

Peer pressure in relation to development of Personality of senior secondary school students

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Abstract

Personality development depends on lot of factors such as home environment, guardians or parents mutual relationship, sibling's behavior, health, environment, neighborhood & school environment in which the child lives, in other hand peer pressure would be mould a child or student in a positive or negative direction in behavior. The main aim of the present study was to explore the relationship between personality development and peer pressure of senior secondary school students. Survey method and random sample of students (167 male and 167 female), Peer Pressure scale developed by Sandeep Singh & Sunil Saini and Singh's Differential Personality Inventory (SDPI) were applied. Independent sample t- test was employed to assess the difference in gender wise peer pressure and Pearson Correlation used for study the relationship between peer pressure and development of personality. Difference in male and female students peer pressure and correlation between peer pressure and development of personality emerged in this study. Very weak positive degree correlation was found between peer pressure and development of personality. This study was found male senior secondary students have more peer pressure than female senior secondary students.

Keywords: personality development, peer pressure

1. Introduction

1.1 Personality Development

Personality Development means enhancing and grooming one's outer and inner self to bring about a positive change to your life. Each individual has a distinct persona that can be developed, cultured and advanced. This process includes boosting one's confidence, improving communication and language speaking abilities, widening ones scope of knowledge, developing certain hobbies or skills, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and overall imbibing oneself with positivity, liveliness and peace.

Personality development is gaining more and more importance because it enables people to create a good impression about themselves on others; it helps them to build and develop relationships, helps in your career growth and also helps to improve your financial needs. Personality development is actually the development from the organized pattern of attitudes and behaviors which makes an individual distinctive. A quick definition could be, personality is composed of the characteristic designs of feelings, behaviors and thoughts which make a person special.

After all, personality development is nothing but a tool that helps you realize your capabilities and your strengths making you a stronger, a happier and a cheerful person.

1.2 Peer Pressure

Wanting to be more like your friends is a normal part of being a teenager. Peer influence or peer pressure isn't always a bad thing, but sometimes it might be a concern for you or your child. If this happens, there are things you can do to help manage it.

Peer pressure starts becoming a real influence in a child's life as he grows older. When kids are small their minds are not developed enough to understand such things, but as they grow older more and more peer pressure situations start arising. Some parents cannot believe that their child is pressurizing another to do something wrong and immoral, but the truth of the matter is that this happens everywhere, and almost every child has been a part of both sides of the coin. It is human nature to be influenced by someone who is a part of friend circle and to be enticed to do whatever he/she is doing. Some researchers say that this is a good thing, because it leads individuals to see more of the world and attempt to improve them. But things take a turn for the worse when peer pressure situations arise regarding something illegal or immoral. Either you change your mind, succumbing to peer pressure and adopting the new memes as your own, or you struggle with the extremely uncomfortable feeling of being surrounded by people who think you're crazy or inadequate.

1.3 Need and significant of study

Schooling period is the best time to develop positive emotions and training skills, because adolescents are seeking to find their identity and their future personality at this period. Spiritual intelligence had a significant influence on the quality of life and it goes without saying that adolescence is a sensitive period which requires specific training to make a brighter future and be exposed to the difficulties. Spirituality can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals. One reason for this is that much of the research conducted did not study the two groups simultaneously, and where this was done, there

appeared to be discrepancies in the results. Another reason which makes it difficult to provide clear cut answers is the complex nature of the underlying relationship between peers pressure and spiritual development.

A great overall personality is very important in the life of an individual. Everyone is influenced by an attractive personality. Without influencing others can't get success in today's competitive world. It is difficult to achieve a job without influencing the interviewers with your personal as well as professional skills, also if you are business you need to influence your clients and risen very much. Now a day every good school is careful about the personality development of its students.

Researcher want to know that how much a student is influenced by peer pressure depends on many factors, like development of personality. That's why researcher has selected this topic for research.

1.4 Statement of Problem

The problem under study is entitled as under:

"Peer pressure in relation to development of personality of senior secondary school students"

1.5 Operational definitions of the terms used in the problem

1. Development of Personality: Personality development is defined as the relatively enduring pattern of thoughts, feelings, and behaviors that distinguish individuals from one another. The dominant view in the field of personality psychology today holds that personality emerges early and continues to change in meaningful ways throughout the lifespan. Evidence from large-scale, long-term studies has supported this perspective.

2. Peer Pressure: Peer pressure is the influence of a social group on an individual. Peer groups are usually cliques of friends who are about the same age. Peer pressure can begin in early childhood with children trying to get other kids to play the games they want. It generally increases through childhood and reaches its intensity in the preteen and teen years. Virtually all adolescents in middle and high school deal with peer pressure, often on a daily basis. It is how children and teens learn to get along with others of their own age group and eventually learn how to become independent.

1.6 Objective of the study

1. To study the relationship between peer pressure and development of personality of senior secondary school students.
2. To study the peer pressure of senior secondary students in context of gender, subject stream.

1.7 Hypotheses of Study

1. There is no relationship between the peer pressure and development of personality of senior secondary school students.
2. There is no significant difference between the mean peer pressure score of male and female students studying in senior secondary schools.

3. There is no significant difference between the mean peer pressure scores of science and Art stream senior secondary schools.

1.8 Method of the study

Any research efforts need concentration on systematic work logically constructed design; need based tools and meaning application of statistical techniques in the analysis of data. These determine the success of a research work. This chapter deals with the method and procedure followed in constructed the present research study. This chapter also describes the sample and sampling tools used for data collected and satisfied techniques used to analysis the data. The research topic discussed in this research project is highly subjective in nature and needs investigation tools to acquire the desired data. The data has to be collected from a (representative) sample of women teacher (at secondary level) of joint and nuclear family.

The purpose, objective of the study, nature of the problem, the hypotheses and the tools used in the study determine the choice of any method for collecting the data in any research study. Since the present study purported to *"Peer pressure in relation to spiritual intelligence of senior secondary school students"*

Keeping in view the above criteria three tools were selected. For SI, test of Spiritual Intelligence developed by S.K. Mishra and for measure Peer Pressure, Peer Pressure scale developed by Sandeep Singh and Sunil Saini were used. These tests are valid, reliable and suitable in Indian conditions.

In this study researcher to try to analysis peer pressures in relation to spiritual intelligence. In this study, descriptive survey method has been used. Survey research is considered a branch of scientific research.

2. Plan of the study

The first task of the investigation work is to select appropriate methodology of research. The Methodology in the present study is the survey method. Survey studies are conducted to collect data of the existing phenomenon. It deals with not only merely gathering of data but also involves interpretation, comparison, measurement, and understanding of solution of significant educational problems. Here the survey method was used to study the peer pressure in relation to spiritual intelligence of senior secondary students. Various colleges was selected for sample from senior secondary students before conduct the test permission and co-operation of principal of the colleges were sought.

2.1 Population

The population study consists of senior secondary students of Delhi NCR region (India).

2.2 Sample and sample selection

It is a sure quo none of research. I imply the selection or drawing of a portion from the mass or whole of something. "Sample" is a portion of population, which is selected for the purpose of study and investigation. Random selection technique will use to collect the data by researcher. Following table shows the details of the sample-

Table 1

Total Students 334			
Delhi Area		Ghaziabad Area	
Male	Female	Male	Female
80	70	82	102
Grant Total = 334			

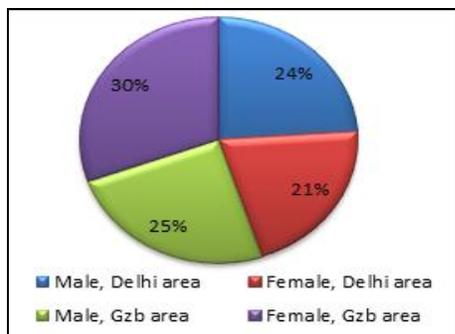


Fig 1: Total sample

3. Procedure of the study

After selection of the proper tool, it needed to administer them in proper way that the investigator may find out the appropriate result. First, the investigator went to college. She meets to the principal and asked for the permission for the data collection with the women teacher teaching in institutes. After getting, the permission investigator went to staff room, met the women teacher, and introduced them. According to previous programme the investigator, meet the women teacher. First of all the investigator told the women teacher about his work, why the data is needed and what is the purpose of the work. Before giving them the Booklet, investigator gave the appropriate instruction about the Booklet.

3.1 Tool Used

1. Differential Personality Inventory (SDPI) by Sandeep Singh and Sunil Saini and Singh.
2. Peer Pressure scale developed by Sandeep Singh and Sunil Saini were used. These tests are valid, reliable and suitable in Indian conditions.

4. Analysis and Interpretation

Ho 1. *There is no relationship between the peer pressure and development of personality of senior secondary school students.*

It has been generally seen in the society that peers have much more influence on their friends or class mats. This general

observation motivated us to check whether such influence does exist among the students. In order to find relationship and its dimension, Pearson’s correlation coefficient has been worked out and it was hypothesized that, “*there is no relationship between the peer pressure and development of personality of senior secondary school students*”. Results have been presented in table 2

Table 2

Correlations			
		PP	PD Total
PP	Pearson Correlation	1	.075
	Sig. (2-tailed)		.169
	N	334	334
PD Total	Pearson Correlation	.075	1
	Sig. (2-tailed)	.169	
	N	334	334

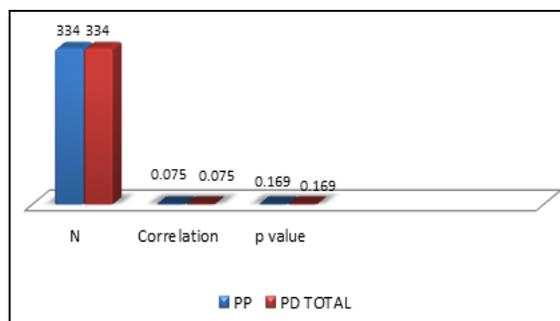


Fig 2: Correlation between Peer pressure and Overall Personality Development

Table No. 3 shows that there is a very weak correlation (0.075) between peer pressure and overall personality development. Further we state that peer pressure does not have any relationship with over all personality development.

HO 2. There is no significant difference between the mean peer pressure score of male and female students studying in senior secondary schools.

Table 3

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
GPPScore	Male	167	79.5988	19.37302	1.49913
	Female	167	63.2216	17.29768	1.33853

Table 4

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
GPP Score	Equal variances assumed	2.909	.089	8.149	332	.000	16.37725	2.00974	12.42381	20.33068
	Equal variances not assumed			8.149	327.827	.000	16.37725	2.00974	12.42363	20.33086

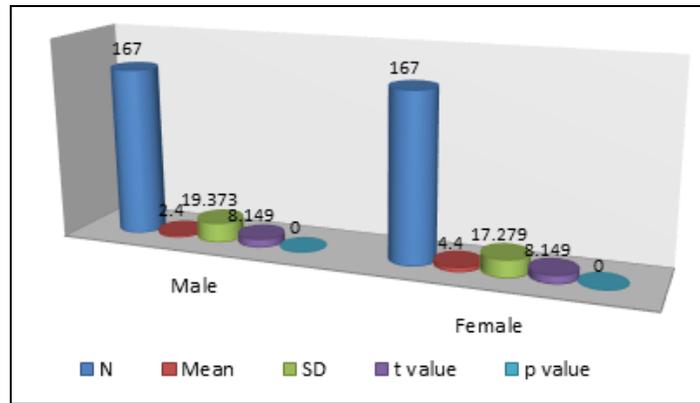


Fig 3: Gender and peer pressure score

Table No. 3 shows group statistics with mean (79.5988 for male and 63.2216 for female) and standard deviation of the groups whereas table 4 shows results of t statistics. Results depicted in table 4 show t value = 8.149 and p = 0.000 and reject to our null hypothesis. In other words, results show that there is a significant difference between male students and female students for peer pressure on them.

H0 3. There is no significant difference between the mean peer pressure scores of science and Art stream senior

secondary schools.

Table 5

Group Statistics					
	Stream	N	Mean	Std. Deviation	Std. Error Mean
SPP Score	Science	177	75.0113	19.79956	1.48823
	Art	157	72.0127	19.23738	1.53531

Table 6

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
SPP Score	Equal variances assumed	.000	.987	1.400	332	.162	2.99856	2.14192	-1.21489	7.21201
	Equal variances not assumed			1.402	329.241	.162	2.99856	2.13822	-1.20774	7.20486

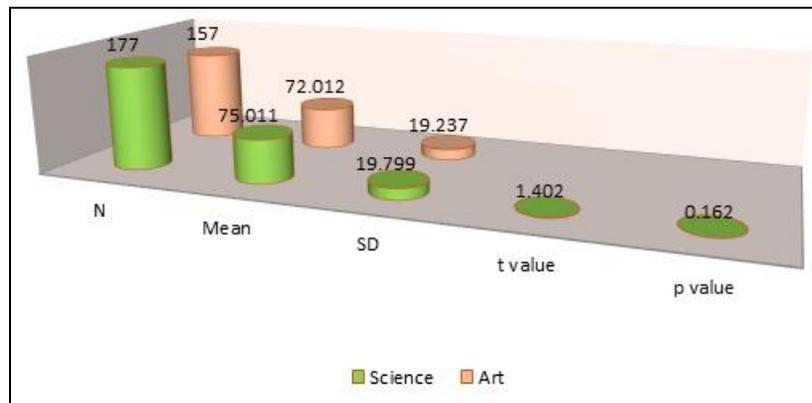


Fig 4: stream wise and peer pressure score

Table No. 5 shows group statistics with mean (75.79956 for science stream and 72.0127 for art stream students) and standard deviation of the groups whereas table 6 shows results of t statistics. Results depicted in table 6 show t value = 1.400 and p = .162 and accept to our null hypothesis. In other words, results show that there is significant difference between science stream students and art stream students for peer

pressure on them.

5. Result and Discussion

Ho 1. There is no relationship between the peer pressure and development of personality of senior secondary school students.

Results show group statistics with mean (79.5988 for male

and 63.2216 for female) and standard deviation of the groups whereas table 2 shows results of t statistics. Results depicted in table 2 show t value = 8.149 and p = 0.000 and reject to our null hypothesis.

In other words, results show that there is a significant difference between male students and female students for peer pressure on them.

Ho2. There is no significant difference between the mean peer pressure score of male and female students studying in senior secondary schools.

The result shows the mean scores of male (79.5988) higher than mean scores of the female (63.2216) senior secondary students. Results show t value = 8.149 and p = 0.000 and reject to our null hypothesis.

In other words, results show that there is a significant difference between male students and female students for peer pressure on them.

Ho3. There is no significant difference between the mean peer pressure scores of science and Art stream senior secondary schools.

The result shows the mean scores of science stream (75.79956) higher than mean scores of the art stream (72.0127) senior secondary students. Results show t value = 1.402 and p = 0.162 and accept to our null hypothesis at 0.05 levels of significance.

In other words, results show that there is significant difference between science stream students and art stream students for peer pressure on them.

6. Finding and Conclusion

Ho1. Relationship between peer pressure and development of personality of senior secondary schools students has been examined using independent sample t test. It was found that there is very weak positive degree correlation between peer pressure and development of personality and our null hypotheses (H_{01}) has been accepted.

It has been generally seen in the society that peers have much more influence on their friends or class mates. This general observation motivated us to check whether such influence does exist among the students.

Further we state that peer pressure does not have any relationship with over all personality development.

Ho 2. There is no significant difference between the mean peer pressure score of male and female students studying in senior secondary schools has been rejected at 0.05 levels of significance.

It reflects that the male senior secondary students have more peer pressure than female senior secondary students.

Ho3. There is no significant difference between the mean peer pressure scores of science and Art stream senior secondary schools has been accepted at 0.05 levels of significance.

It reflects that the science stream students have more peer pressure than art stream senior secondary students.

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