

PEER PRESSURE AMONG HOSTELERS AND DAY SCHOLARS

Dr. Anjali Sheokand*

ABSTRACT

The objective of the research was to analyze the peer pressure experienced by students residing in hostels versus those attending school as day scholars. During adolescence, peers assume a significant role in shaping behavior. Peer pressure manifests when individuals feel implied or overt encouragement to embrace similar values, beliefs, and goals, or to engage in comparable activities within their peer group. Additionally, the analysis compared peer pressure levels between senior secondary school students residing in hostels and those who commute daily, categorized by gender. The sample comprised 80 secondary school students, split evenly between 40 from residential senior secondary institutions (20 boys and 20 girls) and 40 from non-residential senior secondary institutions (20 boys and 20 girls), aged between 16 and 19 years, and randomly selected from two residential and two non-residential schools in the Sonapat district of Haryana, representing both rural and urban backgrounds. The Peer Pressure Scale, developed by Sandeep Singh and Sunil Saini, was utilized to evaluate peer pressure among the selected participants. Collected data were statistically analyzed using mean, standard deviation, and t-tests. The findings indicated no significant difference in peer pressure levels between hostellers and day scholars.

Keywords: Peer Pressure, Peer Group, t-Test, Mean, Standard Deviation, Day Scholars.

Introduction

In contemporary society, many adolescents are profoundly influenced by their peers. It has become commonplace for teenagers today to depend more on their friends than their families. They often modify their actions or thoughts to gain acceptance and approval from their peers, alongside a desire to avoid isolation (Batra et al., 1994; Lashbrook, 2000). This trend can lead to poor decision-making skills and susceptibility to peer pressure. Peer pressure occurs when the actions of a student are swayed by their peers, often pushing them to engage in behaviors that diverge from their established norms and values. It refers to the influence exerted by a group of individuals of similar age, sharing common interests and/or socio-cultural backgrounds, compelling one to modify their behavior, attitudes, and beliefs to align with group standards (Lessig and Park, 1978; Schiffman and Kanuk, 2007). While frequently viewed negatively, peer pressure can sometimes have positive effects. Students today often go to great lengths to fit in and achieve popularity. As they seek to establish identities distinct from their parents, adolescents may explore different identities through the behaviors exhibited by their peers (Allen, Moore, & Kuperminc, 1995). Due to uncertainties regarding their own identities, peer acceptance holds significant value for many adolescents. They grapple with the conflict of wanting to be recognized as individuals of distinctive worthwhile also desiring to be part of a group that provides security and acceptance. Consequently, many teenagers may dismiss familial or societal values, feeling compelled to conform strictly to the values of their peers. A significant number may resort to drug use due to peer pressure and curiosity, believing it will enhance their image and bravery. Despite their fears about trying drugs, they often do so in environments where such behavior is normalized among their peers. Research indicates that both genders are apt to engage in unwanted risky behaviors, convinced that such actions

* Assistant Professor, Tika Ram College of Education, Sonapat, Haryana, India.

will elevate their status among peers and secure their acceptance into the group. Numerous studies have established links between peer pressure and behaviors such as substance abuse (Dielman, 1994; Thomas & Hsiu, 1993), cigarette smoking (Newman, 1984), and premature sexual activity (Duncan-Ricks, 1992). Scholars suggest that adolescents who seek independence from their parents may inadvertently become dependent on their peers, making them more vulnerable to peer pressure (Blos, 1979; Steinberg & Silverberg, 1986). The transition from home life to the hostel environment represents a significant change, often characterized by reduced privacy, homesickness, and cultural adjustments. Responsibilities also escalate markedly as students face the challenge of self-management. The pressure to maintain a lavish lifestyle among peers can induce stress (Jaykaran, Yadav, Bhardwaj, Panwar & Chavada, 2009). This study serves as an insightful examination of the impact peer groups have on young individuals, specifically comparing the peer pressure levels experienced by hostellers and day scholars.

Statement of the Problem

The present problem for investigation can be stated as under:

“Peer Pressure Among Hostellers and Day Scholars”

Objectives

- To compare the peer pressure among hostellers and day scholars.
- To compare the peer pressure among male hostellers and day scholars.
- To compare the peer pressure among female hostellers and day scholars.
- To compare the peer pressure among male and female hostellers.
- To compare the peer pressure among male and female day scholars.

Hypotheses

- Hostellers and day scholars do not significantly differ on peer pressure.
- Male hostellers and day scholars do not significantly differ on peer pressure.
- Female hostellers and day scholars do not significantly differ on peer pressure.
- Male and female hostellers do not significantly differ on peer pressure.
- Male and female day scholars do not significantly differ on peer pressure.

Methodology

Sample of the Study

Sample of the present study consisted of 80 respondents in the age group of 16 to 19 years, studying in Senior Secondary Schools, selected randomly from four Secondary Schools (two residential and two non residential) of District Sonapat, Haryana. Out of 80 respondents, 40 were hostellers (20 male and 20 female) and 40 were day scholars (20 male and 20 female).

Instrument

“Peer Pressure Scale” developed by Sandeep Singh and Sunil Saini was used in the study. There were 25 statements, 22 positive and 3 negative, to which participants indicated their opinions on a likert type scale by marking “strongly disagree”, “disagree”, “can’t say”, “agree”, and “strongly agree”.

Procedure

Descriptive survey method of research was employed for the present study. The tools employed in the study were administered on the senior secondary school students in the age group of 16 to 19 years.

Data Analysis and Interpretation

The response received was analyzed through statistical applications using percentage for study the level of the peer pressure of students and t-test for comparison of peer pressure of hostellers and day scholars in the light of objectives.

Table 1: Shows the Mean, Standard Deviation and t- Ratio for Testing the Significant Differences of Peer Pressure among Hostellers and Day Scholars

Category	N	M	S.D	S.Ed.	t-value	Level of significance 0.05
Hostellers	40	58.5	12.95	2.88	0.17	Not sig.
Day scholars	40	59	12.78			

Table 1 shows that there is no significant differences between the hostellers and day scholars on peer pressure as the obtained t-values (0.17) is not significant at 0.05 level of significance. The mean values of the hostellers and day scholars on peer pressure are 58.5 and 59 respectively. It may be safely concluded that hostellers and day scholars feel same level of peer pressure. Hence the hypothesis first, i.e., "Hostellers and day scholars do not significantly differ on peer pressure." is accepted.

Table 2: Shows the Mean, Standard Deviation and t- Ratio for Testing the Significant Differences between Male Hostellers and Day Scholars

Category Male Students	N	M	S.D	S.Ed.	t- value	Level of significance 0.05
Hostellers	20	60	16.88	4.47	1.00	Not sig.
Day scholars	20	64.5	10.71			

Table 2 denotes that there are no significant differences of peer pressure between the male hostellers and day scholars, as the obtained t-value is 1.00 and is not significant at 0.05 level of significance. The mean value of the male day scholars is higher on peer pressure than the male hostellers. Hence the second hypothesis, i.e., "Male hostellers and day scholars do not significantly differ on peer pressure." is accepted.

Table 3: Shows the Mean, Standard Deviation and t- Ratio for Testing the Significant Differences between Female Hostellers and Day Scholars

Category Female Students	N	M	S.D	S.Ed.	t-value	Level of significance 0.05
Hostellers	20	56.75	6.57	3.39	0.52	Not sig.
Day scholars	20	55	13.41			

The calculated value 0.52 in table (3) is less than the table value 1.98 so the null hypothesis, i.e. "Female hostellers and day scholars do not significantly differ on peer pressure" is accepted and we can say that there is no significant difference between the mean scores of female hostellers and day scholars regarding peer pressure.

Table 4: Shows the Mean, Standard Deviation and t- Ratio for Testing the Significant Differences between Male and Female Hostellers

Category Hostellers	N	M	S.D	S.Ed.	t-value	Level of Significance
Male	20	60	13.96	3.48	0.86	No sig.
Female	20	57	6.87			

It is evident from the Table 4 that the mean scores of male and female students who are hostellers on peer pressure are 60 and 57. The t-ratio is 0.86 which is not significant at 0.05 level of significance. It indicates that male and female hostellers experience more or less same level of peer pressure. Thus hypothesis 4 that Male and female hostellers do not significantly differ on peer pressure is retained.

Table 5: Shows the Mean, Standard Deviation and t- Ratio for Testing the Significant Differences between Male and Female Day Scholars

Category Day Scholars	N	M	S.D	S.Ed.	t- value	Level of Significance
Male	20	64.5	10.71	3.59	3.06	Sig.
Female	20	53.5	11.94			

Table 5 shows that there is significant differences between male and female day scholars regarding their peer pressure, as the obtained t-value is 3.06 is significant at 0.05 level of significance. The mean values of the male and female day scholars on peer pressure are 64.5 and 53.5 respectively. It reveals that the male day scholars experience more peer pressure than female day scholars. Hence the hypotheses fifth, i.e., "Male and female day scholars do not significantly differ on peer pressure" is rejected.

Conclusion

Based on the findings of this study, it is revealed that students in reference to peer pressure are not affected by their place of residence as no significant difference was found between hostellers and day scholars regarding their peer pressure. Male day scholars feel more peer pressure than male hostellers but in the case of female hostellers feel more peer pressure than day scholars. But in both of the cases difference were not significant. In the case of male and female hostellers, male students experience more peer pressure than female students but it was also not significant. Research evidence shows that

significant difference was found among male and female day scholars for their peer pressure. Day scholar boys feel more peer pressure than girls. Prior research has indicated that girls, on average, are more resistant to peer pressure than boys, in both neutral and antisocial situations (Steinberg & Silverberg, 1986), in contrast to unremitting (but incorrect) stereotypes of adolescent girls as less autonomous than boys.

References

1. Allen, J. P., Moore, C. M., Kuperminc, G. P. (1995). *Developmental approaches to understanding Adolescent Deviance*. Cambridge: Cambridge University Press.
2. Batra *et al.* 1994. Social values, conformity and dress. *Journal of Applied Social Psychology*, 24, 1501-1519.
3. Blos, P. (1979). *The Adolescent Passage*. New York: International Universities Press.
4. Dielman, T. E. (1994). School-based research on the prevention of adolescent alcohol use and misuse: Methodological issues and advances. *Journal of Research on Adolescence*, 4, 271-293.
5. Duncan-Ricks, E. (1992). Adolescent sexuality and peer pressure. *Child and Adolescent Social Work Journal*, 9, 319-327.
6. Jaykaran, Yadav P., Bhardwaj P., Panwar A. & Chavada N. (2009): Perception of faculties regarding the stress in medical education – a qualitative study. *The Internet Journal of epidemiology*. 7:1. Assesed on 5 August 2009.
7. Lashbrook, J.T. 2000. Fitting in: Exploring the emotional dimension of adolescent peer pressure. *Adolescence*, 35(140), 747-757.
8. Lessig, P.V. and Park, C.W. 1978. Promotional Perspectives of Reference Group Influence: Advertising Implications. *J. Advert.* 7: 41-47.
9. Newman, I. (1984). Capturing the energy of peer pressure: Insights from a longitudinal study of adolescent cigarette smoking. *Journal of School Health*, 54, 146-148.
10. Schiffman, L.G. and Kanuk, L.L. 2007. *Reference Groups and Family Influences in Consumer Behaviour*. 10th edition, Prentice Hall: London: 310-352.
11. Steinberg, L., & Silverberg, S. B. (1986). The vicissitudes of autonomy in early adolescence. *Child Development*, 57, 841-851.
12. Thomas, B., and Hsiu, L. (1993). The role of selected risk factors in predicting adolescent drug use and its adverse consequences. *International Journal of the Addictions*, 28, 1549.

