IMPACT OF FRIENDSHIP CIRCLE ON UNIVERSITY STUDENTS' PERCEPTION, ATTITUDE, BEHAVIOR AND ACADEMIC PERFORMANCE

Zartashia Kynat Javaid[*1], Fareeha Kabeer[2], Abida Kareem[3]

[*1,3]Assistant Professor, Government College University Faisalabad, Pakistan
[2]BS Scholar, Government College University Faisalabad, Pakistan

[*1]zartashiakynat@gcuf.edu.pk

ABSTRACT

This qualitative study investigates the impact of friendship circles on university students' behavior, attitude, perception, and academic success. Semi-structured interviews were conducted from 10 young university students', divided evenly between first and final year students. Convenient sampling technique was used, and the data was analyzed thematic analysis.. The findings reveal complex dynamics, with friendship groups exerting both positive and negative influences on students' academic performance, mental health, and personal growth. The study highlights the need for universities to provide support services addressing emotional and academic needs. It is recommended to educators, policymakers, and mental health professionals to acknowledge the effects of friendship circles on students' well-being. The study emphasizes the importance of friendship circles in influencing university students' experiences and outcomes.
Keywords: *Friendship Circles, University Students, Social Relationships, Qualitative Research, Social Behaviors, Academic Achievement, Student Well-Being.*

INTRODUCTION

The current study aims to investigate the impact of friendship circle on attitude, perception, behavior and academic achievements among first and final year students at university level. The university experience can have a profound effect on student's life. Friendship circle' interactions at this new stage of life in general, and close friendship circles in particular can have a significant impact on students' prosocial conduct, emotional distress, and academic success (Wentzel, 2004). University students' friendship circles influence their decisions and actions, which can have far reaching effects for their academic success and overall well-being (Henderson et al., 2016).

Friendship develops when people have similar beliefs, spend time together, and understand one other's decisions (Hargreaves, 1972). According to Coleman (1988), friends who promote academic performance are significant predictors of educational success. Friendship can influence students' views towards academic accomplishment, motivation, and goal-setting (Smart et al., 2017).

Further, one study discovered that students' attitudes toward their classmates' academic work influence their own academic motivation (Ryan, 2001). It was discovered that social norms within a friendship circle can either increase or deteriorate academic achievement, depending on the normative context (Cialdini,1993). According to research, conformity may impair critical thinking and promote groupthink (Janis, 1972). Conformity demands are prevalent among university students, particularly in group settings (Berkowitz, 2015).

Friendship is also described as a "voluntary relationship between two people who like each other." It highlights the value of mutual liking, trust, and emotional support. (Baumeister et al., 1994). It is choosing to be with one another, enjoying time spent together, and being able to engage in a positive and supportive role to one another (Howes & Carollee ,1983).

Friendship is a vital part of our lives. It provides us a sense of belonging, acceptance, and support. Friends offer valuable advice, guidance, and encouragement, and help us to navigate challenges of life. They also provide us opportunities to help others, fostering a sense of mutual support (Tokuno, 1986) and cooperation (Weiss, 1974). But how does our friendship influences our attitudes? Our attitude is essentially our outlook on life, shaped by our beliefs and feelings about people, events, and experiences (Chaikan, 1977). It's the lens through which we view the world. Our perceptions play a significant role in shaping our attitudes. Perception is the process by which we interpret and make sense of the world around us (Schacter, 2011). It's how we organize, identify, and understand the information we receive from our environment. Ultimately, our attitudes and perceptions influence our behavior. Behavior refers to the actions and reactions we exhibit in response to internal or external stimuli (Kahle, 2014). It's the way we respond to the world around us, shaped by our attitudes, perceptions, and experiences.

Rationale for the Study

Despite the relevance of this topic, earlier research in Pakistan has focused on quantitative indicators and overlooked in-depth studies of the experiences from students' perspectives. Moreover, major research was conducted with a focus on Western or developed countries, excluding the unique cultural and socioeconomic contexts that characterize universities like in Pakistan. Most of the studies have targeted specific populations or academic specializations, hence limiting generalizability. This study gives an in-depth look at the experiences of university students in Pakistan, adding insight into the intricate dynamics within their circles of friends and how they relate to perceived impacts on their

perceptions, attitude, and behaviors. The most critical aspect of this research is its focus on specific-age of students i.e. 18 to 30 years-whose insights offer a useful comparison on how growth shapes the influence of friendship circles. This might develop a culturally responsive scale of friendship circle influence and it will fill a gap, since there is practically no context-specific research carried out in Pakistan so far.

Objectives of the Study

The purpose of this study is to investigate the impacts of friendship circle on university students' perception, attitude, behavior and academic performance. However, this study is determined to accomplish following objectives.

➢ To investigate how friendship circles influence academic performance in university students.

➢ To investigate the influence of friendship dynamics on students' mental health and well-being.

Literature Review

New friendships help first-year university students to settle, especially those who live in hostels by giving social support and a sense of belonging (Buote et al., 2007). It has been seen how academic achievement effects friendship formation. The data shows that students build friendships with those peers who have similar academic attainment levels (Flashman, 2012).Another study states that students' attitudes toward their classmates' academic work influence their own academic motivation (Ryan, 2001). Social norms within a friendship circle can either increase or deteriorate academic achievement (Cialdini, 1993).

One of the studies investigated whether group composition influences conformity. Participants were more inclined to accept wrong answers from strangers than from friends, particularly in large groups of friends. This shows that social relationships can reduce the urge to conform, especially in bigger social groupings (McKelvey & Kerr, 1988). According to research, conformity impairs critical thinking and promotes group thinking (Janis, 1972).Conformity demands are prevalent among university students, particularly

in group settings (Berkowitz,2015). Defying social standards can have unforeseen consequences at both the individual and society levels. Rule-breaking can have a direct impact on an individual's social position (Hock & Fefferman, 2011). Amna et al (2024) discussed the social interaction for academic motivation in university students and found considerable consequences.

Social psychologists have mainly ignored the issues of loyalty and disloyalty within communities. They define loyalty as remaining within a group despite personal gain, helping the group as a whole, and disloyalty is leaving a group for personal gain, even if it affects the group (Levine & Moreland, 2002). Another study investigated the function of loyalty in friendships, focusing on both passive and active loyalty. The findings imply that active loyalty, which includes overt supportive acts, is more strongly connected with friendship intimacy, maintenance, and commitment than passive loyalty (Sauls & Destaney, 2023). Javaid et al. (2024) conducted a research on student and teacher interaction and concluded appropriate findings that contradicts Javaid et al. (2024) investigated family violence of abusive parenting. Further, Javaid et al. (2024) studied the effects of emotional intelligence on academic performance concluding positive outcome. It is also aligned with gratitude practice (Javaid et al.,2023, & Javaid et al. 2024).

Method
Participants and Sampling Techniques
The sample for the study consisted on 10 young students taken from the university. The convenient sampling technique was used for collecting data and the sample was divided into two groups, the first group consists on students of first years and the second group consisted on students' final year.

Inclusion and Exclusion Criteria
Students of undergraduate level ranging from age of 18 to 30 years old were selected from the population. Students of masters and PhD level were excluded from the study. Moreover, students belonging to private sector universities and community colleges were also excluded.

Data Analysis
Semi-structured interviews were conducted to gather in-depth insights from participants' experiences. Thematic analysis was carried out to identify the themes and subthemes from the interview responses.

Procedure
Our research has a personal connection as we have experienced the impact of friendship circles first-hand; we want to explore its effects on other students as well. We located our target audience i.e. first and final year students and selected 10 participants through convenient sampling. Before the conduction of our semi-structured interviews, we debriefed the participants about the confidentiality of research and obtained their informed consent regarding the recording protocols. The interviews of participants varied in duration, with first year students took less time as compared final year students. At last, we used thematic analysis to look for patterns and themes in our data.

Ethical Consideration
Before recording interviews, the permissions were obtained from the participants. Participants were briefed about the purpose of the research and they were assured that the data would be kept confidential and only would be used for the purpose of research. In order to keep the confidentiality of participants, coding was used during transcription for references.

Findings
This transitive study examined investigate the impacts of friendship circle on university students' perception, attitude, behavior and academic performance reveals significant insights into how group dynamics shape students' trajectories. The study's findings are based on in-depth interviews with 10 university students, evenly divided between first and final year students. For the purpose of transcription and analysis, participants are referred to as "F", with first year denoted as F1-F5 and final year students denoted as L1-L5.

Detailed analysis of Themes and Sub-themes
Academic Performance and Motivation
Our research showed significantly that the academic performance and motivation of students are majorly influenced by their friendship groups.

Academic Support and Collaboration. First year students described their friendship groups as a source of academic support, collaboration, and encouragement, which positively influenced their performance. Group members often shared notes, clarified concepts, and motivated one another to stay on track academically. In contrast, Final Year students reported that their groups had a detrimental impact on their academic performance. They shared instances of distractions, such as engaging in non-academic activities, peer pressure to skip classes, or participating in group behaviors that conflicted with their academic goals. Over time, these negative influences overshadowed the potential benefits of collaboration, leading to frustration, regret, and a decline in academic focus.
F (1): "My group fellows are academically good and they help me in my studies as well."
L (1): "I am a regular student and do not bunk classes at all but because of that group I had to go against my morals and bunk classes."

Autonomy and Individual Identity. First year students exhibited an ability to maintain their individuality within their friendship groups, highlighting the importance of personal boundaries and independence in shaping their academic journey. They reported being able to preserve their unique learning styles, preferences, and goals despite being in a group setting. In contrast, Final Year students faced challenges in maintaining autonomy due to the pressures of conforming to group norms. This led to internal conflicts as they struggled to retain their personal identity while aligning with the collective expectations of the group.
F (3): "It varies from person to person, but my group did not affect my individual identity at all."
L (2): "I left my group for some time, as I thought I was losing my personal identity."

Shaping Social Behaviors and Decision-Making
Another major theme noted during research states that the social behaviors and decision making processes of students are shaped by their friendship groups.

Peer Pressure and Conformity. First year students emphasized mutual respect and a lack of coercion within their groups, which allowed for open dialogue and the expression of diverse perspectives. This fostered a supportive and inclusive group dynamic. However, Final Year students described experiencing significant peer pressure, where they felt obligated to compromise their morals, values, and personal choices to gain approval or avoid conflict within the group. Such situations often resulted in feelings of frustration, regret, and even moral distress, highlighting the detrimental impact of unhealthy group dynamics on decision-making processes.
F (2): "We do not impose our opinions and perspectives on each other, we do not force each other to just have a consent on WHAT I AM SAYING."
L (3): "There were so many instances, where I had to decide that I have to ignore my morals in order to make them happy."

Power Dynamics and Group Decision-Making. The First year students reported group interactions where everybody had an equal say and decision-making was always of an inclusive and respectful nature that was democratic. This democratic approach created belonging and collaboration. For the final-year students, issues of power imbalance included dominant individuals in groups making decisions and others lagging behind.
F (2): "We all participate in group discussions and no one gets ignored and everyone is heard and respected."
L (1): "They did not listen to me, considered themselves as superior over me and even showed it off."

Social Integration and Rejection. First year students' experience was heavily impacted by social integration, with many students' reporting positive and inclusive interactions within their group. They emphasized mutual acceptance,

collaborative brainstorming, and a focus on common aim that foster emotions of belonging. On the other hand, Final Year students often faced rejection or exclusion within their groups, which had a negative effect on their self-esteem and emotional health. To avoid being rejected, some people compromised their principles or repressed their values.

F (5): "I do share my ideas and at the end the best one is selected collectively."

L (4): "I used to agree with them every time, in order to fit in and to not get rejected."

Students' Mental Health and Well-being
Major concept that we do not associate with friendship is the mental health and well-being of students, they are significantly impacted by their friendship groups.

Emotional Strain and Mental Health.
According to the freshmen, their groups provided them with emotional support as members actively reduced stress through open discussions and support from one another. Overall, their wellness and mental health were enhanced in this encouraging atmosphere. The reverse scenario was true for Final Year students, who indicated that the toxic group dynamics, along with internal disputes and pressures, caused them to endure emotional strain, stress, anxiety, and despair. This led to grave mental health issues. In extreme cases, students resorted to therapeutic measures, like

taking drugs, to cope with the resultant psychological distress.

F (5): "We all are good listeners and good speakers as well, so we try to relieve each other's stress by hearing each other out or just friendly discussion."

L (2): "I used to take pills for my mental issues as I was stressed out."

Regret and Reflection on Group Involvement.
The first year students lot in general were pleased with their groups; there were no severe complaints or disappointments. They had the confidence about the encounters with their future since they believed their groups to be supportive and interactive. The final year students showed profound regret and disappointment regarding their participation in the group. They described how involvement in toxic group dynamics had a negative impact on their academic performance, personal development, and mental health. Many stated that they wanted to avoid such groups in the future, highlighting the lasting effects of bad group experiences on their perspective and behaviors.

F(4): "There is no such experience yet and I do not think that such thing will ever happen in future as well.....at least I hope so."

L (1): "I do regret becoming a part of such group, they destroyed my mental health. Now I do not ever want to be a part of any group."

Table 1: Explanation of Themes and Subthemes

Themes	Sub-themes	First Year	Final Year Students
Academic Performance and Motivation	Academic Support and Collaboration	First Year believed that academic support and cooperation between their friends boosted their performance at university.	Final Year Students said that the groups they had were a burden to their academics.
	Autonomy and Individual Identity	First Year maintained their own learning styles and academic goals in their groups.	Final Year Students reported feeling pressured to conform to group rules
Shaping Social Behaviors and Decision-Making	Peer Pressure and Conformity	First year students did not report any major peer pressure	Final Year Students also reported peer pressure and conformity as a reason for frustration and regret.

			or conformity.
	Power Dynamics and Group Decision-Making	First year students reported no power imbalance.	Final Year Students reported power imbalances within their groups, with some individuals dominating decision-making processes.
	Social Integration and Rejection	First year students did not report a lot of rejection or exclusion.	Final Year Students reported experiencing rejection or exclusion from their groups, which affected their self-esteem and emotional well-being.
Students' Mental Health and Wellbeing	Emotional Strain and Mental Health	First year students did not report significant emotional stress.	Final Year Students reported to have had some form of emotional stress, tension, anxiety, and depression caused by detrimental group dynamics.
	Regret and Reflection on Group Involvement	First year students were not complaining about significant regret or dissatisfaction yet from their friendship circle.	Final Year Students reported significant regret and dissatisfaction with their group involvement, wishing they had distanced themselves from toxic group dynamics

Discussion

The study's findings show that friendship circles have a significant effect on students' behaviors, attitude, perception, and academic success. The findings advocates that friendship groups have a positive and negative impact on students' personality. On the brighter side, friendship groups can give sentimental and intellectual support, encourage students to study, and develop a sense of belonging (Hartup, 1999; Wentzel & Caldwell, 1997). For instance, in this study, the first year students opined that friendship groups offer them emotional support for adaptation into university life.

The results of this study however indicate that friendship groups might have some adverse effects including loyalty issues, lack of trust, failure in communication, and mental illness issues (Cohen et al., 2015; Holt-Lunstad et al., 2015). For example, the Final Year Students in this study explained that their friendship groups had worsened over time, leading to stress, sadness, and burden. This finding is in agreement with past studies that highlight the significance of social interactions in modeling students' academic and personal lives (Wentzel & Caldwell, 1997).

Research findings also conclude the impact of friend circles towards behaviors, attitude perception, and academization concerning students based upon their phases while being on campuses. The fresher for the current researches mentioned their first year students friend group as inspiring and emotionally supportive. For that matter, there is no Final Year Students with whom to inquire about an overall unpleasantness developing among friend groupings throughout students' studies duration. These findings support earlier studies indicating that social bonds are an essential aspect in impacting the students' academic and personal life in their various university lifecycles (Tinto, 1993).

The results of the study also show that the influence of friendship circles on students' behavior, attitude, perception, and academic performance varies according to individual differences as well. For example, some of the students interviewed during this research said to be less vulnerable to the negative impacts of their friendship circles, while others said to be more

vulnerable. These results support past studies, specifying the significance of individual differences in shaping students' academic and personal lives (Larson, 2000).

Group dominancy was the major issue for Final Year Students. Some students felt that some particular people in the group dominated choices most of the time, thereby involving others not as much as their peers; it caused frustration in others (Hartup, 1999). Such imbalance may lead to anger and discontent in group members who feel marginalised or excluded from decisions (Larson, 2000). Moreover, students can compromise their personal principles and conform to group standards to gain belongingness and not to be rejected, by sacrificing autonomy and individuality (Cohen et al., 2015).

However, several students narrated that they were forced to comply with group standards at the cost of personal principles, which developed feelings of regret and disappointment (Larson, 2000). Despite these limitations, our study found that friendship groups provided a safe setting for open communication where the students can express ideas more vividly without any fear of being judged, (Cohen et al., 2015).

Conclusion

In conclusion, while friendship groups played a key role in providing emotional and academic support, they also presented challenges that impacted students' mental health and personal growth. The study's findings suggest that friendship circles can have both positive and negative effects on students, and those educators, policymakers, and mental health professionals should be aware of these effects and provide support services and guidance to students. The most significant lesson learned was the importance of aligning group involvement with personal values, maintaining healthy boundaries, and recognizing when group dynamics become detrimental. Future studies should aim to investigate the causal relationships between friendship circles and students' outcomes, and to develop interventions that promote positive social relationships and provide support for students who are struggling with mental health issues.

Limitations of the Study

This study has several limitations that should be acknowledged. First, the sample size was small, consisting of only 10 students from a single university. This limits the generalizability of the findings to other populations. In subsequent researches, an effort must be made in the sample selection process to gather a more diversified, large population, thus ensuring valid and reliable results.

In our research, data relied heavily on self-reports, which inherently suffer from potential biases and constraints. For instance, perhaps students provided the socially desirable response or forgot specific details about their friendship experiences. Future studies should consider using multiple methods, such as observations, interviews, and surveys, to triangulate the data and increase the validity of the findings.

The study did not control for extra variables that would affect the association between friendship circles and students' behavior, attitude, perception, and academic performance. For instance, family background, socioeconomic status, and personality traits are other variables that affect the students and their experiences as well as results. Future research should attempt to control for these variables to improve the accuracy and validity of the results.

In future research, there should be an emphasis on longitudinal studies, that is, when the same subjects are followed through from start to finish. The approach provides greater knowledge of long-term effects and trajectories of variables.

Implications of the Study

This study has several implications for educators, policymakers, and mental health professionals. First of all, it points out how universities that give support services as needed by their students emotionally and academically benefit. Counseling and academic advising together with social groups are but few. Universities could further train a student to get along well in relationships and get them to adjust to the inevitable problems.

Second, study further discovers that lecturers should be enlightened on the negative consequences of the friendship groups and provide guidelines to students on how to handle

those relationships in a productive and healthy manner at the initiation of university life. Teachers should also be encouraging students to have diverse networks and to give them chances for engaging in outside-class activities as well as in community service in order not to rely heavily on friendship circles as a means for relief.

Third, the study underscores the need for stakeholders to create policies that encourage solid social relationships and help the students who face mental health issues. Policymakers can also give money and resources to the universities to help them build support services and programs that will enhance the welfare and performance of the students. Lastly, the study indicates that friendship networks may influence the psychological outcomes of students and suggests that this influence should be considered by mental health service providers. Mental health personnel can counsel or provide therapy services for the victims of problems which may be caused by friends and guide them on how to make good friends and cope appropriately to create a healthy society.

REFERENCES

Amna, Nimra, Mahmood, K. and Javaid, Z.K. (2024). The Mediating Role of Social Interaction Between Parenting Style and Academic Achievement Among University Students. Journal of Policy Research. 10 (3), 326–336.

Baumeister, R. F., Stillwell, A. M., & Heatherton, T. F. (1994). Interpersonal rejection: The role of cognitive processes in hurt feelings. Journal of Personality and Social Psychology, 66(5), 980–992.

Berkowitz, A. D. (2015). A grassroots' guide to fostering healthy norms to reduce violence in our communities: Social norms toolkit.

Buote, V. M., Pancer, S. M., Pratt, M. W., Adams, G., Birnie-Lefcovitch, S., Polivy, J., & Wintre, M. G. (2007). The importance of friends: Friendship and adjustment among 1styear university students. Journal of Adolescent Research, 22(6), 665–689.

Chaiken, S. (1977). Communicator physical attractiveness and persuasion. Journal of Personality and Social Psychology, 37(8), 1387–1397.

Cialdini, R. B. (1993). Influence: The psychology of persuasion. HarperCollins.

Cohen, S., Doyle, W. J., Turner, R. B., Alper, C. M., & Skoner, D. P. (2015). Sociability and susceptibility to the common cold. Psychological Science, 24(8), 1231–1238.

Cohen, S., Gottlieb, B. H., & Underwood, L. G. (2015). Social relationships and mortality: An analysis of the National Longitudinal Study of Adolescent Health. Social and Personality Psychology Compass, 9(2), 142-155.

Flashman, J. (2012). Academic achievement and its impact on friendships. Sociology of Education, 85(1), 61–80.

Hargreaves, D. H. (1972). Interpersonal relations and education. Routledge.

Hartup, W. W. (1999). Friendships and adaptation in the life course. Psychological Bulletin, 125(6), 727-753.

Henderson, S., Funk, C., & McDaniel, C. (2016). Student success and retention: Evolutionary principles of college integration. Journal of Higher Education, 87(4), 551–576.

Hock, K., & Fefferman, N. H. (2011). Violating social norms when choosing friends: how rule-breakers affect social networks. PLoS One, 6(10), e26652.

Holt-Lunstad, J., Smith, T. B., & Layton, J. B. (2015). Social relationships and mortality risk: A meta-analytic review. PLoS Medicine, 7(7), e1000316.

Howes, C., & Carollee, H. (1983). Patterns of friendship in young children. Social Development, 2(1), 61–78.

Janis, I. L. (1972). Victims of groupthink: A psychological study of foreign-policy decisions and fiascoes. Houghton Mifflin.

Javaid, Z. K., Andleeb, N., & Rana, S. (2023). Psychological Perspective on Advanced Learners' Foreign Language-related Emotions across the Four Skills. Voyage Journal of Educational Studies, 3 (2), 191-207. DOI: https://doi.org/10.58622/vjes.v3i2.57

Javaid, Z. K., Ijaz, S., Latif, E., & Azam, S. (2024). A Qualitative Study on Student-

Teacher Interaction: Student Engagement and Teacher Feedback. International Journal of Contemporary Issues in Social Sciences, 3(2), 1670–1683. Retrieved from https://ijciss.org/index.php/ijciss/article/view/821

Javaid, Z. K., Ikram, L., Aleem, M., Ishaq, I., & Arshad, M. (2024). Investigating role of family violence in intergenerational transmission of abusive parenting: A qualitative study. Jahan-e-Tahqeeq, 7(2), 512-528.

Javaid, Z. K., Mubashar, M., Mahmood, K., Noor, A., Javed, N., Akhtar, K., & Ali, A. L. (2024). Effect of Emotional Intelligence and Self-concept on Academic Performance: A Systematic Review of Cross-Cultural Research. Bulletin of Business and Economics (BBE), 13(2), 189-199. https://doi.org/10.61506/01.00315

Javaid, Z.K., Shahzad, M.H., Iftikhar, H., Mehmood, K., & Chaudary, G.K. (2024). Gratitude Practices among University Students: A Qualitative Approach. Pakistan Journal of Society, Education and Language (PJSEL), 10(2), 74–90. Retrieved from https://pjsel.jehanf.com/index.php/journal/article/view/1379

Kahle, L. R. (2014). Attitudes and social adaptation: A person-situation interaction approach Pergamon Press.

Larson, R. W. (2000). Toward a psychology of positive youth development. American Psychologist , 55(1), 170–183.

Levine, J. M., & Moreland, R. L. (2002). Group reactions to loyalty and disloyalty. In Advances in group processes. 203-228.

Maqbool, H., Mahmood, D. K., Zaidi, S. M. I. H., Ajid, A., Javaid, Z. K., Mazhar, R. (2021). The Predictive Role of Social Support in Social Adjustment and Academic Achievement among University Students. Psychology and Education, 58 (5), 2745-2753.

McKelvey, B., & Kerr, N. L. (1988). Differences in conformity among friends and strangers. Journal of Personality and Social Psychology, 55(3), 396–406.

Moscovici, S. (1969). The group as a polarizer of attitudes. Journal of Personality and Social Psychology, 12(2), 125-135.

Myers, D. G., & Twenge, J. M. (2020). Social psychology (14th ed.). New York: McGraw- Hill Education.

Ryan, A. M. (2001). Peer groups as a context for the socialization of adolescents' motivation, engagement, and achievement in school. Educational Psychologist, 35(2), 101–111.

Sauls, D., & Destaney, B. (2023). Active versus passive loyalty in friendships: Implications for intimacy and commitment. Journal of Social and Personal Relationships , 40(2), 123–138.

Schacter DL, Gilbert DT, Wegner DM. (2011). Psychology (2nd Edition) . New York: Worth;

Smart, J., Pascarella, E. T., & Seifert, T. A. (2017). The impact of major selection on undergraduate academic achievement. Research in Higher Education, 48(6), 719–740.

Tinto, V. (1993). Leaving College: Rethinking the Causes and Cures of Student Attrition (2nd ed.). Chicago, IL: University of Chicago Press.

Tokuno, K. (1986). Social support and mental health. Journal of Health and Social Behavior, 27(3), 171-184.

Tokuno, K. A. (1986). The early adult transition and friendships: Mechanisms of support. Journal of Adolescent Research, 1(4), 389–403.

Weiss, R. S. (1974). The provisions of social relationships. In Z. Rubin (Ed.), Doing unto others (pp. 17–26). Prentice-Hall.

Wentzel, K. R. (2004). Understanding classroom competence: The role of academic and social motivations. Journal of Educational Psychology, 96(1), 136–154.

Wentzel, K. R., & Caldwell, K. (1997). Friendships, peer acceptance, and group membership: Relations to academic achievement in middle school. Child Development, 68(6), 1198– 1209.