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Influence of Social Factors on Students' Academic Performance at Public Secondary Schools of Hyderabad

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ABSTRACT

It was a quantitative study that examined the impact of important social variables, namely, study habits, peer pressure, school environment, misuse of technology, etc, on the school performance of students at the secondary schools located in public schools in Hyderabad, Sindh. A sample of 400 students was selected using stratified random sampling. The structured questionnaire used to collect data employed a five-point Likert scale, and the analysis employed descriptive statistics, correlation analysis, and regression analysis to examine the predictive relationship between independent and dependent variables. The results showed that students tended to exhibit poor study habits, such as inconsistent study schedules, poor time management, and low self-discipline. Peer pressure was observed to be moderately high, particularly among male students, and to affect classroom engagement and motivation. The school environment was also considered unsatisfactory, with overcrowded classrooms, resource shortages, and inconsistent teacher support. Another significant problem was the misuse of technology, with the overuse of mobile phones and social media contributing to distraction and reduced focus on academics. Findings demonstrated strong correlations between social factors and students' academic performance, indicating that poor study habits, negative peer influence, a poor school environment, and excessive technology use are associated with poor academic performance. Regression analysis also showed that study habits and the school environment were the strongest predictors of academic performance. Overall, quantitative data suggest that developing study skills, fostering positive school conditions, regulating the use of digital technologies, and organizing peer engagement programs should be used to improve students' academic performance in publicly funded secondary schools.

Keywords: Study Habits, Peer Pressure, School Environment, Technological Factors, Academic Performance

INTRODUCTION

Students' academic performance is a complex outcome of multiple interacting factors. While the importance of cognitive abilities and individual effort is critical, a growing body of research underscores the profound influence of social factors on educational outcomes. It is important to understand the social factors that affect academic performance since these factors jointly determine a student's capacity to succeed in school at the secondary school level (Dahie et al., 2017). The

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environment and social factors in which students grow up, the quality of their social relationships with their peers and teachers all play a significant role in their performance in school (Hasnain & Khan, 2022). Previous research, such as Hasnain, Z., & Khan, A. M. (2022), Sarkar, D. S., Das, M. G., & Banik, M. C. (2022), Sakirudeen, O., & Sanni, B. (2017) showed that social factors have a significant impact on the academic performance of students. These studies have noted that a number of social factors, such as poverty, parental qualifications and health problems, directly affect the ability of students to perform academically. For example, students from low-income families may encounter barriers to their education, including lack of access to educational resources, inadequate nutrition, and lack of stable study environments, which can make it difficult for them to make progress in their education. Similarly, parental education levels affect the academic expectations and support that children receive at home which influences their motivation and ability to succeed in school (Tetteh et. al, 2021). Similarly, if we observe, other social factors also have a significant influence on the academic performance such as study habits, peer pressure, school environment, technology and media. These four major social factors which have a lot of influence on academic performance. If these factors are negative, then they have negative consequences. On the other hand, if they are good, they lead to positive consequences, as demonstrated by studies conducted in the past (Hasnain, 2022). Effective study habits are essential for academic performance. According to Ahmed, F. & Raza, S. (2017) students who develop consistent and structured study habits, use active learning techniques, and are able to manage their time well are more likely to perform better academically. Peer pressure, whether positive or negative, has a significant effect on the motivation, behavior and general performance of the students (Ebele & Olofu, 2017). Positive peer relationships can create a sense of collaboration, motivation, and shared commitment to academic success. Negative peer pressure may result in disengagement from schoolwork and a decline in academic performance (Moldes et al. 2019). The school environment is also central to the development of academic performance. Schools are the major environment for learning, and the quality of this environment has a profound effect on students learning experiences. Factors like availability of resources, competence of teachers, culture and climate of the school and support services all impact the academic performance (Korir, 2014). The media and technology's impact on the academic performance of students is a double-edged sword. The effect of technology and media on academic performance is a topic of interest in educational research. The pervasiveness of technology and media has a positive or negative impact on academic performance (Hoy, Kottkamp & Rafferty, 2003). While technology can help students access more learning opportunities and information, too much screen time and distraction from social media can take away from student focus and academic success. According to a study published in Frontiers in Psychiatry, the excessive use of digital devices may be taking away time which

could otherwise be in face-to-face social interaction, which has clear links to better mental health and happiness (Ansari & Khan, 2020).

Statement of the problem

Social factors, both internal and external, have multiple impacts on academic performance of secondary school students. These, research habits, peer influence, school set-ups and media and technology have become important factors that may influence to some extent, positively or negatively, the education performance of students. Peer pressure is capable of influencing the attitude of students towards learning and usually results in motivating or distracting. Time management, consistency, and effective learning strategies are among the study habits that greatly influence the level of academic success. In the meantime, media and technology, although providing great learning opportunities, may also become a source of distractions, lack of concentration, and poor use of screens, which may lead to poor academic performance. Students of secondary schools, in particular, are still in a tender age, so they can hardly distinguish positive and negative influences, and they are vulnerable to the impact of peer pressure and the social media glamour. This usually leads to the development of deviated study modes and priorities where social validation and popularity becomes the priority over the academic duties. In addition, school environment contributes to the academic performance of students either positively or negatively. Students are less likely to attend classes and get involved in activities that do not contribute to their education, thereby performing poorly in school (Dahie et al., 2017; Hasnain and Khan, 2022; Kumar Yadav & Kumari, 2023; Moldes et al., 2019; Sakirudeen and Sanni, 2017) in an environment where this lack of control and discipline may be higher (e.g., government schools). It aims at exploring how much of a role these social factors such as peer pressure, study habits, media and technology play in determining the academic performance of the students of secondary school in Hyderabad division.

Research objective of the study

- To find out the impact of social factors on public secondary school students' academic performance in Hyderabad.

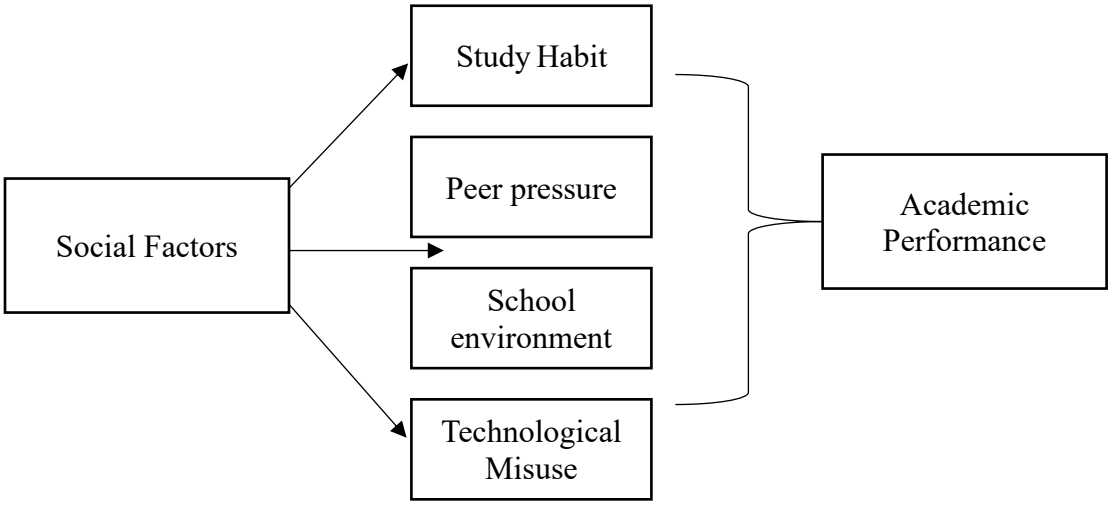
Research Hypothesis of the study

H_1: Social factors like study habits, peer pressure, school environment and technological misuse are likely to be related to students' academic performance at secondary school level.

Theoretical background

This research is conducted by the Lense of social cognitive theory proposed by Albert Bandura (2011). Individuals learn by observing the behaviors and experiences of others. In the context of this 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.

The element of peer pressure can also have an impact on the formation of study habits, some positive and other negative, that lead to the achievement of academic success, based on whether it promotes or negatively discourages proper studying behaviors. Learning behaviors can be monitored and controlled by the student. This involves having goals, strategies to study and time management (Albert Bandura, 2011).



Source: Albert Bandura (1986)

REVIEW OF RELATED LITERATURE

As this study was done on the effects of social factors on academic performance of the students, it was discovered that the environment that one lives in is critical in determining the personality and mental stability, which consequently determines how well one can perform socially and economically. Although educational institutions are the mirrors of the overall social system, they are not the only factors influencing the personality formation and success in studying (Zil

Hasnain, Ayaz Muhammad Khan, 2022). Some empirical research has determined the factors affecting academic performance of college students with a number of factors identified to affect performance. A study on the performance of students in intermediate examinations was one of them and it was associated with the different aspects of student profile such as communication skills, access to learning facilities, school environment, peer pressure, proper guidance, and family stress. This study was done on learners of a cluster of privatized colleges and utilized the data that was gathered via assessment to create student profiles. The findings suggest that these factors collectively shape students' academic performance, emphasizing the need for a holistic approach to understanding and supporting student success (Irfan Mushtaq & Shabana Nawaz Khan, 2021)

The present study is an attempt to find out the effect of study habits, peer pressure and school environment on academic achievements of secondary school students of Delhi. The descriptive survey method will be used in the present investigation. The sample will consist of 600 secondary school students from Delhi. Amongst them there will be 300 boys and 300 girls. There are three independent variables i.e. study habits, peer pressure and school environment and one dependent variable i.e., academic achievement (Amardeep Kaur, 2020).

Based on the finding, it has been discovered that peer group pressure is in two ways, both negative and positive. This study revealed that 80% of peer group like all their friends, 75% don't lack self confidence among their peers, 60% have been sent out of the class before, 65% agreed that influence on behaviour lower academic performance (Fadare et.al., 2021).

This study aims to identify the peer pressure effects on students, especially among secondary school students who tend to lose focus in teaching and learning process in school and facing individual identity challenges, behaviour and disciplinary issues. Based on the results, students' attitudes that are very close to their peers without their parent's knowledge in school and out of school environment and its negative effects influencing students to lose focus in teaching and learning process.

Building on detailed information on negative influences through friendship networks, this study found evidence, peer's pressure factor influencing students to left behind in their academics followed by a significant reduction in grade repetition and eventually lead them to dropout from school and involve in other social issues. Negative peer influences, such as involvement in criminal activities, can also contribute to students dropping out of school (Menegaa Paraman & Rosila Bee Mohd Hussain, 2022).

The study examined the correlation between learning environment, peer pressure, and academic aspirations among senior secondary school students in Mubi North Local Government Area, Nigeria. Findings revealed that environmental factors such as classroom conditions significantly influenced learning biology, while peer pressure impacted punctuality, competition, and studying habits. Also, there were significant correlations between peer pressure and academic performance, and separation in academic results among male and female learners. It was recommended to enhance the conditions in classrooms and to make students organize study groups to learn effectively (Oluremi, 2019).

RESEARCH METHODOLOGY

Research Design

This research study followed the explanatory research design. According to L.R Gay (2012), the key focus of the explanatory research is to form cause and effect relation among the study variables in this case the social factors and academic performance are independent and dependent variables, and the explanatory research design will give a boost in identifying the cause-and-effect association within these variables.

This study followed a cross-sectional survey method. The cross-sectional survey method is a kind of survey in which data is collected from a sample of a population at a single point in time, essentially capturing a snapshot of the population's characteristics at that moment, allowing researchers to study the prevalence of certain variables within the group without following individuals over time.

Population of the study

Population in research refers to a group of individuals, which have at least one common characteristic, which differentiate that group from others. The study was conducted in Hyderabad division. All students of class ninth and tenth of studying in secondary schools of Hyderabad comprised the population of the present research. According to the SEMIS Census 2019-20, and directorate of secondary office Hyderabad the Hyderabad division has 400 secondary schools for both girls and boys, with current enrolments of 133794 boys and 83407 girls (Semis Census, 2019-20).

Table 1: District and Gender wise School in Hyderabad Division

S.N	District in Hyderabad Division	School				Enrolment	
		Boys	Girls	Mix	Total	B	G
1	Badin	9	11	40	60	22440	10291
2	Dadu	19	18	33	70	23604	14679
3	Hyderabad	13	24	29	66	24279	26244
4	Jamshoro	6	8	25	39	11902	8644
5	Matiari	4	6	29	39	15862	8121
6	Sajawal	6	2	10	18	6557	1687
7	Tando Allah Yar	9	6	17	32	10672	4972
8	TMK	14	12	12	38	10117	4774
9	Thatta	12	10	16	38	8361	3995
	Total	92	97	211	400	133794	83407

Source: Directorate of Secondary Office Hyderabad. Semis Census 2019-20

Sample Size

A sample refers to a subset of a population chosen for data collection and analysis. In this study, the sample size was determined using Yamane's (1967) formula, applied to a population of 400 schools, 133,794 boys' students, and 83,407 girls' students. Using the formula, the sample size has been calculated to be n=439 students.

Formula for Yamane's sample size calculation

$$n=N/1+N(e)^2$$

Sampling technique

To ensure accurate representation, stratified random sampling method was applied, with equal representation to the schools and students by district level in the division.

Stratified random sampling is a type of probability it is the process of creating subgroups in a dataset according to various factors, such as age, gender, income district, level, or education.

Research Instrument

A questionnaire is developed by the researcher after in-depth review of the relevant literature for collecting quantitative data. The questionnaire is developed on 5-point Likert scale format ranging from 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree and 1=Strongly Disagree in order to take students' views about the factors. The help from the previous studies was also taken to make research tools more comprehensive and more authentic.

Pilot study

To ensure the validity and reliability of the questionnaire, a structured pilot study was conducted. The validity of the Likert Scale questionnaire was established through expert enquiry and construct validity via factor analysis. Four experts reviewed the initial questionnaire and provided valuable comments and suggestions for improvement. These suggestions were incorporated, and the questionnaire was revised accordingly.

The revised questionnaire was then pre-tested in two schools, where 50 questionnaires were distributed to students. This sample size was chosen to account for potential non-responses or incomplete submissions.

After the data collection process, incomplete and non-responsive questionnaires were discarded, leaving 40 complete responses. This number represented 10% of the total sample size, as per the guidelines suggested by L.R. Gay (2012), who recommended that for pilot study 10% of the total sample size should be considered.

Reliability of the questionnaire

Reliability was assessed using Cronbach's alpha, which resulted in a high value of 0.970, indicating that the questionnaire was reliable and suitable for further data collection.

Table 2: Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.970	45

Ensuring the Validity of the questionnaire

The questionnaire has gone through these types of validity e.g., content validity, face validity and construct validity. For content and face validity questionnaires were sent along with research objectives to the experts for ensuring content and face validity, in this regard experts were selected from the different universities having relevant experience and qualifications. The selected experts suggested some important points which were implemented in the questionnaire and then questionnaire was again pretested and then its construct validity was checked through factor analysis technique. 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).

Result of the construct validity of the questionnaire

For this study within the framework of examining studying habits, peer pressure, school environment, technological factor 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 3: 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**

The results, as shown in Table, indicate that the MSA value of 0.821 is 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.

Data Analysis Techniques

The questionnaire was coded and entered in the SPSS computer program v.26. and keeping in view the objectives and research hypothesis different statistical tests were applied for the analysis and interpretation of the data e.g., in descriptive analysis frequency tables graphs with mean and standard deviations were presented and inferential statistics, factor analysis, correlation and regression analysis were applied for hypotheses testing.

Qualitative data from interviews was analyzed using thematic analysis, where responses were coded and categorized into key themes. Finally, findings from both methods were compared in a convergent parallel approach to gain a deeper understanding of the impact of social factors on students' academic performance.

RESULT AND DISCUSSION

Table 4: Demographic characteristics of the study respondents

Variable	Category	Frequency (n)	Percentage (%)
Age	15–16	208	47.40%
	17–18	231	52.60%
Gender	Male	232	52.80%
	Female	207	47.20%
Class	IX	150	34.20%
	X	289	65.80%
District	Hyderabad	100	22.80%
	Badin	80	18.20%
	Dadu	70	15.90%
	Jamshoro	50	11.40%
	Matiari	50	11.40%
	TMK	31	7.10%
	Tando Allahyar	24	5.50%
	Sajawal	19	4.30%

	Thatta	15	3.40%
Total		439	100.00%

Results

Out of 439 students, (52.8%) were male and (47.2%) female, indicating a fairly balanced representation. Majority (52.6%) were aged 17–18 years, while (47.4%) were aged 15–16 years. According to the class distribution of the respondents (65.8%) were in grade X, and (34.2%) in grade IX, showing more senior students participated. According to the district wise distribution from Hyderabad division the highest participation from Hyderabad district (22.8%), followed by Badin (18.2%) and Dadu (15.9%); remaining respondents were from other districts.

Analysis of the Likert scale 5.0 questionnaire

Table 5: Mean and Standard deviation of study habits

Study Habits	N	Mean	Std. Deviation	Decision
SH1 I set a regular time each day to study.	439	1.95	.713	Disagree
SH2 I plan my study time before I start.	439	1.89	.731	Disagree
SH3 I complete my homework before doing other activities.	439	1.90	.723	Disagree
SH4 I can focus on my studies without getting distracted.	439	1.96	.793	Disagree
SH5 I use different methods (notes, summaries, videos) to understand lessons.	439	1.93	.781	Disagree
SH6 I take short breaks during study time to refresh my mind.	439	1.96	.741	Disagree
Total Mean Score	439	1.93	.644	Disagree

The results of the item-wise analysis of study habits show that students generally reported positive but modest study routines, as indicated by the low mean values on a 5-point scale (closer to 2 = "Agree"). The statement "I set a regular time each day to study" (M = 1.95, SD = 0.713) suggests that many students try to maintain a consistent schedule. Similarly, "I plan my study time before I start" (M = 1.89, SD = 0.731) and "I complete my homework before doing other activities" (M = 1.90, SD = 0.723) indicate that planning and prioritization are common practices among them. Students also showed agreement with being able to focus on

studies without distraction (M = 1.96, SD = 0.793) and using different learning strategies such as notes, summaries, or videos (M = 1.93, SD = 0.781). Further, taking short breaks to refresh the mind (M = 1.96, SD = 0.741) was also witnessed. In sum, the aggregate mean score of the study habits construct (M = 1.93, SD = 0.644) indicates that students are not very serious about their study habits demonstrate fairly good study practices, which can positively contribute to their academic performance.

Table 06: Descriptive Statistics of peer pressure

Peer Pressure	N	Mean	Std. Deviation	Decision
PP1 My friends encourage me to do well in school.	439	2.82	.859	Undecided
PP2 I study with friends who are serious about learning.	439	2.88	.893	Undecided
PP3 I sometimes feel pressure to skip class because of my friends.	439	2.81	.879	Undecided
PP4 I follow what my friends do, even if it affects my studies.	439	2.93	.857	Undecided
PP5 My friends help me understand difficult topics.	439	2.89	.905	Undecided
PP6 I feel proud when I do better than my friends in exams.	439	3.00	.900	Agree
Total Mean Score	439	2.85	.732	Undecided

The results of the peer pressure scale show the moderate influence of the friends on the students, both positive and negative. The highest mean was assigned to the item, stating: I follow what my friends do, even though it can lead to my studies (M = 2.93, SD = 0.857), which demonstrates that peer pressure may at times interfere with the academic objectives. On the same note, there are students who reported that they were pressured to skip classes because of friends (M = 2.81, SD = 0.879). On the one hand, peers also help with the academic work; such statements as I study with friends who are serious in learned matters (M = 2.88, SD = 0.893) and My friends help me understand difficult issues (M = 2.89, SD = 0.905) point to a positive collaboration with peers. The duality of peer influence is further manifested in encouragement to do well (M = 2.82, SD = 0.859) and the pride to do better than other people (M = 2.75, SD = 0.900). In generainfluences value of peer pressure (M = 2.85, SD = 0.732) indicates that peers may be positive influencers of academic achievement, but they are also problematic since they cause distractions and pressure.

Table 7: Descriptive Statistics of School Environment

School Environment	N	Mean	Std. Deviation	Decision
SE1 I feel safe at school.	439	2.79	1.139	Undecided
SE2 My teachers are friendly and helpful.	439	2.88	1.189	Undecided
SE3 I like the way my classroom is arranged.	439	2.85	1.197	Undecided
SE4 The school environment helps me focus on learning.	439	2.77	1.165	Undecided
SE5 There is discipline in my school.	439	2.78	1.133	Undecided
SE6 The school provides a peaceful and clean environment.	439	2.79	1.189	Undecided
Total Mean Score	439	2.81	1.086	Undecided

The school environment items analysis indicates that students think that their school environments are moderately conducive to learning. The friendliness and helpfulness of teachers was rated as the most important (M = 2.88, SD = 1.189), which shows that the teacher-student relationships are at the center of creating the positive climate. On the same note, the students stated that classroom arrangements were satisfying (M = 2.85, SD = 1.197) showing the significance of physical space in the establishment of a favorable learning environment. Nevertheless, other factors like discipline (M = 2.78, SD = 1.133), safety (M = 2.79, SD = 1.139) and cleanliness (M = 2.79, SD = 1.189) were scored slightly lower meaning that schools will have to put more effort on these aspects to improve the general environment. The least score was noted on the statement about school environment assisting me in focusing on learning (M = 2.77, SD = 1.165) indicating the potential distractions or the lack of academic support. The school environment mean score (M = 2.81, SD = 1.086) reveals that, though the school environment can be deemed as pretty good, additional enhancement of the safety, discipline and cleanliness can help in enhancing academic focus.

Table 8: Descriptive Statistics of technological factors

Technological Factor	N	Mean	Std. Deviation	Decision
MT1 I often spend time on social media than my studies.	439	3.10	.721	Agree
MT2 I often watch movies/videos reels on mobile phone during school time.	439	3.09	.760	Agree
MT3 I go to local hotels/tea shops (chapra hotels) during school time instead of attending classes for entertainment.	439	3.08	.742	Agree
MT4 I spend time playing games like ludo/snooker/cricket instead of paying attention to my studies.	439	3.07	.761	Agree
MT5 I like to wander around shrines, parks, or the city instead of focusing on schoolwork.	439	3.09	.742	Agree
MT6 I often engage myself on mobile gaming instead paying attention on studies	439	3.05	.709	Agree
Total Mean Score	439	3.08	.628	Agree

The findings indicate that the media and technology and associated distractions are quite prevalent among students. The mean of the question that received the greatest score was the one that stated that I use more social media than I study (M = 3.10, SD =.721), which shows that excessive use of social media is one of the most widespread issues. Another common distraction appeared to be watching movies or videos at school (M = 3.09, SD =.760) and wandering around the shrines, parks, or the city (M = 3.09, SD =.742), which indicates that students clear their time of productive activities and sometimes substitute them with non-productive ones. Likewise, consumption of time at local hotels/ tea shops (M = 3.08, SD =.742), and participation in games like snooker or cricket (M = 3.07, SD =.761) imply disposition towards absenteeism and choice of leisure over academics. The peer pressure to join these activities was the lowest score but still medium (M = 3.05, SD =.709) which means that the influence is not the strongest as it is most likely that the majority of behaviors are the choice of students. All in all, the common score of misuse of technology (M = 3.08, SD =.628) indicates that academic achievements are greatly hampered by social media, entertainment, and peer distractions, which need to be adequately managed and controlled through the implementation of effective monitoring and instruction strategies.

Table 9: Descriptive Statistics of Academic Performance

Academic Performance	N	Mean	Std. Deviation	Decision
AP1, I complete my assignments on time.	439	2.84	.885	Undecided
AP2 I usually get good marks in my exams.	439	3.00	.941	Agree
AP3 I understand most of what I learn in class.	439	2.88	.939	Undecided
AP4 I feel confident about my academic abilities.	439	3.15	.933	Agree
AP5 I regularly take part in classroom activities.	439	3.10	.955	Agree
AP6 I perform well in class tests and quizzes.	439	3.10	.959	Agree
Academic_Performance	439	3.01	.790	Agree

The results indicate that the general performance of the students is moderate in terms of the performance and the average score is 3.01 (SD =.790). The mean of the highest item was in the case of I feel confident about my academic abilities (M = 3.15, SD =.933), meaning that the students tend to think that they are capable of achieving good results in academics. This was further supported by the active involvement into the classroom activities (M = 3.10, SD = .955) and the high performance during the classroom tests and quizzes (M = 3.10, SD = .959), which indicate that learners are interested and show a stable performance during the regular academic activities. Nonetheless, assignment completion (M = 2.84, SD =.885) and understanding of classroom learning (M = 2.88, SD =.939) experienced slightly lower means which could be an indication of difficulties in controlling study habits and learning concepts in a comprehensive manner. In the same manner, the performance in exams (M = 2.99, SD =.941) was rather similar to the average, and the study showed that students were varying in the ability to cope with formal testing. The combination of the results indicates that although students are confident and moderate in academic activities, there are still gaps in regular assignment management and intense learning, which may affect the overall level of their achievement.

TESTING OF HYPOTHESIS

H_{O1}. There is no significant influence of social factors on academic performance of students at secondary school level.

Table 10: Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.191[a]	.037	.028	.779

a. Predictors: (Constant), Media_Technology, School_environment, Study_habits, Peer_pressure
b. Dependent Variable: Academic_Performance

Table 4-7-15 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.213	.221		10.012	.000
	Study_habits	-.019	.061	-.015	-.307	.759
	Peer_pressure	.158	.057	.147	2.790	.005
	School_environment	.002	.037	.002	.046	.963
	Media_Technology	.123	.062	.098	1.984	.048

a. Dependent Variable: Academic_Performance

The regression model as a whole was statistically significant, $F(4, 434) = 4.126$, $p = .003$, indicating that the set of social factors (study habits, peer pressure, school environment, and misuse of technology) jointly predict students' academic performance. However, the explanatory power of the model is modest, accounting for only 3.7% of the variance in academic performance ($R^2 = .037$; Adjusted $R^2 = .028$).

DISCUSSION AND FINDINGS

These quantitative results of this research are good evidence that social factors are also influential in determining the academic performance of any secondary school students in the public schools of Hyderabad, Sindh. The findings showed that study habits, peer influence, school climate, and the technological influence are all statistically significant in relation to academic achievement of the students. First, academic performance had a positive and significant relationship with study habits. The students who revised the lessons regularly, did the homework on time, and employed the organized learning strategies scored higher. This result proves earlier studies that academic success may be increased by disciplined studying sessions. Less effective study habits exhibited by most students, which included inadequate reading habits, poor time management skills, and last-minute study, among others, have led to the decreased level of achievement.

Second, peer pressure was found to have a negative correlation with academic performance. The statistics revealed that students and particularly the males were more susceptible to the non-academic peer groups resulting to distractions, absenteeism and lack of motivation. Students who had academic oriented friends fared much better. This is in line with the fact that peer groups can either support positive behavior in studying or encourage disengagement.

Third, school culture appeared to be a powerful indicator of academic achievement. Students who learn in schools have good teachers, disciplined learning conditions as well as learning materials achieve better academic results. As compared, crowding of classes, lack of supervision and school culture had adverse impacts on learning. This proves the fact that the school ecosystem quality has a direct effect on the academic performance of students.

Fourth, there was a mixed effect on technological aspects. Although students who have access to educational technologies were more successful, the overconsumption of mobile phones and social media produced a detrimental impact. The results reflect that technology may be used in an academic achievement when it is used wisely but can be detrimental when it is exploited to have fun instead of education. All in all, the quantitative findings effectively indicate that academic performance can be boosted through the enhancement of study habits, minimization of negative peer impact, positive school conditions, and productive technological utilization. The results are consistent with the national and international literature that underlines the impact of social determinants to influence student success.

RECOMMENDATIONS

On the basis of quantitative results, there are five recommendations that have been suggested as follows:

1. The first recommendation is about the improve study habits of the students e.g., Structured programs of study-skills aimed at teaching time management, taking notes, homework, and preparing examinations should be implemented in schools. The teachers can devote weekly sessions to help the students embrace successful study habits.

2. The second recommendation is about the lessening of bad peer influence with positive peer culture e.g., schools ought to encourage group studies, peer mentoring, and academic clubs to substitute the negative influences of peers with positive academic assistance. Healthy competition should also be encouraged as a way of making students concentrate on their studies.

3. The third recommendation is about the enhance the school environment e.g., The education authorities are also expected to minimize the overcrowding of classrooms, provision of learning materials as well as professional development among the teachers. An encouraging, disciplined and resource endowed school environment will automatically boost performance.

4. The fourth recommendation is about the support constructive use of technology e.g., schools and parents ought to instruct students on how to use technology in academic work. Educational applications, online quizzes, and other learning gadgets can be presented to the teachers as they can observe the excessive use of social media or non-academic mobile phones.

5. The last recommendation is about making parents more involved e.g., the progress of children should be communicated to their parents on regular basis, in the form of meetings and the digital communication channels. Follow-ups of homework, checking cell phone use and establishing a study environment in the house can go a long way in improving performance of the students.

FUTURE DIRECTIONS

Further studies need to incorporate a bigger sample consisting of various districts of Sindh so as to compare the social, cultural, and school-based disparities in academic achievement. Longitudinal designs may also be used by the researchers to trace the effects of study habits, peer pressure, school environment and technology on students as they progress with time. Intervention/experimental studies, like, enhancing study skills, negative peer influence, or training teachers on classroom management can be used to determine the most effective strategies. Further researches should also consider other variables such as motivation, mental health, parental literacy and digital literacy to have a more comprehensive overview of the variables that affect the success of students in academics.

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