Pakistan Journal of Applied Social Sciences
Vol. 16(1), 2025, pp.99-127, ISSN: 2409-0077(Print), ISSN: 2663-8894(Online)

# Impact of Peer Pressure on Students' Academic Performance at Secondary School Level

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## Abstract

*Peer pressure refers to an influence exerted by friends, classmates of the same age that convinces others to conform to their thoughts, behaviors, and expectations. This research article was carried out to explore the impact of peer pressure on students' academic performance at secondary school level. This was a descriptive research study conducted in taluka city Hyderabad, Sindh, Pakistan. For the data collection a self-developed questionnaire based on 5.0 Likert scale was used. A sample of n=170 was selected to collect the required data. To ensure the validity of the questionnaire, the construct validity of the questionnaire was first examined using exploratory factor analysis (EFA). The KMO value of .821 indicated that our scale is valid. Through the scree plot, it was determined that the scale consists of four factors, e.g., truancy, futile activities, behaving badly, and academic performance. Descriptive analysis was conducted on these four factors, including calculating the total mean score and frequency percentage. The assumptions for applying parametric tests were conducted to check the normality of the data, in this regard data was found normal distributed. The study showed that among n=170 secondary school students, 11 (6.47%) had an extremely high level of peer pressure, 29 (17.05%) had a high level, 19 (11.17%) had above average, 81 (47.64%) were average, 26 (15.29%) were below average, 4 (2.35%) had a low level of peer pressure. The F-statistic is 20.945, and its p-value is less than 0.001 (p =.000b), which is less than the usual significance level of 0.05 in this regard the study indicates that the academic performance of secondary students is affected by peer pressure. There is no significant difference among the mean score of male and female secondary school students on peer pressure. The t-test results indicate that the calculated t-value of -3.983 exceeds the critical t-value of 1.97 for 163 degrees of freedom at a significance level of 0.05, indicating statistical significance. Therefore, it can be safely inferred that male and female students vary partially in the intensity of peer pressure and academic performance. It was concluded that peer pressure is a significant force that may greatly affect all sides of a student's life. Peer pressure significantly influences academic success particularly in their developmental stages. It is recommended that students receive regular counselling and motivational seminars at school. In addition, parents should properly monitor their children's interactions and activities with other children, including where they go and what they do. Teachers should engage students in activities that keep them busy and prevent boredom in class. Furthermore, school heads should promote leisure and co-curricular activities.*

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**Keywords:** Peer pressure, truancy, futile activities, behaving badly, academic performance, secondary schools

## Introduction

Peer pressure has a formidable effect that may greatly affect several facets of a student's life. An area in which peer pressure has significant influence is academic achievement. Students, particularly in their developmental years, often yield to the demands and expectations of their classmates, which may either have a favorable or detrimental impact on their educational path. This article will examine the effects of peer pressure on students' academic achievement and provide strategies for effectively managing its influence. Peer pressure is the impact that persons of the same age group or social circle have on one other's behavior, attitudes, and actions. Peer pressure may take on several forms, but it is especially common in the academic environment. Students may have a strong inclination to adhere to certain standards and anticipations set by their classmates, resulting in both advantageous and disadvantageous consequences (Moldes et al., 2019).

Peer pressure may serve as a catalyst for pupils to pursue academic achievement. Witnessing the achievements of their classmates and gaining acknowledgement from their social circle may foster a positive competitive atmosphere that motivates kids to exert more effort, establish loftier objectives, and attain superior outcomes. Positive peer pressure may cultivate a feeling of responsibility and motivate students to adopt beneficial study practices, such as actively engaging in collaborative study sessions or requesting assistance from their peers. Nevertheless, peer pressure may also have adverse impacts on pupils' academic achievement.

Students may be compelled to priorities social activities over their schoolwork in order to conform and acquire approval from their classmates. Indulging in an excessive amount of socializing, partying, or other non-academic activities might result in a diminished ability to concentrate, inadequate time allocation, and a deterioration in academic achievements. Additionally, students may feel obligated to participate in academic dishonesty, such as cheating or plagiarizing, in order to fulfil unattainable demands or get desired marks (Ebele & Olofu, 2017; Kumar Yadav & Kumari, 2023; Sakirudeen & Sanni, 2017).

In addition, adverse peer pressure may have an impact on pupils, leading them to embrace unfavorable views towards education. Students who build connections with peers that priorities anti-intellectualism or discount academic successes may start to internalize these attitudes, resulting in a decrease in their motivation, effort, and overall academic performance. Moreover, the fear of being mocked or excluded by their classmates might impede kids from requesting assistance or engaging actively in classroom discussions, so impeding their

educational progress and development. To minimize the adverse effects of social pressure and enhance favorable academic results, it is essential for students to cultivate a strong sense of self-awareness and self-assurance. Through comprehending their values, objectives, and ambitions, students may counteract the adverse impacts of peer pressure and make decisions that are in harmony with their own development and academic achievement (Ahmed et al., 2023; Sarkar et al., 2022; Tetteh et al., 2021).

Establishing a cohesive network of acquaintances who have scholastic ambitions might also be advantageous. Creating a social circle consisting of individuals who highly regard education and priorities academic endeavors helps cultivate a favorable atmosphere where students inspire and support each other. Participating in cooperative learning endeavors, such as collective assignments or study circles, may foster academic advancement while mitigating the adverse impacts of peer influence. Moreover, establishing transparent communication among kids, instructors, and parents is vital. By creating a conducive atmosphere that encourages students to openly voice their concerns, seek advice, and discuss their academic difficulties, educators and parents may provide the essential assistance and direction needed to properly manage the influence exerted by peers. Teachers may also have a crucial impact on fostering a pleasant classroom environment that appreciates a variety of perspectives, fosters intellectual conversations, and acknowledges individual accomplishments (Ahmed et al., 2023; Sakirudeen & Sanni, 2017). Ultimately, peer pressure may have a substantial influence on students' academic achievement, either fostering great outcomes or leading to bad consequences.

Positive social pressure may motivate students to thrive academically, but negative peer pressure can result in distractions, poor decision-making, and a deterioration in academic performance. To effectively handle the problems of peer pressure, students should cultivate self-awareness, cultivate a pleasant social environment, and establish open lines of communication with their instructors and parents. Through this approach, kids may preserve their distinctiveness, exercise discernment, and flourish intellectually within a nurturing setting (Sarkar et al., 2022; Tetteh et al., 2021). Secondary school years are characterized by heightened social interactions, and peer influence becomes a prominent factor in shaping students' choices and behaviors. While peer pressure is a natural part of adolescent development, its potential impact on academic outcomes requires a nuanced understanding for effective educational strategies.

## Statement of the Problem

The academic performance of secondary school students in Hyderabad district has been consistently mediocre, as shown by the high failure rate in public exams. Parents, teachers, school administrators, stakeholders, and others have

raised many concerns on this distressing matter. These groups of individuals have identified unfavorable peer influence as the primary cause of students' low academic achievement  There are reservations that negative peer pressure attracts students to engage in unfavorable behaviors such as excessive alcohol consumption, cigarette smoking and ice drug addiction, engaging in sexual activities, and other socially undesirable behavior that distract them from their academic goals (Ahmed et al., 2023; Bankole Adeyemi, 2019; Kumar Yadav & Kumari, 2023; Tetteh et al., 2021). The presence of maladaptive behaviors among students at secondary schools of Hyderabad district, especially in city areas, which contribute to their underperformance in academics, is the reason why students are not sufficiently worried about their present academic performance in both school-based tests and board exams. This study was conducted to examine the impact of peer pressure and to address the research question by exploring the various indicators of peer pressure and its consequences on students' academic performance at secondary school level in Taluka Hyderabad city district Hyderabad, Sindh, Pakistan.

## Objective of Research

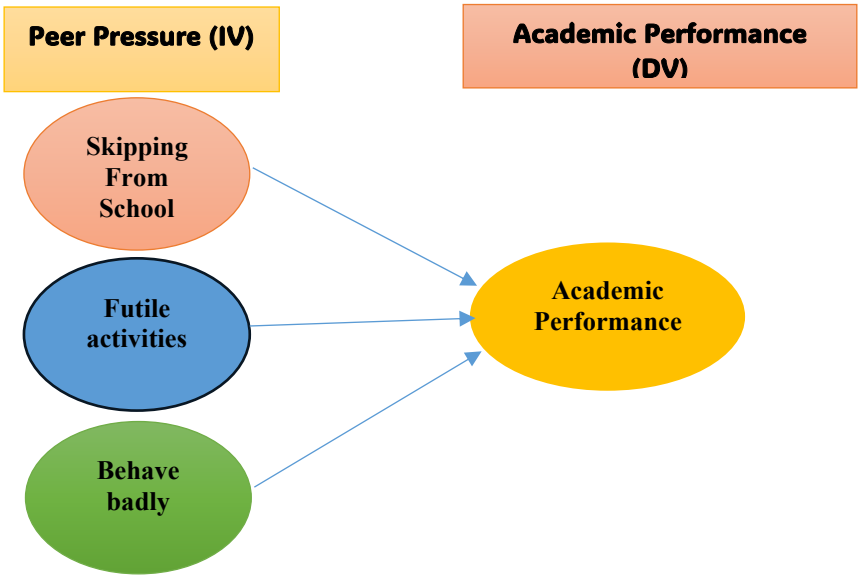
1. To examine the impact of peer pressure on academic performance of secondary school students.

2. To find out the difference in peer pressure and academic performance between male and female pupils.

## Theoretical and Conceptual Framework

### Social Cognitive Theory

Individuals learn by observing the behaviors and experiences of others. In the context of your study, students may acquire study habits through observing the behaviors of their peers or role models. Beliefs about one's own capabilities to perform specific tasks or achieve specific goals. In this case, it relates to students' confidence in their ability to perform well academically. Peer pressure may influence the development of study habits, with both positive and negative effects on academic performance, depending on whether it encourages or discourages effective study behaviors. Students can actively monitor and control their own learning behaviors. This includes setting goals, planning study strategies, and managing time effectively.




**Source:** Social Cognitive Theory by Albert Bandura (1977, 1986,2002)

## Significance of Research

This study will assist parents, educators, and administrators in comprehending this issue and in guiding adolescents to associate with peers who exhibit healthy practices.

This work will be beneficial for future scholars seeking to comprehend and investigate this issue further.

## Limitation of Research

This study is confined to the city of Hyderabad, since it is a significant and diverse population center in Sindh, where individuals of many languages and religions reside and students pursue their education. Hyderabad is an area where schools are contemporary and are considered among the best in the city; hence, this study is limited to secondary schools, specifically focusing on pupils in the 9th and 10th grades. This research is limited to males and females, with male and female schools selected accordingly.

## Literature Review

Peer pressure refers to the influence exerted by persons of the same age group, who may urge or coerce you into engaging in or abstaining from certain actions, irrespective of your own inclination (Ryan & Decci, 2000). Peer influence refers to the subtle impact that peers have on an individual's behavior, causing them to conform to the perceived expectations of others (Burns & Darling, 2002).

Typically, the majority of adolescents succumb to peer influence when it comes to relatively little matters like music preferences, clothing choices, and hairstyles. Regarding significant subjects such as moral standards, parents maintain a higher effect than peers (Black, 2002).

Peer pressure is the act of being coerced or compelled by your friends or peers of the same age to engage in activities against your own desires. Conformity is the psychological burden experienced by a person who desires to assimilate into the established standards and expectations of a certain social group. Humans are inherently gregarious beings, devoting a significant portion of their existence to engaging in social interactions and cultivating intimate connections with their peers. Individuals, including parents, siblings, teachers, and friends, are present in their surroundings (Yunus et al., 2012).

The issue of peer pressure has emerged as a significant cause for worry for Ethiopian students in both schools and universities, as well as their parents. Rapidly, it is emerging as the primary determinant of university students' use of cigarettes, alcohol, Khat, and other drugs, as well as their involvement in education and engagement in sexual activities. Peer pressure is a phenomenon that may have both good and bad effects on people, or it might have no effect at all. It is considered to be a continuous process of learning throughout one's life (Gulati, 2017).

Gebresilase, B. and Zhao, W. (2023) states that peer group pressure emerges when youngsters choose to distance themselves from their parents and older individuals in order to socialize with their peers. An adolescent's behavior is largely influenced by the social group they are a part of. Consequently, teenagers emulate the activities of their peers rather than those intended by their parents. Tarshis (2010) said that parents bear primary responsibility for failures in teenage behavior due to their position as role models and their need to closely monitor their children's development in order to cultivate a strong sense of discipline.

Peterson's (2011) study establishes a significant correlation between peer pressure and academic achievement. The occurrence of smoking, drinking, teenage pregnancy, drug addiction, and academic failure among teenagers is associated with detrimental influence from peers (Tarshis, 2010). Kadir et al. (2018) conducted research which suggests that peer networks might potentially heighten student anxiety, especially in relation to their academic pursuits. When a student is influenced and driven by their classmates, they will excel academically and achieve great academic outcomes (Boehnke, 2008).

Olalekan (2016) found that children who get crucial peer support are more inclined to surpass their skills, concentrate more on their academics, and excel in academic activities at school. Comprehending the essence of social pressure, as expounded by Zhang (2010), is a formidable task, and the whole ramifications of

peer pressure on academic life have yet to be completely comprehended. Peer pressure arises due to inadequate parental monitoring throughout adolescence, when adolescents tend to prioritise socialising with their peers and allocate more time to them (Vangie et al., 2019).

Interactions between students and their classmates may enhance their competence and academic achievement in school as they can seek support from their peers, which can serve as a source of motivation instead of working in isolation (Sotinis et al., 2013). Students' contacts with their classmates have a significant impact on them and play a crucial role in their decision-making process. Furthermore, it may exert influence on their performance (Vangie et al., 2019). To effectively improve socioeconomic policies, it is important to grasp the impact of peer influence on university students (Carman & Zhang, 2012). Peer interactions have significant importance throughout an adolescent's adolescence. Upon entering university, teenagers establish close and enduring connections with their classmates that last throughout their adolescence (Guzman, 2017).

Peer pressure refers to the social phenomena where individuals within a society may exert both positive and negative influences on one other's behavior. However, the majority of people are more likely to be influenced by the negative behavior of those who reject conformity (Gulati, 2017).

Developmental difficulties significantly impede children's academic progress, since they are a crucial factor in influencing different facets of their capacity to succeed academically (Chen, 2008). An individual needs emotional support to facilitate open communication and disclose their own aspirations or objectives. Sharing one's emotions with others may provide emotional advantages, as it aids in resisting temptation and offers emotional gratification (Bonein & Boemont, 2013). Conversely, peer groups address inquiries from adolescents on many matters that emerge throughout the period of adolescence, such as physical appearance or bodily transformations (Adeniyi & Kolawole, 2015).

Based on the aforementioned evidence, numerous researchers have extensively examined the influence of peer pressure on students' academic attainment. Their findings indicate that peer pressure can have both beneficial and detrimental effects on students' academic performance, particularly during high school. The results of this study serve as a catalyst for further investigation. The objective is to examine how peer pressure influences the connection between student-teacher contact and academic achievement in university students.

## Research Methodology

### Research Design

For investigation and collection of data descriptive survey method was used to find out the relationship between variables. Descriptive research design is a type of research methodology that researchers use to analyze a situation and explore the relationship between two variables (Cresswell, 2012).

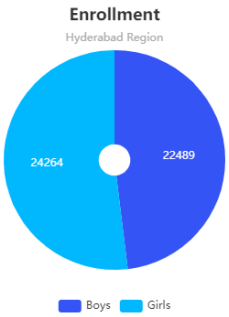
### Population

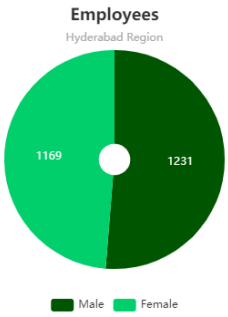
The study was conducted in Taluka city of Hyderabad District. The population consisted of all students studying in government secondary schools in the Taluka city of Hyderabad based on Directorate of School Education (E, S&HS) Hyderabad Region, Sindh.

**Table 01. Population of the study**

| Taluka | Schools | | Enrolment | | Teachers | |
|---|---|---|---|---|---|---|
| | B | G | B | G | M | F |
| Hyderabad City | 43 | 26 | 22489 | 24264 | 1231 | 1169 |
| **Total** | **69** | | **46753** | | | **2400** |

***Source: Semis Census, 2023-24***




### Sampling Technique

The random sampling method was applied for selecting sample size. Random sampling, or probability sampling, is a method that allows for the random selection of a sample, where each member of the population has an equal chance of being chosen.

## Sample Size

Sample size refers to the number of individual samples used in a study. The sample study was comprised of public secondary girls/boys' school students and was taken by using random sampling technique. The size of the sample was (n=170) students as calculated by Krejcie and Morgan Formula.

## Research Tools

The updated version of the peer pressure scale developed by Singh and Saini (2010) was used. This questionnaire was specifically designed for undergraduate students; thus, certain questions were modified to align with the comprehension and level of secondary school students. This questionnaire is intended for secondary school students in the city of Hyderabad. It was translated into Sindhi and Urdu languages. The questionnaire consisted of 25 questions, which were modified to include 21 items after modification. The questionnaire consisted of assessing the influence of peer pressure on academic performance, such as truancy, smoking cigarettes, disruptive behavior, bullying, gambling, violence, bad behavior, and involvement in gang activities. On the other hand, academic performance which included the satisfaction on their previous academic records, participation in class activities, school environment, The scale has high reliability, as well as strong face validity and content validity. After modification reliability, validity of the questionnaire was checked again.

## Reliability of the Questionnaire

The questionnaire reliability was checked again on the 30 students in one school of Hyderabad city, and it was found that scale has a good and acceptable reliability score as per the calculation in SPSS version26.

**Table 2. Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .884 | 21 |

## Data Analysis Techniques

Keeping in view the objectives of studying following steps were followed for the analysis and interpretation of the data:

Data was analyzed in four steps:

1. The first step offered the respondents' demographic data.

2. The second step was performed a preliminary analysis of the scale by ensuring the construct validity of the questionnaire through Exploratory Analysis using the Varimax rotation in SPSS.

3. The third step consisted of ensuring of assumptions normality of the data.

4. The fourth step was to test the test the hypothesis between independent and dependent variables.

## Research Hypothesis

1. There is no significant impact of peer pressure in terms of truancy, futile activities, and behaving badly on academic performance of students at the secondary school level.

2. There is no significant difference among the mean score of male and female secondary school students on peer pressure.

## Analyses and Interpretations

## Participants' Demographic Information

From the survey results (n=170) students taken from secondary school located in Taluka city district Hyderabad. The demographic characteristics are presented in Table 4.1. The participants of this study are belonging to the 50% male and 50% female gender category total (n=170, 100.0%). Regarding the students' age group, the participants belonging to the 15-16 years are (80, 47.1%), 17-18 years are (90, 52.9%).

**Table 3: Respondent Demographic Data**

| Demographic Variable | Category | Frequency | Percentage |
|---|---|---|---|
| Class | IX | 82 | 48.2 |
| | X | 88 | 51.8 |
| | **Total** | **170** | **100.0** |
| Gender | Male | 85 | 50.0 |
| | Female | 85 | 50.0 |
| | **Total** | **170** | **100.0** |
| Age | 15-16 | 80 | 47.1 |
| | 17-18 | 90 | 52.9 |
| | **Total** | **170** | **100.0** |

**Ensuring the Construct Validity of the Questionnaire**

A number of scholars have argued about the need to evaluate the validity of questionnaires, as discussed by Wirth, R. J., & Edwards, M. C. (2007) and Hair et al. (2010). In order to establish the construct validity of the scale, it is highly recommended to do an Exploratory Factor Analysis (EFA). For this study within the framework of examining peer pressure and academic performance, the first step was to include the computation of the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (MSA) to assess the suitability of using exploratory factor analysis (EFA) for the given dataset.

**Table 4. KMO and Bartlett's Test**

**KMO and Bartlett's Test**

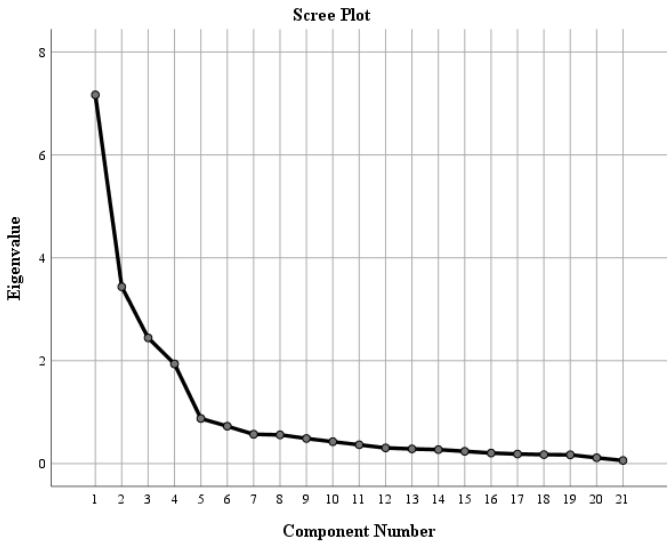
| | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .821 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 2640.311 |
| | df | 210 |
| | Sig. | .000 |

**Result:** The results, as shown in Table 1, indicate that the MSA value of 0.821 above the suggested range value of 0.50. The calculated value of this scale is suggested for the appropriateness of doing exploratory factor analysis (EFA) on the dataset of the questionnaire. Furthermore, the findings of Bartlett's Test of Sphericity, a statistical test used to assess the suitability of the correlation matrix, are shown in Table 4.2.1. The findings suggest a robust and statistically significant relationship among the 21 questions included in the questionnaire (Chi-Square = 2640.311, df = 210, $p = .000 < 0.05$). This observation further emphasizes the suitability of doing exploratory factor analysis (EFA) using the given dataset.

## Table 5. Total Variance Explained

| Total Variance Explained | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | | Rotation Sums of Squared Loadings | | |
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 7.167 | 34.127 | 34.127 | 7.167 | 34.127 | 34.127 | 4.429 | 21.090 | 21.090 |
| 2 | 3.436 | 16.363 | 50.490 | 3.436 | 16.363 | 50.490 | 3.664 | 17.449 | 38.539 |
| 3 | 2.444 | 11.640 | 62.129 | 2.444 | 11.640 | 62.129 | 3.495 | 16.644 | 55.183 |
| 4 | 1.937 | 9.224 | 71.354 | 1.937 | 9.224 | 71.354 | 3.396 | 16.170 | 71.354 |
| 5 | .876 | 4.169 | 75.523 | 5 | .876 | 4.169 | 75.523 | 5 | .876 |
| 6 | .726 | 3.457 | 78.980 | 6 | .726 | 3.457 | 78.980 | 6 | .726 |
| 7 | .570 | 2.713 | 81.693 | 7 | .570 | 2.713 | 81.693 | 7 | .570 |
| 8 | .558 | 2.659 | 84.352 | 8 | .558 | 2.659 | 84.352 | 8 | .558 |
| 9 | .489 | 2.327 | 86.678 | 9 | .489 | 2.327 | 86.678 | 9 | .489 |
| 10 | .425 | 2.024 | 88.703 | 10 | .425 | 2.024 | 88.703 | 10 | .425 |
| 11 | .365 | 1.740 | 90.443 | 11 | .365 | 1.740 | 90.443 | 11 | .365 |
| 12 | .305 | 1.451 | 91.893 | 12 | .305 | 1.451 | 91.893 | 12 | .305 |
| 13 | .285 | 1.356 | 93.250 | 13 | .285 | 1.356 | 93.250 | 13 | .285 |
| 14 | .271 | 1.293 | 94.542 | 14 | .271 | 1.293 | 94.542 | 14 | .271 |
| 15 | .238 | 1.133 | 95.675 | 15 | .238 | 1.133 | 95.675 | 15 | .238 |
| 16 | .205 | .975 | 96.650 | | | | | | |
| 17 | .186 | .888 | 97.537 | | | | | | |
| 18 | .174 | .830 | 98.367 | | | | | | |
| 19 | .170 | .809 | 99.176 | | | | | | |
| 20 | .113 | .538 | 99.714 | | | | | | |
| 21 | .060 | .286 | 100.000 | | | | | | |
| Extraction Method: Principal Component Analysis. | | | | | | | | | |

**Result:** The table shows the information about the total variance explained which was extracted through the principal component analysis (PCA) technique. The extracted sums of squared loadings signify the variance explicated by each component after the rotation. The first component has 34.127 initial eigenvalues and 34.127 cumulative variance, the second component has 50.490 cumulative initial eigenvalues, and the third component has 62.129 cumulative eigenvalues, and the fourth factor has 71.354 cumulative eigenvalues.




**Result:** Many researchers use scree plot to guess how many factors are extracted from the total items of the questionnaire. According to the Hair et al. (2010) scree plot and extraction sums of squared loadings is the suitable method to be adopted. In this case according to the figure of scree plot and table of total variance from total 21 items four factors were extracted.

**Table 6. Rotated Component Matrix[a]**

| | Component | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| Q16 Skipping class and running away from school on the peer pressure negatively impacts my academic performance. | .872 | | | |
| Q20 If my colleagues in class respond well, it will create competition for me, and I will also respond well. | .837 | | | |
| Q17 I am unable to concentrate well and focus on my studies due to engaging in unproductive activities. | .834 | | | |
| Q19 If I engaged in good activities with my friends, my academic performance would improve | .805 | | | |

| | | | |
|---|---|---|---|
| Q21 My parents/guardians are very concerned about my academic achievement. | .797 | | |
| Q18 Due to surrendering to peer pressure and engaging in smoking, drinking, and gambling, my class test marks, and final marks have significantly deteriorated. | .773 | | |
| Q2 Sometimes I engage in bullying and make fun of other students in class because of the urging of my friends. | | .861 | |
| Q3 I sometimes make strange noises when the teacher comes in class so that my friends are inspired and happy with me. | | .809 | |
| Q4 Sometimes I run away from school because my peers encourage me to do so. | | .793 | |
| Q5 Many times, I put off my homework and other important assignments for friends' party. | | .787 | |
| Q1 I Sometimes miss my classes because my friends urge me to do so. | | .745 | |
| Q13 I steal money from my parents at home due to peer pressure and then go out with friends to have fun. | | | .898 |
| Q12 Sometimes I eat Mainpuri and ghutka at school and damage the school walls because my friends also do the same. | | | .873 |
| Q15 I feel peer pressure to participate in gambling. | | | .791 |
| Q14 Sometimes, I steal things from other students' bags because of peer pressure. | | | .764 |

| | | | |
|---|---|---|---|
| Q11 I feel peer pressure to smoke in school. | .343 | .674 | |
| Q6 I cannot resist going for a late-night roaming with friends. | | | .872 |
| Q9 Sometimes I must undergo peer pressure to be liked in a group. | | | .851 |
| Q7 I Sometimes do wrong things because my friends want me to do so. | | | .845 |
| Q10 I Sometimes do violent acts to keep up with peers | | | .790 |
| Q8 I Sometimes do something wrong just to be good on friends' view. | | | .723 |

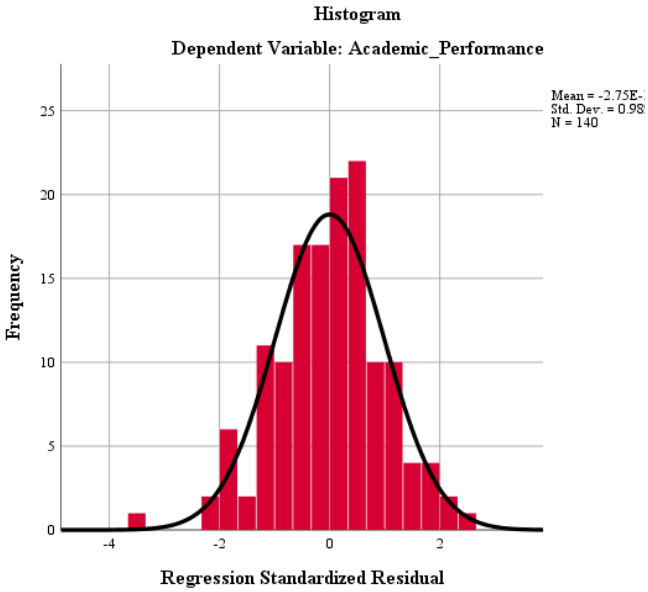
Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

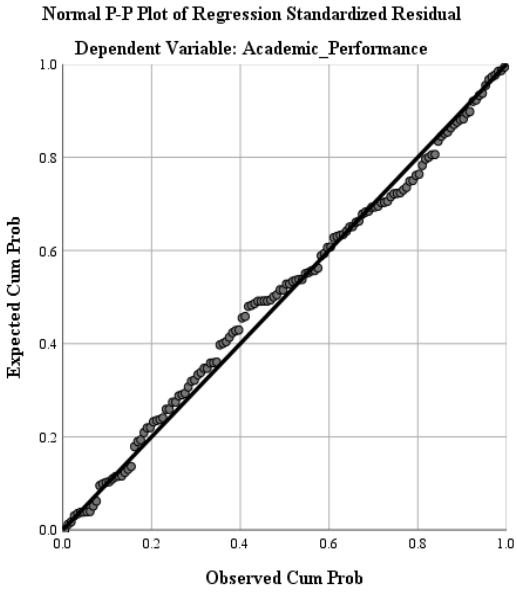
**Result:** The above table 4.2.3. showing the structure of the factor analysis, the result provides evidence of the questionnaire construct validity. For the purpose of factor analysis Principal Component Analysis (PCA) was employed, as recommended by Hair et al. (2010). The minimum value requirements which most of the research scholars follow that were supplied must be equal to or greater than ±0.30. (Wirth & Edwards, 2007). The principal component analysis (PCA) findings revealed that a total of 21 items may be condensed into four distinct components. The factors for all factors fall within the range of 0.674 to 0.898. All of the results are within the accepted range of being larger than 0.30. The combined variables accounted for a total variation of 71.35%.

The four factors were extracted which were named Truancy (Skipping from School), Futile Activities, Behave Badly and Academic Performance.

## Assumption To Ensure Normality

As per the recommendations of Hair et al. (2010), we conducted a visual inspection of probability plots (p-p plots) and histograms to validate the assumption of normality. Figure 2 shown below demonstrates that the regression residuals are confined inside the curve line on the histogram, while the residuals on the p-p plot have a linear distribution. This finding suggests that the concept of normality has been satisfied.




**Descriptive Analysis of each factor**

**Table 7. Overall Mean Score (Truancy)**

**Truancy (Skipping from School)**

| Statements | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Q1 I Sometimes miss my classes because my friends urge me to do so. | 170 | 2.7706 | .87047 | .06676 |
| Q2 Sometimes I engage in bullying and make fun of other students in class because at the urging of my friends. | 170 | 2.8824 | .94100 | .07217 |
| Q3 I sometimes make strange noises, when the teacher comes in class so that my friends are inspired and happy with me. | 170 | 2.7706 | .91682 | .07032 |

| | | | | |
|---|---|---|---|---|
| Q4 Sometimes I run away from school because my peers encourage me to do so. | 170 | 3.0412 | .89941 | .06898 |
| Q5 Many times, I put off my homework and other important assignments for friends' party. | 170 | 3.0235 | .97272 | .07460 |
| **Overall Mean** | | **2.90** | **.775** | |

**Analysis:** The table discusses truancy factors with 5 statements. The first statement, regarding class being missing due to peer pressure, in this statement 37 students agreeing and the majority disagree out of 170 respondents. 60 students remained neutral. The statement has a mean of 2.77 and a standard deviation of 0.870. Similarly, the second item on the questionnaire about bullying had a similar trend among students with a mean score of 2.88. The third item of the questionnaire discusses making strange noises in class, when teacher comes in a class due to the peer urging to do so, in this regard 71 students disagreed on this statement and 64 remained neutral, whereas 35 students were agreed. The fourth item of the questionnaire highlighted that 59 students sometimes run away from school because their peers encourage them to do so, whereas 60 students remained neutral and 51 disagreed. The last fifth item of the questionnaire was about the homework students 63 students agreed that they skipped their homework and preferred to go with friends to a party, whereas 58 students disagreed, rest of other students remained neutral. The overall mean score is 2.90 and the standard deviation is .775. It means that truancy is the major factor of peer pressure to some extent.

**Table 8. Overall Mean score (Futile Activities)**

**Futile Activities**

| Statements | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Q6 I cannot resist going for a late-night roaming with friends. | 170 | 2.6588 | .96756 | .07421 |
| Q7 I sometimes do wrong things because my friends want me to do so. | 170 | 3.2588 | .98092 | .07523 |

| | | | | |
|---|---|---|---|---|
| Q8 I sometimes do something wrong just to be good on friends' view. | 170 | 2.4941 | .96229 | .07380 |
| Q9 I sometimes must undergo peer pressure to be liked in a group. | 170 | 2.5882 | .93952 | .07206 |
| Q10 I Sometimes do violent acts to keep up with peers | 170 | 3.2235 | .95306 | .07310 |
| **Overall Mean** | | **2.84** | **.786** | |

**Analysis:** The table above displays the mean scores for five statements related to the second aspect of peer pressure, which pertains to futile activities. Students pressured me to stay out late and engage in reckless behavior, with 38 students agreeing, 43 remaining neutral, and 89 disagreeing. The mean score for this statement is 2.65, indicating agreement. According to another statement, the majority of students engage in wrongdoings in the company of their friends. In the third statement, 98 students disagreed with the idea of doing something wrong just to appear good in front of their peers. Students occasionally experience peer pressure to be accepted by a group. 94 students disagreed that they must occasionally submit to peer pressure in order to be accepted by a group. Similarly, the majority of students felt that students engage in violent activities to fit in with their friends.

**Table 9. Overall Mean score (Behave Badly)**

**Behave Badly**

| Statement | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Q11, I feel peer pressure to smoke in school. | 170 | 3.7353 | .71785 | .05506 |
| Q12 I sometimes eat Mainpuri and ghutka at school and damage the school walls because my friends also do the same. | 170 | 3.8647 | .72930 | .05593 |
| Q13, I steal money from my parents at home due to peer pressure and then go out with friends to have fun. | 170 | 3.8412 | .75648 | .05802 |

| | | | | |
|---|---|---|---|---|
| Q14 Sometimes, I steal things from other students' bags because of peer pressure. | 170 | 3.7176 | .79364 | .06087 |
| Q15, I feel peer pressure to participate in gambling. | 170 | 3.7176 | .73961 | .05673 |
| **Overall Mean** | | **3.78** | **.619** | |

**Analysis:** The third factor in the table is related to misbehavior. It consists of 5 statements regarding students' behavior, specifically engaging in wrongful actions under peer pressure. A majority of students (M=3.73) admit to smoking in school, attributing it to their friends also smoking. Additionally, most students (M=3.86) claim to chew tobacco with friends under peer pressure. Furthermore, a majority of students (M=3.84) confess to stealing money from their homes and enjoying themselves with friends outside, as influenced by their peers. Most students (M = 3.71) follow their friends' advice and steal items from other students' school bags once they are in their company. Most students (3.71) also believe that they indulge in gambling due to peer pressure. This factor overall means that my score (M=3.78) confirms that behaving badly is a substantial factor in peer pressure.

**Table 10. Overall Mean Score Academic Performance**

| Statement | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Q16 Skipping class and running away from school on the peer pressure negatively impacts my academic performance. | 170 | 3.7647 | .84471 | .06479 |
| Q17 I am unable to concentrate well and focus on my studies due to engaging in unproductive activities. | 170 | 3.5000 | .91826 | .07043 |
| Q18 Due to surrendering to peer pressure and engaging in smoking, drinking, and gambling, my class test marks, and final marks have significantly deteriorated. | 170 | 3.6000 | .91922 | .07050 |

| | | | | |
|---|---|---|---|---|
| Q19 If I engaged in good activities with my friends, my academic performance would improve. | 170 | 3.8059 | .76380 | .05858 |
| Q20 If my colleagues in class respond well, it will create competition for me, and I will also respond well. | 170 | 3.4706 | .90480 | .06939 |
| Q21 My parents/guardians are very concerned about my academic achievement. | 170 | 3.6941 | .82882 | .06357 |
| **Overall Mean** | | **3.64** | **.743** | |

**Analysis:** According to the data, the majority of students agreed that skipping class and running away from school due to peer pressure has a negative impact on their academic achievement. Additionally, most students also agreed that engaging in unproductive activities hinders their ability to concentrate and focus on their studies. Most students (M=3.60) agreed on this point. Surrendering to peer pressure and participating in smoking, drinking, and gambling has led to a substantial decline in their class test scores and final grades. The majority of students (M=3.80) agreed with the statement that engaging in positive activities with their friends will enhance their academic achievement. The majority of students (M=3.47) agreed that if their classmates in class do well, it would generate a sense of rivalry that motivates them to likewise perform well. The majority of students (M=3.69) likewise felt that their parents/guardians are very concerned about their academic achievement. The total mean score of this element is 3.64, while the standard deviation is unknown. Based on a score of 743, it can be concluded that most students believed that if they have good friends, they tend to focus more on competition and good study habits, leading to better academic performance. Conversely, if they surrender to peer pressure and engage in negative behavior such as truancy, futile activities, and bad behavior, their academic performance suffers.

**Null Hypothesis (H01): There is no significant impact of peer pressure in terms of truancy, futile activities, behaving badly on academic performance of students at the secondary school level.**

The model overview table shows the results of a multiple regression analysis. Truancy, futile activities, and behaving badly are framed as factors in peer pressure and working as independent factors/variable, and Academic Performance is the dependent variable. The coefficient of determination (R-squared) is 0.316, which means that the mixture of these predictor factors can explain about 31.6% of the difference in Academic Performance. Taking into account the number of

variables in the model, the modified R-squared is 0.301, which means that 30.1% of the difference in Academic Performance is described by the model. The estimate has a standard error of 0.595, which is a way to measure the average difference between what was seen and what was expected for Academic Performance. Overall, the model seems to have some forecasting power, as shown by the R-squared value. However, the modest and modified R-squared values suggest that there may be other factors that affect Academic Performance that haven't been considered.

**Table 11.** ***Model Summary[b]***

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .562[a] | .316 | .301 | .595 |

a. Predictors: (Constant), Social factors (truancy, futile_activities, behave_badly)

b. Dependent Variable: Academic_Performance

Based on the combined effects of social factors which included truancy, futile activities, and behaving badly, the results of the ANOVA show that there is a statistically significant difference in how well high school students do in school. The F-statistics are 20.945, and its p-value is less than 0.001 (p =.000b), which is less than the usual significance level of 0.05. This means that at least one of the predictor factors has a big effect on how well a student does in school. In other words, the model as a whole is a good fit for predicting academic performance, and there is evidence to reject the null hypothesis, which shows that these factors work together to explain the differences in academic performance.

**Table 12.** ***ANOVA[a]***

| | Model | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| **1** | Regression | 22.210 | 3 | 7.403 | 20.945 | .000[b] |
| | Residual | 48.072 | 136 | .353 | | |
| | Total | 70.282 | 139 | | | |

**a. Dependent Variable: Academic_Performance**

**b. Predictors: (Constant), truancy, futile_activities, behave_badly**

The coefficients table shows how each prediction variable affects how well a student does in school. With a standardized coefficient (Beta) of 0.453, peer pressure seems to have the most impact on all the predictor factors. This means that if all other factors stay the same, and peer pressure goes up by one unit, school success goes up by the same amount. The t-value of 6.211 is very significant (p =.000), which shows how important it is. Also, with standardized values of 0.181

and 0.191, respectively, futile activities and behaving badly have significant but less strong effects on academic performance. Based on these results, it seems that students who study better tend to do better in school. Their school setting and peer pressure also play a role so much.

**Table 13.** ***Coefficients***[a]

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | **B** | **Std. Error** | **Beta** | **t** | **Sig.** |
| 1 | (Constant) | .636 | .524 | | 1.214 | .227 |
| | Truancy | .434 | .070 | .453 | 6.211 | .000 |
| | Futile_activities | .324 | .131 | .181 | 2.480 | .014 |
| | Behave_badly | .172 | .064 | .191 | 2.688 | .008 |

a. Dependent Variable: Academic_Performance

**Null Hypothesis (H02): There is no significant difference among the mean score of male and female secondary school students on peer pressure.**

The t-test results show that there is a big difference between how well male and female students do in school. Assuming that the variances are the same (as shown by Levene's test for equality of variances with a p-value of.066), the t-statistic is -3.983 with 168 degrees of freedom, and the two-tailed p-value is.000, which is less than the usual significance level of.05. Even if you don't assume that the differences are all the same, the t-statistic is still -3.983, but it has a few less degrees of freedom, which is still very important (p =.000). The negative mean difference of -0.435 shows that, on average, female students do better in school than male students (3.86 vs. 3.42). The 95% confidence range for the difference (-0.651 to -0.220) does not include zero, which supports the statement that there is a big difference between how well male and female students do in school, with female students doing better.

**Table 14. Group Statistics**

| | Group | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| **Academic_Performance** | Male | 85 | 3.42 | .768 | .083 |
| | Female | 85 | 3.86 | .652 | .071 |

**Table 15. Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | **F** | **Sig.** | **t** | **df** | **Sig. (2-tailed)** | **Mean Difference** | **Std. Error Difference** | **95% Confidence Interval of the Difference** | |
| | | | | | | | | | **Lower** | **Upper** |
| Academic_Performance | Equal variances assumed | .416 | 066 | -3.983 | 68 | .000 | -.435 | .109 | -.651 | -.220 |
| | Equal variances not assumed | | | -3.983 | 63.643 | .000 | -.435 | .109 | -.651 | -.220 |

## Discussion

Peer pressure is a significant force that may greatly affect all facets of a student's life. Peer pressure significantly influences academic success. Students, particularly in their developmental stages, often yield to the demands and standards set by their classmates, which might impact their educational path either favorably or badly. This study examines how peer pressure affects students' academic performance and suggests strategies to manage its effects effectively.

Peer pressure is the impact that students within the same age group or social circle have on one other's behavior, attitudes, and actions. Peer pressure is very common in academic environments, but it may take several forms. Students may

feel obligated to adhere to certain standards and expectations set by their classmates, resulting in many consequences, both favorable and unfavorable.

Peer pressure may serve as a motivating factor for students to perform academically. Lead acknowledging their peers' achievements and gaining approval from their social circle may foster a positive competitive atmosphere that motivates children to strive more, aim higher, and get superior outcomes. Positive peer pressure may cultivate responsibility and motivate students to adopt beneficial study habits like joining group study sessions or asking for assistance from peers. Nevertheless, peer pressure might negatively impact kids' academic achievement. Students may prioritise social activities above their schoolwork in order to achieve acceptability and fit in with their friends. Participating excessively in social activities, parties, or other non-academic endeavors might result in less attention, ineffective time management, and a decrease in academic achievement. Furthermore, students could be inclined to participate in academic dishonesty, such cheating or plagiarizing, to fulfil unattainable goals or get desired marks. Moreover, negative peer pressure might influence children to acquire bad attitudes towards schooling. Students who socialize with classmates who prioritise anti-intellectualism or discount academic achievements may start to embrace similar attitudes, resulting in a decrease in their motivation, effort, and overall academic performance. Moreover, the fear of being ridiculed or ostracised by their classmates might deter kids from seeking assistance or actively engaging in classroom discussions, therefore impeding their learning and development.

Students must cultivate a strong sense of self-awareness and self-confidence to counteract the adverse effects of social pressure and enhance academic performance. Students may avoid negative peer pressure and adopt choices that support their personal development and academic performance by understanding their values, objectives, and ambitions. Creating a supportive group of friends with similar academic goals might also be advantageous. Being among peers who respect education and prioritise academic pursuits may create a pleasant environment where students motivate and elevate one another. Participating in collaborative learning activities, such group projects or study groups, may foster academic development while reducing the impact of peer pressure.

Moreover, establishing transparent communication among students, instructors, and parents is essential. By creating a supportive environment that encourages students to openly communicate their problems, seek advice, and discuss their academic difficulties, educators and parents may provide the essential support and direction needed to successfully manage the influences of peers. Teachers may play a crucial role in fostering a positive classroom atmosphere that appreciates diverse perspectives, promotes intellectual discourse, and acknowledges individual accomplishments.

Ultimately, peer pressure may have a substantial influence on academic achievement, either positively or badly. Positive social pressure may motivate students to thrive academically, whereas negative peer pressure can result in distractions, poor decision-making, and decreased academic performance. Students need to cultivate self-awareness, seek good influences, and maintain open communication with instructors and parents to effectively deal with peer pressure. By doing this, children may preserve their identity, make well-informed choices, and excel academically in a supportive environment.

## Findings of the Study

1. This research aimed to investigate the impact of peer pressure on academic performance among public secondary school students in Hyderabad city, including male and female students of class IXnth and Xth. The study's findings show that most students have an average amount of peer pressure, with just a small proportion experiencing exceptionally high or low levels of peer pressure.

2. The study showed that among 170 secondary school students, 11 (6.47%) had an extremely high level of peer pressure, 29 (17.05%) had a high level, 19 (11.17%) had an above average, 81 (47.64%) were average, 26 (15.29%) were below average, 4 (2.35%) had a low level of peer pressure. The study's findings oppose the null hypothesis that there is no significant impact of peer pressure on academic performance among secondary school students. The study indicates that the academic performance of secondary students is affected by peer pressure.

3. The researcher used a t-test to assess the peer pressure and academic performance experienced by male and female students in order to examine the difference the hypothesis. There is no significant difference among the mean score of male and female secondary school students on peer pressure. The t-test results indicate that the calculated t value of -3.983 exceeds the critical t value of 1.97 for 163 degrees of freedom at a significance level of 0.05, indicating statistical significance. Therefore, it can be safely inferred that male and female students vary partially in the intensity of peer pressure and academic performance.

## Conclusion

This study sought to examine the influence of peer pressure on the academic performance of public secondary school students in Hyderabad, including both male and female students in grades IX and X. The study's results indicate that the majority of students experience moderate degrees of peer pressure, with just a little percentage encountering extraordinarily high or low levels. The research

demonstrates that peer pressure influences the academic performance of secondary students. It is therefore concluded that peer pressure is a significant force that may greatly affect all sides of a student's life. Peer pressure significantly influences academic success particularly in their developmental stages. It is recommended that students receive regular counselling and motivational seminars at school. In addition, parents should properly monitor their children's interactions and activities with other children, including where they go and what they do. Teachers should engage students in activities that keep them busy and prevent boredom in class. Furthermore, school heads should promote leisure and co-curricular activities.

## Recommendations

1. Students should get counselling and motivating seminars in school.

2. Parents should maintain check and balance over their children and regularly monitor their schoolwork.

3. Parents should monitor their children's mobile phone use to know the purpose for which they are using their phones.

4. Teachers should create a school environment that keeps students engaged in their studies.

5. School administrators should promote leisure and co-curricular activities to keep students engaged in healthy activities.

6. Students should engage in pleasant activities with their classmates to enhance their academic achievement and provide a healthy learning environment.

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