



# A STUDY TO DETERMINE THE IMPACT OF PEER AND PARENTAL RELATIONSHIPS ON ADOLESCENT SCHOOL ACHIEVEMENT IN A SELECTED SCHOOL IN PANIPAT, HARYANA.

Karamjit Kaur<sup>1</sup> and Ms Kalpana Mohan<sup>2</sup>

1. Nursing Tutor, Happy Child College of Nursing, Sonipat, Haryana
2. Assistant Professor, Ved Nursing College, Panipat, Haryana

## Abstract

Parental participation in a child's education consistently improves academic success. Determine the effects of parental and peer relationships on teenagers. Methodology: Non-experimental survey research. The study was conducted at Gautam Vidya Peeth and RRK Senior Secondary Schools in Panipat. Data was collected from 60 pupils. Simple random sampling was used. Data collection tools include Parent-Child Interaction Questionnaire – Revised, Adolescent friendship attachment scale, and School performance scale. Data was collected through interviews and observation. Data analysis employed descriptive and inferential statistics. Results: Socio-demographic variables like most time spent with were associated with father-son relationship. Socio-demographic variables, including siblings, birth order, father's education, occupation, and mother's education, were found to have significant effects ( $P$ -value  $< 0.001$ ). Socio-demographic variables, including religion, number of siblings, birth order, father's education, and occupation, were found to be significant ( $P$ -value  $< 0.01$ ). Conclusion: High school students confirmed other experts' findings that parents strongly affect their children's academic performance and goal achievement. Half of respondents said their parents influenced their academic success.

**Keywords:** Assess, Impact, Peer, Parental relationship, School performance, Adolescents

## Introduction:

Education is becoming an increasingly competitive global arena, and performance quality has emerged as the determining factor for individual advancement in society. Parents aspire for their children to achieve the highest possible level of academic achievement due to this rationale. This aspiration for exceptional academic achievement places significant strain on students, educators, and educational institutions, as well as the education system as a whole. Indeed, it seems as though the academic achievements of pupils are the focal point of the entire educational system, despite the fact that numerous other results are also anticipated from it. In order to assist students in attaining greater academic success, schools devote a substantial amount of time and energy to this endeavour. In order to accomplish its objectives of technological progress, cultural evolution, and economic expansion, modern society must effectively utilise the talents of its members. Individuals who share comparable interests, age, upbringing, and social standing comprise the peer group.

This form of peer group is aesthetic and social, constituting the primary group of like-minded individuals. The students' behavioural transformation takes place within the school environment, with companions playing a crucial role in this process. Academic performance is either directly or indirectly impacted by peer influence. The influence of peer group extends to educational objectives and social and emotional development.

Peers exert a growing amount of influence from infancy through adolescence. In comparison to other age groups, adolescents value and have healthier relationships with their peers; furthermore, they place a greater emphasis on their trust in them. To exert pressure is to impart force to an action. Peer pressure refers to the impact that acquaintances have on one another and the mental and emotional transformations that are induced by members of the same social circle who share similar interests, age, upbringing, and social standing. Typically, peer pressure is associated with risky adolescent behaviours, including substance addiction, criminal activity, and sexual behaviour. These actions are indicative of the influence of peers. Positive outcomes can also be attributed to the influence of peers, such as a significant increase in academic performance, engagement in volunteer work, and participation in public service, among others. The utmost result, however, is achieved through negative behaviour. Typically, students resort to substance abuse, such as skipping classes, stealing, and cheating, as a result of peer pressure. There are peer influences at all ages and in all settings, including the workplace, school, and society. The group's propensity to loiter in the street, view films, bunk classes, tease one another, steal, and damage public property is typically influenced by peer pressure. Parental influence is characterised by motivated attitudes and actions of parents with the intention of affecting the academic achievement of their offspring. It is a bidirectional and multidimensional construct with distinct associations with children's academic and social outcomes (Christenson, 2004; Fantuzzo). Parental influence has conventionally been described as the involvement of parents in educational activities and events at the school level (Epstein, 2001).<sup>3</sup> This all-encompassing perspective on parental influence is based on the recognition that children's academic achievements are dynamically and reciprocally impacted by various contexts (e.g., the household, educational institution, and local community). Numerous researchers acknowledge that a robust, positive relationship between schools and families is crucial for the education and development of children. Involved parents also provide successful students with substantial academic support, according to research. In addition, research on effective schools, i.e., those in which students are learning and succeeding, has repeatedly demonstrated that these schools have strong and positive school-home relationships, despite frequently operating in low socioeconomic areas. Even more significantly, these successful educational institutions have actively engaged with the families of their pupils with the intention of fostering cooperation and rapport.

For the education system as a whole, parents, and educators, it is critical to comprehend the manner in which social interactions influence academic achievement. Academic accomplishments and levels of educational attainment that correspond to them have a tendency to forecast an individual's average income, which is essential for subsistence. Consequently, the eradication of the adverse consequences associated with peer academic achievement signifies a significant advancement in the realm of educational reform. Academic achievement serves as a significant gauge of accomplishment in the classroom. It is correlated not only with the attainment of a high school diploma, but also with the capacity to effectively assume adult responsibilities, attain financial independence, and contribute positively to society (U.S. General Accounting Office, 1993; Hodgkinson, 1991). A substantial body of literature underscores the significance of peer group dynamics in shaping both academic and social development, and argues that these dynamics ultimately manifest in the initiation of formal education (Pellegrini, 1992). In addition to their peers, influences and motivations for various adolescent behaviours, such as academic personal development and study routines, are also derived from their parents, teachers, and other individuals with whom they interact (Wentzel, 1998).<sup>7</sup> However, due to the amount of time that numerous adolescents dedicate to their peers and companions on a daily basis, the consequences can be significant. Academic achievement is scrutinised through the lens of research on the effects of peer orientation and group pressures among adolescents. An alternative perspective is that prior research has examined the effects of peer

rejection on scholastic performance. Peer rejection has been found to have detrimental effects on academic achievement, as well as on the development of both internal and external behavioural issues (DeRosier, Kupersmidt, and Patterson, 1994).

The purpose of academic activities is to guarantee that students achieve a comprehensive understanding of the educational goals. The degree to which these goals have been achieved in educational institutions is largely determined by the interaction of peer groups, which may have an impact on students' academic achievements. The influence of peer groups on students' academic, social, and emotional development is substantial. According to Allen cited in Steinberg (2005), the impact of peer groups commences during childhood and intensifies during adolescence. To better the academic performance of students, it is therefore essential for the efficacy of educational processes and the structural layout of school systems to comprehend the opportunities and obstacles presented by peer groups.<sup>9</sup> "For many students, friendships are crucial interpersonal vehicles that propel them towards psychological growth and maturity by fostering social compassion, which influences the development of self-evaluation," according to Hamm et al. in Lavy and Schlosser (2007). The preceding statement firmly implies that peer group influence is unprecedented in nearly every aspect of adolescent development. This effect may be observed in the social and emotional lives of young people, but it does not end there; it may also be reflected in their attitude towards educational activities. Furthermore, students' academic performance has been shown to be influenced by these factors.

### Objectives:

1. To assess the impact of parental and peer relationship among the adolescents in a selected school of Panipat, Haryana.
2. To assess the inter relation between parent and peer relationship and school performance among adolescents in a selected school of Panipat, Haryana.
3. To find out the association between parent relationship and school performance and selected demographic variables.

### Materials and Methods

In this chapter, we will discuss the methodology used in the study, which includes the research design, study setting, population, sample size, sampling technique, criteria for sample selection, development of tools, content validity, pilot study, data collection procedure, and statistical analysis. The approach used for this study was quantitative research, which often involves deductive logic. In this method, researchers start with hypotheses and then gather data to determine whether empirical evidence supports those hypotheses. For this particular study, a non-experimental research design was adopted, using a descriptive survey research design to evaluate the impact of peer and parental relationships on the academic performance of adolescents in a selected school in Panipat. The study was conducted in Gautam Vidya Peeth Senior Secondary School and RRK Senior Secondary School, both of which are affiliated with the Board of School Education in Haryana. These schools provide all basic facilities for student education, and the total number of students in both schools is around 250.

The study included 100 adolescents of both genders. Probability sampling method was used, and a simple random sampling technique was adopted.

### Criteria for sample selection:

#### Inclusion Criteria:

- Subjects between the age group of 13-16 years.
- Subjects who can understand and speak Hindi or English.
- Subjects live with both biological parents.
- Subjects of day scholars.

**Exclusion Criteria:**

- Subjects who are residing in hostels.
- Subjects who are suffering with chronic illness.
- Children living with single parents / guardians during data collection.
- Adolescents who are on Psychological intervention.

**Development and description of the tool:**

The investigator prepared the tool after going through the related literature and guidance of experts in the field of Nursing and Medicine

The tool for data collection were consisted of three sections namely,

**Section A: Demographic data****Section B: (Parent child Interaction Questionnaire - Revised) (Lange et al, 2002)****Section C: (Adolescents friendship attachment scale - (Wilkinson, 2006)****Section D: (School performance scale developed by researcher)****Section A: Demographic data**

This questionnaire was created by a researcher to collect data about the personal information and family background of participants. The questions include age, gender, religion, family type, number of siblings, birth order, father's education level and occupation, mother's education level and occupation, family income, who the participant is most attached to, who they spend the most time with, and the quality of time spent with their parents. If the participant has single parents, questions about their partners are also included.

**Section B: (Parent child Interaction Questionnaire - Revised) (Lange et al, 2002)**

The PACHIQ-R was developed by Lange, Evers, Jansen, and Dolan in 2002. This scale is designed to help researchers assess how parents view their relationship with their children (PACHIQ-Parent version) and how children evaluate their relationship with their parents (PACHIQ-Child version). From these two versions, the PACHIQ-Child version was used.

A separate tool was used for adolescents to assess their father and mother's relationship. Each tool consists of 25 items. The tool is a five-point Likert scale with the responses: never, hardly ever, sometimes, almost always, and always. The scale consists of both positive and negative items. Out of those 25 items, the last 8 questions (18, 19, 20, 21, 22, 23, 24, and 25) were positive, and the responses were graded as 1, 2, 3, 4, and 5 respectively. The first 17 items were negatively worded, and the reverse score was given to the responses as 5, 4, 3, 2, and 1. The relationship of the parents was graded as a favourable relationship, moderately favourable relationship, and unfavourable relationship depending upon the total score. The maximum score was 125, and the minimum score was 25.

Level of relationship with father:	Score
Favourable relationship	> 79
Moderately favourable relationship	70 - 78
Un favourable relationship	60 - 69

Level of relationship with mother:	Score
Favourable relationship	> 76
Moderately favourable relationship	67 - 75
Un favourable relationship	66

### Section C: (Adolescents friendship attachment scale - (Wilkinson, 2006)

The Adolescent Friendship Attachment Scale has 30 positive and negative items, a self-report measure of adolescent close friendship conceptualized as an attachment relationship. The AFAS contains three subscales, namely secure, anxious/ambivalent, and avoidant. The secure subscale contains 13 items, the anxious/ambivalent subscale consists of nine items, and the avoidant subscale consists of eight items. Items are scored on a 5-point Likert scale ranging from strongly disagree, disagree, undecided, agree, and strongly agree. The first 22 items were positive, and the score was given to the responses as (1, 2, 3, 4, and 5). The last eight items were negatively worded, and the score was given for responses as (5, 4, 3, 2, and 1). The relationship of the peer was graded into adequate, moderately adequate, and inadequate relationships depending upon the total score. The maximum score was 150, and the minimum score was 30.

Level of Peer relationship:	Score
Favourable relationship	> 94
Moderately favourable relationship	75 - 93
Un favourable relationship	< 74

### Section D: (School performance scale developed by researcher)

The school performance scale has 20 items. The first item is attendance, rated as very good, fair, or poor. The next five items are marks in various subjects, rated against scores ranging from <35% to 76% and above. The last 14 questions rate behavior on a Likert scale from satisfactory to very good. The scale is completed by the adolescent's class teacher. The minimum score is 20 and the maximum is 70. Adolescents are classified into three categories based on their score.

Level of Peer relationship:	Score
Below average	< 35
average	36 - 50
Above average	> 51

The principals of Gautam Vidya Peeth Senior Secondary School and RRK Senior Secondary School in Panipat gave the investigator permission to collect data. The principal presented the ninth-grade coordinator, who selected 100 teens using a survey and attendance register. 60 adolescents were chosen for the study. The coordinators offered an auditorium for teen interviews. The 60 students were interviewed in four groups for five weeks. During the first week, the first two days assessed parental relationships, the second two assessed peer relationships, and the last two conducted class coordinator interviews concerning the first group's school



performance. The second, third, fourth, and fifth groups followed the same format in subsequent weeks. Students cooperated well during the evaluation, and the investigator was satisfied with data collecting. Finally, the investigator thanked participants and coordinators and ended data collecting.

The data collected was analyzed using descriptive and inferential statistics. Frequency and percentage distribution were computed to describe the sample demographic variables. Pearson correlation was used to correlate parental relationship, peer relationship, and school performance.

## Results:

The study included subjects ranging from 13-16 years old, with a majority being 15-16 years old and male. Most subjects were Hindu and from nuclear families with two children, with the eldest child being the most common birth order. Fathers were mostly self-employed and had primary education, while mothers were mostly self-employed or housewives with a higher secondary education. All families had a monthly income of Rs 7001. Most subjects were closer to their mothers and spent more time with them, with the majority spending quality time with their parents daily.

**Table – I: Frequency and Percentage Distribution of Subjects According to Overall performance of students in various subjects**

(n = 60)

S. No	Variable	Options	Frequency	Percentage
1	Overall Performance in Maths	Below 35 %	5	8.3
		36 - 50 %	24	40.0
		51 - 60 %	13	21.7
		61 - 75 %	11	18.3
		76 - 100 %	7	11.7
2	Overall Performance in Science	Below 35 %	3	5.0
		36 - 50 %	16	26.7
		51 - 60 %	21	35.0
		61 - 75 %	15	25.0
		76 % - 100 %	5	8.3
3	Overall Performance in Social Science	36 - 50 %	21	35.0
		51 - 60 %	12	20.0
		61 - 75 %	17	28.3
		76 - 100 %	10	16.7
4	Overall Performance in English	Below 35 %	9	15.0
		36 - 50 %	30	50.0

		<b>51 - 60 %</b>	8	13.3
		<b>61 - 75 %</b>	8	13.3
		<b>76 - 100 %</b>	5	8.3
<b>5</b>	<b>Overall Performance in Other Languages</b>	<b>Below 35 %</b>	2	3.3
		<b>36 - 50 %</b>	22	36.7
		<b>51 - 60 %</b>	5	8.3
		<b>61 - 75 %</b>	14	23.3
		<b>76 - 100 %</b>	17	28.3

Table – VII illustrate the frequency and percentage distribution of subjects according to overall performances in various subjects.

Overall performance of subjects in maths subject shows that majority 24 (40 %) had 36 – 50 %. Subjects who had their performance between 51 – 60 % were 13 (21.7 %). Among all the subjects those who were with 76 – 100 % in maths were 7 (11.7 %).

Overall performance of subjects in science subject depicts that majority 21 (35 %) had 51 – 60 %. Subjects who had their performance between 36 - 50 % were 16 (26.7 %). Among all the subjects those who were with 61 - 75 % in science were 15 (25 %).

Subjects overall performance distribution among subjects with regard to social science subject displays that majority 21 (35 %) were in 36 – 50 %, those who were between 61 – 75 % were 17 (28.3 %). Those who were with 51 – 60 % were 21 (35 %).

In this study with regard to the overall performance of the subjects with regard to English subject depicts that majority 30 (50 %) had 36 – 50 %. Subjects whose performance below 35 % were 9 (15 %). Equal number of subjects in this study, 8 (13.3 %) had their performance between 51 – 60 % and 61 – 75 % respectively.

In this study with regard to the overall performance of the subjects with regard to other language depicts that majority 22 (36.7 %) had 36 – 50 %. Subjects whose performance between 76 – 100 % were 17 (28.3 %). Subjects whose percentage between 61 – 75 % were in other languages were 14 (23.3 %).

**Table – II: Level of Correlation Between Relation with Father, Mother and Friends**

(n = 60)

Relationship with		Father		Mother		Friends	
		Mean	SD	Mean	SD	Mean	SD
<b>Father</b>	<b>Mean</b> 76.98	'r' value 1		'r' value 0.334		'r' value 0.455	
	<b>SD</b> 6.87						
<b>Mother</b>	<b>Mean</b> 84.78	'r' value 0.334		'r' value 1		'r' value 0.630	
	<b>SD</b> 8.74						
<b>Friends</b>	<b>Mean</b> 90.88	'r' value 0.455		'r' value 0.630		'r' value 1	

	<b>SD</b> 8.20			
--	-------------------	--	--	--

Table XI displays the degree of correlation between the relationships with father, mother, and friends. The correlation between father and mother was mild, with a value of 0.334. The average score and standard deviation for father were 76.98 + 6.87, while for mother they were 84.78 + 8.74. The correlation between father and friends was moderate, with a value of 0.455. The average score and standard deviation for father were 76.98 + 6.87, while for friends they were 90.88 + 8.20. The correlation between mother and friends was also moderate, with a value of 0.630. The average score and standard deviation for mother were 84.78 + 8.74, while for friends they were 90.88 + 8.20.

### Conclusion

According to a recent study, there is a strong correlation between the parental relationship, peer relationship, school performance, and adolescent health. If an adolescent is struggling in any of these areas, it is likely to have a negative impact on their overall well-being. However, adolescents who have positive relationships with their mothers and peers tend to perform better in school. As a result, healthcare professionals should focus on these areas when developing interventions aimed at promoting adolescent mental health.

### References

1. Arellano, C. M., Chavez, E. L., & Deffenbacher, J. L. (1998). Alcohol use and academic status among Mexican American and White non-Hispanic adolescents. *Adolescence*, 33(132), 751-760.
2. Amuda, B. G. predicto[rs of students' academic performance in College of Education in the Northeastern Nigeria states, Nigeria. Unpublished Thesis University of Maiduguri, Borno state Nigeria.
3. Abecassis, M. (2003). I hate you just the way you are: Exploring the formation, maintenance, and need for enemies. *New Directions for Child and Adolescent Development*, 102, 5–22.
4. Brown, L. & Lyenger, S. (2008) parenting styles. The impact on student achievement. *Marriage & Family Reviews*, 43(1), 14 – 18, Retrieved from <http://ejournals.ebsco.com/direct.asp?ArticleId=4256BB19337AE6259EF6>.
5. Allen, J. P., Porter, M. R., McFarland, F. C., Marsh, P., & McElhaney, K. B. (2005). The two faces of adolescents' success with peers: Adolescent popularity, social adaptation, and deviant behavior. *Child Development*, 76(3), 747-760.
6. Altermatt, E. R., & Pomerantz, E. M. (2003). The development of competence-related and motivational beliefs: An investigation of similarity and influence among friends. *Journal of Educational Psychology*, 95, 111–123.
7. Brock WA, Durlauf SN. 2001. Interactions-based models. In *Handbook of Econometrics*, Heckman JJ, Leamer EE (eds). North-Holland: Amsterdam; 3297–3380.
8. Caspi, A. (1993). Why maladaptive behaviors persist: Sources of continuity and change across the life course. In D. C. Funder, R. D. Parke, C. Tomlinson-Keasey, & K. Widener (Eds.), *Studying lives through time: Personality and development* (pp. 209–230). Washington, DC: APA
9. Steenberghs, N., Lavrijsen, J., Soenens, B., & Verschueren, K. (2021). Peer Effects on Engagement and Disengagement: Differential Contributions From Friends, Popular Peers, and the Entire Class. *Frontiers in psychology*, 12, 726815. <https://doi.org/10.3389/fpsyg.2021.726815>
10. Bankole E. T., and Ogunsakin F. C. (2015). Influence of peer group on academic performance of secondary school students in Ekiti State. *International Journal of Innovative Research and Development*, 4(1): 324-331.
11. P. Darvas and P. Darvas, *Liberia-Global Partnership for Education Grant for Basic Education Project: P117662-Implementation Status Results Report: Sequence 10*, World Bank Group, Washington, DC, USA, 2015, <http://www.globalpartnership.org/country/liberia>.
12. Brown, B. B., and Larson, J. (2009). Peer relationships in adolescents. In Steinberg, R. M. L. (Ed.), *Handbook of adolescent psychology, Contextual influences on adolescent development* (Vol. 2, 3rd ed., pp. 74–103).
13. Karakos H. (2014). Positive Peer Support or Negative Peer Influence? The Role of Peers among Adolescents in Recovery High Schools. *PJE. Peabody journal of education*, 89(2), 214–228. <https://doi.org/10.1080/0161956X.2014.897094>
14. Albert, D., Chin, J., & Steinberg, L. (2013). Peer Influences on Adolescent Decision Making. *Current directions in psychological science*, 22(2), 114–120. <https://doi.org/10.1177/0963721412471347>.



15. Albert D, Chein J, Steinberg L. The Teenage Brain: Peer Influences on Adolescent Decision Making. *Current Directions in Psychological Science*. 2013;22(2):114-120. doi:10.1177/0963721412471347

