

Peer Pressure and Its Impact on Academic Achievements of Students of Secondary Schools

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INTRODUCTION

The modern globalized society is known as the period of information and knowledge based society due to the effects of scientific and technological research and activities. It is highly evolved owing to being connected with technological fields along with its vast areas. Of the most notable action desired by the present people is to have knowledge to reach the limit of sky through extending knowledge for implementing the proverb that knowledge is power. Consequently, at present Indian education system force's its student to live a pressure filled life, demanding excellence in the form of an external reward and marks or grades. India is moving towards modernization and there is lot of competition over the children and it is creating a pressure on children. When pressure held by those people who are similar in age, grade, status or interest and similar in other some ways, it's called peer pressure. Sometimes peer pressure works positively and sometimes it works negatively. Depending on the makeup of the group, Peer influence has a greater impact on the academic performance both positively and negatively (Abderrahim E, 2016)¹. In this study the researcher wants to study the influence of peer pressure on Academic Achievement of the Students of Government and Private Secondary (Both English and Bengali medium) Schools in Tripura.

People with analogous curiosity, their background, age group and socio-economic status forms a part of the Peer Group. Social and primary group of like-minded and aesthetics both are fall under peer groups. Peers play a crucial role in achieving behavioural changes among the students. Directly or indirectly, it has influence on the academic achievement as well as Social and emotional development of the students. Contextually it needs to be instilled here that Pressure means giving force to any actions (Daniel, K., & Felix, K., 2014)². Peer pressure thus means influence of friends on one another and inducing changes in their mental & emotion oriented behaviour. As earlier the researcher mentioned that the influence of peer pressure can be either positive or negative, it is positive when youth are pressured by their peers toward positive behaviour like better academic achievement, increase social skill, companionship, support etc and it seems to be negative when youth are pressured by their peers toward negative behaviour or antisocial activities and risky behaviours among youths, such as smoking, drug abuse, traffic accidents, drinking, road rage, risky sexual behaviour, robbery, rape etc.(Jack et al (2017)³Peer pressure is generally associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours, and reckless driving) because these activities commonly occur in the company of peers.

When student enters secondary school where they find ample opportunities to have new friendships, Peer group factors often keep changing the children (Menka, 2016)⁴. In adolescence period student primarily attach with friends who seem similar to themselves in terms of attitudes, behaviour, interests, and those characteristics subsequently induced in each other which brought them all together in the initial period of friendship (Alice et al, 2013)⁵. In this level student grows with their adolescence stage and in this stage youth are very much close to their peers. And it influences their social, mental and academic area also. Sometimes peer pressure helps in the progress but peer pressure is not always positive, it may have negative effect too. Again Peer pressure is always not negative, sometimes it inculcates new hobbies, habits, attitudes health conscience or a strong urge to succeed amongst people (Adeyemi, R. O., 2018)⁶. Peer pressure impacts greatly on student's academic achievement of the and the present study seeks to find out these relationship between the two variables.

Peer pressure becomes most important in almost all aspects of lives of the tanagers, from social structure and situations to performance in the classroom situation. Some students having relationships with peers promote their academic engagement. Others join peer groups that becomes as cause of disengagement from the school and impact on academic practices. Negative peer pressure can create such problems in school like Lower school attendance and even drop grades etc. It can also affect families like Increase situations of making distance from family members, resulting in less time spent with family members at home, increase negative behaviours/attitude and Hurt communication. In this study, the researcher examines how peer relationships influence negative for their academic achievement.

RATIONAL OF THE STUDY

Development of a child depends on different factors that need to be taken into consideration for the proper direction towards the

development. Peer pressure is present in everyone's lives in many different ways. Peer pressure is of particular importance for teenagers, because the choices made when dealing with peer pressure influence the success or failure of their future. As a teenager, one is at a critical stage in one's life—forming one's identity, choosing one's friendships, and shaping one's life as an adult. By the time an individual is a teenager, they have already been exposed to peer pressure in countless situations. And thus Peer effects in education are usually been accepted to be of significance (Paul, T, 2010)⁵.

It is widely accepted and common to all that People are attached in a variety of social networks. Socialization is a life-long process. It cannot be limited to the family members alone. As a child grows older and more matured, it become more necessary duty to socialize the children in existing social condition. In this regard school as an academic institution can play a remarkable role to sharpen the behaviour of the students and make them ideal social human being. Peer group as an agent of most important socializing agent for the developing child.

However, there is no general agreement on the direction of the effect of peers have on one another. Different theories attempts to explore that the average capability of fellow classmates has negative impact on one's schooling outcomes while others imply that it enhances ones achievements. Furthermore, the exact causal mechanism of peer effects in education is also confusing. One possible effect peer pressure is that students instruct each other. Other possible effect is classroom disruptions and classroom situations. pupils could also be directly or medially affected by their peers. Therefore what actually peer pressures do in other life in all aspects need to be investigated. And here the significance of this investigation is entrusted and thus it is undertaken to study the peer pressure of the private and Government (both English and Bengali medium) secondary school student in west Tripura in relation to their academic achievement, gender etc. It will be helpful in the field of education to recognize the peer pressure and its influence on educational outcome. The study will make contribution in providing the knowledge of peer pressure and academic achievement of

secondary level school student. Through this study teacher and parents can guide their child in appropriate way for better academic achievement and adequately adjust in society or environment. And it is also important for students, parents, educators and policy makers in understanding the way that how peer-pressure affect academic achievement. Hence the taken study seems to be very significant in the present day educational arena to provide the way of solving problems related to peer-pressure.

OBJECTIVES OF THE STUDY

The study aimed to attain the following objectives:

1. To find out the peer pressure of students in terms of scores, studying in government and private secondary schools.
 2. To find out the academic achievements of students in terms of scores, studying in government and private secondary schools.
 3. To find out the relationship between peer pressure and academic achievement of the students studying in government and private secondary schools.
 4. To compare the peer pressure between the students of government and private secondary schools.
 5. To compare the peer pressure between the students of Bengali and English medium secondary schools.
 6. To compare the peer pressure between boys and girls of secondary schools.
 7. To compare the academic achievements between girls and boys of secondary schools.
 8. To estimate the impact of peer pressure on the academic achievement of the students of Secondary schools.
- **H0₁.** There is no significant relationship between the peer pressure and academic achievement of the students studying in government secondary school.
 - **H0₂.** There is no significant relationship between the peer pressure and academic achievement of the students studying in private secondary school.
 - **H0₃.** There is no significant difference in peer pressure between the students of government and private school student.
 - **H0₄.** There is no significant difference in the peer pressure between the students of Bengali and English medium school students.
 - **H0₅.** There is no significant difference in the peer pressure between boys and girls.
 - **H0₆.** There is no significant difference in academic achievement between boys and girls.

SAMPLE OF THE STUDY

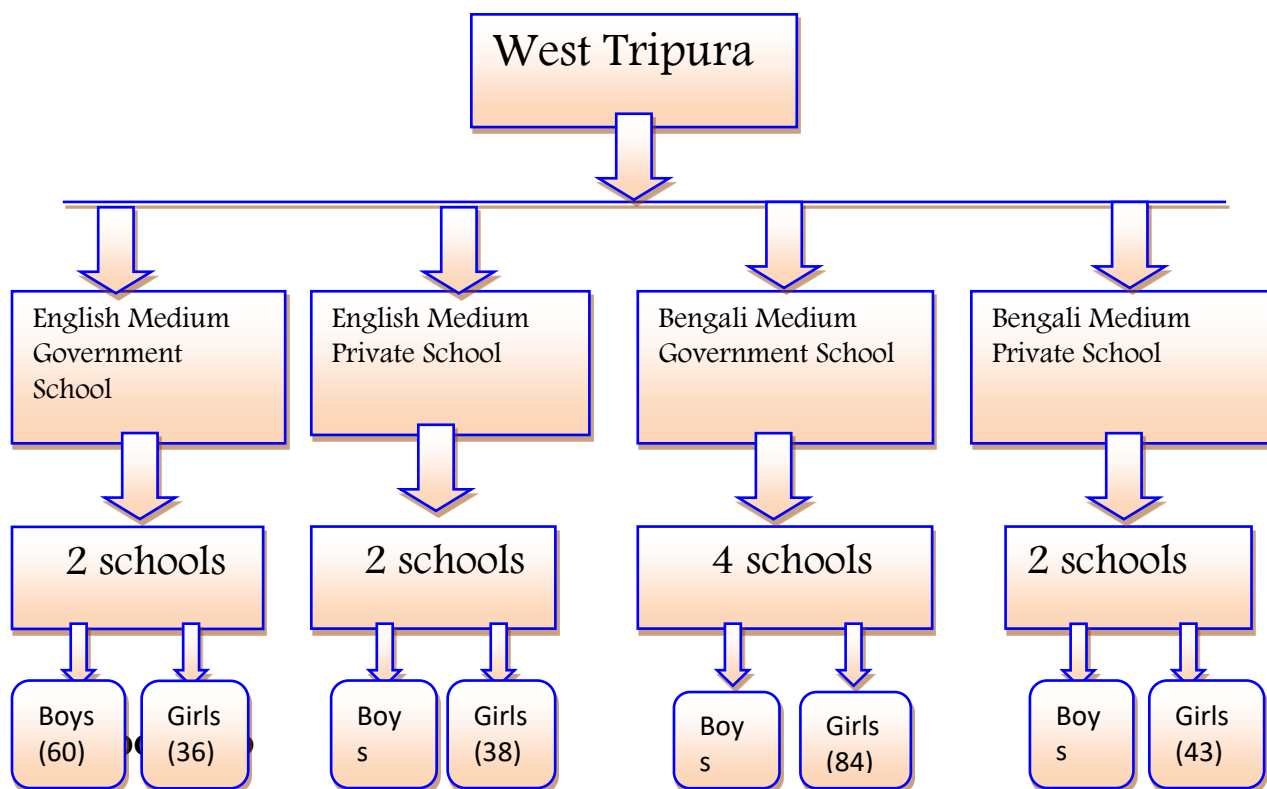
As it is difficult to study the entire or whole population, that's why the researcher takes some representative portion of the entire population, where all characteristics of population exist which is called sample. In a sample word can say that, the true representative proportion of the population by which we can infer the entire population is called sample. Sampling is a process by which a relatively small number of items or samples are selected in order to find out something about the entire population from which it was taken.

Four hundred school students were selected randomly as the sample of the study to infer the entire universe or to generalize the conclusion. The sample distribution has been shown in the figure no 6

2.2. HYPOTHESES OF THE STUDY

The hypothesis of the study were stated as below

Showing the Sampling Distribution



In the present study following tool were used to collect data:

- To know the peer pressure of secondary school students, a test constructed by Sandeep Singh and Sunil Saini was used for the purpose of data collection.
- The marks obtained by the students in their last final examination was considered as the Academic performance of the students

DEFINITION OF THE IMPORTANT TERMS

In the present study some few terms are used as the operational definitions. These important key terms include Peer pressure, Academic achievement, private school, government school and secondary school.

- **Peer pressure:** peers are people who are similar in age, interest or in some other way. And pressure means any kind of force. Peer pressure is transpire when one

person are influence by other persons to act in a certain way. It may be positive or may be negative.

- **Positive peer pressure:** A peer influenced is considered to be positive when it is directed towards producing a successful academic performance or result.
- **Negative peer pressure:** A negative peer influence is directed towards producing failure, poor, bad or harmful academic performance in secondary schools.
- **Academic achievement:** Academic achievement is the educational goal that is achieved by the students. It helps to display of candidate level of acquired knowledge of skill which has been gained as a result.
- **Private school:** Any educational institution established and operated by persons or groups other than the central or local governments. a school that is established,

conducted, and primarily supported by a nongovernmental agency

- **Government school:** Government schools are that kind of educational institution, which controlled by government and the curriculum is decided at a state or national levels.
- **Secondary school:** A secondary school is that kind of organization or school where provides secondary education. It is the next step up from primary school.

METHODOLOGY OF THE STUDY

The present study is a non experimental survey research designed to determine the relationship between the taken variables and to know the differences, if any among the variables. The present study has been completed by using descriptive survey method for collecting relevant data. Descriptive survey method is commonly used in educational and psychological research to estimate the present status of existing phenomenon or conditions. The present study was conducted in private and government English and Bengali medium secondary school students of Tripura and the schools were randomly selected from the west district of Tripura. The sample size of the present study is 400 students which include 199 male and 201 female students of class of 10 schools of west district of Tripura. Thereafter, to know the peer pressure of the secondary school students,

thereafter, standardized test prepared by Sandeep Singh and Sunil Saini was used for the purpose of data collection and academic performance of the students was considered the total obtained marks in their last final examination.

SAMPLING TECHNIQUE

In the present study stratified random sampling technique was employed for collecting relevant sample. In this study 400 secondary school students which include 190 English medium and 210 Bengali medium / 170 private and 230 government/ 199 boys and 201 girls are selected as a sample from 10 schools of west Tripura district.

DATA COLLECTION

The data for the present study was collected by the researcher through administering the peer pressure scale constructed by Dr. Sandeep Singh and Sunil Saini. This test was administered 10 secondary school consisting nine and tenth standard students of West Tripura district.

On the behalf of this stratified random sampling was employed to collect relevant data with the sample of 400 students. The researcher himself visited the 10 schools of West Tripura for collecting data.

The names of schools from where the researcher of the present study collected data are shown in the table 1 given below.

Table 1

Showing the list of schools from where the data were collected

SL. No.	Name of the Schools	Institution type	Medium	District	No. of boys student	No. of girls student
1	Kendriya Vidyalaya	Govt.	English	West	37	36
2	Umakanta Academy	Govt.	English	West	19	0
3	St. Paul's school	Prvt.	English	West	36	38
4	Prananvananda Vidya mandir	Pvt.	English	West	19	0
5	Hapania Higher Secondary School	Govt	Bengali	West	28	17
6	Sekerkote Higher secondary school	Govt	Bengali	West	5	25

7	Chhankhala High school	Govt	Bengali	West	19	22
8	RaniGanjGirls Higher secondary school.	Govt	Bengali	West	0	19
9	ShishuNiketanHigher Secondary School	Pvt.	Bengali	West	0	33
10	RanirBazaarVidyamandir Class (XII) school.	Pvt.	Bengali	West	36	11
Total	10	2	2	1	199	201

DATA ANALYSIS & RESULTS

Analysis of data pertaining to Objective 1

Table No 2
Showing the levels of peer pressure of government secondary school student

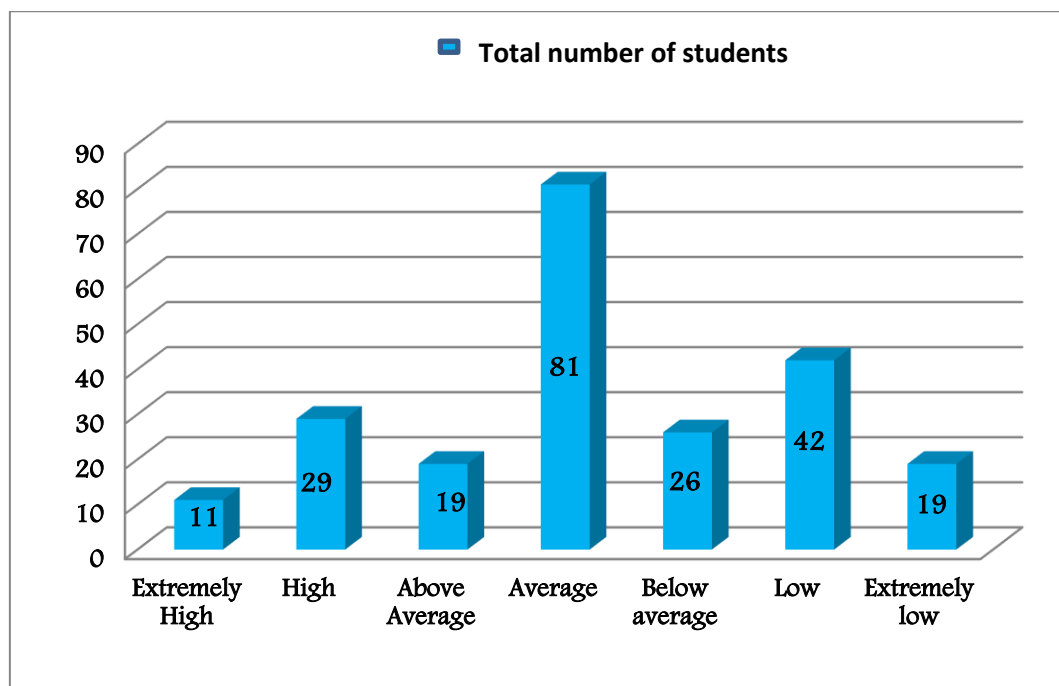
Sl. No	Percentile Range	Number	Level	%
1	Above P ₉₅	11	Extremely High	4.85%
2	P ₈₁ - P ₉₅	29	High	12.78%
3	P ₆₆ -P ₈₀	19	Above Average	8.37%
4	P ₃₅ -P ₆₅	81	Average	35.68%
5	P ₂₀ -P ₃₄	26	Below average	11.45%
6	P ₄ -P ₁₉	42	Low	18.50%
7	BELOW P ₄	19	Extremely low	8.37%
Total		227		100%

Interpretation

For government school (To find out the score on the peer pressure of the students of government secondary schools), the norm for interpreting level of peer pressure given in the tool has been used. It is apparent from the table that out of 227 students, 11 extremely high level of peer pressure, 29 students are high level of peer pressure, 19

students are above average, 81 students are average and 26 are below average, 42 students are low, 19 students are extremely low level of peer pressure. This analysis leads us to say that maximum numbers of students have the average level of peer pressure and very few numbers of students fall under extremely high and extremely low level of peer pressure. The interpreted result is given in the table no 2 and Figure 4.

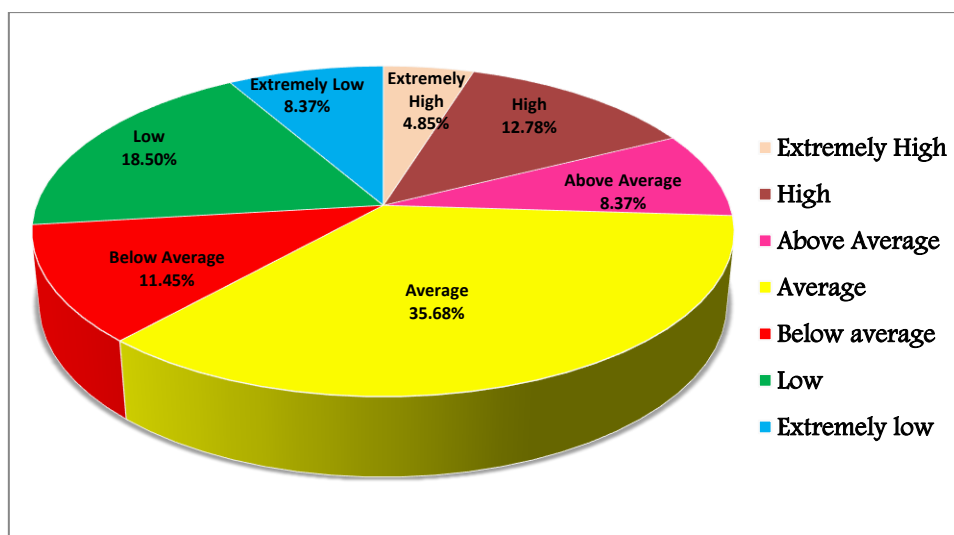
Showing the number of students according to their level of peer pressure of government secondary school student



The above figure shows the number of students according to their level of peer pressure and it reveals that the maximum numbers of students are having the average

level of peer pressure and very few students have extremely high and extremely low level of peer pressure

Showing the Percentage of students according to their level of peer pressure of government secondary school student



The figure 6 showing the percentage of students having with the level of peer pressure at a glance and it is clarifying that the highest percentage of student have

average level of peer pressure and very few percentage of students have extremely high and low level of peer pressure.

Peer Pressure of the students of private secondary schools

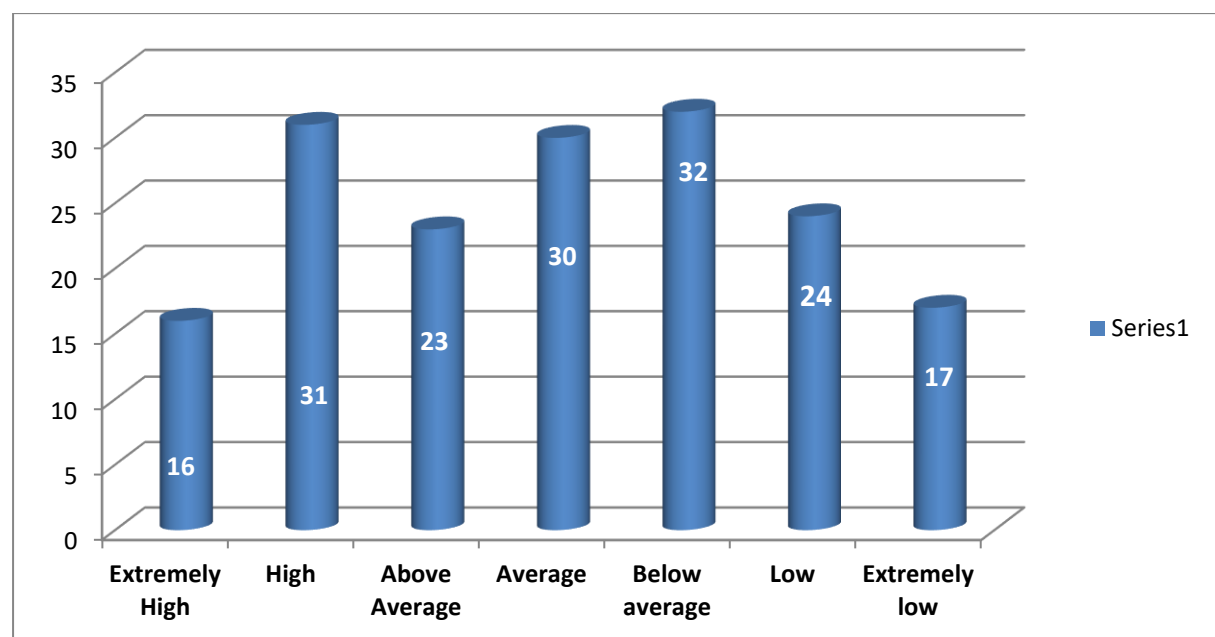
The percentile norm has been calculated by the researcher on Peer Pressure of the students of private secondary schools. It is apparent from the table that out of 173 students, 16 extremely high level of peer pressure, 31 students are high level of peer pressure, 23 students are above average, 30

students are average and 32 are below average, 24 students are low, 17 students are extremely low level of peer pressure. This analysis leads us to say that maximum numbers of students have the below average level of peer pressure and very few numbers of students fall under extremely high and extremely low level of peer pressure.

Showing the level of peer pressure of Private secondary school student

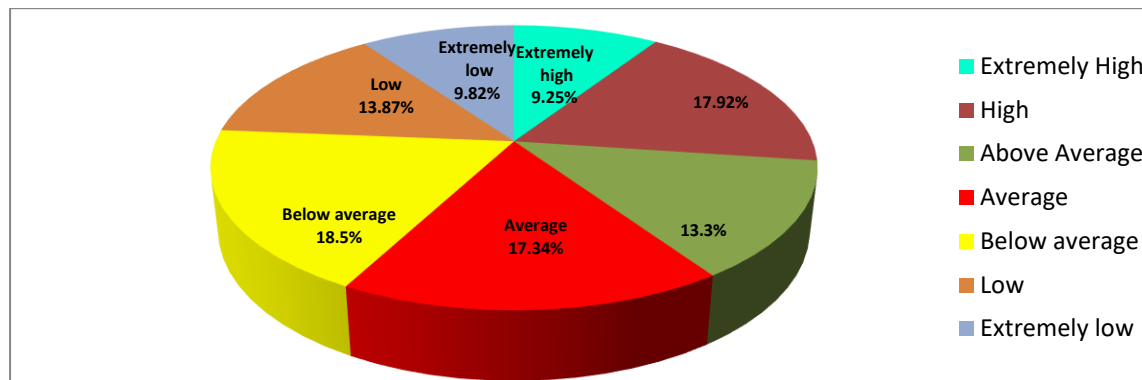
Sl. No	Percentile Range	Number	Level	%
1	P90 Above	16	Extremely High	9.25
2	P90-P75	31	High	17.92
3	P75-P60	23	Above Average	13.30
4	P60-P45	30	Average	17.34
5	P45-P25	32	Below average	18.50
6	P25-P10	24	Low	13.87
7	BELOW P10	17	Extremely low	9.82
Total		173		100%

Showing the number of students according to their level of peer pressure of private secondary school student



The above figure shows the number of students according to their level of peer pressure and it apparent that the maximum numbers of students have average level of

Showing the Percentage of students according to their level of peer pressure of private secondary school student



The figure 6 showing the percentage of students having with the level of peer pressure at a glance and it is clarifying that the highest percentage of student have average level of peer pressure and very few percentage of students have extremely high and low level of peer pressure.

Interpretation: It is found that out of 227 government secondary level students, 11(4.85%) students have extremely high level of peer pressure, 29 (12.78%) students have high level of peer pressure, 19(8.37%) students have above average, 81(35.68%) students are average and 26(18.50%) are below average, 42(18.50%) students are low, and 19(8.37%) students are extremely low level of peer pressure. And out of 173 private secondary level students, 16(9.25%) students have extremely high level of peer pressure, 31 (17.92%) students have high level of peer pressure, 23 (13.30%) students have above average, 30(17.34%) students are average and 32(18.50%) are below average, 24(13.87%) students are low, and 17(9.82%) students are extremely low level of peer pressure. This observation leads us to say that maximum numbers of government school students have the average level of peer pressure and few

peer pressure and very few student have extremely high and extremely low level of peer pressure.

students have extremely high and extremely low level of peer pressure and in private secondary school maximum numbers of students have the below average level of peer pressure and few students have extremely high and extremely low level of peer pressure. These graphs indicate that distribution of peer pressure among the government and private school students are normal.

Analysis of data pertaining to Objectives 2

- To find out the relationship between peer pressure and academic achievement of the student studying in government and private secondary schools

Hypothesis 1:- There is no significant relationship between the peer pressure and academic achievement of the student's govt. secondary school

To verify the hypothesis, co-efficient of correlation between peer pressure and academic achievement of secondary school students was established. The table below showing the 'r' and its significance

Table No 4

Showing co efficient of correlation between peer pressure and academic achievement of the students studying in government secondary school

Variables	N	'r' value	'tr' value	df	Level of Significance	Remarks
Peer pressure	227	-0.25	4.09	225	0.01 level	Negatively correlated and Significant
Academic achievement						

Interpretation: -The value of 'r' is significant at 0.01 level but negatively. Hence both the variables are invasively associated to each other. Therefore, due to the increase of peer pressure, academic achievement decreases.

Hypothesis 2:- There is no significant relationship between the peer pressure and

academic achievement of the students studying in government secondary school

Hereunder the researcher calculated co efficient of correlation between peer pressure and academic achievement and for this purpose Pearson's correlation co-efficient was used. The data is shown in following table5

Showing co efficient of correlation between peer pressure and academic achievement of the students studying in private secondary school

Variables	N	'r' value	tr value	Df	Level of Significance	Remarks
peer pressure	173	-0.21	2.81	171	0.01	Significant and Negatively correlated
Academic achievement						

Interpretation:-The value of 'r' is significant at 0.01 level but negatively. Hence both the variables are invasively associated to each other. Therefore, due to the increase of peer pressure, academic achievements decrease.

Analysis of data pertaining to Objective 3

- To compare the peer pressure of government school students with private school students

Hypothesis 3:- There is no significant difference between peer pressure of government and private school student

Showing the Significance difference of two means of peer pressure of government and private secondary school

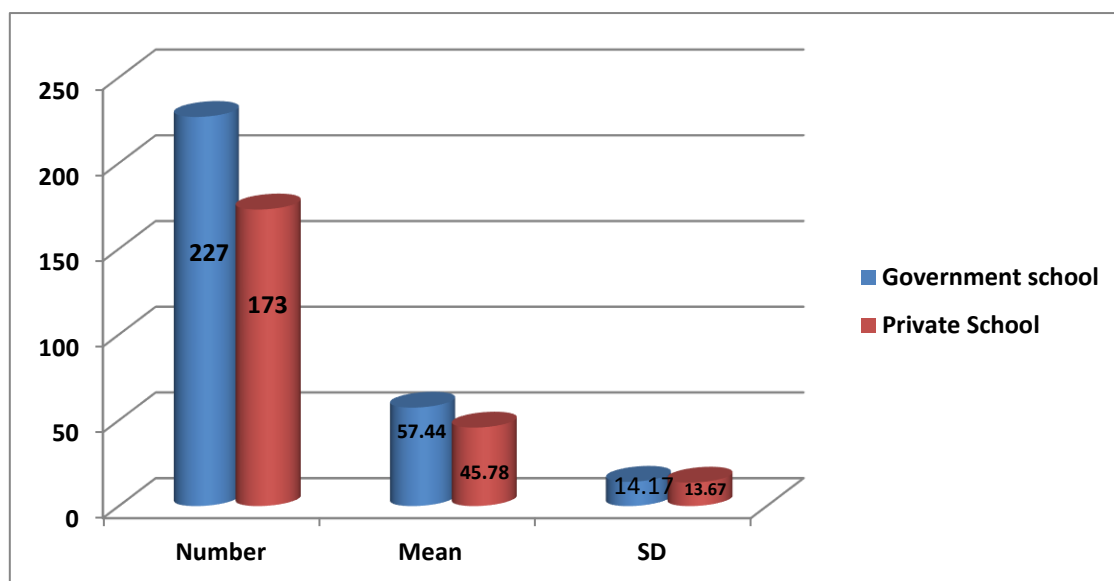
Sl. No	Category	N	Mean	SD	D	df	't' value	Level of significance
1	Government school	227	57.44	14.17	11.66			Significant at 0.01 level

2	Private School	173	45.78	13.67		398	8.70	of significance
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Interpretation: It is found that the calculating t value i.e., 8.70 is quite larger than the critical value of t i.e., 2.59 for the degrees of freedom 398 at 0.01 level of significance and thus it is taken as significant. Therefore the null hypothesis that is there no significant difference is existed between peer pressure of

government and private school student is rejected. Hence it can confidently be concluded that the government and private schools are differ significantly in the level of their peer pressure. Based on the mean value it can also be stated that the level of peer pressure of government school is higher than that of the private schools.

Showing the peer pressure of government and private schools



Interpretation: It is found that the calculating t value i.e., 8.70 is quite larger than the critical value of t i.e., 2.59 for the degrees of freedom 398 at 0.01 level of significance and thus it is taken as significant. Therefore the null hypothesis that is there no significant difference is existed between peer pressure of government and private school student is rejected. Hence it can confidently be concluded that the government and private schools are differ significantly in the level of their peer pressure. Based on the mean value it can also be stated that the level of

peer pressure of government school is higher than that of the private schools.

Analysis of data pertaining to Objective 4

To compare between the peer pressure of Bengali and English medium secondary school students

Hypothesis 4:- There is no significant difference between peer pressure of Bengali and English medium student

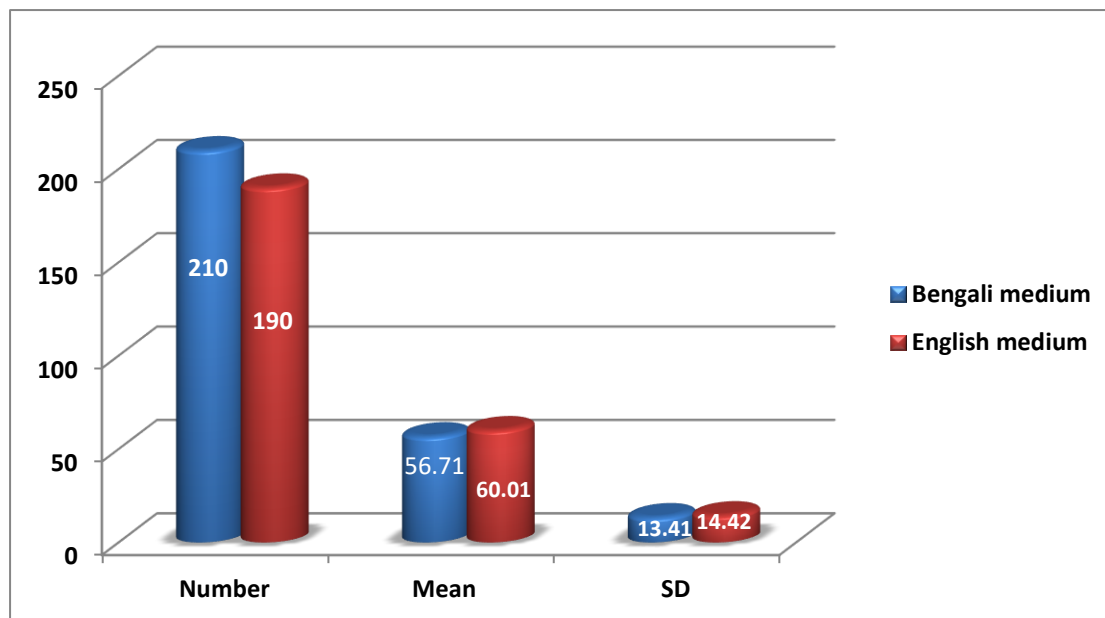
Table No 7

Showing the difference of two means of peer pressure of Bengali and English medium student

Sl. No	Category	N	Mean	SD	D	df	“t” value	Level of significance
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1	Bengali medium	210	56.71	13.41	3.3	398	2.36	Significant at 0.05 level of significance
2	English medium	190	60.01	14.42				

Showing the difference of two means of peer pressure of Bengali and English medium student



Interpretation: It is found that the calculating t value i.e., 2.36 is quite larger than the critical value of t i.e. 1.97 for the degrees of freedom 398 at 0.05 level of significance and thus it is taken as significant. Therefore the null hypothesis that is there no significant difference is existed between peer pressure of Bengali and English medium student is rejected. Hence it can confidently be concluded that the Bengali and English medium schools are differ significantly in the level of their peer pressure. Based on the mean value it

can also be stated that the level of peer pressure of English medium school is higher than the Bengali medium schools.

Analysis of data pertaining to Objective 5

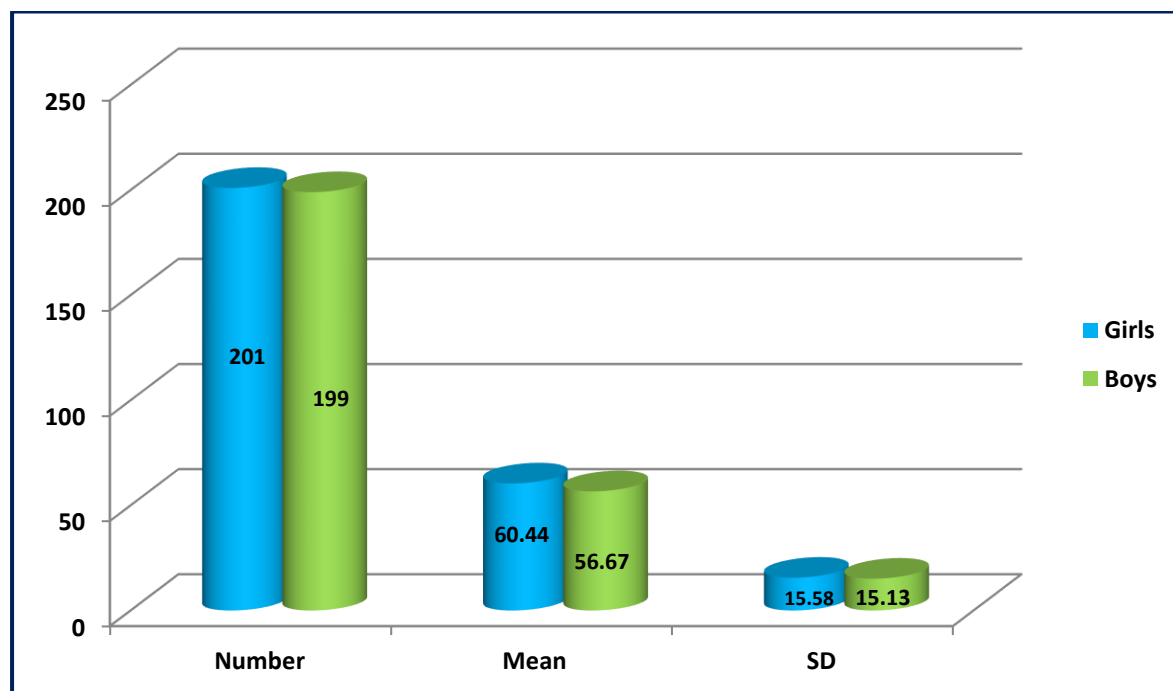
- To compare the peer pressure between boys and girls

Hypothesis 5:-There is no significant difference between the peer pressure of boys and girls.

Showing the difference of two means of peer pressure of Boys and girlssecondary school

Sl. No	Category	N	Mean	SD	D	Df	't' value	Level of significance
1	Girls	201	60.44	15.58	3.77	398	2.45	Significant at 0.05 level of significance
2	Boys	199	56.67	15.13				

Showing the difference of two means of peer pressure of Boys and girls secondary school



Interpretation: It is found that the calculating t value i.e., 2.45 is quite larger than the critical value of t i.e., 1.97 for the degrees of freedom 398 at 0.05 level of significance and thus it is taken as significant. Therefore the null hypothesis that there is no significant difference is rejected. Hence it can confidently be concluded that the level of peer pressure differs from girls and boys students. Based on the mean value it can also be stated that the level of peer pressure

of girls is higher than that of the Boys student.

Analysis of data pertaining to Objective 6

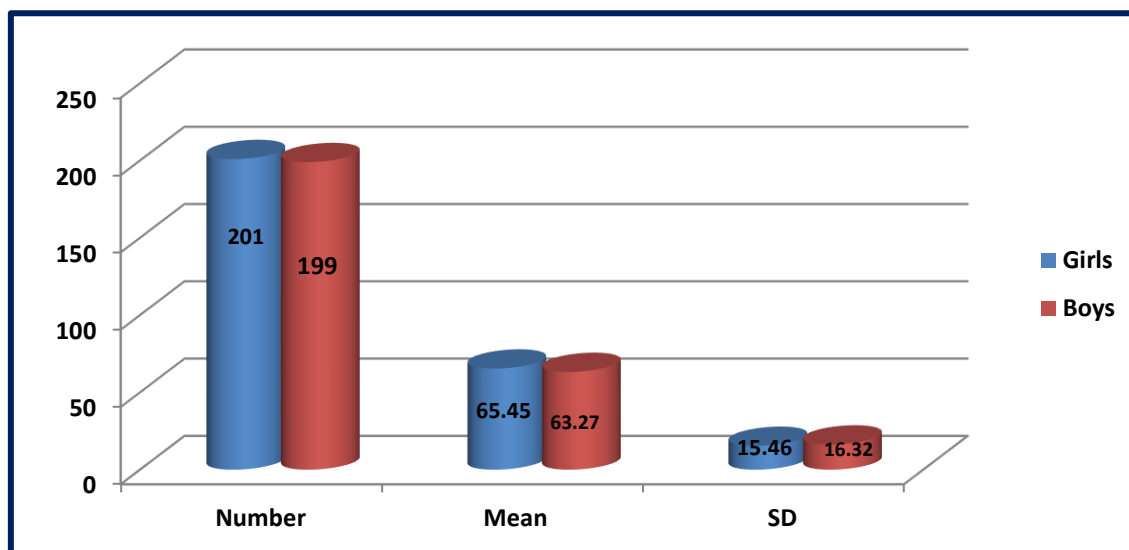
- To compare the academic achievement of girls and boys

Hypothesis 6:- There is no significant difference between academic achievement of girls and boys student

Showing the difference of two means of academic achievement of girls and boys student of west Tripura

Sl. No	Category	N	Mean	SD	D	Df	“t” value	Level of significance
1	Girls	201	65.45	15.46	2.18	398	1.37	Not Significant at 0.05 level of significance
2	Boys	199	63.27	16.32				

Showing the difference of two means of academic achievement of girls and boys student of west Tripura



Interpretation: It is found that the calculating t value i.e., 1.37 is quite smaller than the critical value of t i.e., 1.97 for the degrees of freedom 398 at 0.05 level of significance and thus it is taken as not significant. Therefore the null hypothesis that is there no significant difference is existed between academic achievement of girls and boys is accepted. Hence it can confidently be concluded that the academic achievement are not differ from girls and boys student.

Analysis of data pertaining to Objective 7

- To estimate the impact of peer pressure on the academic achievement of the students of Secondary school of west Tripura
To testify these objectives the researcher has formulated the following three hypotheses.

Ho: There is no significant difference between the high peer pressure and average peer pressure of the secondary school student

Showing the difference of two means of high peer pressure and average peer pressure of the secondary school student

Sl. No	Category	N	Mean	SD	D	Df	't' value	Level of significance
1	High	69	59.61	13.27	5.78	193	2.65	0.01
2	Average	126	65.39	15.99				

Interpretation: It is found that the calculating t value i.e., 2.65 is quite larger than the critical value of t i.e., 2.59 for the degrees of freedom 193 at 0.01 level of significance and thus it is taken as significant. Therefore the null hypothesis that is there is no significant difference between the high peer pressure and average peer pressure of the secondary school

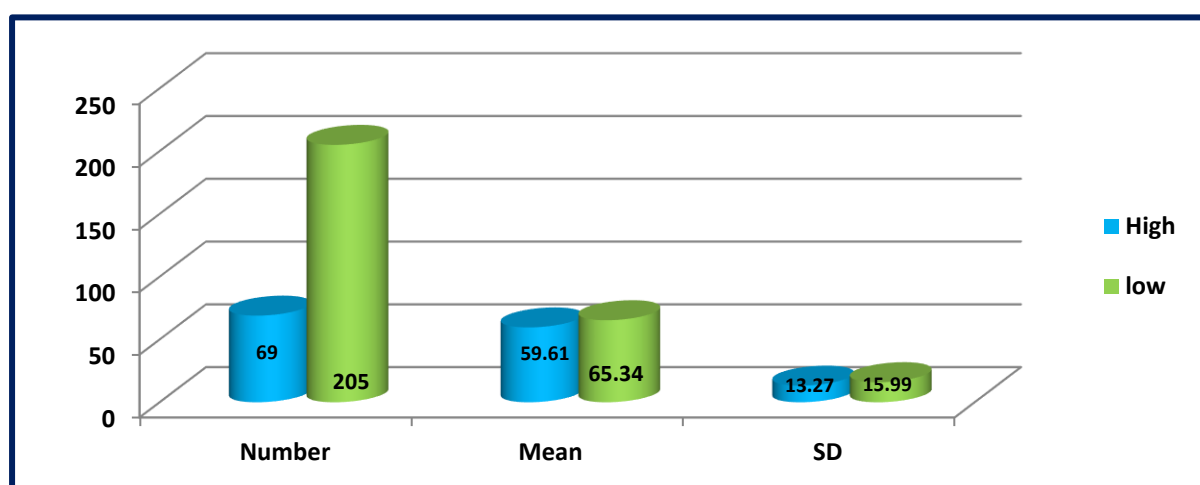
student is rejected. Hence it can confidently be concluded that the academic achievement of high peer pressure students and average peer pressure students are differ significantly and low peer pressure students has more academic performance. Based on the mean value it can also state that the academic performance of

average peer pressure students is better than the high peer pressure of students.

Ho: There is no significant difference between the high peer pressure and low peer pressure of the secondary schools student.

Showing the difference of two means of high peer pressure and low peer pressure of the Secondary school student

Sl. No	Category	N	Mean	SD	D	Df	“t” value	Level of significance
1	High	69	59.61	13.27	5.73	272	2.94	0.01
2	low	205	65.34	15.99				



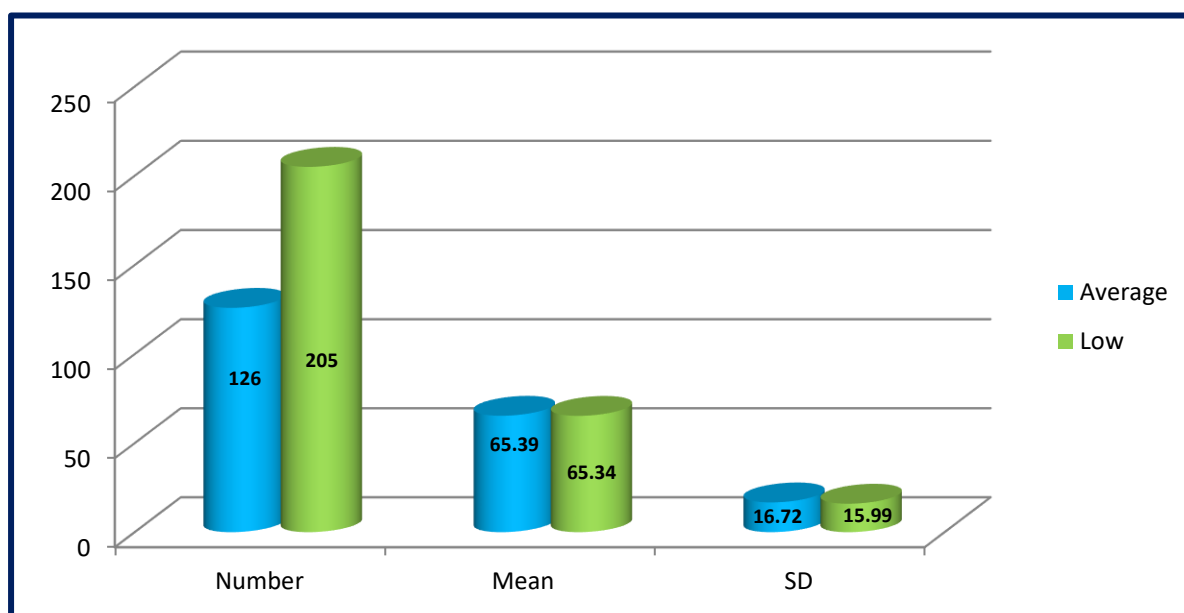
Interpretation: It is found that the calculating t value i.e., 2.94 is quite larger than the critical value of t i.e., 2.59 for the degrees of freedom 272 at 0.01 level of significance and thus it is taken as significant. Therefore the null hypothesis that there is no significant difference between the high peer pressure and low peer pressure of the secondary school student is rejected. Hence it can confidently be concluded that the academic achievement of high peer pressure students and low peer

pressure students are differ significantly and low peer pressure students has more academic performance. Based on the mean value it can also state that the academic performance of low peer pressure students is better than the high peer pressure of students.

Ho: There is no significant difference between the academic achievement of average peer pressure and low peer pressure of the secondary school student

Showing the Significance difference of two means of average peer pressure and low peer pressure of the secondary school student

Sl. No	Category	N	Mean	SD	D	Df	“t” value	Level of significance
1	Average	126	65.39	16.72	0.05	329	0.03	Not Significant at 0.05 level
2	Low	205	65.34	15.99				



Interpretation: It is found that the calculating t value i.e. 0.03 is smaller than the critical value of t i.e. 1.97 for the degrees of freedom 329 at 0.05 level of significance and thus it is taken as not significant. Therefore the null hypothesis that is there is no significant difference between academic achievement of the average peer pressure and low peer pressure of the secondary school student is accepted. Hence it can confidently be concluded that the academic achievement of average peer pressure students and low peer pressure students are not different. Based on the mean value it can also state that the academic achievement of average peer pressure and high peer pressure of students not different.

DISCUSSION

The main purpose of this present study was to explore the relationship between peer pressure and academic achievement of the Government, private (both English and Bengali Medium) secondary school student of West Tripura. The result of study indicate that the maximum number of students has average level of peer pressure and very few number of student fall under extremely high and low level of peer pressure.

The study revealed that out of 227 government school students 11(4.85%) students have extremely high level of peer

pressure, 29 (12.78%) students have high level of peer pressure, 19(8.37%) students have above average, 81(35.68%) students are average and 26(18.50%) are below average, 42(18.50%) students are low, 19(8.37%) students are extremely low level of peer pressure. Thus the result of this study does not support the null hypothesis: there is no significant relationship between the peer pressure and academic achievement of the students of secondary school is rejected. It points out that academic achievement of secondary student is negligible and negatively related with peer pressure.

The study revealed that out of 173 private school students, 16(9.25%) students have extremely high level of peer pressure, 31 (17.92%) students have high level of peer pressure, 23 (13.30%) students have above average, 30(17.34%) students are average and 32(18.50%) are below average, 24(13.87%) students are low, 17(9.82%) students are extremely low level of peer pressure. This Observation leads us to say that maximum numbers of students have the below average level of peer pressure and very few numbers of students fall under extremely high and extremely low level of peer pressure. So we can say peer pressure among the Private school students of secondary school is almost normal.

It is found that the value of co-efficient of correlation was -0.25 which indicate there is a very negligible relationship between peer pressure and academic achievement of Government secondary level student. Thus the result of this study does not support the null hypothesis: there is no significant relationship between the peer pressure and academic achievement of the students of Government secondary school is rejected. It points out that peer pressure of government secondary student is negligible and negatively related with peer pressure.

It is found that the value of co-efficient of correlation was -0.21 which indicate there is a very negligible relationship between peer pressure and academic achievement of Private secondary level student. Thus the result of this study does not support the null hypothesis: there is no significant relationship between the peer pressure and academic achievement of the students of private secondary school is rejected. It points out that peer pressure of private secondary student is negligible and negatively related with peer pressure.

To compare the peer pressure of government school students with private school students the researcher used t-test to test the, H_{02} . There is no significant difference between peer pressure of government and private school student of west Tripura. From the result of t-test it is found that the calculating t value i.e. 8.70 is quite larger than the critical value of t i.e. 2.59 for the degrees of freedom 398 at 0.01 level of significance and thus it is taken as significant. Hence it can confidently be concluded that the government and private schools are differ significantly in the level of their peer pressure. Based on the mean value it can also be stated that the level of peer pressure of government school is higher than that of the private schools.

To compare between the peer pressure of Bengali and English medium secondary school students the researcher used t-test to test the, H_{03} . There is no significant difference between the peer pressure of Bengali and English medium school students. From the result of t-test it is found that the calculating t value i.e.. 2.36 is quite

larger than the critical value of t i.e. 1.97 for the degrees of freedom 398 at 0.05 level of significance and thus it is taken as significant. Hence it can confidently be concluded that the Bengali and English medium schools are differ significantly in the level of their peer pressure. Based on the mean value it can also be stated that the level of peer pressure of English medium school is higher than the Bengali medium schools.

To compare the peer pressure of boys and girls the researcher used t-test to test the, H_{06} . There is no significant difference between the peer pressure of boys and girls. From the result of t-test it is found that the calculating t value i.e.. 2.45 is quite larger than the critical value of t i.e. 1.97 for the degrees of freedom 398 at 0.05 level of significance and thus it is taken as significant. Hence it can confidently be concluded that the level of peer pressure are differ from girls and boys student.. Based on the mean value it can also be stated that the level of peer pressure of girls is higher than that of the Boys student.

To compare the academic achievement of boys and girls the researcher used t-test to test the, H_{07} . There is no significant difference between the academic achievement of boys and girls. From the result of t-test it is found that the calculating t value i.e.. 1.37 is quite smaller than the critical value of t i.e. 1.97 for the degrees of freedom 398 at 0.05 level of significance and thus it is taken as not significant. Hence it can confidently be concluded that the academic achievement are not differ from girls and boys student.

The study was aimed “To estimate the impact of peer pressure on the academic achievement of the students of Secondary school”. For this objectives researcher formulated three specific hypotheses:-

H_{01} : There is no significant difference between the high peer pressure and average peer pressure of the secondary school student

To know this t-test are used. It is found that the calculating t value i.e. 2.65 is quite larger than the critical value of t i.e. 2.59 for the degrees of freedom 193 at 0.01 level of significance and thus it is taken as significant. Hence it can confidently be concluded that the academic achievement of high peer pressure students and average peer pressure students are differ significantly and average peer pressure students has more academic achievement. Based on the mean value it can also state that the academic achievement of average peer pressure students is better than the high peer pressure of students.

H₀₂. There is no significant difference between the high peer pressure and low peer pressure of the secondary school student

To know this t-test are used. It is found that the calculating t value i.e.. 2.94 is quite larger than the critical value of t i.e. 2.59 for the degrees of freedom 272 at 0.01 level of significance and thus it is taken as significant. Hence it can confidently be concluded that the academic achievement of high peer pressure students and low peer pressure students are differ significantly and low peer pressure students has more academic performance. Based on the mean value it can also state that the academic performance of low peer pressure students is better than the high peer pressure of students.

H₀₃. There is no significant difference between academic achievement of the average peer pressure and low peer pressure of the secondary school student

To know this t-test are used. It is found that the calculating t value i.e.. 0.03 is smaller than the critical value of t i.e. 1.97 for the degrees of freedom 329 at 0.05 level of significance and thus it is taken as not significant. Hence it can confidently be concluded that the academic achievement of average peer pressure students and low peer pressure students are not different. Based on the mean value it can also state that the academic performance of average peer pressure and high peer pressure of students not different.

Results can't be generalized to all the secondary Students of Tripura because the study took place only the west district of Tripura. However the results were consistent with research on peer pressure and in particular with the finding of the following studies:

Erinisha L. Johnson 2012, found that negative parenting and peer pressure were both related to antisocial behaviour ($p < .001$). However, the final hypothesis was rejected because the results indicated that peer pressure ($p < .001$) and not negative parenting.

Ms. Menka Nov-Dec, 2016, reveals that there is significant difference on the bases of institute means govt. Institute student feel more peer pressure then private school students. On the other hand there no significant difference on the bases of area. Investigator also found that there is negative correlation between peer pressure and obedience/disobedience behaviour of under graduate students.

Various studies have examined the relationship between peer pressure and academic achievement. A study conducted by Deepika and Prema (2017), they found there is not exists significant difference between male and female students with respect to peer pressure and academic achievement. Friend's impact towards deviancy had privileged in the age group of 16-18 than in other younger age groups and the negative correlation found between peer pressure and academic achievement and this study also reveals that peer pressure plays a vital role in lowering of academic achievement of the students.

According to Jack Gladys Uzezi, Gamnjoh Dennis Deya (2017) there is significant difference between students that belong to peer group and those that do not belong to peer group on the academic achievement of chemistry; there was no significant difference between the academic achievement of male and female chemistry students that are involved in peer group; and there is a positive and significant relationship between peer group influence and academic achievement of students in chemistry.

Various studies have examined the impact between peer pressure and academic achievement. According to Bankole Emmanuel Temitope & Ogunsakin, Funmi Christy, they found that peers relationship, socialization, location, motivation and drug use have a great influence in determining academic performance of secondary school students.

Deepika and Prema (2017) Friend's influence towards deviancy had privileged in the age group of 16-18 than in other younger age groups and the study found a negative correlation between peer pressure and academic achievement and this study also reveals that peer pressure plays a vital role in lowering of achievement in academics.

CONCLUSION

Now with the help of the demonstration of prior research and also with consideration of our current research it, therefore, may conclude that peer pressure is a subject that very much influencing the academic performance of the students. The study highlights that there are significant differences between private and government (Both English and Bengali medium) school in terms of their peer pressure as well as academic achievement. Peer pressure and academic achievement are negatively correlated. Based on the data that were surveyed, the results obtained that peer pressure has more negative effects compared to positive effects. Therefore, the researchers concluded that peer pressure affects the academic performance of students as well their study habits. The difficulties of peer group effects have been well documented. Through the viewing many studies the results strongly support that peer pressure are most likely to be in a negative way although there are some instances that it is in a positive way. The present study has a great educational significance in contributing the existing knowledge to be extended. The finding of the study will be helpful to understand the effect of peer pressure of Government, private, Bengali medium and English medium secondary school student. It also will be helpful for teacher to recognise the impact of peer pressure. This study will be helpful for Teachers and administrators for help them to overcome the negative impact of peer pressure on school students. This study tries to

provide an in depth knowledge to the field of education that may be helpful for the parents, teachers, and policy makers. It was also revealed that negative peer pressure influence students academic performance in public secondary school, this can be seen on the poor grades by students, disruption in students learning capability, limits students excellence in classroom behaviour and extracurricular activities affects students cognitive growth and functions.

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