

Urbanization and Its Influence on Students' Behaviour in Secondary Schools in Buea Municipality South West Region Of Cameroon

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ABSTRACT: This study investigated the effects of urbanisation on students' behaviour in secondary schools in Buea Municipality in South West Region of Cameroon. This study was guided by two research objectives; to find out the effects of family economic pursuit on students' behaviour and to find out the effects of composition of peer group on students' behaviour. The study employed a descriptive survey design. The target population was made up of 1690 form four and lower sixth students. The accessible population was made up of 788 students from six selected secondary schools. The sample size was made up of 393 students. The study used a stratified and simple random techniques to select the students and convenient sampling technique to select the teachers. The instruments for data collection were questionnaire and interview guide. The quantitative data were analysed using both descriptive and inferential statistics. For descriptive statistics, frequencies tables, percentages and mean scores were used while for inferential statistics, Pearson product moment correlation coefficient was used. The qualitative data were analysed using thematic analysis. Findings revealed that urban family economic pursuit has both positive and negative effects on students' behaviour and composition of peer group has positive and negative effects on students' behaviour. The study concluded that urbanization has both positive and negative effects on students' behaviour in urban secondary schools. Based on the above findings, the following recommendations were made; schools should organize workshops to educate parents on the effects of absenteeism and urban distractions on children, encouraging them to monitor their children's activities despite busy economic schedules; School administrations should increase the presence of counselors to provide counselling support so as to help students resist negative peer pressure associated with urban socialization, such as drug abuse, nightclubbing, and absenteeism.; Introduce peer-led, positive sensitization campaigns and workshops, targeting peer group influence on academic performance in secondary schools; School authorities, in collaboration with the Buea Council, should regulate the presence of drinking spots, entertainment venues, and other social activities in the immediate vicinity of schools; School administrations should reinforce strict school discipline regarding punctuality and behaviour to prevent students from being influenced by negative, unmonitored peer activities.

Key: *Urbanization, Influence, Students' and Behaviour*

I. INTRODUCTION

Urbanisation is a process through which cities grow, and higher percentages of population immigrate to live in the cities. It is characterised by many inhabitants residing in clustered areas with so many activities performed for the sake of economic survival (Fombe & Balgah, 2012). Urbanisation leads to increased population densities of towns which may attract modernisation trends. This modernisation has brought about evolution leading to the

transformation of technology that affects every sector of the human life including education. Urban dwellers benefit from the socio-economic activities accompanying urbanisation but they are also forced to pay a price for the ills of urbanisation. Students in secondary schools located in urban towns are not exempted from such gains and ills of urbanisation. They enjoy some benefits and also suffer the consequences of schooling in urban towns. Therefore, this study is based on the manifestations of urbanisation on students' behaviour in secondary schools in Buea municipality. This study deals with family economic pursuit and composition of peer group and their influence on students' behaviour in some selected secondary schools in the south west region of Cameroon.

II. STATEMENT OF PROBLEM

Rapid urbanization in Buea Municipality has transformed the social, economic, and cultural landscape in ways that increasingly shape the behaviour of students in secondary schools. The expansion of the town, driven by rural-urban migration, commercialization, and the growth of educational institutions, has led to increased exposure of students to diverse lifestyles, social networks, and economic pressures. While urbanization offers opportunities such as improved access to education, technology, and social services, it also presents challenges, including rising peer influence, shifting family structures, and economic inequalities. These dynamics appear to be reflected in students' behavioural patterns, such as truancy, substance use, indiscipline, academic disengagement, and changing value systems, raising concerns among educators, parents, and policymakers about the overall development of adolescents in the municipality.

One critical dimension of this problem is the composition of peer groups within urban secondary schools. Urban settings tend to bring together students from varied socio-economic, cultural, and moral backgrounds, thereby increasing the likelihood of heterogeneous peer group formation. Such diversity, while potentially enriching, may also expose students to negative peer pressure, risky behaviours, and conflicting value systems. In Buea Municipality, anecdotal evidence suggests that students increasingly align themselves with peer groups that influence their attitudes towards schooling, discipline, and social conduct. However, there is limited empirical understanding of how these peer group compositions specifically affect students' behaviour in secondary schools within this urbanizing context.

Additionally, family economic pursuit represents another significant factor linked to urbanization that may influence students' behaviour. As families strive to meet the rising cost of living in an urban environment, parents and guardians often engage in multiple economic activities, sometimes at the expense of adequate supervision and emotional support for their children. In some cases, economic hardship may push students into part-time work or informal economic activities, thereby affecting their academic focus and behaviour. Conversely, relatively affluent families may provide excessive financial resources without corresponding guidance, which can also contribute to behavioural challenges. Despite these observable trends, there remains insufficient research examining how variations in family economic pursuit within Buea Municipality shape students' behavioural outcomes in secondary schools.

Therefore, the problem this study seeks to address is the lack of comprehensive and context-specific understanding of how urbanization influences students' behaviour in secondary schools in Buea Municipality, particularly through the lenses of peer group composition and family economic pursuit. Without such understanding, interventions aimed at improving student behaviour and academic outcomes may remain ineffective or misdirected. This study is thus necessary to provide empirical insights that can inform educational policies, school management strategies, and family practices to better support students in an increasingly urbanized environment

III. THEORITICAL REVIEW

According to Bandura (1973), most behaviour including aggressive behaviour are learnt. Social learning relies on the role of modelling, identification and human interactions. That is, a person can learn by observing and imitating the behaviour of another person. So too, students in cities can learn by observing and imitating appreciable or unappreciable behaviours of others. But at the same time, personal factors also play a role in determining one's identification with and imitation of other persons. If the model is not liked, appreciated or respected by the students, this behaviour may not be imitated. Only when a person identifies with the person and likes him, before

he accepts him as a model and imitates him. It is common with students that when they love a teacher, they may likely imitate the way he or she teaches, the way he or she behaves and even the way he or she dresses. Disaggregating on Bandura's view, students imitate their parents because they like them, respect them as they take care of them, provide them love and affection. While parenting, students observe their parents' behaviours and imitate them. If the model selected by the students is normal, less aggressive, reflects healthy values and norms, the students develop socially acceptable qualities. Normal and socially acceptable behaviour of the model develops the capacity to adapt to normal everyday life and various threatening, dangerous situations in day to day life of the urban students.

According to Bandura (1965), children are rewarded with verbal praises when they behave in accordance with gender roles and gender stereotypes. i.e., when they show the behaviour as boys or girls sanctioned and expected by the society. If a boy is dressed like a girl, he is ridiculed by the society and this behaviour is not reinforced or rewarded. So, he gives up being dressed like a girl and starts dressing the dress meant for boys. Similarly, a girl learns to help her mother in household works as society expects a girl to do. Here the approval of parents and sanction of society, act as reinforcement for the child. So, she imitates such behaviour. On the contrary, punishment eliminates certain learning and behaviours not approved by the society and culture and so students may not be able to imitate such behaviours.

Bandura (1965) also demonstrates that aggressive responses can be learnt by reinforcement or by imitation or by modelling behaviour. He puts forward that: "The specific forms that aggressive behaviour takes, the frequency with which it is displayed, and the specific targets selected for attack are largely determined by social learning factors". Bandura intimates that exposure to aggressive model led to imitation of specific acts, generally increased levels of aggression, and aggression was directed at the same target. Our cities as a result of urbanisation with facilities such as television and film or cinema halls are avenues for behaviours that students can observe and imitate. In this vein, crime and violence shown in our television and film or cinema halls nowadays help to increase the aggressive behaviour of some students, crime and hostility to enormous extent. Secondly, the dressing of boys nowadays with trousers below the buttocks and girls half-naked is as a result of observation and imitation from television and films. This proves that bad or aggressive behaviours are mostly learnt and imitated from the environments (cities) in which the students live. According to Bandura (1965) students living in ghettos because of high cost of living in urban areas may observe thieves being rewarded with what they forcefully receive from their preys and imitate such behaviour. This also explains why the number of scammers is multiplying in urban towns. Therefore, Bandura's view suggest that students living in cities always observe and can easily imitate the kind of activities they are familiar with in the cities. These activities may be useful or dangerous and can easily change their behaviour.

Vygotsky (1928) developed a theory on socio-cultural development of the child where he believed that children typically learn best in a social context in which someone who is more knowledgeable carefully guides and encourages their learning efforts. His focus was on how a child's thinking is influenced by relationships or interaction within an environment that has more capable and knowledgeable people. These people can be the teachers, adults, peers or even the way the environment is organised. In this manner, urban cities are environments with more knowledgeable persons and facilities that can inculcate positive behaviours into students depending on their relationships or interaction with such knowledgeable persons. The skills, attitudes or behaviours are obtained through scaffolding Wood et al (1976). Scaffolding is a context provided by capable and knowledgeable people to learners to develop their cognitive skills. In urban cities, scaffolding can be possible if parents, teachers, adults, students or peers provide an environment conducive for positive behaviours to foster effective development. Vygotsky introduced a "Zone of Proximal Development" which is the distance between what the learners know and what they do not know but are capable to know when assisted by an expert.

Integrating the theory into this study, one realizes that a footballer plays well when coached by a coach than if playing alone. So too, students in urban cities can behave well when assisted by parents, teachers, other adults or peers. It is believed that a good peer group may inculcate in the members positive behaviour unlike bad peer

groups that will negatively change the behaviour of members. The environment has a role to play in Vygotsky's theory. This environment contains experts or more knowledgeable people and facilities that can automatically change the behaviours of students. For example, a teacher who has never been absent from class or who has never come late to class, and a school well fenced tells students that late coming or going home before time is forbidden. Relating this theory to students' behaviour, the researcher thinks that urban towns are well structured and have many knowledgeable persons. This well-structured environment is part of hidden curriculum that enables students to practice particular behaviour without any person telling them. Also, the urban environment contains people from different areas who are more knowledgeable and students' interaction with such people can help shape their behaviour.

IV. REVIEW OF RELATED LITERATURE

Zhang et al. (2017), hold that children's development is a family affair. They believe that the community, the parents' educational backgrounds, family economic circumstances may allow families to provide shelter, food and stability for the children. Families are also responsible for the emotional development of the children. The family is a venue where children can first learn about social and emotional interactions. Hence, their capability of interpersonal interaction relies on the early experiences from the home. The impacts of family economic status are looked under the psychological health, physical health, education, and family well-being.

Research continues to portray a relationship between lower family economic status to negative health outcomes in children's lifespan as follows: High likelihood of being sedentary (Muzzini, and Lindeboom, 2008) and higher body mass index for adolescents (Chen & Peterson, 2006), possibly because of a lack neighbourhood resources such as playgrounds and accessible healthy food options. Playgrounds teach children the spirit of tolerance and inaccessible food options can lead children to stealing and higher levels of obesity. Families with high poverty rates have high obesity rates compared to families with high economic status (Levine, 2011). Higher physiological markers of stressful experiences for adolescents (Chen & Peterson, 2006). These stressful experiences can lead to problem behaviours in students. Research evidences agree with the link between family economic status and educational outcomes. Low family economic pursuit is linked to a falling educational success (Spadon, et al, 2017). Early experiences and environmental impacts can have a prolonged impact on students' learning, behaviour and health (Shonkoff & Garner, 2012). Children from low-income families often start nursery school with linguistic problems. As such these children enter high school with average literacy skills compared to those of high-income families (Readon et al., 2013). Children from families with low-income levels are much likely to be absent from school many times throughout their educational life (Spadon, et al, 2017). This situation may increase their learning gap with their wealthier peers.

While the national high school dropout rate has decreased, dropout rate for children from poor family economic status have steadily increased (UNESCO, 2017). Evidences from research has proven a link between low-income families and negative psychological health outcomes, while more positive psychological outcomes such as optimism, self-esteem and perceived control have been linked to higher levels of family incomes. Low economic status is associated with the following: High level of emotional and behavioural difficulties, including social problems, delinquent behaviour symptoms and attention deficit/ hyperactivity disorder among children (DeCarlo et al., 2011). Poor families are also associated with children's high rates of depression, anxiety, attempted suicide, cigarette consumption. Illicit drug use and episodic heavy drinking among adolescents. Children from poor families also exercise high levels of aggression (Moimar et al., 2008), hostility, perceived threat, and discrimination for youth (Chen and Peterson, 2006). Elevated rates of morbidity and mortality from chronic disease later in life (DeCarlo et al., 2011). Statistics indicate that family economic status affects family stability, including parenting styles and developmental outcomes for children (Chen & Peterson, 2006)

Poverty is a computed predictor of child abuse and neglect. Low-income families expose their children to substance use which is an indicator of abuse and child neglect' Poor family economic level has been linked to domestic crowding, a condition that has negative impacts on children and adults such as psychological stress and poor health outcomes (Sampson & Laub, 2008). All families living in poverty are more likely to be victims of

violence. Racial and ethnic minorities who are also of low socioeconomic status are at an increased risk of victimization. Resilience is optimised when protective factors are strengthened at all socio-ecological levels, including individual, family and community levels (Benzies & Mychasiuk, 2009). Keeping a strong parent-child relationship helps promote healthy child development, particularly for children of low socioeconomic status (Chen & Peterson, 2006).

The composition of peer group also has an impact on students' behaviour in urban areas. School is a setting where interpersonal relationships are created and promoted. Peer influence in relation to its composition remains one of the major determinants of students' positive or negative behaviours in urban schools. The characteristics of a social group and reinforce habits of social interaction may become the core of a child's behaviour profile (Eysenck, 2003). On one side, peer group influence remains a major predictor of students' violence with outstanding facts that students who develop friendships with antisocial peers are at higher risk for violence. This may be partly because they learn by observing and imitating actions that are rewarding (Bandura, 1977) which is dependent on the personality. Even more, youth who lack academic and social skills are likely to join deviant peer groups that teach and reward antisocial behaviours. There are a variety of negative indicators that show a peek during adolescence, namely homicide rates, non-intentional injuries, driving under alcohol effect or infection by sexually transmitted diseases (Benzies, & Mychasiuk, 2009). This is a period of experiencing the world and a time of development in which tolerance is lower and the risk of dependency increases (Wendy & Lynne, 2007). Behavioural problems that occur during infancy and adolescence – particularly external, such as substance use and violence behaviour may continue throughout adulthood associated to social non-adaptation, substance abuse and conflicts (Benzies, & Mychasiuk, 2009). These problems may be heightened when students move in groups.

Peer groups may on one side serve as models and influence behaviour and attitudes. It may also on the other side provide easy access, encouragement and an appropriate social setting for consumption (Glaser, et al., 2010). The social learning theory (Bandura, 1965) suggests that it is not necessary for students to observe a given behaviour and adapt it. It is enough to perceive that the peer group accepts it in order to be able to opt for similar behaviour. Peers may strongly determine preference in the way of dressing, sexual behaviour, adapting criminal and antisocial behaviours and in many other areas of adolescents' life (Patall, et al., 2008). Much of peer antisocial behaviour is related to social events which usually take place in the company of friends namely: drinking makes holidays more fun; it facilitates sharing experiences and feelings. Peer groups may allow sharing of experiences and feelings as well as learning how to solve conflicts (Tambo, 2012). Not having friends may lead to social isolation and limited social contact. Positive friendship is related to psychological well-being (Patall, et al., 2008). Peer groups provide an influential social setting in which norms are developed and enforced through socialisation processes that promote in-group similarity.

Youths are prone to be victims of violence. Participating in violent may be a tool for gaining group membership, obtaining the respect and attention of peers or to establish independence from adult world. Important attributes of peer groups are age, sex, kinship and number. It varies in both countries semi-urban and city. In any one of these locations, the student may have contact with family members. The extended homestead may have a larger cast character than the isolated nuclear home. A family in the centre of towns may have many or few family relatives. In areas with high population densities, students can become members of larger play groups unless parents successfully restrict them to their own houses and yards. Variations in composition and size may affect two types of behaviour in students-seeking attention, and aggression. In cities, ground parents are not present, and students would not seek attention like in extended families in villages where they are present. Therefore, the number of children with whom students interact can also affect their behaviours. Studies have proven that when more than six children get together in a place, the rate of assault and other aggressive behaviour increases (Gina, et al, 2012). The influence in this type of behaviour results in one student trying to influence the others. The refusal to comply with his or her wishes instigates the frustrated student to employ a series of techniques of persuasion to achieve his or her ends. These styles of persuasion become increasingly more aggressive if he continues to be thwarted. Furthermore, students from crowded urban areas that constantly interact in large groups leads to distractibility

(Jing, & Zhentao, 2007). Children during their school life will belong to different groups with their peers, including peer pairs, peer groups and peer crowds (Gina, et al, 2012).

Peer pairs begin in early childhood when children are still young. A peer might be the child of a friend of your parents, a cousin, or a neighbour of similar age. This early peer pair relationship can fade as you both get older and develop different interests. Some will turn into friendships that may last many years. At adolescence, your most important peer pair relationship maybe you and your best friend. Your best friend might be a neighbour you have known since you were both little, a friend from primary school, or someone you have met in school. Your best friend is likely to be the person you choose to spend most time with. You have shared interests, laugh at the same jokes, share similar concerns. Your best friend is someone you trust and turn to for help. Secondary school is also a time when romantic peer pair relationships develop. You may feel attracted to other students and want to form a romantic relationship with someone and this to an extent can influence your behaviour.

Peer groups and cliques are groups of your peers. During secondary school, children may be involved in different peer groups for a variety of reasons such as travel to and from school together, know from primary school, have classes together, play sport together, group project for class or drama group. Peer groups can be made up of friendship groups, or they can be a group of acquaintances that have a common interest, such as playing a particular online game, being a fan of a football team or player or a musician, going to a youth club or playing in a sport team. A child can know others in a peer group, but not in the same way he or she knows a best friend. Relationship with best friend may be much closer. Children may share more personal information and spend more time hanging out with best friends than would with people who are just part of peer group.

A clique is a smaller group of friends that spend a lot of time together and often do not welcome others into the group. Cliques are often formed for obvious reasons, some positive and negative. A group may form a clique and prevent other members joining to be more popular and have greater influence on their peers. A clique can be formed between groups of people who do not fit into other groups within the school. They form their own groups and prevent others from joining. Membership of cliques can change often and is usually based on similar interests or types of behaviour. As children become older, these groups also become more independent as socializing occurs away from the family group and school. Lack of adult supervision can be seen by some groups as an opportunity for risk taking. Some groups might also challenge the accepted norms about how people should behave.

Peer crowd is another type of peer group which is a gathering of so many people where it is impossible to know everyone personally. It is usually formed to pursue a shared interest or purpose. A peer crowd can feel and functions like a community with similar likes, beliefs or convictions. Despite their size, peer crowds can provide an important sense of identity and belonging-who we are and how we can fit into the world. No matter the background or level of education, any one belongs to a group where he or she can feel on common grounds. By sharing stories, resources and life experiences, a peer group member can release his or her burdens and have discerning ear of other members. In this light, belonging to a peer group has the following benefits: Peer groups give students the freedom to share ideas. Students may have plans of undertaking some adventures in life or thinking about a new growth strategy and have not got someone to consult with. Sharing these ideas in an open and unbiased environment helps to see them for what they are, and give them strength and focus.

Secondly, peer groups enable students to acquire knowledge. A student may encounter a snag or find him or herself stagnating, with no idea how to advance on a situation. Learning from more experienced peers can help get that student out from such a problem. Peer groups can also provide a social support network to students. Having a group of friends means that you are less likely to be lonely, more likely to feel you belong, have increased self-worth, and feel more secured. Students who have a peer group may think more positively about themselves because others value spending some time with them. Additionally, having friends gives students access to information, advice and guidance in all aspects of life.

If a student has a group of friends who volunteer their time, have ambitious school or work-related goals and positive relationships with family and everybody in the society, that students may likely hold the same values and beliefs. Again, having high-quality friendship sets students up for success in the social world. The more positive a student's relationship with peer is, the more likely that student is to have good relationship in the future. There is also, of course the downside of belonging to a peer group. Although, negative peer pressure may not usually force a new member to change, rather, an aspiring member may change because he or she wants to fit in, it still exerts an influence in students' behaviour. When a student starts hanging around with a bad group, the values and beliefs of that group have a potential to negatively affect that student's behaviour.

Zhang, et al, (2017). opines that the settings in which students are exposed to, can exert changes in their behaviours. These social structures encompass parents and individuals who play a larger role in the development of the child's social behaviour as they typically are those to decide the setting and situation that the child is exposed to. To her, this social setting including the home, the classroom and the neighbourhood that form habits of interventions and behaviours that child can copy. Beatric (1980) also hold that children may always want to learn to balance their desires with those of the people they interact with, and this ability to correctly respond to contextual cues and understand the intentions and desires of others improves with age. So too, they need to learn how to balance their desires with those of the social structure they find themselves in. Modern social settings in urban areas are furnished with electronic media devices which in turn affect students' behaviours. Anderson, et al., (2010) hold that electronic media have an impact in promoting different types of social behaviour, such as pro-social and aggressive behaviour. For example, violence shown through the media has been seen to lead to more aggressive behaviour in its viewers (Zhang, et al, 2017). On the contrary, Vorderer (2012) thinks that positive social act, prosaically behaviour could lead to more helping behaviour in its viewers. However, the inculcation of any type of behaviour in a social structure depends on whether the behaviour was rewarding to the learner or not. This study was aimed at finding out the effect of urbanization on secondary school students' behaviour in secondary schools in the Buea Municipality. .

V. RESEARCH METHODOLOGY

The study employed a descriptive survey design. The population of the study consisted of students and teachers of 30 Secondary General and Technical Schools in Buea municipality. The study targeted 1680 form four and lower sixth students from the 30 Secondary General and Technical Schools in Buea municipality. The accessible population was made up of 788 form four and lower sixth students from five selected secondary schools. The sample size was 393 students and five teachers with one teacher from each of the six schools. The study used stratified and simple random sampling technique to select the students and convenient sampling technique to select the teachers. The instruments for data collection were questionnaire for students and interview guide for teachers. The quantitative data were analysed using both descriptive statistics and inferential statistics. For descriptive statistics, frequencies tables, percentages and mean scores were used while for inferential; statistics, Pearson product moment correlation coefficient was used. The qualitative data were analysed thematically.

DATA ANALYSIS AND RESULTS

Research Question One: What effect does urban family economic pursuit have on students' behaviour in secondary schools?

Table 1

Table 1 shows the thematic analyses of the views of teachers on how urban family economic pursuit influence students' behaviour in secondary schools.

Question	Themes	-Quotation
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What category of parents do students in your school have?	Background	‘Majority of the students come from rich families’ ‘Their parents are most civil servants’ ‘Some parents are businessmen and women’ ‘A few parents are farmers’
How do their activities influence students’ behaviour?	Conduct	‘Children from rich homes are proud’ ‘Children from rich homes at times speak to teachers in a rough manner’ ‘Most of students from poor home are humble’. ‘A few children from poor home are aggressive’ ‘At times we may find some children from both homes misbehaving’ ‘Some students even go to the extent of fighting with their class mates’ ‘Some students fight with their discipline masters’. ‘A good number of students are well behaved’ ‘Some children from poor homes are usually aggressive’

The interviews conducted to teachers on the category of students found in their schools showed that majority of the students come from rich families. That most of these parents are civil servants and businessmen. These teachers in their interviews testified that rich parents’ activities can positively shape the behaviour of such students from rich homes, while those of poor parents can negatively shape the behaviour of children from such homes. Some children from poor homes are often not happy and are most of the times very angry with friends, so they can easily misbehave.

Verification of Hypothesis One: Family economic pursuits associated with urbanization have no significant influence on students’ behaviour in secondary schools in Buea Municipality

Table 2

The result of the analysis is presented in Table 2: Pearson Product Moment Correlation analysis of the influence of urban family economic pursuit on students’ behaviour in secondary schools (N=393)

Variable	N	Γ_{xy}	p-value
Family Economic Pursuit (x)	393	0.709**	0.000
Students’ Behaviour (y)	393		

$p^* < 0.05$; $df = 391$; critical $\Gamma_{xy} = 0.196$

The result of the analysis reveals that the calculated Γ_{xy} -value of 0.709 is higher than the critical Γ_{xy} -value of 0.196 at 0.05 level of significance with 391 degrees of freedom. Also, the p-value of 0.00 is lower than 0.05. With the result of this analysis, the null hypothesis was rejected and the alternative hypothesis retained. This result therefore means that urban family economic pursuit has an influence on students’ behaviour in secondary schools. A further exploration of the influence shows that the $\Gamma_{xy} = 0.709$ was high and positive. This indicates that the more urban family economic pursuit the more the influence on students’ behaviour in secondary schools in the Buea Municipality.

Research Question Two: What influence does the composition of peer group have on students’ behaviour in secondary schools?

Table 3

Table 3: shows the thematic analyses of the influence of Peer Group on Students' Behaviour in secondary schools.

Question	Themes	-Quotation
Do your students always move in groups?	Peer influence	'The students always move in groups of 3 or 4'. 'Some students moves In large groups' 'A few move in pairs'
How do these groups influence their behaviour?	Behaviour modification	'some groups sometimes do good things that can help shape the behaviour of the group members' 'Some groups are too violent in their activities enabling members to be very violent'. 'Some peer groups consume drug' 'Some groups do not always attend classes' 'Some groups are very regular in class'

Teachers during their interview indicated that most students in their schools always move in groups of at least 3 or 4 students. They testified that some of these groups sometimes do good things that can help shape the behaviour of the group members and that there are also other groups that are too violent in their activities enabling members to be very violent. They also said that there are students peer groups where every member consume drug, there are others that do not always attend classes.

Verification of Hypothesis two: The composition of peer groups influenced by urbanization has a significant effect on students' behaviour in secondary schools in Buea Municipality.

Table 3

The result of the analysis is presented in Table 3: Pearson Product Moment Correlation analysis of the influence of the composition of peer group on students' behaviour in secondary schools in Buea municipality (N=393)

Variable	N	Γ_{xy}	p-value
Composition Of Peer Group (x)	393	0.704**	0.000
Students' Behaviour (y)	393		

$p^* < 0.05$; $df=391$; critical $\Gamma_{xy} = 0.196$

The result of the analysis reveals that the calculated Γ_{xy} -value of 0.704 is higher than the critical -value of 0.196 at 0.05 level of significance with 391 degrees of freedom. Also, the p-value of 0.01 is lower than 0.05. With the result of this analysis, the null hypothesis was rejected and the alternative hypothesis retained. This result therefore means that the composition of peer group has an influence on students' behaviour in secondary schools. A further exploration of the influence shows that the $\Gamma_{xy} = 0.704$ was high and positive. This indicates that the more composition of peer group, the more the effect on students' behaviour in secondary schools in the Buea municipality.

DISCUSSION

The findings from research question one revealed that urban family economic pursuit influence students' behaviour in secondary schools. It also revealed that much allowance, drinking, needs provision and school attendance, being at home due to lack of allowance, feeling inferior sitting with rich friends, lack of textbooks and angriness, failure to eat well, involvement in odd jobs due to parents' poverty, intimidation and ceasure of items due to poverty and bullying due to poverty record positive responses as to their influence on students' behaviour. Dollard and Miller's (1939) frustration-aggression theory support these findings as it believes that aggressive behaviour comes from frustration. Hunger can lead to stealing; it can lead to wickedness and it can lead to intimidation and bullying. How well a child behaves in school and in any setting depends on the family economic status. Families with poor economic statuses do not provide better meal for the children and may cause these children to misbehave for the sake of survival. In emphasizing the importance of family economic status, Chen and Peterson, (2006), intimates that the family economic pursuit influence the child's academic and behavioural wellbeing more than the impact of schools.

Most park boys in towns are children from poor family economic background who could not continue with education. Most of them are school dropouts who because of the family situation may find themselves where they are. Most of these children are drug consumers who are from poor families where laissez-faire because of poverty is the only parenting style the parents can employ. Decaro et al., (2011) in consonance to this view add that lack of students' support is a characteristic of low family economic pursuit which can negatively affect students' academic achievement and behaviour. It is always common to see that such children from such families are more involved in crime wave than children from rich family economic pursuit. Wendy, and Lynne, (2007) are in support of this view as their findings revealed that poor children are more likely to have behavioural problems than children from rich homes. When a family struggles to live from hand to mouth, every person in that family can be tempted to use any scrupulous means to survive.

The finding from research question two revealed that the composition of peer group influence on urban students' behaviour in secondary schools. The finding of the study confirms that there is nobody who has ever grown up without the influence of his or her peers. No one is an island and so no student should be expected to study alone without friends. Social interaction is necessary for the growth of students and they may interact with good peers that can positively change their behaviour or they may interact with bad peers that may negatively change their behaviour. Eysenck (2003) says social group and reinforced habits of a social interaction is key lever to students' behaviour profiles. Students love group action when they are in a group whether that action is pleasing or not. That is, when the behaviour to be imitated is positive they behave positively and versa. These findings are also supported by Bandura (1973), who says, most behaviour including aggressive behaviour are learnt. Social learning relies on the role of modelling, identification and human interactions. That is, a person can learn by observing and imitating the behaviour of another person. So too, students in cities can learn by observing and imitating appreciable or unappreciable behaviours of others.

VI. CONCLUSION

That family economic pursuit has an influence on students' behaviour. The study established that low family economic pursuit can cause urban students to misbehave, while high family economic pursuit can enable students to learn positive behaviour. It also revealed that the composition of a peer group exerts both positive and negative effects on students' behaviour. That positive peer groups may inculcate into children positive behaviour, while negative peer groups are too inclined to risky behaviour in students. The conclusion was that, urbanization has both positive and negative effects on the behaviour of students in secondary schools in the Buea municipality, south west region of Cameroon.

RECOMMENDATIONS

Based on the above findings, the following recommendations were made; schools should organize workshops to educate parents on the effects of absenteeism and urban distractions on children, encouraging them to monitor their children's activities despite busy economic schedules; School administrations should increase the presence of counselors to provide professional support, helping students resist negative peer pressure associated with urban

socialization, such as drug abuse, nightclubbing, and absenteeism.; Introduce peer-led, positive sensitization campaigns and workshops, targeting peer group influence on academic performance in secondary schools; School authorities, in collaboration with the Buea Council, should regulate the presence of drinking spots, entertainment venues, and other social activities in the immediate vicinity of schools; School administrations should reinforce strict school discipline regarding punctuality and behaviour to prevent students from being influenced by negative, unmonitored peer activities.

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