

SHODH SAMAGAM

ISSN : 2581-6918 (Online), 2582-1792 (PRINT)



Examining the Impact of Peer Pressure on Students' Academic Performance

Barun Kumar Maiti, Research Scholar, Saroj Nayyar, Ph.D., Department of Education
Kalinga University, Raipur, Chhattisgarh, INDIA

ORIGINAL ARTICLE



Authors

Barun Kumar Maiti, Research Scholar
Saroj Nayyar, Ph.D.

E-mail : barunmaiti17@gmail.com

shodhsamagam1@gmail.com

Received on : 14/05/2026
Revised on : 15/07/2026
Accepted on : 24/07/2026
Overall Similarity : 07% on 16/07/2026



Plagiarism Checker X - Report

Originality Assessment

7%

Overall Similarity

Date: Jul 16, 2026 (05:07 PM)
Matches: 153 / 2310 words
Sources: 10

Remarks: Low similarity
detected, consider making
necessary changes if needed.

Verify Report:
Scan this QR Code



ABSTRACT

Peer pressure is one of the most influential social factors affecting adolescents' academic and personal development. During the higher secondary stage, students interact extensively with their peer groups, and these interactions can significantly influence their attitudes, learning behaviors, motivation, and academic achievement. The present study was conducted to investigate the effect of peer pressure on the academic performance of higher secondary school students. A descriptive research design was employed to achieve the objectives of the study. The sample consisted of 200 higher secondary school students selected from recognized schools through an appropriate sampling technique. Data on peer pressure were collected using a standardized peer pressure scale, while academic performance was measured using students' academic achievement scores. The collected data were analyzed using descriptive and inferential statistical techniques. Mean and Standard Deviation were calculated to describe the data, whereas the t-test was applied to determine the significance of the effect of peer pressure on academic performance. The results indicated a statistically significant effect of peer pressure on academic performance. Accordingly, the null hypothesis was rejected. The findings suggest that peer pressure is an important factor influencing students' academic achievement. Therefore, schools should encourage positive peer relationships through guidance and counseling programmes, mentoring initiatives, collaborative learning opportunities, and life-skills education. The outcomes of this study may assist educators, parents, counselors, and educational policymakers in developing effective strategies to strengthen positive peer influence and enhance students' academic performance and overall development.

KEY WORDS

Peer Pressure, Academic Performance, Higher Secondary School Students, Adolescents, Academic Achievement.

INTRODUCTION

Adolescence is a transitional stage of life marked by substantial physical, psychological, emotional, and social changes. During this period, higher secondary school students experience increasing academic responsibilities, greater independence, and stronger interactions with their peer groups. As adolescents spend much of their time with classmates and friends, peers become a powerful source of influence, shaping their attitudes, values, behaviors, and educational aspirations. Consequently, peer pressure has emerged as an important factor affecting various aspects of students' lives, particularly their academic performance. Peer pressure refers to the influence exerted by individuals of the same age group that encourages a person to adopt specific attitudes, beliefs, or behaviors in order to gain acceptance or maintain social relationships. This influence may be constructive or destructive depending on the characteristics of the peer group. Positive peer pressure motivates students to develop productive study habits, participate actively in academic activities, cooperate with classmates, and strive for educational excellence. It also promotes self-confidence, healthy competition, teamwork, and responsible decision-making. In contrast, negative peer pressure may encourage behaviors such as absenteeism, academic dishonesty, substance use, excessive engagement with social media, and other activities that divert students from their educational goals. Such influences can reduce motivation, impair concentration, and ultimately hinder academic achievement. Academic performance represents the level of success achieved by students in meeting educational objectives and learning outcomes. It is generally assessed through examination scores, grades, classroom assessments, and other indicators of scholastic achievement. Academic performance is considered one of the primary measures of educational effectiveness and reflects the combined influence of intellectual ability, motivation, learning strategies, emotional well-being, family environment, teacher support, school climate, and peer relationships. At the higher secondary level, academic performance assumes special significance because students prepare for board examinations and make important decisions regarding higher education and future careers. Among the numerous factors affecting academic achievement, peer influence occupies a prominent position because adolescents often seek approval, recognition, and acceptance from their friends. Peer groups play a crucial role in shaping students' attitudes toward education, study habits, classroom participation, educational aspirations, and overall learning behavior. Students who associate with academically motivated peers are more likely to develop positive attitudes toward learning and demonstrate higher academic achievement. Conversely, association with peers who exhibit negative attitudes toward education may discourage regular study, reduce classroom engagement, and lower academic performance. The relationship between peer pressure and academic performance has become an important area of investigation in educational psychology. While positive peer interactions can strengthen academic motivation, collaboration, and confidence, negative peer influence may contribute to poor study habits, lack of discipline, diminished academic interest, and unsatisfactory educational outcomes. Therefore, understanding how peer pressure influences students' academic performance is essential for developing effective educational interventions and support systems. Since higher secondary school students are in a developmental stage characterized by identity formation and heightened sensitivity to social acceptance, they are particularly susceptible to peer influence. Examining the effect of peer pressure on their academic performance can provide valuable insights for teachers, parents, school counselors, and policymakers. Such knowledge can assist in designing guidance programmes, counseling services, and school-based interventions that encourage positive peer relationships while minimizing harmful influences. Therefore, the present study aims to investigate the effect of peer pressure on the academic performance of higher secondary school students and contribute to the development of educational practices that promote both academic excellence and holistic student development.

Review of Literature Related to Peer Pressure and Academic Performance

Crede, et al. (2010) conducted a meta-analysis and concluded that class attendance is one of the strongest predictors of academic performance, with students who attend classes regularly consistently achieving higher grades than those with poor attendance. Richardson et al. (2012) found that academic self-efficacy, grade goals,

effort regulation, and prior academic achievement are among the strongest psychological predictors of academic performance, whereas anxiety is negatively associated with students' achievement. Kassarnig, et al. (2017) reported that regular class attendance, peer interactions, and social network characteristics significantly influence academic performance, with social relationships serving as powerful predictors of students' success. Cao et al. (2017) concluded that students who maintain more regular and organized daily routines, referred to as "orderliness," demonstrate significantly better academic performance and that behavioral regularity is an effective predictor of academic achievement. Finally, Yao et al. (2019) concluded that students' behavioral patterns, including diligence, orderly daily routines, sleep habits, and peer similarity, are strongly associated with academic performance and can be used to accurately predict students' academic success. Ryan (2001) examined the role of peer groups in the development of young adolescents' motivation and academic achievement and concluded that students who associated with academically oriented peers demonstrated higher levels of academic motivation, greater enjoyment of school, and improved academic performance, highlighting the positive influence of supportive peer groups on learning outcomes. epordei et al. (2023) investigated the relationship between peer acceptance, friendships, well-being, and academic achievement among primary school students and found that positive peer relationships significantly enhanced students' perceived academic competence, psychological well-being, and academic achievement. Shao et al. (2024) explored the influence of peer relationships on junior high school students' academic achievement and concluded that positive peer relationships indirectly improved academic performance by strengthening students' learning motivation and learning engagement, demonstrating that peer support plays a vital role in educational success. Alexander et al. (2024) examined peer influence among South Indian adolescents and reported that peer groups substantially affected students' behaviour and school adjustment, with positive peer influence encouraging constructive academic behaviours while negative peer influence increased risky behaviours and reduced academic engagement. Fudolin et al. (2025) conducted a correlational study on the perceived effects of peer pressure on academic performance and concluded that peer pressure had a significant relationship with students' academic performance, influencing their study habits, learning experiences, and overall academic achievement depending on whether the peer influence was positive or negative.

Objectives

To explore the effect of peer pressure on Students' Academic Performance.

Hypothesis

H_{01} : There exists no significant effect of peer pressure on academic performance.

Research Methodology

A descriptive survey design is proposed. A stratified random sample of 200 higher secondary students from Government and private schools is selected. Peer pressure is measured using a standardized Likert-type scale made by Amandeep Kaur, while academic performance is assessed through examination scores. Data are analysed using mean, standard deviation and t-test.

Table-A: t-Table for peer pressure and Academic Performance

	Total no. of Student	Mean	S.D.	t-Value
Peer Pressure	200	81.28	11.52	7.76
Academic Performance		68.45	10.28	

At .05 level of significance

Results and Discussion

The table presents the comparison of Peer Pressure and Academic Performance among 200 students using the *t*-test. The mean score of Peer Pressure is 81.28 with a standard deviation of 11.52, whereas the mean score of Academic Performance is 68.45 with a standard deviation of 10.28. The obtained *t*-value is 7.76, which is substantially higher than the critical value of 1.64 and *df* is 199 at the 0.05 level of significance. Since the calculated *t*-value exceeds the critical value, the difference is statistically significant. Therefore, the null hypothesis stating that there is no significant effect of peer pressure on academic performance is rejected. The findings indicate that peer pressure has a significant effect on the academic performance of the students. This suggests that variations in peer pressure are associated with corresponding differences in students' academic performance, highlighting the important role of peer influence in shaping educational outcomes.

CONCLUSION

The present study examined the effect of peer pressure on the academic performance of higher secondary school students. The findings revealed a statistically significant effect of peer pressure on students' academic performance. Therefore, the null hypothesis stating that there is no significant effect of peer pressure on academic performance was rejected. The results indicate that peer pressure plays an important role in influencing students' academic achievement and educational outcomes. Higher secondary school is a crucial stage in adolescent development, during which students spend considerable time interacting with their peers. These peer interactions can shape students' attitudes, learning behaviors, motivation, study habits, and educational aspirations. Positive peer pressure may encourage healthy competition, collaborative learning, academic motivation, and responsible behavior, thereby enhancing academic performance. Conversely, negative peer pressure may lead to distractions, absenteeism, risk-taking behaviors, reduced study time, and poor academic achievement. Thus, the influence of peers can either facilitate or hinder students' educational progress depending on the nature of the peer group. The findings of the present study emphasize the need for schools and families to create supportive environments that encourage positive peer relationships and healthy academic engagement. Teachers and school counselors should organize guidance programmes, life-skills education, mentoring activities, and counseling services to help students develop confidence, independent decision-making, and resilience against negative peer influence. Parents should also maintain open communication with their children and actively monitor their social interactions while encouraging constructive friendships. In conclusion, peer pressure is an influential factor affecting the academic performance of higher secondary school students. Promoting positive peer interactions and minimizing negative peer influences can contribute significantly to students' academic success, personal development, and overall well-being. Future research may explore the influence of peer pressure across different school settings, socio-economic backgrounds, and gender groups using larger samples and advanced research designs to gain a deeper understanding of this important educational phenomenon.

Educational Implications

Schools should establish peer mentoring programmes, cooperative learning activities, counselling services, life-skills education, and social-emotional learning initiatives. Parents and teachers should encourage healthy friendships and monitor students' online and offline peer interactions.

BIBLIOGRAPHY

1. Alexander, J. M.; Yesodharan, R. & Nayak, M. G. (2024) Peer influence and its impact on behavior among South Indian adolescents: A descriptive cross-sectional study. *Journal of education and health promotion*, 13, 98. https://doi.org/10.4103/jehp.jehp_697_23
2. Cao, Y.; Gao, J.; Lian, D.; Rong, Z.; Shi, J.; Wang, Q.; Wu, G.; Yao, H. & Zhou, A. (2017) *Orderness predicts academic performance: Behavioral analysis on campus lifestyle*. *Journal of the Royal Society Interface*, 15(146), Article 20180210.
3. Crede, M.; Roch, S. G. & Kieszczynka, U. M. (2010) *Class attendance in college: A meta-analytic review of the relationship of class attendance with grades and student characteristics*. *Review of Educational Research*, 80(2), 272–295. <https://doi.org/10.3102/0034654310362998>
4. Duckworth, A. L. & Seligman, M. E. P. (2005) Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16(12), 939–944. <https://doi.org/10.1111/j.1467-9280.2005.01641.x>
5. Fudolin, M. & Dioso, E. D. (2025) *Perceived effects of peer pressure to academic performance: A correlational study*. *International Journal of Interdisciplinary Viewpoints*, 1(4), 327–345. <https://doi.org/10.64612/ijiv.v1i4.23>
6. Filade, B. A.; Bello, A. A.; Uwaoma, I.; Anwanane, B. B. & Nwangburuka, K. (2019) Peer group influence on academic performance of undergraduate students in Babcock University, Ogun State. *African Educational Research Journal*, 7(2), 81–87.

7. Kassarnig, V.; Mones, E.; Bjerre-Nielsen, A.; Sapiezynski, P.; Lassen, D. D. & Lehmann, S. (2017) *Academic performance and behavioral patterns. EPJ Data Science*, 7(10), 1–16. <https://doi.org/10.1140/epjds/s13688-018-0138-8>
8. Komarraju, M.; Karau, S. J.; Schmeck, R. R. & Avdic, A. (2011) The Big Five personality traits, learning styles, and academic achievement. *Personality and Individual Differences*, 51(4), 472–477. <https://doi.org/10.1016/j.paid.2011.04.019>
9. Poropat, A. E. (2009) A meta-analysis of the five-factor model of personality and academic performance. *Psychological Bulletin*, 135(2), 322–338. <https://doi.org/10.1037/a0014996>
10. Richardson, M.; Abraham, C. & Bond, R. (2012) *Psychological correlates of university students' academic performance: A systematic review and meta-analysis. Psychological Bulletin*, 138(2), 353–387. <https://doi.org/10.1037/a0026838>
11. Robbins, S. B.; Lauver, K.; Le, H.; Davis, D.; Langley, R. & Carlstrom, A. (2004) Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin*, 130(2), 261–288. <https://doi.org/10.1037/0033-2909.130.2.261>
12. Ryan, A. M. (2001) *The peer group as a context for the development of young adolescent motivation and achievement. Child Development*, 72(4), 1135–1150. <https://doi.org/10.1111/1467-8624.00338>
13. Shao, Y.; Kang, S.; Lu, Q.; Zhang, C. & Li, R. (2024) *How peer relationships affect academic achievement among junior high school students: The chain mediating roles of learning motivation and learning engagement. BMC Psychology*, 12, Article 278. <https://doi.org/10.1186/s40359-024-01780-z>
14. Yao, H.; Lian, D.; Cao, Y.; Wu, G. & Zhou, A. (2019) *Predicting academic performance for college students: A campus behavior perspective. In Proceedings of the AAAI Conference on Artificial Intelligence*, 33(2), 103–110.
