

ADJUSTMENT PROBLEM, PEER PRESSURE AND ACADEMIC PERFORMANCE IN UNDERGRADUATE UNIVERSITY RESIDENT STUDENTS: A CORRELATIONAL STUDY

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ABSTRACT

This study explores the relationships between Adjustment problem, Peer pressure, and Academic performance in undergraduate university resident students. The main objective of this study was to investigate the relationship between Adjustment problem, Peer pressure, and Academic performance in undergraduate university resident student. A correlational research design was used to explore the associations between the variables. A sample of 300 students, aged from 18 to 29 years was selected using non-probability convenience sampling. To assess the variables, the Brief Adjustment scale-6, Peer Pressure Questionnaire Revised, and Academic performance scale were administered. Data was analyzed using SPSS through Pearson product-moment correlation, linear regression, and independent sample t-tests. The findings revealed that Adjustment problem was negatively associated with Academic Performance, while Peer Pressure showed a significant negative relationship, suggesting that students with higher peer pressure reported lower levels of Academic performance. Both Adjustment problem and Peer pressure significantly predicted Academic performance. The demographics such as age, gender, education, Area, socioeconomic status, ethnic/cultural background and family system were also examined for their influence on the variables. However, independent sample t-test results showed no significant differences between male and female students in terms of Adjustment problem, peer pressure and academic performance. The findings aimed to assist university administrators and hostel management in identifying common adjustment challenges faced by resident students and implementing targeted interventions to support their well-being and academic success.

I. INTRODUCTION

The effective way to think of the hostel is as a place where many students gather to continue their education after coming from various locations. Every year, there is a notable increase in the number of students enrolling in higher education. As a result, first-year university students now place a far higher value on hostel amenities. It is thought that the amenities offered to students in the residence halls affect their academic performance (Weeramunda, 2008). Hostels usually come with standard amenities such as a kitchen, restroom, reading room, guest hall, reception area, entertainment room, etc. Numerous institutions provide both on-campus and off-campus students with these

amenities. It is definitely a new experience for the young students who live in the dorms, away from their family (Ariyawansa & Perera, 2005 as in Perera, 2013). In order to complete assignments and other academic obligations, students frequently spend time with their peers. Peer pressure can have both positive and negative effects, and as it promotes continuous learning, it might not even have an impact (Gulati, 2017). The fellow's behaviors have an impact on academic success during the academic sessions. What counts is how their peers influence them, whether positively or negatively (Moldes, Biton, Gonzaga, & Moneva, 2019). In the presence of their peers, students feel at ease striking up conversations with strangers and are consistently aware of the intellectual influence their generations have on them (Kayani, Shiza, & Sidra, 2019). Perhaps one of the most important among these issues is Peer pressure. Where students live in hostels, for long periods with their fellow students, the power of social groups becomes more intense and direct. Peer pressure may result in constructive motivation for studies or destructive habits like procrastination, drug addiction, or abandonment of studies (Steinberg & Monahan, 2007; Santor et al., 2000).

One of the most direct problems hostelled students' encounters is homesickness, which is caused by physical separation from their family, home environment, and comfort zone. It can result in emotional distress like loneliness, depression, and anxiety. Literature shows that homesickness is a universal response of first-year hostel students and has adverse effects on their adaptation to the new setting (Thurber & Walton, 2012). Hostel living calls for students to live in close proximity with fellow students who come from various backgrounds. Social adjustment may pose a huge problem if students are having problems in establishing friends or adjusting to various social norms and behavior. Peer pressure can also affect decisions, such as engaging in risky behaviors such as drug use or poor study habits. Students who have problems in interacting socially may end up being isolated or even relational bullying victims, as noted by Crick and Grotpeter (1995). Peer pressure is usually described as the influence of a peer group to make an individual alter their values, attitudes, or behavior in an attempt to fit into group norms (Brown, 2004). The psychological and social process is very intense during young adulthood and adolescence when individuals are more susceptible to external approval and validation (Steinberg & Monahan, 2007). Although peer influence may on occasion promote positive behavior (e.g., study motivation or extracurricular activity participation), it is more frequently related to risk-taking, stress, and Adjustment Problem, particularly in social settings such as hostels, boarding schools, or colleges (Allen & Antonishak, 2008).

The influence of Peer pressure may be subtle or explicit, but in either event, the underlying motive is the person's need to be accepted, respected, or part of their peer group. This social need, when manipulated or exploited, can cause psychological tension and changes in behavior that are not necessarily in accord with one's values or long-term interests (Brechtwald & Prinstein, 2011). When students are subjected to peer pressure to perform certain acts like smoking, drug abuse, truancy, or indulgence in risky social activities, it can lead to emotional distress, poor academic performance, and social isolation (Brown, 2004). In high-intensity settings such as hostels, the close proximity and constant exposure to peer groups enhance the effects of Peer pressure. First-time home-away-from-home students are more vulnerable, as they search for identity and grapple with independence (Steinberg & Monahan, 2007). Parental guidance and emotional security deprivation heighten vulnerability to conformity. Individuals who do not yield to Peer pressure can face social isolation, ridicule, or even bullying, resulting in loneliness and low self-worth (Brechtwald & Prinstein, 2011). Academic achievement describes how far a student, teacher, or school has progressed towards meeting short- or long-term learning objectives. It is generally assessed by means of grades, standard tests, or GPA but also includes wider measures such as involvement, persistence, understanding, and critical thinking (Fraser et al., 1987). Academic achievement is affected by a myriad of complex interrelated factors such as cognitive competence, motivation, environmental factors, mental wellbeing, quality of teaching, Peer pressure, and home background (Busato et al., 2000).

The adjustment to a different learning environment, like a hostel or boarding arrangement, of a student could considerably influence their academic performance. It may be the student's first experience with independent study habits, self-management of time, and adjusting to social or emotional changes. These transitions tend to result in either enhanced performance through greater concentration and motivation or deterioration, as a result of stress, homesickness, or lack of routine (Friedlander et al., 2007). Maladjustment in hostel settings has been linked to poorer academic performance due to interruptions in sleep, routines, and emotional well-being (Thurber & Walton, 2012). Peer influence and social climate cannot be avoided in classrooms. While motivating peer

relationships can induce motivation and co-learning, harmful Peer pressure to miss school or focus more on social activities rather than learning can lower achievement (Wentzel, 1998). Furthermore, schools where bullying, competitiveness, and ill comparison can discourage a student from learning, promote long-term school avoidance (Juvonen et al., 2000). Family and socioeconomic status also play an important role in academic achievement. Students with more supportive or better-off families tend to have superior study settings, parental supervision, and encouragement, which correlate positively with superior performance (Sirin, 2005). Conversely, the absence of support, financial strain, or family tension can reduce focus and cause negative academic self-concept (Pong et al., 2005). Ecological Systems Theory (Bronfenbrenner, 1979) describes how various environmental systems (e.g., family, peers, and educational settings) interact to influence an individual's development. Hostelized students are influenced by the microsystem (peers and roommates) and macro system (hostel culture and academic expectations), which can affect their adjustment and academic performance.

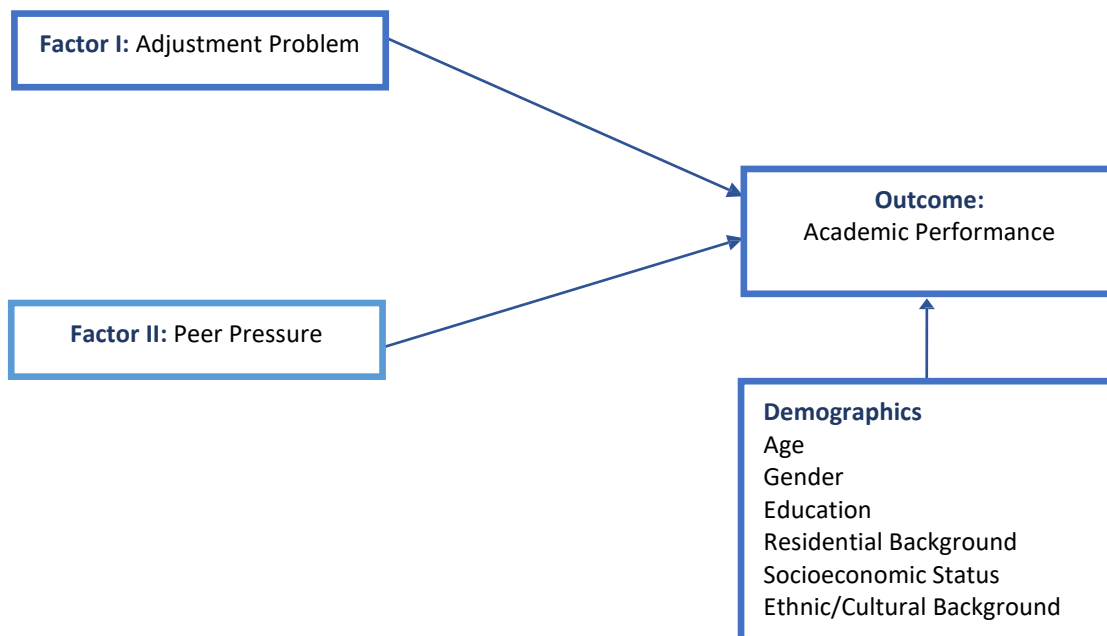
II. LITERATURE REVIEW

Adjustment to university life is a significant developmental transition involving academic, social, emotional, and personal changes. For students living in hostels, adaptation may be particularly challenging because they must adjust to a new environment, develop peer relationships, manage academic demands, and function with reduced family support. Existing research suggests that adjustment, peer relationships, and living conditions can influence students' academic and psychosocial outcomes. George and Ukpong (2021) examined social adjustment and academic performance among 500 JSS2 students in Uyo Metropolis, Nigeria. Using a survey design and researcher-developed questionnaire, the researchers compared students who received family counseling with those who did not. The findings showed a significant difference in the academic performance of socially adjusted male students receiving family counseling. The study highlighted the positive contribution of psychosocial and family support to students' adjustment and academic outcomes and recommended additional academic support for female students. Similarly, Moldes et al. (2019) investigated peer pressure and academic performance among 96 senior high school students in the Philippines using a descriptive-correlational design. Peer pressure was examined through social belongingness, curiosity, cultural-parenting orientation, and education. The findings indicated that peer pressure could influence academic performance positively or negatively depending on how students responded to peer influence. The study emphasized the importance of educators providing cognitive and emotional support to help students resist harmful peer pressure.

Nguyen-Thi et al. (2024) further explored peer pressure, academic achievement, learning stress, and willingness to seek professional psychological help among 471 Vietnamese high school students. Using the Peer Pressure Short Form (PPSF), Educational Stress Scale for Adolescents (ESSA), and Attitudes Toward Seeking Professional Psychological Help–Openness Scale (ATSPPH_O), the researchers employed non-parametric tests and PLS-SEM. Results showed a positive relationship between peer pressure and educational stress, while greater peer pressure was also associated with greater willingness to seek psychological help. Openness to professional help mediated the relationship between peer pressure and educational stress. Adjustment has also been associated directly with academic outcomes. Kaljahi (2016) examined academic, social, and personal-emotional adjustment among 200 university students in Northern Cyprus. Using measures based on Baker and Siryk's (1999) adjustment framework, the study employed exploratory factor analysis, correlation, and hierarchical multiple regression. The findings demonstrated that academic, social, and emotional adjustment were important predictors of students' academic performance, emphasizing the importance of successful adaptation during the transition to university. Gender may further shape students' experiences of peer influence, stress, and adjustment. Saka and Abdullahi (2022) examined peer pressure, gender, social media use, and academic achievement among 346 secondary school students in Nigeria. Their findings indicated that both peer pressure and gender significantly predicted social media use and academic performance. The authors recommended greater parental and teacher involvement in monitoring students' social media use. Likewise, Gautam and Sharma (2024), studying 200 adolescents in Delhi, India, found that peer pressure significantly influenced academic stress. Gender also had a significant effect on academic stress, although the interaction between peer pressure and gender was not significant. These findings highlight the relevance of gender-sensitive approaches when examining adolescents' social and academic experiences.

Research conducted in Pakistan and related contexts also demonstrates the importance of students' living environments and adjustment. Rasool et al. (2022) compared 171 Allied Health Sciences students in Lahore, including hostel residents and day scholars, and examined their physical health and academic achievement. Although day scholars demonstrated better physical health, hostel students showed comparatively better academic achievement. The findings suggest that residential environments may have different implications for students' physical well-being and academic functioning. Akmal et al. (2023) investigated adjustment problems and quality of life among 140 university students living in hostels. Using the College Adjustment Test (Pennebaker, 1990) and WHOQOL, the study found that male students reported better adjustment than females, whereas female students experienced poorer quality of life. Greater adjustment difficulties were also associated with poorer psychological, physical, and social well-being. The authors recommended targeted psychological and institutional support, particularly for female hostel residents. Maqsood et al. (2022) examined peer pressure, academic pressure, and goal adjustment among day scholars and hostelite college students. Their findings suggested that day scholars experienced greater direct peer pressure, while differences were also observed in academic pressure and goal adjustment. The study demonstrates how residential context can shape students' social and academic experiences. Khan et al. (2020), examining 219 hostel students at Sohar University, Oman, found that hostel facilities, safety, communication services, and family support influenced study convenience and academic functioning. Although students were generally satisfied with facilities and security, inadequate communication services created difficulties. Family support and communication were particularly important for maintaining academic focus. Collectively, previous research establishes that adjustment and peer relationships are important determinants of students' academic and psychosocial functioning (George & Ukpung, 2021; Kaljahi, 2016; Moldes et al., 2019; Nguyen-Thi et al., 2024). Research also indicates that gender and residential context may influence these experiences (Akmal et al., 2023; Gautam & Sharma, 2024; Maqsood et al., 2022; Saka & Abdullahi, 2022). However, limited research has specifically examined whether peer pressure moderates the relationship between adjustment problems and academic performance among university students living in hostels, particularly within the Pakistani context.

Figure I: Hypothetical Model



Hypotheses

1. There is likely to be a significant relationship between Adjustment problem and Academic performance in undergraduate resident students.
2. There is likely to be a significant relationship between Peer pressure and Academic performance in undergraduate resident students.
3. Adjustment problem is likely to predict Academic performance in undergraduate resident students.

4. Peer pressure is likely to predict Academic performance in undergraduate resident students.
5. There is likely to be a significant gender difference in Adjustment Problem, Peer pressure and Academic performance in male and female undergraduate resident students.

III. METHOD

Participants

Correlational research design was used to study the role of adjustment problem and peer pressure on academic performance in undergraduate male and female resident students. Non-probability convenient sampling method was used to collect data from male and female undergraduate university resident students. At least 300 respondents were selected to guarantee the reliability of the results. The respondents comprised both male and female students. The age range was 18-29. The participants had to be enrolled in a university, in undergraduate programs. Participants had to be students who were currently residing in the university hostel or had lived in the hostel for at least one semester.

Table I: The Demographic Characteristics of Sample

Characteristics	M(SD)	n(%)	Characteristics	M(SD)	n(%)
Gender	1.50(.500)		Area	1.32(.467)	
Male		149(49.7)	Urban		204(68.0)
Female		151(50.3)	Rural		96(32.0)
Age	2.9(.710)		Socioeconomic Status	2.02(.351)	
18-20		71(23.7)	Lower Class		15(5.0)
21-23		167(55.7)	Middle Class		263(87.7)
24-26		55(18.3)	Upper Class		22(7.3)
27-29		7(2.3)	Ethnic and cultural Background	1.05(.337)	
Education	2.21(.632)		Punjab		291(97.0)
BA		15(5.0)	Sindh		2(.7)
BS		227(75.7)	KPK		6(2.0)
MS		38(12.7)	Balochistan		1(.3)
M-Phil		20(6.7)	Family System	1.42(.494)	174(58.0)
			Nuclear		126(42.0)
			Joint		

Note. M=Mean; SD=Standard Deviation; n= Frequency; %= Percentage

Measures

Following assessment measures was used to collect information from participants

[I] The Brief Adjustment Scale-6 (BASE-6): The brief adjustment scale-6 is a concise self-report measure designed to evaluate psychological adjustment in individuals. This scale was developed to address the need for a brief yet effective tool for assessing adjustment difficulties across various contexts, such as academic, social, and professional environments. The scale consists of only six items, making it quick and easy to administer. Respondents rate items on a Likert scale, typically ranging from 1 (not at all) to 5 (extremely), with higher scores indicating greater adjustment difficulties. [II] The Peer pressure Scale revised by Sunil is an instrument used to measure the influence of peers on an individual's behavior, attitudes, and academic choices. This scale is designed to assess how peer interactions—whether positive or negative—affect students, particularly in terms of academic performance and social behavior. [III] The Academic Performance Scale is a tool designed to assess the academic achievements of students. It typically measures performance indicators such as grades, class participation, completion of assignments, and overall academic success. This scale can be used in educational research to examine the impact of various factors such as Adjustment Problems, Peer pressure, and social support on students' academic outcomes.

Procedure

For the collection of data approval was obtained from the authorities. Permission from the author of scale was obtained for data collection. The subjects for this study were students in the university who were between 18 to

29 years. All the subjects were requested to complete an informed consent form stating the purpose of the study, that participation is voluntary, and confidentiality of the responses and information. The participants were then required to complete a demographic information sheet. After that, participants had to complete the Brief Adjustment Scale, Peer pressure Scale, and Academic Performance Scale. The data were collected via online google form.

IV.RESULTS

The results of current research are presented to explore the relationship between Adjustment Problems, Peer pressure and Academic performance in undergraduate resident student. Reliability Analysis. Following are reliability and descriptive analysis for each assessment measure, actual and potential ranges of variable shown in Table 1.

Table I: Psychometric Properties of Study Variables

Variables	n	M	SD	Range		α
				Actual	Potential	
Adjustment Problem	6	22.57	9.05	6-36	42-24	.90
Peer Pressure	25	65.60	19.74	25-125	125-25	.94
Academic performance	8	28.51	7.14	8-40	40-16	.91

Note. M=Mean; SD= Standard Deviation; α = Cronbach's alpha

The above table showed the means, standard deviation, number of items, reliability and maximum and minimum ranges of assessment measures. The reliability analysis for each assessment measures were carried out using Cronbach's Alpha. For Adjustment scale, the reliability was .90 indicates very high internal consistency. The Peer pressure scale had reliability of .94, also reflecting good internal consistency. The Academic performance scale had reliability .91, again showed excellent internal reliability. All Adjustment Problem, Peer pressure and academic performance scales had high internal reliability.

Relationship between Study Variables and Demographics

Table II: Pearson Product Moment Correlation among Demographic variables and Study Variables

Variables	1	2	3	4	5	6	7	8	9	10
1. Adjustment	-	.39*	-.41**	-.02	-.10	-.15**	.07	-.01	-.08	-.16**
2. Peer Pressure		-	-.64**	-.17**	-.02	-.12*	.03	.01	-.06	.09
3. Adjustment Problem			-	.07	.06	.08	-.03	-.04	-.05	.03
4. Gender				-	-.03	.04	-.01	.00	-.05	-.19**
5. Age					-	.47**	.06	.05	.02	.07
6. Education						-	-.03	.11*	-.02	.07
7. Area							-	-.10	.01	.11
8. Socio-Economic Status								-	.04	-.03
9. Background									-	.05
10. Family Structure										-

* $p < .05$, ** $p < .01$

Pearson Product correlation was run to find the relationship among study variables Adjustment Problems, Peer pressure, academic performance and demographic variables. Age demonstrated a strong and significant positive correlation with education and is also positively correlated with socio-economic status and area. On the contrary, age showed significant negative correlations with family structure. Education was positively associated with socio-economic status and area but negatively correlated with family structure. Family structure demonstrated negative correlations with age, education, and socio-economic status. Results indicated that Brief Adjustment Scale was significantly and positively correlated with Peer Pressure Scale Questionnaire, suggesting that higher behavioral adjustment was associated with increased Peer pressure. Conversely, Brief Adjustment Scale demonstrated a

significant negative correlation with Academic Performance Scale, indicating that higher behavioral adjustment was related to lower academic performance. Brief Adjustment Scale also showed small but significant negative correlations with education and family structure. In these findings gender and background did not show significant correlations with most other variables, suggesting that individuals with higher education levels and different family structures may experience fewer behavioral adjustment issues.

Linear Multiple Regression

To check the prediction of Adjustment Problems and Peer pressure on academic performance of undergraduate resident students.

Table III: Linear Multiple Regression Analysis

Predictors	B	SE	β	95% CL		P
				LL	UL	
Adjustment Problems	-.142	.039	-.179	-.217	-.066	.000
Peer pressure	-.212	.017	-.585	-.246	-.178	.000
Age	.583	.498	.058	-.397	1.564	.243
Education	-.621	.567	-.055	-1.738	.495	.274
Area	-.190	.674	-.012	-1.517	1.137	.778
Socio-economic Status	-.624	.892	-.031	-2.379	1.131	.484
Background	-1.717	.921	-.081	-3.530	.096	.063
Family Structure	.901	.651	.062	-.380	2.181	.167
F		30.759				
R ²		.458				

Note. B = un standardized B SE= Standardized Error

Linear regression analysis was conducted using SPSS Version 27 to examine whether Adjustment Problems, Peer pressure, and demographic variables predict Academic performance. It has showed that Adjustment Problem is a significant negative predictor of academic performance. Peer pressure is also a negative predictor of academic performance which reflected that high Peer pressure was associated with lower academic achievement. Demographics did not significantly predict academic performance. This indicates that these demographic factors, while relevant in broader educational contexts, did not contribute uniquely to academic performance'

Independent sample t-test

Gender Differences

To find out gender differences in study variables, t-test was run.

Table IV: Independent Sample T-Test for Investigating Gender Difference for Adjustment Problems, Peer Pressure, and Academic Performance

Variables	Males (n = 149)		Females (n = 151)		t(298)	Cohen's d
	M	SD	M	SD		
Brief Adjustment	22.59	9.21	22.56	8.91	.979	.003
Peer Pressure	69.00	20.83	62.25	18.05	.003	0.34
Academic Performance	27.97	7.62	29.03	6.62	.203	0.14

Note. CI= Confidence Interval; M= Mean; SD = Standard Deviation; LL= Lower Limit; UL= Upper Limit

* p< .05, **p<.01, ***p<.001

An independent samples t-test was conducted to examine gender differences in adjustment problems, peer pressure, and academic performance. Effect size was small (Cohen's d = 0.35), suggesting the difference is not practically substantial. The results revealed no meaningful gender differences in any of three variables. Although slight statistical differences were observed in Peer pressure, for Adjustment Problems, males and females had nearly identical mean scores, and the difference was statistically non-significant, further supported by a negligible

effect size. Similarly, academic performance showed no significant difference between genders, and the effect size again was small, indicating that males and females performed comparably in academic settings.

V. DISCUSSION

The present study was conducted to investigate the relationship between Adjustment Problem, Peer pressure, and academic performance in university resident students. Additionally, the study aimed to assess the challenges and coping strategies related to academic performance by examining how Adjustment Problems and Peer pressure influence students' academic outcomes. Furthermore, the effect of Adjustment Problems and Peer pressure on academic performance was also assessed. It was hypothesized that there is likely to be a significant relationship between Adjustment Problems, Peer pressure, and Academic performance in university resident students. Additionally, it was hypothesized that Adjustment Problems and Peer pressure are likely to predict academic performance. Moreover, it was also hypothesized that there are likely to be significant gender differences among the study variables. It was further hypothesized that demographic factors are likely to predict levels of Adjustment Problem, Peer pressure, and academic performance in university resident students. It was hypothesized that there is likely to be a significant relationship between Adjustment Problems, Peer pressure, and academic performance among university resident students. According to the results of the correlation analysis, a significant relationship was found among the variables. Specifically, higher levels of Adjustment Problems and Peer pressure were associated with lower academic performance. This indicates that as adjustment difficulties and Peer pressure increase, students tend to show a decline in their academic performance.

Kazmi and Muazzam (2020) examined the impact of Adjustment Problems on academic achievement, finding a significant negative correlation between Adjustment Problems and academic performance. Their study highlighted that adjustment issues, such as difficulty in adapting to university life, can adversely affect students' academic outcomes. Afzaal et al. (2025) investigated the effects of Peer pressure on academic performance among students in Azad Jammu and Kashmir. They found a weak but significant negative correlation, indicating that increased Peer pressure slightly decreases academic performance. Maqsood et al. (2023) explored the interplay between Peer pressure, academic stress, and goal adjustment among day scholars and hostelite college students. Their study indicated that Peer pressure and academic stress are interconnected and influence students' ability to adjust academically. Person-Environment Fit Theory (Caplan, 1987) suggests that psychological adjustment depends on the fit between an individual and their environment. If university students experience a poor fit (e.g., can't adapt to new academic or social demands), they are more likely to experience Adjustment Problems, which can negatively affect academic performance, Peer pressure and Academic Performance in Azad Jammu and Kashmir, Pakistan. Peer pressure, as a part of the microsystem, can significantly shape behaviors and attitudes toward school. Negative peer influence can lead to disengagement or risk-taking behavior that harms academic outcomes. Social Learning Theory (Bandura, 1977) Bandura's theory highlights the role of observational learning, imitation, and modelling in shaping behavior. In peer groups, students often adopt behaviors that align with group norms even if they conflict with academic values resulting in a decline in performance. High Peer pressure can promote conformity to non-academic norms, such as skipping class or underperforming to fit in. Transactional Model of Stress and Coping (Lazarus & Folkman, 1984) This model suggests that stress arises from an imbalance between demands and coping resources.

Students with poor adjustment may perceive academic demands as overwhelming and may not have adequate coping strategies, leading to poor academic outcomes. Academic performance can thus be impaired not simply by the workload, but by students' appraisal of their ability to handle it. Compas et al. (1997) found that while boys and girls might exhibit different types of adjustment issues (externalizing vs. internalizing), overall levels of adjustment difficulties often balance out. Leadbeater, Kuperminc, Blatt, & Hertzog (1999) suggested that although girls report slightly higher levels of internal distress, these differences often do not amount to practical disparities in overall adjustment. Brown, Bakken, Ameringer, & Mahon (2008) noted that males may experience Peer pressure differently, often related to risk-taking behaviors, but gender differences are generally modest. Steinberg & Monahan (2007) found that peer influence susceptibility peaks in early adolescence and tends to decline with age, with gender differences present but relatively small in magnitude. Hyde (2005) in the Gender Similarities

Hypothesis meta-analysis concluded that males and females are more alike than different in most psychological variables, including academic abilities. Voyer & Voyer (2014) in a meta-analysis of grade differences found that although girls tend to earn slightly higher grades, the differences are generally small and not always reflected in standardized performance.

Limitations and Suggestions

- The data for this study was collected solely from university resident students, which limits the generalizability of the findings. Since the sample was confined to a specific group within a particular setting, it may not accurately represent the broader population of university students across different institutions or regions. Future research should aim to include participants from a variety of universities, including non-resident students, and from diverse geographic locations to enhance the external validity of the findings.
- The cross-sectional design of this study restricts the ability to determine causality between adjustment problems, peer pressure, and academic performance. While associations can be observed, the direction and nature of these relationships remain unclear. Longitudinal studies are recommended to better understand how these variables interact over time and to establish potential causal links.
- Additionally, self-reported measures were used to assess adjustment, Peer pressure, and academic performance, which may be subject to response biases. Incorporating multiple data sources, such as academic records or peer assessments, in future studies could provide a more comprehensive and objective understanding of these constructs.
- Cultural and institutional differences in university environments may also influence students' experiences of adjustment and peer dynamics. Further research should explore these contextual factors to gain a deeper insight into how different environments impact student well-being and academic outcomes.

Practical Implications

- The present study contributes to the existing literature on university students' mental health and academic performance, particularly in the context of adjustment problems and Peer pressure among resident students in Pakistan.
- The findings can assist university administrators, counselors, and hostel management in identifying common adjustment challenges faced by resident students and implementing targeted interventions to support their well-being and academic success.
- This study highlights the need for peer support programs and mental health awareness campaigns within university hostels to help students cope with Pp and build healthy social connections.
- The research also provides a foundation for future studies aiming to explore psychological and environmental factors affecting academic performance, which can inform the development of comprehensive student support services.
- Universities may consider introducing orientation sessions, stress management workshops, and accessible counseling services specifically designed to ease the transition for first-year resident students and reduce adjustment-related stress.

VI. CONCLUSION

On the basis of the results of the study, we may conclude that there is a significant relationship between Adjustment Problems, Peer pressure and Academic performance, in undergraduate university resident students. It is also concluded that Adjustment Problem is a significant negative predictor of academic performance and Peer pressure is also a significant negative predictor of academic performance.

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