

Adjustment with Peers Help in Well-Being of an Individual

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ABSTRACT

With this study, we have aimed to study the behavior of adolescent and how this behavior is going to affect the psychological well-being of the person in his career or in long run. The research is a correlation in nature, quantitative method used and a research sample of hundred (n=100) which was divided into 50 females and 50 males' students. Whose children are older than those belonging to standard 11th or 12th was selected through random sampling. For the present study following tools were used for data collection is adjustment inventory for school students (AISS) constructed and standardized by Dr. A.K.P. Sinha and PGI General Well-being Measures (PGIGWM) constructed and standardized by Dr. Santosh Verma. Detailed results will be discussed further.

Keywords: *Adjustment, Well-being*

Adolescence as per the researchers and the life importantly has always been a person's life, important yet stressful and full of varied emotions. The study of the adolescence behavior has always attracted the researchers to explore more about the condition and the situation to which the person is exposed to and how the youth react to the situation and tackle the situation and move on towards the actual goal in life.

Growing up as a teenager is a pretty stressful and exciting at the same time because of the dilemmas which surround the person in every way, may it be emotional, mentally, physically and sometimes financially too. It is because the person here is neither considered as a child nor an adult. He is supposed to behave like a child and an adult at the same time while dealing with the various situations. It is the phrase where the adolescent has to discover the new things about him and life in every possible way as he may do. The person here has to decide the groups and the company which he wants in this period of time as it is goanna shape most of his future and the adjustment skills which are going to help in the well-being of the person in the coming years.

***“Show me your group,
And I will tell you your future”***

As per this saying the company in which the person stays in his adolescence with his peers decides and shapes the well-being of the person in the later life of the person. The company and the level of adjustment to which the person is prone to decide the intellectual level and

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the manner in which the person will be dealing with patients and due intelligence to live in the society and adjust to the conditions which the person will be facing.

The fact, it is considered that adolescence is a time of discovery, a time to try new things, whether it is about the self-identity or about choosing the peer. (Prinstein and Dodge 2008, 63).

The survey done in Europe in 2007 by World Health Organization (WHO) and Health Behavior in School-aged Children (HBSC) indicates that 10-20% of adolescence in Europe who were poor in social cohesion have one or more mental or behavioural problem. In addition, findings from HBSC research over the past 10 years confirm that the social environment which adolescence lives is important for their well-being and development. Moreover, WHO/HBSC (2007) illustrate that good relationship in the home, school, and neighbourhood play a part in ensuring that adolescent can develop social competence and an ability to make the sort of relationship required for cohesive studies.

REVIEW OF LITERATURE

A study was conducted on gender difference in psychological well-being among Filipino college student samples by Jeannie A. Perez (2012). A Total of 100 participants were selected through stratified random cluster sampling. The mean age of the participants was 19 years; the measures such as daily spiritual experience scale, parent-adolescent relationship scale, Teacher and peer relationship scale, Ryff's psychological well-being scale, and negative affect scale were used. In conclusion, the study shows that Filipino male and female adolescents are different in a number of dimensions of psychological well-being. Specifically, they differ in terms of spiritual component (purpose in life, daily spiritual experience), social (relationships with peers and father) and one aspect of cognitive component (autonomy). The similarity between the genders was also demonstrated in terms of effective, (experience of effect), social (relationship with mother and teachers), and cognitive components of psychological well-being (personal growth, environmental mastery, and self-acceptance).

The influence of peer pressure

Unlike the child's canvas, the relationships kids form with their peer from the young age of six months through adolescence wield gigantic influence on their lives whether harbouring positive feelings through friendship or contributing to school adjustment and later-life problems through bullying and rejection.

In the book, "Children's Peer Relations and Social Competence: A Century of Progress" by Gary Ladd, Arizona State University professor of psychology and human development, examines the role of peer relationships in child and adolescent development by tracking major research findings from the 1900s to the present.

Among the major topics considered are peer acceptance and rejection, friendship development, school adjustment, bullying, self-esteem, loneliness and the roles that sex differences, emotions and culture play in peer relations.

Children begin their lives in the social world of their families, however, as they mature, they are introduced to the social world of peers and spend increasing amounts of time with kids of their own age," Ladd says. The relationships they form differ from those they have with

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their parents and siblings and develop unique skills that impact their mental development and skills.

Peers' behaviour in teenage

The adolescence is a stage of life where individuals are more concerned about how they appear to other people. According to Erikson, during early adolescence development, the young people acquire the self-confidence as opposed to self-consciousness and self-disbelief. At the adolescence stage, peer group pressure changes the behavior of adolescents in both constructive and negative ways.

According to (Newman & Newman, 2008), peer pressure is used to describe the demands for compliance to customs of the group and exhibiting dedication and loyalty to the members of the group. The term peer pressure is used to describe the negative influence suggesting that young people act in ways that go against their attitude or morals due to fear of denouncement by the peer group. Thus, by abiding by the peer group, they have a chance to be regarded as people who have a sense of belonging.

Whereas, according to Lerner et al., peer pressure is the major cause of the variant behavior and antisocial behavior among the adolescence. Even the researchers showcase that peer pressure has a greater influence on adolescence behavior than any other reason, particularly to children with low self-esteem which may lead children to go against their beliefs.

Forces influencing selection of teenage per group

Selection forces imply that adolescents search for friends who maintain their attachment with drugs and alcohol which may increase eagerness to search for peers who misuse drugs and alcohol finally increasing pressure may lead those adolescents to get involved in the misuse of drugs and alcohol themselves.

According to (Newman & Newman,2008), a combination of biological, emotional and societal factors converges to the usage of drugs and alcohol as a part of normal life in early years of life, which can make them vulnerable to more serious involvement with drug and alcohol taking in their later stages of life. The risk factors connected with early drug and alcohol usage are connected to social status and culture. Regulation of cost and efforts of parents and police control over its usage are all factors that can control its consumption at early stages.

Researchers in 1980s and 70s.had put more weight on influence on peer pressure than that of the family in determining the ideas, values, and attitudes of adolescents. Adolescents use peer pressure to create the impression that friends are more loyal than family members. Although peer group has greater persuasion in everyday life. Persuasion from parents is deeper and has long lasting results such as career choice, educational achievement, and spiritual growth.

Role of peer group and the school environment

A school is a place where one's interpersonal relations are promoted, which are important for youngsters personal and social development; which plays an essential role in the adolescents' socialization process. Since varied peer communities are gathered at the school, they are able to promote self-esteem and harmonious development between adolescents, which makes it a perfect space for meetings and interactions. Adolescents spend more time at school which increases the protection from risk behaviours.

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Matos, Gamito, and Diniz (2010) confirmed that adolescents who like school were those who were part of a peer group without involvement in risk behaviours; while those that mentioned they did not have any friends reported they did not like school much.

METHODS

We have aimed to study the behaviour of adolescent and how this behaviour is going to affect the psychological well-being of the person in his career or in long run. The way in which the adolescent adjusts to his surrounding depending on the changing norm of the society shapes his career and well-being a lot. The adjustment capacity of a person should be high enough so that the person can mold himself according to the situation without taking much stress and without tiring himself emotionally and mentally.

Sample size of hundred (n=100) which was divided into 50 females and 50 males' students. Whose children are older than those belonging to standard 11th or 12th was selected through random sampling. The aim is to use a qualitative method to study the relationship between well-being of an individual and his peer group by the specific questionnaire which accesses the variable in quantitative nature. The variable is used in research are adjustment and well-being.

Exclusive -

1. Research was conducted on a small population.
2. The researcher was limited to only one state and one city, it can be exceeded to the larger geographical area and more than institutions.

TESTS	DEVELOPED BY	AGE-RANGE	ITEMS	RELIABILITY
(AISS)	Dr. A.K.P, Dr. R.P. Singh	14 to 18 Years of age	100 questions	Split-half method, 2. Test retests method and K.R formula -20.
(PGIGWM)	Dr. Santosh K.Verma, Ms. Amita Verma		20 items	test-retest reliability was .91 (p<.01)

Procedure

The research includes school going students from various schools in Jaipur Rajasthan. The participants were asked to fill the questionnaire to them on the basis of well-being and adjustment level of students was measured. 100 students were taken for this research purpose. proper instructions were given to fill the questionnaire. No time limit was given but the participants were asked to complete the questionnaire as soon as possible. Once the data got collected via correlation as research design and Statistical technique was used. Karl Pearson's coefficient of correlation was used.

Scoring and Data Analysis

After collection of information related to adjustments and well-being of students and socio demographic data sheet, the researcher has entered all data item wise in excel sheet appropriate test statistics was used to analyse the data with the aid of spss 20 (statistical package for social science 20 version)

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COORELATION

		AISS	PGIWBM
AISS	Pearson Correlation	1	-.125
	Sig. (2-tailed)		.394
	N	49	49
PGIWBM	Pearson Correlation	-.125	1
	Sig. (2-tailed)	.394	
	N	49	49

CORRELATION		EMO	SOCIAL	EDU	TOTAL	PGIWB
EMO	Pearson Correlation	1	.083	-.080	.256	.115
	Sig. (2-tailed)		.568	.582	.073	.428
	N	50	50	50	50	50
SOCIAL	Pearson Correlation	.083	1	-.162	.542**	-.034
	Sig. (2-tailed)	.568		.261	.000	.816
	N	50	50	50	50	50
EDU	Pearson Correlation	-.080	-.162	1	.514**	.133
	Sig. (2-tailed)	.582	.261		.000	.356
	N	50	50	50	50	50
TOTAL	Pearson Correlation	.256	.542**	.514**	1	.229
	Sig. (2-tailed)	.073	.000	.000		.109
	N	50	50	50	50	50
PGIWBM	Pearson Correlation	.115	-.034	.133	.229	1
	Sig. (2-tailed)	.428	.816	.356	.109	
	N	50	50	50	50	50

***. Correlation is significant at the 0.01 level (2-tailed).*

TABLE: Showing Correlation Matrix

VARIABLE	EMOTIONAL	SOCIAL	EUCATIONAL	PGIWBM
EMOTIONAL	1			
SOCIAL	-0.105	1		
EUCATIONAL	0.008	-0.187	1	
PGIWBM	0.260	-0.430	-0.112	1
MEAN	12.84	8.74	10.08	10.73
SD	1.633	2.380	2.473	3.945

The matrix for coefficients of correlation exhibits that:

- Emotional is significantly positively related with social ($R=-0.105$), ($P<0.50$), Education ($R=0.008$), ($P<0.50$), PGIWBM ($R=0.260$), ($P<0.20$)
 - Social is significantly positively related with Educational ($R=-0.187$), ($P<0.19$). And PGIWBM ($R=-0.430$), ($P<0.02$).
 - Education is significantly positively related with PGIWBM (-0.112), ($P<0.58$)
- Thus, the hypothesis is accepted.

CONCLUSION

As a conclusion, we can say that in the current scenario of the world adjustment is the quality which a person needs to inculcate in himself if he wants to survive in the ever-

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growing competitive society. The personality development of the person begins in the teenage which can be regarded as one of the most important phrases in a person's life. A person needs to grow up to a situation where he/ she is able to adjust with the peer group they are exposed to once they are in their school or college as these places are the stepping stones towards the success a person is aiming for.

The study which has been taken here, is proved to be partially significant, which means that the adolescents are having different perspectives and the ways of the adjustment in the peer group they are exposed to and this behaviour for them they tend to the adjustment which they are required to bring in themselves for the better behaviour and well-being in future, is a thing which very much decides their future and the personality of the person in his future and the well-being of the person.

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Conflict of Interest

The author(s) declared no conflict of interest.

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