

**“PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND
ACADEMIC PERFORMANCE OF DEGREE COLLEGE
STUDENTS, KOLAR.”**

By

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MASTER OF SCIENCE IN NURSING
In
MENTAL HEALTH NURSING SPECIALITY



Under the Guidance of
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2025

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I hereby declare that this Research Project entitled “**PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE OF DEGREE COLLEGE STUDENTS, KOLAR.**” is a bonafide and genuine research work carried out by me under the guidance of Mrs. Jairakini Aruna, Professor and HOD, and Co-guide Mrs Ramya M, Asst prof Department of Psychiatric Nursing, Sri Devaraj Urs college of Nursing, Tamaka, Kolar.

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**“PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND
ACADEMIC PERFORMANCE OF DEGREE COLLEGE
STUDENTS, KOLAR”.**

ABSTRACT

BACKGROUND: During adolescence, peer networks expand and become central to social life, often outweighing parental influence. Education, a cornerstone of growth, is shaped by these interactions, where peer support can enhance achievement, but peer pressure may hinder it. Thus, peer groups significantly influence various aspects of an individual’s life.

AIM:To determine the peer group influence on substance abuse and academic performance of degree college students.

METHODOLOGY: A Quantitative, Non-Experimental descriptive survey design was adopted. The simple random lottery method was used to select 100 students aged 18-21 years in Govt First Grade College, Kolar. Data were collected using validated structured knowledge questionnaire, consisting of 40 items which are categorized into 4 domains with 5 point rating scale for each. chi-square test was applied to assess the association between peer group influence on substance abuse and academic performance with selected socio-demographic variables.

RESULT: Findings disclose that the mean age was 19.1 years, SD ± 1.02 , majority were males 84%, from commerce 59%, and living with family 89%. Academic performance was mostly excellent 78%, and 46% reported substance use. The mean peer influence score was 118.6 SD ± 8.4 ; Median

= 120. Peer influence showed no significant association with demographic variable except with friend-making habits ($\chi^2 = 7.90$, $p = 0.004$).

CONCLUSION: Peer group influence among degree college students in Kolar is significantly linked to habits of making friends, while other demographic factors shows no effect, suggests that positive peer interactions and awareness programs can help to manage substance use and support academic performance.

KEYWORDS: Peer group influence, substance abuse, academic performance, degree college students.

LIST OF ABBREVIATIONS

Sl. No	Abbreviation
1.	H ₀₁ : Null hypothesis one
2.	H ₀₂ : Null hypothesis two
3.	f: Frequency
4.	% : Percentage
5.	P: Chi-square p value
6.	NS : Not Significant
7.	SS : Statistically significant
8.	SPSS: Statistical package for social science

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CHAPTER -1

INTRODUCTION

“YOUR CIRCLE CAN BE YOUR CAGE OR YOUR WINGS”

A peer group is both a social group and a primary group of people who have similar interests (homophily), age, background, or social status. Members of peer groups are likely to influence each other's beliefs and behaviors.¹

A study found that during the adolescent phase as adolescents spend double time with their peers compared to the time youth spend with their parents.²

As adolescents make the transition to middle school and then high school, peer networks increase, and peer crowd affiliation becomes an important aspect of peer relations³.

Education is the cornerstone for individuals, mirroring its effect on society and fostering a healthy environment. The synergy between peer groups and education is vital; education molds a child's behavior and ensures they attain educational objectives with peer support.

In schools, a student's academic success is frequently shaped by the degree of peer pressure they encounter. Therefore, peer groups are pivotal in influencing various facets of an individual's life⁴

Numerous scholars have investigated the origins of substance abuse/addiction to develop effective treatments and preventative strategies. Studies have identified that the issue arises from various factors: family dynamics, such as parental relationships and parenting styles, social environments, misguided or detrimental values, and neglect. There is no denying that alcohol can adversely impact academic success.

A national study reveals that college students with an "A" average consume approximately 3.3 drinks per week, whereas "D" students consume around 9 drinks per Week.⁵

The issue of drug abuse is one of the most intricate challenges globally, and nearly every society, whether in developed or developing nations, is affected by it. It jeopardizes students' social, economic, and educational well-being at all levels. Saudi Arabia, like other countries, encounter the proliferation of drugs among its youth. Peer

pressure significantly impacts drug use among students and plays a critical role in substance abuse among university students. The study advocates for programs that motivate students to discontinue drug use.⁶

NEED FOR THE STUDY:

A study conducted in India and Karnataka found that peer group pressure, imitation, and motivation to abuse drugs significantly impact students' substance abuse behaviors and academic performance

There have been several studies related to Adolescent Nicotine Use in Hoskote, Karnataka, Awareness and Attitude Study in Belgaum District, Karnataka where study assessed the level of awareness and attitudes towards the ill-effects of substance abuse among students in selected high schools. It found that there was a positive correlation between awareness and attitude towards substance abuse.⁷

The aim of the study is two-fold. The first goal is to explore the connection between substance use, particularly alcohol consumption, and academic performance among college students. More specifically, this study tests the hypothesis that college student who consume alcohol and more frequently will have lower GPAs compared to those who report using them less often.⁸

Most of the studies highlighted the Influence of Peer Group on substance abuse and also on Academic Performance. Considering the above referred reviews the researcher came to know that Peer Group Influences Substance Abuse among students, which also affects their academic performance. Hence the investigator is interested to find out the relation between Peer Group Effect on Substance Abuse and Academic Performance among Degree students.

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SUMMARY:

This chapter dealt with the statement of problem, objectives of the study, operational definitions, hypotheses, assumptions, delimitation, conceptual frame work with which provides a frame of reference of study



CHAPTER 2

OBJECTIVE

PROBLEM STATEMENT: -

“PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE OF DEGREE COLLEGE STUDENTS, KOLAR”

OBJECTIVES:

1. To determine the Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students by using Structured Knowledge Questionnaire.

2. To find out the association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio Demographic data.

HYPOTHESES: -

1. **H₀₁**- There will be no significant difference in Peer Group Influence on Substance Abuse and Academic Performance.

2. **H₀₂**- There will be no significant association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio Demographic data.

OPERATIONAL DEFINITIONS: -

1. **Peer Group:** It refers to the social group consisting of individuals of similar age, status, and interests, which can significantly influence members' attitudes and behaviours.

2. **Substance Abuse:** In this study it refers. The harmful or hazardous use of psychoactive substances, including alcohol, tobacco and illicit drugs,

which can lead to dependence and various adverse effects on health and Well-Being.

3. **Academic Performance:** It refers to the level of achievement or proficiency demonstrated by a student in their educational activities, grades, test scores, and overall academic standing.
4. **Undergraduate Students:** It refers to the Individuals enrolled in a selected Degree College or university program leading to the award of a bachelor's degree

DELIMITATIONS

The study is limited to

- ◆ Selected Students enrolled in Degree College Kolar.
- ◆ willing to participate in the study.
- ◆ Age group between 18-21years.
- ◆ Available during the time of data collection.

CONCEPTUAL FRAMEWORK OF THE STUDY

The conceptual framework of this study is grounded in **Von Bertalanffy's General Systems Theory (1968)**, which views living systems as open and continuously interacting with their environment. This dynamic exchange among sub- and supra-systems ensures internal balance, where changes in one part affect the whole. Guided by this perspective, the study assessed the influence of peer groups on substance abuse and academic performance among degree students aged 18–21 years. The Basic Concept of Von Bertalanffy's Ludwig General System Model,

1. **Input** : Resources and Information.
2. **Throughput** : Actions or interventions
3. **Output** : Result

INPUT: In the context of a study or system theory, **input** refers to all the resources, information, or factors that enter a system to be processed and lead to a particular outcome. Inputs are the starting elements that influence the functioning and results of the system.

- Selection of the structured questionnaire.
- Designing the research framework.

Socio-demographic Variables: Age, gender, marital status, educational status, of father, year of study, course of study, history of substance abuse, habits of making friends.

Assessment Tool: Structured knowledge questionnaire.

THROUGHPUT: (Process)

Throughput refers to the processes and activities that transform inputs into outputs within the system. In this study, throughput encompasses:

Administering Structured knowledge questionnaire.

Monitoring and Observation: Observing participants for any responses during the administration of questionnaire.

OUTPUT:

Outputs are the results produced by the system after processing inputs through throughput activities. In this study, outputs include:

Analysis: Peer group influence on substance abuse and academic performance.

CONCEPTUAL FRAME WORK

INPUT

Socio-demographic cVariables:

Age, gender, Course of study, Year of study, Living situation, Occupation status of father, Socioeconomic status of family, Academic performance of the study, History of substance use, Habits of making friends.

Assessment Tool: Structured knowledge questionnaire.

THROUGH PUT

Implementation: Administering the structured knowledge questionnaire to participants as per the designed protocol, ensuring clarity of instructions and providing adequate time for completion.

Monitoring and Observation: Observing participants during the administration of the questionnaire to ensure proper understanding, clarifying doubts if required, maintaining neutrality.

OUTPUT

Overall, peer influence was found to be more positive than negative in this sample.

Identify association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio Demographic data..

Feed Back

Fig 1: Concept framework based on Bertalanffy's system model

CONCLUSION

The chapter deals with statement of problem, objectives, hypothesis, criteria for sample selection, research design, setting, sample and sample size, operational definitions, delimitation, conceptual frame work with which provides a frame of reference of study.



Literature Review

CHAPTER 3

REVIEW OF LITERATURE

The chapter deals with selected studies which are related to objective of the proposed study. The review of literature is a systematic and critical review of most important published scholarly literature as well as unpublished scholarly print materials and individual materials.

The literature is being reviewed from textbook, journals, electronic resources and articles for the present study arranged as follows.

DESCRIPTIVE STUDIES RELATED TO PEER GROUP INFLUENCE ON SUBSTANCE ABUSE

A study analyzing data from 9,578 U.S. 12th graders in the 2015 Monitoring the Future survey found that approximately 25% had never used cigarettes, alcohol, or other drugs during their lifetime, and 8% had used at least one substance during their lifetime but not in the past year. Compared to lifetime non-users, past-year substance users had 2.71 times greater odds of skipping school and 1.74 times greater odds of having low grades. Lifetime non-users also reported greater academic self-efficacy and emotional academic engagement. These findings suggest that abstinence from substance use is associated with better academic outcomes among adolescents.⁹

A study is conducted in the Hawtat Bani Tamim. The study aims to assess the role of peer group effect on drug abuse and academic performance among university students. The study adopts the questionnaire as a tool for collecting data. The sample size of the study was 121 participants from university students and study was descriptive statistics and inferential statistics. There is a significant relationship between drug abuse and several factors under investigation. Results of the study found that the prevalence of drug abuse among university students was 8.3, particularly there were specific connections between drug abuse and age, the availability of drugs, and parental influence status. Also, showed that drug abuse delays graduation and absence from university. Peer group pressure influences drug abuse among students and plays a crucial role in academic performance. The study recommends providing programs that encourage students to quit drug abuse.¹⁰

This study examined the influence of peer groups on academic performance among undergraduate students in selected departments of Babcock University, Ogun State. A mixed-method design incorporating descriptive survey and ex post facto approaches was adopted. Using stratified random sampling, 116 students from five departments of the School of Education and Humanities were selected. Data were collected through questionnaires and analyzed using Pearson Product Moment Correlation Coefficient and Linear Regression at a 0.05 significance level. Findings showed that peer groups significantly influence students' academic performance. The study recommended stronger teacher supervision, deployment of trained counselors in schools, and the organization of awareness programs such as seminars and career talks to promote positive peer influence.¹¹

A descriptive survey investigated the influence of peer groups on academic performance among secondary school students in Kasambya Sub County, Mubende District. The study included 217 respondents, comprising 209 students, 6 class teachers, and 2 head teachers, and data were collected using questionnaires and interview guides. Analysis using SPSS revealed that students' prior peer achievements, peer group composition, and learning environment significantly influenced academic performance. Findings also indicated that pocket money and family socioeconomic background affected student outcomes. The study recommended educating students and stakeholders on the benefits of peer group influence, advising parents on appropriate pocket money, providing supportive teaching and learning environments, and conducting further research in other counties for comparative insights.¹²

EXPERIMENTAL STUDY REALATED TO PEER GROUP INFLUENCE ON ACDEMIC PERFORMANCE OF DEGREE STUDENTS

The Reconnecting Youth (RY) prevention program's effectiveness among at-risk high school students was assessed through a large-scale, independently evaluated trial in two diverse urban school districts, involving 1,218 students. The study aimed replicate positive efficacy trial effects and identify any negative behavioral outcomes from clustering high-risk youth.

Immediate post-intervention results showed mixed effects; however, at the 6-month follow-up, only negative effects were observed. These included declines in GPA, increased anger, reduced school connectedness, weakened conventional peer bonding,

and higher peer high-risk behaviors. The findings suggest limited support for the social-influence model in improving school connectedness for high-risk youth and highlight the potential for iatrogenic effects in such interventions. In summary this literature underscores the need for careful consideration in designing and implementing prevention programs for at-risk youth to avoid unintended negative outcomes.¹⁴

This study mainly investigated the impact of drug abuse on academic performance of students in public secondary schools in Kishapu District. The study aimed specifically to identify common types of drugs abused by the students, to explore causes of drug abuse among students in the study area, to assess rate of school attendance among children involved in drug abuse, finally to assess terminal and annual examination performance among students involved in drug abuse. The Social Developmental Theory guided this study whereas descriptive survey design was also employed in collecting data through questionnaires and guided interview. Targeted population of the respondents was 142 of which 100 students were selected from 4 public secondary schools through random sampling whereby thematic data analysis approach was used and data was presented descriptively with quotations, tables and figures. Finally, quantitative information was analysed using Statistical Package for Social Science (SPSS) computer program.¹⁵



METHODOLOGY

CHAPTER 4

METHODOLOGY

Methodology of research organizes all the components of the study in a way that is most likely to lead to valid answer to sub problems that have been posed.

RESEARCH DESIGN

The research design selected for the study was Descriptive Survey Research Design.

RESEARCH APPROACH

The research approach adopted for this study was quantitative, non-experimental as it was more appropriate to achieve the objectives.

The present study was aimed:

- To determine the Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students by using Structured Knowledge Questionnaire.
- To find out the association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio Demographic data.
- **Research Approach:** A Quantitative Research Approach is considered to be appropriate for the present study.
- **Research Design:** Non-Experimental, Descriptive Survey Research Design.

Variables:

Sociodemographic variables: It Socio-demographic variable. Which contains- Age, Gender, Religion, Course of study, Parents monthly Income, Habits, Type of family, Residence, and any previous history of substance abuse.

Setting: The study was conducted at Government First Grade College, Kolar.

Variables under study

Peer Group Influence, Academic Performance, and Substance Abuse

Population: All the students aged between 18-21 years enrolled in Government First Grade College, Kolar.

SAMPLE AND SAMPLE SIZE:

Sample: Students enrolled in Government First Grade College, Kolar.

Sample size: 100 samples.

Description: According to Google sample size calculator the sample size for the present study is 80

With the confidence level of 95% and margin of error of 5% and population proportion of 50% (if not sure) and attrition rate of 5% and also based on the reviews of previous studies sample size.

So, on an average its 100 can be considered for the present study.

SAMPLING CRITERIA

The sample was selected with the following predetermined criteria.

Sampling technique: Simple Random Sampling Technique with Lottery Method.

Sampling criteria:

Inclusion criteria:

1. Age group between 18-21years.
2. Available during the period of data collection.

Exclusion criteria:

1. students who are the irregular for the college.
2. Students who have lag in their studies.

Data collection tool:

The tool consists of:

1. **Tool 1:** It consists of Socio-demographic variable data:

Age, Gender, Religion, Course of study, Medium of study, Parents monthly Income, Habits, Type of family, Residence, and any previous history of substance abuse.

2. **Tool 2: Structured Knowledge Questionnaire:**

Peer Group Influence on Substance Abuse and Academic Performance is measured by using Structured Knowledge Questionnaires.

Structured Knowledge Questionnaire will be framed by the investigator on Peer Group Influence on Substance Abuse and Academic Performance which comprised of 40 questions.

Methods of data collection:

Data will be collected in the following steps.

Phase I:

The permission will be obtained from Central Ethics Committee of SDUAHER Tamaka, Kolar and the concerned authorities of the selected Educational Institutions.

Phase II:

1. The study subjects will be selected by using Simple Random Sampling Technique with Lottery Method.
2. Prior to the data collection the investigator will be familiarized with the study Subjects and explain the purpose of study to them.
3. The investigator will request the participants for their co-operation and assure. Them the Confidentiality of their response.
4. Approximately 45-60 minutes will be spent to collect the data from the Study participants
5. Written informed Consent will be obtained from the study subjects.

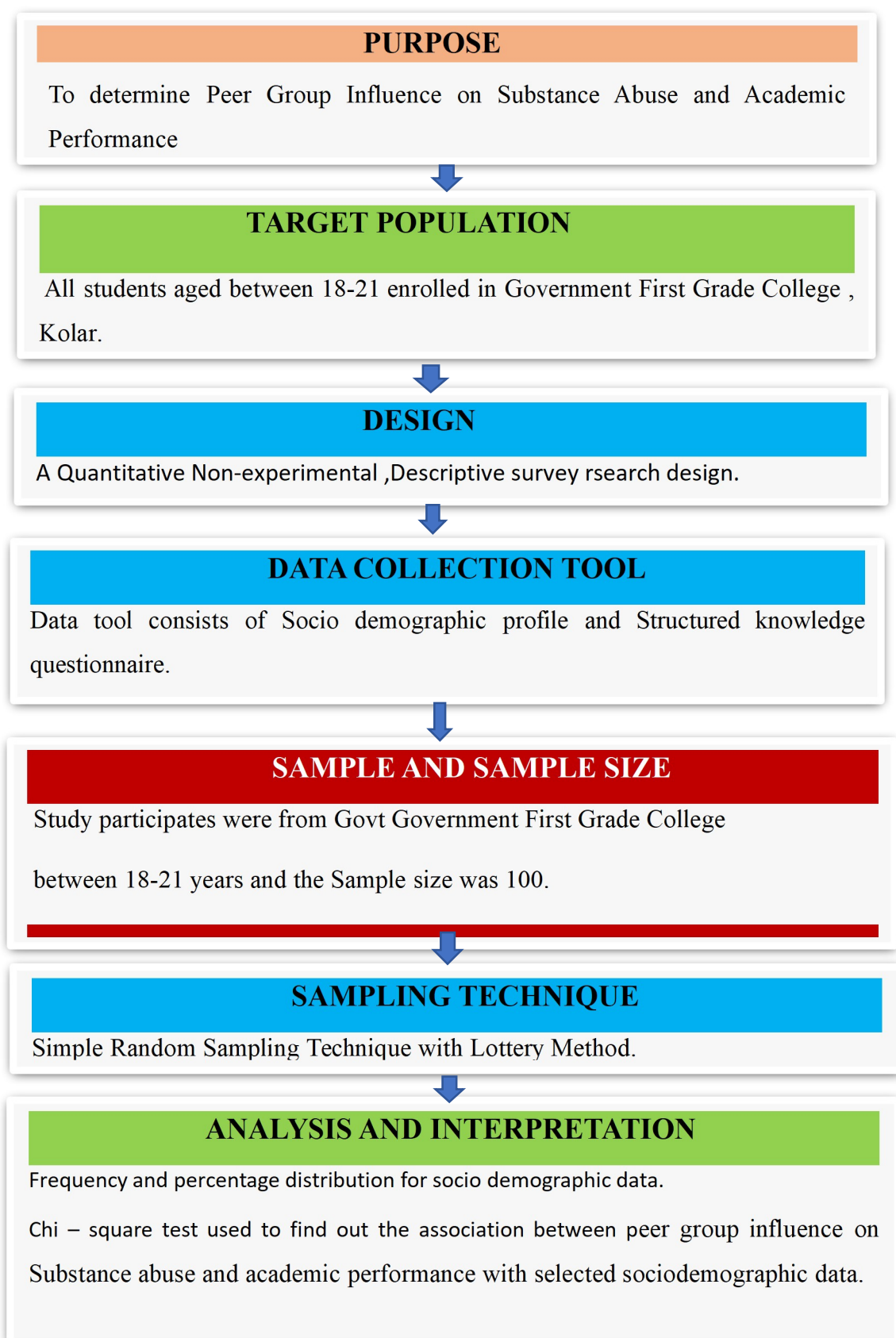
Phase III:

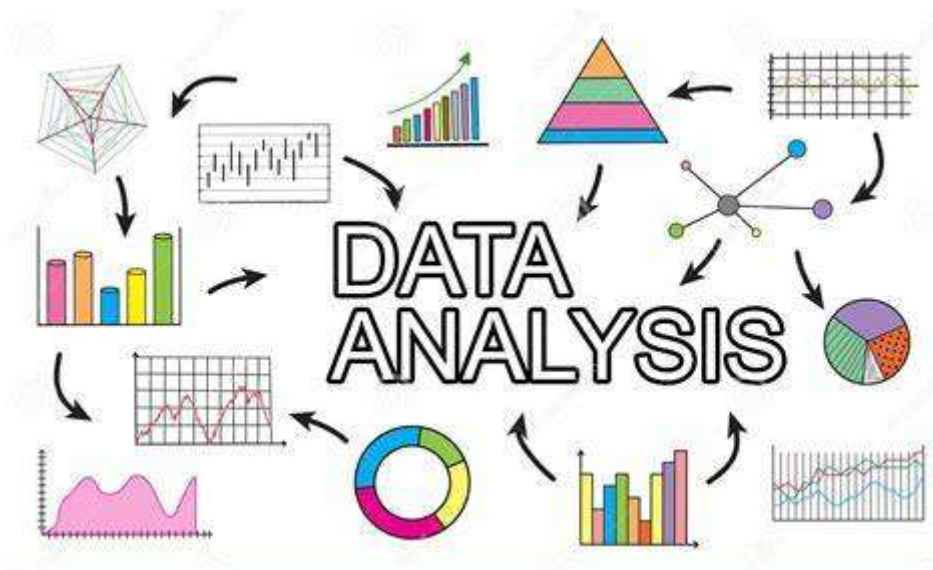
The data will be collected through self-administered method by using Structured Knowledge Questionnaire on one-to-one basis.

DATA ANALYSIS

1. Frequency and percentage distribution for socio-demographic variables.
2. Peer Group Influence on Substance Abuse and Academic Performance will be analyzed by using mean, median, mean percentage, Range and standard deviation.
3. Chi – square test will be used to analyze the association between substance abuse and academic performance with selected socio demographic variables.

Fig 2: Schematic Representation of Research Design.





CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

Data was analyzed using descriptive and inferential statistics based on study objectives.

PROBLEM STATEMENT: -

“Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students, Kola”

OBJECTIVES:

3. To determine the Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students by using Structured Knowledge Questionnaire.
4. To find out the association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio Demographic data.

NULL HYPOTHESIS: -

3. **H₀₁**- There will be no significant difference in Peer Group Influence on Substance Abuse and Academic Performance.
4. **H₀₂**- There will be no significant association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio Demographic data.

PRESENTATION OF DATA

The findings were presented under following headings.

SECTION 1: Frequency and percentage distribution of Socio-demographic variables of students of Government First Grade College.

SECTION 2: Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students by using Structured Knowledge Questionnaire.

SECTION 3: To find out the association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio Demographic data.

SECTION 1: FREQUENCY AND PERCENTAGE DISTRIBUTION OF SOCIO-DEMOGRAPHIC VARIABLES OF STUDENTS OF GOVERNMENT FIRST GRADE COLLEGE.

TABLE I: FREQUENCY AND PERCENTAGE DISTRIBUTION OF SOCIO DEMOGRAPHIC VARIABLES OF GOVERNMENT FIRST GRADE COLLEGE STUDENTS.

N=100

SL NO	VARIABLES	FREQUENCY (f)	PERCENTAGE %
01	Age		
	18	39	39
	19	18	18
	20	38	38
	21 & above	05	05
02	Gender		
	Male	84	84
	Female	16	16
	Other	--	---
03	Course of study		

	Arts	09	09
	Science	32	32
	Commerce	59	59
	Other	--	--
04	Year of study.		
	1 st year	44	44
	2 nd year	18	18
	3 rd year	38	38
	4 th year	--	--
05	Living situation		
	Hostel	11	11
	With family	89	89
06	Occupation status of father		
	Govt	09	09
	Private	44	44
	Unemployed	47	47
07	Socioeconomic		
	APL	10	10
		90	90

	BPL		
08	Academic performance		
	Excellent	27	27
	Good	51	51
	Average	19	19
	Poor	03	03
09	History of substance use		
	Yes	46	46
	NO	54	54
10	Habits of making friends		
	Yes	66	66
	NO	34	34

Data presented in the Table -1 shows the following

AGE: The majority of respondents were 18 years (39%) and 20 years (38%), followed by 19 years (18%), while only a small proportion were 21 years and above (5%).

GENDER: The data reveals that the majority of respondents were male (84%), followed by female (16%), while a very small proportion identified as other gender (0%).

COURSE OF STUDY: The distribution of respondents by course of study shows that the majority belonged to Commerce (59%), followed by Science (32%). A small proportion pursued Arts (9%), while none were enrolled in Other courses (0%).

YEAR OF STUDY: The data indicates that the majority of respondents were in the 1st year (44%), followed by the 3rd year (38%), while a smaller proportion were in the 2nd year (18%). None of the respondents were from the 4th year (0%)

LIVING SITUATION: The majority of respondents were living with family (89%), while only a small proportion resided in hostels (11%).

OCCUPATION STATUS OF FATHER: The table shows that 47% of fathers are unemployed, which forms the largest group. This is followed by 44% working in private jobs, while only 9% are employed in government jobs.

SOCIOECONOMIC STATUS OF THE FAMILY: The above table indicate that a majority of the participants, 90% belong to the Below Poverty Line (BPL) category, while only 10% belong to the Above Poverty Line (APL) category.

ACADEMIC PERFORMANCE OF THE STUDENTS: The above table results reveal that a majority of the participants, 51% demonstrated good academic performance, followed by 27% with excellent performance. Meanwhile, 19% had average performance and only 3% showed poor performance.

HISTORY OF SUBSTANCE USE: The above table shows that 54% of the participants reported no history of substance use, while 46% had a history of substance use.

HISTORY OF MAKING FRIENDS: The above table shows that majority of students (66%) reported having the habit of making friends, while 34% did not. This indicates that most students are socially engaged in forming peer relationships.

SECTION 2: PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE OF DEGREE COLLEGE STUDENTS BY USING STRUCTURED KNOWLEDGE QUESTIONNAIRE.

TABLE 2: DISTRIBUTION OF FREQUENCY AND PERCENTAGE ON FOUR DOMAIN

N=100

DOMAIN	SCORE RANGE	VERY LOW		LOW		MODERATE		HIGH	
		F	%	f	%	f	%	f	%
I (peer group characteristic)	10-20	02	02	34	34	62	62	02	02
II (influence of peer on substance use)	21-30	24	24	61	61	13	13	02	02
III (impact of peer on academic performance)	31-40	11	11	40	40	44	44	05	05
IV (coping mechanism and support)	41-50	04	04	35	35	39	39	22	22
	TOTAL		41		170		158		31
	INTERPRETATION		10.25		42.5		39.5		7.75

Table 2: The study assessed peer influence across four domains among 100 students. In **Domain I** peer group characteristic, most students (62%) experienced moderate peer influence, with few reporting very low (2%) or high influence (2%). **Domain II** influence of peer on substance use showed a majority (61%) with low peer influence, while very few (2%) reported high influence. **Domain III** impact of peer on academic performance had a more balanced distribution, with 44% moderate and 40% low influence, and a small portion (5%) highly influenced. **Domain IV** coping mechanism and support was distinctive, showing the highest proportion of students (22%) experiencing high peer influence, indicating that peers play a stronger role in this domain. Overall, most students fell into the low (42.5%) or moderate (39.5%) peer influence categories, while very few were highly influenced (7.75%) or minimally influenced (10.25%).

SECTION 3: TO FIND OUT THE ASSOCIATION BETWEEN THE PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE WITH SELECTED SOCIO DEMOGRAPHIC DATA.

TABLE 3: ASSOCIATION BETWEEN PEER GROUP INLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE WITH SOCIODEMOGRAPHIC VARIABLES.

N=100

Sl.No	Variables	Below Median <_120	Median and above > 120	Chi square	df	P value (0.05)	Inference
1	Age (in Years)						
	18-19	32	25	1.38	1	.23	NS at $p < .05$.
	20-21 & above	19	24				
2	Gender						
	Male	41	43	1.008	1	.315	NS at $p < .05$.
	Female	10	6				
3.	Course of study						
	Arts & Science	23	18	0.72	1	.395	NS at $p < .05$.
	Commerce & Other	28	31				
4.	Year of study						
	1 st & 2 nd year	31	30	0.002	1	.964	NS at $p < .05$.
	3 rd & 4 th year	20	19				
5.	Living situation						
	Hostel	8	6	0.24	1	.620	NS at $p < .05$
	With family	43	43				

6.	Occupational status of father						
	Govt & private employ	29	24	0.62	1	.429	NS at $p < .05$.
	Other	22	25				
7.	Socioeconomic status of family						
	APL	7	6	0.04	1	.825	NS at $p < .05$
	BPL	44	43				
8.	Academic performance of the student						
	Excellent & Good	39	39	0.14	1	.706	NS at $p < .05$.
	Average & Poor	12	10				
9.	History of substance use						
	Yes	23	23	0.03	1	.853	NS at $p < .05$.
	No	28	26				
10.	Habits of making friends						
	Yes	27	39	7.90	1	.004	SS
	No	24	10				

NS=NON SIGNIFICANT SS=STASTICALLY SIGNIFICANT

Table 3: The findings disclose that there was no statistically significant association at the p value of 0.05 between peer group influence and demographic variables. Thus, the null hypothesis was accepted for these variables. However, a significant association was observed with the habit of making friends where median=120 ($\chi^2 = 7.90, p = 0.004$), indicating that students who had the habit of making friends were more influenced by their peer group.



CHAPTER -6

DISCUSSION

The study's main conclusions are presented in this chapter along with a discussion of how they relate to other researchers' comparable studies.

OBJECTIVES OF THE STUDY.

- To determine the Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students by using Structured Knowledge Questionnaire.
- To find out the association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio-demographic data.

MAJOR FINDINGS OF THE STUDY;

SECTION I: FREQUENCY AND PERCENTAGE DISTRIBUTION OF SOCIO-DEMOGRAPHIC VARIABLES OF SELECTED SAMPLE.

AGE: The majority of respondents were 18 years (39%) and 20 years (38%), followed by 19 years (18%), while only a small proportion were 21 years and above (5%).

GENDER: The data reveals that the majority of respondents were male (84%), followed by female (16%), while a very small proportion identified as other gender (0%).

COURSE OF STUDY: The distribution of respondents by course of study shows that the majority belonged to Commerce (59%), followed by Science (32%). A small proportion pursued Arts (9%), while none were enrolled in Other courses (0%).

YEAR OF STUDY: The data indicates that the majority of respondents were in the 1st year (44%), followed by the 3rd year (38%), while a smaller proportion were in the 2nd year (18%). None of the respondents were from the 4th year (0%).

LIVING SITUATION: The majority of respondents were living with family (89%), while only a small proportion resided in hostels (11%).

OCCUPATION STATUS OF FATHER: The table shows that 47% of fathers are unemployed, which forms the largest group. This is followed by 44% working in private jobs, while only 9% are employed in government jobs.

SOCIOECONOMIC STATUS OF THE FAMILY: The above table indicate that a majority of the participants, 90% belong to the Below Poverty Line (BPL) category, while only 10% belong to the Above Poverty Line (APL) category.

ACADEMIC PERFORMANCE OF THE STUDENTS: The above table results reveal that a majority of the participants, 51% demonstrated good academic performance, followed by 27% with excellent performance. Meanwhile, 19% had average performance and only 3% showed poor performance.

HISTORY OF SUBSTANCE USE: The above table shows that 54% of the participants reported no history of substance use, while 46% had a history of substance use.

HISTORY OF MAKING FRIENDS: Th above table shows that majority of students (66%) reported having the habit of making friends, while 34% did not. This indicates that most students are socially engage in forming peer relationships.

SECTION II: PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE OF DEGREE COLLEGE STUDENTS BY USING STRUCTURED KNOWLEDGE QUESTIONNAIRE.

The study assessed peer influence across four domains among 100 students. In **Domain I**, most students (62%) experienced moderate peer influence, with few reporting very low (2%) or high influence (2%). **Domain II** showed a majority (61%) with low peer influence, while very few (2%) reported high influence. **Domain III** had a more balanced distribution, with 44% moderate and 40% low influence, and a small portion (5%) highly influenced. **Domain IV** was distinctive, showing the highest proportion of students (22%) experiencing high peer influence, indicating that peers play a stronger role in this domain. Overall, most students fell into the low (42.5%) or moderate (39.5%) peer influence categories, while very few were highly influenced (7.75%) or minimally influenced (10.25%).

Academic Performance and Substance Use: Regarding academic performance, more than half of the students (51%) rated their performance as good, 27% as excellent, 19% as average, and only 3% as poor. In relation to substance use history, 46% reported using substances, whereas 54% had no history of use. A majority of students (66%) reported that they had the habit of making friends, while 34% reported otherwise.

Similarly a study conducted to examine the influence of peer groups on academic performance among undergraduate students in selected departments of Babcock University, Ogun State. A mixed-method design incorporating descriptive survey and ex post facto approaches was adopted. Using stratified random sampling, 116 students from five departments of the School of Education and Humanities were selected. Data were collected through questionnaires and analyzed using Pearson Product Moment Correlation Coefficient and Linear Regression at a 0.05 significance level. Findings showed that peer groups significantly influence students' academic performance. The study recommended stronger teacher supervision, deployment of trained counselors in schools, and the organization of awareness programs such as seminars and career talks to promote positive peer influence.¹¹

Section III: ASSOCIATION BETWEEN THE PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE WITH SELECTED SOCIO DEMOGRAPHIC DATA.

The findings disclose that there was no statistically significant association at the p value of 0.05 between peer group influence and demographic variables. Thus, the null hypothesis was accepted for these variables. However, a significant association was observed with the habit of making friends where median=120 ($\chi^2 = 7.90, p = 0.004$), indicating that students who had the habit of making friends were more influenced by their peer group.

.SUMMARY

This chapter mainly explains about the study's objective, hypothesis and major findings of the study i.e the Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students by using Structured Knowledge Questionnaire the association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio Demographic data.

Conclusion

CHAPTER 7

CONCLUSION

This chapter highlights the importance of the research along with its key findings, recommendations, and implications for nursing research, practice, and education.

The study was undertaken to evaluate the impact of peer group influence on substance abuse and academic performance.

The following conclusions were drawn from the study's findings:

SECTION I: FREQUENCY AND PERCENTAGE DISTRIBUTION OF SOCIO-DEMOGRAPHIC VARIABLES OF SELECTED SAMPLE.

AGE: The majority of respondents were 18 years (39%) and 20 years (38%), followed by 19 years (18%), while only a small proportion were 21 years and above (5%).

GENDER: The data reveals that the majority of respondents were male (84%), followed by female (16%), while a very small proportion identified as other gender (0%).

COURSE OF STUDY: The distribution of respondents by course of study shows that the majority belonged to Commerce (59%), followed by Science (32%). A small proportion pursued Arts (9%), while none were enrolled in Other courses (0%).

YEAR OF STUDY: The data indicates that the majority of respondents were in the 1st year (44%), followed by the 3rd year (38%), while a smaller proportion were in the 2nd year (18%). None of the respondents were from the 4th year (0%).

LIVING SITUATION: The majority of respondents were living with family (89%), while only a small proportion resided in hostels (11%).

OCCUPATION STATUS OF FATHER: The table shows that 47% of fathers are unemployed, which forms the largest group. This is followed by 44% working in private jobs, while only 9% are employed in government jobs.

SOCIOECONOMIC STATUS OF THE FAMILY: The above table indicate that a majority of the participants, 90% belong to the Below Poverty Line (BPL) category, while only 10% belong to the Above Poverty Line (APL) category.

ACADEMIC PERFORMANCE OF THE STUDENTS: The above table results reveal that a majority of the participants, 51% demonstrated good academic performance, followed by 27% with excellent performance. Meanwhile, 19% had average performance and only 3% showed poor performance.

HISTORY OF SUBSTANCE USE: The above table shows that 54% of the participants reported no history of substance use, while 46% had a history of substance use.

HISTORY OF MAKING FRIENDS: The above table shows that majority of students (66%) reported having the habit of making friends, while 34% did not. This indicates that most students are socially engaged in forming peer relationships.

SECTION II: PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE OF DEGREE COLLEGE STUDENTS BY USING STRUCTURED KNOWLEDGE QUESTIONNAIRE.

The study assessed peer influence across four domains among 100 students. In **Domain I**, most students (62%) experienced moderate peer influence, with few reporting very low (2%) or high influence (2%). **Domain II** showed a majority (61%) with low peer influence, while very few (2%) reported high influence. **Domain III** had a more balanced distribution, with 44% moderate and 40% low influence, and a small portion (5%) highly influenced. **Domain IV** was distinctive, showing the highest proportion of students (22%) experiencing high peer influence, indicating that peers play a stronger role in this domain. Overall, most students fell into the low (42.5%) or moderate (39.5%) peer influence categories, while very few were highly influenced (7.75%) or minimally influenced (10.25%).

Academic Performance and Substance Use: Regarding academic performance, more than half of the students (51%) rated their performance as good, 27% as excellent, 19% as average, and only 3% as poor. In relation to substance use history, 46% reported using substances, whereas 54% had no history of use. A majority of students (66%) reported that they had the habit of making friends, while 34% reported otherwise. Similarly a study conducted to examine the influence of peer groups on academic performance among undergraduate students in selected departments of Babcock University, Ogun State. A mixed-method design incorporating descriptive survey and ex

post facto approaches was adopted. Using stratified random sampling, 116 students from five departments of the School of Education and Humanities were selected. Data were collected through questionnaires and analyzed using Pearson Product Moment Correlation Coefficient and Linear Regression at a 0.05 significance level. Findings showed that peer groups significantly influence students' academic performance. The study recommended stronger teacher supervision, deployment of trained counselors in schools, and the organization of awareness programs such as seminars and career talks to promote positive peer influence.¹¹

Section III: ASSOCIATION BETWEEN THE PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE WITH SELECTED SOCIO DEMOGRAPHIC DATA.

The findings disclose that there was no statistically significant association at the p value of 0.05 between peer group influence and demographic variables. Thus, the null hypothesis was accepted for these variables. However, a significant association was observed with the habit of making friends where median=120 $\chi^2 = 7.90$, $p = 0.004$), indicating that students who had the habit of making friends were more influenced by their peer group

IMPLICATIONS OF THE STUDY

The study highlights how peer influence affects substance abuse and academic performance, providing insights for nursing practice, education, research, and administration.

NURSING PRACTICE:

Nurses can identify at-risk students, provide counseling, health education, and teach life skills to promote healthy peer interactions.

NURSING ADMINISTRATION:

Administrators should implement policies, awareness programs, peer support groups, and ensure resources to prevent substance abuse among students.

NURSING RESEARCH:

The study supports further research on peer dynamics, including interventions like life skills training, mentoring, and long-term effects of peer influence.

NURSING EDUCATION:

Nursing curricula should include adolescent psychology, peer influence, and substance abuse prevention, with practical training through role-plays, case studies, and community programs.

DE-LIMITATIONS:

1. Sample Size is limited to 100 attributable to time limitations.
2. The study is restricted to selected Government First Grade College.
3. Age group between 18-21years.
4. Available during the period of data collection.

RECOMMENDATIONS:

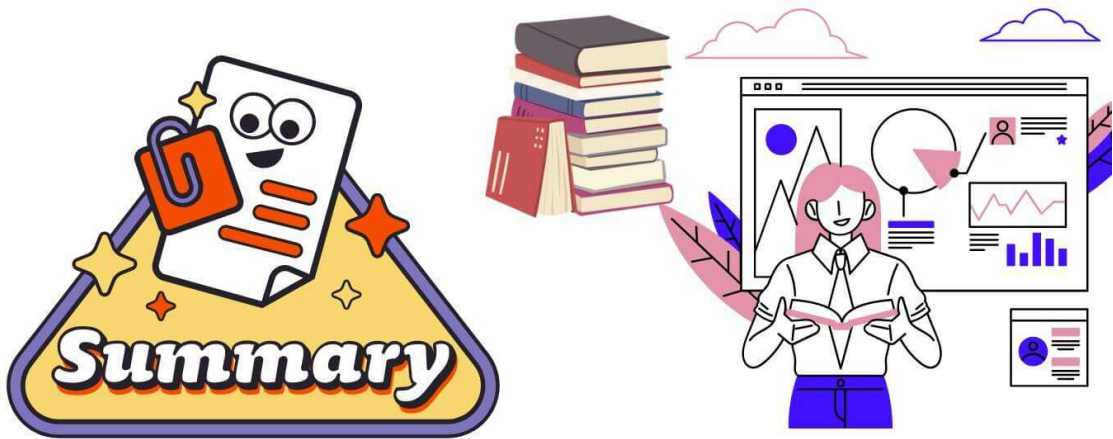
In light of the study findings, the following recommendations are

1. Future research should adopt a true experimental design to ensure better control of variables and more reliable results.
2. The study can be replicated with a larger and more diverse sample to improve generalizability across different educational and cultural settings.
3. Incorporating interactive audiovisual aids and self-learning modules can make teaching sensitive topics like peer influence and substance abuse more engaging and effective

SUMMARY:

This chapter has highlighted the significant implications of the study and offered recommendations to improve the reliability of future research of this nature

Chapter Summary



CHAPTER-8

SUMMARY

Substance abuse is a growing health concern among adolescents and young adults. The National Household Survey in India reported widespread use of alcohol (21.4%), cannabis (0.3%), and opioids (0.7%). Adolescence is a critical period for experimentation and identity formation, making it important to examine factors contributing to substance abuse in this vulnerable age group. The present study was conducted to determine peer group influence on substance abuse and academic performance of degree students (18–21 years) in Kolar district. The findings highlight that the null hypothesis was accepted for these variables. However, a significant association was observed with the habit of making friends were more influenced by their peer group

OBJECTIVES OF THE STUDY

1. To determine the Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students by using Structured Knowledge Questionnaire.
2. To find out the association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio Demographic data.

NULL HYPOTHESES:

1. **H₀₁**- There will be no significant difference in Peer Group Influence on Substance Abuse and Academic Performance.
2. **H₀₂**- There will be no significant association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio-demographic data.

The present study aimed to determine the influence of peer groups on substance abuse and academic performance among degree students using a structured knowledge questionnaire with a rating scale, guided by Bertalanffy's General Systems Theory (Input–Throughput–Output). A non-experimental descriptive survey design was adopted, and simple random sampling with the lottery method was used to select participants. Literature review and expert consultation informed the selection of tools and the methodology for data collection.

SECTION I: FREQUENCY AND PERCENTAGE DISTRIBUTION OF SOCIO-DEMOGRAPHIC VARIABLES OF SELECTED SAMPLE.

AGE: The majority of respondents were 18 years (39%) and 20 years (38%), followed by 19 years (18%), while only a small proportion were 21 years and above (5%).

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The study assessed peer influence across four domains among 100 students. In **Domain I**, most students (62%) experienced moderate peer influence, with few reporting very low (2%) or high influence (2%). **Domain II** showed a majority (61%) with low peer influence, while very few (2%) reported high influence. **Domain III** had a more balanced distribution, with 44% moderate and 40% low influence, and a small portion (5%) highly influenced. **Domain IV** was distinctive, showing the highest proportion of students (22%) experiencing high peer influence, indicating that peers play a stronger role in this domain. Overall, most students fell into the low (42.5%) or moderate (39.5%) peer influence categories, while very few were highly influenced (7.75%) or minimally influenced (10.25%).

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Section III: ASSOCIATION BETWEEN THE PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE WITH SELECTED SOCIO DEMOGRAPHIC DATA..

The findings disclose that there was no statistically significant association at the p value of 0.05 between peer group influence and demographic variables. Thus, the null hypothesis was accepted for these variables. However, a significant association was observed with the habit of making friends where median=120 $\chi^2 = 7.90$, $p = 0.004$), indicating that students who had the habit of making friends were more influenced by their peer group.

SUMMARY:

In summary, the execution of the present study was a significant learning experience for the investigator, strengthening competencies and confidence for future research endeavors. The study offered critical insights into the impact of peer group influence on substance abuse and academic performance among undergraduate students.

CHAPTER-9

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ANNEXURE-I

CENTRAL ETHICS COMMITTEE CERTIFICATE



Sri Devaraj Urs Academy of Higher Education & Research
POST BOX NO.62, TAMAKA, KOLAR-563 101, KARNATAKA, INDIA
Research and Development Cell

Ph:08152-210604, 210605, 243003, 243009, ext. 480. E-mail: dir_research@sduaHER.ac.in

Central Ethics Committee Re-registered under CBSCO-Registration No. ECR/25/Inst/KA/2013/RR-20 dated 28.4.2020

Members

1. **Prof. Dr. S.R Prasad**
Former Professor and
Head, Dept. of Microbiology
SDUMC
2. **Dr. Bhuvana K**
Professor
Dept. of Pharmacology,
SDUMC
3. **Dr. Karthik, S**
Assistant Professor
Dept. of Paediatrics
SDUMC
4. **Dr. G. Vijayalakshmi**
Principal, College of
Nursing, SDUCON
5. **Mr. Vasudev Moorthy**
Advocate
Shreyas, Kote Mane, Tekal
Road, P.C. Extension Kolar
6. **Swami**
Dattapadanandaji
Chinmayananda Mission
Institution, Kolar
7. **Mrs. Veena S,**
Karanjikatte, Kolar
8. **Dr. Azeem Mohiyuddin**
S.M
Professor and HoD,
Dept. of Otolaryngology,
SDUMC
9. **Dr. Ashok Kumar. B.S**
Principal,
College of Pharmacy
10. **Dr. Prabhavathi K**
Professor & HoD,
Dept. of Biochemistry,
SDUMC
11. **Dr. Sarulatha. H**
Professor, Collage of
Physiotherapy
12. **Dr. Madhavi Reddy M**
Professor, Department of
Clinical Nutrition and
Dietetics, FAH & BS
13. **Dr. Venkateswarlu**
Raavi
Assistant Professor,
Dept. of Cell Biology &
Molecular Genetics
FAH & BS
14. **Ms. Apoorva H.M**
Assistant Professor
Department of Speech
Pathology & Audiology
FAH & BS
15. **Dr. Kalyani R**
Director
Research and Development
Cell, SDUAHER &
Professor
Dept. of Pathology
SDUMC

CENTRAL ETHICS COMMITTEE

To:
Ms. Nagarathna
1 Year MSc Nursing
Dept. of Psychiatric Nursing
SDUCON.

Date: 04-03-2025

Sir/Madam,

Ref: SDUAHER/KLR/R&D/CEC/ SDUCON/ S/ PG/ / / /2024-25

Sub: Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students, Kolar.

The Central Ethics Committee of Sri Devaraj Urs Academy of Higher Education and Research, Kolar has examined the PG dissertation synopsis and the detailed work plan on 10th February 2025.

The Central Ethics Committee has unanimously approved the PG dissertation synopsis and granted permission to investigators to carry out the research work. The project has to be conducted as per ICMR guidelines on biomedical research and Health research (2017) in human beings and adhere to the principles of Good Clinical Practice updated guidelines.

The final report of the research project (PG) to be submitted to Scientific Review Committee, SDUCON.

The Co- Investigators for the project are **Prof. Jairakini Aruna** and **Mrs. Ramya. M.**

Dr. Kalyani, R
Member Secretary
Prof. Dr. Kalyani. R.
Member Secretary
Central Ethics Committee
Research and Development Cell
SDUAHER

Dr. S.R. Prasad
Chairman
Prof. Dr. S. R. Prasad
Chairman
Central Ethics Committee
Research and Development Cell
SDUAHER

NOTE: Please quote CEC reference number for all future communication

ANNEXURE-II

Letter requesting permission for conducting research study

To,

Principal

GFEC, Kolar

Karnataka

Kolar

Through: Research Guide

Subject: Requesting permission to collect data from School Students aged between 18-21 years-reg.

With reference to the above mentioned subject, I bring to your kind notice that, Ms.Nagarathna, 1st year M.Sc.(N) student doing her Psychiatric Nursing Speciality at Sri Devaraj Urs College of Nursing for the academic year 2024-2026 has undertaken research study on "**Peer Group Influence on Substance Abuse and Academic Performance of Degree college Students, Kolar**".under the guidance of Prof. Jairakini Aruna, HOD of Psychiatric Nursing Speciality at Sri Devaraj Urs College of Nursing as a partial M.Sc.(N) curriculum requirement.

Hence I request your kind self to permit me to access and collect data from School Students aged between 18-21 years by using structured knowledge questionnaire. I assure that there is no invasive procedure conducted on the student. It will be conducted under the guidance of faculty and the data that has been collected will be kept confidential. So kindly consider this request and grant me to conduct the study and do the needful.

Thank you,

Yours faithfully,

Ms.Nagarathna

Encl: 1. Synopsis of the study

2. Ethical Clearance Certificate

3. Tool and rating scale

Somnath
28.08.2025

ANNEXURE-III

LETTER REQUESTING OPINION AND SUGGESTIONS OF EXPERTS FOR ESTABLISHING TOOL VALIDATION.

From,
Ms. Nagarathna
1st year MSc (N)
Sri Devraj Urs College of Nursing
Tamaka, Kolar
puti7861@gmail.com

To,

Forwarded Through,

HOD of Psychiatric Nursing Dept, and Principal, Sri Devraj Urs College of Nursing.

Respected Sir/ Madam

Subject: Requesting for Expert Opinion and Validation of Research Tool .

I am writing to seek your esteemed expertise in validating the research tool developed for my study. Titled “**Peer Group Influence on Substance Abuse and Academic Performance of Degree college Students, Kolar,**” I have developed a structured Knowledge questionnaire to assess and improve Student’s understanding of this important topic.

OBJECTIVES:-

1. To determine the Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students by using Structured Knowledge Questionnaire.
2. To find out the association between the Peer Group Influence on Substance Abuse and Academic Performance with selected Socio Demographic data.

I kindly request you to review the enclosed structured Knowledge and provide your valuable opinions and suggestions.:

I have attached the validation format along with the tool for your reference. I sincerely appreciate your time and expertise in supporting my research and look forward to your valuable feedback.

Thank you.
Warm regards,
Ms. Nagarathna
1st year MSc (N)
SDUCON, Tamaka, Kolar.

Place: Kolar

Date:

ANNEXURE-IV
LIST OF EXPERTS

01. Dr G Balamurugan PhD
Assistant Professor of Nursing,
National Apex Coordinating Centre for Tele MANAS,

02. Mr Mahesh Gadag
Principal
Sana Institute of Health Sciences,

03. Mr. Shreeshail Shankarshetti
Principal
RIMS government college of nursing Raichur

04. Dr. Mohan Reddy
HOD & Consultant of Psychiatric Dept
SDUAHER

05. Dr. Purushotham
Consultant of child & adolescent psychiatry
SDUAHER

07. Dr. Sahana
Asst prof of Psychiatric Medicine
SDUAHER

08. Mr. Jagadish
Counselor
SDUAHER

09. Mr. Hemaraju
Principal
Ambika College of Nursing

ANNEXURE-V

CRITERIA CHECKLIST FOR THE EVALUATION OF THE TOOL

Respected sir/Madam,
Kindly go through the content and rate the content in the appropriate columns given and your expert opinion in the remarks column.

Section-A : Socio-demographic Data

Sl no	Items	Very Relevant	Relevant	Needs modification	Not Relevant	Remarks
1.						
2.						
3.						
4.						
5.						

Section-B: Structured Knowledge Questionnaire

Sl no	Items	Very Relevant	Relevant	Needs modification	Not Relevant	Remarks
	Questions related to Peer Group Characteristics					
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
	Questions related to Influence of Peers on Substance Use					
11.						
12.						
13.						
14.						
15.						
16.						

17.						
18.						
19.						
20.						
	Questions related to Impact of Peer Questions related to Influence on Academic Performance					
21.						
22.						
23.						
24.						
25.						
26.						
27.						
28.						
29.						
30.						
	Questions related to personal perception					
31.						
32.						
33.						
34.						
35.						
36.						
37.						
38.						
39.						
40.						

ANNEXURE-VI

EVALUATION CRITERIA CHECKLIST FOR STRUCTURED INTERVIEW

SCHEDULE

Respected Sir/Madam,

I request you to evaluate the research tool and give your valuable opinion and suggestions. There are four responses. Please tick (√) in the appropriate column and give your remarks in the columns.

Interpretation of column:

Column 1: Completely meets the criteria

Column 2: Partially meets the criteria

Column 3: Does not meet the criteria

SL No	EVALUATION CRITERIA	1	2	3	REMARKS
1	Section-I: Demographic data The item on Demographic information over all aspect necessary for the study.				
2	Section-II: Structured Knowledge Questionnaire 1. Relevant to the topic of the study. 2. Content organization. 3. Language is simple simple and easy to understand. 4. Clarity of the items used. 5. Any other suggestions.				

Your valuable opinion and kind cooperation will be highly appreciated.

Thank you in anticipation of your kind opinion.

Date:

Signature of the evaluator

Place:

(Name and Designation)

ANNEXURE-VII

TOOL VALIDITY CERTIFICATE

This is to certify that the tool developed by Ms.Nagarathna, 1st year MScNursing student (Mental Health Nursinng) of Sri Devaraj Urs College of Nursing Kolar 573103 is validated by the undersigned and can proceed to conduct main study for dissertation entitled:-**“Peer Group Influence on Substance Abuse and Academic Performance of Degree college Students, Kolar”**

Place:

Signature of the validator

Date:

(Designation and address)

ANNEXURE-VIII

Written Informed Consent Form

Study Title: “Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students, Kolar.”

I confirm that I have read and understood the information given to me about this study and my role in it. I had opportunities to ask questions and my questions have been answered to my satisfaction.

Or

a) I confirm that all information about this study and my role in it has been read / explained to me by a member of the investigating team in a language that I understand. I had opportunities to ask questions and my questions have been answered to my satisfaction.

b) I understand that my participation in this study is voluntary and that I am free to withdraw from the study at any time, without giving any reason and legal rights being affected.

c) I understand that my identity will not be revealed in any document or publication.

d) I agree not to restrict the use/publication of any data or results that arise from this study provided such use is only for scientific purposes.

e) I am aware that by agreeing to my participation in this investigation, I will have to give more time for training and assessments by the investigating team and that these assessments will not interfere with the benefits that I am entitled to or my daily routine.

f) I give my consent, voluntarily to take part in this study. I also agree for the investigator to record the observation/interview sessions whenever they are held.

Signature of the study participants /Legally Acceptable Representative: Study

participant signature: _____

Signature of Witnesses: _____

Study Investigator's Signature: _____

ಲಿಖಿತ ಮಾಹಿತಿ ಸಹಮತ ಪತ್ರ

ಅಧ್ಯಯನ ಶೀರ್ಷಿಕೆ:

“ ಪದವಿ ಕಾಲೇಜು ವಿದಾರ್ಥಿಗಳಲ್ಲಿ ಸಮವಯಸ್ಕರ ಪೂರ್ವವು ಮಾದಕ ವಸ್ತುಗಳಿಗೆ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸಾಧನೆಯ ಮೇಲೆ ಇರುವ ಪರಿಣಾಮ. – ಕೋಲಾರ.”

ನಾನು ಈ ಅಧ್ಯಯನ ಮತ್ತು ಅದರಲ್ಲಿನ ನನ್ನ ಪಾತ್ರದ ಬಗ್ಗೆ ನೀಡಲಾದ ಮಾಹಿತಿಯನ್ನು ಓದಿ ಮತ್ತು ಅರ್ಥಮಾಡಿಕೊಂಡಿದ್ದೇನೆ ಎಂಬುದನ್ನು ದೃಢಪಡಿಸುತ್ತೇನೆ.
ನನಗೆ ಪಠ್ಯಗಳು ಕೇಳುವ ಅವಕಾಶ ನೀಡಲಾಗಿತ್ತು ಮತ್ತು ನನ್ನ ಲಾಭಶೈಕ್ಷಣಿಕ ತೃಪ್ತಿರವಾದ ಉತ್ತರ ದೊರೆತಿದೆ.

ಅಥವಾ

a) ಈ ಅಧ್ಯಯನ ಮತ್ತು ಅದರಲ್ಲಿನ ನನ್ನ ಪಾತ್ರದ ಬಗ್ಗೆ ನೀಡಲಾದ ಎಲ್ಲಾ ಮಾಹಿತಿಯನ್ನು ತನಿಖಾ ತಂಡದ ಸದಸ್ಯರು ನನಗೆ ಅರ್ಥವಾಗುವ ಭಾಷೆಯಲ್ಲಿ ಓದಿ / ವಿವರಿಸಿರುವುದಾಗಿ ದೃಢಪಡಿಸುತ್ತೇನೆ.

ನನಗೆ ಪಠ್ಯಗಳು ಕೇಳುವ ಅವಕಾಶ ನೀಡಲಾಗಿತ್ತು ಮತ್ತು ನನ್ನ ಲಾಭಶೈಕ್ಷಣಿಕ ತೃಪ್ತಿರವಾದ ಉತ್ತರ ದೊರೆತಿದೆ.

b) ನಾನು ಈ ಅಧ್ಯಯನದ ಲೆಕ್ಕಾಚಾರವನ್ನು ಸ್ವಯಂಪ್ರೇರಿತ ಎಂಬುದನ್ನು ಹಾಗೂ ಯಾವುದೇ ಕಾರಣ ನೀಡದೆ, ಯಾವುದೇ ಸಮಯದಲ್ಲಿ ಅಧ್ಯಯನದಿಂದ ಹೊರಬರುವ ಹಕ್ಕು ನನಗೆ ಇದೆ ಎಂಬುದನ್ನು ಅರಿತುಕೊಂಡಿದ್ದೇನೆ.

ಇದರಿಂದ ನನ್ನ ಕಾನೂನು ಹಕ್ಕುಗಳಿಗೆ ಯಾವುದೇ ಹಾನಿಯಾಗುವುದಿಲ್ಲ ಎಂಬುದನ್ನು ತಿಳಿದಿದ್ದೇನೆ.

c) ಯಾವುದೇ ದಾಖಲೆ ಅಥವಾ ಪತ್ರಗಳಿಲ್ಲದೆ ನನ್ನ ಗುರುತು ಬಹಿರಂಗವಾಗುವುದಿಲ್ಲ ಎಂಬುದನ್ನು ತಿಳಿದಿದ್ದೇನೆ.

d) ಈ ಅಧ್ಯಯನದಿಂದ ಬಂದ ಯಾವುದೇ ಮಾಹಿತಿಯನ್ನು ಫಲಿತಾಂಶವನ್ನು ವೈಜ್ಞಾನಿಕ ಉದ್ದೇಶಕ್ಕಾಗಿ ಬಳಸುವುದಕ್ಕೆ ಅಥವಾ ಪತ್ತೆಸುವುದಕ್ಕೆ ನಾನು ನಿರ್ಬಂಧ ವಿಧಿಸುವುದಿಲ್ಲ ಎಂಬುದಾಗಿ ಒಪ್ಪುತ್ತೇನೆ.

e) ಈ ಅಧ್ಯಯನದ ಲೆಕ್ಕಾಚಾರವನ್ನು ನಾನು ಒಪ್ಪಿಕೊಂಡರೆ, ತನಿಖಾ ತಂಡವು ತರಬೇತಿ ಮತ್ತು ಮೌಲ್ಯಮಾಪನಗಳಿಗಾಗಿ ನನ್ನಿಂದ ಹೆಚ್ಚು ಸಮಯವನ್ನು ಕೇಳಬಹುದು ಎಂಬುದನ್ನು ತಿಳಿದಿದ್ದೇನೆ.

ಆದರೆ ಈ ಮೌಲಮಾಪನಗಳು ನನ್ನ ದೈನಂದಿನ ಕಾರ್ಯಗಳಲ್ಲಿ ಅಥವಾ ನನಗೆ ಸಿಗುವ ಯಾವುದೇ ಪಠ್ಯೋಜನಗಳಲ್ಲಿ ಅಡಚಣೆ ಉಂಟುಮಾಡುವುದಿಲ್ಲ ಎಂಬುದನ್ನೂ ತಿಳಿದಿದ್ದೇನೆ.

f) ನಾನು ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಸ್ವಯಂಪ್ರೇರಿತವಾಗಿ ಭಾಗವಹಿಸಲು ನನ್ನ ಅನುಮತಿಯನ್ನು ನೀಡುತ್ತಿದ್ದೇನೆ.

ತನಿಖಾಧಿ ಕಾರಿಗಳು ಯಾವುದೇ ಸಮಯದಲ್ಲಿ ನಡೆಯುವ ವೀಕ್ಷಣೆ/ಸಾಕಾತ್ಸಾಧ (interview) ಸೆಷನಗಳನ್ನು ಧ್ವನಿಮುದ್ರಿಸಲು (record) ನಾನು ಒಪ್ಪುತ್ತೇನೆ.

ಅಧ್ಯಯನ ಭಾಗವಹಿಸುವವರ / ಕಾನೂನುಬದ್ಧ ಪತ್ರಿನಿಧಿಯ ಸಹಿ:

ಭಾಗವಹಿಸುವವರ ಸಹಿ: _____

ಸಾಕಿಗಳ ಸಹಿ: _____

ಅಧ್ಯಯನ ತನಿಖಾಧಿಕಾರಿಯ ಸಹಿ: _____

ANNEXURE-IX

INFORMATION FOR PARTICIPANTS –DEGREE STUDENTS

Title: “Peer Group Influence on Substance Abuse and Academic Performance among Degree College Students, Kolar.”

Degree students are invited to take part in a research study. Before you decide to participate in this study, it is important for you to understand why this research is being carried out and your role in the project. Please take time to read the following information carefully and discuss it with your friends and relatives if you wish before you decide to participate or not in this study. Don't hesitate to ask us if there is anything that is not clear here or for more information. Take as much as time you need to decide to participate in this study.

What is the purpose of the study?

This is purely a research study and your participation may not bring any direct benefit to you. The present study aims to assess the Peer Group Influence on Substance Abuse and Academic Performance of Degree College Students.

Do participants have to take part in the study?

The investigator invites you to participate in the study and will be given a copy of this information sheet and adequate time to read through this, think, and ask any questions before making a decision. If you decide to enroll in the study, you will be asked to sign on a consent form. You are free to withdraw from the study at any time without giving any reason. A decision not to take part or later withdraw from the study whenever you choose will not affect your right or your profession.

What is your role in this project?

After your sign in the informed consent, the investigator shall ask questions on the basic details such as age in years, gender, marital status, age at diagnosis of oral, type of family, educational status, type of college, history of substance abuse, history of past Academic Performance, educational status of parents, monthly income of the parents.

What is the duration of the Training?

Approximately 30 minutes will be spent with you to collect the data on one-to-one basis by self-administered method by using structured knowledge questionnaire.

What are the benefits of participating in the study?

You are not entitled to any monetary or other benefits for participating in the study. Students will acquire knowledge regarding the Peer Group Influence on Substance Abuse and Academic Performance.

Are there any risks involved in participating in the study?

There is no risks or inconveniences in participating in this study.

Confidentiality of information

The data collected will be coded using unique code numbers which will be known only to the investigating team. Only this code will be indicated in all assessment sheets. Your name will not be disclosed outside or appear on any reports or publications resulting from the study. The data generated from this research will be anonymous, with no indication of the identity of the individuals involved.

What will happen to the samples (data) you have given?

The data obtained will be analyzed for scientific purposes. The results obtained from this study may be published in national and international scientific journals. Results may also be presented at scientific conferences /seminars. We will publish the results in scientific journals so that other interested people may learn from our research. However, we assure you that your identity will not be revealed anywhere, in any form, and to anybody. If you withdraw from the study after the samples have been collected, then your data will not be used for this study. Such data will be in safe custody till the completion of the project and will be deleted from records thereafter.

Who is organizing/ conducting the study?

The research is being conducted under the guidance of Subject experts and Research guide, Mrs. Jairakini Aruna Professor and HOD, Dept of Psychiatric Nursing, SDUCON, Tamaka, Kolar.

Who has reviewed this study?

The study will be reviewed by the subject experts, Central Ethics Committee, Sri Devaraj Urs College of Nursing for ethical aspects/standards.

If you need more information about this study, please contact the following at any time of the study.

Guide

Mrs. Jairakini Aruna

Guide

Mrs. Jairakini Aruna

Prof. and HOD

Dept of Psychiatric Nursing

SDUCON, Tamaka, Kolar

Phone no: +91 94818 28445

Co-Guide

Mrs. Ramya. M

Assistant Professor

SDUCON, Tamaka Kolar

+91 95916 06614

Investigator

Ms. Nagarathna.

Thank you for taking time to read this information. If you decide to consider taking part in this study, you will be given a copy of this leaflet for your information.

Signature of the investigator

Acknowledgement: Copy of this document received

Signature of Participant:

ಭಾಗವಹಿಸುವವರಿಗೆ ಮಾಹಿತಿ - ಪದವಿ ವಿದಾರ್ಥಿಗಳು

ಶೀರ್ಷಿಕೆ:

“ಪದವಿ ಕಾಲೇಜು ವಿದಾರ್ಥಿಗಳಲ್ಲಿ ಸಮವಯಸ್ಕರ ಪೂರ್ವವು ಮಾದಕ ವಸ್ತುಗಳಿಗೆ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸಾಧನೆಯ ಮೇಲೆ ಇರುವ ಪರಿಣಾಮ. - ಕೋಲಾರ.”

ಪದವಿ ವಿದಾರ್ಥಿಗಳನ್ನು ಸಂಶೋಧನಾ ಅಧ್ಯಯನದಲ್ಲಿ ಪಾಲೊಳು ಆಹ್ವಾನಿಸಲಾಗುತ್ತದೆ. ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಪಾಲೊಳು ಉದ್ದಕ್ಕೂ ಈ ಸಂಶೋಧನೆ ಯಾಕೆ ನಡೆಯುತ್ತಿದೆ ಮತ್ತು ಈ ಯೋಜನೆಯಲ್ಲಿ ನಿಮ್ಮ ಪಾತ್ರವೇನು ಎಂಬುದನ್ನು ನೀವು ಅರ್ಥಮಾಡಿಕೊಳ್ಳುವುದು ಬಹಳ ಮುಖ್ಯದ ಯವಿಟ್ಟು ಕೆಳಗಿನ ಮಾಹಿತಿಯನ್ನು ಗಮನವಿಟ್ಟುಕೊಡಿ. ಬಯಸಿದರೆ ನಿಮ್ಮ ಸ್ನೇಹಿತರು ಅಥವಾ ಬಂಧುಗಳೊಂದಿಗೆ ಚರ್ಚಿಸಿ ನಂತರ ಪಾಲೊಳು ಭೇಟಿ ಅಥವಾ ಬೇಡವೆಂದು ನಿರ್ಧರಿಸಿ. ಯಾವುದಾದರೂ ವಿಷಯ ಸ್ಪಷ್ಟವಾಗಲಿಲ್ಲದಿದ್ದರೆ ಅಥವಾ ಹೆಚ್ಚಿನ ಮಾಹಿತಿಗಾಗಿ ನಮ್ಮ ಮುಖಾಂತರ ಹಿಂಜರಿಯಬೇಡಿ. ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಪಾಲೊಳು ಭೇಟಿಕೆಂದು ನಿರ್ಧರಿಸಲು ನಿಮಗೆ ಬೇಕಾದಷ್ಟು ಸಮಯ ತೆಗೆದುಕೊಳ್ಳಬಹುದು.

ಅಧ್ಯಯನದ ಉದ್ದೇಶವೇನು?

ಇದು ಶುದ್ಧವಾಗಿ ಒಂದು ಸಂಶೋಧನಾ ಅಧ್ಯಯನವಾಗಿದ್ದು ಇದರಲ್ಲಿ ಪಾಲೊಳು ಉದ್ದರಿಂದ ನಿಮಗೆ ನೇರವಾದ ಲಾಭ ದೊರೆಯುವುದಿಲ್ಲ. ಪಕ್ಕಾತ್ ಅಧ್ಯಯನವು ಪದವಿ ವಿದಾರ್ಥಿಗಳಲ್ಲಿ ಪದವಿ ಕಾಲೇಜು ವಿದಾರ್ಥಿಗಳಲ್ಲಿ ಸಮವಯಸ್ಕರ ಪೂರ್ವವು ಮಾದಕ ವಸ್ತುಗಳಿಗೆ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸಾಧನೆಯ ಮೇಲೆ ಇರುವ ಪರಿಣಾಮ. - ಕೋಲಾರ

ಪಾಲೊಳು ಉದ್ದರಿಂದ ಕಡಾಯವೇ?

ತನಿಖಾಕಾರರು ನಿಮಗೆ ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಪಾಲೊಳು ಆಹ್ವಾನಿಸುತ್ತಾರೆ. ಈ ಮಾಹಿತಿ ಪತ್ರದ ಪ್ರತಿಯನ್ನು ನಿಮಗೆ ನೀಡಲಾಗುವುದು ಮತ್ತು ಅದನ್ನು ಓದಿ, ಯೋಚಿಸಿ, ಪತ್ರಗಳಿದ್ದರೆ ಕೇಳಿ ನಂತರ ನಿರ್ಧಾರ ಮಾಡಲು ಸಾಕಷ್ಟು ಸಮಯ ನೀಡಲಾಗುತ್ತದೆ. ನೀವು ಅಧ್ಯಯನದಲ್ಲಿ ಪಾಲೊಳು ಒಪ್ಪಿಕೊಂಡರೆ, ಒಪ್ಪಿಗೆ ಪತ್ರಕ್ಕೆ ಸಹಿ ಹಾಕಬೇಕಾಗುತ್ತದೆ. ಯಾವುದೇ ಕಾರಣ ನೀಡದೆ ನೀವು ಯಾವಾಗ ಬೇಕಾದರೂ ಅಧ್ಯಯನದಿಂದ ಹಿಂದೆ ಸರಿಯಬಹುದು. ಪಾಲೊಳು ಉದ್ದರಿಂದ ಅಥವಾ ನಂತರದಲ್ಲಿದ್ದರೆ ಸರಿಯುವುದು ನಿಮ್ಮ ಹಕ್ಕುಗಳ ಮೇಲೆ ಅಥವಾ ನಿಮ್ಮ ಪ್ರತಿಭೆಯ ಮೇಲೆ ಯಾವುದೇ ಪರಿಣಾಮ ಬೀರುವುದಿಲ್ಲ.

ಈ ಯೋಜನೆಯಲ್ಲಿ ನಿಮ್ಮ ಪಾತ್ರವೇನು?

ನೀವು ಒಪ್ಪಿಗೆ ಪತ್ರಕ್ಕೆ ಸಹಿ ಹಾಕಿದ ನಂತರ, ತನಿಖಾಕಾರರು ವಯಸ್ಸುಲಿಂಗ, ವೈವಾಹಿಕ ಸ್ಥಿತಿ, ಕುಟುಂಬದ ಪಕ್ಕಾರ, ಶೈಕ್ಷಣಿಕ ಸ್ಥಿತಿ, ಕಾಲೇಜಿನ ಪಕ್ಕಾರ, ಮಾದಕ ವಸ್ತುಗಳಿಗೆ ಇತಿಹಾಸ, ಹಿಂದಿನ ಶೈಕ್ಷಣಿಕ ಸಾಧನೆಯ ಇತಿಹಾಸ, ಪ್ರೋಫೆಸರ್ ವಿದಾರ್ಥಿ ತೆ, ಪ್ರೋಫೆಸರ್ ಮಾಸಿಕ ಆದಾಯ ಇತ್ಯಾದಿ ಮೂಲಭೂತ ಮಾಹಿತಿಗಳ ಬಗ್ಗೆ ಪತ್ರಗಳನ್ನು ಕೇಳುತ್ತಾರೆ.

ತರಬೇತಿ ಅವಧಿ ಎಷ್ಟು?

ಸುಮಾರು 30 ನಿಮಿಷಗಳನ್ನು ವ್ಯಯಿಸಿ ಮಟ್ಟದಲ್ಲಿ ಸಂರಚಿತ ಜಾನ್ ಪಶ್ಚಾತ್ತಾಪವನ್ನು ನೀಡಲು ಸಿದ್ಧರಾಗಿ ನಿರ್ವಹಿತ ವಿಧಾನದಿಂದ ಮಾಹಿತಿ ಸಂಗ್ರಹಿಸಲು ತೆಗೆದುಕೊಳ್ಳಬಹುದು.

ಅಧ್ಯಯನದಲ್ಲಿ ಫಾಲ್ತೋಳು ಉದರಿಂದ ಏನು ಲಾಭ?

ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಫಾಲ್ತೋಳು ಉದರಿಂದ ನಿಮಗೆ ಯಾವುದೇ ಹಣಕಾಸು ಅಥವಾ ಇತರ ಸೌಲಭ್ಯಗಳ ಹಕ್ಕು ಇಲ್ಲ. ಆದರೆ ವಿದಾರ್ಥಿಗಳು ಪದವಿ ಕಾಲೇಜು ವಿದಾರ್ಥಿಗಳಲ್ಲಿ ಸಮವಯಸಧ ಪೂರ್ವವು ಮಾದಕ ವಸ್ತುಗಳ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸಾಧನೆಯ ಮೇಲೆ ಇರುವ ಪರಿಣಾಮ. - ಕೋಲಾರ.

ಅಧ್ಯಯನದಲ್ಲಿ ಫಾಲ್ತೋಳು ಉದರಿಂದ ಯಾವುದೇ ಅಪಾಯವಿದೆಯೆ?

ಈ ಅಧ್ಯಯನದಲ್ಲಿ ಫಾಲ್ತೋಳು ಉದರಿಂದ ಯಾವುದೇ ಅಪಾಯಗಳು ಅಥವಾ ತೊಂದರೆಗಳು ಇರುವುದಿಲ್ಲ.

ಮಾಹಿತಿಯ ಗೌಪ್ಯತೆ

ಸಂಗ್ರಹಿಸಲಾದ ಡೇಟಾವನ್ನು ತನಿಖಾ ತಂಡಕ್ಕೆ ಮಾತ್ರ ತಿಳಿದಿರುವ ವಿಶೇಷ ಕೋಡ್ ಸಂಖ್ಯೆಗಳಿಂದ ಗುರುತಿಸಲಾಗುತ್ತದೆ. ಈ ಕೋಡ್ ಮಾತ್ರ ಮೂಲಮಾಪನ ಪಟ್ಟಿಗಳಲ್ಲಿ ಸೂಚಿಸಲಾಗುತ್ತದೆ. ನಿಮ್ಮ ಹೆಸರು ಯಾವುದೇ ವರದಿ ಅಥವಾ ಪತ್ರಗಳಲ್ಲಿ ಕಾಣಿಸುವುದಿಲ್ಲ. ಈ ಸಂಶೋಧನೆಯಿಂದ ಸೃಷ್ಟಿಯಾಗುವ ಡೇಟಾ ಸಂಪೂರ್ಣವಾಗಿ ಅನಾಮಧೇಯವಾಗಿರುತ್ತದೆ.

ನೀವು ನೀಡಿದ ಡೇಟಾಗೆ ಏನು ಆಗುತ್ತದೆ?

ಸಂಗ್ರಹಿಸಿದ ಡೇಟಾವನ್ನು ವೈಜ್ಞಾನಿಕ ಉದ್ದೇಶಕ್ಕಾಗಿ ವಿಶ್ಲೇಷಿಸಲಾಗುತ್ತದೆ. ಈ ಅಧ್ಯಯನದ ಫಲಿತಾಂಶಗಳನ್ನು ರಾಷ್ಟ್ರೀಯ ಮತ್ತು ಅಂತರಾಷ್ಟ್ರೀಯ ವೈಜ್ಞಾನಿಕ ಜರ್ನಲಗಳಲ್ಲಿ ಪ್ರಕಟಿಸಲಾಗಬಹುದು. ಫಲಿತಾಂಶಗಳನ್ನು ವೈಜ್ಞಾನಿಕ ಸಮ್ಮೇಳನಗಳು / ಕಾರ್ಯಾಗಾರಗಳಲ್ಲಿ ಸಹ ಮಂಡಿಸಬಹುದು. ಆದರೆ ನಿಮ್ಮ ಗುರುತನ್ನು ಯಾವುದೇ ರೀತಿಯಲ್ಲಿ ಬಹಿರಂಗಪಡಿಸಲಾಗುವುದಿಲ್ಲ ಎಂಬುದನ್ನು ನಾವು ಭರವಸೆ ನೀಡುತ್ತೇವೆ. ನೀವು ಅಧ್ಯಯನದಿಂದ ಹಿಂದೆ ಸರಿದರೆ, ಈಗಾಗಲೇ ಸಂಗ್ರಹಿಸಿದ ನಿಮ್ಮ ಡೇಟಾವನ್ನು ಬಳಸುವುದಿಲ್ಲ. ಅಂತಹ ಡೇಟಾವನ್ನು ಫೋಕ್ಸ್‌ಪೂರ್ಣಗೊಳಿಸುವವರೆಗೂ ಸುರಕ್ಷಿತವಾಗಿ ಇಟ್ಟು ನಂತರ ಅಳಿಸಲಾಗುತ್ತದೆ.

ಅಧ್ಯಯನವನ್ನು ಯಾರು ನಡೆಸುತ್ತಿದ್ದಾರೆ?

ಈ ಸಂಶೋಧನೆ ವಿಷಯ ತಜ್ಞರು ಮತ್ತು ಸಂಶೋಧನಾ ಮಾರ್ಗದರ್ಶಕರ ಮಾರ್ಗದರ್ಶನದಲ್ಲಿ ನಡೆಯುತ್ತಿದೆ.

ಮಾರ್ಗದರ್ಶಕಿ: ಶ್ರೀಮತಿ ಜಯಿರಾಕಿನಿ ಅರೂಣಾ, ಪಾಠಾಭ್ಯಾಸಿ ಮತ್ತು ವಿಭಾಗಾಧ್ಯಕ್ಷಿ, ಮಾನಸಿಕ ಆರೋಗ್ಯ ಸರ್ವಿಸಿಂಗ್ ವಿಭಾಗ, SDUCON, ತಮಕ, ಕೋಲಾರ.

ಈ ಅಧ್ಯಯನವನ್ನು ಯಾರು ಪರಿಶೀಲಿಸಿದ್ದಾರೆ?

ಈ ಅಧ್ಯಯನವನ್ನು ವಿಷಯ ತಜ್ಞರು ಮತ್ತು ಶ್ರೀ ದೇವರಾಜ್ ಉರ್ಸ್ ನರ್ಸಿಂಗ್ ಕಾಲೇಜಿನ ಕೇಂದ್ರ ನೈತಿಕ ಸಮಿತಿ ನೈತಿಕ ಅಂಶಗಳು/ಮಾಪಕಗಳ ದೃಷ್ಟಿಯಿಂದ ಪರಿಶೀಲಿಸುತ್ತಾರೆ.

ಹೆಚ್ಚಿನ ಮಾಹಿತಿಗಾಗಿ ಸಂಪರ್ಕಿಸಿ:

ಮಾರ್ಗದರ್ಶಕಿ

ಶ್ರೀಮತಿ ಜಯಿರಾಕಿನಿ ಅರೂಣಾ

ಪಾಠಾಭ್ಯಾಸ ಮತ್ತು ವಿಭಾಗಾಧ್ಯಕ್ಷ
ಮಾನಸಿಕ ಆರೋಗ್ಯವರ್ಧನೆ ವಿಭಾಗ
SDUCON, ತಮಕ, ಕೋಲಾರ
ಫೋನ್: +91 94818 28445

ಸಹ-ಮಾರ್ಗದರ್ಶಕಿ

ಶ್ರೀಮತಿ ರಮ್ಯಾ ಎಂ
ಸಹಾಯಕ ಪಾಠಾಭ್ಯಾಸಕಿ
SDUCON, ತಮಕ, ಕೋಲಾರ
ಫೋನ್: +91 95916 06614

ತನಿಖಾಕಾರಿ

ಕು. ನಾಗರತ್ನ

ಈ ಮಾಹಿತಿಯನ್ನು ಕೊಡಲು ಸಮಯ ತೆಗೆದುಕೊಂಡಿದ್ದಕ್ಕಾಗಿ ಧನ್ಯವಾದಗಳು. ನೀವು ಈ ಅಧ್ಯಯನದ ಫಲಿತಾಂಶವನ್ನು ಫಾರ್ಮಿಗಣಿಸಿದರೆ, ನಿಮ್ಮ ಮಾಹಿತಿಗಾಗಿ ಈ ಹಸ್ತಪತ್ರ ಪತ್ರಿಯನ್ನು ನಿಮಗೆ ನೀಡಲಾಗುತ್ತದೆ.

ತನಿಖಾಕಾರರ ಸಹಿ: _____

ಸ್ವೀಕೃತಿ: ಈ ದಾಖಲೆ ಪತ್ರಿಯನ್ನು ಸ್ವೀಕರಿಸಲಾಗಿದೆ

ಭಾಗವಹಿಸುವವರ ಸಹಿ: _____

ANNEXURE-X

CERTIFICATE FROM STATISTICIAN

SAMPLE SIZE ESTIMATION

STATEMENT OF THE PROBLEM

“PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE OF DEGREE COLLEGE STUDENTS, KOLAR”.

Research approach: Quantitative research approach

Research Design: Non- Experimental, Descriptive survey research design.

Sampling Technique: Simple Random Sampling Technique with Lottery Method.

Sample Size: 100 Samples

Description: According to Google sample size calculator the sample size for the present study is 80

With the confidence level of 95% and margin of error of 5% and population proportion of 50% (if not sure) and attrition rate of 5% and also based on the reviews of previous studies sample size.

So, on an average its 100 can be considered for the present study



Signature of Statistician


S. RAVISHANKAR
Lect./Assist. Professor,
Dept. of Community Medicine,
Sri Devaraj Urs Medical College,
Tumakuru, Kolar-563101

CERTIFICATE FROM STATISTICIAN

I hereby certify that I have provided statistical guidance in analysis to Ms. Nagarathna, 1st year MSc Nursing student, for her research study entitled at Sri Devarai Urs College of Nursing, Tamaka, Kolar.

Date:

Place: Tamaka, Kolar



Signature of Statistician

S. RAVISHANKAR

Lect./Assit. Professor,
Dept. of Community Medicine,
Sri Devaraj Urs Medical College,
Tamaka, Kolar-563101

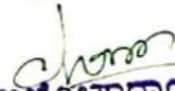
ANNEXURE-XI

ENGLISH EDITING CERTIFICATE

CERTIFICATE OF KANNADA EDITING TO WHOME SO EVER IT MAY
CONCERN

This is to certify that, Ms Nagarathna, 1st year M.Sc. Nursing, SDUHER, Tamaka, Kolar has done a research study entitled —PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE OF DEGREE COLLEGE STUDENTS, KOLAR.”

The study was edited for kannada Language appropriateness by,


ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು
ಎಂ.ವಿ. ಕೃಷ್ಣಪ್ಪ ಪ್ರೌಢ ಶಾಲೆ
ಉತ್ತರಗೋಡೆ 563127
ಮುಳಬಾಗಿಲು ತಾ ಕೋಲಾರ ಜಿಲ್ಲೆ

Date:

Place:

ANNEXURE-XII

CERTIFICATE OF ENGLISH EDITING

CERTIFICATE OF ENGLISH EDITING TO WHOME SO EVER IT MAY
CONCERN

This is to certify that, Ms Nagarathna, 1st year M.Sc. Nursing, SDUHER, Tamaka, Kolar has done a research study entitled —PEER GROUP INFLUENCE ON SUBSTANCE ABUSE AND ACADEMIC PERFORMANCE OF DEGREE COLLEGE STUDENTS, KOLAR.”

The study was edited for English Language appropriateness by,


ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು
ಎಂ.ಎ. ಕೃಷ್ಣಕೋಡೆಶಿಡ ಶಾಲೆ
ಉತ್ತರನೂರು-763127
ಮುಳಬಾಗಿಲು ಕು ಕೋಲಾರ ಜಿಲ್ಲೆ

Date:

Place:

ANNEXURE-XIII

TOOL

General Instructions:

Please read each question carefully.

Choose the answer that best describes your experience.

Your answers will be kept confidential

SECTION A:-SOCIODEMOGRAPHIC VARIABLES

1. Age:

- a) 18
- b) 19
- c) 20
- d) 21 & above

2. Gender:

- a) Male
- b) Female
- c) Others

3. Course of Study:

- a) Arts
- b) Science
- c) Commerce
- d) Other

4. Year of Study:

- a) 1st year
- b) 2nd year
- c) 3rd year
- d) 4th year

5. Living Situation:

- a) Hostel
- b) With Family

6. Occupational status of father

- a) Govt employ
- b) Private employ
- C) Unemploy

7. Socioeconomic status of the family

- a) APL
- b) BPL

8. Academic performance of the student

- a) Excellent
- b) Good
- c) Average
- d) Poor

9, History of substance use

- a) Yes
- b) No

10. Habit of making friends

- A) Yes
- B) No

SECTION B: Peer group influence on Substance abuse and Academic Performance

INSTRUCTIONS:

- 1. Each question should be read out and students should kindly tick the appropriate answers.
- 2. Tick the answer that feels more relevant

SL NO	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Peer Group Characteristics My peer group influences my decision-making in daily life.					
2	My peers encourage me to participate in academic discussions					
3	I often feel pressured to conform to my peer group's behavior and					

	attitudes					
4	My peer group provides emotional and academic support.					
5	Peer interactions motivate me to achieve better academic results.					
6	I spend more time on non-academic activities due to peer influence.					
7	My peer group encourages me to adopt positive study habits.					
8	Peer pressure influences my lifestyle choices, including fashion and social behavior.					
9	My peer group helps me stay disciplined and focused in my studies.					
10	I make important life decisions based on discussions with my peer group.					
11	Influence of Peers on Substance Use I have been encouraged by peers to try alcohol or other substances.					
12	I have observed substance use (alcohol, tobacco, drugs) within my peer group.					
13	Peer influence plays a major role in substance initiation among students.					
14	I have felt pressured to engage in substance use due to peer interactions.					
15	My peers openly discuss the risks and consequences of substance abuse.					
16	I tend to use substances more frequently in social gatherings with peers.					
17	My academic performance has been affected due to peer-influenced substance use.					
18	I am aware of peer-led substance prevention programs at my college.					
19	My peers encourage responsible behavior when it comes to substance use.					

20	Peers influence my perception of substance use as either acceptable or harmful.					
21	Impact of Peer Influence on Academic Performance My peers positively impact my academic motivation and performance.					
22	I feel distracted from my studies due to social engagements with peers.					
23	Group study sessions with peers improve my understanding of subjects.					
24	I have skipped classes due to peer influence.					
25	Peer-led discussions enhance my ability to grasp complex academic concepts.					
26	My choice of academic subjects is influenced by my peer group.					
27	I receive constructive feedback from peers that helps in academic improvement.					
28	Peer interactions contribute to procrastination and delayed academic tasks.					
29	I seek academic advice from peers before making important study decisions.					
30	My grades have improved due to positive peer encouragement.					
31	Coping Mechanisms and Support I actively resist peer pressure related to substance use.					
32	I seek guidance from teachers or family when dealing with peer-related concerns.					
33	I discuss personal and academic challenges with peers to find solutions.					
34	I have engaged in counseling or intervention programs related to peer influence.					
35	I effectively balance peer relationships with academic responsibilities.					
36	My peer group supports me in					

	handling academic stress effectively.					
37	I have established personal boundaries to minimize negative peer influence.					
38	I am confident in making independent decisions despite peer pressure.					
39	My peer group encourages me to pursue long-term academic and career goals.					
40	I actively participate in peer-led initiatives promoting healthy lifestyle choices.					

ಸಾಧನ

ಸಾಮಾನ್ಯಸೂಚನೆಗಳು:

1. ದಯವಿಟ್ಟು ಪ್ರತಿ ಪಠ್ಯವನ್ನು ಗಮನದಿಂದ ಓದಿ.
2. ನಿಮ್ಮ ಅನುಭವವನ್ನು ಸರಿಯಾಗಿ ವಿವರಿಸುವ ಉತ್ತರವನ್ನು ಆಯ್ಕೆಮಾಡಿ.
3. ನಿಮ್ಮ ಉತ್ತರಗಳು ಗೌಪ್ಯವಾಗಿರುತ್ತವೆ.

ವಿಭಾಗ A: ಸಮಾಜ-ಜನಸಾಂಖ್ಯಿಕ ಚರಗಳು

1. ವಯಸ್ಸು:
 - a) 18
 - b) 19
 - c) 20
 - d) >20
2. ಲಿಂಗ:
 - a) ಪುರುಷ
 - b) ಮಹಿಳೆ
 - c) ಇತರೆ
3. ಅಭ್ಯಾಸದ ಕೋರ್ಸ್:
 - a) ಕಲಾ (Arts)
 - b) ವಿಜ್ಞಾನ (Science)
 - c) ವಾಣಿಜ್ಯ (Commerce)
 - d) ಇತರೆ
4. ಅಭ್ಯಾಸದ ವರ್ಷ:
 - a) 1ನೇ ವರ್ಷ
 - b) 2ನೇ ವರ್ಷ
 - c) 3ನೇ ವರ್ಷ
 - d) 4ನೇ ವರ್ಷ
5. ವಾಸಸ್ಥಿತಿ:
 - a) ವಸತಿ ಗೃಹ (Hostel)
 - b) ಕುಟುಂಬದೊಂದಿಗೆ
6. ತಂದೆಯ ಉದ್ಯೋಗ ಸ್ಥಿತಿ:
 - a) ಸರ್ಕಾರಿ ಉದ್ಯೋಗಿ
 - b) ಖಾಸಗಿ ಉದ್ಯೋಗಿ
 - c) ನಿರುದ್ಯೋಗಿ
7. ಕುಟುಂಬದ ಆರ್ಥಿಕ ಸ್ಥಿತಿ:
 - a) ಎಪಿಎಲ್ (APL)
 - b) ಬಿಪಿಎಲ್ (BPL)
8. ವಿದಾರ್ಥಿಯ ವಿದ್ಯಾಪೂರ್ವಶಿಕ್ಷಣ:
 - a) ಅತುಲಮು
 - b) ಉತ್ತಮ

- c) ಸರಾಸರಿ
- d) ದುರಸ್ತಿಯಲ್ಲಿ

9. ಪದಾರ್ಥ (Substance) ಬಳಕೆಯ ಇತಿಹಾಸ:

- a) ಹೌದು
- b) ಇಲ್ಲ

10. ಸ್ನೇಹಿತರನ್ನು ಮಾಡುವ ಅಭಾಸ:

- a) ಹೌದು
- b) ಇಲ್ಲ

ವಿಭಾಗ B: ಸಮವಯಸ್ಥರ ಪೂರ್ವ - ಪದಾರ್ಥ ದುರುಪಯೋಗ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸಾಧನೆ

ಸೂಚನೆಗಳು:

1. ಪತ್ರಿಕೆ ಪಠ್ಯವನ್ನು ಓದಿಸಿ ವಿದಾರ್ಥಿಗಳು ಸರಿಯಾದ ಉತ್ತರವನ್ನು ಗುರುತಿಸಬೇಕು.
2. ತಮ್ಮ ಅನುಭವಕ್ಕೆ ಹೆಚ್ಚು ಹೊಂದಿಕೊಳ್ಳುವ ಉತ್ತರವನ್ನು ಟಿಕ್ (✓)ಮಾಡಿ.

SL NO	ಪಶ್ನೆಗಳು	ಬಹಳ ವಿರೋಧ	ವಿರೋಧ	ತಟಸ್ಥ	ಒಪ್ಪುತ್ತೇನೆ	ಸಂಪೂರ್ಣ ಒಪ್ಪುತ್ತೇನೆ
1	ಸಮವಯಸ್ಥರ ಗುಣಲಕ್ಷಣಗಳು ನನ್ನ ಸಮವಯಸ್ಥರು ನನ್ನ ದೈನಂದಿನ ನಿರ್ಧಾರಗಳನ್ನು ಪ್ರಭಾವಿಸುತ್ತಾರೆ.					
2	ನನ್ನ ಸ್ನೇಹಿತರು ನನಗೆ ಶೈಕ್ಷಣಿಕ ಚರ್ಚೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸಲು ಪ್ರೋತ್ಸಾಹಿಸುತ್ತಾರೆ					
3	ನಾನು ಬಹುಶಃ ನನ್ನ ಸಮವಯಸ್ಥರ ವರ್ತನೆ ಮತ್ತು ಘನೋಭಾವಕ್ಕೆ ಹೊಂದಿಕೊಳ್ಳಲು ಒತ್ತಡ ಅನುಭವಿಸುತ್ತೇನೆ.					
4	ನನ್ನ ಸಮವಯಸ್ಥರು ಭಾವನಾತ್ಮಕ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಬೆಂಬಲ ಒದಗಿಸುತ್ತಾರೆ					
5	ಸಮವಯಸ್ಥರ ಸಂವಹನಗಳು ನನಗೆ ಉತ್ತಮ ಶೈಕ್ಷಣಿಕ ಫಲಿತಾಂಶಗಳನ್ನು ಸಾಧಿಸಲು ಪ್ರೇರೇಪಿಸುತ್ತವೆ.					
6	ಸಮವಯಸ್ಥರ ಪ್ರಭಾವದಿಂದ ನಾನು ಅಕಾಡೆಮಿಕ್ ಅಲ್ಲ					

	ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಹೆಚ್ಚು ಸಮಯ ಕಳೆಯುತ್ತೇನೆ.					
7	ನನ್ನ ಸಮವಯಸ್ಥರು ನನಗೆ ಸಕಾರಾತ್ಮಕ ಅಧ್ಯಯನ ಅಭ್ಯಾಸಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಪ್ರೋತ್ಸಾಹಿಸುತ್ತಾರೆ.					
8	ಸಮವಯಸ್ಥ ಒತ್ತಡವು ನನ್ನ ಜೀವನಶೈಲಿ ಆಯ್ಕೆಗಳನ್ನು (ಉದಾಹರಣೆಗೆ, ಸಾಮಾಜಿಕ ವರ್ತನೆ) ಪ್ರಭಾವಿಸುತ್ತದೆ.					
9	ನನ್ನ ಸಮವಯಸ್ಥರು ನನಗೆ ಅಧ್ಯಯನದ ಲಿಶ್ಚಿಸಿನಿಂದ ಮತ್ತು ಗ್ರಮನದಿಂದ ಇರಲು ಸಹಾಯ ಮಾಡುತ್ತಾರೆ.					
10	ನಾನು ಜೀವನದ ಪ್ರಮುಖ ನಿರ್ಧಾರಗಳನ್ನು ನನ್ನ ಸಮವಯಸ್ಥ ಚರ್ಚೆಗಳ ಆಧಾರದ ಮೇಲೆ ಮಾಡುತ್ತೇನೆ.					
11	ಪದಾರ್ಥ ಬಳಕೆಯ ಮೇಲೆ ಸಮವಯಸ್ಥ ಪ್ರಭಾವ ನನ್ನ ಸಮವಯಸ್ಥರು ನನ್ನ ಮದ್ಯ ಅಥವಾ ಇತರ ಪದಾರ್ಥಗಳನ್ನು ಪರಿಶೀಲಿಸಲು ಪ್ರೋತ್ಸಾಹಿಸಿದಾರೆ.					
12	ನನ್ನ ಸಮವಯಸ್ಥರು ಗುಂಪಿನಲ್ಲಿ ಪದಾರ್ಥ ಬಳಕೆ (ಮದ್ಯ, ತಂಬಾಕು, ಡ್ರಗ್ಸ್) ಕಂಡಿದ್ದೇನೆ.					
13	ಪದಾರ್ಥ ಬಳಕೆಯ ಆರಂಭದಲ್ಲಿ ಸಮವಯಸ್ಥರು ಪ್ರಭಾವ ಪ್ರಮುಖ ಪಾತ್ರವಹಿಸುತ್ತಾರೆ.					
14	ಸಮವಯಸ್ಥರು ಸಂವಹನದಿಂದ ಪದಾರ್ಥ ಬಳಕೆಯಲ್ಲಿ ತೊಡಗಿಕೊಳ್ಳಲು ನಾನು ಒತ್ತಡ ಅನುಭವಿಸಿದ್ದೇನೆ.					
15	ನನ್ನ ಸ್ನೇಹಿತರು ಪದಾರ್ಥ ದುರುಪಯೋಗದ ಅಪಾಯ ಮತ್ತು ಪರಿಣಾಮಗಳ ಬಗ್ಗೆ					

	ತೆರೆಯಾಗಿ ಚರ್ಚಿಸುತ್ತಾರೆ.					
16	ಸೆಕ್ಷಿಹಿತರೊಂದಿಗೆ ಸಾಮಾಜಿಕ ಕೂಟಗಳಲ್ಲಿ ನಾನು ಪದಾರ್ಥಗಳನ್ನು ಹೆಚ್ಚುಬಳಸುತ್ತೇನೆ					
17	ಸಮವಯಸರ ಪೂರ್ವಿತ ಪದಾರ್ಥ ಬಳಕೆಯಿಂದ ನನ್ನ ಶೈಕ್ಷಣಿಕ ಸಾಧನೆ ಪೂರ್ವಿತವಾಗಿದೆ.					
18	ನನ್ನ ಕಾಲೇಜಿನಲ್ಲಿ ಸಮವಯಸರ ನೇತೃತ್ವದ ಪದಾರ್ಥ ತಡೆ ಕಾರ್ಯಕ್ರಮಗಳ ಬಗ್ಗೆ ನನಗೆ ತಿಳಿದಿದೆ					
19	ನನ್ನ ಸೆಕ್ಷಿಹಿತರು ಪದಾರ್ಥ ಬಳಕೆಯಲ್ಲಿ ಹೊಣೆಗಾರಿಕೆಯಿಂದ ವರ್ತಿಸಲು ಪ್ರೋತ್ಸಾಹಿಸುತ್ತಾರೆ.					
20	ನನ್ನ ಸಮವಯಸರು ಪದಾರ್ಥ ಬಳಕೆಯನ್ನು ಸ್ವಿಕಾರಾರ್ಹ ಅಥವಾ ಹಾನಿಕಾರಕವೆಂದು ತಿಳಿಯುವ ರೀತಿಯನ್ನು ಪೂರ್ವಿತಿಸುತ್ತಾರೆ.					
21	ಶೈಕ್ಷಣಿಕ ಸಾಧನೆ ಮೇಲೆ ಸಮವಯಸರ ಪೂರ್ವಿತ ನನ್ನ ಸಮವಯಸರು ನನ್ನ ಶೈಕ್ಷಣಿಕ ಪ್ರಗತಿ ಮತ್ತು ಸಾಧನೆಗೆ ಧನಾತ್ಮಕವಾಗಿ ಪೂರ್ವಿತಿಸುತ್ತಾರೆ.					
22	ಸೆಕ್ಷಿಹಿತರೊಂದಿಗೆ ಸಾಮಾಜಿಕ ಕಾರ್ಯಕ್ರಮಗಳಿಂದ ನಾನು ಅಧ್ಯಯನದಿಂದ ತೊಲಗುತ್ತೇನೆ.					
23	ಸೆಕ್ಷಿಹಿತರೊಂದಿಗೆ ಗುಂಪು ಅಧ್ಯಯನವು ವಿಷಯಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಸಹಾಯಕವಾಗುತ್ತದೆ.					
24	ಸೆಕ್ಷಿಹಿತರ ಪೂರ್ವಿತದಿಂದ ನಾನು ತರಗತಿಗಳನ್ನು ಬಿಟ್ಟಿದ್ದೇನೆ.					
25	ಸಮವಯಸರ ಚರ್ಚೆಗಳು ಸಂಕೀರ್ಣ ಶೈಕ್ಷಣಿಕ					

	ವಿಷಯಗಳನ್ನು ಅರ್ಥಮಾಡಿಕೊಳ್ಳಲು ಸಹಾಯಕವಾಗುತ್ತವೆ.					
26	ನನಶೈಕ್ಷಣಿಕ ವಿಷಯಗಳ ಆಯ್ಕೆಮವಯಸಧ ಪೂರ್ವದಿಂದ ಆಗಿದೆ.					
27	ಸೆಹಿತರಿಂದ ನನಗೆ ದೊರಕುವ ರಚನಾತ್ಮ ಪ್ರಕ್ರಿಯೆ ನನ್ನವಿದ್ಯಾ ಸಾಧನೆಯನ್ನು ಸುಧಾರಿಸುತ್ತದೆ.					
28	ಸಮವಯಸಧ ಸಂವಹನವು ಕೆಲಸವನ್ನುಮುಂದೂಡುವ ಪ್ರಯತ್ನಿಉಂಟುಮಾಡುತ್ತದೆ.					
29	ಪಮುಖ ಅಧ್ಯಯನ ನಿರ್ಧಾರಗಳನ್ನು ಕೈಗೊಳ್ಳುವ ಮೊದಲು ನಾನು ಸೆಹಿತರ ಸಲಹೆ ಪಡೆಯುತ್ತೇನೆ.					
30	ಸೆಹಿತರ ಪ್ರೋತ್ಸಾಹದಿಂದ ನನ್ನಅಂಕಗಳು ಸುಧಾರಿಸಿವೆ.					
31	ನಿಭಾಯಿಸುವ ವಿಧಾನಗಳು ಮತ್ತು ಬೆಂಬಲ ಪದಾರ್ಥ ಬಳಕೆಗೆ ಸಂಬಂಧಿಸಿದ ಸಮವಯಸಧ ಒತ್ತಡವನ್ನು ನಾನು ಸಕ್ರಿಯವಾಗಿ ತಡೆಗಟ್ಟುತ್ತೇನೆ					
32	ಸೆಹಿತರ ಸಂಬಂಧಿತ ಸಮಸ್ಯೆಗಳನ್ನು ಎದುರಿಸುವಾಗ ನಾನು ಶಿಕ್ಷಕರ ಅಥವಾ ಕುಟುಂಬದವರ ಮಾರ್ಗದರ್ಶನ ಪಡೆಯುತ್ತೇನೆ.					
33	ವೈಯಕ್ತಿಕ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸವಾಲುಗಳನ್ನು ಪರಿಹರಿಸಲು ನಾನು ಸೆಹಿತರೊಂದಿಗೆ ಚರ್ಚಿಸುತ್ತೇನೆ					
34	ಸಮವಯಸಧ ಪೂರ್ವಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಸಲಹೆ/ಮಧ್ಯಸ್ಥಿಕೆ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ					

	ಭಾಗವಹಿಸಿದ್ದೇನೆ					
35	ನಾನು ಸ್ನೇಹಿತ ಸಂಬಂಧಗಳು ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಜವಾಬ್ದಾರಿಗಳನ್ನು ಸಮತೋಲನಗೊಳಿಸುತ್ತೇನೆ					
36	ನನ್ನ ಸಮವಯಸ್ಥರು ಶೈಕ್ಷಣಿಕ ಒತ್ತಡವನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ನಿರ್ವಹಿಸಲು ನನಗೆ ಬೆಂಬಲಿಸುತ್ತಾರೆ.					
37	ನಕಾರಾತ್ಮಕ ಸಮವಯಸ್ಥರು ಪಕ್ಕಾಪವನ್ನು ಕಡಿಮೆಗೊಳಿಸಲು ನಾನು ವೈಯಕ್ತಿಕ ಗಡಿಗಳನ್ನು ಸಾಧಿಸಿದ್ದೇನೆ.					
38	ಸಮವಯಸ್ಥರು ಒತ್ತಡವಿದ್ದರೂ ಸತ್ವಂತ್ರ ನಿರ್ಧಾರಗಳನ್ನು ತೆಗೆದುಕೊಳ್ಳುವ ವಿಶಾಫ ನನಗಿದೆ					
39	ನನ್ನ ಸಮವಯಸ್ಥರು ದೀರ್ಘಕಾಲೀನ ಶೈಕ್ಷಣಿಕ ಮತ್ತು ಪ್ರತಿಗುರಿಗಳನ್ನು ಸಾಧಿಸಲು ನನಗು ಪ್ರೋತ್ಸಾಹಿಸುತ್ತಾರೆ.					
40	ಆರೋಗ್ಯಕರ ಜೀವನಶೈಲಿಯನ್ನು ಉತ್ತೇಜಿಸುವ ಸ್ನೇಹಿತರ ನೇತೃತ್ವ ಕಾರ್ಯಕ್ರಮಗಳಲ್ಲಿ ನಾನು ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಳ್ಳುತ್ತೇನೆ.					

ಕೆಲಸಗಳು ಮತ್ತು ಅರ್ಥೈಸಿಕೆ

ಕೆಲಸ	ಪ್ರಶ್ನೆಗಳ ಶ್ರೇಣಿ	ಅಂಕಗಳ ಶ್ರೇಣಿ	ಅರ್ಥೈಸಿಕೆ
ಸಮವಯಸ್ಥರು ಗುಣಲಕ್ಷಣಗಳು	Q1 – Q10	10-50	ಕಡಿಮೆ ಅಂಕಗಳು ಸತ್ವಂತ್ರತೆಯನ್ನು ಸೂಚಿಸುತ್ತವೆ; ಹೆಚ್ಚು ಅಂಕಗಳು ಬಲವಾದ ಸಮವಯಸ್ಥರು ಪಕ್ಕಾಪವನ್ನು ತೋರಿಸುತ್ತವೆ.
	Q11 – 20	10-50	ಕಡಿಮೆ ಅಂಕಗಳು ಪ್ರತಿರೋಧವನ್ನು ಹೆಚ್ಚು ಅಂಕಗಳು ಹೆಚ್ಚು

ಪದಾರ್ಥ ಬಳಕೆಯ ಮೇಲೆ ಪ್ರಭಾವ			ಪ್ರಭಾವಿತವಾಗುವ ಸಾಧನಗಳನ್ನು ಸೂಚಿಸುತ್ತದೆ
ಶೈಕ್ಷಣಿಕ ಸಾಧನ ಮೇಲೆ ಪ್ರಭಾವ	Q21 –30	10-50	ಕಡಿಮೆ ಅಂಕಗಳು ಕನಿಷ್ಠ ಪ್ರಭಾವವನ್ನು ಹೆಚ್ಚು ಅಂಕಗಳು ಬಲವಾದ ಪ್ರಭಾವವನ್ನು ತೋರಿಸುತ್ತವೆ.
ನಿಭಾಯಿಸುವ ವಿಧಾನಗಳು ಮತ್ತು ಬೆಂಬಲ	Q31 – 40	10-50	ಕಡಿಮೆ ಅಂಕಗಳು ದುರ್ಬಲ ನಿಭಾಯಿಸುವಿಕೆಯನ್ನು ಹೆಚ್ಚು ಅಂಕಗಳು ಬಲವಾದ ಬೆಂಬಲವನ್ನು ತೋರಿಸುತ್ತವೆ.

2. ಅಂಕಗಳ ವ್ಯವಸ್ಥೆ (Scoring System):

ಉತ್ತರ	ಅಂಕ
ಬಹಳ ವಿರೋಧ	1
ವಿರೋಧ	2
ತಟಸ್ಥ	3
ಒಪ್ಪುತ್ತೇನೆ	
ಸಂಪೂರ್ಣ ಒಪ್ಪುತ್ತೇನೆ	5

2a3. ಅಂಕಗಳ ಶ್ರೇಣಿ ಮತ್ತು ಅರ್ಥೈಸಿಕೆ:

ಒಟ್ಟು 40 ಪ್ರಶ್ನೆಗಳು × ಗರಿಷ್ಠ 5 ಅಂಕಗಳು = ಗರಿಷ್ಠ 200 ಅಂಕಗಳು.

ಅಂಕಗಳ ಶ್ರೇಣಿ	ಶೇಕಡಾ ಶ್ರೇಣಿ (%)	ಅರ್ಥೈಸಿಕೆ
10-20	20% – 40%	ತುಂಬಾ ಕಡಿಮೆ ಸಮವಯಸ್ಕರ ಪ್ರಭಾವ
21-30	42% – 60%	ಕಡಿಮೆ ಸಮವಯಸ್ಕರ ಪ್ರಭಾವ
31-40	62% – 80%	ಮಧ್ಯಮ ಸಮವಯಸ್ಕರ ಪ್ರಭಾವ
41-50	82% – 100%	ಹೆಚ್ಚಿನ ಸಮವಯಸ್ಕರ ಪ್ರಭಾವ

ಅಧ್ಯಯನ ಹಂತಗಳು

1. ಎಲ್ಲಾ 40 ಅಂಶಗಳ ಅಂಕಗಳನ್ನು ಸೇರಿಸಿ.
2. ಒಟ್ಟು ಅಂಕಗಳನ್ನು ಮೇಲಾಣಿಸಿದ ಶ್ರೇಣಿಗಳೊಂದಿಗೆ ಹೋಲಿಸಿ.
3. ಸಹಪಾಠಿಗಳ ಗುಂಪಿನ ಪ್ರಭಾವವು ಮದ್ಯಮಾದಕ ವಸ್ತುಗಳ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸಾಧನೆ ಮೇಲೆ ಹೇಗೆ ಪರಿಣಾಮ ಬೀರುತ್ತದೆ ಎಂಬುದನ್ನು ಈ ಅಧ್ಯಯನವು ಮೂಲಕ ಅಳೆಯಿರಿ.
4. ಈ ಅಂಕಗಳ ಸುವಿಕೆ ಮತ್ತು ಅಧ್ಯಯನವು ಪಶ್ಚಿಮ ಸಹಪಾಠಿಗಳ ಪ್ರಭಾವದ ಕುರಿತು ಇರುವ ಜಾನ್ ಮಟ್ಟವನ್ನು ವಿಶ್ಲೇಷಿಸಲು ಸಹಕಾರಿಯಾಗುತ್ತದೆ.

ANNEXURE-XIV

MASTER DATA SHEET

SOCIODEMOGRAPHIC DATA

Samples	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10
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9	1	1	3	1	2	3	2	1	1	3
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Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20	Q 21	Q 22	Q 23	Q 24	Q 25	Q 26	Q 27	Q 28	Q 29	Q 30	Q 31	Q 32	Q 33	Q 34	Q 35	Q 36	Q 37	Q 38	Q 39	Q 40				
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ANNEXURE-XV

RESEARCH PHOTOS





Kolar, Karnataka, India
44pm+5rq, Head Post Office Rd, Doddapet, Kolar, Karnataka 563101, India
Lat 13.135567° Long 78.134663°
29/08/2025 01:13 PM GMT +05:30



ANNEXURE-XVI

PLAGIARISM CERTIFICATE

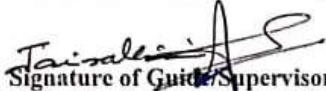



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Name of the Supervisor / Guide	Prof. Jairakini Aruna
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