

Influence of Peer Relationship on Adolescents' Well-Being

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Abstract

The present study aimed to find out the influence of peer relationship on adolescents' well-being. The sample of 100 adolescents (25 boys and 25 girls from Government schools and 25 boys and 25 girls from public schools) was taken who were the students of 11th and 12th standard from various streams and administered on the Dimensions of Friendship Scale (DFS) by Sunanda Chandna (Delhi) and N.K. Chadha (Delhi), 1986. Data interpretation of the peer group relations showed that on the dimension of enjoyment, trust, mutual assistance, understanding and spontaneity the students of Government and public schools did not differ significantly but on the dimension of acceptance and confiding they showed significant difference.

Keywords- Well-being, peer group.

Introduction : **Subjective well-being (SWB)**

Subjective well-being (SWB) refers to how people experience the quality of their lives and includes both emotional reactions and cognitive judgments. Psychologists have defined happiness as a combination of life satisfaction and the relative frequency of positive and negative affect. SWB therefore encompasses moods and emotions as well as evaluations of one's satisfaction with general and specific areas of one's life. Concepts encompassed by SWB include positive and negative affect, happiness, and life satisfaction. Positive psychology is particularly concerned with the study of SWB. SWB tends to be stable over time and is strongly related to personality traits. There is evidence that health and SWB may mutually influence each other, as good health tends to be associated with greater happiness, and a number of studies have found that positive emotions and optimism can have a beneficial influence on health.

Peer group

A peer group is a social group consisting of humans. A peer group is a primary group of

people, typically informal, who share a similar or equal status and who are usually of roughly the same age, tended to travel around and interact within the social aggregate. Members of a particular peer group often have similar interests and backgrounds, bonded by the premise of sameness. However, some peer groups are very diverse, crossing social divides such as socioeconomic status, level of education, race, creed, culture, or religion.

Unlike the family and the school, the peer group lets children escape the direct supervision of adults. Among peers, children learn to form relationships on their own. Peer groups also offer the chance to discuss interests that adults may not share with their children (such as clothing and popular music) or permit (such as drugs and sex).

Objectives

To study the adolescents' psychological well being in relation to peer groups.

Methodology

Research methodology involves systematic procedures which the researcher starts from initial identification of the problem to its final conclusion. The role of methodology consists of procedures and techniques for conducting study.

The purpose of the present study is to find out how relation with peers influences the overall personality and well being of adolescents.

Research Design

This study was designed to be descriptive, correlation. Variables under study were-

- a) Dependent variables i.e. personality and wellbeing of adolescents
- b) Independent Variables i.e. peer group.

Research Sample

The study was conducted on a sample of 100 adolescents (25 boys and 25 girls from Government schools and 25 boys and 25 girls from public schools) was taken who were the students of 11th and 12th standard from various streams belonging to various socio economic status.

Measurements

The following standardized tool was used for the present study:

Dimensions of Friendship Scale- Sunanda Chandna (Delhi) and N.K. Chadha (Delhi)-1986.

Procedure of data collection

Visits were made to the Government and public schools by the researchers, so that initial rapport can be established with the respondents. After employing the tools the requisite data was collected and adolescents were assured that the information collected will be used only for research purpose.

Statistical Analysis

Statistical methods included mean, SD, SE_d and t test.

Hypothesis

The healthy peer group relationship contributes significantly to the psychological well being of adolescents.

Results and Discussion :

Table No. 1.1

Showing comparison between students of Government and public schools on the dimension of enjoyment

	N	Mean	S.D.	SE _d	Df	T	
Government	50	5.58	1.19	0.169	98	0.50	Not significant
Public	50	5.46	1.20	.0170			

Sampling Design

A convenience sample was used in this study. The inclusion criteria were: voluntarily participating in this study, being 16- 18 years, from various socio economic statuses.

The mean of Government school students is more than the students of public school. The t-ratio is found to be 0.50 which is not significant at both the levels.

Table No. 1.2

Showing comparison between students of Government and public schools on the dimension of Acceptance

	N	Mean	S.D.	SEd	Df	T	
Government	50	5.58	1.75	0.25	98	2.02	Significant at 0.05 level
Public	50	6.60	1.81	0.26			

Results indicate that the mean scores of public school students are more than the Government school students. It means level of acceptance is more in public school students than the Government school students. The t- value is found to be 2.02 which is significant at 0.05 level.

Table No. 1.3

Showing comparison between students of Government and public schools on the dimension of Trust

	N	Mean	S.D.	SEd	Df	T	
Government	50	6.20	1.77	0.249	98	1.86	Not Significant
Public	50	6.80	1.44	0.204			

Results from the table indicate that there is only minute difference in the mean of both the groups. Public school students are more trustworthy as compare to Government school students. The t is found to be 1.86 which is not significant at both the levels.

Table No. 1.4

Showing comparison between students of Government and public schools on the dimension of Respect

	N	Mean	S.D.	SEd	Df	T	
Government	50	4.12	1.28	0.189	98	6.95	Significant at both the levels
Public	50	5.80	1.16	0.159			

Results indicate that public school students score more than the Government school students. The t- value is found to be significant at both the levels.

Table No. 1.5

Showing comparison between students of Government and public schools on the dimension of Mutual Assistance

	N	Mean	S.D.	SE _D	Df	T	
Government	50	6.38	1.51	0.214	98	0.77	Not Significant
Public	50	5.46	6.60	1.36			

By observing the table it can be concluded that Government school students score high on the mutual assistance dimension and t- value is found to be insignificant.

Table No. 1.6

Showing comparison between students of Government and public schools on the dimension of Confiding

	N	Mean	S.D.	SE _D	Df	T	
Government	50	5.08	1.51	0.214	98	7.59	Significant at 0.05 and 0.01 level
Public	50	7.28	1.39	0.196			

Results indicate that public school students show more confiding nature than the Government school students. The t value is found to be significant at both the levels.

Table No. 1.7

Showing comparison between students of Government and public schools on the dimension of Understanding

	N	Mean	S.D.	SE _D	Df	T	
Government	50	5.84	1.61	0.23	98	1.04	Not Significant
Public	50	6.16	1.46	0.21			

Mean of public school students found to more as compared to Government school students and the t-value is found to be insignificant.

Table No. 1.8

Showing comparison between students of Government and public schools on the dimension of Spontaneity

	N	Mean	S.D.	SEd	Df	T	
Government	50	5.88	1.59	0.224	98	0.051	Not Significant
Public	50	5.74	1.10	1.56			

Results indicate that the mean of Government school students is more as compared to public school students. The t-value is 0.051 and found to be insignificant at both the levels.

Discussion and Conclusion

Data interpretation of the peer group relations showed that on the dimension of enjoyment, trust, mutual assistance, understanding and spontaneity the students of Government and public schools did not differ significantly but on the dimension of acceptance and confiding they showed significant difference. It has been seen that public school students are more influenced by the peers as compared to Government school students. The reason can be that the public school students are getting more exposure and spend more time with the peers. Due to their healthy relationship with peers they have more positive personality and wellbeing in relation to Government school students.

Suggestions-

1. Sample size can be increased.
2. Sample can be taken from different ethnic group.

References

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