

PERSONALITY RELATED PEER INFLUENCE ON X STANDARD STUDENTS – A STUDY

S. Kanchana

Bharathiar University, Coimbatore, India

Abstract

Peer influence is very important in ensuring that students receive high-quality instruction. The term "peer influence perception" refers to a wide range of characteristics, including those related to personality, drive, aptitude, and leadership, as well as classroom management and discipline enforcement. A teacher with a stronger sense of encouraging creativity can make a significant contribution to the improvement of students' personalities and the development of the country. His function heavily emphasises the teacher-student relationship in the classroom. The way that teachers educate has an impact on how well their students learn. Therefore, in order to educate effectively, teachers must be equipped with a higher degree of consciousness. Peer Influence perception and value have a strong positive association.

Keywords: *Peer Influence, Personality, Teenager, Teacher-Student Relationship, Academic Performance.*

Introduction

Peer groups are associations of friends who have a similar age range. A key component of being a teenager is having a group of pals. Although peer groups can have a good impact on a teen's life, they can also alarm parents. Teenagers learn to succeed in their peer group's world and progressively grow autonomous in this way.

Peer groups provide your teenager with a variety of benefits, such as: a sense of belonging and value; a place to fit in when they don't feel like kids or adults; an increase in self-confidence because they are accepted by the group; a sense of security and of being understood by others who are going through similar experiences; a safe space to test values and ideas; assistance with the transition to independence; and practise interacting with others.

Objectives of the Study

The study's goals are outlined as follows:

- a) To determine how much peers influence is there at standard X.
- b) To assess the level of personality that the pupils in Grade X have attained.
- c) To determine whether personality and peer influence are correlated.

Tools

Depending on the strategy, the proper tools were used to gather pertinent data. Friend Ship Scale and Personality Scale were employed in the current investigation.

Methodology

Research Questions

The purpose of the study was to learn the answers to the following questions:

1. What does the term "peer influence" mean?
2. Can peer influence affect a person's personality?

Hypothesis

1. There is no gender-related difference in the pupils' mean peer influence scores that is statistically significant.
2. There is no discernible variation between the students' mean peer influence scores according to the type of institution.
3. There is no discernible variation in the pupils' Peer Influence mean scores according to locality.
4. There are no appreciable differences between the students' Peer Influence mean scores in terms of qualification
5. There is no discernible gender difference in the mean Personality scores of the students.
6. There is no discernible variation between the students' mean Personality scores according to the type of institution.
7. There is no discernible variation between the pupils' mean Personality scores based on their location
8. There is no discernible difference between the students' mean Personality scores in terms of Qualification.
9. Personality and peer influence have no relationship to one another.

Sample and Population for the Study

40 teachers who work in government- and management-run higher secondary schools make up the study's sample. having a range of experience and belonging to both genders.

The sample is drawn at random. The sample's teachers were chosen at random. The information is shown in the table below.

Table 1

S.No	Type of institutions	No. of Students		Total
		Boys	Girls	
1	Government	30	30	60
2	Management	30	30	60
	Total	60	60	120

The Tools Used

Depending on the strategy, the proper tools were used to gather pertinent data. The following resources were employed in the current investigation.

Climate Scale in the Classroom

This signifies that the tool used in this study was created and validated. The current study required a measure for the classroom atmosphere. Dr. Peston Jee developed and approved the tools. This scale is typical. There are 90 items on the scale. This scale deals with a number of the Peer Influence scale's dimensions.

Dimensions	Dimensions Favourable Items	Unfavourable Items
Classroom Activities	2, 50, 68, 70	12, 27, 31, 47, 58,
Teacher Stimulus	3,28, 46, 87	30, 51, 59, 67, 81,
Classroom control	9, 21, 65, 84	18, 33, 38, 48, 79,
Teacher Activity	11, 13, 32, 39, 60, 86,	4, 25, 53, 80,
Participation	14, 24, 34, 52,61, 63,	5, 19, 41, 69
Rules and Regulations	8, 22, 44, 56, 74	17, 37, 40, 64,
Interest	1, 23, 29 43, 45, 49, 57, 62, 66, 72, 76, 83,	6,10, 15, 26, 36, 55, 89, 90, 75
Order	20, 35, 54, 63,	7, 42, 71, 85

The above table includes the 45 positive and 45 negative categories from the students' rating scale for the classroom environment.

120 pupils from various schools received the scale. The researcher gave the students an explanation of the study's goal. Before distributing the tool, the V standard students were given a brief overview and directions for completing out the coding sheet. The learners were asked to read each word and check the relevant box on the rating scale to indicate their opinions. The investigator assembled the response sheets once you had finished all of the questions.

Scheme of Analysis of Data

To carry out the inquiry, it was necessary to determine the mean, standard deviation, and correlation coefficient. Aptitude, teacher professional perception, and role perception "t" tests were conducted to determine the importance of differences between the teachers' attitudes toward teaching.

Hypothesis-1

There is no discernible difference between the guys attending management schools and government schools in terms of their mean Peer Influence scores.

Table 2 Difference in Students due to Type of institution

Type of institution	N	Mean	SD	“t” value	Significance
Government	30	269.83	14.94	2.94	S
Management	30	280.83	13.96		

Report

The mean Peer Influence scores of the boys attending management schools and government schools do not significantly differ from one another.

Hypothesis-2

There is no discernible difference between the girls attending management schools and government schools in terms of their mean Peer Influence scores.

Table 3 Difference in students due to Types of Institutions

Institution	N	Mean	SD	“t” value	Significance
Government	30	285.17	17.98	1.38	NS
Management	30	291.50	17.57		

Report

The mean Peer Influence scores of girls attending management schools and government institutions do not significantly differ from one another.

Hypothesis – 3

The students' mean Peer Influence scores show no noticeable gender difference.

Table 4 Difference in Teachers due to gender

Gender	N	Mean	SD	“t” value	Significance
Boys	60	275.00	17.84	4.13	S
Girls	60	288.33	17.56		

The mean Peer Influence scores of the pupils differ significantly depending on the gender.

Hypothesis-4

In terms of the type of institution, there is no discernible variation in the students' mean Peer Influence scores.

Table 5 Difference in Teachers due to Type of institution

Type of institution	N	Mean	SD	“t” value	Significance
Government	60	268.10	21.21	4.94	S
Management	60	286.17	18.79		

Hypothesis- 5

There is no discernible difference between the boys attending management schools and government schools in terms of their mean Personality scores.

Table 6 Difference in Students due to Type of institution

Type of institution	N	Mean	SD	“t” value	Significance
Government	30	31.50	11.83	2.03	S
Management	30	37.16	9.66		

Hypothesis-6

There is no discernible difference between the girls attending management schools and government schools in terms of their Personality mean scores.

Table 7 Difference in students due to Types of Institutions

Institution	N	Mean	SD	“t” value	Significance
Government	30	34.16	12.67	1.49	NS
Management	30	38.50	9.83		

Hypothesis – 7

There is no discernible gender difference in the mean Personality scores of the students.

Table 8 Difference in Teachers due to gender

Gender	N	Mean	SD	“t” value	Significance
Boys	60	34.33	11.03	1.52	NS
Girls	60	36.33	10.50		

Hypothesis- 8

The mean student personality scores do not significantly differ depending on the type of institution.

Table 9 Difference in Teachers due to Type of institution

Type of institution	N	Mean	SD	“t” value	Significance
Government	60	32.83	11.55	2.54	S
Management	60	37.83	10.00		

In terms of the type of institution, there is no discernible variation in the mean student personality scores.

Correlation

Correlation is the relationship between two or more pairs of variables and two or more pieces of data. The strength of a link may be expressed numerically and graphically using the coefficient of correlation. This coefficient is denoted by the symbol r (of Pearson).

Correlation Co-efficient

The co-efficient of correlation can be used to gauge and represent the strength of a relationship.

Table 10 Relationship Between Peer Influence And Values

Sl.No.	Correlates	r values	Relationship
1.	Class room climate	0.63	High Positive
2	Personality	0.45	Positive Sunstantial

Hypothesis - 9

The criterion variable and correlate variables won't have a strong positive association.

Result

The table shows that there is a significant positive association between the criterion.

Findings

1. There is a considerable disparity between the males attending management schools and government schools in terms of their mean Peer Influence scores.
2. There is no discernible difference between the girls attending management schools and government schools in terms of their mean Peer Influence scores.
3. The gender of the students' mean Peer Influence ratings shows a significant difference.
4. The mean student peer influence scores change significantly depending on the type of institution.
5. There is a considerable disparity between the guys attending management schools and government schools in terms of their mean Personality scores.

6. There is no discernible difference between the girls attending management schools and government schools in terms of their Personality mean scores.
7. There is no discernible gender difference in the mean Personality scores of the students.
8. There is no discernible difference between the mean student personality scores, regardless of the institution type.
9. Personality has a weakly positive association.

Limitation of the Study

The following are some of the study's limitations:

1. The study is restricted to students in the Vth grade at particular schools in the Madurai District.
2. Accessible sampling is used.
3. Due of the investigators' limited time, the study's duration is brief.
4. A few criteria have been taken into account for the study since Class Room Climate encompasses a broad spectrum of social and psychological phenomena.

Implications of the Study

Peer influence is important in ensuring that students receive high-quality instruction. The term "peer influence perception" refers to a wide range of characteristics, including those related to personality, drive, aptitude, and leadership, as well as classroom management and discipline enforcement. A teacher with a stronger sense of encouraging creativity can make a significant contribution to the improvement of students' personalities and the development of the country. His function heavily emphasises the teacher-student relationship in the classroom. The way that teachers educate has an impact on how well their students learn. Therefore, in order to educate effectively, teachers must be equipped with a higher degree of consciousness. The perception of peer influence is highly positively correlated with students' academic success. This emphasises the idea that teachers should build their perspective of peer influence as a key element.

Suggestions for Further Study

The following are the recommendations for further research.

- a) The effect of peer influence perception on academic performance in the humanities, science, and vocational fields.
- b) An investigation into how students at various academic levels perceive their teachers' peer influence and their own academic performance.
- c) Matriculation school pupils could be the subject of a similar study.
- d) A study of the role performance of the teachers at various school levels, specifically with regard to encouraging creativity.

Conclusion

The researcher concluded that positive peer influence could have a significant positive impact on students' mathematical achievement and creativity. Positive peer influence is essential for providing kids with the best possible education.

References

1. Sindhu, I. S. (2005). A study of teachers' motivation, student adjustment and their academic achievement. *Ram-Eesh Journal of Education*, 2(2), 19-23.
2. Gyanan, T. C. (1999). Self-concept of the adolescents in relation to caste, religion and gender differences. *Praachi Journal of Psycho-Cultural Dimensions*, 15(1), 29-36
3. Anderson, L. O. (1974). Small rural high schools and college completion. *Journal of College Student Personnel*, 15, 191-193.
4. Abankina, T. V., Krasilova, A. N., & Iastrebov, G. A. (2012). Drug use in a rural secondary school in Kenya. *Russian Education and Society*, 54(10), 14-23.
5. Howley, C. B., Harmon, H. L., & Leopold, G. A. (1996). Rural scholars or bright rednecks: Aspirations for a sense of place among rural youth in Appalachia. *Journal of Research in Rural Education*, 12, 150-160.
6. McCracken, J. D., & Barcinas, J. D. (1991). Differences between rural and urban schools, student characteristics, and student aspirations in Ohio. *Journal of Research in Rural Education*, 7, 29-40.