

## Peer Pressure among Hostellers and Day Scholars

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### Abstract

The study aimed to compare the peer pressure among hostellers with day scholars. Peers become an important influence on behavior during adolescence. Peer pressure occurs when an individual experiences implied or expressed persuasion to adopt similar values, beliefs, and goals, or to participate in the same activities as those in the peer group. The study further compared the peer pressure of the senior secondary school students who are hostellers and day scholars on the basis of gender. The sample of the study consisted of 80 secondary school students, 40 from residential senior secondary schools (20 boys and 20 girls) and 40 from non-residential senior secondary schools (20 boys and 20 girls) of the age group 16 to 19 years belonging to rural and urban areas selected randomly from two residential and two non residential educational institutions of district Sonipat, Haryana. Peer Pressure Scale developed by Sandeep Singh and Sunil Saini was administered to the selected sample to assess their peer pressure. The data so collected was analyzed statistically by employing mean, SD and t-test. The study revealed that there was no significant difference between hostellers and day scholars on the measure of peer pressure.

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### Introduction

In today's society, most adolescents are extremely influenced by their friends. Relying on friends more than family is very common among today's teenagers. They act or think in a particular way to be accepted and approved, and also to avoid being isolated (Batra *et al.*, 1994; Lashbrook, 2000). Unfortunately this results in poor decision making skills and giving into peer pressure. Peer pressure occurs when a student's actions are influenced by his or her group. The "pressure" happens when peers suggest or insist on actions that stray from the child's normal behavior and values. Peer pressure refers to the pressure wielded by a group of people of same age group, sharing similar interests and/ or belonging to same socio-cultural category on a person to alter his/her behaviour, attitudes and values to be in conformity with the group norms (Lessig and Park, 1978; Schiffman and Kanuk, 2007). Though the phrase is often used negatively, peer pressure can sometimes cause positive outcomes. Today's students are willing to do almost anything to fit in and become popular. As adolescents search for identities separate from those of their parents, they experiment with new identities by participating in the different behaviors of their peers (Allen, Moore, & Kuperminc, 1995). Because they are unsure of their own identities, peer acceptance is important to many adolescents. They are pulled between the desire to be seen as individuals of unique value and the desire to belong to a group where they feel secure and accepted. The result is that often teens reject family or general society values, while feeling pressure to conform rigidly to the values of their peer group. Many adolescents try drugs out of peer pressure and curiosity. They think it will make him/her look cool and fearless. They are actually afraid to try drugs but do it

anyway because they are in an environment where others are doing it as well. Studies show that both girls and boys are inclined to take risks they do not want to take because they believe the risky behavior will increase their standing in the eyes of their peers and assure their acceptance in the group. Several studies have revealed connections between peer pressure and substance abuse (Dielman, 1994; Thomas & Hsiu, 1993), cigarette smoking (Newman, 1984), and early sexual behavior (Duncan-Ricks, 1992). Theorists have proposed that adolescents who are independent from their parents become dependent on their peers and susceptible to peer pressure (Blos, 1979; Steinberg & Silverberg, 1986). The stay in the hostel as compared to the homes is a huge change in the environment as there is less privacy, home sickness and social and cultural shock. The responsibilities increase drastically as there is burden of self management. There is a strong peer pressure for lavish lifestyle which may create stress for them (Jaykaran, Yadav, Bhardwaj, Panwar & Chavada 2009). This study, while a good indicator of the importance of peer group influence on young people, examines only the comparative level of peer pressure among 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**

- 1-To compare the peer pressure among hostellers and day scholars.
- 2-To compare the peer pressure among male hostellers and day scholars.
- 3-To compare the peer pressure among female hostellers and day scholars.
- 5- To compare the peer pressure among male and female hostellers.
- 6- To compare the peer pressure among male and female day scholars.

#### **Hypotheses**

- 1- Hostellers and day scholars do not significantly differ on peer pressure.
- 2- Male hostellers and day scholars do not significantly differ on peer pressure.
- 3- Female hostellers and day scholars do not significantly differ on peer pressure.
- 4- Male and female hostellers do not significantly differ on peer pressure.
- 5- 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
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	N	M	S.D	S.Ed.	t- value	Level of significance
Male students						0.05
Hostlers	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	N	M	S.D	S.Ed.	t-value	Level of significance
<b>Female students</b>						<b>0.05</b>
<b>Hostellers</b>	<b>20</b>	<b>56.75</b>	<b>6.57</b>	<b>3.39</b>	<b>0.52</b>	<b>Not sig.</b>
<b>Day scholars</b>	<b>20</b>	<b>55</b>	<b>13.41</b>			

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 hostlers**

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

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 significant. 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	N	M	S.D	S.Ed.	t- value	Level of significance
<b>Day scholars</b>						
<b>Male</b>	<b>20</b>	<b>64.5</b>	<b>10.71</b>	<b>3.59</b>	<b>3.06</b>	<b>Sig.</b>
<b>Female</b>	<b>20</b>	<b>53.5</b>	<b>11.94</b>			

Table-5 shows that there is a significant difference 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.

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