



## HOME ENVIRONMENT AND PEER PRESSURE AS CORRELATES OF ACADEMIC ACHIEVEMENT SECONDARY SCHOOL STUDENTS

**Dr. Sushila Sharma**

Associate Professor

Department of Education

Baba Mastnath University

Rohtak, Haryana.

Email: [sushilasharma@bmu.ac.in](mailto:sushilasharma@bmu.ac.in)

**Ms. Ankita**

Research Scholar

Department of Education

Baba Mastnath University

Rohtak, Haryana.

### Abstract

*This study aims at to examine the academic achievement among secondary school students in relation to their educational aspiration, gender and types of school. The research done was an effort to find out the relationship academic achievement in relation to the home environment and peer pressure of secondary school students. The study employed a quantitative approach, using descriptive survey to collect data of randomly selected 800 male and female secondary school students across various government and private secondary schools (affiliated to HBSE) from Bhiwani, Sonapat, Ambala, Sirsa and Jhajjar out of 22 district of Haryana state. In order to assess the academic achievement of the 10<sup>th</sup> grade students the results of the previous class i.e. 9<sup>th</sup> grade was taken as criterion, while Home Environment Inventory was assessed by using a standardized tool constructed and Dr. Karuna Shankar Mishra. (1985 revised in 2012) while Peer Pressure Scale was used to assess developed by Sunil Saini and Sandeep Singh (2010 revised in 2016). The correlative analysis revealed that a positive and significant relationship of and academic achievement and home environment as well as with peer pressure.*

**Keywords:** *Academic Achievement, Home Environment, Peer Pressure and Secondary School Students.*

### Introduction

Academic Achievement plays an important role in the attainment of ideal and harmonious development of the child. It is not a uni-dimensional and but a multi-dimensional phenomenon. The modern society is achievement oriented and given a lot of weightage in admitting the students for vocational oriented aspects. It depends on a number of factors which in turn determines the failure and the success of the students (Mimrot, 2016). Academic achievement” plays a pivotal role in shaping the future of students and reflects the quality of education they receive. Among the many factors influencing academic success, “educational aspiration and peer pressure” stand out as significant indicators, particularly for secondary school students navigating the transitional phase of adolescence. As highlighted by According to G. Bossaert,



**S.Doumen, E.Bugse and K.Verschuerenc (Bossaert, Doumen, 2011)** Academic Achievement is commonly measured by examination or continuous assessment; however, there is a general agreement on how it is best tested.

### **Home Environment**

The place where an individual is living is its home. The kind of environment and individual always impact his/her social, emotional, cognitive and perceptual along with the lifestyle he/she has adopted from it. Home is kind of social environment besides School, which is the most important and crucial aspect of a child. A healthy home environment is an indicator of a good cooperation among family members and help him in building his holistic development of personality. Home environment is actually a measure of quality and quantity of the moral, social, emotional, and cognitive support that is made available to the child within the home (**Archana Nara, 2014**). Various researches have explored this fact that parents expected the children to achieve between there they put their efforts maintain in the family to make the environment more conducive (**Shah and Sharma 1984**). Home is the primary environment for a person since his but till they dies. Its effect is also significant and long-lasting. According to **Adesehinwa and Aremu (2010)**, "The education received by a child from parents and others at home is most likely to have highly significant and dominant effects on the behaviours of the child later in life" They have been identified several factors which can make a home environment more conducive and more favorable like:

- ❖ Parenting style
- ❖ Respect
- ❖ proper reward
- ❖ shared activities and involvement
- ❖ Parental Control
- ❖ Care for children parental support and warmth and love
- ❖ Shared activities

Many studies have highlighted the positive connection between the home environment and academic performance of the secondary school students (Maria,2015). Crawford, P.A and Zygouris-Coe, V( 2006) provide an argument that home environment is very important element for success than anything else. Parental acceptance and encouragement are positively related with Academic School success and competence (**Lakshmi and Arora, 2006**)**Shak (1977)** reported that various family factors play an important role in the psychosocial adjustment and positive mental health. **M.R and Latha in 2005** found that family environment influences home as well as academic performance. The importance of a stable home environment brings love, joy, happiness, security and a real family style that spouses and children both can enjoy. Similarly Many studies have been to exploring a positive association between the home environment and the adolescents studying in secondary school students' academic performance (**Rekha Rani,2014**;

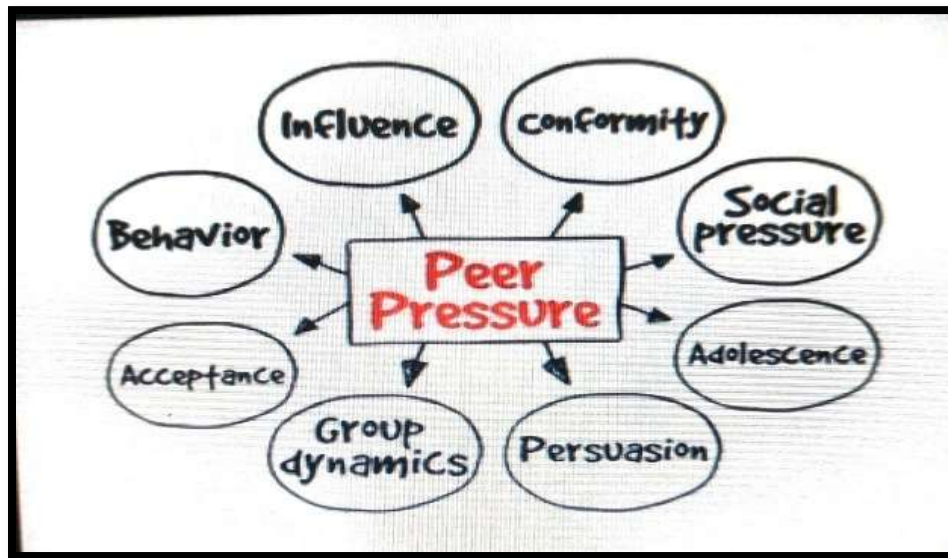


**Jayanthi and Shrinivasan K (2015).** Kaur (2013) in his study titled “Home environment as a predictor of psychological well-being among adolescents” observes that ambience of a home dominated by conformity, reward, and nurturance have significant predictive value in the psychological well-being of adolescents

#### **Peer Pressure:**

Peer pressure is another critical factor influencing students' academic outcomes, particularly during adolescence when peer relationships are highly influential. Peer pressure can be defined as the pressure placed on a person by friends to alter or fulfil their desires or characteristics (Gautam and Sharma, 2024). Positive peer interactions are linked to socialization and identity formation (Rageline, 2016). Nonetheless, teenagers are particularly vulnerable to social pressure during this period, making peer connections even more crucial (McCoy et.al., 2019) Ryan (2001) noted that “peers significantly impact student’s attitudes toward learning and school engagement, either positively or negatively”. Positive peer influence, such as encouragement to study or collaborate on school projects, has been shown to improve academic performance (Wentzel & Caldwell, 1997). Conversely, “negative peer pressure, such as engaging in distracting or disruptive activities, can hinder academic success” (Berndt, 1999). Research by Brown (2004) highlights the “dual nature of peer influence, emphasizing the importance of the peer group’s academic orientation”. Students surrounded by high-achieving peers are more likely to adopt similar academic goals, while those in groups with low academic focus are at risk of lower performance. Deepika and Prerna (2017) found that male and female both gender sometimes not found to be correlated with peer pressure and academic achievement. “Peer pressure can also affect student’s self-esteem and motivation, further influencing their academic behavior” (Steinberg, 2007). Peer pressure is certainly among those pressures which a student experience in school days really has a impact on attitude, self-esteem, feeling of security and insecurity and also academic performance and stress (Gautam and Sharma, 2024). Yadav and Kumari (2023) mentioned that peer pressure is clustered in 4 different categories like:

- Social Belongingness
- Curiosity
- Cultural parenting
- Orientation of parents and education.



### Types of Peer Pressure:

1. Direct Peer Pressure
2. Indirect Peer Pressure
3. Self-Imposed Peer Pressure
4. Positive Peer Pressure
5. Negative Peer Pressure
6. Academic Peer Pressure
7. Social Peer Pressure <https://www.shutterstock.com/search/peer-pressure>

### Review of Literature

- **Home Environment and Academic Achievement**

Parental influence also plays a significant role in enhancing **academic achievement**. “schools and teachers contribute to fostering aspirations by providing a supportive learning environment and encouraging academic achievement” (Wentzel, 1998).

“Influence of Home Environment on The Academic Performance of Pupils” explored by **OlawaleAbayomiOnikoyi (2023)**, by employing random sampling to select 150 pupils from the primary schools in Isolo Local Government Area. The primary research instrument utilized in the study was a questionnaire. Among the respondents, 100 (66.7%) were male, whereas 50 (33.3%) were female, indicating a significant reliance on male perspectives. This gender distribution was not predetermined, and the researcher did not anticipate substantial variations in the viewpoints of males and females.

A study on “The Impact of Home Environment on Academic Achievement of Secondary School Students” by **Jain, and Mohta (2019)** With a sample size of 120 students divided into 60 girls and 60 boys. The study reveals that the overall home environment data of 120 students is in the average/moderately favorable category

of home environment. According to the study there is no significant difference in academic achievement of boys and girls secondary students. (Jain & Mohta, 2019)

**Malsawmtluanga and Fanai (2018)** conducted a study on “, A study on relationship between home environment and academic achievement among secondary school students of champahai town, Mizoram”. The study was comprised of 210 selected randomly from Champahai town. Although home environment was not found significantly correlated with academic achievement

**Kakkar, Nidhi (2016)** examined “A study of academic achievement in relation to home environment of secondary school students”, on a sample of 160 students randomly selected from Rohtak District of Haryana State. The method adopted for the study was descriptive survey method. A positive relationship was reported between home environment and academic achievement of secondary school students. in the study it was found that boy’s students were more affected by their home environment, hence their academic achievement can be affected by the environment they receive at their home.

**A study conducted by Mimrot (2016)** revealed that home environment was found significantly positively correlated with the components of home environments which are control, protectiveness, conformity, rewards, nurturance and permissiveness with academic achievement. But gender and types of schools were not found significantly differ on academic achievement. The work was entitled as “A study academic achievement relation to home environment of secondary school students”. The research was carried out on a sample on 100 boys and girl’s students studying in 9<sup>th</sup> and 10<sup>th</sup> grade students from Badnapur tehsil who were randomly selected.

In 2015: Maria Nimmi reported that a positive home environment is an important key factor to encourage students better in their academic performance.

#### • Peer Pressure and Academic Achievement

**Shao et.al. (2024)** conducted a study entitled “How peer relationship affects academic achievement among junior high school students: The chain mediating roles of learning motivation and learning engagement”. The study was carried on a sample of 717 participants selected from two middle schools from eastern china. The statistical analysis was done by applying AMOS and SPSS software. The results of the study revealed that peer relationship was positively and significantly related to the junior high school student’s academic achievement.

**Mathew & Simon, (2024)** the results demonstrated that there were significant relationships and differences between academic stress and self-regulation, peer pressure and self-regulation, and academic stress and academic stress among college students. In addition, peer pressure had a substantial influence on academic stress but no apparent effect on self-regulation. These findings emphasize the need of addressing academic stress and peer pressure in order to promote good self-regulation and overall well-being among college students, as well as the complex interactions that affect them.



A study carried out by Yadav and Kumari (2023) on “ A study on Impact of Peer Pressure on the Academic Achievement of High School Students”. The study was carried out on a sample of 161 male and female from rural and urban students studying in IX<sup>th</sup> grade. The results revealed that a significant difference was reported between the low and high peer pressure on academic achievement but no significant difference was reported with respect to gender.

Jiahe Liu (2023) explored, “ The effect of peer relationship on academic performance in high school students”, on a sample on a sample of 166 from high school in Harbin comprising male and female high school students. the findings of the study revealed that the relationship between peer relationship and academic performance among high school students and elaborates on their effect on academic performance from three perspectives: the quality of friends, the quality of friendships and number of friends. A gender difference in the impact of friend achievement on high school student’s academic performance was reported stronger.

➤ **Variables:**

**Independent Variables:**

- Home Environment Inventory
- Peer Pressure

**Dependent Variables:**

- Academic Achievement

**Operational Definitions:**

1. **Academic Achievement:** Academic achievement refers to the level of academic performance demonstrated by secondary school students, as measured by their scores or grades in school examinations and assessment.
2. **Home Environment:** “ It refers to the psychosocial climate of home as perceived by the students in home. It includes ten dimensions such as control, protectiveness, punishment, conformity, social isolation, reward, deprivation of privileges, nurturance, rejection and permissiveness” (K, Mishra, 1985, and 2012).
3. **Peer Pressure:** Peer pressure is defined as the influence exerted by a student’s peer group, which affects their attitudes, behaviors, and decisions related to academic activities. This is assessed through a survey tool that identifies both positive and negative peer influences on student’s academic performance.
4. **Secondary School Students:** Secondary school students are defined as individuals enrolled in grades 9 and 10 (or equivalent levels) within an educational institution. The age range typically falls between 14 and 16 years.

**Objectives of the Study:**

Objective 1. “To find out the relationship between academic achievement and home environment of secondary school students”.

Objective 2. “To find out the relationship between academic achievement and peer pressure of secondary school students”.

**Hypotheses of the Study:**

Hypothesis 1. “There is no significant relationship between academic achievement and home environment of secondary school students”.

Hypothesis 2. “There is no significant relationship between academic achievement and peer pressure of secondary school students”.

**Research Methodology:**

- **Research Method:** Descriptive method was employed for the present study
- **Population:** The target population for the present study was secondary school students enrolled in 10<sup>th</sup> grade of Haryana state.
- **Sample and Sampling Procedure:**

The sample for this study consists of 800 secondary school students enrolled in grades 10 from various schools of Haryana state. The target population includes students aged 14 to 16 years, from both government and private schools affiliated from HBSE, Bhiwani, Haryana. In order to collect the data four districts out of 22 in total were chosen by lottery method. The four districts chosen were: Sonapat, Bhiwani, Sirsa and Ambala. Approximate 16 to 25 students were chosen from each district. The academic achievement scores were assessed by marks obtained in the previous class i.e. 9<sup>th</sup> class.

- **Tools used for data collection:**

In order to collect data for the present study, following tools were used:

- Home Environment Inventory Dr. Karuna Shankar Mishra. (1985 revised in 2012)
- Peer Pressure Scale prepared by Sunil Saini and Sandeep Singh (2010 revised in 2016).
- Academic Achievement was assessed from the obtained previous results of the secondary school students

- **Statistics Used for the Study:**

The data collected for the present study having variables i.e. Academic achievement, Home Environment and Peer Pressure. The correlative inferences between the two variables was determined by employing Product Moment correlation method.

**Data Analysis and Interpretation:**

The data analysis for this study on academic achievement in relation to home environment and peer pressure. The objective wise analysis has been described given as below:

**Objective 1.** “To find out the relationship between academic achievement and home environment of secondary school students”.

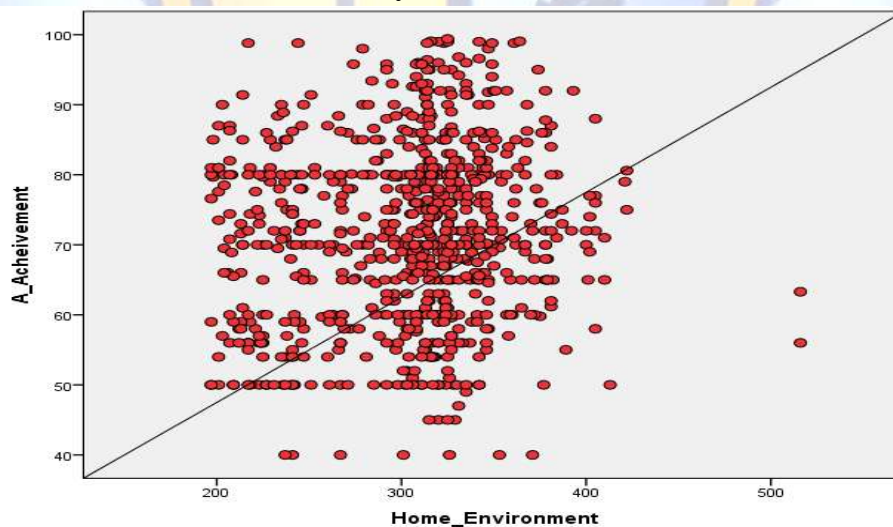
**Hypothesis 2.** “There is no significant relationship between academic achievement and home environment of secondary school students”.

**Table1: Relationship of Academic Achievement and Home Environment of Secondary School Students**

Variables	N (Sample)	“r” Value	Level of Significance
Academic Achievement	800	0.113**	Significant at 0.01 level)
Home Environment	800		

From above table no.1 it is clear that the calculated value of ‘r’ (coefficient of correlation) obtained is positive 0.113 which is significant at 0.01 level of significance. It is quite evident that home environment has been found significantly and positively correlated with academic achievement of secondary school students which indicates that better (favorable) the home environment of the secondary school students higher will be their academic achievement. Similar results were reported by **Jayanthi and Shrinivasan K (2015)**. A weak association was reported by **Younas, Mohammad et.al. (2020)** also reported a weak positive and significant relationship between home environment and academic performance. **Expósito, L.Granados-Sanchez, J. (2020)** revealed that home environment is considered one of the significant factors affecting learner’s performance and academic achievement. Similar results were reported by **Chiungjung Huang (2011)**, **Linus Terry Dzever (2015)** and **PallabiSaikia and Minati Choudhury (2015)**, and **NidhiKakkar (2016)** Therefore, the proposed Hypothesis no. 1 “There is no significant relationship between academic achievement and home environment of secondary school students”. has been rejected.

**Fig. No. 1 Relationship between Academic Achievement and Home Environment of Secondary School Students**



**Objective 2.** “To find out the relationship between academic achievement and peer pressure of secondary school students”.



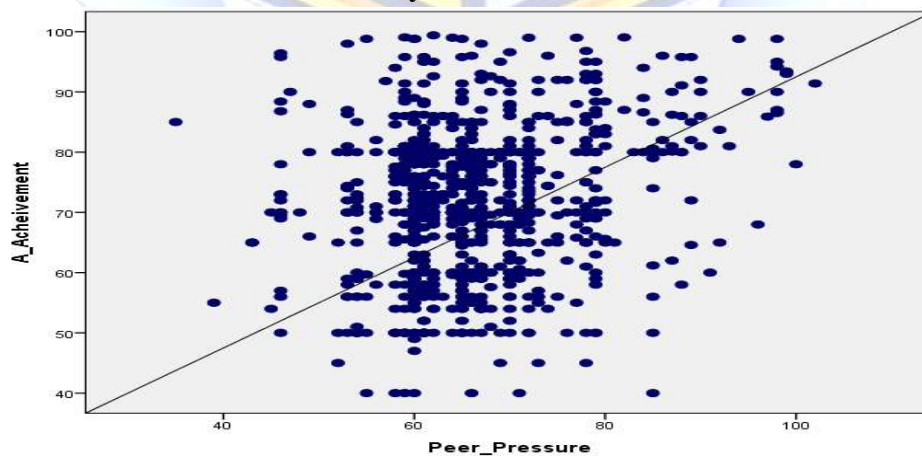
**Hypothesis 2.**“There is no significant relationship between academic achievement and peer pressure of secondary school students”.

**Table2: Correlative Analysis of Academic Achievement and Peer Pressure of Secondary School Students**

Variables	N (Sample)	“r” Value	Level of Significance
Academic Achievement	800	0.228**	.000 (Significant at 0.01 level)
Peer Pressure	800		

From above table no.2 it is clear that the calculated value of ‘r’ (coefficient of correlation) obtained is positive 0.228 which is significant at 0.01 level of significance. It is quite evident that peer pressure has been found significantly and positively correlated with academic achievement of secondary school students which indicates that higher the peer pressure of the secondary school students higher will be their academic achievement. Similar results were reported by **Shao et.al. (2024)** and the findings reported by **Shivani in her studies (2025)**. While **Ryan and Deci (2000)** reported that negative peer pressure can undermine the academic performance and results in lower grades as well as high levels of absenteeism. The similar contradictory results were reported by **Osterman (2000)** that students who are surrounded by peers who devalue the academic achievement leading to lower academic performance. He also reported a positive and significant relationship between academic achievement and peer pressure. **Deepika and Prerna (2017)** reported no significant relationship between peer pressure and academic achievement. Therefore, the proposed Hypothesis no. 2 “There is no significant relationship between academic achievement and peer pressure of secondary school students”, has been rejected.

**Fig. No. 2 Relationship between Academic Achievement and Peer Pressure of Secondary School Students**



### Major Findings of the Study



The following major findings emerged from the analysis of the relationship between educational aspiration, peer pressure, and academic achievement among secondary school students:

1. **Relationship of Academic Achievement and Home Environment:** It was found from the analysis of the data that a significant and positive relationship of home environment with academic achievement. A healthy and positive family environment found to be very supportive and encouraging the academic achievement of the secondary school students.
2. **Relationship of Academic Achievement and Peer Pressure:** The study revealed that peer pressure positively and significantly associated with academic achievement of secondary school students. It indicates that pressure arise due to peer group may develop a healthy competition which helps in improving the academic achievement. Schools that fostered a supportive academic climate, with teachers actively encouraging students and helped counteract negative peer influences and contributed to improved academic performance.

#### **Delimitations of the Study**

1. **The study consists only of four districts of Haryana state only. i.e. Sonipat, Bhiwani, Sirsa and Ambala.** The study focused on a sample of 800 male and female students studying in govt. and private secondary school students affiliated to HBSE. Bhiwani, Haryana.
2. The study was delimited to secondary school students of who had enrolled in 10<sup>th</sup> Grade, typically aged 14-16 years. The study specifically examined the relationship of academic achievement with home environment and peer pressure.
3. The study specifically targeted students in the secondary school setting, and therefore, the results may not be applicable to students in other educational levels (e.g., primary or post-secondary education).

#### **Conclusion**

The findings of this study concludes that the home environment and peer pressure both were found to positively and significantly influenced the academic achievement of secondary school students. Home is the first social environment of the child and parents are the first teachers who taught them about the world. It is the combination of physical and psychological environment. It includes the mutual interactions of family members, respect, trends in family matters and many other things. All these aspect has a direct and significant influence on the overall development of students (**Mukama, 2010, Muola, 2010**).The favourable home environment boost the morale and nourish the positive thinking in the child. Hence, a positive and supporting home environment play a crucial role in the academic success of the students. However, peer pressure can either support or hinder these the academic achievement of the students, depending on the nature of the peer influence. Positive peer pressure can enhance academic outcomes, while negative



peer pressure can undermine student's efforts. These findings suggest that educational strategies should focus on fostering a supportive and favourable home environment and positive peer pressure (an average level) is the need to understand by parents, teachers and friends made by the students that will surely encourage them to set and to achieve high academic goals.

**References:**

- **Bennett, A. (2004).** *Peer influence on academic achievement and social behavior in adolescence: A review of the literature.* Journal of Educational Psychology, 96(3), 435-447. <https://doi.org/10.1037/0022-0663.96.3.435>
- **Adane, L. O. (2013).** Factors affecting low academic achievement of pupils in Kemp Methodist Junior High School in Aburi, Eastern region (Unpublished thesis). University of Ghana, Ghana.
- **Abayomi Onikoyi (2023).** Influence of Home Environment on The Academic Performance of Pupils. *Indonesian Journal of Multidisciplinary Research.* 3(1) (2023) 167-174.
- **Chiungjung Huang (2011)** Self-concept and academic achievement: a meta-analysis of longitudinal relations. *School Psychology*;49 (5):505-28. doi: 10.1016/j.jsp.
- **Crawford, P. A., & Zygoris-Coe, V. (2006).** All in the family: Connecting home and school with family literacy. *Early Childhood Education Journal*, 33(4), 261-267
- **Deepika, K., & Prema, N. (2017).** Peer pressure in relation to academic achievement of deviant students. *International Journal of Environmental & Science Education*, 12(8), 1931-1943.
- **Deswal, Y. S., Rani, R., & Ahlawat, S. (2014).** Impact of home environment on academic achievement of adolescent students in relation to their locality and type of school. *Bharatiyam International Journal of Education and Research*, 3(3), 42-49.
- **Dzever, Linus Terry (2015)** The impact of Home Environment factors on academic performance of senior Secondary school students in Garki area district, Abuja – Nigeria. *Bulgarian Journal of Science and Education Policy (BJSEP)*. Vol. 9, Number 1.
- **Expósito, L. M. C., & Granados-Sánchez, J. (2020).** Implementation of SDGs in University Teaching: A Course for Professional Development of Teachers in Education for Sustainability for a Transformative Action. *Sustainability*, 12(19), 8267.
- **Jayanthi and Shrinivasan K (2015).** Influence of home environment on academic achievement in mathematics. *IOSR journal of mathematics*. 11 (4). 26-31
- **Jain, K., & Mohta, D.S. (2019).** The Impact of Home Environment on Academic Achievement of Secondary School Students. *International Journal of Trend in Scientific Research and Development*, Volume-3(Issue-4), 808–811. <https://doi.org/10.31142/ijtsrd23910>



- **Jiahe Liu (2023).** The Effect of Peer Relationship on Academic Performance in High School Students. *Lecture Notes in Education Psychology and Public Media*. 13. 136-144. 10.54254/2753-7048/13/20230870
- **Kakkar, Nidhi (2016).** A study of academic achievement in relation to home environment of secondary school students. *An International Peer Reviewed and Referred Scholary Research Journal for Humanity Science and English Language*.
- **Gunjan, ParveenKumarand Sandeep Singh (2024).** Effect of Family Environment and Peer Pressure on Academic Achievement. *Inspa Journal Of Applied And School Psychology* November 2024, Vol. VI, Special Issue, 176-183
- **Lakshmi, AR, Arora, M. (2006).** Perceived parental behaviour as related to student's academic school success and competence. *Journal of the Indian Academy of Applied Psychology*, 32(1): pp. 47-53.
- **Malsawmtluanga and Fanai (2018).** A study on relationship between home environment and academic achievement among secondary school students of Champhai town, Mizoram. *International Journal of Academic Research and Development*. Volume 3; Issue 2; March 2018; Page No. 214-217
- **Mimrot, Bharat.H. (2016).** A study of academic achievement relation to home environment of secondary school students. *The International Journal of Indian Psychology*. Vol.4 (1). No. 79. DIP:18.01.084/20160401
- **Mishra, K.S (1989) revised in (2012).** Manual for Home Environment Inventory. Lucknow: Ankur Psychological Agency.
- **Mukama, E. (2010).** Peer Group Influence, Alcohol Consumption and Secondary School Students' Attitude Towards School. Unpublished Thesis, Makerere University Kampala, Psychology and Counseling, Kampala.
- **Muola, J. (2010).** A Study of the Relationship Between Academic Achievement Motivation and Home Environment Among standard eight pupils. *Journals of educational Research and Reviews*. 5(5); 213-217.
- **Nara Archana, (2014).** Study of home environment of secondary school students. *International Journal of Research*. Vol.1 (6)
- **Karen F. Osterman (2000).** Students' Need for Belonging in the school community. *Review of Educational Research*. <https://www.researchgate.net/publication/247662613>
- **PallabiSaikia and Minati Choudhury (2015).**Effect Of Home Environment On Academic Achievement Of Secondary School Students- A Study In Lakhimpur District Of Assam. *Indian Streams Research Journal* | Volume 5 | Issue 2
- **Patel, B., Singh, A. &Vaishnav, K. (2024).** A Review of the Relationship between Home Environment and Academic Performance among College



- Students. *International Journal of Indian Psychology*, 12(2), 3361-3372. DIP:18.01.297.20241202, DOI:10.25215/1202.297.
- **Ravi, M. and Latha. (2005).** A study of perceived family environment in Relation to adjustment and Academic Achievement. *Psychological Studies*, 44, pp 66-75.
  - **Ryan, Ryan M., & Edward L. Deci. (2001).** On Happiness and Human Potential: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology*, 52(1), 41-66.
  - **Gautam, Bharawmani and Sharma,Vandana (2024).** Effect of peer pressure on academic stress among adolescents. *The International Journal of Indian Psychology*. Vol. 12, issue 3.
  - **Saini Sunil (2016).** Peer Pressure Questionnaire-Revised. *Indian Journal of Positive Psychology*.
  - **Steinberg, L., & Monahan, K. C. (2007).** Age differences in resistance to peer influence. *Developmental Psychology*, 43(6), 1531-1543. [doi.org/10.1037/0012-1649.43.6.1531](https://doi.org/10.1037/0012-1649.43.6.1531)
  - **Shao, Y., Kang, S., Lu, Q. et al ((2024)).** How peer relationships affect academic achievement among junior high school students: *The chain mediating roles of learning motivation and learning engagement. BMC Psychol* 12, 278 (2024). <https://doi.org/10.1186/s40359-024-01780-z>
  - **Shivani (2025).** Role of Peer Pressure and Social Support in Effecting Academic Achievement of Senior Secondary School Students. *The Academic international journal of multidisciplinary research*. Volume 3 , Issue 1.
  - **G. Wang and W. Hu, (2021).** Peer Relationships and College Students' Cooperative Tendencies: Roles of Interpersonal Trust and Social Value Orientation. *Front. Psychol.*, Vol. 12, doi:10.3389/fpsyg.2021.656412
  - **Wentzel, K.R. and Wigfield, A. (1998).** Academic and Social Motivational Influences on Students' Academic Performance. *Educational Psychology Review*, Vol. 10, pp (155-175).doi.org/10.1023/A:1022137619834
  - **Kumar Yadav and R. Kumari (2023).** A Study On Impact Of Peer Pressure On The Academic Achievement Of High School Students. vol. 11, no. 2, pp. 2320-2882, Online Available: [www.ijcrt.org](http://www.ijcrt.org)
  - **Younas Muhammad, Imran Javaid and Bakar Abu et.al. (2020).** Effect Of Home Environment On Students' Academic Achievements At Higher Level. *Elementary Education Online*, 2020; Vol 19 (Issue 3): pp. 3931-3947. doi: 10.17051/ilkonline.2020.03.735550