



Self-Efficacy and Peer Influence in relation to different variables: A Review of the Literature

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ABSTRACT

Psychological and social self-efficacy and peer influence are crucial for students' holistic development and academic achievement. In this regard, a variety of studies have been conducted to explore the relationship between self-efficacy and peer influence along with a variety of educational and psychological variables. The objective of this present study was to review the available literature on self-efficacy and peer influence in relation to different factors. The investigator reviewed research nationally and internationally to address this aim. The studies were collapsed into the following variables: self-efficacy, peer influence and academic achievement; science achievement; academic stress; self-regulation, motivation and science literacy; learning approaches and

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academic performance/behaviour nor parenting styles, emotion regulation found correlates between these which indicate significant effects of gender locality of school type on the attitude towards CCE. The majority of the studies had descriptive survey, correlational, cross-sectional and longitudinal methodological design. All the studies reviewed were involved among secondary school students, senior secondary school students, higher secondary school students, college student and university. Data collection was mainly based on standardized scales, questionnaires, inventories, achievement tests and self-report measures. The majority of the research reviewed demonstrated a positive relationship of self-efficacy with academic achievement, motivational factors, self-regulated learning and academic achievement, positive peer influences having contributed to the students' cognitive development in academic subjects, and behavioural outcomes at educational and academic levels. Hence, self-efficacy and peer influence may be important determinants of students' academic and developmental progress.

Introduction

Education is a continuous and lifelong process through which individuals develop intellectually, socially, emotionally, and morally. It provides an education that allows one to learn the knowledge, skills, values and attitudes that they need both for personal development and for responsible participation in society. The current education landscape involves not only cognitive skills but psychological and social factors that affect academic success. Among these, self-efficacy and peer influence are some of the most influential factors in determining students' learning processes and success.

Self-efficacy is a fundamental psychological construct that points one's conviction in his or her abilities to organize and implement the courses of action required to successfully manage prospective situations (Bandura, 1997). Academic self-efficacy is defined as the students' belief in their ability to accomplish tasks related to knowledge acquisition, mastery of subject matter or new concepts, overcoming learning difficulties, and achieving positive academic outcomes in the educational context. Self-efficacy differs from self-esteem or self-concept in that it is task specific and refers to a person's belief that they can



do a particular task. Bandura (1997) says that the four basic sources of self-efficacy are mastery experiences, vicarious experiences, social persuasion and physiological and emotional states.

Confidence is bolstered by success in earlier missions, immediate feedback cascades impact and draws disappointment from repeat failures. Also, successful peers, positive messages from teachers, parents and classmates, and good emotional wellbeing leads to higher self-efficacy beliefs. Students with high self-efficacy are often the most motivated, persistent, resilient, and assertiveness towards challenging academic tasks. They are more likely to employ adaptive learning strategies and self-regulate their learning than those who native students that attribute success (e.g., a good grade) to innate ability. Students with low self-efficacy, on the other hand, tend to shy away from challenging tasks, use more failure-evading strategies like procrastination and escapism, are often worse off academically because they lose confidence so easily, and remain less engaged. Hence, self-efficacy is regarded as one of the key predictors of students' academic motivation, learning behaviour and academic performance.

Peer influence is the influence or impact that classmates and friends have on a person attitude, beliefs, behaviours, values, and academic performance. In the teenage life cycle, peer groups become one of the most powerful socializing forces because students are in constant contact with their fellow pupils both during and outside school hours. The object of inquiry is the idealised form which informs how people come to understand the social world they occupy (Bandura, 1977); Bandura called this Social Learning Theory: students act out behaviour observed in peers who are successful or similar to themselves. Similarly, Vygotsky's Sociocultural Theory (1978) highlights the role of families and social interaction in learning. Peer pressure is either a motivational force or destructive force. Positive peer influence enhances academic motivation, collaboratively learning, knowledge-sharing, friendly competition and emotional support ultimately leading to improved academic performance. Negative peer influence, on the contrary, may lead to absenteeism, poor study habits, lack of ambition, classroom misconduct and disinterest in learning. Peer relationships also affect students' self-esteem, well-being, and educational aspirations. The peer environment should be supportive and create a focus on developing positive learning experiences and, ultimately, better student outcomes.

The present paper focus on review (overview) of researches based on study of Self-Efficacy and Peer Influence in relation to different variables.

“The literature review is a helpful reference for the description of a problem,” (John W. Best, 1986) observed. The problem recognized its significance, recommended data collection devices.



Schwarzer and Jerusalem (1995) created a standardized self-report measure called the “General Self-Efficacy Scale (GSE)”. The GSE is designed to assess an individual’s perceived self-efficacy to cope with daily demands as well as readjustment after a variety of stressful life events. This measure is based on the perceived ability to succeed in a range of outcome expectations, such as skill, assurance, determination, and resolve to overcome obstacles in the achievement of objectives. This is a 10-item, 4-point Likert scale ranging from 1 (Not at all true) to 4 (Exactly true). The scores range from 10 to 40 with higher scores indicating moderate to high levels of general self-efficacy and lower scores indicating weak self-efficacy beliefs. The scale does not contain reverse-scored items and has been demonstrated to function reliably and validly in investigations of diverse demographics, age ranges, and research contexts. Internal reliability for GSE- Cronbach’s alphas between .76 and .90. Due to its positive psychometric features and ease of administration, the GSE is frequently used in educational, psychological, health and social science research settings to assess the perceived ability of persons to successfully manage stressors and perform well on everyday living tasks.

Arabzadeh, M. et al. (2012) the study titled is “The relationship of self-regulation and self-efficacy with academic stress in university students”. The objective of this study was to investigate the relationship between self-regulation, self-efficacy and academic stress of university students. To achieve this goal, cluster sampling of 200 students (80 male and 120 female) was conducted from student population of six faculties of Tehran Tarbiat Moallem University. The objectives of the research are accomplished by using the Self-regulated Learning Questionnaire (1995), the General Self-efficacy Scale (1981) and the Academic Stress Scale (1991). The study results and correlation analysis show that self-regulation, cognition, meta-cognition and self-efficacy are positively and strongly correlated with each other, and negatively correlated with academic stress. The findings also show that self-regulation and self-efficacy have a direct effect on academic stress. The results of this research show that self-regulation affects academic stress through self-efficacy as a mediating factor.

Sajjad, H. et al. (2013) the study titled is “Peer Influence on Academic Performance of Form One Students in Girls Boarding Secondary Schools in Kanduyi Constituency: Kenya”. It is considered that students do better in the company of pupils of high achievement, and this is generally a consideration in parents’ choices of schools. The study investigated the effect of peer group on the academic performance of Form One girls in girls’ boarding secondary schools in Kanduyi constituency of Bungoma County. The main aim was to investigate the influence of the prior achievements of peers, group membership, and educational context on students’ performance. The method used in this study was a descriptive survey, in which questionnaires were distributed to 90 students and 5 guidance and counseling teachers to collect data.



The study found that the performance of students who did well in KCPE had a beneficial impact on the performance of their friends. Also, the presence of peer groups with high academic background aided in fast and quality learning. Academic performance was also influenced by socio-economic factors including pocket money and family background.

Olasehinde, K. J., & Olatoye, R. A. (2014) the study titled is “Self-regulation and peer influence as determinants of senior secondary school students’ achievement in science”. This study focused on the psychophysical framework of Self-Regulation and Peer Influence as predictors of science performance of Senior Secondary School Students. The study adopted a descriptive research design. Two hundred and four (204) students were randomly selected from the three geo-political zones of Katsina State. The research was a descriptive correlational design. The study employed three (3) data gathering tools, namely (1) Self-Regulation Questionnaire (SRQ); (2) Peer Influence Questionnaire (PIQ); and Science Achievement Test (SAT). The data were analyzed appropriately using Multiple Regression, Linear Regression, Pearson Product-Moment Correlation Coefficient and t-test. The findings revealed that self-regulation and peer influence together accounted for 1.2% of the total variance in science achievement. None of the three predictor variables significantly improved prediction ($R^2 = 0.012$, $p > 0.0$); self-regulation explained only 0.8% of the total variance in science achievement ($R^2 = 0.007$), and the effect size of peer influence on science achievement was negligible ($R^2 = 0.000$, $p > 0.05$). The collinearity analysis revealed that the three variables were positively correlated with each other; self-regulation and peer influence ($r = +0.399$, $p > 0.05$), and science achievement and self-regulation ($r = +0.090$, $p > 0.05$) which were positive but not significant. Peer status ($t = -1.777$, 0) for self-regulation, peer influence, science achievement and science communication is 218 and 0.678, $p > 0.05$ respectively. Among other things, it recommended that teachers should be allowed to counsel such students on how to manage their time and how to handle peer pressure that might negatively affect their performance.

Kolola, A. G. et al (2017) the titled of paper is “Relationship between Academic Self-efficacy Believed of College Students and Academic Performance”. The study examined the level of belief in academic self-efficacy among final year students of a Nigerian college of education and the relationship between self-efficacy and academic performance. Data were collected using a survey. The study employed a stratified random sample of 339 participants from five college faculties. The age of participants ranged from 19 to 34 years, with a mean age of 23.19 years ($SD = 2.64$). The results showed that the respondents had high academic self-efficacy in college (80.82%). Self-efficacy beliefs correlated strongly and positively with academic performance ($r = .342$, $p < .01$). Thus, it is recommended that students take part in self-efficacy



intervention programs. This would help them to boost confidence and excel and thus contribute to their academic success.

Wan Hanun, S., & Yunus, J. N. (2017) the research titled is “Self-Efficacy and Academic Performance of Secondary Schools Students in Perak: An Exploratory Outlook”. Self-efficacy is an important part of helping individuals reaches their greatest potential. If people don't have this sense of efficacy, they have a hard time getting through the vicissitudes of life. Gender differences in the perceptions of secondary school pupils towards self-efficacy in Perak. Girls are more likely than boys to remain positive in the face of academic challenges. This discrepancy may be due to innate gender features. Female pupils often have more confidence in themselves. They acquire trust and confidence rapidly, absorbing encouragement and motivation from teachers, parents and others. They have more flexible thinking, so they can change more easily. Male students are more likely to stick to their original belief. However, we find that male students are more efficacious in mathematics, computer science, and social science, and female students are more efficacious in literature and languages. There are inequalities in gender, however, the initiatives to increase the academic attainment in Malaysia should be balanced and not gender comparison. The success of students reflects our success. We must correct academic failures, because knowledge is important and the future of the state must be secure.

Llorca A, et al. (2017) the study titled is “Parenting, Peer Relationships, Academic Self-efficacy, and Academic Achievement: Direct and Mediating Effects”. The objective of this study was to examine the association between authoritative and permissive parenting styles and adolescent peer relationship characteristics (e.g., attachment, victimization, or aggression). It further discusses the effect of these relationships on academic self-efficacy and academic performance from early to late adolescence. A three-wave longitudinal study was performed in Valencia (Spain) with 500 Spanish adolescent boys and girls. The first wave was in their third or fourth year of secondary school. The mean age at the first wave was 14.70 (SD = 0.68; range = 13-16 years). We used several instruments: the Child Report of Parental Behaviour Inventory (Schaefer, 1965; Samper et al., 2006), Peer Attachment from the Inventory of Parent and Peer Attachment (Armsden and Greenberg, 1987), Victimization (from the Kit at School, Buhs et al., 2010), the Physical and Verbal Aggression Scale (Caprara and Pastorelli, 1993; Del Barrio et al., 2001), academic self-efficacy measures, and academic performance indicators. The proposed models were assessed using structural equation modeling and path analysis. The results showed that parenting styles influenced adolescents’ peer relationships and academic self-efficacy. The mother’s permissive style strongly predicts aggressive behaviour and negatively predicts peer attachment. Lastly, peer relation and academic self-efficacy mediate the link between parenting styles and academic performance.



Kapur, R. (2018) the study titled is “Factors Influencing the Student’s Academic Performance in Secondary Schools in India”. Education is an effective instrument for the development of an individual and the whole society. For the overall development, there is a need for the people to inculcate awareness and improve their educational skills via modern techniques and methodologies. The present research paper aims to explain the factors that influence the academic performance of secondary school students in India. There are many factors affecting the academic success of students both inside and outside the educational environment, such as factors affecting student’s performance, relationship between class size and academic performance, influence of parents on educational achievement, contribution of educational institutions to student performance, impact of poverty on academic success and other reasons for poor academic achievement.

Ardura, D., & Galán, A. (2019). the journal titled is “The interplay of learning approaches and self-efficacy in secondary school students’ academic achievement in science”. The present study aims to investigate the role of academic self-efficacy and learning strategies in the academic achievement in Physics and Chemistry. The persons involved in the sample the sample consisted of 507 secondary education students of two canters in Spain. The research was concerned with a subject belonging to Physics and Chemistry. One hand, structural equation modeling showed that surface This would provide the basic rationale for motivation, the only category of learning strategy that was directly related to performance. Our models also demonstrated that self-efficacy is a significant contributing factor. The interaction of surface strategy development and achievement of deep motive learning approaches is key. You took gender into account. The performance indicators of females were superior in both general assessments and in physics and chemistry specifically. Implications for teaching of science the paper ends with a call for further investigation into these results.

Jamil, N. L. et al (2019) the article titled is “Self-Efficacy Relationship on Science Achievement amongst National Secondary School Students”. The objective of this study is to study the relationship between science self-efficacy and academic performance of secondary school students in the Rompin district. The research applies quantitative methods by means of surveys with questionnaires. The total respondents of this research were 191 students from 4 school in the Rompin. Data analysis was done using descriptive and inferential statistics. Hands-on activities were found to be a major contributor to improving student self-efficacy ($M=3.77$, $SD=0.572$) while cognitive skills were the least effective ($M=3.13$, $SD=0.437$). Independent sample t-test results indicated that there was a significant difference in science self-efficacy between male and female students. The results also indicated that females ($M = 3.49$, $SD = 0.363$) had significantly higher self-efficacy than males ($M = 3.28$, $SD = 0.384$). The Pearson correlation analysis



showed no significant relationship between self-efficacy and academic achievement, $r = 0.124$, $p = 0.09$. The findings of this study may be useful to the Ministry of Education Malaysia (MOE), educational institutions and educators in developing strategies to improve student self-efficacy in science and thus increase participation in the science stream.

Talluri, S. (2019) the journal titled is “Self-efficacy of Secondary School Students in Relation to the Academic Achievement”. The present study was conducted to find out the Self-Efficacy among secondary school students. The study was conducted in a sample of 576 IX standard students selected from rural and urban schools of Guntur District, Andhra Pradesh. Self-Efficacy Scale developed by Dr. Arun Kumar Singh and Dr. Shruti Narain was used. The data were analyzed by statistical techniques such as the t-test and Karl Pearson’s Product Moment Correlation (r). The results of the study showed no significant difference in the self-efficacy of male and female secondary school students. Self-efficacy plays an important role in high school students’ educational achievement. There was a positive relationship between self-efficacy and academic achievement in secondary school students.

Ling Li. et al. (2020) the study of titled is “Peer relationships, motivation, self-efficacy, and science literacy in ethnic minority adolescents in China: A moderated mediation model”. The present study was to examine possible mediators and moderators of the association between peer relationships and scientific literacy among ethnic Zhuang adolescents, the largest ethnic minority in China. The questionnaire and the PISA Science evaluation (2008) were completed by a total of 596 ninth-grade Zhuang students (N females=293, M_{age} =14.74, SD =1.38). Descriptive and PROCESS analyses indicated that motivation mediated the relationship between peer interactions and scientific literacy, and self-efficacy moderated the relationship, among others. This model implies that motivation will be improved through peer interaction. This will lead to an increase in scientific literacy. For women, self-efficacy may be an important moderator of the motivation mediating effect. Therefore, female Zhuang students will receive more attention to improve their self-efficacy and thus their scientific literacy.

Musa, M. (2020) the study titled is “Academic Self-Efficacy and Academic Performance among University Undergraduate Students: An Antecedent to Academic Success”. The study examined the relationship between academic self-efficacy and academic performance of undergraduate students. The goal was to investigate the relationship between the two variables and to see whether there are any differences. The sample was taken from subjects in two universities, one state-supported and one privately supported. Academic self-efficacy and cumulative grade point average (GPA) surveys were given to 140 females and 153 males from three faculties, education, humanities and science. These were chosen by stratified random

sampling. The universities were selected purposefully. Differences and correlations between academic self-efficacy and performance were assessed using descriptive and inferential statistics. The results showed that there is a strong relationship between academic self-efficacy and academic performance for undergraduates at the university level, $r(293) = .816, p < .01$. Gender differences were found for self-efficacy ($t(291) = 2.76, p < .01$) and performance ($t(291) = 1.56, p < .05$). Based on these results, institutions should employ strategies that enhance the students' academic self-efficacy in terms of their performance.

Meher, V. et al. (2020) conducted a study “Cultural adaptation and validation of the self-efficacy scale for higher secondary school students of Odisha” which is a promising tool to enhance the capabilities of higher secondary school students to get good results. Hence, the study of self-efficacy at this level is of great importance. This study is an attempt to make a cultural adaptation of the standard self-efficacy scale developed by Sherer and Maddux (1982) for the students of higher secondary schools of Odisha. Thus, a total of 135 higher secondary students were randomly selected whereas 10 educators were purposively selected. Both the initial and concluding pilot study involved the collection of primary data. The translation was done in both directions with assistance of experts. The translated scale was evaluated for “linguistic comparability”, “interpretative similarity” and “level of comprehension”. High scores were found in all these domains. The scale was studied for its psychometric properties and found to have a Cronbach alpha reliability of 0.85 and a split-half reliability of 0.79, indicating good internal consistency of the scale. Using factor analysis, we applied principal component analysis with varimax rotation and Kiser normalization, which revealed four principal components, and discussed the implications of our study.

Alhadabi, A. (2021) the study titled is “Science interest, utility, self-efficacy, identity, and science achievement among high school students: An application of SEM tree”. The present study investigated the relationships among non-cognitive science-related factors (i.e., science interest, utility, self-efficacy, and science identity) and their effects on science achievement in a serial mediation model. A data-mining technique, associated with the SEM tree, was used to explore subject heterogeneity in the model parameters. Data were retrieved from the High School Longitudinal Study of 2009 (HSL:09), a national longitudinal dataset with information about over 14,815 high school students. The results showed a sequential mediating model in which science curiosity and science utility predicted science achievement through mediators of science self-efficacy and science identity. Student reactions were very diverse and we grouped them into four categories according to their degree of influence. For example, if they are high in interest in science, then it is anticipated that science self-efficacy and science identity will lead to scientific achievement for females from low socioeconomic status. The reference to concrete recommendations gives more effective proposals for the scientific output of the subgroups.



Swamy, V. (2021) the study titled is “A study on academic self-efficacy of secondary school students in relation to their attitude towards CCE programme”. The investigator studied the Academic Self-Efficacy of secondary school pupils in relation to their perception of Continuous and Comprehensive Evaluation (CCE) Program. The method used was descriptive survey. The sample was comprised of 150 secondary school teachers of the district of Bengaluru in the state of Karnataka selected through stratified sampling method. Hence, the research used the Academic Self-Efficacy Scale by Abdul Gafoor K. and P. Muhammed Ashraf (2006) and the Students’ Attitude Scale with respect to a Continuous Comprehensive Evaluation prepared by the researcher (2019) and personal data as the methodological instruments. The data were analyzed through statistical methods such as mean, standard deviation, correlation, One-Way ANOVA and Scheffe’s Post hoc test and independent ‘t’ test. For all analyses the significance level was set at .05. The correlation analysis also confirmed that there was a significant positive relationship between secondary school students’ perception to the CCE Programme and their academic self-efficacy, and the ANOVA results indicated that there was a significant difference in academic self-efficacy among students with different attitudes towards the CCE Programme. Students with positive attitude towards CCE Programme had higher academic self-efficacy than students with moderate and low attitude towards CCE Programme. This may be due to the perceived importance and relevance of CCE, feedback and self-regulation, social influence, and emotional and physiological conditions among students. This may help children develop better self-regulation skills, which would then increase their academic self-efficacy. Moreover, the results of ANOVA confirmed that there is a significant difference in the Academic Self-Efficacy of secondary school students studying in government, private aided and private unaided institutions. Students in government schools had higher academic self-efficacy than students in private aided and private unaided institutions. The analysis of ‘t’ test indicated that there was a significant difference in Academic Self-Efficacy between secondary school boys and girls. girls had higher academic self-efficacy than boys.

Rajagopalan, M. et al. (2022) the titled of study is. “Self-efficacy and Emotion Regulation as Moderators in the Relationship Between Learning Strategies of Students and Academic Performance: Evidence from India”. The study was to explore students’ adaptation to the virtual learning during Covid-19 pandemic. PROCESS macros of Hayes were used to examine data of 373 students from southern India. The findings indicate that learning strategies are good predictors of (a) academic performance and (b) growth mindset. Results show a positive association between students’ growth mindset and academic performance. The positive relationship between learning strategies and a growth mindset has been boosted by the improvement of students’ self-efficacy. The pandemic created stressful situations for students by shifting to web-based teaching.” The study also recommended that emotional regulation is an important mediating



factor in the relationship between learning strategies and growth mindset. A conceptual framework based on achievement goal theory was tested in Indian context. The paper concludes with some of the theoretical and practical implications of the research.

Bhati, K. et al. (2022). “Academic self-efficacy and academic performance among undergraduate students in relation to gender and streams of education”. This study was conducted to investigate the academic self-efficacy and academic performance of undergraduate students in terms of gender and fields of study. The sample consisted of 120 boys and girls under graduate students from Arts, Commerce and Science disciplines. An academic self-efficacy scale was used for the collection of the primary data. The results revealed a significant positive correlation between student’s academic self-efficacy and academic performance. Results also showed that academic self-efficacy has a significant effect on students’ academic performance. Moreover, students in the science track with high academic self-efficacy performed significantly better than students in other fields.

Rukmani, S. et al. (2023) the journal title is “Self-efficacy of the high school students”. The present study was conducted to evaluate the self-efficacy of high school students. The present study was conducted with the sample of 1747 high school students of the School of Education during the academic year 2022 in four districts of Tamil Nadu in the southern part of India. The self-efficacy of the participants was measured by the instrument developed and standardized by the researcher for the high school student’s scale. The findings of the research showed that there was no significant difference between boys and girls high school students in terms of self-efficacy. A significant correlation was observed among the high school students of Madurai, Pudukkottai, Virudhunagar and Ramathapuram districts.

Alexander, Jisha M. et al (2024) the study titled is “Peer influence and its impact on behaviour among South Indian adolescents: A descriptive cross-sectional study” of a Sample of 355 Adolescents Aged 16 to 18 Years. The subjects were randomly selected from the pre-university institutions of Udupi district of Karnataka. This study used the Strengths and Difficulties Questionnaire (SDQ) and the Peer Influence Scale (PIS). “Our findings showed that 43.9 percent of the participants were strongly influenced by their peers. 23.1% of the adolescents had borderline conduct and 7.9% had atypical behaviour. Chi-square was used to analyse peer influence and behaviour. Peer influence ($\chi^2 = 14.545$, $P = 0.001$) is found to be central in influencing adolescent behaviour with significant behavioural changes observed. Teenagers have to be taught what is right and wrong in society. Choose your friends wisely. The people you surround yourself with determine the person you become. The involvement of the parents is just as important. Parents need to acknowledge their child’s efforts and help them build their identity.



Sangeetha, M. (2024) the article paper titled is “The Effect of Self-Efficacy on Academic Achievement at secondary school students in Warangal district - A Study”. The present study was undertaken to find out the relationship between academic achievement and self-efficacy among secondary school students of Warangal district. The research was based on the normative survey method. Data collection was conducted by using random sampling method. The study group included 480 ninth standard students from 24 educational institutions in Warangal district. The self-efficacy scale developed by Copeland and Nelson (2004). Academic achievement was measured by the cumulative score of the students in the previous grade. This research was conducted to study the relationship of academic achievement and self-efficacy on gender, locality, type of school and community of secondary school students. Beliefs of self-efficacy are very important and they influence human adaptation and adjustment. We have a broad view of adaptation. People deal with a wide variety of problems in adjusting to new surroundings. This is not restricted to conventional classifications or problems of clinical disorders, though these problems do continue to exist. Spearman’s correlation showed a slightly positive association between self-efficacy and academic achievement among secondary school students. In this study, academic achievement is the dependent variable and self-efficacy is the independent variable. The article shows that the place of residence of the student has a great impact on the student’s academic achievements and on the student’s self-perception of his or her abilities. We must provide an educational standard that allows children to succeed academically and flourish in life.

Sahu, T. K., & Singh, K. (2024). The scale titled is “Peer influence scale for senior secondary school students”. The instrument has been given the designation. The objective of this study is to develop and validate a Peer Influence Scale for senior secondary school students. The main goal was to develop a tool that could be authenticated and trusted to influence peers in five areas: Academic, Family and Personal, Social, Recreation and Habits. A total of 75 statements were developed after an extensive literature review and interviews with subject experts. After an initial investigation with 100 senior secondary school students, the instrument was modified to 50 items. The last item was tested on randomly selected 300 university students of Barnala district of Punjab. The items were tested and a final scale of 40 items was developed, distributed in five dimensions. Each item was rated on a 5-point Likert scale (Always, 5; mostly, 4; Sometimes, 3; Rarely, 2; Never, 1). Norms were set for students with 120 and below, 121-150, and 151 and above peer influence levels as low, average and high respectively. The correlation coefficient through test-retest method was $r = .85$ and through split-half method was $r = .80$. Both were significant at .01 level. Face validity was achieved through assessment by experts in the areas of education and linguistics in the tertiary education institutions. The results suggest that the Peer Influence Scale has good psychometric properties



and is suitable for measuring peer influence in senior secondary school students. It can be a tool for academic and psychological study in Indian context.

Conclusion

The goal of the research was to synthesize the existing literature on the effects of self-efficacy and peer influence on various factors. In this respect, the national and international studies published were examined. The study examined self-efficacy and peer influence regarding academic success, scientific achievement, academic stress, self-regulation, learning methodologies, motivation, scientific literacy, emotional regulation, academic performance, behaviour, parenting styles, attitude towards Continuous and Comprehensive Evaluation (CCE), gender, locality, type of school and educational streams. The studies reviewed used different research designs, such as descriptive, survey, correlational, cross-sectional, and longitudinal designs, and used standardized scales, questionnaires, inventories, and achievement tests to measure the variables.

Schwarzer & Jerusalem (1995) General Self-Efficacy Scale (GSE) concluded that the GSE is a reliable and valid instrument for assessing individuals' general self-efficacy across different educational and psychological settings. Arabzadeh et al. (2012) The Relationship of Self-Regulation and Self-Efficacy with Academic Stress in University Students concluded that higher self-efficacy and self-regulation reduce academic stress and improve students' academic functioning. Sajjad et al. (2013) Peer Influence on Academic Performance of Form One Students in Girls Boarding Secondary Schools in Kanduyi Constituency: Kenya concluded that positive peer influence enhances students' academic performance and learning. Olasehinde & Olatoye (2014) Self-Regulation and Peer Influence as Determinants of Senior Secondary School Students' Achievement in Science concluded that self-regulation and peer influence contribute to science achievement. Koloa et al. (2017) Relationship between Academic Self-Efficacy Believed of College Students and Academic Performance concluded that academic self-efficacy is positively related to academic performance. Wan Hanun & Yunus (2017) Self-Efficacy and Academic Performance of Secondary School Students in Perak: An Exploratory Outlook concluded that self-efficacy positively influences students' academic performance. Llorca et al. (2017) Parenting, Peer Relationships, Academic Self-Efficacy, and Academic Achievement: Direct and Mediating Effects concluded that peer relationships and academic self-efficacy mediate the relationship between parenting styles and academic achievement.

Kapur (2018) Factors Influencing the Students' Academic Performance in Secondary Schools in India concluded that students' academic performance is influenced by various personal, family and school-



related factors. Ardura & Galán (2019) The Interplay of Learning Approaches and Self-Efficacy in Secondary School Students' Academic Achievement in Science concluded that self-efficacy improves science achievement through effective learning approaches. Jamil et al. (2019) Self-Efficacy Relationship on Science Achievement amongst National Secondary School Students concluded that science self-efficacy supports students' confidence, although its relationship with science achievement was weak. Talluri (2019) Self-Efficacy of Secondary School Students in Relation to Academic Achievement concluded that self-efficacy is positively associated with academic achievement. Ling Li et al. (2020) Peer Relationships, Motivation, Self-Efficacy, and Science Literacy in Ethnic Minority Adolescents in China concluded that peer relationships improve science literacy through motivation, while self-efficacy strengthens this relationship. Musa (2020) Academic Self-Efficacy and Academic Performance among University Undergraduate Students concluded that academic self-efficacy has a strong positive relationship with academic performance. Meher et al. (2020) Cultural Adaptation and Validation of the Self-Efficacy Scale for Higher Secondary School Students of Odisha concluded that the adapted self-efficacy scale is reliable and valid for educational research.

Alhadabi (2021) Science Interest, Utility, Self-Efficacy, Identity, and Science Achievement among High School Students: An application of Sem tree. concluded that self-efficacy positively contributes to science achievement through science identity. Swamy (2021) A Study on Academic Self-Efficacy of Secondary School Students in Relation to their Attitude towards CCE Programme concluded that favourable attitudes towards CCE are associated with higher academic self-efficacy. Rajagopalan et al. (2022) Self-Efficacy and Emotion Regulation as Moderators in the Relationship Between Learning Strategies of Students and Academic Performance concluded that self-efficacy strengthens the positive effect of learning strategies on academic performance. Bhati et al. (2022) Academic Self-Efficacy and Academic Performance among Undergraduate Students in Relation to Gender and Streams of Education concluded that higher academic self-efficacy leads to better academic performance. Rukmani et al. (2023) Self-Efficacy of the High School Students concluded that self-efficacy differs across districts, while no significant gender difference was observed. Alexander et al. (2024) Peer Influence and its Impact on Behaviour among South Indian Adolescents: A Descriptive Cross-Sectional Study concluded that peer influence has a substantial impact on adolescents' behaviour. Sangeetha (2024) The Effect of Self-Efficacy on Academic Achievement at Secondary School Students in Warangal District – A Study concluded that self-efficacy positively influences academic achievement among secondary school students. Sahu & Singh (2024) Peer Influence Scale for Senior Secondary School Students concluded that the Peer Influence Scale is a reliable and valid instrument for assessing peer influence among senior secondary school students.



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