artists may be happier in general than non-artists. We know that making art can help people find meaning and happiness in their lives, even when those people have been suffering from mental problems or serious physical illness. Art therapy, for example, helps people with cancer to express their experience of illness and find meaning in their difficult life (Borgmann, 2002). Research has found that people who produce visual arts after their cancer diagnosis, and thus experience artistic self-expression, are able to rebuild or maintain a positive personal identity (McMurray & Schwarts-Mirman, 2001; Reynolds & Prior, 2003). Benefits of engaging with and making art have been revealed in many studies among cancer, trauma, and other chronic illness patients, including decreases in negative emotions and distress (Puig, Lee, Goodwin, & Sherrard, 2006; Nainis et al., 2006), reduction of stress and anxiety, and increases in positive emotions (Walsh, Martin, & Schmidt 2004), as well as improvement of medical outcomes (Ross, Hollen, & Fitzgerald, 2006). Thus we believe that if producing art can help non-artists in such dire circumstances, then being a “chronic” creator of art (thus an artist) will lead to higher levels of happiness among artists than non-artists.

c) *The Trait of Engagement with Beauty*

As noted above in Yeagle et al. (1989), peak experiences can be considered moments of highest happiness. In Maslow’s (1964) view about peak experiences, beauty is one of the attributes of reality or essential values of that reality. Maslow, Frager, and Cox (1970) considered the aesthetic needs as one of the highest levels of human needs in his theory of human motivation. He argued that there is a fundamental aesthetic growth need in individuals.

Appreciation of and Engagement with Beauty has played an especially important role in the flourishing of human beings. As Danto (2003) has written in the *Abuse of Beauty*. “Beauty is an option for art and not a necessary condition. But it is not an option for life. It is a necessary condition for life as we would want to live it. That is why beauty, unlike the other aesthetic qualities, the sublime included, is a value” (p. 160). Although in Peterson and Seligman’s (2004) schema of virtues and character strengths it may seem that appreciation of beauty is just one of 24 strengths, it is much more than that. In the Western canon it is one of the three foundational values: Truth, Beauty and the Good.

What could be more important than love? Alexander Nehamas ponders, invoking Plato, “Beauty is the object of love...” (2007, p. 99). To a Platonist this means that when we love something – a human being, an animal, nature, an idea, a painting – it is the explicit or inherent beauty in the love-object that we love. Love also appears to be the guiding value and principle found in the World’s sacred scriptures: *bhakti* in Hindu scripture, *ahavah* and *chesed* in Jewish scriptures, *mettá* in Buddhist sutras, *agapé* and *philia* in Christianity’s Evangel, *hubb* in the Islamic Qur’an, and *mehr* and *hubb* in the Bahá’í holy writings. The intimate strength of the connection between love and beauty has also been documented empirically (Diessner, Iyer, Smith, & Haidt, 2013).

d) *Engaging with natural beauty*

An empirically based argument for the importance of beauty comes from the research on the benefits of engaging with natural beauty on human flourishing. There has been an explosion of research over the last decade concerning the many psychological benefits of spending time in nature and in green spaces. Howell and Passmore (2013), in summarizing the experimental research findings on the effects that experiences of nature have on human well-being state, “by boosting our positive affect; by eliciting feelings of ecstasy, respect, and wonder; by fostering feelings of comfort and friendliness; by heightening our intrinsic aspirations and generosity; and by increasing our vitality” (p. 242). The results of recent studies by Zhang, Howell, and Iyer (2014) and Zhang, Piff, Iyer, Koleva, and Keltner (2014) make clear that many of these highly desirable effects of experiencing nature are either mediated or moderated by noticing, appreciating, and engaging with the beauty of nature. Zhang, Howell et al. (2014) demonstrated that only their subjects who scored high on the Engagement with Natural Beauty subscale of the Engagement with Beauty Scale (EBS; Diessner, Solom, Frost, Parsons & Davidson, 2008) reaped the benefits of greater life satisfaction due to nature affiliation; those scoring lower on Engagement with Natural Beauty did not. They also found the same pattern for the positive effects of nature affiliation on self-esteem: it was moderated by levels of engagement with natural beauty. They summarized by stating “connectedness with nature *only* predicts well-being when individuals are also emotionally attuned to nature’s beauty” (p. 55).

Zhang, Piff et al. (2014) reported a series of four studies concerning prosociality and the subjective perception of beauty in nature. Participants who scored higher on the Engagement with Natural Beauty subscale of the EBS showed greater levels of prosociality as evidenced by higher scores on empathy, perspective taking, and agreeableness. Likewise, they demonstrated that appreciating nature’s beauty led participants to be

more trusting and generous, as well as being more helpful to others. They summarize their four studies by noting that they provided “evidence that positive emotions and tendencies to perceive natural beauty mediate and moderate the association between beauty and prosociality...demonstrating the unique prosocial benefits of beautiful nature” (p. 61).

e) Engaging with artistic beauty

Engaging with artistic beauty is highly associated with Openness (Diessner et al., 2013; and see subsection below on Openness), a quality prized by scientists and other seekers of truth. Appreciating artistic beauty is also related to valuing universalism, benevolence, and spirituality. Those who engage with artistic beauty strongly identify with all humanity, as well as with their community, and also tend to have a strong love for all humanity. They also feel connected to nature (Diessner et al., 2013).

f) Engaging with moral beauty

Iris Murdoch writes, “[f]ollowing a hint from Plato (*Phaedrus* 250) I shall start by speaking of what is perhaps the most obvious thing in our surroundings which is an occasion for ‘unselfing’, and this is what is popularly called beauty.... Beauty is the convenient and traditional name of something which art and nature share, and which gives a fairly clear sense to the idea of quality of experience and change of consciousness” (1970, p. 84).

The moral emotion of elevation is also one of the “unselfing” emotions. Those who engage with moral beauty are much more susceptible to the moral emotion of elevation (Diessner et al., 2013); and those that experience elevation are much more likely to strive to become morally better human beings, and to seek to serve the needs of others (see Pohling & Diessner for a review of elevation studies, 2015).

Despite the clear importance of beauty to artists, only one small study has been published concerning artists’ levels of engaging with natural beauty, artistic beauty, or moral beauty. Diessner et al. (2008) found that students ($N = 26$) enrolled in undergraduate art and music classes scored significantly higher on engagement with artistic beauty than a comparison group (and showed no differences between groups on engagement with natural beauty nor engagement with moral beauty). We predict that a sample of “real” artists would show higher levels of both engagement with artistic beauty and natural beauty than non-artists.

g) Openness and Artists

Costa and McCrae (1992) proposed that appreciation of beauty and art can be seen as a particular facet trait of Openness to Aesthetics under the broader trait of Openness to Experience. According to Furnham and Chamorro-Premuzic’s (2004) findings,

there is a significant relationship between the trait of Openness to Experience and art experience in general (artistic interests, activities, and knowledge). Other studies suggest that Openness to Experience as a personality trait is the major predictor of many aspects of appreciation of music (Chamorro-Premuzic & Furnham, 2007; Rentfrow & McDonald, 2010).

Furthermore, people with a high score in Openness are more sensitive to art and beauty, (McCrae & Sutin, 2009). According to previous studies, engaging with art and beauty is connected to the character strength of Openness. Marcus, Machilek, and Schutz (2006) have explained that open people show both intellectual and artistic tendencies because they express themselves with these interests, they express their emotions, their creativity, their opinions and curiosity. In addition, Yamagata et al.’s work(2006) indicate that the trait of being intellectually curious is connected to the traits of being imaginative and sensitive to art because the same genes contribute to expressing these three personality traits. In the positive psychology tradition, Haidt and Keltner (2004) predicted that Openness to Experience would display a strong relationship with appreciation of beauty.

A study by Furnham and Petrides (2003) indicated that happiness was positively related to Openness to Experience ($r = .38, N = 88$); and it is well known that artists are higher in Openness than non-artists. This reinforces our hypothesis that artists will evidence higher levels of trait Happiness than non-artists. In a similar vein, Csikszentmihalyi (1991) has shown that happiness is related to flow (flow is characterized by engagement with a high level of mindful challenge). He studied artists who would spend hours and hours on artistic activities, such as painting, with full concentration and he argued that it seems they are engaged with artistic activity due to the intrinsic happiness the process brings to them, much more than because of external rewards such as money or status.

h) Engagement with Beauty and Happiness and Life Satisfaction

Is there a relationship between being engaged with beauty and trait Happiness? A search of the research literature reveals that there are no published empirical studies that have explicitly examined this question. There are, however, some studies concerning subjective well-being (SWB) and life satisfaction. In Diener, Emmons, Larsen, and Griffin’s (1985) seminal paper on the Satisfaction with Life Scale (SWLS) they note that SWB has three components. Two of the components are emotional: high positive affect (such as happiness) and low negative affect; and the third component is a cognitive judgmental process: satisfaction with life. Happiness can also be viewed as a state (happy in the moment), or a trait (generally happy much of the time and in many contexts). It is trait



Happiness with which we are concerned and Diener et al. (1985) reported correlations of .57 and .58, in two samples, between trait Happiness and the SWLS. This is a fairly stable finding: the cognitive judgement of being satisfied with one's life is moderately highly correlated with being emotionally happy as a trait, but they are also clearly two different aspects of human experience. For example, a study in India found a correlation of .40 between trait Happiness and the SWLS (Davender, Pratibha, Kumar, Kumar, & Nara, 2012).

Isaacowitz, Vaillant, and Seligman (2003) analyzed the relationship between satisfaction with life and various character strengths, including appreciation of beauty. They found no significant relationship between life satisfaction and appreciation of beauty with their samples of young adults ($N = 100$), middle aged adults ($N = 96$), and a community sample of older adults ($N = 94$). However, with $N = 89$ participants of an elite sample of Harvard educated older adults (average age 78), they did find that appreciation of beauty predicted life satisfaction ($r = .38; p < .001$). It is unclear why the older Harvard sample was the only group to show a significant correlation between life satisfaction and appreciation of beauty; perhaps the Harvard curriculum offers a lastingly effective aesthetic education.

Peterson, Park, and Seligman (2006), in a retrospective web-based study of 2087 adults found that the character strength of "appreciation of beauty and excellence" ameliorates the negative effects of psychological disorders, increasing life satisfaction (as measured by the SWLS) among depressed persons who score high on the subscale of appreciation of beauty and excellence from the Values in Action Inventory of Strengths (VIA-IS; Peterson & Seligman, 2004). Of the 24 character strengths measured by the VIA-IS only two had this type of influence: love of learning and appreciation of beauty/excellence.

j) Openness and Happiness and Life Satisfaction

In their meta-analytic study Steel, Schmidt, and Shultz (2008) found that Openness significantly correlated .13 ($N = 779$) with trait Happiness, but not with satisfaction with life ($r = .03, N = 9,075$). A small study by Furnham and Petrides (2003) also indicated that trait Happiness was significantly related to Openness ($r = .38, N = 88$). A pathways analysis study in Portugal (Albuquerque, de Lima, Matos, & Figueiredo, 2013; $N = 396$) affirmed no direct effect of Openness on life satisfaction. It appears that Openness has some relationship to the emotional aspect of SWB, but not to its cognitive aspect.

We intend to further explore the relationships among the traits of Engagement with Beauty, Happiness, and Openness.

i. Hypotheses

The exploration of the literature shows that there are no published studies explicitly examining trait levels of happiness between artists and non-artists. Likewise, there are no published studies examining artists' trait levels of engagement with natural beauty, trait levels of engagement with artistic beauty, nor trait levels of moral beauty. Although there have been many studies showing that Openness is higher for artists than non-artists, we also sought to replicate such studies here.

H1. Artists will show higher levels on a trait Happiness measure than non-artists.

H2. Artists will show higher levels on trait measure of engagement with natural beauty and on a trait measure of engagement with artistic beauty when compared to non-artists.

H3. Artists will show higher levels of the trait Openness to Experience than non-artists.

E1. We will explore the relationships among the traits of Engagement with Beauty, Openness and Happiness.

II. METHOD

a) Participants and Procedure

The participants were a convenience sample with $N = 102$ artists, and $N = 102$ people that did not perceive themselves as artists. These 204 participants completed three questionnaires: the Engagement with Beauty Scale (EBS; Diessner, Solom, Frost, & Parsons, 2008), the Subjective Happiness Scale (SHS; Lyubomirsky and Lepper, 1999) and the Openness to Experience subscale from The Big Five Inventory (OE; John, Donahue, and Kentle, 1991). According to the main aim of this study, two groups of people were invited to complete these three online questionnaires: Artists and Non-Artists. We began our questionnaires by asking the participant whether they consider themselves an artist or non-artist. More than 600 visual artists (specifically painters were contacted) who had a profile on one of the big UK artists' directory website (<http://www.artistsdirectory.co.uk/default.aspx>) were invited via email; 102 of these artists completed all three questionnaires. Non-artists were invited from different groups of population in the UK (e.g. students, closed groups on Facebook), and most of them were asked directly by the researcher to fill out the questionnaires. Participants were from a wide variety of cities in the UK and all were over 18 years old. Approval for the study was obtained from the institutional review board at the first author's university.

b) Measures

i. Engagement with Beauty Scale

The Engagement with Beauty Scale 2.0 (EBS; Diessner et al., 2008) is a 14-item self-report scale indicating various levels of cognitive and emotional engagement concerning natural beauty, artistic beauty,

and moral beauty. It measures these forms of Engagement with Beauty as traits. The EBS uses a 7-point Likert-type scale ranging from *very unlike me* to *very much like me* on questions such as “When perceiving beauty in nature I feel changes in my body, such as a lump in my throat, an expansion in my chest, faster heartbeat, or other bodily responses,” “When perceiving beauty in a work of art I feel something like a spiritual experience, perhaps a sense of oneness or being united with the universe or a love of the entire world,” and “When perceiving an act of moral beauty I find that I desire to become a better person.” The Engagement with Moral Beauty subscale scores can range from 6-42, and the other two subscales can range from 4-28; the EBS total score ranges from 14-98. Higher scores indicate higher levels of Engagement with Beauty. The EBS has shown strong internal consistency and temporal validity across the scores of its subscales. International studies with translations of EBS in Iran, Germany, Cyprus, and Croatia, as well as in English among bilingual Samoans, demonstrated alphas from .85-.94 and showed a similar factor structure across cultures (Richel et al., 2008). Predictive validity has been shown for the three subscales and for total score (Diessner et al., 2006; Diessner, Davis, & Toney, 2009; Diessner et al., 2013; Zhang, Howell et al., 2014; Zhang, Piff et al., 2014). In this current study, the EBS total score had an alpha of .93, and the subscales had alphas ranging from .86 to .89.

ii. *Subjective Happiness Scale*

The Subjective Happiness Scale (SHS) was created by Lyubomirsky and Lepper (1999). This scale is also known as the General Happiness Scale. The SHS is a brief instrument for measuring subjective happiness as a trait. It contains four questions with a choice of responses on a seven-point Likert scale. Strong internal consistency of the measure has been demonstrated across various samples of age groups, cultures, occupations, and languages (Lyubomirsky & Lepper, 1999). The construct validity of this scale has also been supported by discriminant and convergent validity studies (Lyubomirsky & Lepper, 1999). According to studies by Seligman (2002) the mean score of this scale amongst a group of adult Americans is 4.8 and two-third of scores ranging from 3.8 to 5.8. There were no significant age or gender differences for scores on the SHS. The SHS has shown strong reliability, with Cronbach’s alphas of $M = 0.86$ and ranging from .79 - .94 for various samples. Moreover, test-retest reliabilities from three weeks to one year period displayed correlations ranging from .55 to .90 (Lyubomirsky & Lepper, 1999). In this current study, the alpha of the SHS was .88.

iii. *The Big Five Inventory-Openness Sub-Scale*

The Big Five Inventory (BFI) is a self-report measure, created by John, Donahue, and Kentle (1991),

tapping the five factor model of personality; thus it has subscales to measure Neuroticism, Extraversion, Openness, Conscientiousness, and Agreeableness. This scale includes 44 questions and the Openness subscale in the BFI contains 10 items on a 5 point Likert scale ranging from disagrees strongly, to agree strongly. The alpha reliabilities of BFI subscales range from .75 to .90 with an average alpha above .80 and three-month test-retest temporal stability ranging from .80 to .90 with an average of .85 (John & Srivastava, 1999). In the current study, the alpha for the Openness subscale was .86.

III. RESULTS

H1. Artists demonstrated higher levels on a trait Happiness measure than the comparison group of non-artists, $t(202) = 2.98, p = .003, d = .40$ (between a small and medium effect size). See Table 1.

H2. Our second hypothesis was also confirmed. Artists showed higher levels of trait engagement with natural beauty than did the non-artist comparison group, $t(202) = 4.21, p < .001$, with medium effect size of $d = .59$. Likewise artists also demonstrated higher levels of trait engagement with artistic beauty than did the non-artists, $t(202) = 6.28, p < .001$, with a large effect size of $d = .89$. Although we did not make a hypothesis concerning artists’ levels of engagement with moral beauty, the results showed no significant difference between groups, although there was a tendency towards artists being more engaged by moral beauty than non-artists, $t(202) = 1.66, p = .098$, with a small effect size of $d = .23$.

H3. Artists demonstrated higher levels of the trait Openness to experience, confirming our third hypothesis, $t(202) = 9.52, p < .001$, with a very large effect size of $d = 1.3$.

E1. Our exploratory study of the relationships among Engagement with Beauty, Openness, and trait Happiness revealed interesting results. Openness had large significant positive correlations with Engagement with Beauty and a medium significant positive correlation with Happiness. Happiness had strong medium significant positive correlations with Engagement with Beauty. For Artists there was no relationship between Openness and Happiness, whereas there was for non-Artists. When we partialled out Openness from the relationship between Engagement with Beauty and Happiness for the non-Artists, the correlation remained a medium positive correlation for both Artists and non-Artists (see Table 2).

IV. DISCUSSION

Although past research has shown that artists have many negative emotions, no study has been published concerning whether artists also have higher or



lower levels of trait Happiness than non-artists. Our study shows that 102 painters in the UK have significantly higher levels of trait Happiness than did a comparison group of 102 non-artists. We believe this is because the creation of art brings happiness to one's soul; however, we cannot be confident of this conclusion as our data are correlational not causal. According to Maxim Gorkey, a Russian novelist, "when work is a pleasure, life is a joy! When work is a duty, life is slavery" (as cited in Myers and Diener, 1995, p. 15). As we pointed out in our introductory section, artists often experience flow during their artistic activities (Csikszentmihalyi, 1991) and happiness has a relationship with flow (Myers and Diener, 1995). Perhaps artists in our study were happier than non-artists because they might be more engaged with what they do than non-artists.

At first glance it may seem too obvious to hypothesize that artists will score higher on tests of the trait of engagement with beauty than non-artists. However, for most of the 20th century artists spurned beauty in art as superficial, and art critics were harsh on the concept of beauty in art as well (Danto, 2003). Therefore we felt we were taking a risk hypothesizing that artists are more engaged by beauty than non-artists. Nonetheless, artists scored much higher on engagement with artistic beauty than did non-artists (large effect size); and we showed that artists also are more engaged by the beauty of nature than non-artists (medium effect size). Perhaps because there is a stereotype of artists being somewhat unconventional when it comes to morality, it is not surprising that they showed no difference on engagement with moral beauty from the comparison group on non-artists.

As has been shown in many past studies, our sample of artists scored much higher on Openness than the comparison group (very large effect size). This again fits the cultural stereotype of artists thinking outside the box, being intrigued by the unusual, and open to new ideas and experiences.

Our exploratory study of the relationships among Engagement with Beauty, Openness, and trait Happiness showed that Openness positively correlated with engagement with natural, artistic, and moral beauty. Past studies have shown this in the general population; in a study with an N = 3,498, Openness correlated .30 with Engagement with Natural Beauty (ENB), .45 with Artistic Beauty (EAB), and .18 with Moral Beauty (EMB) (Diessner et al., 2013). Our data here show the same pattern with Openness correlating the highest with EAB, second highest with ENB, and third with EMB; see Table 2.

Because trait Happiness is something most people seem to desire for themselves and their loved ones, it is important to know what will predict it. In our study artists' levels of Openness did not predict Happiness, but among our non-Artist group it did (see

Table 2). Engagement with Beauty, in the three forms of ENB, EAB, and EMB all predicted Happiness for both Artists and non-Artists. However, when we controlled for Engagement with Beauty on the correlation between Openness and Happiness for non-artists, the correlation dropped to almost nothing (see Table 3). This indicates that whatever relationship Openness has with Happiness, it may well be mediated by Engagement with Beauty.

V. LIMITATIONS AND FUTURE RESEARCH

Our biggest limitation is the external validity of our data. Because we did not collect a random sample we cannot generalize to other populations; likewise, as we did not collect gender information, it attenuates the ability to generalize our findings. We invited artists to participate via email, and only one out of six of them participated in our study. It might be that only artists who were open-minded and happy enough to respond to an un-solicited email participated in this study, thus skewing the results. In addition, we invited only artists who are painters. Thus, further studies need to be performed across different groups of artists to evaluate the possibility of differences between artists who engage with various forms of the arts.

We suggested that our finding of artists being happier than non-artists may be due to them experiencing flow more often, and possibly enjoying their work more than non-artists. A further study should investigate the relation between level of happiness and work satisfaction among a random sampling of artists and non-artists to examine this hypothesis.

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Table 1 : Means of Artists and Non-artists for Engagement with Beauty, Openness, and Happiness

	Group	N	Mean	SD
Subjective Happiness	Artist	102	5.3	1.3
	Non-artist	102	4.8	1.2
EBST	Artist	102	80.8	11.7
	Non-artist	102	71.7	16.6
Openness	Artist	102	43.7	4.7
	Non-artist	102	36.4	6.2
EBSN	Artist	102	23.9	3.8
	Non-artist	102	21.1	5.5
EBSA	Artist	102	23.3	3.9
	Non-artist	102	18.5	6.6
EBSM	Artist	102	33.6	6.1
	Non-artist	102	32.1	6.6

Table 2 : Correlations Among Engagement with Beauty, Openness, and Trait Happiness for Artists and non-Artists

	Artists' Openness	non-Artists' Openness	Artists' Happiness	non-Artists' Happiness
1. EBS T	.42***	.68***	.32***	.46***
2. EBS N	.32***	.59***	.32***	.47***
3. EBS A	.53***	.78***	.30**	.31***
4. EBS M	.27**	.44***	.22	.46***
5. Openness				
6. Happiness	.08	.30**		

** $p < .01$; *** $p \leq .001$; with Bonferroni type adjustment we only consider $p < .001$ as significant

Table 3 : Partial Correlations with Engagement with Beauty and Openness when predicting Trait Happiness for Artists and non-Artists

	Artists Controlling for Openness	non-Artists Controlling for Openness	Artists Controlling for EBST	non-Artists Controlling EBST
Happiness r EBST	.32***	.37***		
Happiness r Openness			-.06	-.03

*** $p \leq .001$



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Determinants of Youth Unemployment; Evidence from Ethiopia

By Amanuel Disassa Abshoko

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Abstract- Background: Youth employment presents a particular challenge to Ethiopia; the country faces growing youth landlessness in rural areas and insignificant rural job creation, potentially leading to an increase in migration to urban areas.

Objective: The main objective of this study is so to identify and describe the determinants of youth unemployment in Ethiopia. Design: The sampling technique employed was multistage stratified cluster sampling.

Results: The study is made based on the 2011 Ethiopian Demographic and Health Survey (DHS) which was conducted by Central Statistical Agency (CSA) of *Ethiopia*. The analyses result revealed that about 10.4% of the youth are unemployed while 89.6% are employed. The regional variations, access to electric power, age, gender, access to market information, economic status of their families and youth's educational level are found to be the significant determinants of youth unemployment in Ethiopia.

Conclusion: The government should facilitate formalization of informal employment sector in order to motivate more youth to engage in different activities which are currently considered to be informal. This will help to reduce the problem of youth unemployment especially on skilled and educated youth in both urban and rural areas..

Keywords: EDHS, youth unemployment, ethiopia.

GJHSS-A Classification : FOR Code: 130205p



Strictly as per the compliance and regulations of:



Determinants of Youth Unemployment; Evidence from Ethiopia

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List of Abbreviation

CSA	Central Statistical Association
DHS	Demographic and Health Survey
EDHS	Ethiopian Demographic and Health Survey
MDG	Millennium Development Goal
UN	United Nations
ILO	International Labour Organization

I. INTRODUCTION

Unemployment is one of the main challenges of the modern era in both the developed and developing countries. Especially youths, which the United Nations defines as, those between the ages of 15-24, are more affected by unemployment. Young people are more vulnerable to lack experience, social networks or other qualifications that would make them difficult to find employment. In most regions youth were nearly three times more likely to be unemployed than adults (ILO, 2012). This is particularly worrying against

the background that youths represent a large proportion of the world's population like Ethiopia. In 2010, the 1.2 billion young people in the world constituted 18 percent of the global population (UN, 2010). Their energy and motivation, creativity and talent present a great potential for companies to prosper and an enormous opportunity for economic and social development.

Many policy makers know about the benefits of investing in youths. Governments are targeting on policies and educational programs to improve opportunities for young people to enter the labor market, but still the problem is rampant. UN claims that Policy makers must ensure that educational curricula prepare young people for the job market, providing them with professional, entrepreneurial and job-search skills" (UN, 2007:39), acknowledging that matching school curricula with recent workplace requirements is a difficult task.

Youth unemployment is a pressing issue in Ethiopia where almost two-thirds of the population is younger than 25 years. Being Ethiopia among the countries with a rapidly growing population coupled with a still backward economy, the proper management and efficient utilization of its work force is essential. In this respect, the capacity of the economy in absorbing the potential labour force needs to be monitored regularly, and appropriate employment policy should consequently be adopted. The level of unemployment of a country is widely used as an overall indicator in evaluating the current performance of its economy.

The problem of unemployment is a global issue at the moment that every nation is striving to control it at its minimum level. However, in developing nations it is getting worse mainly due to the unbalanced relationship between the rate of economic development and the rapid population growth. Ethiopia is no exception in this regard, and its recent urbanization is aggravating the problem because of the urban migration of people with scarce or nil real working prospects, which therefore often slip into some form of underemployment or remain idle for productive work.

A high level of unemployment indicates the failure of a country's economy to use its labour resources effectively. There can be various factors explaining unemployment, such as a low level of general economic activity, recession, inflation, rapid changes in technology, disability, willingness to work and discrimination. In the case of Ethiopia, several factors contribute to the causes of youth unemployment.

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Many young people end up facing extended periods of unemployment, or significant under-employment in jobs that fail to offer career opportunities. The analysis of occupational status and unemployment is therefore essential both in tackling present difficulties and foreseeing future changes. The goal of this study is therefore to conduct an analysis so can identify the various possible factors which are associated with youth unemployment in Ethiopia.

II. RESEARCH QUESTION

“Why do a substantial number of youths in Ethiopia remain unemployed despite years of government programs on youth employment?”

The main objective of this study is to identify and describe the various possible determinants of

- To examine the socio-demographic factors that affect the participation of the young population to the labour force, as well as those which contribute to the high level of unemployment.
- To describe the prevalence of youth unemployment across the regions and urban/rural districts in Ethiopia.
- To estimate the likelihood of being unemployed among youths in Ethiopia given his/her background and or individual characteristics.
- To draw conclusions from the ongoing experience in order to make recommendations for programmes geared towards enhancing employment creation in the country.

III. METHODS

a) Data

Ethiopia is one of the least urbanized countries in the world; only 16 percent of the population lives in urban areas. The majority of the population lives in the highland areas. The main occupation of the settled rural population is farming, while the lowland areas are mostly inhabited by a pastoral people, who depend

Place of residence

Age

Sector of participation in the past

Educational status of the youth

Access to market information

Family size

mainly on livestock production and move from place to place in search of grass and water. The population has increased steadily over the last three decades, from 42.6 million in 1984 to 53.5 million in 1994 and 73.8 million in 2007. There were slight declines in the population growth rates over these periods, from 3.1 percent per annum in 1984 to 2.9 percent in 1994 and 2.6 percent in 2007. More than 80 percent of the country's total population lives in the regional states of Amhara, Oromiya, and SNNP (CSA, 2010).

The dataset used in this study has been taken from the Ethiopia Demographic and Health Survey (EDHS) conducted by central Statistics Agency (CSA) in 2011. The survey utilized multistage cluster sample based on the 1994 Population and Housing Census sample frame and was designed to obtain and provide information on the basic indicators of the health and demographic variables. The study design is cross-sectional, that is data on the independent and outcome variables is collected at the same point in time. There is no follow up time during a data collection process.

b) Study Variables

i. The Response Variable

The response variable to this study is employment status of youth in Ethiopia. According to International Labour Organization's (ILO's) definition, those persons who are simultaneously “without work”, “currently available for work” and “seeking work” are considered as unemployed. For the purpose of this study, the response variable, “employment status” is dichotomized as “unemployed” and “employed”. Therefore, the outcome for the i^{th} individual is represented by a random variable Y_i with two possible values (unemployed and employed).

ii. Explanatory Variables/Factors

Based on the reviewed literatures, some of the common Socio- economic and demographic predictors which are expected to influence the occupational status of young men and women in Ethiopia used under this study are:

Household wealth index

Sex of the youth

Region

Access to electric power

Educational status of household head

iii. Logistic Regression Analysis

Logistic Regression is a popular modeling approach used when the dependent variable is categorical (nominal or ordinal scale). The model allows one to predict the log odds of outcomes of a dependent variable from a set of variables that may be continuous,

discrete, categorical, or a mix of any of these (Hosmer and Lemeshow, 2000). The most attractive feature of a logistic regression model is that it neither assumes linearity in the relationship between the covariates and the outcome variable, nor does it require normally distributed variables. It also does not assume

homoscedasticity and in general has less stringent requirements than linear regression models. Thus logistic regression is used in a wide range of applications leading to categorical dependent data analysis (Agresti, 2002). A binary logistic regression is a special type of logistic regression model which is used to describe the relationship between one or more independent variables and a binary outcome variable that has only two possible values.

The response variable in this study is dichotomous which is Bernoulli random variable with two possible values, $y_i = 1$ with probability of unemployed $P_i = P(y_i = 1|X_i)$ and $y_i = 0$ with probability of employed, $1 - P_i = 1 - P(y_i = 1|X_i)$.

The logistic model is defined as follows. Let $Y_{n \times 1}$ be a dichotomous outcome random variable as explained above and let $X_{(n \times (k+1))}$ denote the collection of k-predictor variables.

$$\mathbf{X} = \begin{pmatrix} 1 & X_{11} & X_{12} & \dots & X_{1k} \\ 1 & X_{21} & X_{22} & \dots & X_{2k} \\ \cdot & \cdot & \cdot & \dots & \cdot \\ \cdot & \cdot & \cdot & \dots & \cdot \\ \cdot & \cdot & \cdot & \dots & \cdot \\ 1 & X_{n1} & X_{n2} & \dots & X_{nk} \end{pmatrix} = \begin{bmatrix} X_1 \\ X_2 \\ \cdot \\ \cdot \\ \cdot \\ X_n \end{bmatrix}$$

$\underbrace{\hspace{15em}}_{n \times (k+1)}$

$$\text{logit}[P_i] = \log\left(\frac{P_i}{1-P_i}\right) = \sum_{j=0}^k \beta_j X_{ij}, i = 1, 2, \dots, n; j = 0, 1, \dots, k \tag{3.2}$$

where $X_{i0} = (1, 1, \dots, 1)^T$

The parameter β_j refers to the effect of X_j on the log odds that $Y = 1$, controlling the other X 's in the model.

iv. *Parameter Estimation*

The most commonly used method of estimating the parameters of a logistic regression model is the method of Maximum Likelihood (ML) instead of Ordinary Least Squares (OLS) method.

$$L(\beta|Y) = \prod_{i=1}^n P(y_i = 1|X_{i1}, \dots, X_{ik}) = \prod_{i=1}^n \left[\frac{e^{X_i \beta}}{1+e^{X_i \beta}} \right]^{y_i} \left[\frac{1}{1+e^{X_i \beta}} \right]^{1-y_i} \tag{3.3}$$

The maximum likelihood estimates of the parameters β are obtained by maximizing the log-likelihood function which is given by:

$$\text{log}L(\beta|Y) = \sum_{i=1}^n \left\{ y_i \log \left[\frac{e^{X_i \beta}}{1+e^{X_i \beta}} \right] + (1 - y_i) \log \left[\frac{1}{1+e^{X_i \beta}} \right] \right\} \tag{3.4}$$

The maximum likelihood estimate of the parameter is found by the derivation of the log-likelihood function with respect to each β 's and set each equation to zero which is given as:

$$\frac{d \log L(\beta|Y)}{d \beta_j} = 0, \quad j = 1, 2, \dots, k \tag{3.5}$$

Where, \mathbf{X} is called regression matrix, and without the loading column of 1's, is termed as predictor data matrix. Then, the conditional probability that the i^{th} individual is unemployed given the vector of predictor variables \mathbf{X}_i is denoted by $P_i = P(y_i = 1|X_i)$. The expression P_i in logistic regression model can be expressed in the form of:

$$P_i = P(y_i = 1|X_i) = \frac{e^{X_i \beta}}{1+e^{X_i \beta}}, i=1, 2, \dots, n \tag{3.1}$$

Where $P(y_i = 1|X_i)$ is the probability of i^{th} individual is unemployed given his/her individual characteristics \mathbf{x}_i , and $\beta = (\beta_0, \beta_1, \dots, \beta_k)^T$ is a vector of unknown coefficients with dimension of $(k + 1) \times 1$.

However, the relationship between the probability of i^{th} individual is unemployed and his/her characteristics are non linear. In order to make meaningful interpretation, it should be written as a linear combination of predictors. This is computed using the logit transformation which is given by:

v. Assessment of the Fitting of Logistic Regression Model

After fitting the logistic regression model or once a model has been developed through the various steps in estimating the coefficients, there are several techniques involved in assessing the appropriateness, adequacy and usefulness of the model. First, the importance of each of the explanatory variables will be assessed by carrying out statistical tests of the significance of the coefficients. Then the overall goodness of fit of the model will be tested (Agresti, 1996). The Pearson's Chi-square, the likelihood ratio tests (LRT), Hosmer and Lemeshow Goodness of fit Test and the Wald tests are the most commonly used measures of goodness of fit for categorical data (Hosmer and Lemeshow, 1989).

a. Goodness of Fit of the Model

Assessing goodness of fit involves investigating how close values are predicted by the model with that of observed values (Bewick et al., 2005). The comparison of observed to predicted values using the likelihood function is based on the statistic called deviance.

$$D = -2 \sum_{i=2}^n \left[y_i \ln \left(\frac{\hat{p}_i}{y_i} \right) + (1 - y_i) \ln \left(\frac{1 - \hat{p}_i}{1 - y_i} \right) \right] \quad 3.6$$

For purposes of assessing the significance of an independent variable, the value of D are compared with and without the independent variable in the equation as given below:

$$D = D_0 - D_L$$

Where D_0 -deviance of model without the explanatory variable and D_L - deviance of model with the explanatory variable included. D has a chi-square distribution with degree of freedom equal to the difference between the numbers of parameters estimated in the two models.

b. Likelihood-Ratio Test

The G^2 test statistic is defined as two times the natural log of the ratio of likelihood functions of two models evaluated at their Maximum Likelihood Estimates (MLEs). The likelihood-ratio test uses the ratio of the maximized value of the likelihood function for the full model (L_1) over the maximized value of the likelihood function for the reduced model (L_0). Therefore, the likelihood-ratio test statistic is given by:

$$G^2 = -2 \ln \left[\frac{L_0}{L_1} \right] = -2 \{ \ln L_0 - \ln L_1 \} \quad 3.7$$

where L_0 is the likelihood function of the null model and L_1 is the likelihood function of the full model evaluated at the MLEs. This natural log transformation of the likelihood functions yields an asymptotically chi-squared statistic with degree of freedom equal to the difference between the numbers of parameters estimated in the two models (Menard, 2002).

c. The Hosmer and Lemeshow Test Statistic

This goodness-of-fit statistic is used to assess the fit of a logistic regression model. Hosmer and Lemeshow's goodness of fit test divides subjects into deciles based on predicted probabilities and then computes a chi-square from observed and expected frequencies. Using this grouping strategy, the Hosmer-Lemeshow goodness-of-fit statistic, \hat{C} is obtained by calculating the Pearson chi-square statistic from the gx2 Table of observed and estimated expected frequencies. A formula defining the calculation of \hat{C} is as follows:

$$\hat{C} = \sum_{k=1}^g \frac{(O_k - E_k)^2}{V_k} \quad 3.8$$

Where $E_k = nP_k$, $V_k = nP_k(1 - P_k)$, g is the number of group, O_k is observed number of events in the k^{th} group, E_k is expected number of events in the k^{th} group, and V_k is a variance correction factor for the k^{th} group. If the observed number of events differs from what is expected by the model, the statistic \hat{C} will be large and there will be evidence against the null hypothesis that the model is adequate to fit the data. This statistic has an approximate chi-square distribution with $(g-2)$ degree of freedom.

d. The Wald Test

For each explanatory variable in the model there will be an associated parameter. The Wald test, described by Agresti, 1996; is one of a numbers of ways of testing whether the parameters associated with a group of explanatory variables are zero. If for a particular explanatory variable, or a group of explanatory variables, the Wald test is significant, then would conclude that the parameters associated with these variables are not zero, so that they should be included in the model. If the Wald test is not significant then these variables can be omitted from the model. Wald X^2 statistics can be used to test the significance of individual coefficients in the model and are calculated as follows.

$$Z^2 = \left(\frac{\hat{\beta}}{se(\hat{\beta})} \right)^2 \sim X^2(1) \quad 3.9$$

Each Wald statistic is compared with a X^2 distribution with 1 degree of freedom.

e. R Squared Statistic

A number of measures have been proposed in logistic regression as analog to R^2 in multiple regressions. The maximum value that the Cox and Snell R^2 attains is less than 1. The Naglekerke R^2 is an adjusted version of the Cox and Snell R^2 and covers the full range from 0 to 1, and therefore it is often preferred, R^2 statistics can be used to indicate how useful the explanatory variables are in predicting the response variable (Bewick et al., 2005).

$$R_{cs}^2 = 1 - \exp\left(-\frac{2}{n}[D - D(\text{model with the variable})]\right) \tag{3.10}$$

The Naglekerke measure is given as follows:

$$R_N^2 = \frac{R_{cs}^2}{R_{max}^2}, \text{ where } R_{max}^2 = 1 - \exp [2(n)^{-1}D(\text{model with the variable.})] \tag{3.11}$$

vi. *Outliers and Influential Cases*

The observed response for a few of the cases may not seem to correspond to the model fitted to the bulk of the data. Cases that do not follow the same model as the rest of the data are called outliers, and identifying these cases can be useful. Single cases or small groups of cases can strongly influence the fit of logistic regression model. The most useful and important method of perturbing the data is deleting the cases from the data one at a time. Cases whose removal causes major changes in the analysis are called influential (Sanford, 2005).

DFBETA(S) is a diagnostic measure which measures the change in the logit Coefficients for a given variable when a case is dropped. If DFBETAs is less than unity it implies no specific impact of an observation on the coefficient of a particular predictor variable, while DFBETA of a case is greater than 1.0, is considered as potential outlier.

Cook's distance is a measure of the influence of a case. It is a measure of how much the residual of all cases would change if a particular case were excluded from the computation of the regression coefficients. Cook's distance less than unity shows that an observation had no overall impact on the estimated vector of regression coefficients β .

Analog of Cook's influence statistics of a case greater than 1.0 indicates that a potential outlier, while the value of the leverage statistic less than one shows that no subject has a substantial large impact on the predicted values of a model.

Multicollinearity: refers to a situation where there is either an exact or approximately exact linear relationship among the predictor variables. In other words Multicollinearity is the degree of redundancy or overlap among explanatory variables. The existence of multicollinearity makes it hard to get coefficient estimates with small standard error (Gujarati, 2004).

IV. RESULTS AND DISCUSSION

Results in this chapter are presented in two separate sections. The first section displays the descriptive results and the second section reveals results of the Logistic Regression Model.

a) *Descriptive Results*

During the 2011 Ethiopian DHS, complete information regarding occupational status is collected on a total of 2,858 youths aged between 15-24 years old. Thus, the result shows that about 298 (10.4 percent) of the young population is jobless as displayed in the Table 4.1 below.

Table 4.1 : Shows the Number and Percentage Distribution of occupational Status in Ethiopia (EDHS, 2011)

		Number	Percent
Occupational status	Employed	2560	89.6
	Unemployed	298	10.4

b) *Bivariate Results*

As shown Table 4.2 below, employment status of youth is significantly associated with region of residence (P value<0.05). The higher (33.6 percent) among unemployed youth is observed in Amhara region followed by Tigray (25.5%). Likewise, employment status of youth is also significantly associated with exposure to mass media (p-value<0.05). Accordingly the highest prevalence (96.6 percent) among unemployed youth is resided to rural parts of the country.

Similarly, childhood immunization status is significantly associated with availability of electric power (p-value<0.05). Accordingly, high prevalence (90.6 %) among unemployed youth is those whose community has no electric power. Table 4.2 also shows that the proportion of employment status of youth varies

significantly with access to market information (P-value<0.05). With regard to this, the higher (68.9%) of the unemployed population has no access to market information. According to the 2011 Ethiopia DHS, youth employment status is also significantly differs with educational level (P-value<0.05). The higher (54.2 percent) of unemployed youth have no educational background.

Previous Sector of participation is significantly associated with youth employment (P-value<0.05). The higher (90.9 percent) among unemployed youth have no work experience. Moreover, sex of the youth is significantly associated with his/her employment status (P-value<0.05). The higher (88.3 percent) of unemployed youth are female.

Table 4.2 : Description of Socio-economic and Demographic factors affecting occupational status of Ethiopian youths (EDHS, 2011)

Covariates		Percent within Occupational Status		Chi-square (P-Value)
		Employed	Not employed	
Region of residence	Tigray	16.0	25.5	5.64 (0.00*)
	Affar	3.5	2.0	
	Amhara	11.1	33.6	
	Oromiya	14.2	20.5	
	Somali	2.8	0.7	
	Benishangul-G.	13.7	7	
	SNNP	13.8	8.1	
	Gambela	9.5	1.3	
	Harari	6.7	0.7	
	Addis Ababa	4	0	
	Dire Dawa	4.6	0.7	
Place of residence	Urban	21.6	3.4	51.83 (0.00*)
	Rural	78.4	96.6	
Educational status of household head	No education	48.5	57	82.22 (0.00*)
	Primary	41.4	42.3	
	Secondary	5.8	0.7	
	Higher	4.4	0%	
Sex of the youth	Male	77.7	11.7	16.21 (0.00*)
	Female	22.3	88.3	
Access to electric power	No	72.9	90.6	73.01 (0.00*)
	Yes	22.2	2.0	
Wealth index of the family	poor	38.7	62.8	56.31 (0.00*)
	medium+	61.3	37.2	
Access to market information	No at all	58.1	68.9	81.92 (0.00*)
	Some times	26.6	25.0	
	Always	15.3	6.1	
Sector of participation in the past	No	85.2	90.9	15.25 (0.00*)
	Informal	11.8	7.4	
	Formal	3.0	1.7	
Youth's educational status	No education	33.8	54.2	77.35 (0.00*)
	Primary	44.9	41.7	
	Secondary +	8.1	1.7	

*Significance ($p < 0.05$)

c) Results of Binary Logistic Regression Model

A Binary Logistic Regression Analysis is used to identify the most important determinant factors which are associated with the occupational status of youth in Ethiopia. Before giving interpretation to results of the model, we should check whether or not the model fits the data well.

i. The Hosmer-Lemshow Test

If the p-value of the Hosmer-Lemshow Goodness of fit test statistic is greater than $\alpha = 0.05$, we fail to reject the null hypothesis that there is no

difference between observed and predicted values, implying that the model fits the data at an acceptable level. The value of Hosmer-Lemshow statistic has chi-square value of 8.135 and a p-value of 0.420 indicating that the model has a good fit as shown in Table 4.3. This shows that there is no significant difference between the observed and predicted model values and hence the model fits the data well.

Table 4.3 : Hosmer and Lemshow Test

Chi-square	df	Sig.
8.135	8	.420

ii. *Interpretation for Results of a Binary Logistic Regression Model*

After the assessment/ evaluation of the overall model and goodness of fit test, statistical tests of individual predictors are conducted to identify the determinants for occupational status of youth in Ethiopia

As shown in Table 4.5 below; Region of residence, Educational status of the youth, Access to market information, Age, Gender, Access to electric power, wealth index and Access to market information are found to be the most important determinant factors. Whereas, the other variables such as Educational status of household head, Place of residence, Family size and Sector participation in the past are not significantly associated with occupational status of youths in Ethiopia.

Youths occupational status is significantly vary with his/her educational status ($p < 0.05$). As a result, those who are not educated and primary level are 5.1 percent and 81.5 percent more likely non-occupational respectively, compared to those whose educational level is secondary & above controlling for the other variables in the model.

The result also shows that youths occupational status is significantly differs with age of the youth ($p < 0.05$). Accordingly, a one unit increment of age

decreases the likelihood of being unemployed among youth by 15%, controlling for the other variables in the model.

As shown table below, occupational status of youths is also significantly differ with respect to region of residence ($p < 0.05$). Concerning to this, those that resides to Amhara, Tigray and Oromia regional states are 57.2%, 16.5% and 28.8% more likely to be non occupational respectively compared to youths in Addis Ababa controlling for the other variables in the model.

Access to market information is also significantly associated with youths' occupational status as shown in the table below. Thus those who have this access are 86% less likely to be non occupational compared to those who have not getting the access, keeping the other variables constant.

Similarly, youth's occupational status in Ethiopia is significantly differs with respect to family wealth index. With respect to this those whose family is poor are 30.1% more likely unemployed compared to those whose family are medium and above. As shown in the table below, access to electric power is also significantly associated with their current occupational status. Concerning this, those who are in a community have electric power are 86% less likely non occupational compared to those who are not, controlling for the other variables in the model. Sex is another demographic variable affecting employment status of the youth. Concerning to this, females are 60.8 % more likely unemployed compared to males.

Table 4.5 : Logistic Regression Model result of Determinants of youth unemployment Status in Ethiopia (EDHS, 2011)

Covariates	$\hat{\beta}$	S.E.	Wald	df	Sig.	Exp($\hat{\beta}$)	95% CI for Exp($\hat{\beta}$)	
							Lower	Upper
Region of residence	-	-	97.330	10	.000*	-	-	-
Tigray	1.642	.757	4.709	1	.030*	5.165	1.172	22.759
Afar	.938	.875	1.150	1	.283	2.555	.460	14.192
Amhara	2.358	.755	9.749	1	.002*	10.572	2.406	46.459
Oromia	1.665	.758	4.825	1	.028*	5.288	1.196	23.374
Somali	.415	1.054	.155	1	.694	1.515	.192	11.958
Benishangul gumuz	.397	.781	.258	1	.611	1.487	.322	6.875
SNNP	.735	.774	.903	1	.342	2.086	.458	9.506
Gambela	-.880	.910	.936	1	.333	.415	.070	2.466
Harari	-.391	1.043	.140	1	.708	.677	.088	5.224
Dire Dawa	-17.502	6.203E3	.000	1	.998	.000	.000	.
Addis Ababa (ref)								
Age	-.095	.037	6.603	1	.010*	.909	.845	.978
Youth's educational level	-	-	8.102	2	.017*	-	-	-
No	.050	.788	1.004	1	.450	1.051	.224	4.927
Primary	.596	.764	6.09	1	.035*	1.815	.406	8.107
Secondary + (ref)								

Sex								
Female	.475	.231	4.241	1	.039*	1.608	1.023	2.528
Male (ref)								
Access to market information								
Always	-1.936	.767	6.366	1	.012*	.144	.032	.649
Sometimes	-1.967	.805	5.974	1	.015*	.140	.029	.677
No at all (ref)								
Wealth index								
Poor	.579	.161	12.910	1	.000*	1.784	1.301	2.445
Medium and above (ref)								
Access to electric power								
Yes	-1.997	.566	12.457	1	.000*	.136	.045	.411
No (ref)								
Constant	-17.928	.0575	.000	1	.998	.000		

*Significance ($p < 0.05$) ref=Reference category.

DFBETAs are all less than unity implying no specific impact of an observation on the coefficient of a particular predictor variable. The result also shows that cook's distance values are all less than unity showing that an observation had no overall impact on the estimated vector of regression coefficients β . The result of the maximum value of analog of Cook's influence statistics for each predictor variable is also less than 1.0. Therefore, there is no potential influential observation.

Multicollinearity in logistic regression is detected by examining the standard errors for the β coefficients. A standard error larger than 2.0 indicates numerical problems, such as multicollinearity among the independent variables. However, none of the coefficients of the independent variables in this analysis had a standard error larger than 2.0.

V. CONCLUSIONS AND RECOMMENDATIONS

a) Conclusions

The aim of this study is to examine the factors which determine youth unemployment in Ethiopia and suggest way forward towards reduction of the problem. The study uses Binary logistic regression model to analyze the determinants of unemployment in Ethiopia. The dependent variable of the study was youth employment status which was categorized into two categories employed and unemployed. From the findings of this study, this study concludes that Educational status, Age, Region of residence, Access to electric power, Gender and Access to market information, are all significant factors in explaining the difference in youth employment status in Ethiopia.

The findings of the study show that gender is significant determinant of unemployment and male youth stand a high chance of being employed over

being unemployed as compared to female youth. Literacy rates are especially low among women. Participation rates also differ more widely between men and women. Reasons for inactivity include home making for rural women and most often being a student for urban men. Women marry earlier than men – a reflection of the different opportunity structure for men and women. Firstly, women may leave the labour force when marrying, which would explain the number of women unpaid family workers. Secondly, the expectation of marrying early may discourage women's education. The low literacy rate among young women, may, in turn explain their higher level of unemployment, as well as their high participation in the informal economy.

Regional location of the youth people is found to be significant. Many factors contribute to the disadvantaged position of youth in the labour market and to the unequal distribution of work between different regions of youth. The current policy emphasis to address the employment challenge through the promotion of the private sector, expanding investment to improve the productivity of agriculture and introducing off-farm non-agricultural activities for the purpose of employment diversification that result the overall macroeconomic stability in the country. The role of the private sector has improved in recent years, but compared to the daunting economic and social problems the country is experiencing, much remains to be done.

Compared to the fast growth in the labour force, the jobs created by medium and large-scale private investments over the last decade are not enough to absorb the number of young people who enter the labour market every year. As long as the realization of the investment projects remains sluggish and consequently also the number of jobs created every year, the opportunities for youth will be narrow.

Labour market information and counselling play an important role in providing the efficiency of the labour market. Labour market information is scarce, and moreover is not available to all job seekers. Lack of such services puts new entrants in the job market at a disadvantage. The most popular means of seeking a job are trying to establish an enterprise, checking work sites, relatives and friends and looking at the advertisement board. A higher percentage of youth search for a job on an advertisement board compared to all unemployed and less try to establish an enterprise.

Concerning education, although there is a growing population of high school educated workforce, the majority of the unemployed are uneducated or with limited education. The results on education were supported by the results on impact of skills on youth employment status where unskilled youth were found to be more likely unemployed over being employed.

b) Recommendations

From the findings the study several recommendation are made, first, the government and policy makers should review job market laws and regulation in order to promote smooth transition of youth from education to job market. The findings of the study show that skilled youth and those with more than primary school education are likely to be unemployed over being employed. It is important for the government to create specific interventions especially in the creation of more formal jobs and strengthening job market regulation relating to youth people to ensure that all youth with education or skills realize their investments in education and contribute to the country development.

The findings of the study also show that gender imbalance is a problem in the job market, the results indicate that male youth are at the advantage side to be employed over being unemployed. The government and policy makers should strengthen the laws and regulation relating to gender balance in the job market in order to give equal chance to the youth with the same level of skills or education.

The study also recommends that the government should facilitate formalization of informal employment sector in order to motivate more youth to engage in different activities which are currently considered to be informal. This will help to reduce the problem of youth unemployment especially on skilled and educated youth in both urban and rural areas. The government should give more support and emphasis on those regions with high rates of unemployment. Additionally, further research on socio-cultural practices, distribution of education, women's workload, and other related factors should be emphasized. In order to decrease unemployment levels in regions with lower levels, the socio-economic status of the regions has to be raised. As a consequence, differences in the level of unemployment between regions would be reduced, and

job opportunity would be more uniform across all regions.

Efforts should be made to improve youth who live in rural parts of Ethiopia by providing the access of electric power. Because electric power is a powerful service to establish private institutions so that job opportunities to the urban young population would be increased.

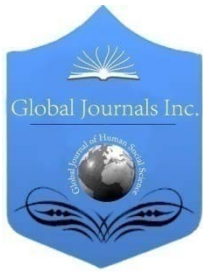
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Project Initiated Citizen Forums at Grassroots in Bangladesh: Lessons Learned

By Mohammed Mamun Rashid

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Keywords: civil society, coastal communities, parliament, public policy, well-beings

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Project Initiated Citizen Forums at Grassroots in Bangladesh: Lessons Learned

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I. INTRODUCTION

Civil society is one of the three important sectors of society, along with government and business. United Nations (2016) state that it is the “third sector” of society which comprises civil society organizations and non-governmental organizations. However, there have different definitions about civil society and contextual lenses to understand. Civil society can be defined as- “a society organized voluntarily as opposed to being organized through state machinery”. In simpler term, civil society can be described as “the totality of organizations formed by the citizens outside the state and the market to support aspects of social life where a common interest exists”. In practice, the boundaries between state, civil society and market are often complex. Civil society commonly holds a diversity of spaces, actors and institutional forms, varying in their degree of formality, autonomy and power. Civil societies are often populated by

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organizations such as registered charities, NGOs, Community Based Organizations (CBOs), faith-based organizations, professional associations, trade unions, self-help groups, social movements, environmental organizations, coalitions, advocacy groups and others.

When civil society mobilizes to articulate the interests of the citizenry, there is a better connection between the needs of the population and the policies of government (United Nations Development Programme 2014). Civil society has been effective in holding states politically accountable for delivering pro-poor development. But this is possible only when there are opportunities for participation with transparency and accountability. A key aspect of state-civil society interaction is how civil society influences pro-people policies and outcomes (ibid). Massuanganhe (2009) states that sustainable development cannot be realized without robust strong institutions and active citizenry engaged in key decision-making. Political leaders should promote good governance, by strengthening institutions and public participation to address national and local development agenda.

United Nations Conference on Sustainable Development (Rio+20) states that,

We recognize the importance of efforts by developing countries to strengthen leadership of their own development, national institutions, systems and capacity to ensure the best results of effective development by engaging with parliaments and citizens in shaping those policies and deepening engagement with civil society organizations.

Parnini (2006) cites that in the early 1990s the donor agencies (i.e. the World Bank, the IMF, the ADB and the UNDP) involved the civil society organizations for ensuring good governance in Bangladesh for the following reasons. First, the civil society considers improvement of people’s lives as the top priority and an end in itself. Second, the civil society organizations are usually independent and can act as the watchdogs by monitoring the implementation of governmental commitments in different sectors. Third, civil society can fill the legislative and policy gap by advancing anticorruption proposals that may not be supported by the political parties. Fourth: the civil society can operate on the basis of ideas rather than prestige, power and money. However, Hossain et al. (2010) assert that the current development paradigm in governance sector indicates the change to a new dimension of civil

society's activism in the polity of Bangladesh. There are different ways to observe this development. A comprehensive understanding is important to major

discontents in envisaging the current paradigm of functionality of CSOs. Table 1 shows a mixing political and parliamentary system of Bangladesh.

Table 1 : Political system and Parliaments: 1972-2014

Parliament	Date of First Session	Date of Dissolution	Political System Elected Majority Party	Tenure (Months)
<i>1972-1974: Parliamentary Democracy Provisional Constitutional Order 1972 Bangladesh Constitution 1972</i>				
First	07 April 1973	06 November 1975	Awami League (AL)	30
<i>January 1975: Presidential form of Government, 4th Amendment of the Constitution</i>				
<i>1975-1981: Military Rule (Presidential form of Government)</i>				
Second	02 April 1979	24 March 1982	Bangladesh Nationalist Party (BNP)	35
<i>1981-1982: Civilian Rule (Presidential form of Government)</i>				
<i>1982-1990: Military Rule (Presidential form of Government)</i>				
Third	10 July 1986	06 December 1987	Jatiya Party (JP)	17
Fourth	25 April 1988	06 December 1990	Jatiya Party (JP)	31
<i>1991: Restoration of Parliamentary Democracy</i>				
Fifth	05 April 1991	24 November 1995	Bangladesh Nationalist Party (BNP)	56
Sixth	19 March 1996	30 March 1996	Bangladesh Nationalist Party (BNP)	12 days
Seventh	14 July 1996	13 July 2001	Awami League (AL)	60
Eighth	28 October 2001	27 October 2006	BNP-led Four Party Alliance	60
<i>2007-2008: Military-backed Caretaker Government</i>				
Ninth	25 January 2009	24 January 2014	AL-led Grand Alliance	60
Tenth	29 January 2014	Ongoing	AL-led Grand Alliance	-

Source: Centre for Policy Dialogue 2012; Bangladesh Parliament 2013

Transparency International Bangladesh (2015) identified some negative trends in 10th Parliament (2nd – 6th Session). Those are,

- 1) "Main opposition" not playing an expected role in ensuring accountability of the government.
- 2) Irrelevant criticism and use of non-parliamentary language against the alliance or parties which have no representation in the house.
- 3) Absence of a strong role from the Speaker to stop non-parliamentary language and attitude of the MPs.
- 4) No discussion on international treaties and agreements.
- 5) Limited participation in the motion of legislative business, question-answer and notices on public importance.
- 6) Limited participation of female members in different motions.
- 7) Conflict of interest in case of some of the committee members.
- 8) Lack of access to the information in parliamentary business.
- 9) Irregular meeting of the standing committees.
- 10) Absence of any specific timeline and enforceability for implementing recommendations of the standing committees.

The overview of this article is based on a project interventions of "Coastal Peoples' Participation in Formulation of National Policies and Laws" implemented

by a partner NGO i.e. Community Development Centre (CODEC), Bangladesh. The project was funded by USAID where The Asia Foundation (TAF) helped partner NGOs to implement it. The main objective of this paper is to find out major learning from donor-facilitated grassroots civil society groups; which will be useful information especially for development practitioners to work, in future, in such communities. Based on primary research done by author, this article insights on community mobilization in remote coastal areas, formal engagement of Members of Parliament (MPs), project management practices, scope and sustainability of project-led civil society groups. An endeavor is also made to pinpoint some issues of lives & livelihoods of coastal communities and parliamentary system of Bangladesh.

a) Project summary

As of January 2013, The Asia Foundation (TAF) issued democratic governance grants to 18 Bangladeshi Civil Society Organizations (CSOs) under Promoting Democratic Institutions and Practices (PRODIP) program. CODEC received Taka 13,109,596

(USD \$163,870, exchange rate \$1 USD = 80 Taka) to implement project from 01 August 2011 to 31 March 2014. Noteworthy, The Asia Foundation (TAF) and State University of New York's Center for International Development (SUNY/CID) implement PRODIP program that aims to increase the effectiveness and responsiveness of legislative institutions and processes in Bangladesh through two simultaneous and mutually-reinforcing objectives. Over the periods, it focuses on assisting Parliament to improve its law making and oversight capability, strengthen its committees, increase public awareness of its functions; and create opportunities for increased public input into the development of national policy. It also helps to achieve a more constructive and sustainable role for civil society in democratic governance.

Under objective-2 of PRODIP program, "Coastal Peoples' Participation in Formulation of National Policies and Laws" project was implemented in three coastal districts i.e. Bagerhat, Barguna, and Patuakhali. It covered 10 sub-districts, that is, Bagerhat Sadar, Kachua, Mongla, Rampal, Barguna Sadar, Amtali, Bamna, Patharghata, Patuakhali Sadar, and Mirzagonj. Constituency wise: Bagerhat-2, Bagerhat-3, Barguna-1, Barguna-2, and Patuakhali-1. This project aimed to promote coastal peoples' participation in the development of effective national policies and legislative initiatives relating to the eradication of extreme poverty and protection of the environment, while at the same time strengthening the representational, legislative and oversight of area MPs to allow them to effectively pursue agreed upon policy agenda.

This project formed a total of 13 District and *Upazila* (sub-district) based Public Policy Forum (PPF). It facilitated quarterly meetings of respective forums and arranged advocacy & leadership development training for its members. Policy promotion materials like testimonial video documentary, poster, flyer, policy research monograph, Participatory Action Research (PAR), policy brief, and factsheet were developed under this project. Policy dialogues with MPs, Parliamentary Standing Committee (PSC), ministry, local service providing departments and media were arranged with policy promotion materials. Finally, 'Coastal Caucus' was formed to carry forward advocacy issue at national level.

II. MATERIALS AND METHODS

This research adopts a mixed method, applying both qualitative and quantitative methodologies in collecting, assessing and data analysis. Fieldwork was conducted in project working areas, that is, Bagerhat, Barguna and Patuakhali districts from May to June 2014. Project-led civil society groups i.e. members of Public Policy Forum (PPF) were key informants for data collection. Respondents' selection was done by random

sampling from a table listing all 20 members of each Public Policy Forum (PPF). First, all of members were numbered from 1 to 20 and then 10 members were selected randomly. In such way, total 130 members (Male-83 and Female-47) from 13 Public Policy Forums (PPFs) were selected. Two methodological techniques; (a) quantitative survey, and (b) qualitative studies through which respondents' observation and personal interview were conducted. Activities of forums were closely observed as on 30 June 2015 to validate perception of respondents. The questionnaire for the survey centered on management of forum, capacity development, advocacy efforts, formal engagement with MPs and other actors, sustainability and impact. Graphical presentation of Public Policy Forum Index (PPFI) was prepared based on scoring of respondents.

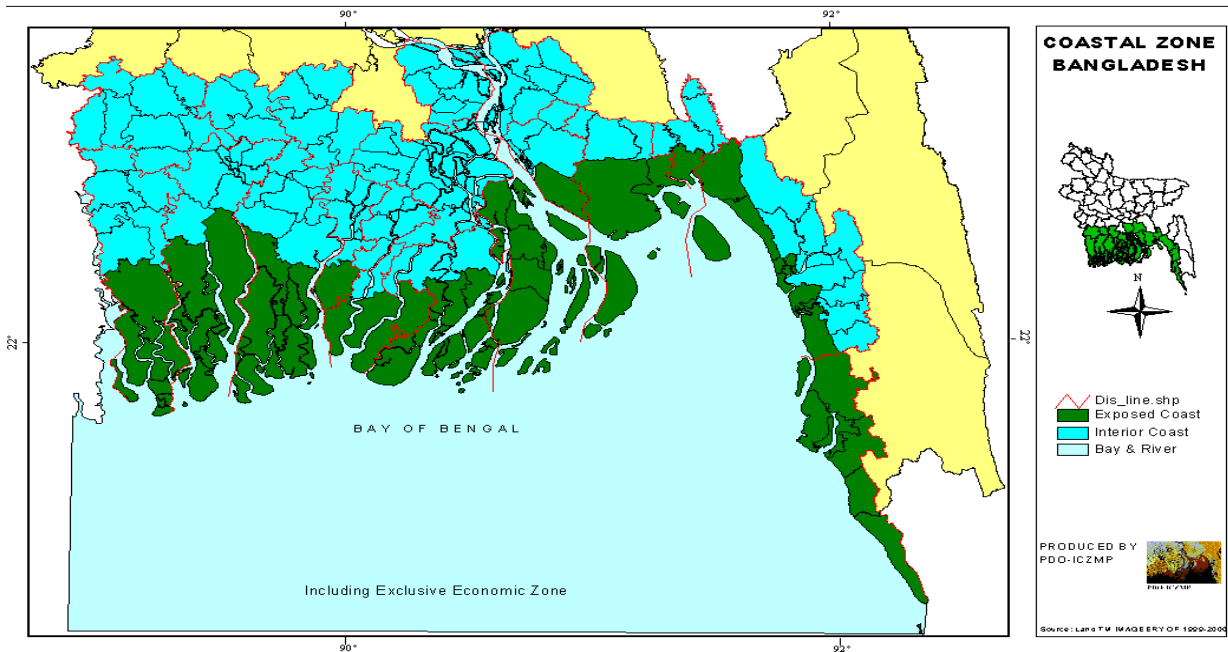
III. RESULTS AND DISCUSSION

a) Coastal Zone of Bangladesh

Bangladesh has an area of 147,570 square kilometers and a population of about 149,772,364; making it the most densely populated country in the world. It ranked 142th, out of 187 countries, of the UN Human Development Index and has been improving over the last decade (UNDP 2014).

Bangladesh has a coastline of 710 kilometers and an Exclusive Economic Zone (EEZ). There are different views on the delimitation of the coastal areas. The conventional view is that the land that is inundated by the high and low tides is called the coastal belt. Total 19 districts of the country are being affected directly or indirectly by some of these phenomena. The districts are considered including all *upazilas* (sub-district)/*thanas* (police station). A total of 48 *upazilas/thanas* in 12 districts are exposed to the sea and/or lower estuaries, are defined as the exposed coast and the remaining 99 of the coastal districts are termed interior coast (WARPO 2005). Over the periods, Government of Bangladesh (GoB) realigned jurisdictions and declared some new administrative units. Now 161 *upazilas/thanas* are comprised in 19 coastal districts (Ministry of Public Administration 2013 & Bangladesh Police 2013).

Coastal areas of Bangladesh face with several natural hazards like cyclone, storm surge, flood etc. In addition, there have man-made different hazards like arsenic, water-logging and salinity in water & agricultural land. Noteworthy, this zone has diverse eco-systems: mangrove, marine, estuary, islands, coral, sandy beaches, sand dunes and has both 'world heritage sites' and 'ecologically critical areas'. Coastal zone offers immense potential for economic growth. Renewable and nonrenewable energy, marine resources, beach minerals tourism are some of the less explored areas.



Source: Islam et al., 2006

Map 1 : Coastal Zone of Bangladesh

Table 1 shows geographical coverage, households and population of coastal districts. It is found that 28.42 percent of total population of Bangladesh lived in coastal districts in 2001. Growth

rate of population has been declined due to lack of employment opportunities, livelihood problems and social challenges.

Table 1 : Area, households and population of coastal districts and Bangladesh

Categories	Area (km ²)	Households		Population (Adjusted)	
		2001	2011	2001	2011
Coastal districts	47,201	6,904,728	8,242,484	37,048,411	40,038,963
Bangladesh	147,570	25,490,816	32,173,630	130,354,060	149,772,364
Percentage	31.99	27.09	25.62	28.42	26.73

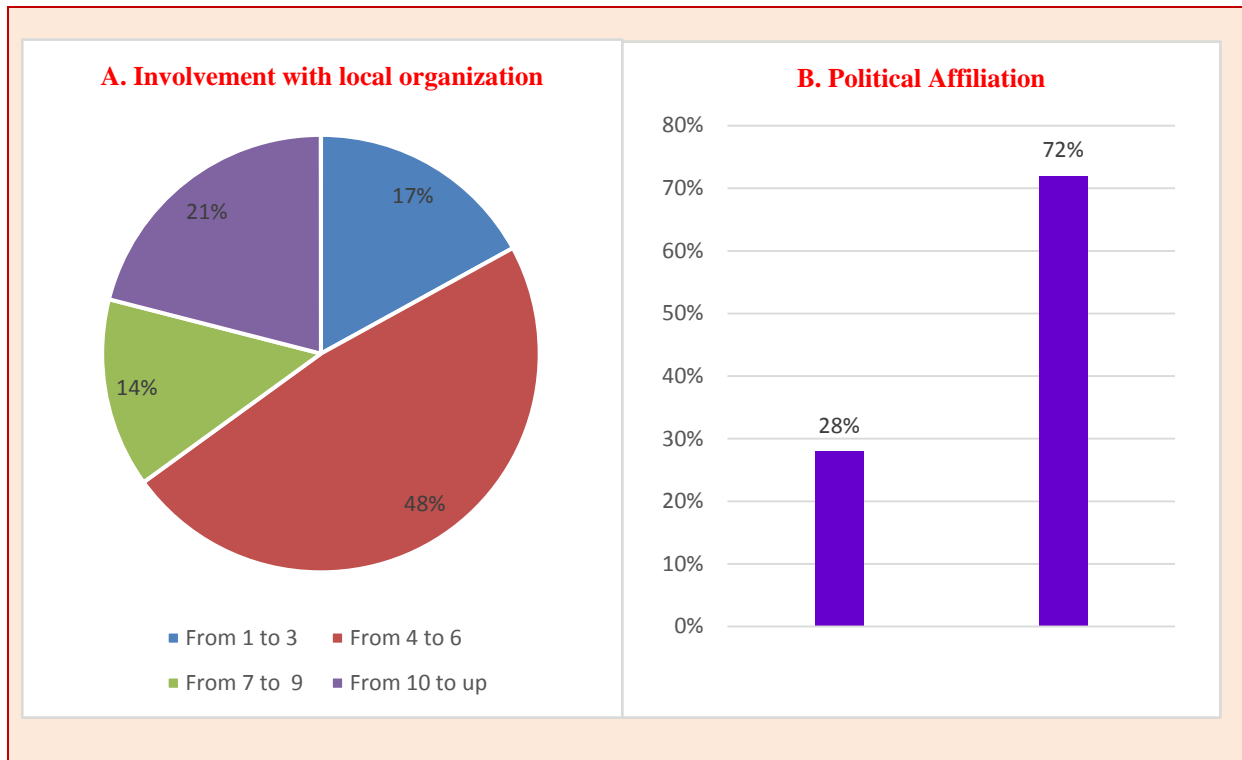
Source: Bangladesh Population and Housing Census 2011

People of coastal areas are still braved and struggling with many odds. Now days the threat of cyclonic storm like *Sidr*, *Aila* and tidal wave and cyclone of 1970, 1991, 2007 and 2008 has become a permanent phenomenon in their life. The Constitution of Bangladesh bestows special provision for development of disadvantaged areas including remote coastal areas. Moreover, a total of 87 Members of Parliament (MPs) were directly elected in ninth parliamentary election from coastal districts. Despite having potentials, socio-economic conditions of coastal communities remain disappointing and, in some extents, improving steadily.

b) *Public Policy Forum (PPF)*

Each Public Policy Forum (PPF) was formed by comprising 20 members; representing from diversified backgrounds like teacher, advocate, social leader, local doctor, women activist, journalist, NGO activist, CBO leader, cultural activist, environmentalist, association

leader, ethnic minority, representative working for Persons With Disabilities (PWD), youth representative, retired government official. PRODIP project gave financial and technical support to form Public Policy Forum (PPF). It is found that 28 percent respondents of forums were directly engaged with political party. Majority of respondents were involved with local organizations like women association, professional group, CBO, and etc. A number of respondents (21 percent) were involved with ten to more organizations. Significantly, MPs do not seek to control forums; but like the PPFs by positioning loyal party members as insiders in a portion. Membership reflects supporters of both major political parties in Bangladesh. It is quite difficult to avoid few less-committed participants at district and sub-district level due to unavoidable circumstance and silent facts; in practice, it is wise to tactically deal them as a gateway to engage MPs.



Source: Field data

Figure 1 : Involvement of forum members' in local organization and their political affiliation

c) Quarterly meetings and advocacy agenda

Members of Public Policy Forum (PPF) organized their agenda-based quarterly meetings. The meeting was financially and technically supported by project personnel. Coastal belt of Bangladesh is very wide in range. Its extent of problem and prospect is also very wide. However, zone-specific policy and development strategy addresses issues and concerns of coastal areas. For instance, Coastal Zone Policy (2005) and Coastal Development Strategy (2006) provide framework for integrated coastal zone management. The duration of Coastal Development Strategy (CDS) was five years starting from 2006 and ended in 2010. CDS identified nine strategically prioritized areas for implementation. Those were:

- Ensuring fresh and safe water availability
- Safety from man-made and natural hazards
- Optimizing use of coastal lands
- Promoting economic growth emphasizing non-farm rural employment
- Sustainable management of natural resources: exploiting untapped and less explored opportunities
- Improving livelihood conditions of people; especially women
- Environmental conservation
- Empowerment through knowledge management
- Creating an enabling institutional environment

Revitalizing of CDS, an intensive consultative document, or formulation of such zone focused strategic planning was main advocacy agenda of PPF. Members of PPF emphasized on their long-term commitment to specific advocacy issue. However, PPF literally failed to revitalize a comprehensive plan for coast. Respondents reveal that weak national platform, that is, 'Coastal Caucus', short duration of project, massive political unrest are major reasons for such failure. A total of 88.5 percent respondents believe that periodical meetings of PPF will not be continued and sustained without support from project. Brand of Public Policy Forum (PPF) will not be heard in future. However, in observation, it is found that Bagerhat District Public Policy Forum (DPPF) still continue their events on local advocacy issues. Majority of respondents (90.00 percent) acknowledge that project-led capacity development initiatives for local civil society will help for vision sustainability, transforming knowledge, and merging with other formal and non-formal bodies.

d) Capacity building

Project personnel and external experts facilitated training for members of PPF. Civil Society-Driven Advocacy; and Advanced Women Leadership Development trainings were organized by Institute of Governance Studies (IGS) of BRAC, a reputed NGO in Bangladesh. Majority of respondents (93.08 percent) state that they were benefited from more advanced training contents and materials. National convention of

PPF and exposure visits helped them for alliance building and networking among them.

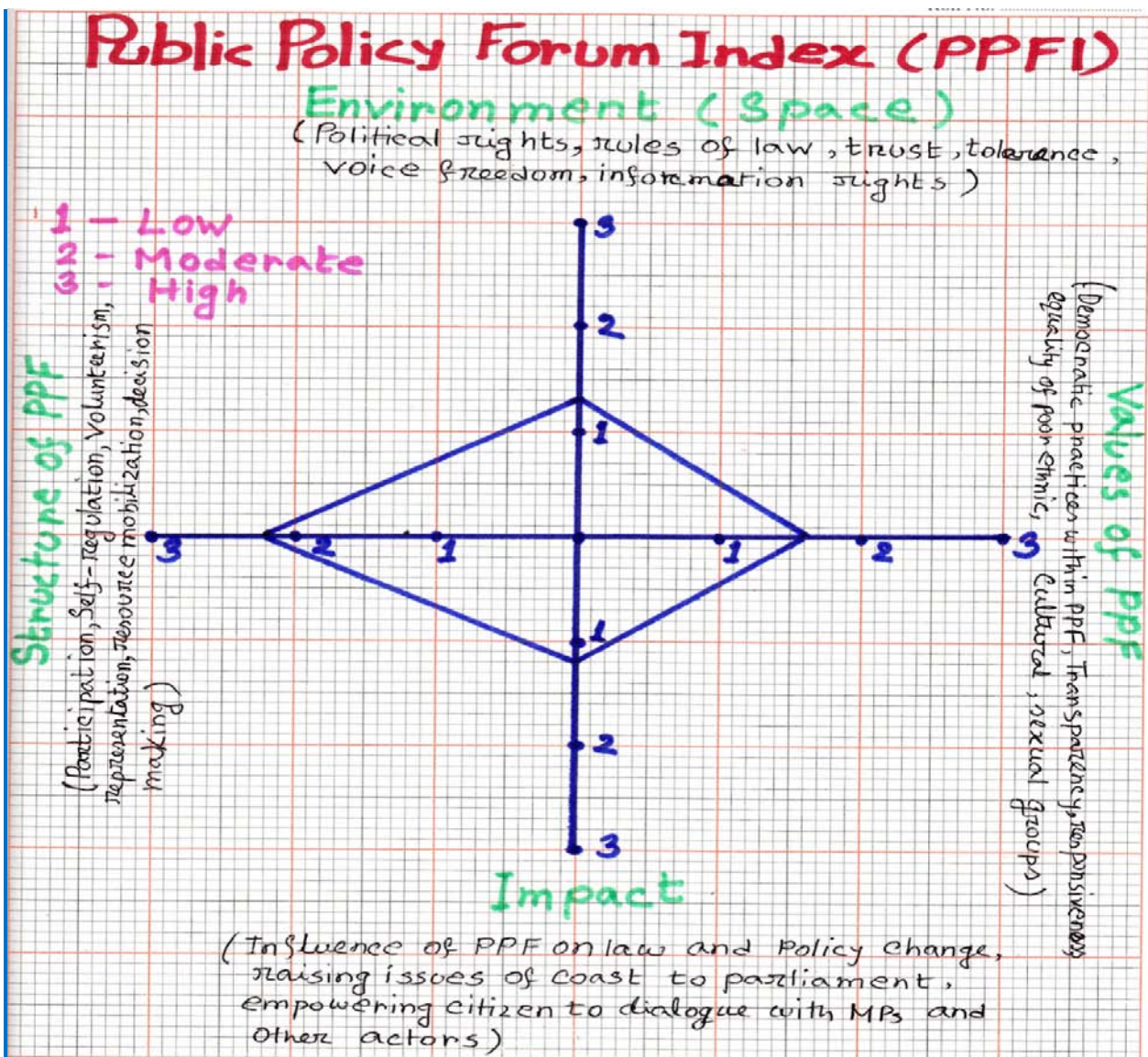
e) *Engagement of MPs and media*

Initiatives of PPF contributed to formalize policy dialogue between citizens and MPs, as well as focusing policy conversations on national level advocacy goal. Total 86.92 percent respondents mention that their relationships with policymakers have been expanded or strengthened as a result of involvement in the PRODIP-supported initiative. In most cases, PPF members maintain direct contact with MPs from their constituencies. They track schedules of MPs and conduct individual meetings when MPs return to their constituencies on the weekends. MPs raised local demands, as for example- preventing nuisance of sea pirates, special allocation and Identity Card (ID) for fishermen, improving health services at remote coastal

pockets, in Parliament. Total 70.77 percent respondents reveal that members of PPF were able to engage local media in favor of advocacy issue like news coverage, feature on coast. However, 40.00 percent of respondents remark that members of PPF had less connection with national media.

f) *Index of PPF*

Index of PPF has been prepared based on given score of respondents. Structure of PPF, Values of PPF, Environment, and Impact of PPF have been measured by 0 to 3 rating scale. In graph, it is found that scoring at structure of PPF was highest (2.2 out of 3) and scoring at impact level was lowest (1.2 out of 3). Noteworthy, environment for civil society, herein, PPF was not up to mark especially due to turmoil political situation during study period. Scoring of Public Policy Forum Index (PPFI) is given in graph-



Source: Field data

g) *Lessons learned*

- There is a substantial amount of tacit knowledge within members of PPF which make important contributions to policy research and monitoring. Unfortunately, in agenda-building perspective, participation and space of grassroots civil society is narrow-down at national level.
 - Project personnel had value formal communication with MPs, but lack knowledge about the parliamentary oversight process.
 - PPF contributed to formalize policy dialogue between citizens and MPs, and raised local demands in Parliament. But they did not success to influence Ministry, which is most important in the context of Bangladesh.
 - Dealing with political parties is challenging; but working with them are very important for political empowerment of grassroots people. NGO should not directly affiliate with any political party.
 - Two video documentaries on lives & livelihoods of coastal communities, policy research, Participatory Action Research (PAR) were helpful to sensitize relevant stakeholders and actors.
 - Coastal belt is vast in nature. 'Coastal Caucus' did not significantly represent different geographical settings. Proper networking was not established due to short period of project.
 - It is important to create 'Information Bank' on facts and figures of coast and ensure open access for all.
- Gender friendly atmosphere was observed in each Public Policy Forum (PPF).
 - Dependency on project personnel for keeping meeting minutes and organizing other events.
 - The project was cost effective and efficient; members PPF and stakeholders appreciated for it.
 - If grassroots citizens do not see sustainable promising progress due to short time of project then negative attitude will be formed at communities in long-run.

IV. CONCLUSION

This field based study finds that donors have more attention to NGOs as a civil society organizations rather than grassroots civic groups. However, coastal zone of Bangladesh is relatively income-poor in comparison with rest of the country. Some districts and sub-districts are located at poverty pocket that were identified by the Government of Bangladesh (GoB). This paper proves that grassroots civil society have attention and knowledge about lives & livelihoods issues. Project-driven civil society initiatives enhance formal engagement of policymakers to significantly hear voices of citizen. It helps for vision exercise, awareness and capacity building for policy promotion. Short duration of project and political unrest are major hindering factors relating to institutional sustainability of such emerging civil society forums at grassroots level.

APPENDIX: QUESTIONNAIRE

- 1) Name and address:
- 2) Sex: 3) Educational qualification: 4) Age:
- 5) Are you involved with local organization; like club, social movement, association, forum, and NGO-led group? [Yes or No] If 'Yes' then with how many organization(s)?
- 6) Prior to this project, were you involved in a community group that communicated directly with policymakers to advocate for policy changes? [Yes or No]
- 7) Do you think that quarterly meeting of Public Policy Forum (PPF) will be continued after project period? [Yes or No]
- 8) Do you have any plan for sustainability of Public Policy Forum (PPF)? [Yes or No]
- 9) Are you member of any political party of Bangladesh? [Yes or No] Do you think that your political affiliation influences the activities of Public Policy Forum (PPF)? [Yes or No]
- 10) Does 'Coastal Caucus' play significant roles? [Yes or No] Please, explain why?
.....
.....
- 11) Do you think training courses were effective for participants? [Yes or No]
- 12) Have your relationships with policymakers been expanded or strengthened as a result of your involvement in the PRODIP-supported public policy forum? [A. Much less than before B. Same as before C. Much more than before]
- 13) Do you know demands of local citizens are raised in Parliament by your MP? [Yes or No]
- 14) What was level of engagement with local media? [A. Much B. Moderate C. Less]

- 15) What was level of engagement with national media? [A. Much B. Moderate C. Less]
 16) Scoring of Public Policy Forum (PPF)

Particulars	Score (0 to 3)
Structure of PPF	
Values of PPF	
Environment (Space)	
Impact	

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Challenging Traditional Ways of Thinking: an Examination of the Role of Dichotomous Social Boundaries in a Greek Tragedy

By Dr. Michael Jessee Adkins

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Abstract- Greek Tragedies are uniquely suited to serve as stimuli for intellectual thought and cultural reflection. This essay examines THE BACCHAE in an effort to understand how traditional ways of thinking are challenged. Dichotomous social boundaries are explored in an effort to shed light on the challenges and benefits associated with progressive social change. Ultimately, reflecting on THE BACCHAE allows us to improve the understanding of ourselves and humanity.

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Abstract- Greek Tragedies are uniquely suited to serve as stimuli for intellectual thought and cultural reflection. This essay examines *THE BACCHAE* in an effort to understand how traditional ways of thinking are challenged. Dichotomous social boundaries are explored in an effort to shed light on the challenges and benefits associated with progressive social change. Ultimately, reflecting on *THE BACCHAE* allows us to improve the understanding of ourselves and humanity.

I. INTRODUCTION

The Bacchae is a Greek Tragedy written more than two thousand years ago by Euripides. The story describes the appearance of a new god known as Dionysus. He “was the god of wine, agriculture, and fertility.” (Gross and Grote 2007) His actions and appearance were controversial. “He was the center of profuse and contradictory legends; he became one of the most important of the Greek gods and was associated with various religious cults.” (Lieberman 45) The actions of Dionysus and other characters challenge social conventions. Their actions reveal how humanity can make progress by exposing and overcoming dichotomous social boundaries. “Human/divine, male/female, adult/child, free/slave, citizen/non-citizen, Athenian Greek /non-Athenian Greek, and Greek/barbarian are the most significant boundaries negotiated by tragedy.” (Hall 96) This essay will demonstrate how *THE BACCHAE* uses dichotomous social boundaries to challenge traditional ways of thinking.

The tragedy begins as Dionysus returns to Thebes. He is disguised as a human and accompanied by an entourage of followers. Theban law forbids the worship of Dionysus. However, his arrival causes women to fall into a trance and flee to a mountain where they begin worshipping him. Pentheus, the ruler of Thebes, feels threatened by the women’s behavior. He “is enraged at the worship of Dionysus and forbids it, but he cannot stop the women, including his mother Agave, or even the elder statesmen of the kingdom from swarming to the wilds to join the Maenads (a term given to women under the ecstatic spell of Dionysus) in worship.” (Gross and Grote 1) Still in disguise, Dionysus allows himself to be arrested. Pentheus confronts Dionysus, attempts to torture him, and threatens to cut

off his “girlish curls.” (Euripides 214) However, Dionysus used his divine powers to evade torture by transforming himself into a bull and causing an earthquake. Pentheus is shaken by the experience and says “this is mortifying. That stranger, that man I clapped in irons, has escaped.” (Euripides 222) He becomes interested in what Dionysus has to say. Dionysus wants Pentheus to allow the people of Thebes to worship him, but Pentheus refuses to allow such worship. A farmer arrives and describes seeing the women on the mountain. The farmer described seeing erotic encounters, euphoric dancing, and feasting. He described a “mythical union with nature, as they suckle wild young animals and streams of various liquids flow forth.” (MacLeod 1) The farmer said when the women noticed him, they became violent, chased him away, and tore his farm animals apart with their bare hands. Pentheus becomes interested in the farmer’s story and Dionysus offers Pentheus an opportunity to see the women noting “You will find all the ambush you deserve, creeping up to spy on the Maenads.” (Euripides 237) Pentheus agreed and dressed as a woman to disguise his masculinity. Dionysus escorts Pentheus to the mountain and calls for the women to kill him. They swarm around Pentheus in a state of frenzy. “One tore off an arm, another a foot and still warm in its shoe. His ribs were clawed clean of flesh and every hand was smeared with blood as they played ball with the scraps of Pentheus’s body.” (Euripides 244)

The tragedy makes numerous references to dichotomies. For example, actions occur in the city and in the wild. Conflict occurs between man and God. Tension escalates between the male and female characters. Dionysus has been described as being “man’s benefactor and he was man’s destroyer.” (Hamilton 72) Dionysus uses his disguise to penetrate the social order of mankind without first exposing himself as a god. He diffused the dichotomy between man and god by behaving as a man. His peculiar nature and appearance puts him in a class of his own. He had “long yellow curls smelling of perfumes, with flushed cheeks and the spells of Aphrodite in his eyes.” (Euripides 204) He cannot be described as being totally masculine or feminine. His character blurs the traditional dichotomies of god/man and masculine/feminine. The play exposes these dichotomies in an effort to show how conventional ways of thinking are challenged.

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Pentheus, the king of Thebes, was compelled to restore order to his city when the women became involved in Dionysian activities which took place in the wild. Civil society and the women's wild actions were dichotomous types of social behavior. Pentheus felt threatened by the wild Dionysian actions and resolved to "stop this obscene disorder." (Euripides 204) His staunch resistance to the Dionysian world leads to his death. The perceived threat stemmed from the wives' promiscuous and erotic sexual behavior in the wild. The women were sexually active with multiple male partners. The potential for impregnation from a source other than their husbands was a source of social conflict. Such an event would devastate the Greek family because it was critical, within their culture, to preserve the pure family lineage and the husband's name. (Parada 1) Thus, another dichotomy is observed in this story. The notion of civilized behavior and social stability is challenged by the opposite notion of animal behavior and social degeneration. Dichotomous social behavior was manifested through the actions of wild behavior, in the case of the women, and civic duty, in the case of Pentheus. This is a conflict of social boundaries. These boundaries demonstrate that humanity is plagued by an inner psychological conflict. Dionysus asked Pentheus if he would like to see the women. Pentheus replied "I would pay a great sum to see that sight." (Euripides 230) This reply is of particular interest considering the women's activities were strictly unacceptable given their social expectations. Moreover, it would have been inappropriate for Pentheus to view such activity. However, he still wanted to see the forbidden actions. His traditional way of thinking was challenged and his behavior changed. Socially, Pentheus was expected to behave with restraint. Naturally, he wanted to view the sexual acts. Thus, a conflict existed between what was natural and what was socially acceptable. The Dionysian antagonism served to challenge the traditional ways of thinking by exposing the conflict between dichotomous social behaviors.

Friedrich Nietzsche, a prominent philosopher and classical philologist, is regarded as one of the foremost writers who addressed the social implications of Dionysian activities. "Since Nietzsche published *The Birth of Tragedy* in 1872 Dionysus has been the dominant Greek deity in the imaginations of scholars." (Easterling 36) Nietzsche believed the dichotomy between "state and society, indeed all divisions between one human being and another, give way to an overwhelming feeling of unity which leads men back to the heart of nature." (39) Pentheus rejected the Dionysian actions because of his strict adherence to civic life. He thought his kingdom was "disgraced, humiliated in the eyes of Hellas." (Euripides 228) He was wrapped up in a dichotomous view to the extent that he failed to compromise. He failed to accept a natural form of behavior and he did not allow his subjects to worship

Dionysus because the actions stood in contrast to his rational ideals. Philosophers have argued that engaging in the irrational Dionysian action can "enrich man's apprehension of life by expanding it beyond the rational to its fuller dimensions." (Irrationalism 1) Costea, Crump, and Holm maintain the Dionysian acts were "a triumph of emancipation and self-assertion. In this sense, it no longer seems to mark a split between the purely 'rational' and the 'irrational': it is both in an original fusion." (150) The play seeks this type of fusion in an effort to unify social boundaries. For example, Dionysus sought unity between what was civil and what was wild because he wanted the Theban citizens to freely worship him. Dionysus wanted a state "which destroys the usual barriers and limits of existence" (Nietzsche 129)

Humanity has become accustomed to dichotomous social relationships. Confusion and intolerance can be created when these relationships are challenged. This confusion was intentionally brokered by Dionysus when he was disguised as a man with a feminine appearance. Intolerance was manifested when Pentheus refused to allow his citizens to worship Dionysus. These types of situations can be beneficial to humanity because they force us to reconsider and redefine our social boundaries. Costea, Crump, and Holm describe the Dionysian experience as a "destruction of boundaries." (1) Sometimes this type of destruction is necessary for humanity to make progress. Stated differently, people grow when they break free from dichotomous social boundaries.

Greek tragedy says something about the nature and scope of humanity, tragedy is a reflection of the challenges in life. Mankind's psychological struggle to contain natural impulse is presented via the notions of sexual activity and wild behavior presented within the play. Religious dichotomies are also addressed via the conflict between God and Man. The issues presented within the text address ideas regarding the way mankind deals with social behaviors related to gender, nature, and religion. These issues, and the dichotomous they create, form social boundaries. The play seeks shatter such dichotomies in an effort to challenge conventional ways of thinking.

Greek tragedy can serve as a tool that can aid the understanding of ourselves. *THE BACCHAE* used dichotomies and social boundaries to challenge conventional ways of thinking. "Dionysus brings destruction, but paradoxically brings resurrection and life as well." (Powell 274) The play exposed the dysfunction associated with maintaining dichotomous perspectives and it encourages individuals to pursue cultural reflection, tolerance, and acceptance

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Mona Lisa Gaze Principle

By Abraham Tamir

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Introduction- People looking at Mona Lisa believe that she looks at them from every direction they will look at her. However in a numerical survey I have conducted, that has never been done before, 500 people were asked to look at her from right, front and left sides. The results negate the well-known myth that Mona Lisa looks at the observer from all directions viewed where only 65% confirm that she was looking at them from all directions. Likewise, 93% confirmed that Mona Lisa was looking at them while viewing at her from right, 72% when viewing at her from front and 78% when viewing at her from left. The illustration demonstrates what they observe as seen from each direction. A thorough analysis of the subject brought me to extend and formulate a principle that I named "Mona Lisa's gaze principle" which fits each element in a picture - portrait, wall in a construction, details in a landscape and the like. This principle guides also people how to look at pictures. According to this principle: "If you look at any detail in a picture and this detail turns to you from certain direction, it will turn to you from each direction you view it: from right, from front, from left, from above and from below. However, if from your looking direction.

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MONALISAGAZEPRINCIPLE

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Mona Lisa Gaze Principle

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I. INTRODUCTION

People looking at Mona Lisa believe that she looks at them from every direction they will look at her. However in a numerical survey I have conducted, that has never been done before, 500 people were asked to look at her from right, front and left sides. The results negate the well-known myth that Mona Lisa looks at the observer from all directions viewed where only 65% confirm that she was looking at them from all directions. Likewise, 93% confirmed that Mona Lisa was looking at them while viewing at her from right, 72% when viewing at her from front and 78% when viewing at her from left. The illustration demonstrates what they observer as seen from each direction. A thorough analysis of the subject brought me to extend and formulate a principle that I named "Mona Lisa's gaze principle" which fits each element in a picture - portrait, wall in a construction, details in a landscape and the like. This principle guides also people how to look at pictures. According to this principle: "If you look at any detail in a picture and this detail turns to you from certain direction, it will turn to you from each direction you view it: from right, from front, from left, from above and from below. However, if from your looking direction the element does not turn to you, it will never turn to you." Hence, I suggest to an observer of every picture the following: move parallel to the picture from right to left and the opposite, and to your surprise you will start to feel that the elements that turned to you from a certain direction will start to "move" in your brain to every direction from which you view them. The artwork of the Holland's artist Meindert Hobbema indeed testifies that the lane and the woods avenue turn to the observer from each direction. However, the Gate of Mercy in the painting of the artist Nofer Keydar never turns to the observer. Twenty-five people who were asked to observe 16 details in the 12 paintings from three directions in which also that at the bottom confirmed the principle in 90% of the details and the directions of observation. And finally it should be noted that we don't talk here on a scientific principle that exists in all cases, but in a generalization that depends on the perception process that is different from one to the other.

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The result of looking from left at the central picture



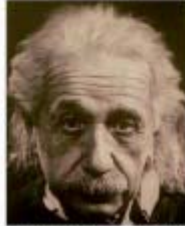
The central picture



The result of looking from right at the central picture



Mona Lisa is always looking at you from all directions you view her: from right, front, left from above and from below



Also Einstein is always looking at you from all directions you view him: from right, front, left, from above and from below



Also the lane and the woods avenue is turning to you from each direction you view them: from right, front and left



However, the Gate of Mercy never turns to the observer from neither direction that he is observing at it: from right, front and left



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Influence of Peer Group Relationship on the Academic Performance of Students in Secondary Schools (A Case Study of Selected Secondary Schools in Atiba Local Government Area of Oyo State)

By Ajibade Basit Olalekan

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Abstract- This research study sought the influence of peer group relationship on the academic performance of the students in secondary schools. The study was limited to five secondary schools in Atiba Local Government Area of Oyo state. Three research questions guided the study. The findings of the study revealed that the peer group influences learning and certain factors like the social economic status and parental factor as they determine membership in most groups.

The study also found out that pupils are closer to their friends than to their teachers and parents concerning their academics and that parents monitor their children's peer group association. The findings were discussed and recommendations were made.

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Abstract- This research study sought the influence of peer group relationship on the academic performance of the students in secondary schools. The study was limited to five secondary schools in Atiba Local Government Area of Oyo state. Three research questions guided the study. The findings of the study revealed that the peer group influences learning and certain factors like the social economic status and parental factor as they determine membership in most groups.

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I. INTRODUCTION

a) Background to the Study

Adolescents are categories of children that usually form groups in the schools. Truly speaking, adolescence is the most chaotic and stressful of all stages in human life (Wikipedia). In addition, the complexities of contemporaries' life have made adolescence a major developmental period compared to the ritualized transition; it has been in traditional culture and past generation.

Generally, it has been observed that a group which a child belongs to could influence his learning, studies from various cultures have shown that a child right from infancy to adolescence is faced with urge to belong and to be accepted by the group. A basic human need is to acquire an affiliation to a group in the society. Peer relationships are common in the schools and homes and this plays important roles in the socialization of children in Nigeria.

Students in the midst of their group transformed into the true picture of their behaviour, they feel more comfortable among fellow students but feel morose at home or at the presence of teacher. The most important influence on student behaviour to learning is not always the teacher but the fellow students.

With this, there is need to identify the influence of peer group relationship on learning, although there are other factors that can influence the learning but the

role played by the peer group learning is more than other factors because the attitude of students to learning are not always encouraging. The most common types of peer group to be investigated are the secondary school children who fall into the same group that could have negative influence on their learning.

Manheim (1998) claims that children throughout their school career will be grouped with their contemporaries so they will become accustomed to having the limitations and addition of each age group intensified. Taiwo (2004) wrote that the peer group outside the home from which does not always conform with adult standard, and each child strive to abide with the ethics of the group they takes membership with because rejection by the group may have negative effect on the learning of the child.

Grulund (1990) feel that acceptance by a peer group improved social relation. These have beneficial effects on individual learning insecurity that arises from satisfying emotional tension enables him to concentrate more on his assigned learning tasks.

This indicates that acceptance by the group may have positive effect on the child. A child who is not brilliant enough may do better if he is accepted by a group that is inclined to study. It has been observed that a child learns more easily within his peer group. Where he is wrong, he prefers to be corrected by a member of his peer group than by the teacher.

In support of this view, Ezewu (1992) advised that the school must therefore use peer group energies to promote rather than impede good learning. It is therefore necessary to let students realize the reason why they have to be careful in choosing their friends so that their attitudes toward learning would be improved as the peer group they belong can have effect on their learning negatively and positively. Peers are so critical to an adolescent's should provide boundaries from which teens form their identity, while peers form the cushion of support during the fragile time that identity is being formed. These boundaries that enables him to internalize the values that form his character to foster his

learning that he acts accordingly without generating retribution from authority or rejection from his peers.

b) *Statement of the Problem*

The low academic performance in schools is brought the need to investigate the factors influencing learning. The peer group influence is one of the factors causing low academic performance.

There is need to look into peer group relationship and individual approach to learning, membership of the peer group they belong and find out how factors such as sex, age, social status or ethnicity determine their membership in a group. In addition what influence do parent and teachers have on the group.

c) *Purpose of the Study*

This study is to investigate how peer groups influence academic performance in secondary schools under Atiba Local Government Area of Oyo state.

The study will find out the following:

- i. The positive or negative influence of peer group relationship on academic performance of students. This study is important for students in the secondary school level to be aware of the significant role played by the peer groups in learning and for them to reason and be conscious of the group they join and move with.
- ii. The study will also examine the influence of economic status of peers on the academic performance of students in secondary schools.

d) *Research Questions*

- i. Does peer group influence the academic performance of secondary school students?
- ii. Does the economic status of peer influence their learning and academics?
- iii. Do parents show interest in knowing the peer group association of their children?

e) *Significance of the Study*

The findings of this study will be helpful in determining some of the factors associated to the peer groups in relation to their academic performance. The factors when identified will form a base for proffering appropriate solutions to parents and teachers to beware of the ways they can direct peer group relationship.

The result will also guide counsellors to find the best ways of handling peer groups relationship. The students will also benefit from the study by acquiring knowledge on peers that can hinder their progress in academic.

The result will enable the teacher to know more about the peer group which in turn will continue to enhance teaching and learning process.

It is also hoped that the present research study will at least provide some background information for future study on the topic.

f) *Scope of the Study*

The study will focus on the influence of peer group relationship on the academic performance of students in secondary school. The study will be carried out in the selected junior secondary schools in Atiba Local Government Area of Oyo state. The scope will be limited to five (5) secondary schools in the area and the respondents used are junior secondary school students.

g) *Limitations of the Study*

In this study, the researcher is limited to some factors which includes school size and time factor. The finances accompanying researches also confined the study to the selected secondary schools in Atiba Local Government Area of Oyo state.

h) *Definition of Terms*

Aristotle said that intelligent discussions must begin with definition of terms. Thus the researcher deems it fit to give operational definition to the following concerned terms in the study.

Peers: This refers to children of same sex and usually within the same age range.

Peer Group: This is the association of close friends of the same sex, which are bound together by common emotional attachment and have a complex social system of which they possess certain code of conduct such as dressing codes.

Peer Group Relationship: This is the form, way and why close friends of the same sex (peers) communicate among themselves whether in public or exclusively.

Academic Performance: This is the level of achievement attained through efforts or skills during the learning processes (theoretical and practical) and has effect on the standard of education.

Influence: This refers to the effect which an element has on another specific element.

II. LITERATURE REVIEW

In view of the importance of research in various factors of human existence and survival, the publicity of work done on the influence of peer group on the academic performance of students is necessary to expose the researcher to what has already been done on the area of study.

Therefore, this chapter of the research work will focus on giving a clear understanding on the issue of poor performance of students and low achievement in academics. To this end, literatures are reviewed here under the following headings:

1. Concept of peer group
2. The effect of peer groups relationship on learning
3. Parents influence on pupil's peer group relationship
4. Teachers influence on pupil's group relationship
5. Summary of literature reviewed
6. Research hypotheses

a) *Concept Of Peer Group*

A peer group consists of people or individuals that are within ages that are close in years, for instance between range of one to four years, the school serves as primary setting for the membership of peer group, they may be in the same class, the same sex and close interaction is of equals.

It is generally observed that peer group has a lot of influence on students. This is seen from the role-played by the peer group in the life and learning of a child, it is believed that students feel more comfortable and relaxed among fellow students. A child who is brilliant and surrounded by dull friends would lose interest in learning. On the other hand, a peer group which inclined to study would have positive effect on a dull member towards learning and stimulate his/her interest on learning. Katz(1960) wrote that the nature of a peer group determines the impact on the motivation of and achievements of its member.

The attractiveness of the group, the nature of conformity demanded by the group and the morals of the group determine whether a group is likely to have positive or negative impact on members' motivation and achievement. If the atmosphere of the group is warm, understanding and supportive, the group influence or motivation, task performance and achievement will most likely be positive.

A hostile atmosphere, constant frustration and frequent conflicts produce a negative impact not only on the member's growth and behaviour but also on his motivation to work and achievement. The kind of person a child is dictates the type of group he/she is in, as children tend to imitate each other.

Festigen (2006) also shares the same view that imitation of behaviour in a group occurs when a person acts in a way that is likely to be joined by the rest of the group.

Bandura (2003) noted that through observing and imitating the behaviour of others, learners can bypass much wasteful random behaviour and come close to reproducing the behaviours of which members are recognized. A child may not be dull but playful. If he is well monitored and he falls into a group of brilliant students who are not playful, he imitates them and this changes his attitude towards learning for better. This is why it is important for teachers to be able to distinguish a playful child from dull one.

Students who are playful but have academic traits should be encouraged to join a study inclined group.

Cressey (1992) found that peers were involved in the socialization of novices, considerable sociable interactions and the maintenance of loose, unwritten code of conduct to be followed by those who wished to remain in the group.

This is more important to the secondary school level. There are students who found to be dull in their

primary school but became brilliant in secondary school because of peer group influence.

Dull students should be identified from playful students. Therefore, attention should be concentrated on students in their first three years of secondary education as these are the most easily influenced by peer groups. This is because most of the time these students do not have a set goal until they get to higher level when they are faced with reality of WAEC and subsequent examinations.

This group also tends to imitate each other easily. They fear rejection by the group. Grulund (1990) feels that acceptance by a peer group improves social relations. Also response rate of students are lower in the junior secondary school. Teachers are more likely to hold the attention of students in the SSS than students in JSS. However, the teachers could use the peer group to get the needed responses in the JSS class.

Bang (1999) wrote that the effectiveness of the school depends on large measures on the development of effective small groups.

b) *The Effect of Peer Groups Relationship on Learning*

Sociologically, peer group is the aggregation of youths of approximately the same age level and status, Bernard (2008) describes a peer group as member of individuals bound together by purpose or abilities. Beckman (1996) viewed that members of a group perceive themselves to be alike in significant ways.

Blake and Davids (1997) support the view that a peer group come into being because its members have common goals, interests and motivations. Wattenberg (1998) also viewed that peer group is a potent force which wields great influence, especially in the school setting.

Dubey (1997) is also in the view that the peer group has come to be recognized as an association of those within the same age group and the concept can apply to both the adult and the young.

In socialization and education, it refers to a group of boys and girls or both belonging to the same age group. It has been found that in most cases, group comprises of people of the same sex and age group. That is, girls are likely related to girls and vice-versa. Case like this tends to have a competitive outlook to life and learning.

This is because some of these boys can read for hours and are inclined to study; the girls also would want to meet up with them and as such, we find in some classes girls are on the lead.

It has also been found that some pupils find it easier to relate more with people who are older than them and this have more natural outlook to life. In such cases, such pupils have knowledge of things in all sphere of life and could easily discuss issue outside the school curriculum. (Brent 2006)

In groups where there are both boys and girls, there is free interaction between sexes, which help to avoid sex discrimination as each is likely to understand other better.

James (1996) wrote that a person is controlled in his conduct by identification controlled in various groups. The loyalty of the individual to these groups is often a very strong force in his life. Cooley (1992) in support of this wrote that the child in his imagination acquires first in image of himself as he appears to others, he forms an idea of how others judge him and finally he experiences a feeling of pride depending on what he imagines they think of him. Thus, a member of a group puts up behaviour of his own part from the one of the group.

Fatinwa (1974) wrote that age groups in many ethnic societies in Nigeria have been well used for community development educational purposes, citizenship training in general or for purely political activities. It is essential for the continuation of the peer group to sort out the role of leaders and followers.

Landgren (1969) define leadership as the influence that a group member has over the motives and behaviour of other members. Leadership may be agreed upon willingly and quietly accepted or asserted over by one member. It has been observed that most children from high socio-economic status form peer group with children from similar socio-economic status and vice-versa.

Katz (1994) wrote that people of particular status level find themselves attracted to their peers that is those equal to them in status because with them they find themselves more socially and psychologically comfortable.

Dubey (199) also support that social status help to determine membership in most groups. However, there are exceptions of pupils from low or middle socio-economic status homes usually tend to live above their means in schools, this is because of the children from high socio-economic status homes in all ways, most of the time, they want to be seen in the same clothes and shoes with them. And when they cannot get money to do this from the appropriate source (i.e. from their parents) they resort to other means like stealing.

Dubey (2006) also noted that most children from high and middle socio-economic status homes tend to use English as their medium of communication right from home and also have access to textbooks and other necessary materials for learning while most children from poor homes mostly use their native language and lack textbooks and necessary materials.

Therefore, the poor children's English is improved as a result of their relationship with those children from high and middle class who have the textbooks and materials. Also these children may borrow textbooks which they cannot afford to buy from their affluent friends.

Pata (2004) stated that the peer is important because it shelters and protects its members. It gives them psychological substance by meeting emotional needs of affection, understanding and acceptance. It invests individuals with specific status. And since it comprises a small number of people of equal rank, a peer group can operate as a medium of communication. As members can interact directly with one another, equivalence in their status ensures that members have a common basis of meaning which adds to ease off communication. In all these, it is not doubtful that a peer group provides and enhances effective learning. They relate more with each other than with their teachers or parents. In a classroom situation, a pupil may be tongue tied at the sight of his/her teacher and may find it difficult to relate with him/her. This is not because he/she does not know the answer but because of the negative attitude to the teacher. The pupil could easily give these solutions and suggestions in the midst of his/her peers.

Coleman (1981) wrote that peer group in many schools exert a strong influence on academic performance, one of the reasons for this is that, pupils care so much about being liked and respected by their peers and therefore will try to impress them both in academics and other aspects.

Hollander and Hunt (1991) noted that children especially school children do not rush to form groups. They observe and evaluate one another before they form a formal peer group.

In the secondary school, pupils come in contact with peer from different geographical areas, provinces and ethnic groups. The opportunity to mix with young pupil from different social background is likely to readily mix up with another pupil of the same ethnic background Etim (1996).

Peer group should therefore be used for effective teaching and learning in schools. In certain areas of problem solving, the group may do better than any single member. Even if a single member proposes a solution, it is likely to be discussed in the group, supporting this, Brunner (1968) states that discussion is a social aspect in the domain of reasoning, logic and problem solving.

Bary (1995) in support of this write up stated that, in the larger social group, the group as a whole exercise control over the individuals.

Bary (1995) continues that interaction in the group is determined to some extent by the personal characteristics of each group member. The group is influenced only to a degree by its individual members regardless of behaviours exhibited by each individual; the group develops behaviour on its own. He goes further to say that group atmosphere and the morale of the group determines whether the group is likely to have negative or positive effects on the productivity and social behaviour of members. If the group is supportive and conducive and the morale is good, the group's

influence on the development of members will be positive. In a classroom situation, if group works are given, all members of the group would try as much as possible to contribute as they would not want to bring the group down. On the other hand, if the groups told repeatedly that the group is not doing as well as it should, a prolonged anxiety and possibly indecisiveness and difference may result as well as a gradual lowering of morale and as the group morale lowers, each individual is affected negatively. He cannot perform at an optimum level because low morale produces an atmosphere that is not conducive to work.

In essence, if a group inclined, a single member will do all he could to improve learning situation in the group than impede it. It also enables pupils who are not serious towards studying work to buckle up. It has been observed that competition in a group does not facilitate work, as pupils in such a situation tend to withhold information that will aid progress or work to himself alone.

Deatsch (1999) found that when groups are competitive rather than co-operative, a stress situation seemed to occur. On the other hand, competition can also be used to advantage, for instance if a member of a group scores a very high mark in a test, it enables others in the group to aim high in the next test.

c) Parents Influence on Pupils Peer Group Relationship

Taiwo (1996) wrote that the first people with whom the child comes in contact with are his parents. They transmit to him their own values of right and wrong at a time when he is not in contact with any other influences. Unless the foundation laid by home is sound and solid, the school has nothing to build upon and the child later becomes a problem not only to his parents but also to the community.

It is therefore the home that the child comes from that determines type of group the child would join. In essence a child from home that well disciplined would find it difficult to be in a group that comprises of delinquents and if he finds himself in such group, he would refuse to be influenced by their behaviours. In a case where such a child is influenced by the group behaviour, the situation at home does not allow him to exhibit it and thus he pretends and become meek in the presence of his parents. It is important for the parents to know a child's friends both at home and at school, in order to achieve this, parents should make themselves more accessible to their children.

Hake (2006) wrote that parents must be properly educated on matters of discipline since it is dangerous to be too permissive or too strict. The content of parent education should include the rather special treatment required by the child at the adolescent stage. At the secondary school level, parents should be made to realize that the child is no longer toddler at this stage because he is experiencing a new awareness of

the world and he is struggling not only to make a place for himself in his own age group but in the world at large. It is also the task of parents to continue to well and to give good examples to the children. This is important because pupil's imitation rate as discussed earlier is very high and thus copy behaviour from the adults.

Thus, it is likely that parents who smoke or keep late night find such behaviours in their children. And as such, the child would not resist such behaviours in their children. And as such, the child would not resist joining or forming a group of smokers or late night keepers. This also invariably would have a negative influence on his learning.

Furthermore, findings showed that delinquent children were more in homes characterized by parental conflicts that often end up in divorce. It might also lead to absence of pro-social standard of behaviour in the parents as evidenced by high rates of parental delinquency or failure to communicate stand in behaviour to the child (Hirsch 2009)

One of the most consistent findings of extensive research on the origins of delinquent behaviour was that the delinquent child was more likely to come from a home broken by divorce than non-delinquent child (Anderson 2002). However, the key factor related to the development of delinquent behaviours was not divorce; rather it was the absence of adequate parental control of the child's behaviour. (Gluock and Chueck 2006), according to them, the child failed to develop appropriate standards of behaviour because these were neither taught nor modelled in the home.

Greztel (2004) also asserts that the effect of divorce felt much by children from nuclear family. He feels that separation or divorce to them would like a loss of the father when he has travelled out of the country or the loss of the mother as in death. The needs, nurture and love that were provided by any of the two parents would be missed by them. They may lead them to "frustration and anxieties" which are signals to concentration and the application of one's energies to serious academic work"

Children from broken homes are mostly associated with cases of serious conflicts and disunity. They tend to emulate their parents by resorting to constant fighting and quarrelling with friends, classmates and brothers or sisters at home and in the other hand of forming bad gang in the school.

Juvenile delinquency is a common societal ill among our young people. Nowadays, it is a bi-product of divorce, in this case creates problem to the law enforcement agents. According to some research experiences in Oyo state, a peer group who pays truancy, who are aggressive, drug addicts and other social vices, are mostly from broken home. The American child welfare specialist see broken home as the worst kind of abuse on the child, worst in the sense

that the effect could go deeper and could seriously threaten the child's mental health, which is very difficult to heal in comparison to physical injuries.

Many cases of peer group forming armed-robbery gang, drug addicts, alcoholism, prostitution and juvenile delinquency could be attributed to parents.

Peter (2006) wrote that there are more broken homes today than there were in the past. As large percentage of maladjusted and delinquent children comes from broken home, they have no flag to follow and so fall among those adrift in the society. This could happen where both parents are working and do not come home until very late in the night and is even more rampant in cases where the child is not enrolled in a lesson after schools so that his time is not fully engaged into beneficial activities.

In a single parent home where responsibility of taking care of the child falls on either the mother's or father's shoulder and where they are busy working for means of survival, the child could also be influenced to a large degree by his peers.

Coleman (2006) wrote that the adolescent society is a reflection of a highly industrialized society in which the family has lost many of its former characteristics, especially those that made it self-sufficient economic unit. In turn, the family has little to offer the child in the way of training him/her for his/her place in the community. Since the parents are not available to relate to, he finds his level with peers.

However, in home where both parents are still together, they endeavour to know their child and inquire about the home background and academic ability of the child's friends; because they know the great influence a child's peer could have over his learning. In a situation where both parents work, they came home early enough to meet their children with their peers and monitor their movements with such and they try to engage their child's time with useful activities. Children from such homes find it difficult to mix with bad peers because they get instant discouragement from their parents and even the fear instilled in them by their parents guide them in choosing their peers at school. The parents who work late to meet up with the second time find it difficult to know their children's peer group in school.

Robinson (2008) wrote that parents once concerned with the achievement of their children try and train them for independent action and initiative. Such parent would do everything in their power to see that their children mix with the right type of groups so as to see them grow responsible adults. Thus, parents motivate their children into learning by making the home environment conducive for learning and by providing the child with learning materials.

Mussen (2007) is of the view that parental influence is more powerful than peer influence among the adolescence whose parent express affection, interest, understanding and willingness to be helpful.

Then the parents continue to provide a highly personal and emotionally involved relationship, which may be characteristics of peer group influence. However, it should be noted that peer group influence increases in the secondary schools partly because many go away from home and stay in boarding institutions where the parental contact is very limited but the main reason for peer group influence is the location of the adolescent as marginal person who is not a child and not adult.

The only reference group that meets his requirement is peer group identical.

d) *Teachers Influence on Pupils' Peer Group Relationship*

The effectiveness and success of the academic achievement of the school depends on a large measure of the development of success of small group. It supersedes working with youngsters individually. Teachers need to help the work group build its own cohesion and continually resolves the group's internal problems. The teacher's job despite the myriad requirements and changing conditions that affect him is to help each learner form his optimum level. In order to do this, the teachers must create an effective learning environment; understanding of group characteristics and social interactions makes the teacher more knowledgeable and behave in productive ways.

Bary (2007) wrote that in schools, interpersonal relationships occur within the bounds of groups. And the first thing one should examine in a classroom group is the awareness of a child's social position in the classroom has great deal of implication for his school work. Schoolwork demand regular interaction between students and teachers.

Boocook (2006) maintained that there are some evidence that the teacher-students relationship is strong by providing teacher with information on their students' abilities, home, environmental problems, emotional problems and encourage them to use his information in planning their work.

Rist (2005) wrote that much of the difficulties which culturally different pupils encounter in the schools may be attributed to how a teacher views the pupils. Therefore, it is important that the teacher use peer group for effective teaching and classroom interaction. This above view is also supported by Mannhet (2007) that these physical relationships are important because they give the very often unexamined basic framework on which classroom relationships and the teacher-pupils work attitudes are built up.

Moreover, the personality of the teacher is very important because pupils view the teacher personality before they relate on associate with them.

Dollard (2009) supported that this how pupils achieve in schools, how they behave and particularly how they view themselves is to a remarkable degree function of teacher's personality.

Miner (2008) is also of the view that a pupil's academic performance is not just simply a function of his innate ability or environmental factor but also of the teacher's personality variables. The teacher's personality is an aspect of his behaviour in groups. Teacher can resolve by centralizing the independence of students (decentralizing authority) and the social access of members.

The later can be accomplished if the teacher talk less and provide more time for giving attention to student's comments and questions. By spreading verbal participation and using students idea whether they are pertinent or off the subjects, he increased the leadership and prestige of the students.

Barnes (2004) said that there is a great need for teachers to understand how their communicative behaviour influences their pupils. The teacher must know that he/she is the centre of attention in the class, as such; he should be a good model to his pupils. He should not note their error or desist from correcting their mistakes right in the class. He should rather help them to develop their recognition and production skills that is listening, speaking, writing and reading.

Getzels (2009) wrote that group action is facilitated when teacher uses indirect rather than direct influences. If the teacher is accommodating, creative and intelligent, there will be active participation from the pupils during class work and extra-curricular activities. It is believed that a teacher directs learning and the degree in which he does this determines the total level of effectiveness.

The teacher should be aware that not all the students who are in a group work facilitate or participate in the work, in support of this, Aldridge (2011) proposed the theses that some youths joins the group not to achieve but to avoid responsibility and confrontation of life since other group members will sort the work out. They have no idea of what they want to do, so they find unity in a free for all achievements. Aldridge therefore suggested that the antidote for these is a dialogue/discussion and in short, interactive teaching influence. Also, a teacher according to John (2009) may capitalize on group function by getting pupils to discuss group weakness.

Dinkoneyer (2009) stated that one of the teacher's difficulties in the ordinary classroom approach is that, it permits some pupils to feel like their voice is flat and is of no consequence. Ebuka (2009) stated that, once pupils realize that their presence and opinion is important, they became very involved in class activities.

Oliver (2006) is also of the view that there is no sure fine technique for generating effective decision but class involvement is facilitated when pupils feel that the group is theirs and they are more likely to feel this when they have been allowed to make some suggestions and decisions. There are considerable evidences that group method promote problem-solving skills, consolidate

learning and encourage freedom of thought, a spirit of inquiry and independence.

Grumwald (2008) therefore suggested that more emphasis should be given to the process of inquiry and discovery. In a situation where there is a stubborn pupil in a group who may impede the group participation or classroom learning, the teacher should endeavour to have private moment with the child.

Woolf (2009) asserted that, there is evidence that giving the distributed pupils any kind of attention may be helpful. In support of this view Ceane (2009) asserted that the key to successful teaching resides in acceptance, applause and attention to pupils need. In case where a teacher identifies a brilliant pupils in a group that is not incline to study, efforts should be made to encourage him thus will improve his learning where teacher no longer dominates.

e) *Summary of Literature Reviewed*

The researcher has examined various items and factions that are necessary for effective and meaningful research into the factors that are responsible for low academic performance through the peer group.

The review started with concept, the effect of parents and teachers on the peer group and analysis in relation to the contemporary of ethnicity and socio-economic status that determine membership in groups.

The researcher further takes a cursory look at some empirical studies on the topic as evident from home, teacher relationship in schools and how teacher could use the peer group for effective teaching and learning process. This review is relevant to bring to focus what the study seeks to find out.

f) *Research Hypotheses*

- ✓ The impact that group relationship has on the academic performance of secondary school students.
- ✓ The impact that economic status of peers has on the academic performance of secondary school students.
- ✓ The impact that parents have on the peer group that their wards belong to and how it affect their academic performance.
- ✓ The extent to which socio-cultural background of peers affects the membership of peer groups and how it affects academic performance of students.

III. RESEARCH METHODOLOGY

The chapter describes the procedure for conducting this study, specifically; the chapter provided detailed information on research design, the target population, the sample and sampling technique, instrumentation and standardization procedure. The chapter also presented the procedures followed in collecting data, scoring and method of data analysis.

a) Research Design

The study is a descriptive research study. The study design seeks descriptive information on the influence of peer group on the academic performance of secondary school students. This type of descriptive research employed in this study is the survey research design.

The survey is an attempt to collect data from members of a population in order to determine the current (performance of peer group) status of the population with respect to one or more variable(s)

b) Area of Study

The study covered Atiba Local Government Area of Oyo state; it is surrounded by other local governments like Oyo West, Afijio, and Oyo East e.t.c. The population of this study consist of all J.S.S III students in Atiba Local Government Area of Oyo state.

c) Sample and Sampling Technique

Random sampling technique was adopted and used to select schools for the study. Out of the existing public secondary schools in Atiba Local Government Area, five (5) were randomly selected for this study which are

- Oranyan Grammar School II, Saabo, Oyo
- Oke-Olola Grammar School, Oke-Olola, Oyo
- Alaafin High School, Oyo
- Community Commercial Secondary School, Isale-Oyo
- Oba Adeyemi High School, Durbar, Oyo

The researcher made use of only J.S.S III students because this is where the influence is fully manifested considering their age range between 12 and 16 years, which falls under adolescent stage.

By using five above listed schools, it afforded the researcher the opportunity to direct information from the subject that has direct impact on them with the theme of the study in all the places used.

The spread of the subjects across the places used were given below.

S/N	NAME OF SCHOOL	MALE	FEMALE	TOTAL
1	ORANYAN GRAMMAR SCHOOL II	10	10	20
2	OKE-OLOLA GRAMMAR SCHOOL	10	10	20
3	ALAAFIN HIGH SCHOOL, OYO	10	10	20
4	COMMUNITY COMM. SEC. SCH. ISAALE-OYO	10	10	20
5	OBA ADEYEMI HIGH SCHOOL, OYO	10	10	20
	TOTAL	50	50	100

d) Instrumentation

The main instrument used for the study was questionnaire, which was prepared in two parts. Part one contained questions on personal data about each

respondent while part two contained other set of items on different factors which can influence the respondents in reference to their peer group.

The questionnaire was scaled on the 4-point scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D). The respondents were asked to indicate the extent of their agreement with the given items.

e) Validity of the Instrument

The instrument used for data collection was validated by the researcher's supervisor to check the face and content validity of the instrument. Her criticisms and recommendations were effect to produce a final draft of the instrument.

f) Reliability of the Instrument

The split-half method of testing reliability was used to ensure the reliability of the instrument. The scores gotten were correlated using Person Product moment correlation co-efficient and a co-efficient reliability of 0.69 was arrived at.

g) Administration of the Instrument

The administration of instrument for the study was carried out by the researcher by taking the questionnaires to the respondents concerned with the instruction on how to fill them.

Each subject was told the aim of the research, which is to ascertain the influence of peer group on their academic performance.

The students filled the questionnaire independently and later retrieved individually.

h) Method of Data Analysis

The data collected from the subjects will be analysed using Percentage based on the 4-points scale. To analyse the responses from the subjects, Simple Percentage method will be used.

IV. ANALYSIS OF DATA AND DISCUSSION OF FINDINGS

This chapter analyse the data collected from administration of questionnaire with simple percentage method of data analysis and the findings are discussed below in the tables.

A. Does peer group influence the academic performance of secondary school students?

Table 1 : I prefer to study with my friends

Option	Responses	Percentage (%)
Strongly Agree	43	43
Agree	24	24
Disagree	18	18
Strongly Disagree	15	15
Total	100	100

Table 1 above shows that 43 of the respondents strongly agreed, 24 Agreed, also 18 and 15 disagreed and strongly disagreed respectively.

Based on the analysis, it can be concluded that secondary school students prefers to study with their friends.

Table 2 : I Discuss My Learning Problems with Friends

Option	Responses	Percentage (%)
Strongly Agree	38	38
Agree	28	28
Disagree	20	20
Strongly Disagree	14	14
Total	100	100

In table 2 above, 38 strongly agree, 28 agreed and 20 disagreed while 14 strongly disagreed with the statement which shows that students prefer to discuss their learning problem with peers

Table 3 : The group work helped me to boost my grades

Option	Responses	Percentage(%)
Strongly Agree	30	30
Agree	22	22
Disagree	18	18
Strongly Disagree	30	30
Total	100	100

From table 3 above, where 30 strongly agreed, 22 agreed and 18 disagreed while 30 strongly disagreed which shows that group work help to improve students' grades.

Table 4 : I love to make friends with intelligent students

Option	Responses	Percentage(%)
Strongly Agree	30	30
Agree	30	30
Disagree	18	18
Strongly Disagree	22	22
Total	100	100

From table 3 above, where 30 strongly agreed, 30 agreed and 18 disagreed while 22 strongly disagreed which shows that group work help to improve students' grades.

Table 5 : My friends' assistance in group discussion assisted to improve my grades

Option	Responses	Percentage(%)
Strongly Agree	20	20
Agree	38	38
Disagree	14	14
Strongly Disagree	14	14
Total	100	100

Table 5 above shows that 20 strongly agreed, 38 agreed and 14 disagreed while 28 strongly disagreed.

Hence, it can be concluded that assistance by peers in group discussion assisted in improving students' grades.

Table 6 : The upper grade of my friends encourages me to work harder.

Option	Responses	Percentage(%)
Strongly Agree	40	40
Agree	30	30
Disagree	20	20
Strongly Disagree	10	10
Total	100	100

From table 6 above where 40 strongly agreed, 30 agreed and 20 disagreed while 10 strongly disagreed, it can be deduced from the results that secondary school students are encouraged to work harder because of upper grade of their friends.

B. Does the economic status of peers influence their learning and academic performance?

Table 7 : My friends' parents are educated

Option	Responses	Percentage(%)
Strongly Agree	5	5
Agree	5	5
Disagree	20	20
Strongly Disagree	70	70
Total	100	100

From the table above, 5 of the respondents strongly agreed that their friends' parents are educated while 5 also agreed with the statement but 20 of the respondents disagreed while 70 of the respondents strongly disagreed.

Table 8 : I hate to make friend with students from poor family

Option	Responses	Percentage (%)
Strongly Agree	5	5
Agree	10	10
Disagree	55	55
Strongly Disagree	30	30
Total	100	100

Table 8 above shows that 5 of the respondents strongly agreed that they hate to make friends with students from poor family, 10 of the respondents agreed with the statement, 55 of the total respondents disagreed while 30 strongly disagreed.

From table 9 above where 35 of the respondents strongly agreed with the statement, 40 agreed and 20 disagreed while 5 strongly disagreed, it can be concluded that students like to associate with friends from rich family.

Table 10 : I borrow textbooks from my rich friends

Option	Responses	Percentage(%)
Strongly Agree	30	30
Agree	40	40
Disagree	15	15
Strongly Disagree	15	15
Total	100	100

Table 10 above shows that 30 of the respondents strongly agreed with the statement, 40 agreed and 15 disagreed while 15 also strongly disagreed which indicated that students borrow textbooks from their rich friends.

Table 11 : I have every necessary textbook

Option	Responses	Percentage(%)
Strongly Agree	5	5
Agree	10	10
Disagree	35	35
Strongly Disagree	50	50
Total	100	100

From table 11 above where 5 of the respondents strongly agreed to having every necessary textbooks, 10 agreed with the statement and 35 disagreed while 50 strongly disagreed with the statement, thus it can be concluded that secondary school students does not have every necessary textbooks.

Table 12 : My intelligent friends are from rich homes

Option	Responses	Percentage(%)
Strongly Agree	10	10
Agree	30	30
Disagree	25	25
Strongly Disagree	35	35
Total	100	100

From table 12 above where 10 and 30 strongly agreed and agreed respectively to the statement while 25 disagreed and 35 strongly disagreed with the statement, it can be concluded that peers intelligent friends are not from rich homes.

Do parents show interest in knowing the peer group association of their children?

Table 13 : My parents know many of my friends

Option	Responses	Percentage (%)
Strongly Agree	25	25
Agree	35	35
Disagree	20	20
Strongly Disagree	20	20
Total	100	100

From table 13 above, 25 of the total respondents strongly agreed that their parents know many of their friends, 35 also agreed to the statement and 20 disagreed while 20 also strongly or totally disagreed with the statement.

Note: The greater percentages of agreed and strongly agreed were in relation to the female's responses.

Table 14 : My parents do not like my movement with friends

Option	Responses	Percentage(%)
Strongly Agree	10	10
Agree	35	35
Disagree	40	40
Strongly Disagree	15	15
Total	100	100

From table 14 above, 10 of the respondents strongly agreed with the statement above, 35 also agreed and 40 of the respondents disagreed while 15 strongly disagreed with the statement, which all in all indicate that parents like their children movement with friends.

Table 15 : My parents love to have many friends

Option	Responses	Percentage(%)
Strongly Agree	50	50
Agree	30	30
Disagree	10	10
Strongly Disagree	10	10
Total	100	100

From table 15 above where 50 of the total respondents strongly agreed that their parents love them to have many friends, 30 of the respondents also agreed to the statement and 10 of the respondents disagreed while, 10 strongly disagreed that their parents love them to have many friends.

Hence, it can be ascertained from the figures that parents love their children to have many friends or associate with peers.

Table 16 : My parents encourage me to move around with students who are intelligent

Option	Responses	Percentage(%)
Strongly Agree	40	40
Agree	30	30
Disagree	15	15
Strongly Disagree	15	15
Total	100	100

From table 16 above which shows that 40 of the respondents strongly agreed with the statement, 30 of the respondents also agreed and 15 of the respondents disagreed while 15 also strongly disagreed with the statement.

It can thus be concluded that parents encourage their children in secondary school to move around with intelligent students.

Table 17 : My parents' encourages me to study

Option	Responses	Percentage (%)
Strongly agree	42	42
Agree	32	32
Disagree	10	10
Strongly Disagree	16	16
Total	100	100

The observation from table 17 above shows that 42 of the respondents strongly agreed that parents encourages them to study with friends, 32 also agreed but 10 disagreed while 16 strongly disagreed

Finally, the researcher concluded that parents encourage secondary school students to study with friends based on the data presented in table 17.

Table 18 : My parents teach me how to relate with friends

Option	Responses	Percentage(%)
Strongly Agree	21	21
Agree	38	38
Disagree	31	31
Strongly Disagree	10	10
Total	100	100

Table 18 above shows that 21 of the total respondents totally agree that parents teach them how to relate or associate with friends, 38 also agree to the statement and 31 disagreed while 10 of the respondents strongly disagreed with the statement.

It can thus be concluded that parents teaches students on how to relate with friends.

This chapter is concerned with conclusion, educational implications for further studies and summary of the study. It gives priority to the details of major finding of this study as earlier postulated in the research questions.

V. CONCLUSION

Learning does not occur in isolation but through interaction with certain factors one of which is the peer group. It can therefore be said that the peer group, which a child interact with will definitely affect learning. On the peer group ensures positives or negative learning of a student.

The extent to which the peer group determines the academic ability of students had been investigated in this study revealed that a dull student may become study inclined when he finds himself in a group that encourages effective learning. The study also revealed that when students are not well monitored they fall in bad groups. However, the study has revealed the fact that students associated in groups with other students of the same age and ethnic background. The study has also shown that a high percentage of the students are more interested in relating to their friends than to their teachers and parents.

This may be as a result of the attitude of the parents and teachers. It is indicated in the finding that teachers may be able to use the peer group effectively for classroom interaction and participation. The peer group could also be used in a group to motivate student's class achievements.

a) Educational Implication

The findings of this study revealed the following on education:

1. In order to change students performance positively, more attention should be devoted to their relationship with their classmates both in classroom and outside.
2. A child who is not brilliant my do better in school if he is accepted by a group that is study inclined.
3. Most students from high and middles socio-economic status home have high standard of education performance and they should be encouraged to associate freely with children from poor home in order for this poor children to gain and have access to what their elites children have to improve their education performance.

b) Recommendation

Based on the findings from the study, a number of recommendations could be made as follows:

- i) Teachers should understand that the peer group is an important factor in child's learning and therefore should use it encourage learning.
- ii) Teacher should use the peer groups a study group to bring about effective classroom interaction. The teacher must neither be too strict nor too permissive so as to encourage good teacher-student relationship.
- iii) Students should endeavour to form or join groups that are study inclined and encourage learning so

that their learning would be effective or affected properly.

- iv) Parents should make sure their children are well monitored and they should encourage them to have friends that would have a positive influence on their learning both at home and at school.

The peer group influence is a very important consideration in learning, so further efforts must be made both by teachers, parents and students alike to ensure that it is effectively used to improve learning.

c) Suggestions for Further Studies

Consequent on the limitations of this study, the following areas of further research were suggested:

1. The study should be further extended beyond Atiba Local Government Area. If this could be done, it would make further revelation on the peer group relationship and its influence on the academic performance of students in schools.
2. That the study should be replicated using interview and observation techniques for data collection, because it was observed that in few of the questionnaire items, some of the respondents declined true comments.

d) Summary of the Study

The study was designed to find about peer group relationship and its influence on the academic performance of students in school. The researcher has three research questions and questionnaires were

Emmanuel Alayande College of Education Oyo School of Vocational and Technical Education
Department of Business Education Questionnaire for Students

Dear Respondent,

The purpose of this questionnaire is to collect data for my research work titled "Influence of Peer Group Relationship on the Academic Performance of Students in Secondary Schools" A Case Study of Selected Secondary Schools in Atiba Local Government Area.

Your sincere response to the questions will be highly appreciated and every information will be given a confidential treatment.

Yours sincerely,
Ajibade Basit O.

administered to the Junior Secondary School III students in the sampled schools in Atiba Local Government Area of Oyo state.

The result of data analysed can be summarized thus:

- It is evident that the peer group that a child forms or moves with influence his/her performance also feels free to discuss their problems with their peers.
- Also, through the research questions, it was discovered that students are pleased to make friends with other students from rich home and the rich students are also pleased to associate with fellow students from poor homes.
- Finally, the result findings also show the interest of the parents in monitoring the peer group association that their children move with especially the female children.

VI. ACKNOWLEDGEMENT

All Gratitude And Acknowledgements Belongs To Almighty Allah Who Provided Me With Knowledge And Means To Carry Out This Research Work.

My Sincere Gratitude Also Goes To My Project Supervisor In Person Of Mrs. Ogungboyega S.A. For Her Immeasurable Assistance, Guidance And Motherly Advice Together With Constructive Criticism During This Write Up.

SECTION A:

Fill the gaps with your information

Date:..... Age:

Sex: Class:

Religion: Tribe:

SECTION B:

Tick (✓) any of the 4-points rating scale to indicate your level of agreement: 4-points scale -

(SA) - Strongly Agree (A) – Agree (D) – Disagree (SD) – Strongly Disagree

To Be Filled By Students

A. Does peer group influence the academic performance of secondary school students?

S/N		SA	A	D	SD
1.	I prefer to study with my friends				
2.	I discuss my learning problems with friends				
3.	The group work helped to boost my grades				
4.	I love to make friends with intelligent students alone				
5.	My friends assistance in group discussion assisted to improve my grades				
6.	The upper grade of my friends encourage me to work harder				

B. Does the economic status of peer influence their learning and academic performance?

S/N		SA	A	D	SD
1.	My friend's parents are educated				
2.	I hate to make friend with students from poor family				
3.	I like to associate with friends from rich family				
4.	I borrow textbooks from my rich friends				
5.	I have every necessary textbooks				
6.	My intelligent friends are from rich homes				

C. Do parents show interest in knowing the peer group association of their children?

S/N		SA	A	D	SD
1.	My parents know many of my friends				
2.	My parents do not like my movement with friends				
3.	My parents love me to have many friends				
4.	My parents encourages me to move around with students who are intelligent				
5.	My parents encourages me to study with friends				
6.	My parents teach me how to relate with friends				



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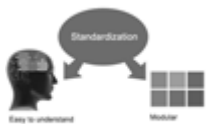
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4. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

5. Ask your Guides: If you are having any difficulty in your research, then do not hesitate to share your difficulty to your guide (if you have any). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work then ask the supervisor to help you with the alternative. He might also provide you the list of essential readings.

6. Use of computer is recommended: As you are doing research in the field of Computer Science, then this point is quite obvious.

7. Use right software: Always use good quality software packages. If you are not capable to judge good software then you can lose quality of your paper unknowingly. There are various software programs available to help you, which you can get through Internet.

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10. Bookmarks are useful: When you read any book or magazine, you generally use bookmarks, right! It is a good habit, which helps to not to lose your continuity. You should always use bookmarks while searching on Internet also, which will make your search easier.

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19. Know what you know: Always try to know, what you know by making objectives. Else, you will be confused and cannot achieve your target.

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21. Arrangement of information: Each section of the main body should start with an opening sentence and there should be a changeover at the end of the section. Give only valid and powerful arguments to your topic. You may also maintain your arguments with records.

22. Never start in last minute: Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

23. Multitasking in research is not good: Doing several things at the same time proves bad habit in case of research activity. Research is an area, where everything has a particular time slot. Divide your research work in parts and do particular part in particular time slot.

24. Never copy others' work: Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

25. Take proper rest and food: No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.



27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

29. Think technically: Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

34. After conclusion: Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium through which your research is going to be in print to the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects in your research.

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Key points to remember:

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- Align the primary line of each section
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- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

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Approach:

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- Explain materials individually only if the study is so complex that it saves liberty this way.
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- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

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- If well known procedures were used, account the procedure by name, possibly with reference, and that's all.

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
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What to keep away from

- Resources and methods are not a set of information.
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The principle of a results segment is to present and demonstrate your conclusion. Create this part a entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently. You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.



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- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
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Approach

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
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- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
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<i>Methods and Procedures</i>	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
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<i>References</i>	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring



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