

Parental and Peer Pressure Results on Student's Social and Academic Outcome

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Abstract

Background: *From early childhood, the family shapes a child's character. A child's preferences, aversions, and tastes are determined greatly by the parents, particularly in nourishment and values. When kids enter school, they interact and open up with the bigger gathering of their peers. This gathering brings new thoughts and encounters. Peer Pressure emerges when students' activities are affected by this company.*

Aim: *The research was conducted to find out the effect of peer and parental pressure on students' social and academic performance.*

Methods: *A cross-sectional quantitative study was conducted. A self-administered questionnaire was used. For extracting the sample,*

simple random sampling was used. The sample size was 120 students of which 60 were males and 60 were females. The statistical analysis was done via Google Docs.

academic and social. It affects the academic performance of male students in the particular and social performance of female students rather than their academic performance.

Conclusion: *Parents in the contemporary world take reasonable precautions to keep their children from trouble. Parents teach them what they think is right and try to keep them from exposure to negative peer pressure. Teens will be teens no matter what you do, and they make mistakes. The important part is how to deal with it. If a teen is being influenced by other teens, there are some tricks to help them get back on track.*

Keywords: *Peer pressure, parental pressure, social performance, academic performance*

Introduction and Literature Review

Normally, parents try to do their best while bringing up their children – nurturing them with love, teaching them right from wrong and hoping for the best for their future. However, their time spent on them has little effect on their long-term development, particularly when they leave their nest to explore the temptations of the world. This is the time when parents come to know if their upbringing has stood the test of time. Peers and kin influence a kid's preferences, aversions, and tastes in garments, nourishment and music and, maybe in particular, values (Dennis et al., 2005). When kids enter school, they interact and open up with the bigger gathering of their peers. This gathering brings new thoughts and encounters. Peer Pressure happens when students' activities are affected by this company. The "pressure" happens when companions propose or demand activities that conflict with the child's typical conduct and qualities (McEwan, 2003).

Peer pressure is usually applied to teenagers, especially those who are most vulnerable to peer pressure, as they are at a stage of development when they are separating more from their parents affect, but have not yet established their own values or understanding of human relationships or the consequences of their behavior (McEwan, 2003). They are also normally determined for social acceptance at this stage and may be willing to engross in behaviours that will allow them to be accepted that are against their better judgment. Parental pressure has a greater influence on whether children go on to develop addictive behaviours than peers do. It also has a deep and long-lasting impact on the development of the teenager and plays a much more prominent role in deciding the future goals of the child, be it school, college, job or relationships (Gershoff, 2002).

Students' academic success is greatly influenced by the type of school they attend. School factors include school structure, school composition and school climate. The school that one attends is the institutional environment that sets the parameters of a student's learning experience (Dennis et al., 2005). As schools are faced with more public accountability for student academic performance, school-level characteristics are being studied to discover methods of improving achievement for all students. Considerable research has been conducted on teaching skills, climate, socioeconomic conditions, and student achievement (Rafferty, 2003). Depending on the environment, schools can either open or close the doors that lead to academic performance (Barry

Issenberg et al., 2005). Crosnoe et al. (2004) suggest that the school sector (public or private) and class size are two important structural components of the school.

According to Muleyi (2008), parents, as well as teachers, do influence students' academic performance. School variables that affect students' academic performance include the kind of treatment that teachers accord the students in the class and parents at home. Schools are commonly evaluated, by parents and other stakeholders, using students' achievement data (Heck & Hallinger, 2009). Therefore, academic results are very important in the eyes of all stakeholders, which also puts students under pressure. If parents are educated, the effect on the child is positive too. For example, the educated parent will use appropriate motivating tools for his child and won't pressure their child to do something that's above the child's capabilities because the educated parents have been through the same stages that the child is going through as compared to an uneducated parent. However, the report also shows that there's a decline in peer pressure effects as the children grow, but this is only in the case of academics while it increases in their social life (Gershoff, 2002).

The peer effect tends to reduce as the child grows up, probably because of two reasons. Firstly, older students are better able to cover up and hide their academic results easily from their peers, which means they are dodging academic peer pressure. Secondly, teenage peer pressure focuses on extracurricular activities rather than report card results; thus, the pressure regarding grades is overridden by the attention paid to the other pressure on extracurricular activities. Parents need their children to succeed in life and to a lot of people, doing great in school is the best approach to guarantee future achievement. Getting decent evaluations, being included in school activities and staying concentrated on instruction can imply that an understudy will happen to the school. Generally, school is a definitive objective for the fact that encouraging your instruction can mean future financial security for their offspring (Guralnick et al., 2006).

From the time a kid enters the educational world, a parent will push them to try their hardest. Keeping the youngster generally correct means not permitting them to slip from keeping their evaluations and studies their number one centring. The guardian pushes the kid, so the youngster keeps on endeavouring to be the best understudy that he can be. However, students can feel the pressure to be hard measured as they have to work harder to get decent grades. Likewise, not all have the same academic capacities (Guralnick et al., 2006). The guardian is just focusing on the final objective and knows whether they get demoralized, they may not crave endeavouring to accomplish the objectives set for them. An alternate motivation behind why parents would weigh their kids to do well in school is the expenses of proceeding with their college education. As a result, if your child does well in secondary school, staying at the scholastic rate, he may get grants that will help with subsidizing his educational expense. A guardian may push hard to keep the student from getting to be excessively social and may pressure them to stay concentrated on their studies. Particularly if the parents did not go to school in light of the fact that possibly they weren't pushed or the family couldn't bear the cost of it, this sort of parent is more inspired to see their youngster attain what they couldn't. (McEwan, 2003).

According to Muleyi (2008), teachers do influence students' academic performance. School variables that affect students' academic performance include the kind of treatment that teachers

accord the students. Adazu et al. (2005) contend that there is a growing demand from the Kenya government and the public for teacher accountability. Schools are commonly evaluated using students' achievement data (Heck & Hallinger, 2009). Teachers cannot be dissociated from the schools they teach and the academic results of their schools. It would therefore be logical to use standardized students' assessment results as the basis for judging the performance of teachers. Teachers celebrate and are rewarded when their schools and teaching subjects are highly ranked. In Chile, for instance, teachers are rewarded collectively when they work in schools which are identified as high-performing by the National Performance Evaluation System of Subsidized Schools. In Kenya, teachers who excel in their teaching subjects are rewarded during open education days held annually in every district (Kimani et al., 2013). While appreciating the value of rewarding teachers who produce better results, teachers should not escape a portion of the blame when students perform poorly. Yala & Wanjohi (2011) and Adeyemi (2010) have found that teachers' experience and educational qualifications are the prime predictors of students' academic achievement.

Recent research conducted by the PEW Research centre shows the effects of parental pressure on students and how it varies from country to country and culture to culture. Peer pressure is a form of influence. If you want others to help you (and indirectly pressure others to conform to your demands,) in such a case, first get the habit of helping out. Research in HBR indicated that helpers are perceived by fellow employees to be extremely valuable. If in a group no one is ready to work on tasks except for one or two, instead identify a respected person in a group who shares the same views as you and ask that person to weigh in.

Nowadays, where social media such as Facebook, Twitter and LinkedIn are so commonly used, finding out about people, their likes and dislikes are easy. Finding commonalities between you and other people is a strong principle of influence that will help influence that is helpful in creating peer pressure. Peer pressure revolves around ethnicity, race and foreign-born status. Peer pressure varies from country to country. In places where collectivist and communal culture is prevalent, people will do something only if they see their peers doing it as compared to an individualistic culture. For example, research in Poland showed that people perceived doing something if their friends had done that in the past.

Statement of Problem

Peer pressure is the influence of a social group on an individual. Children and teenagers feel social pressure to conform to the group of peers with whom they socialize. Along with peer pressure, parental pressure also influences individual lifestyles and, more importantly, their academic and social decisions. These pressures can influence how children dress, what school they go to, what career they choose and what types of behaviour they engage in, including risky behaviours such as using drugs and cigarettes. The intensity of peer and parental pressure differs from situation to situation, and the effects might range from extremely negative to extremely positive.

Objectives of the Study

The basic objective for studying the Parental and Peer Pressure results in Student's Social and Academic Outcomes is to identify if these influences actually exist in society and, if they indeed do, then how deeply they impact the students. Also, we want to determine whether both the pressures affect the same factors or do the effects vary in situations.

Research Questions

1. Which gender is most affected by peer pressure?
2. Which gender is most affected by parental pressure?
3. Which effect is the most dominant?

Research Hypothesis

Our basic assumptions when initiating the research are the following.

1. Females face more peer pressure in their social life
2. Males are subjected to parental pressure in their academic performance
3. Parental pressure affects students the most academically, while peer pressures dominate their social life.

Significance of the Study

The academic and social pressure on students is increasing day by day in our society, and in order to find out the root causes and recommend the possible remedies of it, this research will help parents and academic experts.

Limitations of the Study

In this research study, the population is small and limited due to time constraints. We conducted our survey on 120 students, which is a small sample size and therefore, the results, could not be generalized. However, the survey was conducted ethically, and it gives the authentic original and unmodified views of the sample.

Research Methodology

The research was conducted in a systematic manner. An approved questionnaire as our research instrument was distributed among 120 students, and data was collected quantitatively.

Sampling Technique

A sample of 120 students, both male and female, was used to carry out the research. The sample has the representation of males and females, 60 males and 60 females each.

Research Instrument

The questionnaire consisted of 15 questions and was designed to identify the various factors relating to our topic.

Instrument's Reliability

The research instrument is reliable as it was approved by three educationalists serving in private universities in Karachi.

Ethical Consideration

During the study, we made sure that our conduct remained ethical and within certain boundaries. For this purpose, we ensured that our questionnaire didn't contain any questions that were too personal. Also, none of our participants was forced to fill out the forms, and they were assured that their identities would remain hidden and confidential.

Data Analysis and Statistical Tool

We collected our data through a questionnaire uploaded on google docs, and the data was converted into usefully analysed information through Google docs.

Findings of Quantitative data

1. Who are you most pressured by?

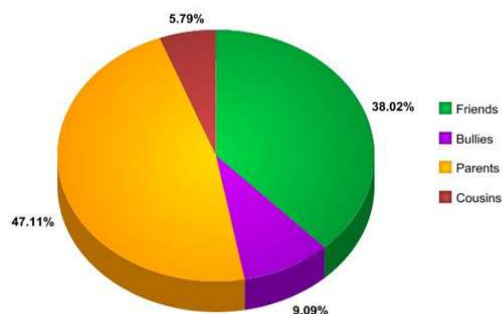


Table 1

Friends	42	38%
Parents	50	47%
Cousins	20	6%
Bullies	6	9%

From our analysis, we got a few astonishing results 50 students, that is 47% selected parents, 42 students, which is 38% selected friends, 6 selected bullies, which is 9% and only 20 selected cousins, that is 6% from the sample population.

2. Have you ever bunked out of school because of your friends?

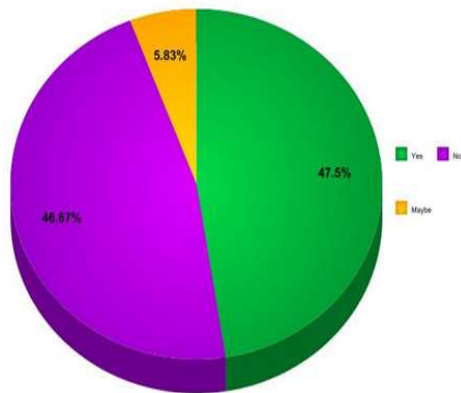


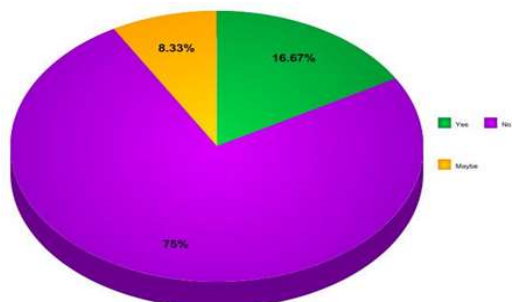
Table 2

Yes	60	48%
No	54	46%
Maybe	6	6%

From our analysis, we got the results that 60 students that are 48% said yes, 54 said no, which is 45% and only 6 that is 6% said maybe.

3. Have you ever failed a test deliberately just because of your peer?

Table 3



Yes	20	17%
No	90	75%
Maybe	10	9%

From our analysis, we got the following results 20 students that are 17%, said yes, 90 said no, which is 75% and only 10 that is 9% said maybe.

4. Have you ever lied due to peer pressure?

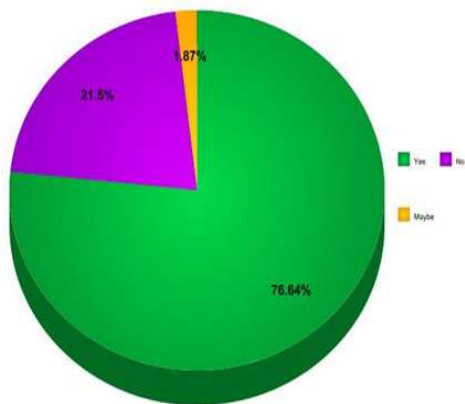


Table 4

Yes	92	77%
No	10	21%
Maybe	18	2%

From our analysis, we got the following results 92 students that are 77% said yes, 10 said no, which is 21%, and only 18, that is 2% said maybe.

5. Have you ever tried smoking or shisha under the influence of your friends?

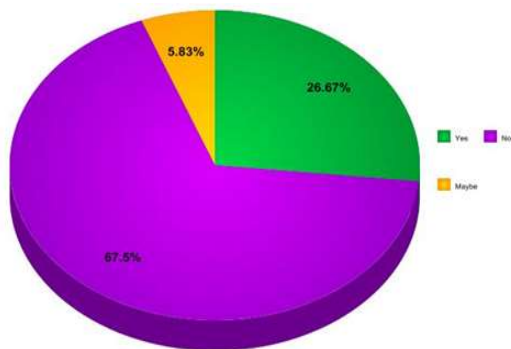


Table 5

Yes	32	27%
No	78	67%
Maybe	10	6%

From our analysis, we got the following results 32 students, that are 27%, said yes, 78 said no, which is 67%, and only 10, that is, 6% said maybe.

6. Have you ever felt peer pressure in your dressing standards?

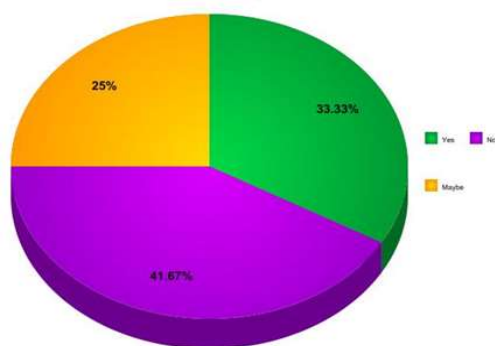


Table 6

Yes	39	33%
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No	50	42%
To some extent	31	25%

From our analysis, we got the following results 39 students that are 33%, said yes, 50 said no, which is 42%, and 31 that is 25% said to some extent.

7. Have you ever tried alcohol or drugs because your peers influenced you to do so?

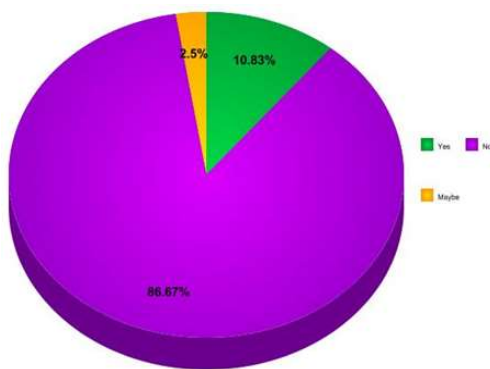


Table 7

Yes	12	11%
No	104	87%
Maybe	4	2%

From our analysis, we got the following results 12 students that are 11%, said yes, 104 said no, which is 87%, and only 4, that is, 2% said maybe.

8. Are you pursuing your current education as a choice of your parents only?

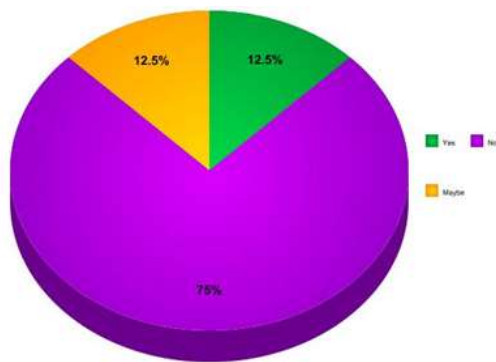


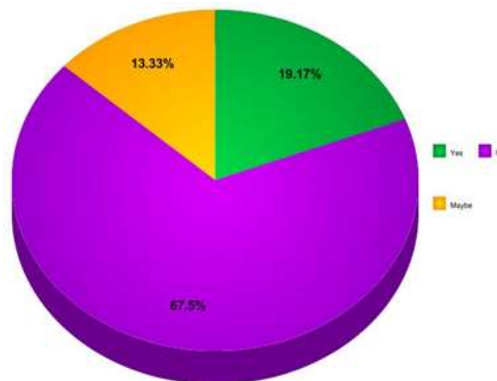
Table 8

Yes	15	13%
No	90	75%
Maybe	15	13%

From our analysis, we got the following results 15 students that are 13%, said yes, 90 said no, which is 75%, and only 15 that is 13% said maybe.

9. Have you ever faced parental pressure while making new friends?

Table 9



Yes	25	20%
No	82	68%
Maybe	13	13%

From our analysis, we got the following results 25 students that are 20% said yes, 82 said no, which is 68%, and only 13 that is 13% said maybe.

10. Have you ever tried to study harder and achieve good grades just for your parent's sake?

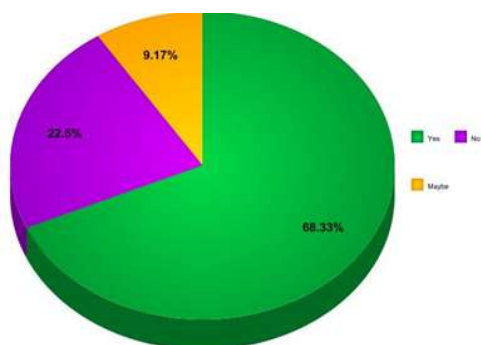


Table 10

Yes	83	69%
No	26	22%
Maybe	11	9%

From our analysis, we got the following results 83 students, that are 69%, said yes, 26 said no, which is 22%, and only 11, that is, 8% said maybe.

11. Is the institute where you are currently studying a choice of your parents or yours?

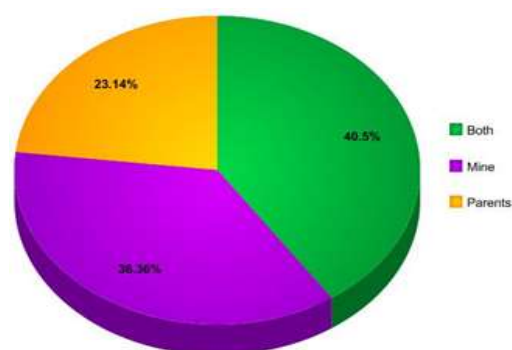


Table 11

Both	48	40%
Parents	29	23%
Mine	43	36%

From our analysis, we got the following results 48 students, 40% said both, 43 students that are 36% said mine, and 29 students that are 23% said parents.

Discussion

The life of a student is crucially affected by pressures put on them by their parents and peers. The purpose of our study is to point out the effects of these pressures on student social and academic performance. We have differentiated the effects on both the genders and also have mentioned which gender is most affected by which type of pressure.

Hypothesis 1

Our first hypothesis, "*females face more peer pressure in their social life*," was not supported by our findings. Our results, on the contrary, suggested that males face more peer pressure in their social life. As 32, 25, 30, 15, and 19 males answered "yes" when asked if they have ever bunked school, lied, smoked and drunk alcohol because of peer pressure, respectively. Whereas 23, 32, 10, 7 and females, respectively, answered "yes" to the same questions.

Hypothesis 2

Parents play a vital role in the part of a child's life related to academics. So we tried to find out whether the hypothesis "*Males are subjected to parental pressure in their academic performance*" is consistent with our research findings or not. The results of our research don't support this hypothesis.

The answers to the questions;

1. Did you choose the institution because of your Parents? 2. Did you choose the course you're studying because of your parents? Prove our hypothesis wrong. The number of males who answered "yes" to the preceding questions was less than the females who answered the same questions "yes". 35 males and 45 females for question 1, and 4 males and 10 females for question 2 chose "yes."

Hypothesis 3

Our third hypothesis, "*parental pressure affects students' academic life while peer pressure dominates their social life*", was consistent with our findings. Parents have less influence on a child's social life as parents are more concerned with their academics. A child's social life is very much influenced by his peers. 48% of students from our sample have bunked school because their

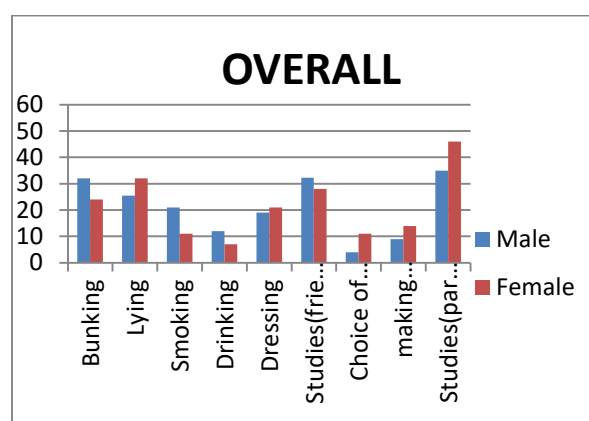
friends told them to. Similarly, 33.33% completely, and 28% to some extent, keep their dressing standards which are approved by their peers. Also, only 19.17 % of our samples face parental pressure while making friends.

According to our findings, 68.33% of students work hard and try to achieve good grades and try to improve their academic performance because they don't want to disappoint their parents and want to keep up with their expectations. This result gives us a clearer idea of the parental pressure on a student's academic performance.

In the process of proving our hypothesis to be true or false, we were also able to determine answers to our three research questions.

We found that there were similar trends as to what degree the two genders gave in to this pressure; however, we were able to determine that females were most affected by peer pressure. At the same time, females were subjected to parental pressure in such factors. As males gave an answer yes in a higher number to questions such as lying, bunking school, smoking and drinking, while females also said yes to questions about dressing standards and the impact of peer pressure, either positive or negative, but their responses were in a less number and had not much difference when compared to the other gender. While for the second research question, females clearly gave in less to peer pressure and more to parental pressure as they answered questions like the choice, of course, choice of the current institute and making new friends in a much higher number than males.

Our last research question was to find out which of the two effects was the most dominant in the lives of the students. Upon analyses of our research, we concluded that it was peer pressure which was most dominant; the data collected showed that the students were influenced by peer pressure in most social factors as well as a factor that involved their academic performance, which included a question as to if they had ever failed a test knowingly for their friends, ever been influenced to perform better in studies and other.



Recommendations Based on Findings

Parents in the contemporary world take reasonable precautions to keep their children from trouble. Parents teach them what they think is right and try to keep them from exposure to negative peer pressure. Teens will be teens no matter what you do, and they make mistakes. The important part is how to deal with it. If a teen is being influenced by other teens, there are some tricks to help them get back on track. If a child insists that a friend was to blame and they couldn't get out of it, one should teach them and prepare them for such situations. Teach them various things they can say or do. Establish a relationship of confidence and tell them that if their friend insists on dragging them along, they can just leave and call you to come to get them. This act of calling a parent will cause the friend to judge their own actions. One might be more concerned about the trouble your teen could be causing. One should also be aware of the fact that people are trying to exploit them. Teens are exploited by their age group or elder ones. As you can't protect your teen all the time, still you can always guide them towards making good decisions to help them stay safe and ethical.

Recommendations for the Future Research

Since none of the work is perfect, there is always room for development. This research could also be done, and the result could also be filtered in terms of accuracy. All the factors that are essential and important to conduct research can be used in a more efficient manner. Following are some recommendations for the researchers who are willing to conduct their research in the same area. These all could be utilized as a piece of thought which could be refined as per their requirements.

A literature review basically supports your research and provides you with an idea about the results that have been drawn by the researchers in the same area. But it is not essential that they would have the same scenario as you have as per the demographics, mid sets, and culture of the population. Sample size also matters a lot. So, one must go for a diversified search of the literature and try to put it as close as your given scenario. The diversified literature review may give a better and depicts bigger picture. The objective of the study must be very clear so that questionnaire is designed accordingly. It is essential that whatever method is to be utilizing for data collection, an objective must be clear. Questions which are structured to gain information from the respective respondent are structured keeping the objective of the research in mind. If the questions are structured and objectives are not in alliance, results will not be as desired. In this kind of research, the sample size must not be too small. The sample size must be diversified. If the sample size is too small, results could not be generalized. A questionnaire must be floated and get filled out form different platforms. The sample size must be specified to a particular age group in order to enhance the accuracy of the results because the response varies for the different age groups.

Conclusion

While conducting the research to unfold the myth regarding the influence of parents and peer on a student's academic performance and social life, we are able to draw a conclusion which

reveals that parent's influence on academic performance is greater than the influence of peer or friends, whereas the influence of peer or friends is greater than parents. It would not be wrong to state that the influences of each of them are dependent upon the age group of the student. Influences or effects may vary but not with a big margin. Questions asked through questionnaires revealed the exact percentages with respect to the degree of influence. Considering the objective of the study, we would like to conclude that both (Parents and Peer) do have effects on the same factors. They both vary in regard to social and academic performance. It is also easy to decode through the answers to the questionnaire that females are more influenced by their parents in regard to social life. Other factors such as culture and mindsets are also considerable. Males are more influenced and affected by their academic performance. Since it is a dominant male society, males are supposed to excel in their studies so that they can do well in their practical life, thus, faces more pressure with respect to their academic performance.

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