

PEER PRESSURE AND LONELINESS AMONG ADOLESCENTS

BY

AKSHAYA A

20PAP001

A thesis submitted to the



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In partial fulfillment of the requirement for the degree of

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In

Applied Psychology

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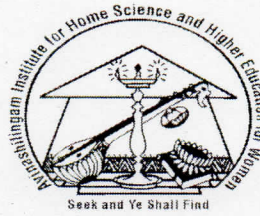
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Signature of the Guide

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The real gift of gratitude is that the more grateful you are, the more present you become.

- Robert Holden

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CONTENTS

Contents

Chapter	Title	Page Number
	List of Tables	
	List of Annexure	
	Abstract	
I	Introduction	1
II	Review of literature	19
III	Method <ul style="list-style-type: none">• Objectives• Hypotheses• Area• Sample• Inclusion criteria• Exclusion criteria• Tools• Procedure• Analysis of data	25
IV	Results and Discussion	29
V	Summary and Conclusion	33
	References	
	Annexures	

LIST OF TABLES

List of tables

TABLE NO	TITLE	PAGE NO
Table 1	Socio-Demographic of the samples	29
Table 2	Correlation between Peer Pressure and Loneliness among Adolescents	31
Table 3	Mean, Standard Deviation and t value of Peer Pressure and Loneliness among Female and Male Participants	32

LIST OF ANNEXURES

List of Annexures

Annexure Number	Title
I	Informed consent form
II	Socio-Demographic Profile
III	Peer Pressure Scale
IV	Loneliness Inventory

ABSTRACT

ABSTRACT

The study on “Peer Pressure and Loneliness among Adolescents” was conducted through online via Google forms in few arts and science colleges of Coimbatore. Hundred and twenty one adolescents including sixty (n- 60) males and sixty one (n-61) females were selected by Convenient Sampling Method in the age range of 17-19 years. All the subjects were administered by Peer Pressure Scale constructed by Sandeep Singh and Sunil Saini (2010) and Loneliness Inventory constructed by Uma and Meenakshi (2008). The results were analysed by the SPSS Package and it showed that there is no significant relationship between Peer Pressure and Loneliness among Adolescents, there is gender difference between males and females in Peer Pressure among Adolescents and no gender difference was found between males and females in Loneliness among Adolescent.

Key words: Peer Pressure, Loneliness, Adolescents

CHAPTER I

INTRODUCTION

PEER PRESSURE

Definition

Peer pressure is defined as when people of the same age (peer group) encourage or implore one to do something or to keep from doing something else, whether an individual wants to do it or not (Ryan, 2002; Boundless Psychology, 2015).

According to Burns and Darling (2002) the more subtle form of peer pressure is known as peer influence which involves changing ones behaviour to meet the perceived expectations of others. It is the influence and demands that come from association, connection or attachment of an adolescent to a group of other adolescents. The group may be formal or informal but members exhibit similar attitudes, behaviours, likes and dislikes. All children experience peer pressure and give in to it at one time or another. Peer pressure is part of almost all children's lives (Kessler, 2015).

Peer pressure is the influence exerted by a peer group on its individual members to fit in with or conform to the group's norms and expectations. Peer pressure may have positive socialization value but may also have negative consequences for mental or physical health, also called peer-group pressure. (APA)

Meaning

Peer Pressure is a feeling that one must do the same things as other people of one's age and social group in order to be liked or respected by them.

Peer pressure occurs when a peer group exerts direct or indirect pressure to do certain actions. The term "peer" often refers to people one knows in real life and who have a similar social status to oneself. However, peer pressure can also be exerted by the larger culture.

Peer pressure is the process in which individuals within the same group influence others in the group to engage in a behavior or activity that they may not otherwise engage in. A peer

can be any individual who belongs to the same social groups or circles and has some type of influence over other individual.

Stages of Peer pressure

Anyone regardless of age could have peers as peers usually come from a common social circle. The peers tend to be those individuals with whom one will identify the most with. As children and adolescents, the peers are the classmates and friends. As teens and young adults, the classmates, coworkers and even family members could be the peers.

Children and adolescents of any age could experience peer pressure in the form of engaging in risky behavior, name calling or bullying other children or breaking rules. The pressure these children face to conform to their social circle is often the only way they feel they could belong to that group. As individuals grow older, these feelings of needing to conform could persist.

As adults, the coworkers, spouses, friends of spouses could all be peers. The peers could change as they get older and the definition of what constitutes a social circle could also change. Likewise, peer pressure could also be experienced at any age and in any situation. As children grow up, the individuals often think about peer pressure on a continuum from childhood to young-adulthood.

Adults of any age are not immune to experiencing peer pressure. Peer pressure in this age group could also include risky behaviour; however the consequences are extra grave than those of childhood risky behaviors. Adults could experience peer pressure at work as many adults spend a great deal of time at work and interacting with coworkers. This type of pressure could look like working the same long hours as others, persuading others to do something they don't want to do themselves and anything in between.

Types of Peer Pressure

Peer pressure, or influence, comes in several forms and there are many types of peer pressure which could be experienced at any age. It could have a tremendous impact on a young person's behaviour. Since peer pressure involves communicating some type of message, the way in which that message is communicated could be varied. One may experience very direct and

clear peer pressure, at times it may be only a strong feeling, sometimes it might sound fun and other times it could sound scary and even illegal.

- **Spoken peer pressure**

Spoken peer pressure is when a teenager asks, suggests, persuades or otherwise directs another to engage in a specific behavior. If this is done in a one-on-one environment, the recipient of the influence has a stronger chance of adhering to his or her core values and beliefs. However, the spoken influence takes place within a group, the negative peer pressure to go along with the group is immense.

- **Unspoken peer pressure**

With unspoken peer pressure, a teenager is exposed to the actions of one or more peers and is left to choose whether they want to follow along. This could take the form of fashion choices, personal interactions or ‘joining’ types of behavior (clubs, cliques, teams, etc.). Many young teens lack in mental maturity to control impulses and make wise long-term decisions. Because of this, many teens are more susceptible to the negative peer pressure influence from older or more popular friends.

- **Direct peer pressure**

This type of peer pressure could be spoken or unspoken. Direct peer pressure is normally behavior-centric. Peer pressure examples of these kinds of behavior would be when a teenager holds an alcoholic drink, or makes a sexual advance, or looks at another student’s paper during a test. The other teen is put in a position of having to make an on-the-spot decision.

- **Indirect peer pressure**

Similar to unspoken peer pressure, indirect peer pressure is subtle but could still exert a strong influence on an impressionable young person. When a teen overhears a friend gossiping about another person and then reacts to the gossip that is indirect peer pressure. If middle school learners participates in the parties include alcohol or drugs, which indirect pressure may prompt them to experiment as a way to gain acceptance.

- **Negative peer pressure**

Asking a young teenager to engage in behavior that is against their moral code or family values is a type of negative peer pressure. Teens see the actions of other teens with stronger personalities and are put in a position of following the leader or walking away.

It's not uncommon for teens with strong morals to find individuals engaging in behavior that goes against their beliefs, simply because they want acceptance. Young people often lack the skills to come up with an excuse or reason to say no to negative peer pressure.

- **Positive peer pressure**

A group dynamic could be a form of positive peer pressure if the behaviors are healthy, age-appropriate and socially acceptable. Positive peer pressure examples could include a peer group that wants to make good grades and positively influences a young teen to study. Or if a popular friend wants to earn money and save to buy a car, a less outgoing teenager may also be influenced to get a job and open a savings account. If members of the football team take a pledge to abstain from drinking alcohol to focus on staying healthy and having a winning season, other students may adopt the same behavior.

Signs of peer pressure

Peer pressure could range from subtle to overt, which means that some forms of peer pressure could be easier to spot than others. Being able to identify signs that the child is dealing with peer pressure may help to start a supportive conversation.

- Avoiding school or other social situations
- Being very image-conscious
- Changes in behavior
- Expressing feeling like they don't fit in
- Low moods
- Making social comparisons
- Trouble sleeping
- Trying out new hair or clothing styles

Benefits Peer Pressure

- **Advice:** Friends could be a great support as kids try out new things, explore new ideas, on need someone to help them work through a challenging problem.

- **Encouragement:** Peers could push each other to do new things, like trying out for the soccer team or the school play.
- **Friendship and support:** Feeling supported by someone who accepts them for who they are could boost self-esteem.
- **Gaining new experiences:** Sometimes individuals need a little shove to do something they really want to do but few don't have the courage.
- **Modeling good examples:** Friends help each other to be better people when they frown upon negative behaviors like gossiping or insensitive jokes and instead encourage positive behaviors.
- **Practicing socialization:** Learning about different social norms helps people know how to adapt to different situations and decide which groups they want to spend time with and which ones they don't.

Drawbacks Peer Pressure

- **Anxiety and depression:** Being around people who pressure the individuals to do things aren't comfortable with could make them feel anxious and depressed.
- **Arguments or distance from family and friends:** Negative peer pressure tends to make people feel bad about them, and this could cause a reason to withdraw from people.
- **Distractions from academics:** Peer pressure could sometimes cause individuals to move focus from priorities because they are engaged in things they wouldn't normally do or distracted by thoughts about peer pressure.
- **Pressure to engage in risky behavior:** Friends may pressure each other to do things like drink, try illicit drugs, engage in unsafe sexual activity, or drive recklessly.
- **Problems with self-esteem and self-confidence:** Constantly feeling pressure to do things that go against their values could make them feel bad about themselves.
- **Sudden changes in behavior:** Trying to confirm peer's norms might prompt a person start acting and looking like someone else.
- **Unhappiness with appearance:** If the peers are fixating on appearance, they may feel inadequate and want to change how they look in order to fit in.

Experiences of Peer Pressure

It's important to recognize how peer pressure could leave lasting impacts on people's mental health, regardless of their age, race and gender. Social anxiety is often a common consequence to peer pressure, especially if it has been experienced several times and/or over the course of one's core developmental age brackets. Recognizing this may be a result of peer pressure is the first step to getting the right kind of help.

Next, it's important to make sure whoever has been peer pressured understands that their feelings are valid even if they acted against how they truly felt. It could take a lot of time to unlearn some of the behaviors learned throughout their lifetime. Identifying the ways in which someone is struggling is a good way to start healing. It gives individual a pathway to getting to the core, especially over a long period of feeling pressured. It would be very helpful to find a therapist who could work with anxiety, self-esteem and self-image issues to help navigate the lasting impact of peer pressure activities.

Coping with peer pressure

Coping with peer pressure could be tough. It could be difficult to find the right way to say no to friends and classmates, especially when a person is worried about possible consequences such as bullying, social isolation, or rejection.

Techniques to overcome peer pressure:

- **Practice responses beforehand** - One with people who are drinking or using drugs and they already know they don't want to; think of some ways they might refuse. Bringing one's own beverage is one possible solution.
- **Bring a friend** - If the students know they'll be in a situation where they could face negative peer pressure, take a friend or sibling. It could help to have someone they trust who could offer support.
- **Plan a safety phrase with a friend or parent** - Work out a code one could use if they need a ride home or if they feel trapped in an unsafe situation.
- **One should listen to their own instincts** - The people should understand that if they don't feel comfortable or safe then they should leave the situation or they should call their parents or the person whom they trust for help. If someone consistently finds

themselves in difficult situations then the only solution may be; to spend less time with people who pressure someone to do things they don't want to do.

If peer pressure has negatively impacted once life, a therapist could offer compassionate and confidential help.

Helping adolescents manage peer pressure

Coping well with peer pressure is about getting the balance right between being themselves and fitting in with their group.

- **Build adolescents confidence**

Confidence could help teenagers resist negative peer influence. That's because confident teenagers could make safe, informed decisions and avoid people and situations that aren't right for them.

- **Build adolescents self-compassion**

Self-compassion is being kind to once own selves and treating themselves with the same warmth, care and understanding to someone they care about. When teenagers have self-compassion, it could help them handle any stress and anxiety related to peer influence.

- **Keep the lines of communication open**

One could do this by staying connected to the child. This helps the child feel they could come to their parents or whom they trust to talk if they're feeling pressured to do something they're uncomfortable with.

- **Suggest ways to say no**

The child might need to have some face-saving ways to say no if they're feeling influenced to do something they don't want to do.

- **Give adolescents a way out**

If the child feels they're in a risky situation, it might help if they could text or make a phone call. Parent and the child could agree on a coded message for those times when the child doesn't want to feel embarrassed in front of friends.

- **Encourage a wide social network**

If the child has the chance to develop friendships from many sources, including sport, family activities or clubs, it will mean they've got plenty of options and sources of support if a friendship goes wrong.

LONELINESS

Loneliness is defined as a distressing feeling that accompanies the perception that one's social needs are not being met by the quantity or especially the quality of one's social relationships.

Loneliness is the state of being alone and feeling sad about it. Loneliness might lead a person to sit at home listening to depressing songs, or it could inspire to go out and meet people. One could be alone — and enjoy every minute of it. But from time to time, most of the people experience loneliness.

While common definitions of loneliness describe it as a state of solitude or being alone, loneliness is actually a state of mind. Loneliness causes people to feel empty, alone, and unwanted. People who are lonely often crave human contact, but their state of mind makes it more difficult to form connections with other people.

Meaning

Loneliness is a distressing experience that occurs when a person's social relationships are perceived by that person to be less in quantity, and especially in quality, than desired. The experience of loneliness is highly subjective; an individual could be alone without feeling lonely and could feel lonely even when with other people.

Loneliness is a universal human emotion that is both complex and unique to each individual. Because it has no single common cause, the prevention and treatment of this potentially damaging state of mind could vary dramatically.

Causes of Loneliness

Contributing factors to loneliness include situational variables, such as physical isolation, moving to a new location, and divorce. The death of someone significant in a person's life could also lead to feelings of loneliness.

Additionally, it could be a symptom of a psychological disorder such as depression. Depression often causes people to withdraw socially, which could lead to isolation. Loneliness does not necessarily mean being alone. It's the feeling of aloneness even in the presence of others. Loneliness is a perceived, individual experience. There's a sense of detachment, alienation, and isolation.

Loneliness could also be attributed to internal factors such as low self-esteem. People who lack confidence in themselves often believe that they are unworthy of the attention or regard of other people, which could lead to isolation and chronic loneliness. The feeling of being excluded from others, such as peers, family, or a community. This carries with it feelings of low self-esteem, devaluation, or a sense of absence of acceptance.

Personality factors may also play a role. Introverts, for example, might be less likely to cultivate and seek social connections, which could contribute to feelings of isolation and loneliness.

Adolescents may be more vulnerable because of typical developmental—they are in the process of forming a sense of identity and seeking who they are and where they belong in the world. This is usually a stressful and confusing period in life, often filled with drama and loss or changes in relationships.

Types of Loneliness

- **Existential loneliness**

From an existential perspective, a little bit of existential loneliness is good for the soul, and it is definitely an inevitable part of the human experience. However, loneliness tends to stir up negative feelings, and while those could be helpful in terms of self-exploration, they are also something to which one is averse and want to avoid as much as they could.

- **Emotional loneliness**

This type of loneliness arises from a feeling that an individual lacks relationships or attachments. They might experience emotional loneliness when everyone but they have a romantic partner in their group. Emotional loneliness could be felt when they need someone to talk to about something going on in their life, but feel that there is no one available to contact. If their heart has broken, they might feel lonely for the person who has moved out of their life. They might be lonely for a close friend, a parent, a sibling, and so on.

- **Social loneliness**

This type of loneliness occurs when individuals don't feel a sense of belonging to a group beyond themselves. They might even feel social loneliness even when they are in a romantic relationship with a partner they treasure. If they don't have a wider circle of social support, then they may feel that they and their partner don't have a group with whom they belong. When they walk into a party and don't recognize anyone familiar, a feeling of social loneliness may wash over them if they don't typically feel comfortable approaching new people. If they don't feel that their presence is valued in a wider circle, they might experience social loneliness.

- **To combat existential loneliness**

The saying that everyone is born into this world alone, and they go out alone, suggests that existential loneliness is an inescapable aspect of life. It could be terrifying for some people to recognize just how alone everyone is in this world, even if they have friends and family who love and support them 24/7, no matter what.

Existential fears, including the fears of isolation, death, meaninglessness, and freedom, are experienced by virtually all of them at some point of time. Recognizing the fear and using it as a motivator to live more fully and more in the moment could help people immerse themselves in the present, which might help them recognize that they are among a vast sea of individuals struggling against these fears just as they are.

- **To combat emotional loneliness**

The lasting solution to emotional loneliness is to establish and maintain a healthy support system. One could not make "instant friendship" happen or find a "soul mate"

overnight, but they could maximize their chances of deepening a friendship by reaching out to friends and being willing to be the one to suggest a meet-up or get together.

Waiting around for someone to make the first move is not taking a proactive stance, and because loneliness already reflects a sense of isolation, if they make the effort to reach out to others, they may be pleasantly surprised at how much better they could begin to feel, even if they just exchange a couple of texts with a friend or have a brief conversation on the phone.

Letting someone know they "need to talk" could open the door to a deeper bond, so long as they don't overburden others with their needs.

- **To combat social loneliness**

This feeling arises when individuals feel left out of a larger group—it might be the way they felt when they walked into the high school cafeteria the first day back at school in the fall and couldn't immediately locate any friendly faces to join at their table.

Exclusion from a group could be painful, even if it's not intentional. An easy way to combat social loneliness is to jump into a new activity or group.

For instance, a new fitness club is opening in the neighborhood, or an "Introduction to Fiber Arts" class is forming at a "Beginner's Axe Throwing workshop" is starting; volunteer at the animal shelter or at the community food bank; whatever is intriguing to them, show up! If everyone in the room is "new," it could be easier to strike up conversations and new friendships.

Other Types of Loneliness

- **New-situation loneliness** - When a person is moved to a new city where they don't know anyone, or they have started a new job, or they have started at a school full of unfamiliar faces. They feel lonely.
- **I'm-different loneliness** - If a person is in a place that's not unfamiliar, but they feel different from other people in an important way that makes them feel isolated. Maybe their faith is really important to them, and the people around them don't share that — or vice versa. Maybe everyone loves doing outdoor activities, but they don't — or vice versa. It feels hard to connect with others about the things they find important. Or maybe

they are just hit with the loneliness that hits all of us sometimes — the loneliness that’s part of the human condition.

- **No-sweetheart loneliness** - Even if an individual have lots of family and friends, they feel lonely because they don’t have the intimate attachment of a romantic partner. Or maybe they have a partner, but they don’t feel a deep connection to that person.
- **No-animal loneliness** - Many people have a deep need to connect with animals. If this describes someone, they are sustained by these relationships in a way that human relationships don’t replace. While they love their dog Barnaby, they don’t feel that themselves — but many people feel like something important is missing if they don’t have a dog or cat (or less conveniently, a horse) in their lives.
- **No-time-for-me loneliness** - Sometimes they are surrounded by people who seem friendly enough, but they don’t want to make the jump from friendly to friends. Maybe they’re too busy with their own lives, or they have lots of friends already, so while they have like a deeper connection, they don’t seem interested. Or maybe your existing friends have entered a new phase that means they no longer have time for the things they all used to do — everyone has started working very long hours, or has started a family, so that their social scene has changed.
- **Untrustworthy-friends loneliness** - Sometimes, they get in a situation where they begin to doubt whether their friends are truly well-intentioned, kind, and helpful. They are “friends” with people but don’t quite trust them. An important element of friendship is the ability to confide and trust, so if that’s missing, they may feel lonely, even if they have fun with their friends.
- **Quiet-presence loneliness** - Sometimes, an individual may feel lonely because they miss having someone else’s quiet presence. They may have an active social circle at work, or have plenty of friends and family, but they miss having someone to hang out with at home — whether that would mean living with a roommate, a family member, or a sweetheart. Just someone is fixing a cup of coffee in the next room, or reading on the sofa.

Signs of Loneliness

- Being shy, timid, or introverted when it comes to socially interacting
- Consistently struggling in social settings and not connecting easily with others
- Crying often and presenting with a sad countenance
- Being isolated more and not putting in effort to reach out to others
- Eating more unhealthy foods
- Sleeping poorly and not feeling rested
- Becoming ill more often and having increased doctor visits

The benefits of loneliness

Temporary conscious loneliness is helpful. In the modern world, the rhythm of life is too fast, which sometimes leads to exhaustion. In order to take a break from the frantic race, a person needs temporary solitude. People need to determine for themselves how much time one could spend alone so that it does not cause a feeling of discomfort.

Often a person has a possibility to reflect on some events by analyzing previous life, views, and feelings. Some people leave for some time for the mountains, for nature, in order to spend time alone, to meditate. This helps to gain strength, mental and moral, necessary to restore emotional balance.

Disadvantages of loneliness

It is possible that the person will develop a distrust of people. Often people who have lost a loved one are prone to loneliness (for example, as a result of treason). In this case, a natural protective reaction of the body is triggered and the person seeks solitude. But one must not allow themselves to be in such a state for a long time, otherwise heavy thoughts will lead to an even greater distrust of people.

Negative health effects, as scientists have proved, loneliness negatively affects human health, much like eating, binge drinking, and shortening of life expectancy. It is believed that single people work more, skip meals, carry their feelings and emotions in themselves, which sometimes leads to apathy and even depression.

For people around, loneliness is invisible. Often even friends and relatives could not see that a person suffers from loneliness. Sometimes he or she hides it, not wanting to be a burden to friends.

The feeling of loneliness could be transmitted to other people. When a lonely person begins to complain about his or her loneliness, then those who listen may experience similar feelings. In addition, a lonely person gradually withdraws into oneself, stops communicating with friends as a result of which they lose a place in society.

Self-esteem is reduced. The more a person analyzes his or her emotions, feelings, actions, the more he or she blames oneself for some events, problems, etc. Or begins to blame others and, as a result, doesn't want to contact anyone.

Impact of Loneliness among adolescents

The emotional pain associated with feeling lonely could have serious consequences for long-term mental and physical health. Former Surgeon General Murthy is particularly concerned about the issue of loneliness he believes that an epidemic of loneliness is one of the most critical public health issues facing America today.

Loneliness in teenagers is closely related to depression. In the BBC survey, feelings of chronic loneliness were associated with an increased risk of depression a year later. Research shows that lonely people are less happy, less satisfied, and more pessimistic.

In addition, loneliness is a contributing factor in the development of alcohol abuse. Therefore, an isolated teenager may be at higher risk of depression and/or substance abuse. Moreover, loneliness and alienation could result in a higher risk of teenage suicide attempts.

Loneliness Affects Physical Health

Loneliness doesn't just make people sad. It also makes them sick.

Many studies on loneliness found that - loneliness has the same effect on mortality as smoking 15 cigarettes a day. Hence, it is even more dangerous to overall health than obesity, physical inactivity, and air pollution. Also, the loneliness and social isolation lead to a 30 percent increase in the risk of premature death.

Loneliness impairs health by raising levels of stress and inflammation. As a result, the risk of heart disease, arthritis, Type 2 diabetes, and dementia increases. Moreover, loneliness has been

shown to lower immunity and disrupt sleep. In addition, loneliness creates metabolic and hormonal imbalances.

Effects of loneliness

- Loneliness might make it harder to interact with others.
- Loneliness makes coping with stress more difficult.
- Loneliness could mess with once eating habits.
- Loneliness might lead to more unhealthy behaviors.
- Loneliness could increase once risk of an early death.
- Loneliness could lead to depression.
- Loneliness could trigger inflammation in the body.
- Loneliness might make people more susceptible to cold and flu symptoms.
- Loneliness increases once risk for heart disease.
- Loneliness might be a sign of Alzheimer's disease.

Factors that decrease loneliness in adolescents

- Frequent, meaningful in-person interactions resulted in much lower loneliness scores.
- Spending time with family was associated with feeling able to find companionship when needed.
- Sleeping about eight hours per night also led to lower loneliness scores. People who reported sleeping long enough, but not too long, were significantly more likely to have close friends and connections.
- Getting the right amount of exercise decreases loneliness. People who reported getting the right amount of physical activity were more likely to feel that they were part of a group of friends and had a lot in common with others.
- Limiting social media use could reduce loneliness.

Loneliness in adolescents is a significant problem. Hence, adolescents need to find ways to connect with peers, family, and the world around them. In addition, building healthy habits, such as exercising, decreasing online activity, and sleeping enough, has the power to ward off adolescents loneliness.

Consequences of loneliness

- Emotional fallout: Depression and increased risk of suicide
- Poor sleep and the consequences of sleep deprivation: cognitive impairment, inattention, emotional blunting, decreased productivity
- Inability to self-regulate: emotional overeating, excessive drinking, smoking, or drug misuse behaviors, which may serve as a means to soothe unbearable feelings of isolation. These have medical consequences, such as obesity, high cholesterol, known consequences of tobacco use (e.g., high blood pressure, cancer risk), and possible addiction.
- Greater risk of medical issues: problems with the immune system, leading to viral and other infections and inflammatory illness.

Ways to cope with loneliness

- **Do kind things for others**

One way of managing loneliness is to do something kind for others. Sowing seeds of kindness is rewarding. Some examples could be volunteering, helping elderly or sick people out, or visiting with people in nursing homes or hospitals who are alone themselves.

- **To be aware of once true feelings**

People will normally experience occasional bouts of loneliness. However, if they feel that they have more and more episodes of loneliness, it may be time to take some initiative and talk to someone and get some help.

- **Join a social group**

There are many ways to connect with people who may share the same interests or even the same struggles as they do. There are ways to initially connect with people online through social groups (meetup.com, facebook, or online life groups). These groups could start off virtually, but many of them lead to support groups, face-to-face group events and activities.

- **Maintain good health**

One should make sure that they are monitoring their physical health by eating properly and exercising. Also care for their mental health by managing negative feelings and taking note of any distress.

- **Seek professional help**

Loneliness could become a serious condition that could lead to depression or other serious mental health conditions. It would be beneficial to seek professional help from a therapist. Types of therapy could be individual, family, or group therapy settings.

Theories of loneliness

Loneliness occurs when children with insecure attachment patterns behave in ways that result in their being rejected by their peers. Those rejections hinder their development of social skills and increase their distrust of other people, thereby fostering ongoing loneliness.

Attachment theory

This theory states that the foundation for an influential psychological theory of loneliness developed by the sociologist Weiss (1973). He identified six social needs that, if unmet, contribute to feelings of loneliness. Those needs are attachment, social integration, nurturance, reassurance of worth, sense of reliable alliance, and guidance in stressful situations. As would be predicted by attachment theory, Weiss maintained that friendships complement but do not substitute for a close, intimate relationship with a partner in staving off loneliness.

The behavioural approach

The behavioural approach theory holds that loneliness is characterized by personality traits that are associated with, and possibly contribute to, harmful patterns of

interpersonal interaction. For instance, loneliness is correlated with social anxiety, social inhibition (shyness), sadness, hostility, distrust, and low self-esteem, characteristics that hamper one's ability to interact in skillful and rewarding ways. Indeed, lonely individuals have been shown to have difficulty forming and maintaining meaningful relationships. They are also less likely to share information about themselves with their peers, and that helps to explain why they report a lack of intimacy with close friends.

The cognitive approach

According to cognitive approach theory, loneliness is based on the fact that loneliness is characterized by distinct differences in perceptions and attributions. Lonely individuals tend to have a pessimistic general outlook: they are more negative than are individuals who are not lonely about the people, events, and circumstances in their lives, and they tend to blame themselves for not being able to achieve satisfactory social relationships. In addition, the cognitive approach largely takes account of the attachment and behavioral perspectives by explaining how (a) failure to meet the need for attachment, social integration, nurturance, and other social needs results in perceived relationship discrepancies that are experienced as loneliness, and (b) loneliness is perpetuated by way of a self-fulfilling prophecy in which poor social skills result in unsatisfactory personal relationships that in turn result in negative self-attributions that lead to further social isolation and relationship dissatisfaction.

Need for the study

Peer pressure is when individuals do something because they want to feel accepted and valued by their peers. Loneliness is state of being alone and feeling sad about everything that happening around them. Hence, peer pressure and loneliness are the two important components that influence an adolescent's life both positively and negatively. Peer pressure may lead to the development of both harmful and harmless behaviors and loneliness lead to changes in physical and mental health. So it is very important to know the extent an adolescent is getting influenced by their peers and loneliness. This study helps people to bring an insight on understanding the gender difference in peer pressure and loneliness, and also to know the interconnection between peer pressure and loneliness which leave a great impression among adolescents.

CHAPTER II

REVIEW OF LITERATURE

Hudson, Elek and Grossman (2022) conducted a study on depression, self-esteem, loneliness, and social support among adolescent mothers participating in the new parents project. The sample consisted of 21 adolescent mothers recruited from three primary health care practices in different midwestern cities. The tools used are depression scale for children, self-esteem scale, the loneliness scale, and the social support scale. The result strong showed that there was a significant relationship between depression and self-esteem.

Puri and Sharma (2022) assessed a study on internet usage, depression, social isolation and loneliness amongst adolescents. Participants were 100 senior secondary students in the age group 16-18 years. The tools used are the Internet Addiction Test, UCLA, Beck Depression Inventory and Social Isolation Scale. The result showed that internet addiction was positively related to depression, loneliness and social isolation.

Toland, Paula (2022) investigated a study on parent-child relationship, family structure, and loneliness among adolescents. The sample was collected from 5,201 adolescents. The result showed that when the interaction between parent-child relationship factors and family type was considered in the logistic regression model the risk for loneliness was reduced.

Arslan (2021) aimed to study on School belongingness, well-being, and mental health among adolescents: exploring the role of loneliness. The data was collected from 244 adolescents. Tools used are School Belongingness Scale, Youth Internalizing and Externalizing Behavior Screeners (YIBS and YEBS) and UCLA Loneliness Scale. The findings of the study indicated that school-based social inclusion and exclusion significantly predicted loneliness, mental health problems, and subjective well-being.

Christiansen et al. (2021) assessed a study on associations of loneliness and social isolation with physical and mental health among adolescents and young adults. The data was collected from 19,890 participants. Logistic regression analyses showed that loneliness and social isolation were independently associated with poor physical and mental health.

Karababa (2021) conducted a study on understanding the association between parental attachment and loneliness among adolescents: the mediating role of self-esteem. The sample

was collected from 406 adolescents. The findings demonstrated that self-esteem served as a mediator variable in the relationship between parental attachment and loneliness among adolescents.

Santini et al (2021) assessed a study on social disconnectedness, loneliness, and mental health among adolescents in danish high schools: a nationwide cross-sectional study. The samples were collected from 29,086 high school students in Denmark. The tools used are SWEMWBS, PHQ-2 scale and GAD-2 scale. Result showed a clear dose-response pattern, where each addition in types of social disconnectedness was associated with (1) stronger negative coefficients with mental well-being and (2) stronger positive coefficients with mental health problems.

Houghton et al (2020) investigated a study on loneliness accounts for the association between diagnosed attention deficit-hyperactivity disorder and symptoms of depression among adolescents. The sample was collected from 84 adolescents. The tools used are Perth Aloneness Scale and The Children's Depression Inventory 2. The result showed that the adolescents with ADHD reported significantly greater depressive symptomatology and feelings of isolation and lower quality of friendships.

Qualter et al (2020) conducted a study on depression, anxiety, and loneliness among adolescents and young adults with IBD in the UK: the role of disease severity, age of onset, and embarrassment of the condition. Data were collected from 130 adolescents and young adolescents with inflammatory bowel disease. The result showed that using structural equation modeling, the study established that higher IBD disease activity negatively impacted how AYA felt about their friendships and how embarrassed they were about their condition; embarrassment then influenced reports of mental health, including loneliness.

Sauter, Kim and Jacobsen (2019) aimed to study on loneliness and friendlessness among adolescents in 25 countries in Latin America and the Caribbean. The samples were collected from 76,982 secondary school students. The result showed that girls were more likely than boys to report being lonely most or all of the time (14.6% vs. 9.2%, $p < .05$), but boys were more likely than girls to report that they had zero close friends (8.7% vs. 7.2%, $p < .05$).

Sundberg (2018) investigated a study on online gaming, loneliness and friendships among adolescents and adults with ASD. The data was collected from 85 adolescents and

adults with ASD and a control group of 71 participants. The result showed that low to moderate use of online games was linked with less loneliness experienced among participants with ASD.

Twenge, Pitzberg and Campbell (2019) assessed a study on less in-person social interaction with peers among U.S. adolescents in the 21st century and links to loneliness. The data was collected from 8.2 million participants. The result showed that adolescents' feelings of loneliness increased sharply after 2011. Adolescents low in in-person social interaction and high in social media use reported the most loneliness.

Gezgin et al (2018) estimated the relationship between nomophobia and loneliness among Turkish adolescents. The data was collected from 301 adolescents. The tools used are Nomophobia (NMP-Q) and UCLA Loneliness (ULS-8) Scales. The result showed that there was a statistically significant relationship between nomophobia and loneliness, and it can be ascertained that loneliness of adolescents predicts their nomophobia levels to a certain extent.

Gikonyo and Njagi (2016) conducted a study on the influence of demographic factors on peer pressure among secondary school adolescents in nyahururu laikipia country. The sample was collected from 2855 students. The study established that demographic factors do influence peer pressure among secondary school adolescents.

Loke, Mak and Wu (2016) assessed a study on the association of peer pressure and peer affiliation with the health risk behaviors of secondary school students in Hong Kong. Data was collected from 840 students. The result showed that the perception of peer conformity and peer involvement was found to be significantly correlated with the students' health risk behaviors, particularly with regard to smoking, drinking alcohol, and bullying.

Ostovar et al (2016) investigated a study on internet addiction and its psychosocial risks (depression, anxiety, stress and loneliness) among iranian adolescents and young adults: a structural equation model in a cross-sectional study. The samples were collected from 1052 Iranian adolescents and young adults. The tools used are Internet Addiction Test, Depression Anxiety Stress Scale, and the Loneliness Scale. The results showed that male Internet addicts differed significantly from females in terms of depression, anxiety, stress, and loneliness.

Hendricks et al (2015) assessed a study on adolescent peer pressure, leisure boredom, and substance use in low-income Cape Town communities. The samples were collected from 291 adolescents aged between 16 to 18 years school students. The tools used are Drug Use

Disorders Identification Test, the Resistance to Peer Influence measure, and the Leisure Boredom Scale. Result showed that the combined influence of peer pressure and leisure boredom predicted substance use among the adolescents. Of the two factors, peer pressure was the stronger predictor of substance use.

Abeele et al (2014) conducted a study on sexting, mobile porn use, and peer group dynamics: boys' and girls' self-perceived popularity, need for popularity, and perceived peer pressure. Data was collected from 1943 students. The result showed that boys' mobile porn use was predicted by perceived peer pressure.

Siwach and Devi (2014) studied the relationship in academic stress emotional intelligence, mindfulness, and peer pressure among students. The study included 400 secondary school level students. The result of the study showed that there was significant relationship in academic stress and emotional intelligence, mindfulness and peer pressure among students.

Studer et al (2014) assessed a study on peer pressure and alcohol use in young men: A mediation analysis of drinking motives. A representative sample of 5,521 young Swiss men, aged around 20 years old. Result shows that peer pressure to misconduct was associated with more alcohol use, whereas peer involvement and peer conformity were associated with less alcohol use.

Uslu (2013) examined the relationship between degrees of self-esteem and peer pressure in high school adolescents. The samples were obtained from 500 high school students. The tools are Self-efficacy Expectation Scale and Peer Pressure Scale. Result shows that when adolescents' peer pressure degree is viewed according to their level of income, their self-esteem degree is higher with middle income level and vice versa with higher income level.

Black (2012) estimated the relationship between companion animals and loneliness among rural adolescents. The data was collected from 293 rural adolescents. The participants were assessed using the self-report measures of loneliness, pet ownership, companion animal attachment, and social support. The results of this study indicate that interventions promoting a pet relationship may be valuable in reducing loneliness among adolescents.

Esen and Binnaz (2012) conducted a study on analyzing peer pressure and self-efficacy expectations among adolescents. The samples were about 546 high school students.

The tools used are Self-efficacy Expectation Scale and the Peer Pressure Scale. The study shows that the general and academic self-efficacy expectations were higher in adolescents who were experiencing low levels of peer pressure than in adolescents with moderate and high levels of general and academic self-efficacy.

Şahin (2012) studied the relationship between the cyber bullying/cyber victimization and loneliness among adolescents. The data was collected from 389 secondary school students. The tools used are The Loneliness Scale and the Cyber bullying Scale. The findings showed that there was a significant correlation between becoming a cyber victim and loneliness among adolescents.

Memoir and Chimwamurombe (2011) assessed the influence of peer pressure on adolescent misbehaviour in schools. The samples were collected from 300 adolescents. The tools are Peer Pressure Control Scale and Child Behaviour Checklist questionnaires. The results showed a significant positive relationship between peer pressure and adolescent misbehaviour in schools.

Mui Chan and Wai Chan (2011) investigated a study on adolescents' susceptibility to peer pressure: relations to parent-adolescent relationship and adolescents' emotional autonomy from parents. The samples were collected from 550 Hong Kong secondary school students. The tools are parental bonding instrument and Emotional Autonomy Scale. The result shows that mothers' behavioral control and psychological control predicted adolescents' susceptibility to peer pressure in negative and positive directions respectively.

Esen and Gundogdu (2010) examined the relationship between internet addiction, peer pressure and perceived social support among adolescents. The sample of the study consisted of 558 adolescents from high school 9th and 10th grade. The tools used are Internet Addiction Inventory, Peer Pressure Inventory and Perceived Social Support Inventory. The results showed that the lower the peer pressure, internet addiction decreases.

Uruk and Demir (2010) conducted a study on the role of peers and families in predicting the loneliness level of adolescents. The samples were collected from 756 students. The tools used are the UCLA Loneliness Scale, the Family Structure Assessing Instrument and peer relation scale. The result showed that the peer relations appear to be the best predictors of adolescent loneliness.

Hamarus and Kaikkonen (2008) aimed to study on school bullying as a creator of pupil peer pressure. The sample comprised 85 lower secondary school pupils and they were asked to write about 'School bullying'. The interviews were open-ended thematic interviews or episodic interviews. A hermeneutic method was used in analysing the meanings in the texts. The transcribed texts were analysed using categories and themes within which the meanings given to bullying were interpreted. The result suggested that bullying behaviour consists of short communicative situations which are often hidden from teachers.

Santor, Messervey and Kusumakar (2000), assessed a study on measuring peer pressure, popularity, and conformity in adolescent boys and girls: predicting school performance, sexual attitudes, and substance abuse. The data was collected from 148 adolescent boys and girls in grades 11 to 13. The peer pressure measure was developed and validated on assessing peer pressure, conformity, popularity and it was found to be highly intercorrelated. Finding suggested that peer pressure and peer conformity are potentially greater risk factors than a need to be popular, and that both peer pressure and peer conformity can be measured with short scales suitable for large-scale testing.

CHAPTER III

METHOD

The methodology pertaining to the study on “Peer pressure And Loneliness among Adolescents” was carried out in the following steps:

- Objectives
- Hypotheses
- Area
- Sample
- Inclusion Criteria
- Exclusion Criteria
- Tools
- Procedure
- Analysis of data

Objectives

- To find the significant relationship between the Peer pressure and Loneliness among adolescents
- To find out the significant difference between male and female adolescents in Peer pressure and Loneliness

Alternative hypotheses

H1: There will be significant relationship between Peer pressure and Loneliness among adolescents

H2: There will be significant gender difference in Peer pressure and Loneliness among adolescents

Area

The samples were collected from various parts of Coimbatore. The reason for selecting this area as follows:

- Availability of sample in the selected area
- Approval and facilities provided by the authorities
- Willingness and cooperation of the adolescents

Sample

The sample consists of 121 participants including 60 males and 61 females. They were in the age range of 17 – 19 years. The samples were collected using convenience sampling method. There were differences in the demographic variables of the subjects.

Inclusion Criteria

- Adolescents who are now pursuing their UG will be included.
- Adolescents from Coimbatore district.
- Adolescents who are willing to participate in the study will be included.

Exclusion Criteria

- Adolescents who were not willing to participant in the study will be excluded.
- Participants from other districts are excluded.
- People who do not fall under the age group 17-19 years will be excluded.

Tools

The following tools were used for data collection

- **Informed Consent form**

The informed consent is provided to all the participants to obtain their willingness to participate in the study.

- **Socio –Demographic Status Profile**

This profile consists of the basic information pertaining to the age, gender, education, mother tongue socio-economic status, family type and Birth order.

- **Peer Pressure scale**

Peer Pressure scale developed by Sandeep Singh and Sunil Saini (2010). It consists of 25 items. There are five possible responses to each statement ranging from “Strongly Disagree”, “Disagree”, “Can’t say”, “Agree Strongly” and “Agree”.

- **Loneliness Inventory**

Loneliness Inventory developed by Uma and Meenakshi (2008). It consists of 19 items. There are five possible responses to each statement ranging from “Never”, “Rarely”, “Sometimes”, “Many a time” and “Always”.

Procedure

Data was collected through individual administration. The samples were selected using Convenience sampling method and the survey was done through Google forms. The total number of questions summed to 44. Peer Pressure Scale consists of 25 statements, the subject were requested to choose any of the five alternatives given (Strongly Disagree, Disagree, Can’t say, Agree Strongly and Agree). The Loneliness Inventory consists of 19 statements in which the subjects were asked to choose any of the five alternatives provided (Never, Rarely, Sometimes, Many a time and Always). After completing the Google form, the scorings is done according to the scoring key and interpreted using the norms provided by the author.

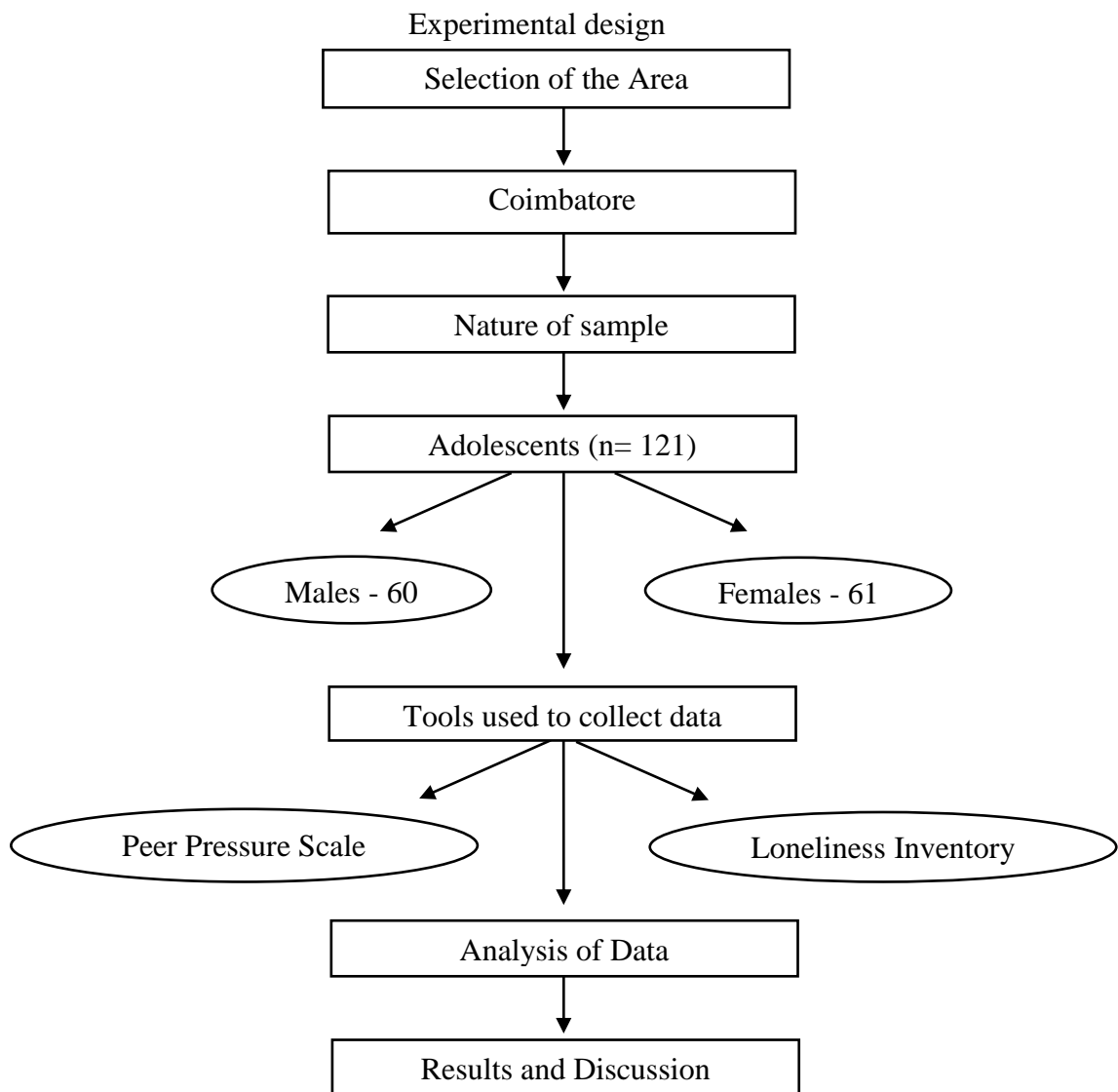
Analysis of data

The data was analysed using the SPSS software (Statistical Package for Social Science) Pearson’s correlation was used to find the relationship between Peer Pressure and Loneliness among Adolescents and Independent Sample Test was computed.

Institutional Human Ethics Committee

As the study involves human subjects, all procedures described in the study was reviewed and approved by the institutional human ethics committee, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. The approval number for the research purpose is **AUW/IHEC/A.PSY-21-22/XPD-01**

Flow chart



CHAPTER – IV

RESULTS AND DISCUSSION

The study on Peer Pressure and Loneliness among Adolescents consists of 61 females and 60 males (N= 121) was conducted in various arts and science colleges of Coimbatore. All the subjects were assessed using Peer Pressure scale developed by Sandeep Singh and Sunil Saini (2010) and Loneliness Inventory developed by Uma and Meenakshi (2008). The age ranges of the participants were from 17–19 years.

The result of the study are analyzed, tabulated and discussed below

TABLE-I

Socio-Demographic of the samples

Variables		Frequency	Percentage
Gender	Female	61	50
	Male	60	50
Age	17	23	19
	18	45	37
	19	53	44
Mother Tongue	Tamil	74	61
	Baduga	30	25
	Malayalam	8	7
	Kannada	3	2
	Telugu	5	4
	Urdu	1	1
Socio-economic Status	High	3	3
	Moderate	109	90
	Low	9	7
Birth Order	First Born	65	54
	Second Born	49	40
	Last Born	7	6

Percentages are rounded off

Table I shows the socio-demographic data of the samples. In this study 61 females participated and their percent is 50% and 60 males participated and their percent is 50%. In the age of 17 years there were 23 participants and their percent is 19%, in 18 years there were 45 participants and their percent is 37% and 19 years there were 53 participants and their percent is 44%. In mother tongue 73 participants were from Tamil and their percent is 61%, 30 participants were from Baduga and their percent is 25%, 8 participants were from Malayalam and their percent is 7%, 4 participants were from Kannada and their percent is 3%, 5 participants were from Telugu and their percent is 4%. In socio-economic status 3 participants were from high and their percent is 3%, 109 participants were from moderate and their percent is 90% and 9 participants were from low and their percent is 7%. In birth order 65 participants were first born and their percent is 54%, 49 participants were second born and their percent is 40% and 7 participants were last born and their percent is 6.

TABLE –II**Correlation between Peer Pressure and Loneliness among Adolescents**

Variable		Peer Pressure	Loneliness
Peer Pressure	Pearson Correlation	1	.058
	Sig. (2-tailed)		.530
	N	121	121
Loneliness	Pearson Correlation	.058	1
	Sig. (2-tailed)	.530	
	N	121	121

Table II shows the correlation between the variables peer pressure and loneliness among adolescents. The finding showed that there is negative correlation between the variables. Peer Pressure is a feeling that one must do the same things as other people of one's age and social group in order to be liked or respected by them and it is a form of feeling that is experienced through external factors. Loneliness is a distressing feeling that accompanies the perception that one's social needs are not being met by the quantity or especially the quality of one's social relationships and it is undergone within oneself. Peer pressure can emerge mostly due to weak personality, bad parenting, fear of rejection, social acceptance, avoidance of bullying, hormonal reasons and cultural values whereas Loneliness transpires mostly due to situational factors relating to their peer relationships, lack of social skills, anxiety, shyness and low self-esteem. Since the roots of the variables are quite different, they don't impact each other.

Hence the hypothesis 1, **“There will be significant relationship between Peer pressure and Loneliness among Adolescents”** is rejected.

TABLE – III**Mean, Standard Deviation and t value of Peer Pressure and Loneliness among Female and Male Participants**

Variable	Gender	N	Mean	Standard Deviation	t
Peer Pressure	Female	61	88.48	11.55	3.08**
	Male	60	81.17	14.41	
Loneliness	Female	61	50.07	11.68	.68
	Male	60	51.47	10.87	N.S

** – Significant at .005 value

N.S – Not Significant

Table III shows the gender difference in peer pressure and loneliness among adolescents. The statistical values indicated that there is a gender difference in peer pressure. When a peer group exerts direct or indirect pressure to do certain actions a person might tend to experience peer pressure, be it a female or male. When compared to males, females experience more peer pressure because females share most of their feeling and emotions openly with their peer group which allows others to know their powerlessness so they are easily influenced by their peers. And there is no gender difference in loneliness. Loneliness is a sense of detachment, alienation, and isolation; it is a perceived, individual experience regardless of any gender. Both females and males are treated equally so they have same level of loneliness. In this generation adolescents can easily overcome peer pressure and loneliness. They use different ways to overcome such as; dance, exercise, open communication, set boundaries and everyone is learning to say no.

Hence the hypothesis 2, “**There will be a significant gender differences in Peer Pressure and Loneliness among Adolescents**” is partially rejected.

CHAPTER – V

SUMMARY AND CONCLUSION

A study on Peer Pressure and Loneliness among Adolescents was carried out involving following objectives:

- To determine the relationship between demographic variables on Peer Pressure and Loneliness among Adolescents.
- To explore the relationship on Peer Pressure and Loneliness among Adolescents.

The current study on understanding relation between peer pressure and loneliness among adolescents proposed to find the gender difference and relationship among the chosen variables. The researchers reviewed various related literature and understood that the concept related to two variables and considered gender to be a groping variable, peer pressure as the independent variable and loneliness as dependent variable. The study was conducted in few arts and science colleges of Coimbatore by Convenient Sampling Method. The participants were adolescents. One hundred and twenty one participants were selected for this present study. The participants were in the age group of 17 to 19 years. The tools used for the study were Peer Pressure Scale developed by Sandeep Singh and Sunil Saini (2010); and Loneliness Inventory developed by Uma and Meenakshi (2008). The survey was collected through Google form. Participants were asked to tick yes or no in the consent form in the agreement of participating in the study on “Peer Pressure and Loneliness among Adolescents”. And they are requested to fill each statement according to the instructions provided to them in the Google form. Thus the data collected from the samples were subjected to statistical analysis. The data was analysed using SPSS (Statistical Package for the Social Science). Statistical methods such as Pearson correlation, -test and descriptive statistic were used to fine the result of the study.

Conclusion

The following are the conclusions made from the study

- There is no relationship between Peer pressure and Loneliness among adolescents.
- There is gender difference between Male and Female in Peer pressure among adolescents.

- There is no gender difference between Male and Female in Loneliness among adolescents.

Implications

- Parents have to frequently monitor their children and encouraging their children to share their opinions and experiences.
- Adolescents should have a healthy and supporting peer group to maintain positive well-being.
- Adolescents can make use their private time by engaging in different constructive activities like learning some instruments, reading books, improving knowledge and personalities and other life-skill activities.

Limitations

- The participants were from few Arts and Science Colleges of Coimbatore
- The size of sample was less
- Convenient sampling method was adopted and no extraneous variables were restricted
- The researchers were not able to observe the participants clearly because of the online mode of data collection

Recommendations

- Sample size to be increased proportionately
- More number of variables can be included
- Study will be more accurate if it is done in an experimental setting
- The participants from various localities can be included

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ANNEXURES

Annexure I

Informed Consent Form

Use of questionnaires for adolescents

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. The purpose of the study is to find the correlation between Peer pressure and Loneliness among Adolescents.

STUDY PROCEDURE

You will be given three tests of paper-pencil type along with socio demographic profile. You need to respond to all the items in the tests. There is no risk in undertaking the study. There will be no direct benefits to you for your participation in this study. Your responses to the question will be anonymous and kept confidential. Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign this form. You are free to withdraw at any time and without giving any reason. There are no costs to you for your participation in this study.

CONSENT

“By signing this consent form, I confirm that I have read and understood the information and have the opportunity to ask questions. I understand that my participation is voluntary and I am free to withdraw at any time, without giving a reason and without cost. I voluntarily agree to take part in this study conducted by Ms. Akshaya, A. (II M.Sc. Applied Psychology).

Name of the participant:

Signature :

Place :

Date :

Annexure II
Socio- Demographic Profile

Name :
Age : 17 / 18 / 19
Gender : Male / Female
Education : UG I Year / II Year / III Year
Mother Tongue :
Area : Rural/ Semi Urban/ Urban
Family : Nuclear/ Joint

I assure that the data collected will be used only for the study and will not be used for any other purposes and confidentiality will be maintained throughout and even after the study

Annexure III

Peer Pressure Scale

Indicate your response in terms of:

- 1- Strongly Disagree
- 2- Disagree
- 3- Can't say
- 4- Agree
- 5- Strongly Agree

S.NO	STATEMENTS	Strongly Disagree	Disagree	Can't say	Agree	Strongly Agree
1	Sometimes I miss classes because my friends urge me to do so.					
2	I cannot resist going for a late night party with my friends.					
3	I go for a date with my friend despite parental warnings.					
4	Sometimes I do things because my friends want me to do so.					
5	I feel peer pressure to chat long hours on internet.					
6	Sometimes I do something wrong just to be good on friends view.					
7	I cannot say 'NO' to my friends even if my parents do not agree.					
8	There is always a peer pressure for dating.					
9	At times I feel peer pressure to smoke.					

10	Sometimes I do violent acts to keep up with peers.					
11	In close relationships, We have to approve pressures of peers.					
12	I know my limits when with friends.					
13	I find it difficult to escape from peer pressure.					
14	Sometimes I have to undergo peer pressure to be liked in a group.					
15	Many times I put of my homework and other important assignments for friends party.					
16	Sometimes I have to appease my peers by doing things that I don't want to do it.					
17	To maintain a status in a peer group, sometimes I pressurize my parents to buy an expensive item.					
18	I do not take advice from my parents about peer group activities.					
19	It is difficult to think about the negative consequences of what we do with peers.					
20	There is no harm in doing one wrong with friends when we do a number of good things with them.					
21	It is very difficult for me to deny friends request to drink in a party or on other					

	occasions.					
22	Sometimes I do risky and harmful acts to get acceptance in the peer group.					
23	When I feel uncomfortable in a group I do not know how to say 'NO'.					
24	I usually compromise with peers' request for a movie, party, etc.					
25	At times I feel peer pressure to watch pornography.					

Annexure IV
Loneliness Inventory

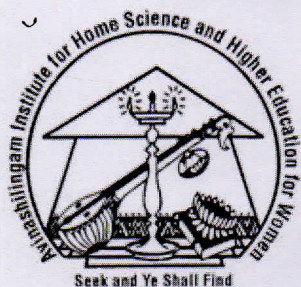
Indicate your response in terms of:

- 1- Never
- 2- Rarely
- 3- Sometimes
- 4- Many a time
- 5- Always

S.NO	STATEMENTS	NEVER	RARELY	SOMETIMES	MANY A TIME	ALWAYS
1	I feel that I am 'in tune' with the people around me.					
2	I feel that I lack companionship.					
3	I feel that there is no one I can turn to.					
4	I do feel lonely.					
5	I feel that I am a member of a group.					
6	I feel that I have lot in common with people around me.					
7	I feel that I am not close to anyone.					
8	I feel that my interests are not shared by those around me.					
9	I feel that I am outgoing and friendly in nature.					
10	I feel that my ideas are not acceptable to others.					

11	I do feel that I am left out.					
12	I do feel that I am rejected by others.					
13	I do feel that no one knows me fully.					
14	I do feel that I am capable of being friendly with others.					
15	I do feel that people around me are not with me.					
16	I do feel that there are people who listen to me.					
17	I feel that I am not cared.					
18	I feel that I have people to support me financially					
19	I feel that there are some people who render manual services to me.					

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A++' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore-641 043, Tamil Nadu, India

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Dr. SudhaRamalingam
Director-Research & Innovation,
Professor-Community Medicine,
PSG Institute of Medical Sciences
& Research, Coimbatore

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Professor and Head,
Department of Food Service
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Ms.D.Kavitha
Dr.A.R.SudamaniRamasamy
Dr.G.Victoria Naomi
Dr. Judith Justin
Dr.AnithaSubash

26th Febraury 2022

To
Ms.Akshaya.A
Department of Applied Psychology
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore – 641 043

Dear Akshaya.A,

Ref: Your proposal No. IHEC/21-22/A.PSY-01 entitled
“Peer Pressure and Loneliness among Adolescents” submitted for
approval of IHEC.

The Institutional Human Ethics Committee of our University
hereby grants approval to your research proposal No. IHEC/21-22/
A.PSY-01 entitled “Peer Pressure and Loneliness among
Adolescents” submitted by you. The Approval number for the same
is AUW/IHEC/A.PSY-21-22/XPD-01.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr.S.Uma Mageshwari
Member Secretary

