



RESEARCH ARTICLE

COMPARISON OF HIGH SCHOOL STUDENTS' PEER PRESSURES WHO ATTEND PRIVATE AND PUBLIC HIGH SCHOOLS

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ABSTRACT

The aim of this study is to compare the peer pressure of the students in different high schools. In our research, 108 volunteer participants that have been selected by the random sampling method in Beykent Doğa Anatolian High School and Beylikdüzü Cahit Zarifoğlu Anatolian High School students in İstanbul. A personal information form and the Peer Pressure Scale (PPS) which have been developed by Kiran (2002) have been used to collect the research data of the volunteers participating in the study. The obtained data have been recorded on the SPSS package program. The U-Test has been used to determine the participant's peer pressure according to the schools and gender and the Kruskal Wallis test has been used to reach the data on father's and mother's educational attainment. As a result; when the findings have been examined, it has been found that there is no significant difference between the two schools according to the school situation. In addition, no significant difference has been found between the students who receive education in public and private schools according to gender, father's and mother's educational attainment status.

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INTRODUCTION

These ages can be expressed as the period of adolescence that is the period in which young people are aware of their life and their own self. It also can be seen as a period when interaction levels with each other and with the environment are high. Peer pressure is the situation that the encouraging or forcing of the individual by his/her peers to involve in the activities of the age group that he/she belongs to. During the transition from childhood to adulthood, teenagers begin to spend more time with their peers in the high school period. The individuals at high school level believe that their peers understand them better than their parents. Individuals at this level try to behave in a similar manner with their peers with whom they act together. The presence of an individual in a group will, of course, impose some responsibilities related to the group; as he/she will belong to the group when the individual adopts group's values, ideas, clothing style, music genre, etc. It will be desirable for the individual to earn the appreciation of his/her group and it will be extremely important for the individual to get the approval of his / her peers (Adams 1995). The individual begins to slowly become independent from their surroundings in the transition from middle school to high school period. The time he/she spent with his own age groups increases.

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In this period, peer groups' pressures, supports and actions they have taken together are seen as a factor. For the individuals in the period of adolescence, acceptance, interest and actions taken by their peers are very important. From this point of view, the purpose of this study is to compare the peer pressure of students who receive education in different high schools. The Peer Pressure Scale (PPS) is a five-point Likert-type scale that aims to measure the peer pressure of high school students. Peer pressure is a feeling of how one sees himself/herself related to his/her emotional status. Judgments that determine peer pressure are an invariance. Nevertheless, it is accepted that one's self-esteem is susceptible to change (Tufan, 1990). It has been seen that the tendency towards peer pressure appears to be increasing regularly in the elementary school years and visibly in high school. It has been indicated that the adaptation behavior may reduce peer pressure, but if the group has certain negative trends it is stated that adaptation will cause harm to the individual. It is also stated that the adolescent will question the values of dominant cultures and reveal the differences from the dominant culture through peer pressure (Burns and Darling, 2002).

METHODS

The purpose of this study is; to evaluate the pressure of the students in different high schools on each other. The participants of the research consist of 108 volunteers who have been determined by the random sampling method among the

students of Private BeykentDoğa Anatolian Lisesi and BeylikdüzüCahitZarifoglu Anatolian High School in Istanbul. 68 students from the public school and 40 students from the private school have participated in the research. The volunteers involved in the study have asked to complete a personal information form consisting of 3 questions, including gender and level of father/mother educational attainment. As a data collection tool, in line with the purpose of the research, the Peer Pressure Scale that has been developed by Kiran (Kiran, 2003) has been used; the scale composed of 34 questions. Expressions in the scale are in 5-point Likert form. There are five levels of participation for each statement: "Never = 1", "Rarely = 2", "Sometimes = 3", "Very Often = 4", "Always = 5". The obtained data have been recorded has been recorded on the SPSS package program. As a statistical process, in order to determine the findings of peer pressure related to the school and gender the U-Test has been used, and in order to reach the data on the level of father/mother educational attainment the Kruskal Wallis has been applied.

FINDINGS

According to the school variable in Table 1, when the peer pressure levels of the students have been examined, it has been seen that there is no significant difference between the students in the public school and the private school, $U = 1107,50$, $p < .05$.

Table 1. U-Test Results of Students' Peer Pressure by School

Group	n	Mean Rank	Rank Sum	U	p
Public School	68	58,21	3958,50	1107,50	0,11
Private School	40	48,19	1927,50		
Total	108				

Table 2. U-Test Results of Students' Peer Pressure by Gender

Group	n	Mean Rank	Rank Sum	U	P
Male	78	53,77	4194,00	1113,00	0,70
Female	30	56,40	1692,00		
Total	108				

When the students' peer pressure levels have been compared according to the gender variable in Table 2, no significant difference has been found between male and female students, $U = 1113.00$, $p < .05$.

Table 3. Kruskal Wallis Test Results of Students' Peer Pressure by Father's Educational Attainment

Method	n	Mean Rank	Sd	X ²	p
Primary School	32	51,81	3	3,73	0,29
Secondary School	21	44,93			
High School	31	59,77			
University	24	59,65			
Total	108				

In Table 3 it has been seen that the peer pressure levels, the scores they obtained from the Kruskal-Wallis Test, of the students who participated in the study do not differ significantly according to the level of father's educational attainment X^2 ($sd = 3$, $n = 108$) = 3.73, $p < .05$. In Table 4 it has been seen that the peer pressure levels of the students, the scores they obtained from the Kruskal-Wallis Test, do not differ significantly according to the level of mother's educational attainment X^2 ($sd = 2$, $n = 108$) = 1,20, $p < .05$.

Table 4. Kruskal Wallis Test Results of Students' Peer Pressure by Mother's Educational Attainment

Method	n	Mean Rank	SD	X ²	p
Primary School	62	55,88	2	1,20	0,55
Secondary School	31	55,71			
High School	15	46,30			
Total	108				

DISCUSSION AND CONCLUSION

We can say that the relationships of the adolescents with their friends who are in the same age group are an important factor in terms of socialization and improving their human relations. However, friends can be obstructors as well as being a driving force in terms of socialization. We believe that the impact of peer pressure may differ from person to person in terms of individuals' interaction with his/her peers. According to the findings of the research, it has been found that there is no significant difference between students who attend public school and private school when the peer pressure levels of students have been examined. It has been thought that the reason for this is the fact there is no difference between public and private schools anymore and students are equal in terms of human relations and economic conditions. According to our study, when the peer pressure levels of the students have been examined according to the gender variable of, no significant difference has been found between male and female students. (Kapıkıran and Fiyakalı 2005) have found a significant difference between male and female participants according to the gender variable in their studies. In other similar studies, a significant difference between male and female students has been found (Kumpulainen 1998), (Woods 2004), (Pişkin and Ayas 2011) and Keskin (2010). When the literature has been reviewed, these findings do not demonstrate parallelism with our findings. As a reason for this, we can say that this originates from the socio-cultural interaction and the human relations of the students who attend schools in the same district. When the findings indicating the levels of adolescents' parents' educational attainment have been examined, no differences have been found. It has been thought that the reason for this is the fact that the majority of our volunteers' father/mother educational attainment level is primary school and that even though we conducted our research in different schools, they were in the same district. When the literature has been examined (Kapıkıran and Fiyakalı 2005), have found differences in the level of educational attainment of parents. These results do not support our findings. As a result; According to our research findings, there has been no difference in the peer pressure levels of students who attend private schools and public schools has been found.

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