



Peer Pressure among Higher Secondary School Students in Aizawl North II Constituency in Relation to their Gender, Locality and Standard.

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Abstract: This study investigated peer pressure among higher secondary students in Aizawl North II Constituency across gender, locality, and class level. Using a descriptive survey design, data was gathered from 375 students selected via stratified proportionate random sampling using the standardized Peer Pressure Scale by Sandeep Singh and Sunil Saini. Results showed that most students (51.2%) experienced moderate peer pressure, while 24% and 24.8% reported high and low levels, respectively. The t-test analysis revealed significant gender differences ($t = 3.058$, $p < 0.01$), with male students scoring higher than females. Class XII students also reported significantly higher peer pressure ($M = 65.78$) than Class XI students ($M = 61.78$, $t = 3.19$, $p < 0.01$). Conversely, no significant difference was observed between urban and rural origin students ($t = 0.876$). These findings emphasize the need for targeted counseling and supportive school environments to help adolescents manage socio-academic pressures.

Index Terms - Peer pressure, Higher Secondary Students, Adolescence, Gender Differences.

I. INTRODUCTION

Today's world is complex and demanding, making the holistic development of children essential for success. Research suggests that adolescence, the transitional period between childhood and adulthood, is a critical phase for development, marked by significant biological, cognitive, and socio-emotional changes (Steinberg, 2014). During this stage, individuals undergo rapid physical growth, brain maturation, identity formation and emotional regulation, all of which shape their future adaptability in an increasingly challenging world.

Peer pressure is defined as the influence exerted by a peer group in encouraging a person to change his or her attitude, values, or behaviour to conform to group norms, which can result in either positive or negative outcomes (Stuart, 2001). Similarly, Wickert (2002) describes peer pressure as the impact of a social group on an individual, noting that such influence can be either constructive or destructive. Research indicates that young adolescents are particularly susceptible to adopting the behavioral patterns of their peers (Owens, 2002). Studies have shown that peer pressure can compel individuals to act in ways they normally would not, with adolescents being especially vulnerable due to their tendency to experiment with new identities and experiences during this developmental stage (Stuart, 2001). Additionally, Rima et al. (2008) found that peer pressure is increasingly prevalent among teenagers, a trend attributed to their strong desire for social acceptance and belonging (Owens, 2002).

Peer pressure can generally be seen in younger people, especially among teenagers. Responding to peer pressure is part of human nature that some teenagers are not able to deal with all types of pressure given by their peers. And many of them are able to deal with the various happenings and are likely to resist and

stand on their ground. Peer pressure is something that all teens have in common. Therefore, in some or another way, every child faces peer pressure in a positive or negative way.

The younger generation seems to be particularly vulnerable to peer pressure because they seek comfort in their peers and keep striving to emulate them without considering whether this will benefit them or harm them. Young people are therefore sensitive to the main tenets of socio-cultural conceptions; for instance, engaging with others encourages behavioural patterns like dozing off or drinking during lectures (Bonein & Denont, 2013).

Peer pressure has been characterized as having both positive and negative effects, as well as no impact at all, since it is part of an on-going learning process (Gulati, 2017). Research suggests that peer pressure can influence students' academic performance in various ways, depending on whether peers exert a positive or negative influence (Kadir et al., 2018). In school environments, adolescents often seek social acceptance from their peers, which can provide emotional comfort (Mosha, 2017). However, many students remain unaware of how their peers shape their academic behaviors and outcomes (Kadir et al., 2018).

1.1 Rational of the Study

Peer pressure, a significant contributor to school dropout rates, remains a critical concern in developing nations (United Nations Children's Fund, 2002). Students often learn not only from teachers but also through interactions with peers, which can shape their academic engagement. Many adolescents report higher school attendance and enjoyment when surrounded by friends, highlighting the social aspect of education (Brown & Larson, 2009). Peers play a vital role in social development, helping students acquire interpersonal skills, balance personal and societal needs, and navigate challenges within peer cultures (Rubin et al., 2015). While much research focuses on adolescents and college students, peer pressure affects individuals across all age groups, manifesting in schools, workplaces, and broader society (Okorie, 2014). Understanding its impact on senior secondary students including their responses and expectations under peer influence, is essential. Effective social interactions significantly shape personal development, and academic success is often linked to support from parents, teachers and peers (Chen et al., 2008). This study sought to provide vital insights and widening our understanding on the influence of peer pressure among higher secondary school students. The findings of this study will strongly enlighten various stakeholders in education and thus stimulate them to provide good learning environments and instil good social attitudes to learners while moulding adolescents' behaviours in schools.

1.2 Objectives of the Study

- To find out the Level of Peer Pressure among Higher Secondary School Students of Aizawl North II Constituency.
- To Compare the Level of Peer Pressure among Higher Secondary School Students in Aizawl North II Constituency.
- To Compare the Level of Peer Pressure between Urban Origin and Rural Origin Higher Secondary School Students in Aizawl North II Constituency.
- To Compare the Level of Peer Pressure between Class XI and Class XII Higher Secondary School Students in Aizawl North II Constituency.

1.3 Null Hypothesis

- There is no significant difference Level of Peer Pressure among Higher Secondary School Students based on Gender within Aizawl North II Constituency.
- There is no significant difference the Level of Peer Pressure between Urban Origin and Rural Origin Higher Secondary School Students in Aizawl North II Constituency.
- There is no significant difference in the Level of Peer Pressure between Class XI and Class XII Higher Secondary School Students in Aizawl North II Constituency.

II. REVIEW OF RELATED LITERATURE

Mehta and Vats (2017) studied on “Peer Pressure in Relation to Development of Personality of Senior Secondary School Students: Based on Gender and Stream.” Survey method and random sample of students (167 male and 167 female) of Delhi NCR region (India), Peer Pressure scale developed by Sandeep Singh & Sunil Saini and Singh’s Differential Personality Inventory (SDPI) were applied. Results show that there is a significant difference between male students and female students for peer pressure on them. Additionally, results show that there is significant difference between science stream students and art stream students for peer pressure on them with science stream scoring higher level.

Deepika and Prema (2017) studied on “Peer Pressure in Relation to Academic Achievement of Deviant Students.” A sample of 145 deviant students were selected from thirteen schools from Kanchipuram district, India. This sample size represent from class VI to XII about 2% of the entire population of the school. The result show that 101 students out of 145 fall under high level, so level of peer pressure among deviant students is high. Additionally, it is found that there is no significant difference in the mean scores of peer pressure with respect to Gender.

Chatterjee et al. (2017) conducted a study on “Effect of Age and Gender on Psychological correlates of peer Pressure in Adolescents.” The study aims to determine whether age and gender difference patterns in peer pressure and its correlates influence the mental health of an adolescent. Gender difference profile revealed males scoring higher on peer pressure and hostility, whereas females scored higher on happiness, different dimensions of aggression and achievement motivation.

Adeyemeeii (2019) conducted a research on “Influence of Peer Pressure on Junior Secondary School Students’ Academic Performance in Social Studies in Mushin Local Government Area, Lagos State.” The study adopted a descriptive survey research design. Eight junior secondary schools were selected using simple random sampling technique. From each of the schools, thirty students were selected using simple random sampling technique summing up to 240 students. The results of the study showed that the students demonstrated moderate peer pressure influence. It further indicated that there was no significant difference between male and females.

Sahu (2022) investigated on the topic “Peer pressure among undergraduate students: a study on Tezpur University.” The study aims to find out level of peer pressure among the students as well as peer pressure on the basis of gender. For the study researcher has taken 120 students of Tezpur University (2nd Semester) from the school of Humanities, Sciences, Management, and engineering as a sample. Standardized tool has been used for data collection. The study shows that there is no significance difference between the levels of peer pressure on the basis of gender. It also finds out that 40.83% of students having high Peer Pressure, 33.33% of students having average and 25.83% students have low Peer Pressure.

III. RESEARCH METHODOLOGY

3.1 Research Design

The study used descriptive survey research method. The study attempted to investigate the Peer Pressure among Higher Secondary School students in Aizawl North II Constituency. The objectives of the present investigation required fact finding inquiry and survey related to Peer Pressure among the Higher Secondary School students in Aizawl North II Constituency. Thus, Descriptive survey research was adopted for the study.

3.2 Sample

The sample of the present study comprised of 375 students which were selected following Stratified Proportionate Random Sampling method. Out of which, 210 were selected from Private Higher Secondary School, 135 were selected from Government Higher Secondary School, and 30 were selected from Aided Higher Secondary School.

3.3 Tool Used

For the collection of data, Peer Pressure Scale developed and standardized by Sandeep Singh & Sunil Saini, Coordinator, Centre for Behavioral Research and Intervention, Department of Applied Psychology, Guru Jambheshwar University of Science and Technology, Haryana, India was used. The Peer Pressure scale used in this study was published in 2010 by Prasad Psycho Corporation, New Delhi.

IV. ANALYSIS AND FINDINGS

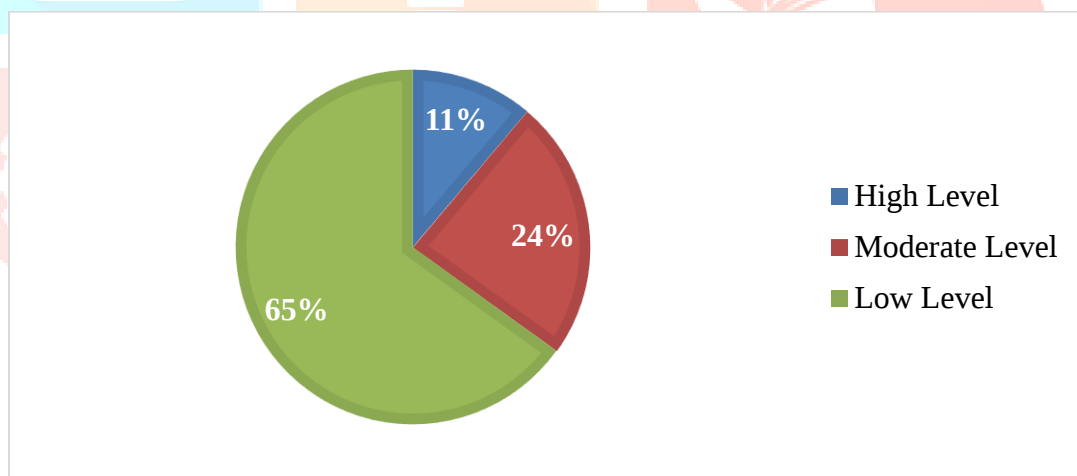
4.1 Objective No.1 -To Find the Level of Peer Pressure among Higher Secondary School Students of Aizawl North II Constituency.

The first objective of the study was to investigate the level of Peer Pressure among Higher Secondary School Students in Aizawl City.

Table 1: Level of Peer Pressure among Higher Secondary Students of Aizawl North II Constituency

Sl. No.	Level of Peer Pressure	No. of Students	Percentage
1	High Level of Peer Pressure	90	24%
2	Moderate Level of Peer Pressure	192	51.2%
3	Low Level of Peer Pressure	93	24.8%
	Total	375	100%

Figure 1: Pie chart showing the Level of Peer Pressure among Higher Secondary Students



As shown in table 1, it was found that there are 90 (24%) students which fall under the category of High level of Peer Pressure. There are 93 (24.8%) students having Low level of Peer Pressure and the majority of the students i.e. 192 (51.2%) fall under Moderate level of Peer Pressure.

4.2 Objective No.2 - To Compare the Level of Peer Pressure among Higher Secondary School Students based on Gender within Aizawl North II Constituency.

Hypothesis No.1 states that there is no significant difference in the level of Peer Pressure between male and female higher secondary school students.

Table 2: Comparison of the level of Peer Pressure based on gender

Gender	N	Mean	SD	Critical Value	t- value	Level of Significance
Male	179	65.16	11.36	0.05=1.97	3.058	Significant at 0.01 level
Female	196	61.51	11.72	0.01=2.59		

Analysis of data vide table 2 reveals that the test of significant difference between male and female students reveals mean peer pressure scores of 65.16 (SD = 11.36) and 61.51 (SD = 11.72), respectively. With a calculated t-value of 3.058 exceeding the critical values (1.97 at 0.05 and 2.59 at 0.01 level), there is a statistically significant difference in peer pressure levels between male and female Higher Secondary School students in Aizawl North II Constituency.

Therefore, the hypothesis no.1 stating that there is no significant difference in the level of Peer Pressure between male and female higher secondary school students is rejected.

4.3 Objective No.3 - To Compare the Level of Peer Pressure between Urban Origin and Rural Origin Higher Secondary School Students in Aizawl North II Constituency.

Hypothesis No. 2 states that there is no significant difference in the Peer Pressure of higher secondary school students based on locality such as Urban origin and Rural origin.

Table 3: Comparison between Urban and Rural students on Peer pressure

Stream	N	Mean	SD	Critical Value	t- value	Level of Significance
Urban	248	62.88	11.90	0.05=1.97	0.876	Not significant
Rural	127	63.99	11.23	0.01=2.59		

A cursory glanced at data vide table 3 shows that the test of significant difference between urban and rural students reveals mean peer pressure scores of 62.88 (SD = 11.90) and 63.99 (SD = 11.23), respectively. With a calculated t-value of 0.876 falling below the critical values (1.97 at 0.05 and 2.59 at 0.01 level), there is no statistically significant difference in peer pressure levels between urban and rural Higher Secondary School students in Aizawl North II Constituency.

Therefore, the hypothesis no.2 stating that there is no significant difference in the level of Peer Pressure between Urban origin and Rural origin higher secondary school students is accepted.

4.4 Objective No.10 -To Compare the Level of Peer Pressure between Class XI and Class XII Higher Secondary School Students in Aizawl North II Constituency.

Hypothesis No.3 states that there is no significant difference in the level of Peer Pressure between class XI and XII higher secondary school students.

Table 4: Comparison of the level of Peer Pressure based on standard

Standar d	N	Mean	SD	Critica l Value	t- value	Level of Significance
XI	237	61.78	11.28	0.05=1. 97	3.19	Significant at 0.01 level
XII	138	65.78	11.96	0.01=2. 59		

Analysis of data vide table 4 reflects that the test of significant difference between Class XI and XII students reveals mean peer pressure scores of 61.78 (SD = 11.28) and 65.78 (SD = 11.96), respectively. With a calculated t-value of 3.19 exceeding the critical values (1.97 at 0.05 and 2.59 at 0.01 level), there is a statistically significant difference in peer pressure levels between Class XI and XII students in Aizawl North II Constituency.

Therefore, the hypothesis no.3 stating that there is no significant difference in the level of Peer Pressure between class XI and XII higher secondary school students is rejected.

V. DISCUSSION

The findings reveal that a majority of higher secondary students (51.2%) in Aizawl North II Constituency experience moderate peer pressure, while high and low levels account for 24% and 24.8%, respectively. Gender analysis demonstrates a statistically significant difference ($t = 3.058$, $p < 0.01$), with male students reporting higher mean peer pressure (65.16) than female students (61.51). This corroborates previous research by Mehta and Vats (2017) and Chatterjee et al. (2017), suggesting that social expectations and risk-taking behaviors heighten male vulnerability to peer influence. Similarly, Class XII students exhibited significantly higher peer pressure (65.78) than Class XI students (61.78, $t = 3.19$, $p < 0.01$), likely driven by intensified board exam anxiety, career decisions, and upcoming transitions. Conversely, no significant difference was observed between urban (62.88) and rural (63.99) origin students ($t = 0.876$), indicating that shared school environments and media exposure create uniform social dynamics across geographic backgrounds. Overall, peer pressure remains a pervasive factor requiring targeted intervention.

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