

Impact of Students' Social Behavior on Their Academic Performance

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ABSTRACT: Academic performance is often reduced to grades and test scores. Scholars emphasize that students' social behavior plays an important role in shaping their success in academic and practical life. This study set out to examine that relationship among secondary school students in the public schools of Dera Ghazi Khan Division, Punjab. Using a quantitative, correlational design, a structured questionnaire was administered to 384 students selected through multistage sampling from a population of over 33,000 learners across four districts. The instrument captured social behavior alongside indicators of academic performance such as study habits, motivation, and classroom engagement, with responses analyzed in SPSS. The results point to a clear pattern: students' social behavior correlates strongly with their academic performance ($r = .778$, $p < .01$), and regression analysis confirms that it is a meaningful predictor of achievement, accounting for roughly 60% of the variance ($R^2 = .605$, $F = 584.730$, $p < .001$). Demographic comparisons also revealed modest differences by gender, location, and guardians' occupation, with urban students and those from farming households showing somewhat stronger academic outcomes. Taken together, the findings suggest that factors of social behavior are not incidental to learning but central to it. The study recommends that schools actively cultivate a positive social climate through collaborative classroom activities. The study calls for future research to explore how factors like emotional intelligence and parental involvement interact with these dynamics.

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Introduction

The traditional concept of academic performance relies on the grades and scores achieved by the student. The modern concept changes this perception and considers the development of positive social behavior to be an important part of academic performance. This reflects the quality of instructional practices, along with school effectiveness and socio-cultural influences. The student's academic success cannot be explained solely through cognitive abilities and intellectual aptitude. However, academic outcomes are shaped by a complex interaction of cognitive, social, emotional, and environmental factors (Said et al., 2018). Education not only helps to acquire knowledge but also influences skills. It develops the thinking abilities of children along with the development of a desired attitude to

become better citizens of society. The social behavior of students refers to various ways in which students interact with others inside the institute (Jamil et al., 2024). In recent years, educational researchers have emphasized the importance of social dimensions of learning in determining students' academic achievement. Schools are fundamentally social institutions where students continuously interact with their class fellows along with teachers and the broader learning environment. These interactions have a significant influence on the overall performance of students in terms of academics and behavior. Consequently, social behavior has emerged as an essential determinant of educational success.

Social behavior refers to the observable patterns of interaction that explain the behavior of people in a society. The pattern demonstrates the cooperation of students with each other and the relationships that students demonstrate within their school (Kassarnig et al., 2018). It encompasses various psychological traits like the art of collaboration, along with classroom participation and peer relationships (Haneef, 2024). The constructive relationship with a teacher and the ability to resolve conflicts were also part of this social behavior. Effective social behavior contributes to the creation of supportive environments characterized by cooperation and mutual respect. It helped to develop a trust factor and enhanced active engagement of students in their studies (Sarwar et al., 2025).

In the recent era, the relationship between social behavior and academic performance has become the focus of scholars worldwide. Previous studies have demonstrated that, among the facets of students' social behavior, collaborative learning helps students to better understand the concepts. Similarly, active classroom involvement encourages critical thinking and sustained engagement (Shafiq et al., 2025). Positive contact with teachers was associated with increased motivation and improved academic achievement (Jadoon et al., 2022). Supportive peer relationships foster belonging and resilience (Jabeen et al., 2022). The ability to effectively solve conflicts helped to minimize classroom problems and facilitated a productive learning environment (Majeed et al., 2025).

The education sector of Pakistan faces a consistent problem of scarcity in terms of funds and resources. The public secondary schools have to manage a large number of students in classrooms that are few in number and small in size (Naz et al., 2022). Moreover, the students in each class represent diverse social and cultural backgrounds. Under these circumstances, social interactions become highly important, as on one side the grip of the teacher on his students becomes weak (Jadoon et al., 2022). On the other hand, the students depend on each other for conceptual understanding of the subject. Therefore, it is necessary to understand how the social behavior of a student influences academic performance. The matter requires evidence and facts for the problem under study.

The current study adopts a holistic approach and considers five important factors of social behavior. These factors include the trait of collaborative learning, participation habit, and peer relationship of a student (Safiullah et al., 2023). Teacher-student interactions and conflict resolution are also investigated to get a clear picture. These elements are integral to the social fabric of schooling and facilitate the capacity of students to meet academic demands. The present study examines the influence of students' social behavior on academic performance among secondary school students in public schools of the Dera Ghazi Khan Division.

Objectives of the Study

1. To investigate the relationship between student social behavior and their academic performance.
2. To investigate the impact of student social behavior on their academic performance.

Literature Review

Students' Social Behavior

Social behavior has been increasingly recognized in educational research. It is a necessary characteristic for successful learning at an educational institution. Enriched social behavior enables students to actively participate and achieve their objectives. Many scholars have tried to define this broad concept of behavior. According to Gul et al. (2024), it was the manifestation of personal values through interpersonal actions. This regulated cooperation among students and allowed them to adapt to the educational environment.

According to Sarwar et al. (2020), social behavior was the complete set of a person's conduct with his other society members. It included respect for others and following society norms. Inside the classroom, it was the conduct of students with their fellow members. Social behavior was also termed as a set of communicative and cooperative practices that enable students to engage meaningfully (Jamil, 2024). According to Hayat et al. (2024), social behavior represented the cultural personality of a person. In this context, the individual observed interpersonal actions that reflected cultural expectations and contributed to collective learning.

Social behavior refers to students' capability of relationship management and working together in resource-limited classes (Said et al, 2018). The skill dimension of students' personality was mentioned by Rivera (2024). It involved aspects of their social skills, empathy, and responsibility in structured educational settings. Khan et al (2023) said that social behavior refers to the balance between emotional control and collaborative behaviors, which maintains the harmony of the classroom. The manifestation of social cognition, which involves understanding, interpreting, and reacting to the behaviour of peers and teachers. Likewise Wu et al. (2025) define it as context-dependent interpersonal behavior that connects with motivation, engagement, and achievement. Lastly, recent syntheses by Sarwar et al. (2025) have all pointed to the fluidity of social behavior as a function of developmental age and contextual requirements.

Academic Performance

The term has been explained by many scholars in many different ways and has provided many different approaches. Broadly, it was defined as the measurable outcome of the learning process in terms of grades or related indicators. Many scholars have explained that it was not the only measurable factor that explained students' cognitive ability. They believed that many social and emotional developments, along with the desired social personality of a student, were the actual success of the learning process. The scholars also emphasized that performance should not only be measured in terms of scores (Tabassum et al., 2024).

According to (Jadoon et al., 2022), academic performance encompassed both quantitative measures of achievement and qualitative factors. These factors included the stability of personality along with social behavior characteristics of the student. Qualitatively, students explained greater engagement and a sense of responsibility in the community. It was best understood as the result of scholarly effort, social interaction, and ethical responsibility.

In the past, scholars used to measure academic performance by means of student exam scores. First, they set a standard and then carefully examined students who met these standards. This benchmark technique was very common in institutes for the accountability of students. The standardized techniques failed to capture the behavioral development of students. They didn't explain the effort of students or the positive attitude being adopted by students because of teacher care and institutes positive environment. Students learned many positive personality characteristics from their fellow members and teachers. The quantitative methods don't explain any of these competencies. Ali et al. (2025) highlighted that the involvement of students was dependent on their behavior, and this attitude was

dependent on the overall environment of the class. Every member of the classroom, along with teachers, played their role in the development of a positive classroom environment. Said (2018) emphasized that the relationship with teachers supported classroom climates in the improvement of academic outcomes.

Recent studies have considered academic performance as the life long skill. It means that the impact of academic performance can be noticed in the actions of individuals throughout their lives. This explains that good academic performance was the factor behind the true citizenship of a person in a society. Yousaf and Khurshid (2020) showed that when social behavior was mixed with fairness and responsibility, then they produced a true personality. This helped to prevent misconduct and ensured genuine learning. Zhang and Wu (2022) added that supportive relationships mediated motivation and resilience. This enabled students to sustain performance in difficult times in their learning process.

Theoretical Framework of the Study

The relationship between the variables of the study is logical and supported by social cognitive theory and Bloom's taxonomy. The theories are adopted because they directly align with the identified variables of the study. The selected theories explain how academic performance is not merely a measure of grades but a multidimensional construct that integrates intellectual mastery and emotional resilience (Husain & Faize, 2021).

Bloom's taxonomy provides a classification framework that organizes learning objectives into hierarchical levels of complexity. It provides a systematic explanation of how learning progresses from simple to complex levels. The theory helps to understand how the student progresses from basic knowledge toward the interpretation of high-level analysis. Effective education involves not only cognitive development but also affective development of behavior. Positive behavior with all constructive behavior qualities in a student reflects their affective development (Chandio et al., 2021). The integration of both theories in the study helps to develop a comprehensive framework for analyzing academic performance. These theories collectively explain how the identified variables interact to predict the effectiveness of academic performance.

Figure 1



Hypotheses of the study

The following are the hypotheses of the study:

H1: There is a significant relationship between students' social behavior and academic performance.

H2: Students' social behavior significantly predicts academic performance.

Methodology

The current study adopts positive research philosophy and a survey research design to collect quantitative data. The present study adopted a quantitative research approach using a correlational research design. The quantitative approach was considered appropriate because it facilitates objective measurement of variables. The design of the study help research to statistically examine the relationships between students' social behavior and academic performance.

Population of the Study

The population of the study consisted of all students enrolled in public secondary schools located in Dera Ghazi Khan Division. The division included four major districts with a total population strength of 33847 secondary school students. The gender wise student details of each district are given in the table below.

Table 1

Districts of Division Dera Ghazi Khan	Gender		Total
	Male	Female	
Dera Ghazi Khan	16988	14589	31577
Rajanpur	12070	7652	19722
Layyah	17950	15897	33847
Muzaffargarh	19342	10881	30223
Total	66350	49019	115369

Source: Punjab School Education Department, School Information System (SIS)

Sampling Technique and Sample Size

A multistage sampling technique was employed. Initially, districts and schools were selected, followed by the selection of respondents through proportionate random sampling. The sample size was determined according to Krejcie and Morgan's sampling table.

Measures and Analysis Technique

For the current study, a structured questionnaire was developed that consisted of two major sections. The first section collected the responses of students about social behavior and its different facets. The second section assessed academic performance through study habits, motivation toward learning, classroom achievement, and cognitive engagement. The questionnaire used a five-point Likert scale to rate the responses of students. After obtaining approval from relevant educational authorities, the questionnaires were personally administered to respondents in selected schools. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS).

Results and Discussions

Demographic Characteristics of Respondents

Demographic attributes of the respondents regarding Social Behavior

Table 2

Showing Results of Study Demographics for Social Behavior

Variables	Characteristics	N	Mean	S.D
Gender	Male	162	4.1479	.47232
	Female	222	4.0056	.44539
	Total	384	4.0656	.46173
Location	Rural	194	3.9085	.50253
	Urban	190	4.2261	.35059
	Total	384	4.0656	.46173
Guardian Profession	Farmer	126	4.3317	.29822
	Businessman	12	3.5200	.50134
	Employee	246	3.9559	.46210
	Total	384	4.0656	.46173

Figure 2

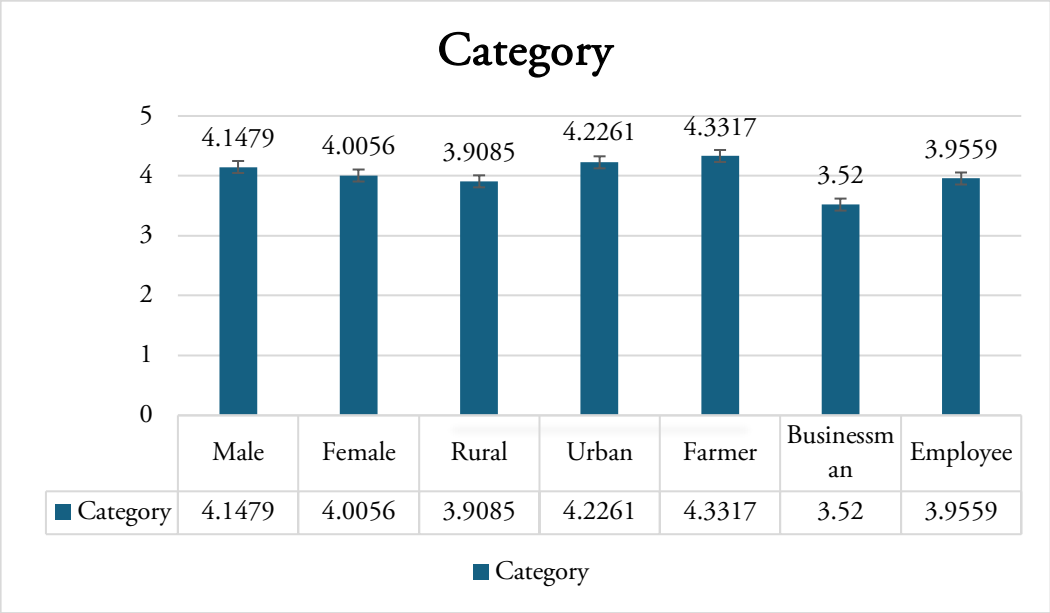


Table 2 shows the results of descriptive statistics and explains the demographic characteristics of the respondents in detail. The results show the demographic attributes of respondents for the social behavior of respondents. The demographic attributes included the gender, location, and guardian profession of the respondents. The results show that the gender group has different mean values. The mean value shown by male respondents is 4.1479, while for females it is 4.0056. The standard deviation value is 0.47232 for males and 0.44539 for females. Among the respondent for demographic variable locality also shows different values of mean and standard deviation for the variable social behavior. The rural respondents show a mean value of 3.908, while the urban respondents show a value of 4.2261. We can see that the values deviate and show differences. This helps to find that urban students might have more chances of social life and show stronger social behavioral traits. Regarding guardian profession. The students whose guardians are farmers show the highest mean score ($M = 4.3317$, $SD = 0.29822$). These results are followed by those with employed guardians ($M = 3.9559$, $SD = 0.46210$). The students from business backgrounds report comparatively lower social behavior ($M = 3.5200$, $SD = 0.50134$). The results indicate that demographic factors, along with location and guardian career, might influence the social behavior of a student.

Demographic Results in Relation to Academic Performance

Table 3

Showing results of study demographics for Academic Performance

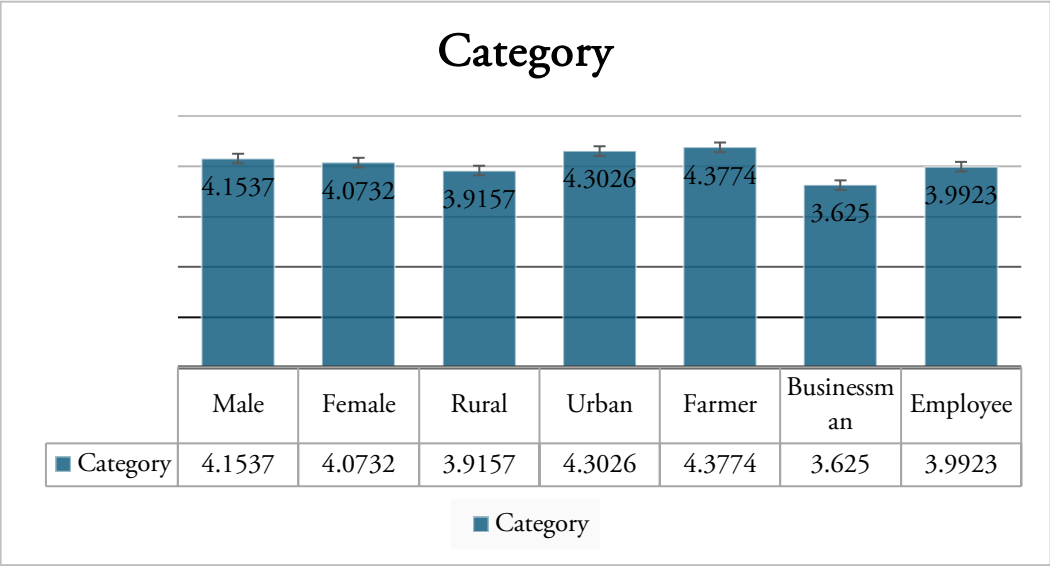
Variables	Characteristics	N	Mean	S.D
Gender	Male	162	4.1537	.48296
	Female	222	4.0732	.51299
	Total	384	4.1072	.50148
Location	Rural	194	3.9157	.54571
	Urban	190	4.3026	.35985
	Total	384	4.1072	.50148
Guardian Profession	Farmer	126	4.3774	.33176
	Businessman	12	3.6250	.39167
	Employee	246	3.9923	.51759
	Total	384	4.1072	.50148

Table 3 presents the demographic profile of respondents along with their mean scores on academic performance. The mean and standard deviation value of is (M = 4.1537, SD = 0.48296). This value is slightly higher than that of female students (M = 4.0732, SD = 0.51299). The difference is relatively small and shows that performance is largely consistent across gender groups.

In terms of location, the difference is observed as urban students showed higher performance in academics (M = 4.3026, SD = 0.35985). The values of rural students for academic performance are (M = 3.9157, SD = 0.54571). The results of the above table show that access to better educational resources in urban areas may contribute to enhanced academic outcomes.

The above table shows the results of the demographic variable guardian profession. Parents with a farming profession show the highest academic performance (M = 4.3774, SD = 0.33176). This is followed by employed guardians with values (M = 3.9923, SD = 0.51759). The students from business backgrounds report comparatively lower performance (M = 3.6250, SD = 0.39167). The findings indicate that demographic factors are associated with differences in academic performance.

Figure 3



H1: There is a significant relationship between student social behavior and their academic performance.

Table 4

Correlations		SB	AP
Social Behavior	Pearson Correlation	1	.778**
	Sig. (2-tailed)		.000
	N	384	384
Academic Performance	Pearson Correlation	.778**	1
	Sig. (2-tailed)	.000	
	N	384	384

** . Correlation is significant at the 0.01 level (2-tailed).

The first hypothesis of the study examines the relationship between the study variables, student social behavior and academic performance. To test the hypothesis, a Pearson correlation test is applied to the collected responses. The test results show the relationship between the two variables to be 0.778 with a significance level of $p < 0.01$.

These results explain the strong and positive relationship between the variables of the study. The results help to infer that the more students show positive social behavior, the more their academic performance will also increase.

The r values show significant strength and also align with existing research. It aligns with both national and international research on the same variables. The meta-analysis conducted and comprised 40 studies with over 33,700 students across twelve countries. The study explained that students in social and emotional learning programs demonstrated better academic achievement. The students also showed great improvement in both literacy and mathematics. Their findings reinforce that structured positive social relationships are not secondary to learning but are integral to the complete development of students in a school.

The results are consistent with the work of Zarrella et al. (2016), who found that prosocial behavior in the classroom was significantly associated with better evaluations from teachers and higher scores on standardized learning tests. In a longitudinal context, research by DeVries et al. (2018) concluded that social behaviors relate more strongly to school grades than to competencies measured by standardized tests, suggesting that the interpersonal dynamics captured in the present study's questionnaire may be particularly predictive of the type of sustained academic effort reflected in course grades.

H2: There is a significant impact of student social behavior on their academic performance.

Table 5

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.778 ^a	.605	.604	.31565	584.730	.000 ^b
a. Predictors: (Constant), SB2mean						

The second hypothesis of the study examines the relationship between the study variables, student social behavior, and academic performance. To test the hypothesis, a regression analysis test is applied to the collected responses. The test helps to find the cause-and-effect relationship between variables. The results of the test are given in the above Table 5. The model explains the value of R to be 0.778 and shows a strong positive relationship. The value of R -squared is 0.605 and shows that social behavior explains 60 percent of the change in academic performance. The model is highly significant with an F -statistic of 584.730 and a p -value of 0.000. Therefore, the null hypothesis is rejected, and the alternative hypothesis H_2 is accepted.

The results show that social behavior is a powerful predictor of students' academic achievement. The results are in line with previous studies of a similar nature.

Conclusions

This study examined the impact of students' social behavior on academic performance among secondary school students in public schools of the Dera Ghazi Khan Division. The findings confirm that students' social behavior is positively associated with academic performance and serves as a significant predictor of educational achievement. The study concludes that students with strong social behavior traits also showed better academic performance. The traits included collaborative skills, along with participation of student inside the class and their characteristics of peer relationships. The relationship of the student with teachers, along with their ability to resolve conflicts, was also part of social behavior.

The study concludes that the concept of academic performance extends beyond cognitive ability and is shaped by various traits of social behavior in the school environment. The positive social climate encourages student engagement in academics and results in improved educational outcomes.

Recommendations

Based on the findings of the study, the study recommends that:

1. The school administrators should promote a positive school climate that encourages alliances, as these behaviors contribute to improved academic performance.
2. Teachers should incorporate collaborative academic activities into classroom dialogues and group-based strategies to enhance participation.
3. To increase the positive relationship between teachers and their students, schools should make necessary changes. Work should be done to enhance teachers' support and to increase a respectful environment.
4. Schools should integrate social and emotional activities in academic programs to develop interpersonal communication and strengthen teamwork.
5. Future researchers are encouraged to examine additional factors influencing academic performance, such as emotional intelligence, school climate, parental involvement, self-efficacy, and digital learning behavior. Future studies may also employ longitudinal, mixed-method, or comparative research designs involving different educational levels and geographical regions to enhance the generalizability of the findings.

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