

IMPACT OF PEER PRESSURE ON DECISION MAKING

BY

SAGUN GUPTA

Symbol No. 23450181

PU Registration No. 2023-2-45-0378

A Project Work Report submitted to Pokhara University in partial fulfillment for the requirement of the degree of Bachelor's in Business Administration- Banking and Insurance

At

Nepal tourism and Hotel Management College

Gairapatan-4, Pokhara

March, 2026

DECLARATION

I hereby declare, the project report entitled “Impact of Peer Pressure on Decision Making” is my original work and has been prepared solely for academic purposes and submitted in partial fulfillment for the requirement of the degree of Bachelor of Business Administration- Banking and Insurance to Nepal Tourism and Hotel Management College. All the information used in this study has been collected from reliable sources and duly acknowledged. This research has not been submitted in any other institutions.

.....

Signature

Sagun Gupta

Date: March, 2026

CERTIFICATE

This is to certify, the project work entitled “Impact of Peer Pressure on Decision Making” submitted by Sagun Gupta for the partial fulfillment of the requirement of Bachelor of Business Administration in Banking and Insurance embodies Bonafide work carried out under my supervision and guidance. The work is found to be satisfactory and suitable for submission.

.....

Mr. Prakash Regmi

Supervisor

Date: March, 2025

.....

Project head

External Supervisor

Date: March, 2026

ACKNOWLEDGEMENT

I am pleased to express my sincere appreciation to all those who supported me in the successful completion of this project report, which was prepared to fulfill the requirements of **BBA-BI 5th Semester** syllabus of Pokhara University.

Firstly, I am thankful to **Pokhara University** for creating an academic environment that encourages research, critical thinking, and learning, which was instrumental in completing this project.

I would like to extend my heartfelt gratitude to **Mr. Prakash Regmi** for his valuable guidance, continuous support, and encouragement throughout the course of this project. His direction played a vital role in completing this study.

I am also thankful to the faculty members of **Nepal Tourism and Hotel Management College** for providing the necessary materials, information, and resources required for this project.

I would like to acknowledge the respondents as the key contributors to this research. Their cooperation, time, and willingness to complete the questionnaire made this study possible.

Lastly, I express my sincere thanks to everyone who directly or indirectly assisted me in completing this research work successfully.

Sagun Gupta

Exam Roll No: 23450181

TABLE OF CONTENTS

Contents	Page number
Influence of peer pressure on decision making	1
Declaration	2
Certificate	3
Acknowledgement	4
CHAPTER 1: INTRODUCTION	
1.1 Background of the study	7
1.2 Objective of the study	8
1.3 Statement of the problem	9
1.4 Organization of the study	10
1.5 Significance of the study	11
1.6 Limitations of the study	12
CHAPTER 2: LITERATURE REVIEW	
2.1 Review of the Literature	13
2.2 Conceptual Framework	14
CHAPTER 3: RESEARCH METHODOLOGY	
3.1 Research Design	17
3.2 Nature and sources of data	18
3.3 Population and sample of the study	18
3.4 Data Analysis and Presentation	19

CHAPTER 4: DATA ANALYSIS AND PRESENTATION

4.1 Demographic Profile of Respondents	20
4.1.1 Age distribution	21
4.1.2 Gender Distribution	22
4.1.3 Academic Year	23
4.2 Peer Pressure and Decision Making	24
4.2.1 Social Media and Influence	24
4.2.2 Individual Traits	25
4.2.3 Fear of Rejection	27
4.2.4 Social Acceptance	28
4.3 Decision making	30
4.4 Major Findings	31

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary	32
5.2 Conclusion	33
5.3 Recommendations	33

REFERENCES	34
-------------------	-----------

APPENDIX

SURVEY QUESTIONNAIRE	36
-----------------------------	-----------

CHAPTER 1

INTRODUCTION

1.1 Background of the study

Decision making is a fundamental aspect of human life and plays a crucial role in shaping an individual's personal, academic, and professional outcomes. Every day, individuals make numerous decisions, ranging from minor choices such as clothing preferences or food selection to major life decisions related to career paths, lifestyle choices, and ethical conduct. While decision making is often considered a personal process, it is greatly influenced by various social, psychological, and environmental factors. Among these influences, peer pressure has emerged as one of the most significant social forces affecting individual decision making, particularly among students and young adults.

Peer pressure refers to the influence exerted by individuals of similar age, social group, or status that encourages others to adjust their attitudes, beliefs, and behaviors in order to gain acceptance or avoid social rejection. During adolescence and young adulthood, individuals experience a strong desire for belongingness and social approval, which makes them more susceptible to peer influence. At this stage, peers often serve as important reference groups, shaping opinions, values, and behavioral patterns. Peer pressure can have both positive and negative effects on decision making. On the positive side, it can motivate individuals to engage in productive activities such as improving academic performance, participating in extracurricular activities, and adopting healthy lifestyles. However, negative peer pressure may lead individuals to make poor decisions, including involvement in substance abuse, unethical practices, risky behaviors, and poor academic or career choices.

In recent years, the nature and intensity of peer pressure have changed due to rapid technological advancement and increased social connectivity. Peer pressure is no longer limited to direct, face-to-face interactions but now operates extensively through social media platforms, online communities, and virtual peer groups. Social networking sites expose

individuals to others' opinions, achievements, lifestyles, and behaviors on a continuous basis. Features such as likes, comments, shares, and online trends often create indirect pressure to conform, influencing decision making consciously or unconsciously. This digital form of peer pressure can amplify both positive and negative influences, making its impact more complex and far-reaching.

Understanding the relationship between peer pressure and decision making is particularly important in an educational context, as students are at a stage where critical life decisions are being formed. The influence of peers can significantly affect academic performance, career planning, ethical judgment, and personal development. Therefore, studying peer pressure as a factor influencing decision making is essential for educators, parents, and policymakers to design effective strategies that promote positive peer influence while minimizing negative outcomes. This research aims to explore how peer pressure affects decision making and to provide insights that can help individuals develop better decision-making skills in socially influenced environments.

1.2 Objectives of the Study

1.2.1 General Objective

- To examine the impact of peer pressure on decision making among students.

1.2.2 Specific Objectives

- To examine the extent to which peer pressure influences individual decision making among students.
- To identify the positive and negative effects of peer pressure on academic, social, and personal decisions.
- To analyze the types of peer pressure experienced by students.
- To assess how peer pressure affects ethical judgment and risk-taking behavior in decision making.

1.3 Statement of Problem

Decision making is a continuous process that influences various aspects of an individual's life, including academic performance, career choices, lifestyle preferences, and ethical considerations. Social interactions, particularly with peers, play an important role in shaping how individuals evaluate options and make decisions. Peer pressure, therefore, has become a relevant factor to consider when examining decision-making behavior, especially among students and young adults.

Peer pressure can be understood as the influence exerted by individuals within the same age group or social circle that may affect attitudes, beliefs, and behaviors. This influence may operate in both direct and indirect forms and can vary depending on the situation, the strength of peer relationships, and individual characteristics. In educational and social settings, peers often act as reference groups that provide information, feedback, and social norms, which can contribute to the decision-making process in different ways.

With the expansion of social media and digital communication, the scope of peer influence has increased. Individuals are now exposed to peers' opinions, behaviors, and experiences beyond face-to-face interactions. Online platforms allow rapid sharing of ideas and trends, which may shape perceptions and preferences. The extent to which these influences affect decision making, and whether they support or hinder rational and independent choices, remains unclear and may differ across individuals and contexts.

Despite the growing relevance of peer influence in contemporary society, there is limited empirical evidence that clearly explains how peer pressure affects decision making among students. Existing studies often focus on specific outcomes or behaviors, leaving gaps in understanding the overall nature and degree of this influence. Therefore, there is a need for systematic research to examine the impact of peer pressure on decision making in a neutral and objective manner. This study aims to explore this relationship by identifying patterns of peer

influence and assessing how they relate to decision-making behavior, without assuming positive or negative outcomes in advance.

This study aims on covering and answering the following questions:

- To what degree do students consider peer opinions before making important decisions?
- How does peer pressure affect students' motivation in academic, social and personal decisions?
- Which forms of peer pressure (direct, indirect, online, offline) are most common among students?
- Do students feel more likely to compromise personal values under peer influence?

1.4 Organization of the study

This report is organized in five parts: Introduction, Literature Review, Research methodology, Data Analysis and Presentation, and Summary and Conclusions.

- **Introduction:** The first chapter of this study includes Background, Objectives of the study, Statement of problem, Organization of the study, Significant of the study and Limitation of the study.
- **Literature review:** Literature review is the study of already published reports and work that helps to fulfill research gap and build a framework for the study. This chapter includes review of research and conceptual framework.
- **Research Methodology:** This chapter explains the research methodology employed to conduct the study and techniques used in analysis of data. The research design, data collection procedures and processing and analysis procedures are mentioned in this section.
- **Data analysis and presentation:** In this part, all the findings regarding the research are presented with reference to charts and diagrams and explained using statistical tools.

- **Summary and conclusion:** The final chapter of this report consists of summary of the whole report, recommendations and references.

1.5 Significance of the study

This study is significant as it contributes to a deeper understanding of how peer pressure influences decision-making processes among students in contemporary educational and social settings. Decision making is a critical skill that affects academic performance, career planning, lifestyle choices, and ethical behavior. Since students often make important decisions during a stage of life characterized by strong social interaction, examining the role of peer pressure provides valuable insight into the social context in which these decisions are formed. By focusing on peer influence, this study helps to clarify the extent to which individual choices are shaped by social relationships rather than solely by personal preferences or rational evaluation.

The findings of this research are expected to be useful for students by increasing awareness of the different forms of peer pressure they may experience in their daily lives. Understanding how peer influence operates can help students reflect on their own decision-making patterns and develop a more informed and balanced approach when facing peer-related situations. The study may also assist students in recognizing both supportive and challenging aspects of peer influence, allowing them to make decisions that align more closely with their personal goals and values.

From an academic and institutional perspective, this study holds importance for educators and educational administrators. Insights gained from the research can support the development of educational programs, counseling services, and awareness initiatives that address peer influence in a constructive manner. By understanding how peer pressure affects academic, social, and ethical decisions, institutions can create learning environments that encourage independent thinking, responsible behavior, and positive peer interaction. The study can also serve as a reference for integrating decision-making and social influence topics into curriculum and student development activities.

Furthermore, this research is valuable for parents, counselors, and policymakers who are concerned with student well-being and behavioral development. The findings may help these stakeholders better understand the social factors that influence student decisions and support the design of guidance strategies and policies that promote informed decision making. It also offers a foundation for future research by identifying areas where further investigation is needed, thereby enhancing academic understanding of peer pressure and its role in shaping decision-making behavior.

1.6 Limitations of the Study

Despite the efforts made to ensure the accuracy and relevance of this research, the study has certain limitations that should be acknowledged. The research primarily focuses on a specific group of students, which may limit the generalizability of the findings to a broader population. Differences in age, educational background, cultural context, and social environment may influence the nature and extent of peer pressure experienced by individuals, and therefore the results of this study may not fully represent all student groups. Additionally, the study relies largely on self-reported data collected through questionnaires, which may be subject to biasness. Respondents may consciously or unconsciously provide answers that reflect socially acceptable behavior rather than their actual experiences.

Another limitation of the study is its cross-sectional design, which captures data at a single point in time. As a result, the study is unable to examine changes in peer influence and decision-making behavior over time or establish causal relationships between peer pressure and decision making. The research also does not account for all possible external factors that may influence decision making, such as family background, personality traits, cultural values, or economic conditions. Furthermore, time constraints and limited access to respondents may have affected the sample size and depth of data collection. Despite these limitations, the study provides useful insights into the relationship between peer pressure and decision making and can serve as a foundation for future research that may address these constraints through broader samples, longitudinal designs, or mixed research methods.

CHAPTER 2

LITERATURE REVIEW

2.1 Review of the literature

Lou (2023) explains that “peers affect decisions about risky behaviors, romantic relationships, and academic effort depending on the quality of friendships and group norms.” “Adolescents are more likely to engage in risk-taking behaviors when peers are present, including substance use and unsafe activities” (Omics Online, 2020). “Positive peer groups enhance academic engagement and motivation, while other peer contexts may distract students from their learning goals” (Ehssdata, 2021).

Xu et al. (2023) state that “mobile and social media platforms create constant exposure to peer norms and behaviors, which can shape adolescents’ decisions about self-presentation, social validation, and lifestyle choices.”

Steinberg and Monahan (2007), “adolescents are more likely to be influenced by their peers because social acceptance and belonging become central during this stage of development.” Steinberg (2008) states that “adolescents take more risks in the presence of peers than when alone.” Similarly, Chein et al. (2011) observed that “peer presence enhances activity in brain regions associated with rewards, which alters how adolescents evaluate risk.”

Brown, Clasen, and Eicher (1986) found that “students often adjust their behaviors to match peer expectations, which can either support or hinder academic performance depending on group norms.” Nesi, Choukas-Bradley, and Prinstein (2018) explain that “online social networks create constant opportunities for social comparison and peer feedback, which can subtly shape behavior and decision making.” Asch (1956) observed that “individuals may conform to group opinions even when they conflict with personal beliefs.”

Gino, Ayal, and Ariely (2009) further note that “unethical behavior can spread within groups, suggesting that peer behavior influences moral decision making.” “Peer pressure is a multifaceted social factor affecting decision making in academic, social, and ethical domains” (Steinberg, 2008; Brown et al., 1986).

2.2 Conceptual Framework

Conceptual framework shows the relationship between dependent and independent variables. According to the research “Impact of peer pressure on decision making”, decision making is a dependent variable and social media, individual traits, fear of rejection and social acceptance are the independent variables.

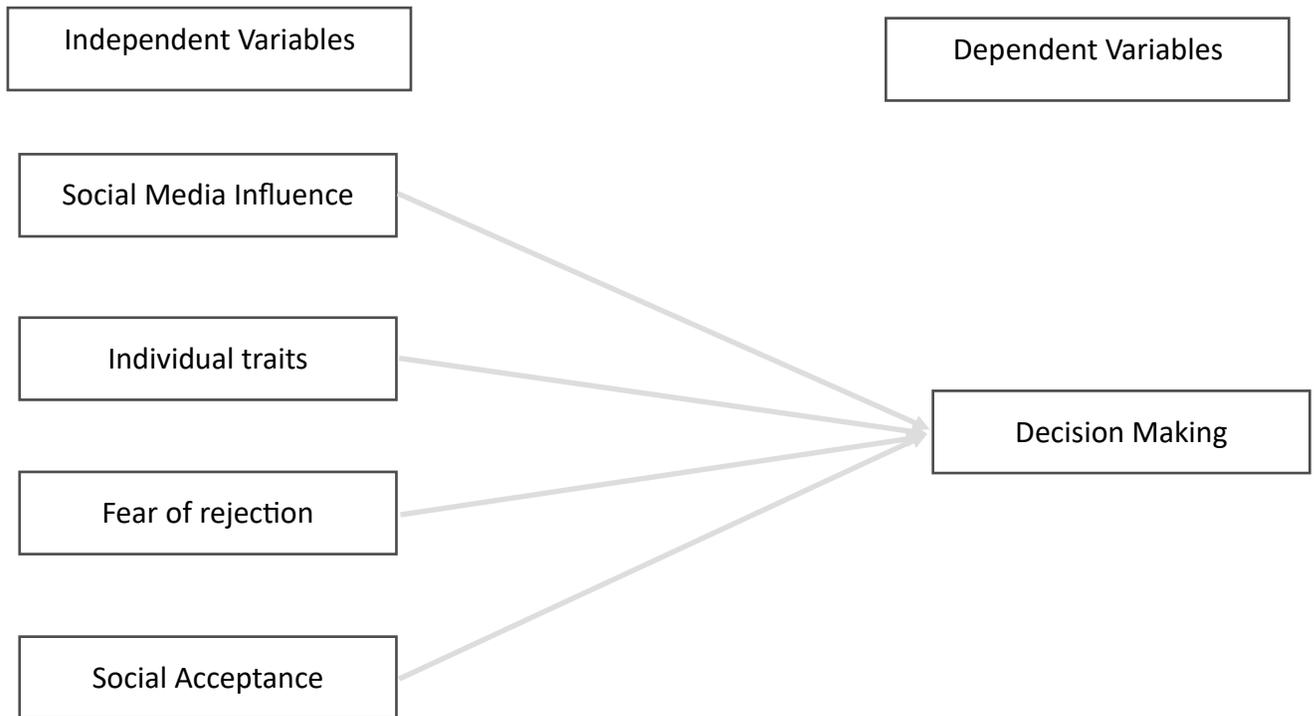


Figure 1: Conceptual Framework

Operational Explanation of Decision Making

For the purpose of this study, decision making is operationally defined as the measurable response of undergraduate students in choosing among alternatives in academic, social, or personal situations under the influence of peers.

Decision making will be measured using structured questionnaire items based on the following observable dimensions:

- Ability to make independent choices
- Level of confidence after making decisions
- Tendency to seek others' opinions before deciding
- Frequency of changing decisions due to peers
- Degree of regret or satisfaction after decisions

Responses will be collected using a Likert scale (e.g., strongly agree to strongly disagree) and analyzed in percentage form to determine the overall impact of peer pressure on students' decision-making behavior.

- **Social Media**

Social media plays a significant role in intensifying peer pressure by increasing constant exposure to peers' opinions, behaviors, and lifestyles through features such as likes, comments, shares, and trending content, individuals are frequently presented with social norms that suggest what is acceptable or desirable within a peer group. This continuous visibility can create expectations to behave in certain ways.

- **Individual Traits**

Individual traits influence how strongly a person experiences peer pressure. Characteristics such as self-esteem, confidence, assertiveness, and self-concept clarity affect one's ability to resist or accept peer influence. Individuals with higher self-confidence and clearer personal values may evaluate peer opinions more critically,

while those with lower self-esteem may rely more heavily on peer approval when making decisions.

- **Fear of rejection**

Fear of rejection increases possibility to peer pressure by motivating individuals to conform in order to avoid social exclusion. When individuals believe that disagreeing with peers may result in criticism, isolation, or loss of friendships, they may adjust their choices to align with group expectations. This fear can lead individuals to prioritize acceptance over personal preferences or judgment, particularly in socially sensitive situations.

- **Social acceptance**

Social acceptance functions as a reinforcing factor in peer pressure. The desire to belong and be valued within a peer group often encourages individuals to adopt behaviors, attitudes, or decisions that align with group norms. Positive reinforcement such as praise, inclusion, or recognition strengthens conformity, while lack of acceptance may affect independent decision making.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter deals with the methods and techniques that were used in the study. It includes research design, nature and sources of data, population and the sample, and data analysis and presentation. Below is the procedure that was adopted to meet the research questions and accomplish the objectives of the research.

3.1 Research Design

This study adopts a **descriptive research design** to examine the impact of peer pressure on decision making among students. Descriptive research design is used to systematically describe the characteristics, behaviors, and perceptions of a population as they exist, without manipulating any variables. The purpose of this design is to provide an accurate and detailed picture of how peer pressure influences students' academic, social, ethical, and risk-related decisions.

The descriptive design is appropriate for this study because it allows the researcher to observe and record respondents' experiences, opinions, and attitudes regarding peer pressure in a natural setting. Data are collected using structured questionnaires to measure levels of peer pressure and patterns of decision making. This design helps in identifying trends, frequencies, and relationships among variables, such as types of peer pressure and areas of decision making, without establishing cause-and-effect relationships.

Furthermore, descriptive research enables the study to cover a relatively large sample within a limited time frame, making it suitable for cross-sectional data collection. By summarizing responses through tables, percentages, and charts, the design provides clear and meaningful insights into the nature and extent of peer pressure experienced by students. Overall, the descriptive research design supports a comprehensive understanding of the phenomenon under study while maintaining objectivity and neutrality.

3.2 Nature and sources of data

The study is based on both primary and secondary data, ensuring a comprehensive understanding of the impact of peer pressure on decision making among students.

Primary data are quantitative in nature and were collected directly from the respondents for the specific purpose of this study. The primary data were obtained through a **structured questionnaire** designed to gather information on students' experiences of peer pressure, social media influence, individual traits, fear of rejection, social acceptance, and their decision-making patterns in academic, social, and ethical contexts. The questionnaire used **close-ended questions** to ensure uniformity and ease of analysis.

Secondary data were collected to support and strengthen the theoretical foundation of the study. These data were obtained from **published sources** such as **academic journals, research articles, textbooks, university reports, and online scholarly databases including Google Scholar**. Secondary sources helped in reviewing existing literature, identifying research gaps, and framing the research objectives and methodology.

Overall, the combination of primary and secondary data enhances the reliability and validity of the study by integrating firsthand responses with established academic findings.

3.3 Population and Sample of the Study

The population of the study comprises of students who are currently enrolled in undergraduate programs, as they are more likely to experience peer interactions that may influence their decision-making processes. This population is considered appropriate because students frequently engage in academic, social, and digital environments where peer pressure plays a significant role.

From this population, a sample was selected to represent the larger group. The sample consists of a limited number of students chosen based on accessibility and willingness to participate in the study. A **non-probability sampling technique**, specifically **convenience sampling**, was

used due to time and resource constraints. This method allowed to collect data efficiently while ensuring adequate representation of the target population.

3.4 Data Analysis and Presentation

The data collected through the structured questionnaire were analyzed using descriptive statistical tools to achieve the objectives of the study. The responses were checked and tabulated to ensure accuracy and consistency. **Quantitative and qualitative data** were analyzed using simple statistical techniques such as **percentages and measures of central tendency** to summarize respondents' views on peer pressure and decision making.

The analyzed data were presented in an organized and systematic manner using **tables and charts** to enhance clarity and understanding. **Pie charts** were used to visually represent key findings related to types of peer pressure, social media influence, and areas of decision making. These visual tools helped in comparing responses and identifying patterns and trends easily.

The interpretation of the data focused on explaining the results in relation to the research objectives without drawing causal conclusions. The findings were discussed in a neutral and objective manner to reflect the actual responses of the participants. Overall, the use of descriptive analysis and graphical presentation ensured that the results were easy to understand, accurate, and meaningful for academic and practical purposes.

Chapter 4

Data Presentation and Analysis

The data collected through the questionnaire were first carefully reviewed and organized for analysis. After checking for completeness and accuracy, the responses were coded and entered into a spreadsheet to make the analysis easier and more systematic. Simple descriptive methods were used to interpret the information collected from the respondents.

To make the findings easy to understand, the data were presented using tables, percentages, pie charts, and bar diagrams. Percentage analysis was mainly used to summarize the responses and highlight the major patterns among the students. The graphical presentations helped to visually show how peer pressure influences decision making in a clear and simple way.

The analysis covered both the demographic characteristics of the respondents and the key variables related to peer pressure and decision making. Based on the results obtained, meaningful interpretations were made to support the objectives of the study and to draw practical conclusions.

4.1 Demographic Profile of Respondents

A total of 50 undergraduate students from Nepal Tourism and Hotel Management College were selected as respondents for this study using the convenience sampling method. The selection was made considering the accessibility and willingness of students to participate in the survey. The demographic profile of the respondents is important as it provides a clear overview of the background characteristics of the sample group and helps in better interpretation of the research findings. The collected demographic information is presented below with the help of tables and simple graphical representations for easy understanding and analysis.

4.1.1 Age of Respondents

Table 1: Age Distribution

Age group percentage	
Below 19	7.7%
19-22	38.5%
Above 22	53.8%
Total	100%

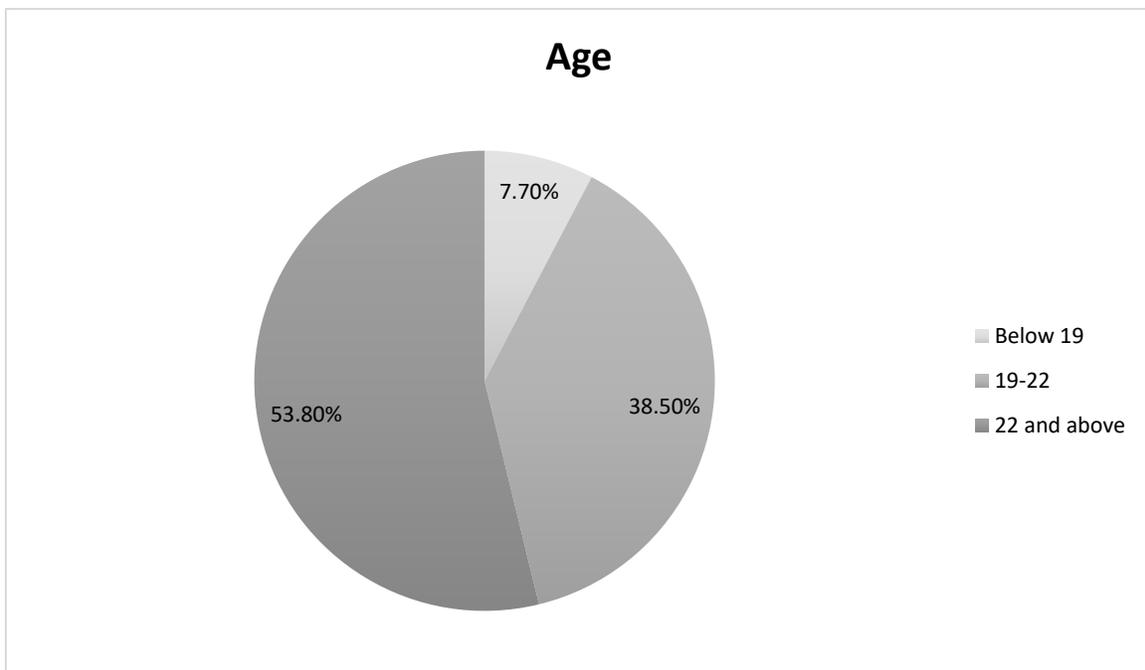


Figure 2: Age distribution

The above table shows the age distribution of the respondents. Among the total participants, the majority (53.8%) fall within the age group of 22 and above. About 38.5% of the respondents are above 19-22 years, while a smaller portion (7.7%) are below 19 years. This indicates that most of the participants are in the early adulthood stage, which is considered a sensitive period for peer influence and decision-making behavior.

4.1.2 Gender of Respondents

Table 2: Gender distribution

Gender Percentage	
Male	53.8%
Female	46.2%
Others	0
Total	100%

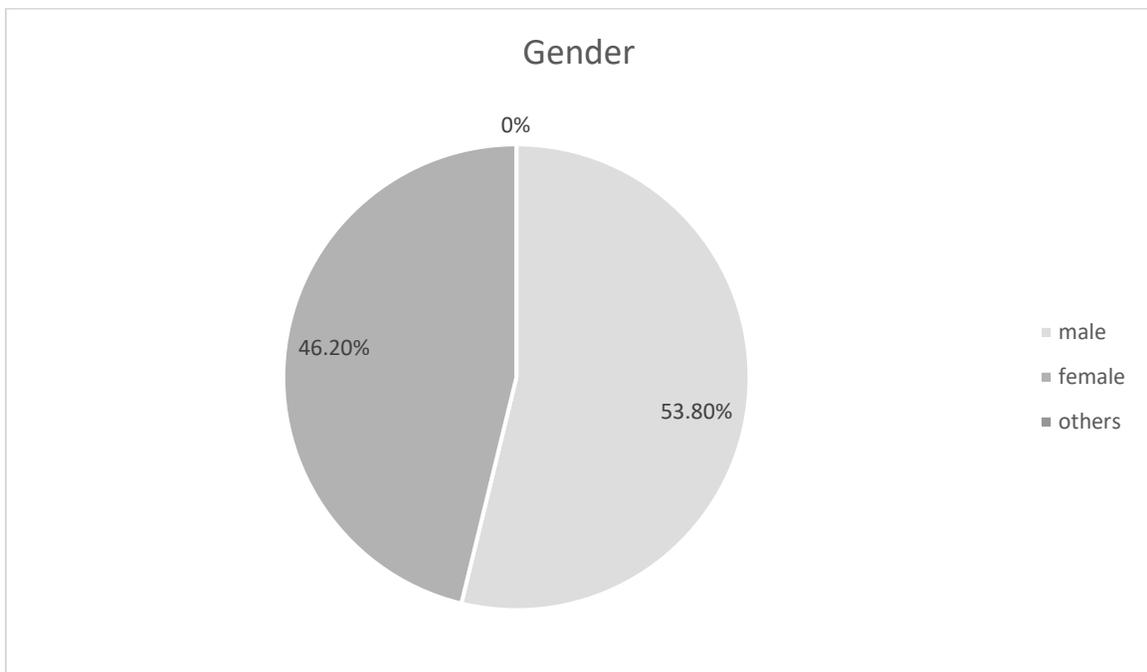


Figure 3: Gender Distribution

The gender distribution of the respondents shows that the majority of participants were male, accounting for 53.8% of the total sample. Female respondents made up 46.2%, while no participants identified under the others category.

4.1.3 Academic Year of Respondents

Table 3: Academic Level

Academic year	Percentage
1st year	7.7%
2nd year	23.1%
3rd year	23.1%
4th year	46.2%
Total	100%

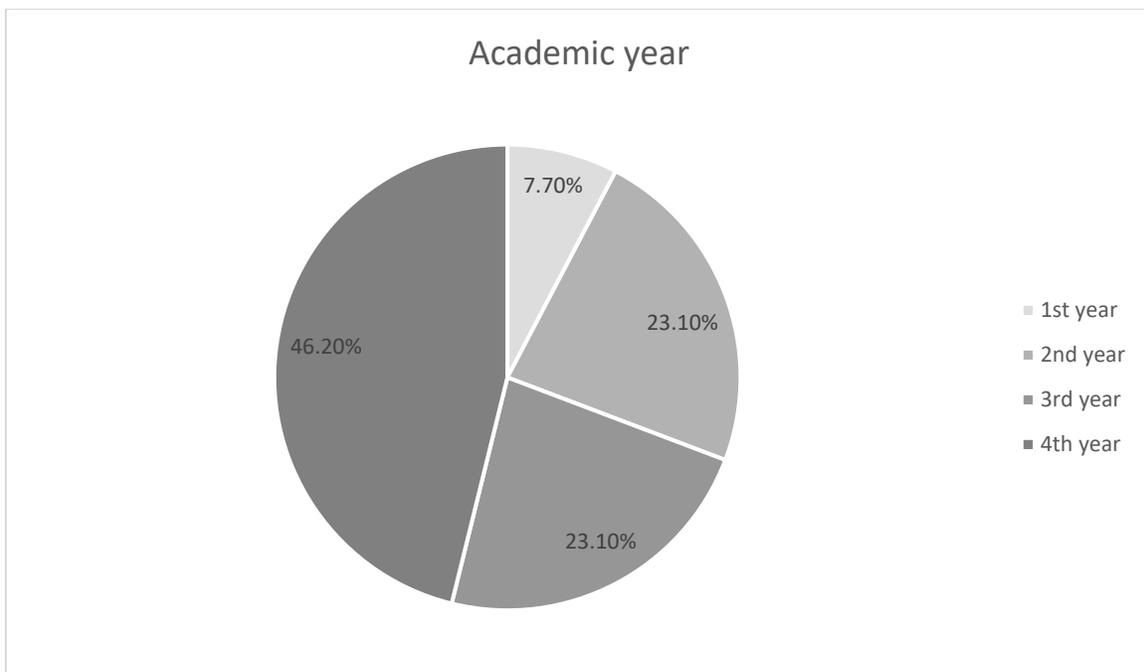


Figure 4: Academic year of respondents

The chart shows the distribution of respondents by academic year. Out of the total participants, the majority were from the fourth year, making up 46.2% of the sample. Second and third year students, both accounted for 23.1%, while first year represented 7.7%, respectively. This means that 4th year students formed the largest group of respondents in the study.

4.2 Peer Pressure and Decision Making

Peer pressure and decision making play an important role in shaping students' behavior and choices in both academic and social settings. Students spend a lot of time with their friends and classmates, and these interactions can influence their attitudes and actions. Peer pressure refers to the influence people feel from others in the same age group, which may affect how they think or behave. Common signs of peer pressure include wanting to fit in with friends, following group opinions, changing behavior to match peers, and thinking about friends' expectations before making decisions.

Decision making, on the other hand, refers to the process through which individuals evaluate different options and select a particular course of action. Among students, decision making may involve choices related to academic activities, social participation, personal habits, and future goals. Indicators of decision making often include the ability to think about possible consequences, comparing different alternatives, seeking opinions from others before deciding, and selecting actions based on personal judgment and available information.

4.2.1 Social Media and Influence

Table 4: Social media and Influence

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q4: Social media influences decisions	15.40%	23.10%	15.40%	38.50%	7.70%
Q5: Follow social media trends	15.40%	15.40%	23.10%	38.50%	7.70%
Q6: Friends posts affect choices	0.00%	27.30%	45.50%	27.30%	0.00%
Q7: Pressure to behave like friends on SM	8.30%	16.70%	50.00%	16.70%	8.30%
Total (Topic Average)	10.20%	20.40%	32.70%	30.60%	6.10%

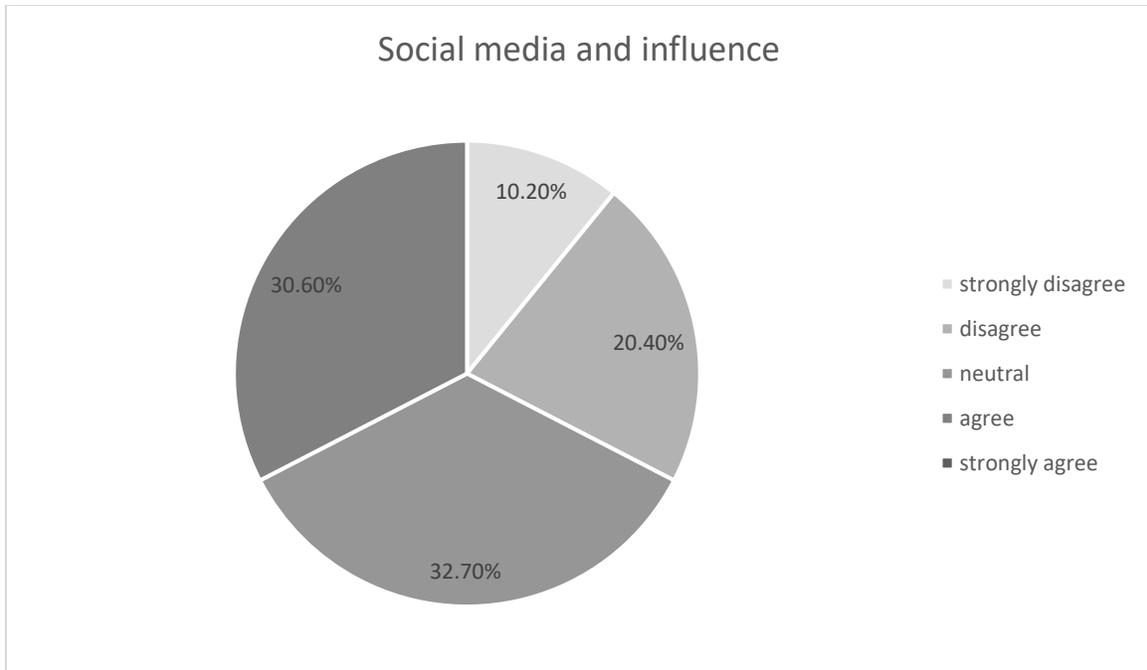


Figure 5: Social media and Influence

The above table and figure indicate that, 36.7% of responses indicate that social media (trends, friends' posts, and peer pressure) has a significant influence on daily decisions. 32.7% remain neutral and 30.6% feel they are not heavily influenced by social media in their decision-making process.

4.2.2 Individual traits

Table 5: Individual Traits

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q8: Confident in own decisions	0.00%	0.00%	38.50%	38.50%	23.10%
Q11: Personality affects response	8.30%	8.30%	25.00%	41.70%	16.70%
Total (Topic Average)	4.00%	4.00%	32.00%	40.00%	20.00%

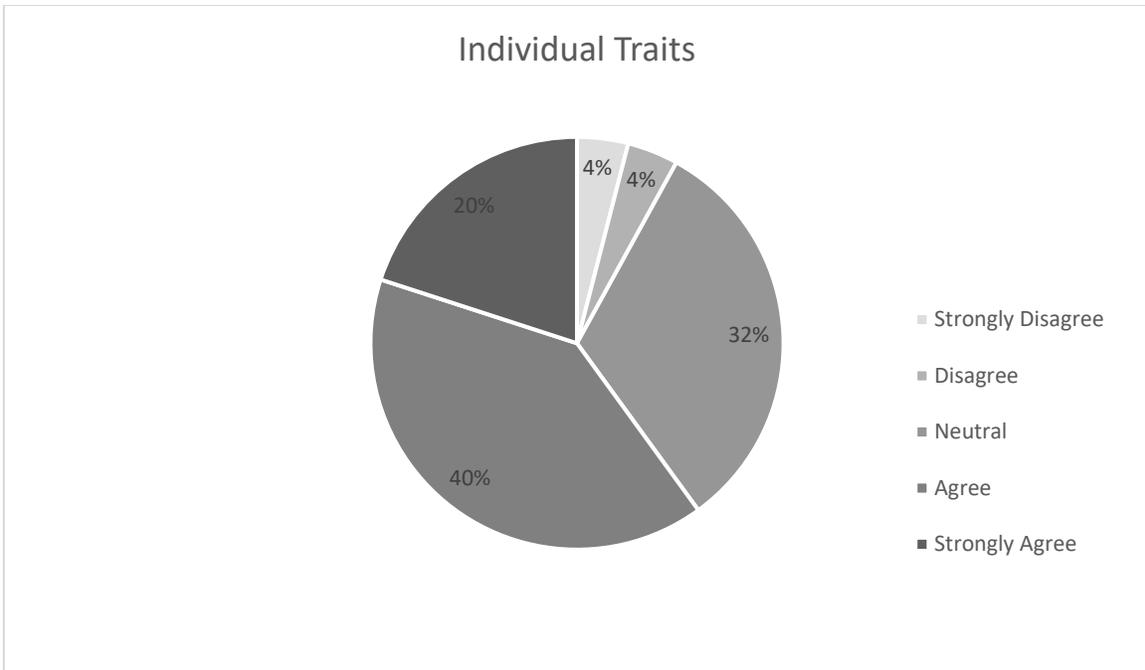


Figure 6: Individual traits

The results show that 60.0% of students agree or strongly agree that they are confident in their personality and decision-making even if friends disagree. Meanwhile, 32.0% remain neutral, while only 8.0% disagree or strongly disagree, indicating that very few students lack confidence.

4.2.3 Fear of Rejection

Table 6:

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q12: Change decisions due to fear of rejection	7.70%	38.50%	30.80%	15.40%	7.70%
Q13: Worry losing friends	7.70%	30.80%	38.50%	23.10%	0.00%
Q14: Fear of rejection affects decision making	18.20%	18.20%	36.40%	18.20%	9.10%
Total (Topic Average)	10.80%	29.70%	35.10%	18.90%	5.40%

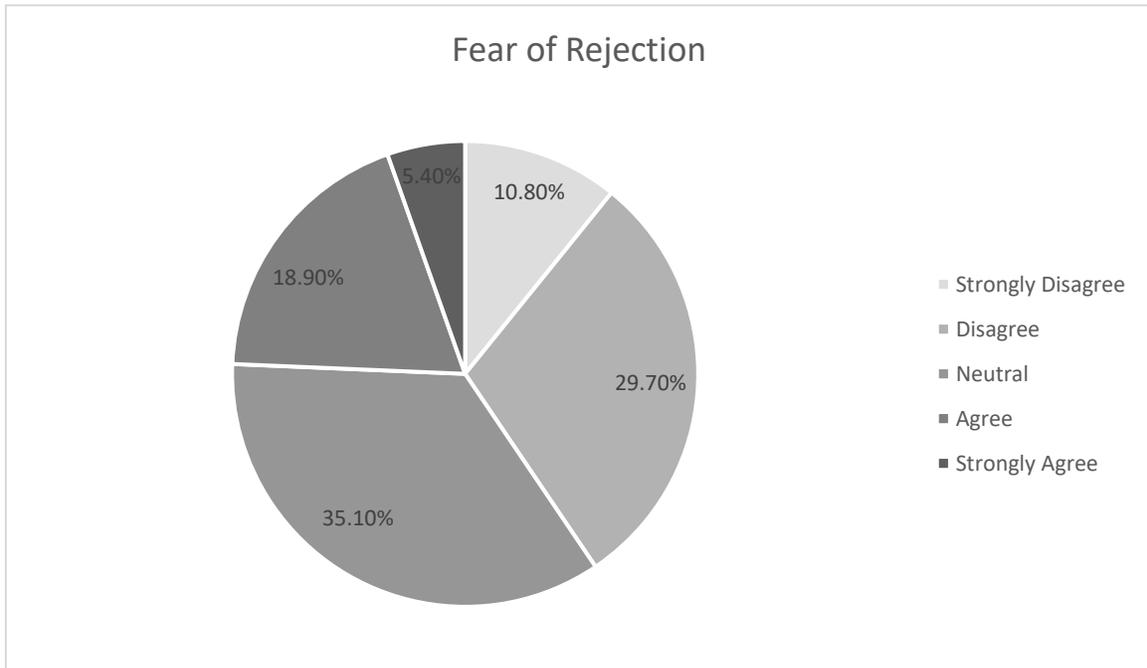


Figure 7: Fear of Rejection

- Agree/Strongly Agree: 24.3%\$ of the responses reflect a fear of rejection or worry about losing friends, which impacts their choices.
- Neutral: 35.1% of the responses suggest a neutral stance on Fear of rejection.
- Disagree/Strongly Disagree: 40.5% of responses indicate that respondents generally do not change their decisions based on the fear of being left out.

4.2.4 Social Acceptance

Table 7:

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q15: Uncomfortable with differences	9.10%	36.40%	27.30%	27.30%	0.00%
Q16: Decisions to fit in	15.40%	15.40%	38.50%	30.80%	0.00%
Q17: Acceptance is important	7.70%	30.80%	53.80%	7.70%	0.00%
Q18: Social approval behavior	0.00%	16.70%	58.30%	16.70%	8.30%
Total (Topic Average)	8.20%	24.50%	44.90%	20.40%	2.00%

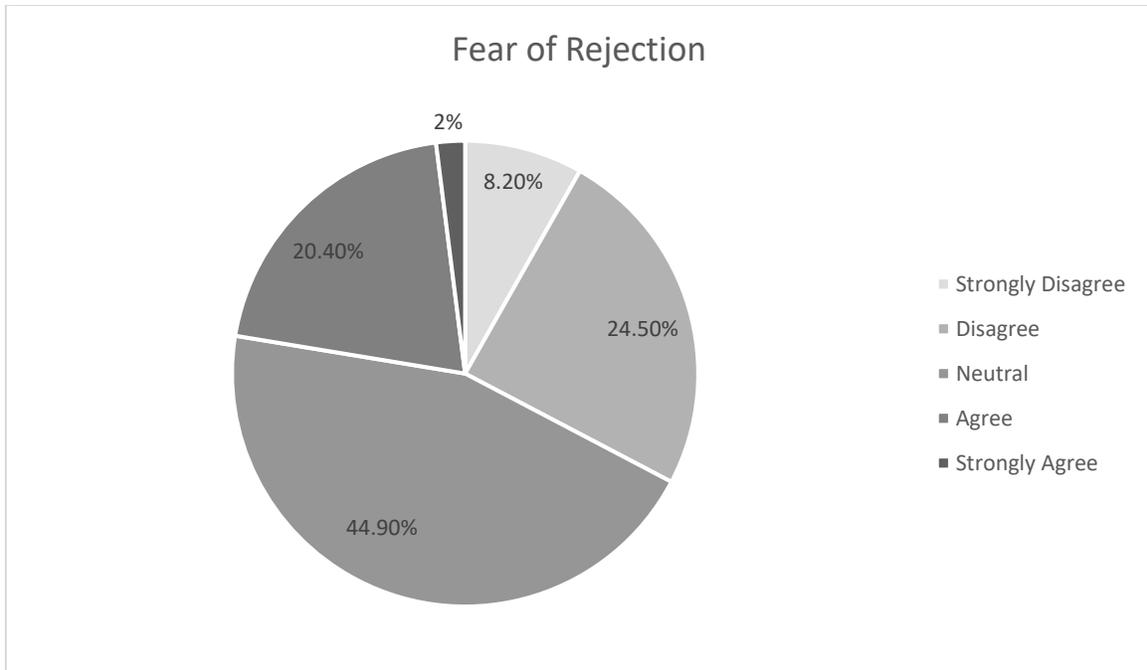


Figure 8: Social Acceptance

- **Agree/Strongly Agree:** 22.4% of responses indicate that students make decisions specifically to fit in or gain social approval.
- **Neutral:** 44.9% (the majority) feel neutral about the need for social acceptance when deciding.
- **Disagree/Strongly Disagree:** 32.7% of responses show that being accepted by friends is not a primary driver for their decisions.

4.3 Decision Making

Table 8:

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Q9: Consider friends opinions	15.40%	7.70%	38.50%	38.50%	0.00%
Q10: Prefer friend's choices	16.70%	58.30%	16.70%	0.00%	8.30%
Q19: Friends influence lifestyle	8.30%	25.00%	25.00%	33.30%	8.30%
Q20: Peer opinions influence decisions	15.40%	15.40%	46.20%	15.40%	7.70%
Q21: Consult friend's major decisions	7.70%	15.40%	46.20%	30.80%	0.00%
Q22: Regret peer-led decisions	0.00%	8.30%	41.70%	50.00%	0.00%
Q23: Balance judgment and opinions	0.00%	0.00%	58.30%	25.00%	16.70%
Total (Topic Average)	9.20%	18.40%	39.10%	27.60%	5.70%

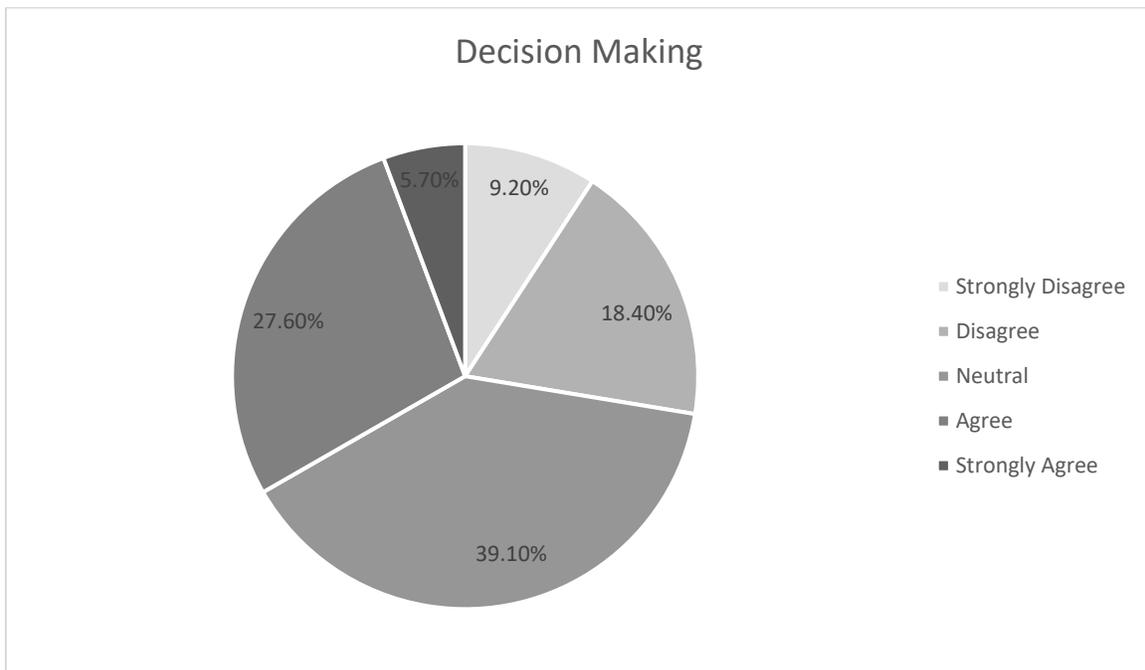


Figure 9: Decision making

- Agree/Strongly Agree: 33.3% of responses show that peers have a direct hand in lifestyle choices, and that students often consult friends or experience regret after peer-influenced decisions.
- Neutral: 39.1% are neutral.
- Disagree/Strongly Disagree: 27.6% prefer to rely on their own judgment rather than following peer choices.

4.4 Major Findings

1. Social media significantly influences students' opinions, behaviors, and daily decisions.
2. Many students tend to follow trends on social media because their friends do the same.
3. Friends' posts and online activities can shape students' choices and attitudes.
4. Some students feel pressure to behave in ways similar to their peers on social media platforms.
5. Individual personality traits influence how students respond to peer pressure.
6. Many students consider their friends' opinions before making important decisions.
7. Some students prefer to follow their friends' choices rather than making independent decisions.
8. Fear of rejection and the possibility of losing friends affect students' decision-making.
9. The need for social acceptance encourages some students to adopt behaviors that align with their peer group.
10. Peer pressure can sometimes lead students to make decisions that they later regret.
11. Despite peer influence, many students attempt to balance their personal judgment with their friends' opinions.
12. Overall, peer pressure acts as a significant social factor affecting students' decision-making processes.

Chapter 5

Summary, Conclusion and Recommendations

5.1 Summary

This research explored the influence of peer pressure on the decision-making processes of undergraduate students at Nepal Tourism and Hotel Management College. A total of 50 students participated in the study, selected through convenience sampling, with the aim of understanding how social interactions and peer influence shape their choices in academic, social, and personal contexts. The study investigated several key indicators of peer pressure, including susceptibility to friends' opinions, the desire for social acceptance, conformity, and risk-taking behaviors, as well as indicators of decision-making, such as independence, critical thinking, and judgment under social influence.

The findings revealed that while students are generally aware of their ability to make independent decisions, peer influence often subtly affects their choices. Many students reported that they occasionally conform to group expectations or follow peers' advice even when it contradicts their personal judgment. Social approval and acceptance were identified as strong motivating factors, demonstrating that peer pressure can significantly sway decision-making behaviors, especially in situations involving social interactions, group activities, or academic collaboration. Overall, the study highlights the complex interplay between personal judgment and social influence, showing that decision-making is both an individual cognitive process and a social phenomenon.

5.2 Conclusion

Based on the findings of this study, it can be concluded that peer pressure plays a considerable role in shaping the decision-making patterns of undergraduate students. Even though students aim to exercise independent judgment, the influence of peers often directs their choices in subtle and sometimes unrecognized ways. The desire to gain social acceptance, avoid conflict, or align with group norms can lead students to make decisions that may not fully reflect their personal preferences or values.

The study emphasizes that decision-making is not solely a function of individual reasoning but is strongly influenced by the social environment. Understanding this dynamic is essential for educators, parents, and counselors, as it highlights the need to provide students with the skills and support necessary to navigate social pressures while maintaining autonomy over their choices. Moreover, fostering awareness about the effects of peer influence can empower students to critically evaluate their decisions and develop a stronger sense of self-confidence in their personal and academic lives.

5.3 Recommendations

Based on the insights gained from this study, several practical recommendations can be made to support students in managing peer influence and improving their decision-making skills:

1. **Implement Awareness Programs:** Colleges should organize workshops, seminars, and discussions focused on understanding peer pressure, its potential effects, and strategies to resist negative influences. These programs can equip students with knowledge to recognize peer pressure in different situations.
2. **Enhance Decision-Making Skills:** Structured activities such as debates, problem-solving exercises, and scenario-based simulations can help students develop critical thinking, assertiveness, and independent judgment. Encouraging reflective practices can also help students analyze the consequences of their decisions.
3. **Provide Counseling and Mentorship:** Establishing accessible counseling services and mentorship programs can give students a safe space to discuss social challenges

and receive guidance on handling peer pressure in constructive ways. Personalized support can build confidence and resilience in decision-making.

4. **Promote Positive Peer Influence:** Colleges should encourage the formation of student clubs, study groups, and community service initiatives that foster collaborative yet constructive peer interactions. Positive peer networks can model healthy decision-making and provide supportive social reinforcement.
5. **Engage Faculty and Parents:** Teachers and parents can play a crucial role by mentoring students, discussing the importance of independent thinking, and providing guidance when students face difficult social choices. Collaborative efforts between students, faculty, and families can create an environment that balances social engagement with individual autonomy.

By implementing these recommendations, students can be better equipped to navigate the complexities of peer influence while developing stronger, more autonomous decision-making abilities, ultimately contributing to their personal growth and academic success.

References

- Asch, S. E. (1956). *Studies of independence and conformity: I. A minority of one against a unanimous majority*. *Psychological Monographs*, 70(9), 1–70.
- Brown, B. B., Clasen, D. R., & Eicher, S. A. (1986). Perceptions of peer pressure, peer conformity dispositions, and self-reported behavior among adolescents. *Developmental Psychology*, 22(4), 521–530.
- Chein, J., Albert, D., O'Brien, L., Uckert, K., & Steinberg, L. (2011). Peers increase adolescent risk taking by enhancing activity in the brain's reward circuitry. *Developmental Science*, 14(2), F1–F10.
- Ehssdata. (2021). *The role of peer groups in academic engagement*.
- Gino, F., Ayal, S., & Ariely, D. (2009). Contagion and differentiation in unethical behavior: The effect of one bad apple on the barrel. *Psychological Science*, 20(3), 393–398.
- Lou, Y. (2023). *Peer influence on adolescent decision making*. *Journal of Adolescent Studies*, 35(1), 45–60.
- Nesi, J., Choukas-Bradley, S., & Prinstein, M. J. (2018). Transformation of adolescent peer relations in the social media context: Part 1—A theoretical framework and empirical review. *Clinical Child and Family Psychology Review*, 21(3), 267–294.
- Omics Online. (2020). *Adolescents and risky behaviors in peer contexts*.
- Steinberg, L. (2008). *A social neuroscience perspective on adolescent risk-taking*. *Developmental Review*, 28(1), 78–106.
- Steinberg, L., & Monahan, K. C. (2007). Age differences in resistance to peer influence. *Developmental Psychology*, 43(6), 1531–1543.
- Xu, Y., Smith, A., & Lee, K. (2023). *Social media exposure and adolescent decision making*. *Journal of Media Psychology*, 15(2), 101–115.

Appendix

Survey Questionnaire

Dear Respondent,

I am a student at Nepal Tourism and Hotel Management College, conducting research on the "Impact of Peer Pressure on Decision Making" as part of my BBA-BI curriculum. Your participation in this survey is highly valued. Please answer the following questions honestly. The information provided will be used solely for academic purposes and will be kept strictly confidential. Thank you for your cooperation.

Sagun Gupta

Section A: Demographic Distribution

1. Age
 - Below 19
 - 19- 22
 - 22 and above

2. Gender
 - Male
 - Female
 - Other

3. Academic Year
 - 1st
 - 2nd
 - 3rd
 - 4th

Section B: Peer Pressure and Decision Making

Please indicate your level of agreement with the following statements.

Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Social Media Influence

S. N	Statement	1	2	3	4	5
1	Social media influences the decisions I make in my daily life.					
2	I sometimes follow trends on social media because my friends do.					
3	My friends' posts on social media affect my choices and opinions.					
4	I feel pressure to behave or act like my friends on social media.					

Individual Traits

S. N	Statement	1	2	3	4	5
5	I feel confident making my own decisions even if my friends disagree.					
6	I often consider my friends' opinions before making important decisions.					
7	I prefer to follow my friends' choices rather than making my own.					
8	My personality affects how I respond to peer pressure.					

Fear of Rejection

S. N	Statement	1	2	3	4	5
9	I sometimes change my decisions because I fear being rejected by friends.					
10	I worry about losing friends if I disagree with them.					
11	Fear of being left out affects my decision making.					

S. N	Statement	1	2	3	4	5
12	I feel uncomfortable when my decisions are different from my friends.					

Social Acceptance

S. N	Statement	1	2	3	4	5
13	I make certain decisions to fit in with my peer group.					
14	Being accepted by my friends is important when making decisions.					
15	I sometimes follow my friends' behavior to gain social approval.					
16	My friends influence my lifestyle choices.					

Section C: Decision Making (Dependent Variable)

S. N	Statement	1	2	3	4	5
17	Peer opinions influence my important decisions.					
18	I often consult friends before making major decisions.					
19	Peer pressure sometimes leads me to make decisions I later regret.					

S. N	Statement	1	2	3	4	5
20	I try to balance my personal judgment and friends' opinions while deciding.					

Optional Open-Ended Question (Qualitative Part)

21. Can you describe a specific situation where your friends influenced a decision you made?
22. Have you ever regretted a decision that was influenced by your friends? If yes, what happened?
23. How do you usually balance your own judgment and your friends' opinions when making important decisions?
24. In your opinion, what are the positive and negative effects of peer pressure on students' decision-making?