

**LANGUAGE USE, PEER INFLUENCE AND THEIR EFFECTS ON SCHOOL
DROPOUT. A CASE STUDY IN TOWN VIEW SECONDARY SCHOOL IN
KAPTOBOMWO CELL, CENTRAL DIVISION, KAPCHORWA MUNICIPALITY**

BY

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BU/UP/2023/1540

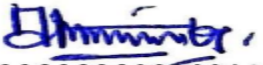
**A RESEARCH PROPOSAL LEADING TO A REPORT IN PARTIAL FULFILMENT
FOR THE REQUIREMENTS OF THE AWARD OF BACHELOR OF EDUCATION
(LANGUAGE AND LITERATURE) OF BUSITEMA UNIVERSITY**

DECEMBER, 2026

Statement of Declaration

I, **Kibet Leonard** declare that this research proposal titled “Language use, peer influence and their impacts on school dropout” is my original work, and its contents have not partially or wholly been presented for an academic award by any person in any university or institution of high learning.”

Kibet Leonard

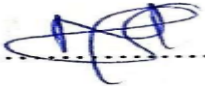
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Date: 08 / 09 / 2026

Approval

“This research report titled “language use, peer influence and their effects on school dropout has been prepared under my supervision/mentorship and with my approval is ready to be submitted upon being appointed by Busitema University”

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SUMMARY

The research topic “Language use, peer influence and their effects on school dropout” explored the interconnected roles that language practices and peer dynamics played in influencing students’ decisions to drop out of school prematurely. School dropout is a complex issue influenced by various social, psychological and educational factors. Among these, the ways students use language and how they are influenced by their peers affects academic engagement and persistence.

Language use refers to how students communicate within an academic setting among peers, and with authority figures like teachers. It encompasses both formal and informal language used in peer interactions. This language can lead to disengagement, poor performance and increased risk of dropping out.

Peer influence refers to the effect that people of similar age, status or peers have on individual’s attitudes. It shapes students’ attitude toward education. Positive peer influence can motivate students to attend school regularly. However, negative peer influence can normalize absenteeism and undermine the value of education leading to greater risk of school dropout.

Language is a key tool for social bonding between peer groups. Students may adopt certain speech styles or slang to gain acceptance, they may conform linguistically to peer expectations leading to tension between their academic and social identities. This tension can create feelings of alienation in the school setting and reduce engagement, increasing dropout risk.

In summary, therefore, the research highlighted that efforts to reduce school dropout rates must consider not just academic factors but also the social and linguistic environments students navigate, and aims to investigate how students’ language use within peer groups influence their perception of school and academics. By understanding how language and peer influence interact, educators and policy makers can better support at-risk students and foster a school culture that encourage persistence and success.

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CHAPTER 1: INTRODUCTION

1.1 Introduction and Background to the Study

Language use refers to the practical application of language in communication by an individual or a group of people, reflecting how people speak or write in different social and cultural contexts. It involves how words are chosen, arranged and expressed to convey meaning in a specific context. It includes the use of informal slang when speaking with friends, a parent explaining a story to their children using the local language or simple English (informal language) or a formal application letter formal language). Proper language use ensures effective communication, builds relationship and preserves cultural identity.

Peer influence on the other hand, refers to the process where individuals are affected by the attitudes and behaviors of their peers or it is when your friends or people around your age affect the way you think, feel or act. There is positive influence for instance, a friend encourages you to study for an exam, negative influence for example, a group pressures you to skip school or even drink alcohol, direct influence like when someone tells you to do something like come on, just try once.” Peer influence has positive impacts like creating friendship, improved communication, team work and collaboration and negative impacts which include; unhealthy competitions, and risk taking behavior such as addiction to drugs. Both language use, peer influence and their effects leads to school dropout, and it is an issue that needs to be addressed by educators, counsellors and facilitators to improve on the academic success of the young generation mostly the adolescents of age bracket 13-19 years and even the adults of age 20-30years, and eradicate the social peer influence which leads to school dropout.

1.2 Problem statement

The dropout rates in the nation sharply contrast with the social and economic objectives that have been formulated by government officials and policy makers in order to achieve sustainable economic growth. School dropout has been defined as leaving education without obtaining a minimal credential (most often a higher secondary education).

Currently, in today’s information saturated world, language use serves many purposes like expressing information and persuading others. This language use in turn becomes a problem because, individuals of the same age use language to persuade their peers, for example words meant to skip school hence school dropout.

Peer influence is most powerful during adolescence (13-19 years) among peers, friend's classmates, but leads to bullying, breaking rules, and alcoholic behavior which leads to school dropout. Both language use and peer influence are agents of school dropout which need to be addressed by educators, councilors and facilitators.

1.3 Purpose of the study

To examine how group language peer (slang or group communication style) affects students' academic motivation and school engagement, to examine the role of peer influence on student's attitudes towards education, particularly how group norms and language reinforce school dropout behavior and to analyze how peer related communication for example teasing contributes to students' decision to drop out of school.

1.4 Aim of the study

To investigate how student's language use within peer groups influence their perception of school and academic success in Town view Secondary school in Kaptobomwo cell, Central Division, Kapchorwa Municipality.

1.5 Objectives of the study

To analyze how language used among peer groups influences students' attitudes towards school and learning in Town View secondary school.

To investigate the extent to which peer group communication contributes to students' decision to drop out of school in Town View secondary.

To propose strategies that educators or councilors or facilitators can use to address negative peer language and reduce dropout rates.

1.6 Hypotheses/ Research questions.

- 1.To what extent had language use and peer influence contribute to school dropout?
- 2.What are the impacts of peer group language use on school dropout risk at Town View Secondary School?
- 3.What measures should be taken to reduce the increasing high rates of school dropout.

1.7 Significance of the study

The research helped in understanding the root cause(s) of dropout, by identifying how students' language use and peer relationship contribute to their decision to leave school.

The research also helped to understand how peer influence through English can lead to either positive or negative behaviors (research highlights how peers can encourage dropping out among vulnerable groups).

Through this research, educators can better support students when they understand how language use and peer dynamics influence motivation, participation and risk of dropping out.

CHAPTER 2. LITERATURE REVIEW.

2. 0 Introduction

This research focused to identify how language used by peers or friends especially at high school level affects their academic persistence in school. Language is the most important tool for communication, it helped in passing down knowledge from one generation to another. Modern researchers agreed that the language used by peers of age bracket (13-19 years) can impact both positively and negatively in their academic career in pursuit of excellence especially in the new lower secondary school.

Rumberger's (2008), published by the California Dropout Research Project, provided a comprehensive synthesis of 25 years of empirical research on the causes, patterns, and processes of school dropout. The author argued that dropping out is not a single event, but the come out of long-term processes of disengagement that begins early in a student's educational trajectory. He organized the factors influencing dropout into individual, family, school and community levels, offering a multidimensional framework that has since guided much of the contemporary dropout research. At the individual level, Rumberger identifies academic performance, absenteeism, grade repetition, and behavioral problems as primary predictors. Students who performed poorly or frequently missed classes were more likely to disengage from school, reinforcing a cycle that leads to dropout. He empathised that these factors often develop gradually through weakened motivation and self-esteem, stage of academic and social detachment.

At the family level, parental education, social-economic status, and family structure strongly influence school persistence. Rumberger highlights that students from low income or single parent households are on a higher risk because of limited support, financial stress, and competing responsibilities. He also noted that the language spoken at home can affect student's academic engagement especially when it differs from the school's language of instruction linking linguistic background to dropout tendencies. The school environment is another major determinant. Rumberger showed that school size, teacher-student relationships, discipline policies and curriculum relevance shape student's experience. Schools that foster caring and provide academic support tend to reduce dropout rates, whereas rigid or punitive systems often alienates struggling student. He emphasized the importance of school climate and engagement programs suggesting that dropout prevention must focus on belonging. He also argues that peer influence, social norms

and neighborhood conditions play a significant role. Association with peers who devalue education or engage in risky behavior increases the likelihood of dropout. Controversially, peer groups that promote academic goals help sustain school commitment. This finding directly connects to the theme of language use among peers.

Finally, Rumberger concluded that dropout is both a systemic and individual problem requiring interventions at multiple levels improving teaching quality and promoting positive peer cultures. His views called for integrated policies that addressed not only academic achievement but also social and linguistic inclusion.

Vaughn et al (2011) conducted a significant study that explored the long term cognitive consequences of dropping out of school, particularly focusing on verbal ability in adulthood. Using a propensity score matching approach, the researchers analyzed how dropping out of high school affects individual's language and communication skills later in life. The study aimed to control background variables that often confound such research, such as family income and social environment in order to isolate the true effects of dropout on verbal development. The study emphasized that peer groups within schools often encourage students to either improve or neglect their language and learning habits. Students who associated with peers that value academic communication tend to develop stronger language skills, while those surrounded by peers who use informal language may experience diminished verbal growth. He also argues that school environment plays a unique role in enhancing verbal proficiency because it offers continuous interactions with teachers and peers in academic discourse. This study was directly relevant to my research topic” Language use, peer influence and their impacts on school dropout.

Omollo, A. E. (2017). Conducted an important study that examined how peer pressure contributes to school dropout among secondary school in Rongo Sub-county, Migori County, Kenya. The research sought to understand the extent to which peer influence expressed through language, the study was motivated by the rising cases of school dropout in the region, particularly among adolescents facing strong social influence from peers. The research revealed that peer pressure has a significant negative influence on student's academic engagement and school retention, many students were found to be influenced by their peers to engage in anti-social behavior such as absenteeism, drug abuse, early sexual relationship and disrespect for authority. Omollo observed that these behaviors often start as small act of rebellion reinforced through peer approval but

gradually escalate into full disengagement from the school system, culminating in dropout. He also emphasized the role of language and peer communication in reinforcing these behaviors, the study noted that students often use informal language that promotes group identity and rebellion against school norms. Such linguistic patterns strengthen peer bonds simultaneously alienate students from the formal school environment that values discipline and academic communication. The researchers also found that peer acceptance plays a key psychological role where students are more likely to conform to the behaviors and language patterns of friends they admire or wish to associate with, leading to abandonment of school. Omollo's work directly supports the topic "Language use, peer influence and their impacts on school dropout. Because it provides evidence that peer pressure and language are major determinants of student's engagement with school.

Kiwanuka (2019) conducted an in-depth study exploring how peer influence and substance abuse contribute to the risk of school dropout among secondary school adolescents in Uganda. The research aimed to identify the social behavioral factors that increase students' disengagement from school. The study found that peer influence is one of the strongest determinants of adolescents' behavior. Kiwanuka reported that students often imitate their peers' attitudes and behaviors towards schooling. He also analyzed how peer communication and language used foster a sense of belonging with peer groups that promote or discourage education. When peers use slang for instance mocking academic success it shapes member's attitude towards education hence reinforcing the social pressure to dropout. Kiwanuka also linked substance abuse directly to peer influence noting that most adolescents who engage in drug or alcohol use do so under the encouragement of peers leading to decline in academic performance. The findings confirmed that peer relationships play a pivotal role in shaping adolescents decision-making regarding education, and that interventions aimed at reducing dropout must address the social and communicative dimensions of peer culture. Thus Kiwanuka (2019) research directly supports the topic (language use, Peer influence and their impact on school dropout). Because it demonstrated that peer communication patterns and social language affects students' attitude towards school and substance abuse often reinforced through peer interaction, intensifying the risk of dropout

Some researchers like Brock-Utne (2007) - Language of Instruction and Dropout. Brock (2007) argued that the language of instruction was one of the most critical factors influencing student's academic engagement and persistence in school. In many African countries, especially those using

colonial language such as English or French, students struggle to understand lessons because these languages are not their mother tongue. The resulting comprehension difficulties lower academic performance, confidence and motivation, leading many learners to dropout. Local languages enhance participation, understanding, and retention, thereby reducing dropout rates. The study examined the relationship between the language of Instruction in schools and dropout rates in Sub-Saharan African countries. It focused on how to use a dominant language (for example, English, Kiswahili or French as a medium of instruction affects student's retention and completion of secondary education. The study found out that students who are taught in a language they do not speak fluently are more likely to drop out of school. This is particularly true in countries where the language of instruction is not the mother tongue of the majority of students. Students who are taught in a language they are proficient are more to stay in school and complete their education with and among peers. This is because they can better understand the material. The research emphasized the importance of using local languages in education to promote cultural relevance and enhance student sense of belonging, the study supports the idea of multilingual education, where students are taught in their native language and then gradually introduced to the national language.

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CHAPTER 3.0 RESEARCH DESIGN

3.1 Research Methods

This chapter introduced the different ways through which the research was carried out. It included the different methods that were used to collect data from the field as explained below.

3.1.1 Focus group discussions

The researcher used focus group discussions. I was able to gather a group of different respondents and find out from them about what they understand by school dropout and how language is used among peer to persuade others from school and learning, most of the interviewees will be students of Town view secondary school since English language is a compulsory subject in the ordinary level and I think will be of great value and help to me. This method helped to reveal how peers influence each other's attitudes towards school including language use.

3.1.2 Interviews

The researcher used interviews to collect data. I interviewed a variety of students in Town view Secondary School, Kapchorwa to find out what they know about my research area, among the interviewees I also interviewed are a small sample of senior two students, this is because students who are victims of dropout, are mostly senior two's since most of them are in their adolescent age (13-19 years), I also conducted interviews with the teachers to gather more detailed information on language use and peer influence on the concept of school dropout.

3.1.3 Questionnaires

In my research, I used questionnaire method. For instance, I asked my respondents "How often do you speak with your friends about school related topics?" concerning language use and "Do your friends encourage you to attend school regularly?" basically on peer influence. This open and closed ended questions helped me gather both qualitative and quantitative research and helped gather valuable data on my area of research.

3.1.4 Document review.

I was able to review pivotal documents. For instance, various research studies on language use, peer influence and their impacts on School dropout. I visited the School main library to see and analyze related content for various researchers, students written texts, such as essays to examine how language used among peers, influence a student's attitude towards school and learning.

Various books, newspapers, encyclopedias, journals and articles from the internet will also be responsible for this data. All these methods helped provided insights into how language used among peers influence a student's attitudes towards school and learning.

3.2. Study area

The study area of this research titled "language use, peer influence and their impacts on school dropout" was conducted out in Town view senior secondary school Kaptobomwo cell, Central Division in Kapchorwa Municipality being the school with learners who do and understand English language, therefore are appropriate respondents.

3.3. Study population

The targeted population of this research were learners of the new lower secondary school of ages between 13 and 19 years (adolescence stage) because these learners in the ordinary level of secondary school education were most vulnerable to school dropout in Uganda and Eastern Uganda and also Town view secondary school in Sebei sub-region.

3.4. Sampling criteria.

The sampling criteria of this research title "Language use, peer influence and their impacts on school dropout" were selected respondents bearing in mind of their understanding of the research topic. In this research, I selected 30 students from both senior one and two, since Threes and Fours have busy schedules and most of them have passed the adolescence stage most vulnerable for dropout. I selected eighteen (18) boys of age 13 and 17 from senior two class and twelve girls of age 12 and 17 from senior one. The number of boys were more because they are most vulnerable than girls.

Attached is the social learning theory by Albert Bandura a psychologist, the theory states people learn by observing and imitating the behaviors of others. It further explains that, learning can happen by watching actions and experience of other people. Bandura identified four important process; attention, retention, reproduction and motivation, where people are more likely to copy behavior that they see being rewarded or encouraged. For example, a student may copy good or bad behaviors from their friends thus explaining language use, peer influence and their impacts on school dropout.

3.5. Limitation of the study

Data to be presented by learners was limited because learners interacted and encountered a new person (researcher), so expressing their views and ideas became limited. Area limitations was another problem in such a way that accessing learners was hard since they were be busy with other class schedules. Furthermore, bias of language, was an issue because most of the learners (respondents) will keep code-switching to critically express and explain some hard terms which they don't know in English and the researcher Kibet Leonard will not be able to understand.

3.6. Research tools and instruments

I was able to use questionnaire guides to help me gather data with my respondents in Town View Secondary school whom I believed will give me the right information on their perspective about Language use, peer influence and their impacts on school dropout, by expressing their views and ideas, since they are the appropriate respondents to my research topic.

I was able to use interview guide to help me analyze critically about what students will be saying during my interactions with them. This is because not all respondents talk alike.

3.7 Proposed data analysis procedures.

This is a technique I used in making references by systematically and objectively identifying specific characteristics of messages and using the same to relate the subject matter being studied. It therefore, provided a qualitative image of the respondents in questions, ideas, attitudes and feelings. In my analysis, I explained the causes of drop out of school. This section will aim to establish the use of language among peers to persuade others from school and learning. The questions were thought to explore the contribution of language and peers in classroom setting to dropping out.

3.8. Ethical considerations.

Before interviewing respondents, I informed them in advance so that they could be aware of my intentions. I seeked consent before recording and interviewing the responses. I found it ethically important to inform those (respondents) when you want to record their voices and I believed they would accept because they will have been informed earlier. I put learner's privacy into positive consideration throughout my research.

CHAPTER FOUR

1.1 Presentation of Findings

4.1. Table showing sex of respondents.

Name of school	Males	Females	Total
Town View Secondary School	18	12	30
Percentage	60%	40%	100%

Figure 4.1: A pie chart showing percentage of respondents

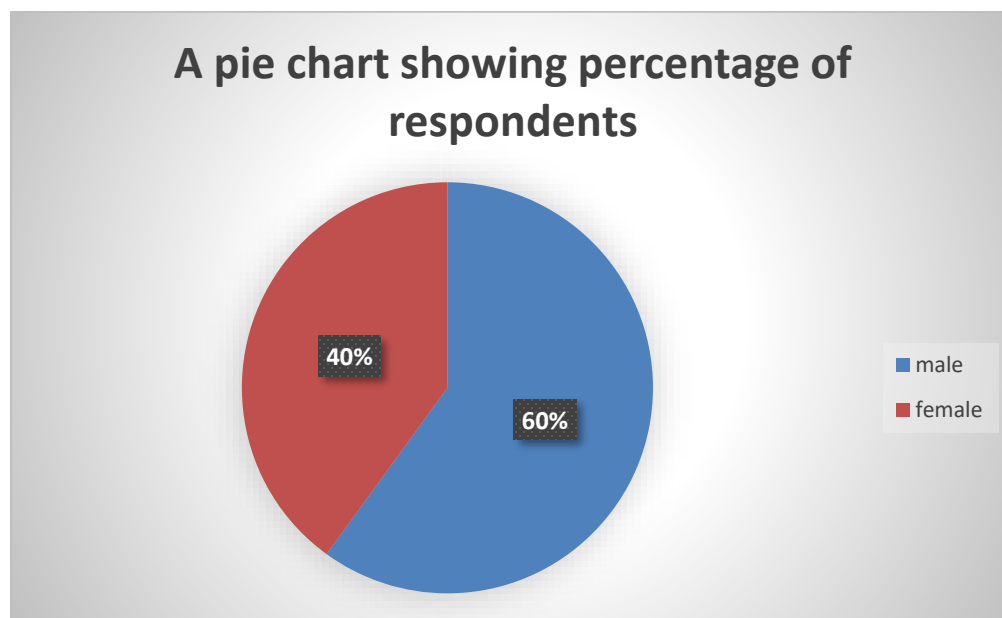


Figure 4.1 presents a pie chart showing the sex distribution of the 30 respondents who participated in the study on “Language Use, Peer Influence and Their Impacts on School Dropout.” The chart indicates that 18 respondents (60%) were male, while 12 respondents (40%) were female. Therefore, males formed the larger proportion of the respondents, although both sexes were adequately represented in the study.

The 60% male representation was useful in understanding the findings on language use and peer influence because male students constituted the majority of the study participants and were more vulnerable to dropout. Their responses provided substantial information about how communication within peer groups, peer pressure, attitudes towards education and other peer-related behaviours influenced school attendance and decisions concerning dropping out of school.

However, the findings should not be interpreted as applying only to male students because female respondents also constituted a considerable 40% of the sample.

The 40% female representation ensured that the study also captured the experiences and views of female students. This was important because language used by peers and peer influence may affect boys and girls differently depending on their social relationships, family circumstances, school experiences and expectations. Including female respondents therefore helped the researcher obtain a more balanced understanding of the relationship between language use, peer influence and school dropout.

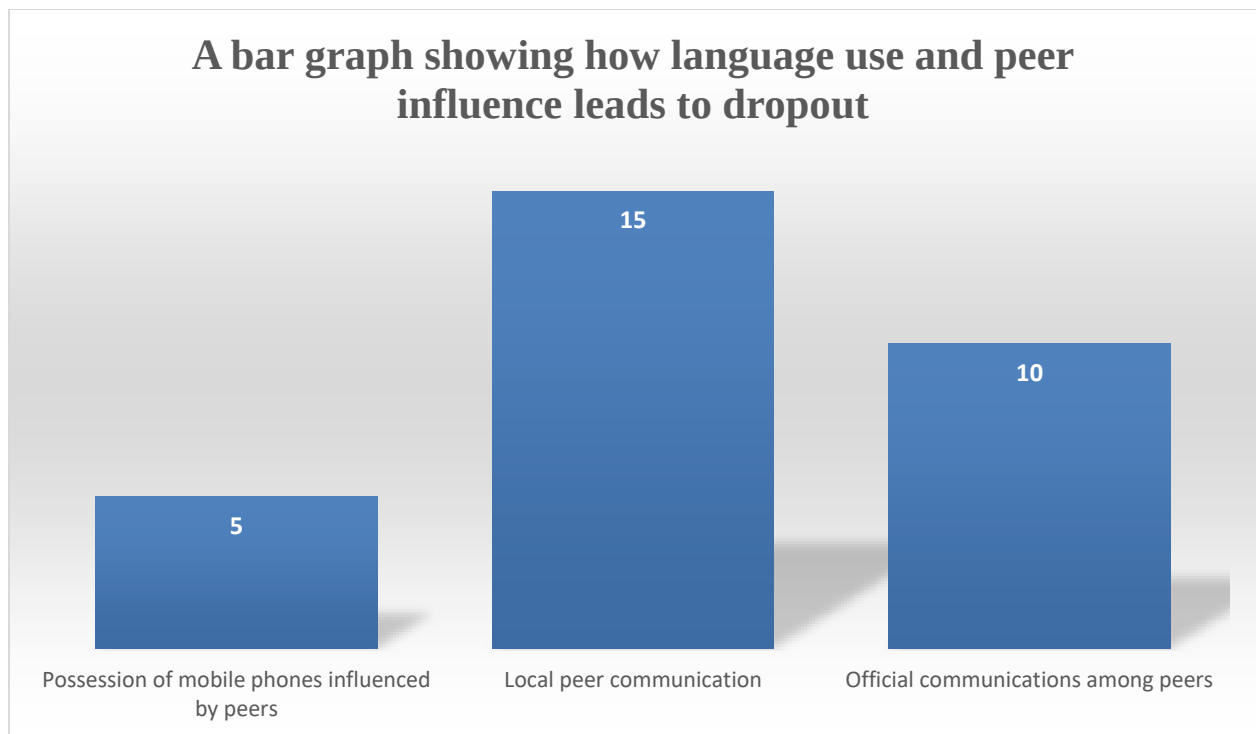
Considerations were given to neutrality, the class had more males than female students. There were 18 boys and 12 girls both from senior one and two whom I collected data from Town View Secondary School and were available for interviews as explained above

Analysis and interpretation of data.

The hypothesis of the study was to show that language use and peer influence contributed largely to school dropout. To test the hypothesis, learners were issued questionnaires and interview guide and the findings are presented below.4.2.1

4.2. How language use and peer influence leads to dropout.

Possession of mobile phones influenced by peers	05
Negative local peer communication	15
Persuasive communications among peers	10



During my research, I found out that, Language use and peer influence had contributed to school dropout in several ways. Negative language among peers created poor attitudes towards school, while friends persuaded some students to stop attending classes. I found out that peers described school as boring, useless and a waste of time, which discouraged students from taking their education seriously. Some students mocked those who worked hard, while others used insulting and abusive language that made school uncomfortable. Peers also spread false information about education and encouraged irresponsible behaviour like possession of a mobile phone at school that interfered with school attendance. Some students experienced pressure to leave school because their friends presented dropping out as a normal and attractive choice coupled with a persuasive language. As a result, some learners became less interested in their studies, absented themselves from school, performed poorly and eventually dropped out of school

As discussed from the above bar graph, majority of learners in Town view Secondary school dropped out of school because of the communications between and among peers, around 15 were victims of this, 10 were also influenced by the local peer communications which include convincing words to jump over the fence at school and around 05 students had been caught with mobile phones as they had been influenced by their peers hence leading to increased dropouts.

Thus, language and peer influence are not necessarily causes of school dropout on their own, but the type of language students use and the kind of peer groups they associate with can either protect students from dropping out or increase their vulnerability to leaving school.

4.3. To establish the benefits of language use and peer influence among students.

Language use and peer influence played an important role in students' educational experiences and can have either positive or negative effects on school dropout. Positive language use helped students communicate clearly with teachers and classmates, build confidence, promote cooperation, improve academic performance, reduce conflicts and encouraged regular school attendance. Similarly, positive peer influence encouraged students to attend classes, complete assignments, study together, maintain good behaviour, set educational goals and provided emotional support, thereby creating a sense of belonging and reducing the likelihood of dropping out. However, negative language such as insults, ridicule, discouraging statements and negative discussions about teachers or education reduced students' confidence, create conflicts and develop negative attitudes towards school. Negative peer influence encouraged absenteeism, indiscipline, poor academic performance, neglect of schoolwork and involvement in activities that interfered with education. When students associated with peers who do not value education, they gradually lose interest in learning and eventually decided to leave school. Therefore, positive language use and supportive peer relationships encouraged students to remain in school, while negative language and harmful peer influence can increased the likelihood of school dropout.

Learners benefited from the English language, 90 percent of the learners said they benefit from the official communications which is English language. 20 said that English helps them to communicate with their peers, teachers and the non tribes within the school. They exchange academic ideas during discussion group work and projects through English, helping them boost their performances. However, 10 said they use the local language (kupsabiny) to persuade some students to break the school rules and regulations like sneaking out of school and involve in bad companies who drink alcohol and that some had dropped because of the convincing language among their peers.

4.3.1. What are some of the challenges students face while perusing academic excellence?

I interviewed the teacher of English at Town View Secondary school who gave me some of the challenges students face like; wrong peer groups, reluctance by students, frequent use of

persuading local language and lack of close supervision by teachers. In which most learners believed that those were the main challenges they face while pursuing academic excellence.

Challenge/problem	Number of students
Wrong peer groups	10
Reluctance by students	10
Lack of close supervision by teachers	04
Persuasive language use	06

4.3.2. How often do learners use language?

How often	Number of students
Occasionally	05
Every time	20
Rarely	03
Never	02

Besides developing the four language skills of listening, speaking, writing and reading, language use among peers can help develop the students' vocabulary. However, their research helps to provide evidence that language use among peers has not only developed their grammar and vocabulary but also aided victims of dropout through peer group communications of which students believed it was true.

4.3.3. What is the students' perception towards education?

During my research, I found out that most of the students had a positive perception or attitude towards education. Learners said it was more interesting and enjoyable discussing with their peers as they find solutions to some problems and in their project work. They said language use has helped them easily discuss their assignments and share ideas among their friends not only in the English class but also in other subjects. However, a few learners had a negative perspective towards education as they had been influenced by their friends to give them company at home.

4.4.1. Apart from the English language, do you enjoy language use in other subjects?

Language use is part of every subject in daily classroom activities and school environment. The majority of the learners agreed that language use should be the major way to develop language skills across various subjects and within the school setting in Town View Secondary School.

However, some of the learners were in argument that language use should not be the only to develop various learning competencies as they gave different other ways like individual reading, lecture method, teacher supervision and take away activities besides answering some questions. Below is the table showing learners response towards using English in other subjects.

How often should discussions be used in other subjects?

Opinions	Number of students
Every time	19
Occasionally	05
Rarely	04
Never	02

4.4.2. What other ways can you as learners use language other than classroom activities?

Watching videos	05
Personal reading	15
Teaching	10

05 of the 30 students suggested that watching videos could be the best way to use language in the classroom and school environment, of the 30 students still, 15 preferred that other than using language in classroom activities, personal reading would also work best to promote language competencies and 10 students suggested teaching as their best alternative to use language and at the same time reduce the increased dropout rates.

4.4.3. Table showing language use for classroom activities in all the subjects.

Totally agree	20
Agree	05
Disagree	05
Totally disagree	00

As seen from the above table, most of the respondents totally agree that language use should be integrated to all the teaching subjects offered in Town View Secondary School. 20 Of the 30 interviewees totally agreed that language use should be integrated to all the subjects, 05 students agreed about the use of language in all the subjects, while 05 disagreed and none of them totally disagreed about integrating language use in all the subjects.

CHAPTER FIVE

INTERPRETATION AND DISCUSION OF RESULTS

5.1 Interpretation

The findings of the study revealed that language use and peer influence played a significant role in students' educational experiences and could either encourage or discourage school attendance. Positive language among peers was found to promote effective communication, confidence, cooperation, academic motivation and a sense of belonging, while supportive peer relationships encouraged students to attend lessons regularly, complete assignments, study together and maintain positive attitudes towards education. On the other hand, negative language, including insults, ridicule, discouraging statements and negative discussions about school, had reduced students' confidence and interest in learning. Similarly, negative peer influence encouraged absenteeism, indiscipline, poor academic performance, neglect of schoolwork and negative attitudes towards education. The findings therefore suggested that students who associated with peers who valued education and used encouraging language were more likely to remain in school, whereas those exposed to negative peer communication and harmful peer influence were more likely to develop attitudes and behaviours that could contribute to school dropout.

Following the interactions with students(interviewees) and teachers especially the teacher of English, it can now be confirmed that language use among peers can be used to develop the four language skills of reading, speaking, writing and reading to improve on critical thinking abilities during classroom activities. The majority of the learners confessed that they would use language to work on their assignments, debating clubs, projects and daily interactions within the classroom and even outside class. More than sixty percent of the learners agreed that they would use the English language for pure academic work and avoid persuasive language that divert their minds away from academics. However, some of the students argued that the English language should be integrated with the local language to make everyday life communications interesting and more of fun which shouldn't be the case according to me the researcher.

5.2. Discussion of results

5.2.1. Establishing the impact of language use, peer influence and their impact on school dropout in Town View Secondary School.

I found out that language use among peers have increased dropout rates in Town View Secondary school, especially the use of persuasive words from their peers. Learners work in groups of which the researcher found it active, it promotes team work and cooperation among learners. However, on the questionnaires issued to the interviewees, I found out that some learners had dropped school because of the peer group communications. On the interview guides, I observed that school dropout was increasing because of the daily peer group communications. During one lesson, the teacher grouped learners to discuss the causes of school dropout and some of their responses were language use among peers. Thus this is a clear proof that language use among peers have gradually increased the rates of dropout in Town View Secondary school.

5.2.2 Investigation of students' perceptions towards language use among peers in Town View sec school.

In my research, I found out that most of the students had a positive attitude towards language use between among peers. Students said it was fun discussing with fellow students in sharing ideas as solutions to most challenges were found. 80 percent argued that, English should be integrated in all the teaching subjects as they employ discussions in all the subjects. They believed in discussions between peer group communication. However, a little percentage still believed in their peer to peer daily communications which accelerated dropout. To sum up this, the majority of the learners had a positive attitude towards language use among peers because it had enabled them share different ideas to different tasks.

5.3 CONCLUSION

From my findings of this research, the following are the conclusions about language use, peer influence and their impacts on school dropouts in Town View Secondary school.

First of all, there is a very positive attitude among students towards language use among peers and they see it as the best way to learn since learning is a continuous process. Language use among peers and teachers play a pivotal role in academics through sharing ideas especially in group work, assignments and project work thus improving critical thinking skills and promote language skills.

To sum up this, having language skills of reading, speaking and writing does not only nurture students, but a proper language use among peers can also promote and nurture good performing students both in class and outside classroom.

5.4 RECOMMENDATIONS

Having noticed the importance of proper language use among peers, teachers of English language need to put use of the language to promote various language skills in discussions and any form of communications during classes.

Classroom discussions involves formation of groups among the students to accomplish a given task; this research therefore recommends that teachers should integrate language in all the teaching subjects offered at Town View Secondary school to develop critical thinking skills and enhance language skills. Learners should also be guided and supervised regularly by the teachers and administration to ensure participation and engagement of learners in all the subjects.

This research basically focused on language use, peer influence and their impacts on school dropout in the new lower secondary

6.0. References.

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Appendices.

a. Letter of introduction

**Busitema University
Nagongera Campus
P.O. Box, 136
Tororo, Uganda.
5th November 2025**

**The Head Teacher,
Town view secondary school
P.O. Box, 203
Kapchorwa.**

RE: Request for Permission to Conduct Research

I am Kibet Leonard a student from Busitema University Nagongera campus, Tororo conducting a study titled “Language Use, Peer Influence and Their impacts on School dropout.” The purpose of this research is to gather information from students and teachers on how peer communication affects attitudes towards schooling. I kindly request permission to collect data in your school. All information obtained will be treated with confidentiality and strictly used for academic purposes.

Yours faithfully,

.....

KIBET LEONARD

BU/UP/2023/1540

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b. Proposed timeline.

No	Event	Period (weeks)
2.	Collection of research tools and instruments. For instance, pens, paper and a phone.	1
3.	Data collection	2
4.	Data analysis and interpretation	2
5.	Report writing and submission	3

c. Estimated research budget

ITEM	DESCRIPTION	ESTIMATED Cost (Sh)
Transport	visit to the selected school for data collection	50,000
Stationery	Pens and notebooks for note taking.	20,000
Printing and photocopying	Interview guide and reports	50,000
Communication	Phone call for coordination and data (bundles) for internet.	10,000
Research Assistant and Data analysis	Someone to help me	70,000
Total		200,000