



## EFFECT OF PEER PRESSURE ON OBEDIENCE/DISOBEDIENCE BEHAVIOUR OF UNDER GRADUATE STUDENTS

**Ms. Menka**

*Research Scholar, B.P.S. Institute of Teacher Training & Research, B.P.S. Mahila  
Vishwavidyalaya, Khanpur Kalan (Sonapat)*

### **Abstract**

Adolescent is age in which everyone feels more peer pressure. Peer pressure is the pressure feel by someone of the same age group. After the age of six every child starts to behave like his/ her peers. Peer pressure may be positive like strengthen good habit etc. and may be negative like smoking etc. students obedience /disobedience behaviour also affect by peer pressure. To study that effect investigator take this topic. For this descriptive survey method was done. A sample of 200 students was taken from two district of Haryana i. e. Rohtak and Jhajjar . Peer pressure scale by Sandeep Singh and Sunil Saini (2010) and Obedient-disobedient tendency scales by C.S. Mehta and N. husnain (1984) was used for data collection. Result from this study reveals that there is significant difference on the bases of institute means govt. Institute student feel more peer pressure then private school students. On the other hand there no significant difference on the bases of area. Investigator also despite that there is negative correlation between peer pressure and obedience/disobedience behaviour of under graduate students.



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### **Introduction**

Behaviour is a way in which an individual or a group acts relating to community, state, or national affairs. Behaviour of an organism is entirely based upon his or her previous experiences, either they were satisfying or annoying. Behaviour elicited also depends upon the types of rearing, parents, school, and community, an organism got in his/her life time. These standards are the products of the formative experiences and pressures from the groups around them. Adolescence is the most important period of human life. Poets have described it as the spring of life and an important era in the total life span. The word “adolescence” came from a Greek word “adolescere”, which means to grow to maturity. But as we discussed before getting maturity he/she is under the influence of his/her peer. this is also affect his /her behaviour .A child under the pressure and when peer is good the behaviour of child is also

good. A Comparative Study on Obedient/Disobedient Behaviour by **Sharma** shows that males are disobedient in their behaviour due to peer pressure whereas, females show the mixed behaviour, i.e., both obedience and disobedience. of bad peer group shows more disobedient behaviour

Investigator was not found any study which shows the relationship between peer pressure and obedience/ disobedience behaviour so the result of the studies based only obedience/disobedience behaviour is given. According to **Bierbaum, Henrich&Zigler (2004)** concluded that both mental age and chronological age of comparison groups, children with intellectual disability showed increased disobedient behavior, when faced with the inappropriate level task. As per **Kumar & Shravan (2006)** study result depicted that boys differed significantly from girls in obedient/disobedient tendency. On the other hand **Weerman et.al.(2007)** concluded from his study that there is a general relationship between misbehavior inside school and delinquency elsewhere. **Rachel & Daniel (2011)** in his study aim to examine the conception of junior secondary school students misbehaviour in classroom, The findings revealed that teachers perceived student problem behaviors as those behaviors involving rule-breaking, violating the implicit norms or expectations, being inappropriate in the classroom settings and upsetting teaching and learning, which mainly required intervention from teachers. According to **Kalhotra &sharma (2013)** results revealed that males are disobedience in their behavior, whereas, females show the mixed behaviour, i.e., both obedience and disobedience.

#### **Statement of the Study:**

*“Effect of peer pressure on obedience/disobedience behaviour of under graduate students”*

#### ❖ **Peer pressure:**

It means being influenced or pushed over by friends/age fellows to do something, against or in accordance with the his/her wishes. It is the pressure an individual feels to conform to the ways of a social group, by which he/she wants to be accepted.

#### ❖ **Obedience/ Disobedience:**

Obedience is a form of "social influence in which a person yields to explicit instructions or orders from an authority figure". One the other hand disobedience is a type of behaviour in which the performers' or the people's actions or deeds do not confirm to the expectations of society or an authority.

#### **Objectives of the Study:**

Objectives of the present study were -

1. To study and compare the peer pressure in terms of the type of institution.

2. To study and compare the peer pressure in terms of their location.
3. To study relationship between peer pressure and obedience/disobedience behaviour in under graduate students.

### **Hypotheses of the Study**

Hypothesis of the present study were

1. There exists no significant difference between the peer pressures of different institution students.
2. There exists no significant difference between the peer pressures of different areas students.
3. There exists no significant relationship between peer pressure and obedience/disobedience behaviour of under graduate students.

### **Research Methodology and Sample**

The descriptive survey method used to study the problem. Sample was chosen **systematically random** way. 200 under graduate students were chosen from govt. and private institute situated urban as well as rural area.

### **Tools Used**

1. Peer pressure scale by Sandeep Singh and Sunil Saini (2010)
2. Obedient-disobedient tendency scales by C.S. Mehta and N. husnain (1984)

### **Data Analysis and Interpretation**

#### **Section: - I Comparison of Peer Pressure of Undergraduate Students on The Basis of Types of Institutions.**

**Objective (O<sub>1</sub>)** To study and compare the peer pressure in terms of the type of institution

**Table 1**

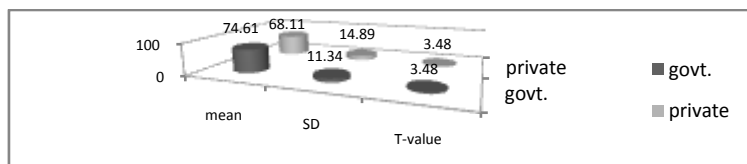
<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Sd</b>	<b>T-Value</b>	<b>Level of Significance</b>	<b>Remark</b>
Govt.	100	74.61	11.34	3.48	at 0.01 Level	Significant
Private	100	68.11	14.89			

**Interpretation:** It is depict from the table 1.1 that the computed 't' value of peer pressure is 3.48 and critical value is 2.60 at 0.01 level of significance with 198 df. Calculated 't' value is greater than t-value, so that the null hypothesis '**There exists no significant difference between the peer pressures of different institution students**', is **rejected**. Mean score of Govt. College students is 74.61 whereas mean score of private college students is 68.11. So mean's difference is **trustworthy**. From the above discussion we can say that there is

difference between peer pressure of govt. and private college students. **Govt. College** students feel **more** peer pressure rather than their **counterparts**. The above result is also shown with the help of diagram given below:

**Diagram –1**

**$\bar{X}$  and  $\sigma$  values related to peer pressure of govt. and private college student**



**Section: - II Comparison of Peer Pressure of Undergraduate Students on the Basis of their Location.**

**Objective (o<sub>2</sub>):** To Study and Compare the Peer Pressure in Terms of their Locations

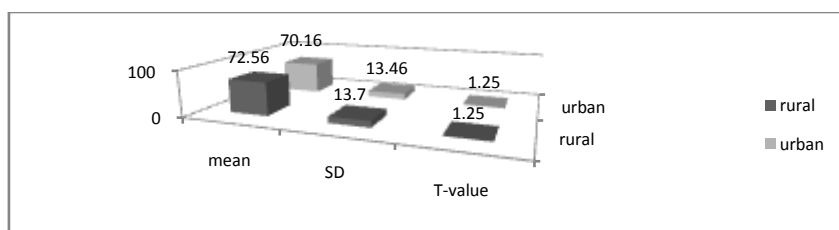
**Table 2**

Group	N	Mean	Sd	T-Value	Level of Significance	Result
Rural	100	72.56	13.70	1.25	at 0.05 Level	Not Significant
Urban	100	70.16	13.46			

**Interpretation:** It reveals from the table 1.2 that the computed ‘t’ value of peer pressure is 1.25 and critical value is 1.97 at 0.05 level of significance with 198 df. Calculated ‘t’ value is less than t-value, so that the null hypothesis ‘**There exists no significant difference between the peer pressures of different area’s students**’, is **retained**. Mean score of rural area students is 72.56 whereas mean score of urban area students is 70.16. So mean’s difference is **not trustworthy**. From the above discussion it may be concluded that there is **no significant difference** between peer pressure of **rural** area and **urban** area students. The result shows that peer pressure is not affected by the location. The above result is also shown with the help of diagram given below:

**Diagram – 2**

**$\bar{X}$  and  $\sigma$  Values Related to Peer Pressure of Rural Area and Urban Area College Students**



**Section-III Find Out the Relationship Between Peer Pressure and Obedience-Disobedience Behaviour of Undergraduate Students.**

**Objective (O<sub>3</sub>):** To Study Relationship Between Peer Pressure and Obedience/Disobedience Behaviour in Under Graduate Students

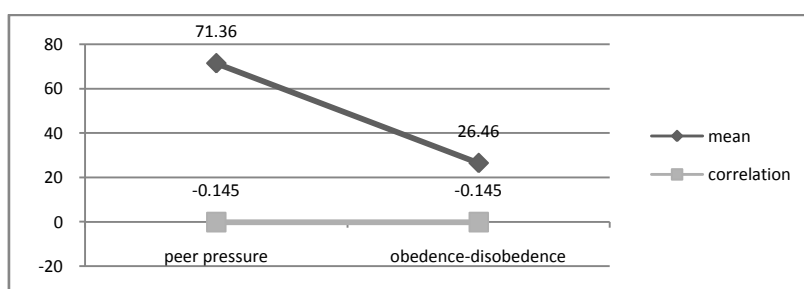
**Table 3**

Group	N	Mean	Co-Relation	Level of Significance	Remark	Relationship
Peer Pressure	200	71.36	-0.145	At 0.05	Significant	Slightly Negatively
Obedience-Disobedience Behaviour	200	26.455				Co-related

**Interpretation:** It is evident from the table 1.3 that relationship between peer pressure and obedience-disobedience behavior is **significant**. The calculated co-relation (r) is 0.145 which is more than table value of co-relation i. e. 0.139 at 0.05 level of significance. So the hypothesis “**There exists no significant relationship between peer pressure and obedience/disobedience behaviour of under graduate students.**” is **rejected**. The result shows that a less negative co-relation between peer pressure and obedience-disobedience behaviour. It may be concluded that as **peer pressure increase** automatically **obedience decrease** and vice-versa. The above result is also shown with the help of diagram given below:

**Diagram 3**

**$\bar{X}$  and Correlation Values Related to Peer Pressure and Obedience Disobedience Behavior of Undergraduate Students.**



**Conclusion**

The present study conclude that male under graduate students feel more peer pressure than female under graduate students. The result shown by investigator revealed that there is a **negative significant correlation** between peer pressure and obedience/ disobedience behaviour of undergraduate students. It means that if peer pressure increase then obedience

behaviour decrease and vice- versa. In addition Govt. college students feel more peer pressure than private college students. But on the basis of area there is no difference between peer pressures.

## References

- Agarwal, Y. P. (1990). *Statistical method in education*. New Delhi: Sterling Publishers.
- Albert, D. & Steinberg, L. (2011). *Peer influences on adolescent risk behavior*. In Bardo, M. T. et.al. (Eds.), *Inhibitory control and drug abuse prevention: From research to translation*, 211–228. New York: Springer.
- Albert, D. et.al.(2009, April). *Peer influences on risk taking in young adulthood*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Allen, J. P. et al. (1995). *Developmental approaches to understanding Adolescent Deviance*. Cambridge: Cambridge University Press.
- Barra, F. (2005). *Prediction behavior problem in Chilean school, child psychiatry and human development*, 73-86. New York: Springer Publication.
- Batra et al. (1994). *Social values, conformity and dress*. *Journal of Applied Social Psychology*, 24, 1501-1519.
- Beaman, R. & Wheldall, K. (1997), *Teacher perceptions of troublesome classroom behaviour: A review of recent research*. *Special Education Perspectives*, 6, 49-55.
- Best, W. J., & Khan, J. V. (1982). *Research in education* 6, 39. New Delhi: Practice Haal.
- Blass, T. (1991). *Understanding behavior in the Milgram obedience experiment: The role of personality, situations and their interactions*. *Journal of Personality and Social Psychology*, 60(1), 398-413.
- Brownfield, D., & Thompson, k. (1991). *Attachment to the peer and delinquent behaviour*. *Behavioural Research*. Washington D.C: American Psychological Association.
- Clark, G. T., & Boyer, W. N. (1993). *The effect of dog obedience training and behavioral counseling upon the human canine relationship*. *Applied Behavioral Science*, 37, 147-149.
- Downs, W.R., & Rose, S.R. (1991). *The relationship of adolescent peer groups to the incidence of psychosocial problems*. *Adolescence*, 26, 473-493.
- Duncan-Ricks, E. (1992). *Adolescent sexuality and peer pressure*. *Child and Adolescent Social Work Journal*, 9, 319-327.
- Kalhotra & Sharma, (2013) .*A Comparative Study on Obedient/Disobedient Behavior in Secondary + 1 Level Students*. *US-China Education Review A*. ISSN 2161-623X September 2013, 3( 9), 685-692.
- Kaul, L. (2010). *Methodology of education research*. New Delhi: Vikas Publication House Pvt, Ltd.
- Kazdin, A. E. (1985). *Treatment of antisocial behaviour in children and adolescents*. Homewood, I.L.: Dorsey Press.
- Kothari, C. R. (2004). *Research methodology—Methods and techniques* (2nd ed.). Delhi: New Age International (P) Ltd..
- 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.
- Stewart, S. M. et al. (1998). *"Parent and adolescent contributions to teenage misconduct in Western and Asian high school students in Hong Kong*. *International Journal of Behavioural Development*, 22(4), 847-869.
- W. M.Reinke, K. C. Herman andM. Stormont, *"Classroom-level positive behaviour supports in schools implementing SW-PBIS: Identifying areas for enhancement*, *Journal of Positive Behavior Interventions*, vol. 15, no. 1, 39-50, 2012.
- Wikipedia. *peer pressure*. Available from URL: [http://www.absoluteastronomy.com/topics/Peer\\_pressure](http://www.absoluteastronomy.com/topics/Peer_pressure)