

Aggression among Adolescents in relation to Peer Pressure

Rajdeep Kaur

Research Scholar

Panjab University, Chandigarh

Dr.Naginder Kaur

Principal

Malwa Central College of Education for Women, Ludhiana

Abstract

This paper aimed to study aggression among adolescents in relation to peer pressure. For this purpose, the investigator used the standardized tools. To check the aggression among adolescents, investigator used the constructed and standardized tool and tool on peer pressure by Saini and Singh (2010) was used by the investigator. 800 adolescents of XI class of Government Senior Secondary Schools of Punjab represented the sample population. Results from the analysis showed that there exists a significant relationship between aggression and peer pressure. Further results and implications are discussed in this paper.

Keywords: Aggression, Peer pressure. Adolescents

Introduction

Aggression is the most vital and pressing issue faced by the modern society today. Despite widespread education, independence, freedom of thought and speech, freedom from deprivation, fulfillment of basic needs and wants and improvement of socio economic conditions, aggression is on the rise. The adolescence period ranges from 10 to 19 years and is marked by a set of drastic changes. Adolescents are often not able to cope up with these radical changes that take place in their physical and psychological health. The psychological problems in this period occur due to disturbed relationship with parents, teachers, seniors and peers, scholastic backwardness compared to high expectation, sexual experimentation and substance abuse. All these are often directly or indirectly associated with aggression.

However, peer pressure play a larger role in the psycho-social development of adolescents. Peer pressure can have effects ranging from positive ones to negative ones. The positive effects can be increased level of concentration and self-confidence; whereas, the negative ones can be criminal behaviour and aggression. The credibility, authority, power and influence of peers are greater during adolescence than at any other time in life (Weerman, 2010). It is possible that children and teenagers learn aggression from their peers. Most adolescents conform to it as they are afraid of being rejected by their peers. They become engaged in inappropriate behaviour just for approval (Whitmore, 2011).

Aggression

Aggression is a phenomenon that can take many forms, ranging from relatively minor acts (such as name calling or pushing) to little more serious acts (such as hitting, kicking or punching) to severe or extreme acts (such as stabbing, shooting or killing).

According to Shaw, Bell and Gilliom (2000) defined early aggressive behaviour as, “an act directed towards specific person or object with intent to hurt or frighten, for which there is a consensus about the aggressive intent of the act”.

According to Reynolds and Kamphaus (2004) aggression is, “the tendency to do physical or emotional harm to others, encompassing both physical aggression, through behaviour such as breaking others' possessions, hitting or hurting others, as well as verbal aggression manifested through behaviour such as arguing, criticising, threatening, insulting or blaming.”

Peer Pressure

Peers are one's friend, classmate and people of his age who are equal to oneself in abilities, qualification, age, background and social status. Peer pressure is the feeling that someone of your own age is pushing you towards making a certain choice, good or bad. It is a term used to describe how an adolescent behaviour is influenced by other adolescents.

Longman Dictionary of Contemporary English (2009) defines peer pressure as, “a strong feeling that one must do the same things as other people of his age if he wants them to like him.”

Hirst (2013) suggested some implication of negative peer pressure as, “victimization and bullying, anti-social behaviour, substance/alcohol misuse and smoking, poor educational outcomes, crime and gang culture, suicide and self-harm, over-sexualization and teenage pregnancy.”

According to Cambridge Advanced Learner's Dictionary and Thesaurus (2016), “peer pressure is the influence that other people of your own age or social class have on the way you behave. Peer pressure means the strong influence of a group especially of children, on members of that group to behave as everyone else does.”

The review of related literature shows that peer pressure is a predictor of aggressiveness (Eldeleklioglu, 2007; Powers and Bierman, 2013). A positive relationship was found out between aggressive behaviour and peer pressure by Wakolia, et. al., (2016); Kumar and Varma, (2016); Ofodile and Ofole, (2018); whereas, no direct effect of peer pressure on aggression was reported by Djohari and Hernawati, (2018) and Malonda, et.al., (2019). Lin, et.al., (2018) examined that delinquent peer affiliation partially mediated the relationship between peer victimization and aggressive behaviour. In addition to this, Thompson, et.al. (2019) found out that multiple dimensions of peer behaviour uniquely played a role in the development of adolescent aggression.

Objectives of the Study

- (a) To find out the relationship between aggression and peer pressure among adolescents with respect to gender and locale.

Hypotheses of the study

1. There exists a significant relationship between aggression and peer pressure among adolescents.
2. There exists a significant relationship between aggression and peer pressure among adolescent boys.
3. There exists a significant relationship between aggression and peer pressure among adolescent girls.
4. There exists a significant relationship between aggression and peer pressure among rural adolescents.
5. There exists a significant relationship between aggression and peer pressure among urban adolescents.

Methodology

Method

In the present study Descriptive method was employed.

Design of the Study

In the present study multistage randomization technique of sampling was used to select the schools. As it was not possible to cover the entire school population of Panjab, the sample was drawn from five administrative divisions of Punjab. Then from each division one district was randomly selected. Further, schools were selected randomly from each district.

Sample

In order to ensure wider applicability of the findings, the total sample of 800 students of XI class (both boys and girls) from urban and rural areas was drawn from Government Senior Secondary Schools of Punjab

Operational definitions of the terms used

Aggression

In the present study Aggression is operationally defined as the behaviour that directly or indirectly may result in physical and psychological harm to oneself or others or the objects in the environment.

Peer Pressure

A peer is a person who belongs to the same societal group based on age, grade, or status while a friend is a person with whom we are attached to by affection or esteem. Peer Pressure is feeling pressure from other age-mates to do something harmful for self and others. It is broadly defined as any attempt by one or more peers to compel an individual to follow in the decisions or behaviours favored by the pressuring individual or group. Peer pressure is associated with many antisocial activities and risky behaviour among youth.

Tools Used

1. Tool on Aggression constructed by the investigator.
2. Peer Pressure Scale by Saini and Singh (2010).

Statistical Techniques Used

Karl Pearson's coefficient of correlation technique to find out the relation between dependent variable (Aggression) and independent variable (Peer pressure).

Results and Interpretations

To find out the relationship between aggression and peer pressure among adolescents with respect to gender and locale, Karl Pearson's coefficient of correlation was calculated. The calculations are shown in the tables.

Table 1: Showing Coefficient of Correlation between Aggression and Peer pressure of Adolescents

Variables	N	Correlation
Direct Aggression and Peer pressure	800	-0.16**
Indirect Aggression And Peer pressure	800	-0.26**

** Significant at 0.01 level

Table 1 shows the coefficient of correlation between direct aggression and peer pressure of total sample of adolescents and was calculated as -0.16 and between indirect aggression and peer pressure of total sample of adolescents was calculated as -0.26, both of which were negative and significant at 0.01 level of confidence. This shows that a negative and significant relationship exists between aggression and peer pressure of adolescents.

Therefore hypothesis 1 stating, "There exists a significant relationship between aggression and Peer pressure among adolescents" stands accepted.

Table 2: Showing Coefficient of Correlation between Aggression and Peer pressure of adolescents boys

Variables	N	Correlation
Direct Aggression and Peer pressure	400	-0.16**
Indirect Aggression And Peer pressure	400	-0.36**

** Significant at 0.01 level

Table 2 shows the coefficient of correlation between direct aggression and peer pressure of adolescent boys and was calculated as -0.16 and between indirect aggression and peer pressure of adolescent boys was calculated as -0.36, both of which were negative and significant at 0.01 level of confidence. This shows that a negative and significant relationship exists between aggression and peer pressure of adolescent boys.

Therefore hypothesis 3 stating, "There exists a significant relationship between aggression and Peer pressure among adolescent boys" stands accepted.

Table 3: Showing Coefficient of Correlation between Aggression and Peer pressure of adolescents girls

Variables	N	Correlation
Direct Aggression and Peer pressure	400	-0.16**
Indirect Aggression And Peer pressure	400	-0.19**

** Significant at 0.01 level

Table 3 shows the coefficient of correlation between direct aggression and peer pressure of adolescent girls which was calculated as -0.16 and between indirect aggression and peer pressure of adolescent girls was calculated as -0.19, both of which were negative and significant at 0.01 level of confidence. This shows that a negative and significant relationship exists between aggression and peer pressure of adolescent girls.

Therefore hypothesis 3 stating, “There exists a significant relationship between aggression and Peer pressure among adolescent girls” stands accepted.

Table 4: Showing Coefficient of Correlation between Aggression and Peer pressure of rural adolescents

Variables	N	Correlation
Direct Aggression and Peer pressure	400	-0.15**
Indirect Aggression And Peer pressure	400	-0.30**

** Significant at 0.01 level

Table 4 shows the coefficient of correlation between direct aggression and peer pressure of rural adolescents which was calculated as -0.15 and between indirect aggression and peer pressure of rural adolescents was calculated as -0.30, both of which were negative and significant at 0.01 level of confidence. This shows that a negative and significant relationship exists between aggression and peer pressure of rural adolescents.

Therefore hypothesis 4 stating, “There exists a significant relationship between aggression and Peer pressure among rural adolescents” stands accepted.

Table 5: Showing Coefficient of Correlation between Aggression and Peer pressure of urban adolescents

Variables	N	Correlation
Direct Aggression and Peer pressure	400	-0.20**
Indirect Aggression And Peer pressure	400	-0.27**

** Significant at 0.01 level

Table 5 shows the coefficient of correlation between direct aggression and peer pressure of urban adolescents which was calculated as -0.20 and between indirect aggression and peer pressure of urban adolescents was calculated as -0.27, both of which were negative and significant at 0.01 level of confidence. This shows that a negative and significant relationship exists between aggression and peer pressure of urban adolescents.

Therefore hypothesis 5 stating, “There exists a significant relationship between aggression and peer pressure among urban adolescents” stands accepted.

Implications

The present study revealed that aggression of adolescents show significant negative relationship with peer pressure which clearly means that peer pressure significantly contributes to the aggressive behaviour among adolescents. From the results it may be suggested that parents and teachers should emphasis on promoting positive peer pressure among the adolescents and keep their wards from the negative effects of peer pressure thus reducing the level of aggression among adolescents.

References

Cambridge Advanced Learner’s Dictionary and Thesaurus (2016).Cambridge University Press.

Djohari, Y.W.A. & Hernawati, N.(2018). The Influence Of Peer Group Interaction And Moral Development Toward Aggression Behavior of School-Aged Children In Poor Urban Areas *Journal of Child Development Studies*, 3(1), 1-14.

Eldeleklioglu, J. (2007). The relationships between aggressiveness, peer pressure and parental attitudes among Turkish high school students, *Social Behavior and Personality*, 35(2):975-986

Hirst, L.(2013). Peer pressure and Influence- its role in hindering and supporting resilience. Available at www.boingboing.org.uk/..1-resilience-forum-presentations?hirstfebl

Kumar.R. & Varma.B.(2016). Adolescents’ Aggression in Relation to Peer Pressure and Family Relationship, *International Journal of Science and Research* ,5(2),628-631. Retrieved on 9 july 2017 from <https://www.ijsr.net/archive/v5i2/NOV161163.pdf>

Lin,S., Chengfu, Y., Chen, W., Tian, Y. & Zhang, W. (2018). Peer victimization and aggressive behaviour among chinese adolescents: Delinquent peer affiliation as a mediator and parental knowledge as moderator, *Frontiers in Psychology*,9, 1-8.

Longman Dictionary of contemporary English (2009). Harlow:Pearson Education Limited.

Malonda, E., Llorca, A., Mesurado, B., Samper, P. & Mestre, M.V. (2019). Parents or peers ? Predictors of prosocial behaviour and aggression: A longitudinal study, *Frontiers in Psychology*, 10, 1-12.

Ofofode, M.C. & Ofofode, N.M. (2018). Domination by aggressive behaviours among students in Orumba North, Anambra State, Nigeria, *African Research Review*,12(2),46-54.

Powers, C. J., Bierman, K. L.(2013). The multifaceted impact of peer relations on aggressive–disruptive behavior in early elementary school. *Developmental Psychology*, 49(6), 1174–1186.

Reynolds, C.R., & Kamphaus, R.W. (2004).*Systema de Evaluacion de la conducta de Ninos y Adolescentes* .Madrid:

TEA Ediciones. Retrieved on 11 July 2017 from
<http://www.sciencedirect.com/science/article/pii/S1877042813013712>

Saini & Singh. (2010). *Manual for Peer Pressure Scale*. Agra: National Psychological Corporation.

Shaw, D. S., Bell, R. Q. & Gilliom, R. (2000). Aggressive Behaviour disorders, In *Zeana Ch Handbook Of Infant Mental Health*, New York: Guilford Press.

Thompson, E.L., Mehari, K.R. & Farrel, A.D. (2019). Deviant Peer Factors During Early Adolescence: Cause or Consequence of Physical Aggression?, *Child Development*, 91(2), 415-431.

Wakolia, C., Kiptiony, G., Chemwei, B. & Chonge H (2016). Peer Influence on Aggressive Behaviour of Adolescents in Secondary Schools in Bungoma County. *International Journal of Arts Humanities and Social Sciences (IJAHSS)*, 1(3), 59-66. Retrieved on 9 July 2017 from www.ijahss.com/Paper/11002016/694782560.pdf

Weerman, L. (2009) Global assessment of school aggression and its impact on society. *Journal of Abnormal Child Psychology*, 2(1), 187-201.

Whitmore, M. (2011) Late adolescent behaviour: The role of internal control and peer relationships. *Distinguished Majors Thesis*. University of Virginia.

