

A Study of Defense Mechanism and Peer Pressure of Higher Secondary Students

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Abstract: This study investigated the effect of defense mechanism and peer pressure of higher secondary students. The present study was conducted on 635 higher secondary students studying in Kallakuruchi District of Tamilnadu State in India were selected by simple random sampling technique. Data were collected using standardized questionnaires of Peer Pressure Scale (2016) developed by Singh and Saini (2016) and Academic Engagement Scale (2016) developed by Hayam-Jonas. Findings revealed that the level of Defense Mechanism is high and also peer pressure is high, there is significant difference in the Defense Mechanism of Higher Secondary Students based on the gender and type of management, there is significant difference in the Peer pressure of Higher Secondary Students based on the gender and type of management. This finding also revealed that there is significant and positive relationship between Defense Mechanism and Peer pressure of Higher Secondary Students.

Key Words: Defense Mechanism, Peer pressure, Gender, Type of Management and Higher Secondary Students

1. INTRODUCTION

Psychologists have classified different defence mechanisms in a number of ways. Some of them put defence mechanisms in five or six main categories while others extend them up to 17-18 categories. Defence mechanisms are learned and designed to tackle self devaluation, anxiety and hurt and operate automatically at habitual levels. They typically involve measures of self deception and distortion. Defence mechanisms are usually exercised in combination instead of singly and quite often they are combined with task oriented behaviour. To a great extent they are necessary to soften failure, alleviate anxiety and hurt and protect feelings of significance adequacy and worth. Normally, they are adjustive reactions but sometimes they seriously interfere with the effective resolution of stress. Peer pressure is a dominant psychological factor which has a very powerful impact on developing

aggression in the students when they are in the phase of adolescence. According to Crosnoe and Johnson (2011), Nurmi (2004) and Steinberg (1999), the period of adolescence is characterized by multiple changes which are evident through the changes in their social relationships when the adolescents become independent of their parents and their peers become more important.

2. SIGNIFICANCE OF THE STUDY

The defence mechanisms are common in our lives. They are generated by conflicts in our social or family relationship by existential problem in our evolution towards maturity, and by academic or professional setbacks, our worries, lack of self-confidence or confidence in other, and feelings of guilt and personal inadequacy are the main indicators of defence mechanism.

Peer pressure is certainly among those pressures which a student particularly experience in school days and which really has a impact on attitude, self-esteem, feeling of security and insecurity and also academic performance and stress. As researcher found studies stated negative impact of peer pressure, there were also studies which stated positive impact. To explore further researcher designed the present study.

3. OPERATIONAL DEFINITION OF KEY TERMS

Defense Mechanism

Defense mechanism is an unconscious psychological operations that functions to protect a students from anxiety-producing thoughts and feelings related to internal conflicts and outer stressors. In the present study Defense mechanism is operationally defined is the total scores obtained

defense mechanism constructed and validated by the Investigator.

Peer pressure

Peer Pressure is feeling pressure from other age-mates to do something harmful for self and others. In the present study Peer Pressure is operationally defined as the total scores obtained Peer Pressure developed by Singh and Saini.

4. OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study:

1. To find out the level of Defense Mechanism of Higher Secondary Students.
2. To find out the level of Peer pressure of Higher Secondary Students.
3. To find out if there is any significant difference in the Defense Mechanism of Higher Secondary Students based on the following sub-samples a) Gender and b) Type of Management.
4. To find out if there is any significant difference in the Peer pressure of Higher Secondary Students based on the following sub-samples a) Gender and b) Type of Management.
5. To find out if there is any significant relationship between Defense Mechanism and Peer pressure of Higher Secondary Students.

5. HYPOTHESES OF THE STUDY

1. The level of Defense Mechanism of Higher Secondary Students is low.
2. The level of Peer pressure of Higher Secondary Students is low.
3. There is no significant difference in the Defense Mechanism of Higher Secondary Students based on the following sub-samples a) Gender and b) Type of Management.
4. There is no significant difference in the Peer pressure of Higher Secondary Students based on the following sub-samples a) Gender and b) Type of Management.
5. There is no significant relationship between Defense Mechanism and Peer pressure of Higher Secondary Students.

6. METHOD OF THE STUDY

Normative survey method was adopted in the present study.

7. SAMPLE USED

Simple random sampling technique has been used to collect the data from 635 Higher Secondary Students studying in Kallakuruchi District of Tamilnadu State, India.

8. TOOLS USED

In order to collect the required data, Defense Mechanism Scale (2023) are Constructed and Validated by the Investigator and Peer Pressure Scale (2016) developed by Singh and Saini.

9. ANALYSIS OF DATA AND INTERPRETATION

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

Descriptive Analysis

Hypothesis No.1

The level of Defense Mechanism of Higher Secondary Students is low.

Table 1: Mean and Standard Deviation in respect of Defense Mechanism of Higher Secondary Students

Variable	N	Mean	SD
Defense Mechanism	635	211.38	35.99

From the above table-1 the calculated mean and standard deviation for Defense Mechanism of Higher Secondary Students of entire sample is found to be 211.38 and 35.99 respectively. The mean score lay in percentile value (above P₇₅) 201 & above. Hence, the framed hypothesis 1 is rejected and it is concluded that the level of Defense Mechanism of Higher Secondary Students is high.

Hypothesis No.2

The level of Peer pressure of Higher Secondary Students is low.

Table 2: Mean and Standard Deviation in respect of Peer pressure of Higher Secondary Students

Variable	N	Mean	SD
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Peer pressure	635	103.82	31.11
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From the above table-2 the calculated mean and standard deviation for Peer Pressure of Higher Secondary Students of entire sample is found to be 103.82 and 31.11 respectively. The mean score lay in percentile value (above P_{75}) 72 - 125. Hence, the framed hypothesis 2 is rejected and it is concluded

that the level of Peer Pressure of Higher Secondary Students is high.

Differential Analysis

Hypothesis No.3

There is no significant difference in the Defense Mechanism of Higher Secondary Students based on the following sub-samples a) Gender and b) Type of Management

Table-3: 't' test for Defense Mechanism scores of Higher Secondary Students with regard to Gender and Type of Management

Sub-sample	Sub-Category	N	Mean	SD	't' value	Level of Significance at 0.05 level
Gender	Male	298	205.96	34.05	4.18	Significant
	Female	337	216.97	37.59		
Type of Management	Government	350	209.99	35.27	3.41	significant
	Self-Finance	285	218.59	39.97		

From the above table-3,

- i. With regard to Gender, the calculated 't' value is found to be 4.18; which is higher than the table value 1.96 at 0.05 level of significance. Hence, the framed hypothesis 3(a) is rejected and it is concluded that there is a significant difference between male and female higher secondary students in their Defense Mechanism.
- ii. With regard to Type of Management, the calculated 't' value is found to be 3.41; which is higher than the table value 1.96 at 0.05 level of

significance. Hence, the framed hypothesis 3(b) is rejected and it is concluded that there is a significant difference between government and self-finance higher secondary school students in their Defense Mechanism.

Hypothesis No.4

There is no significant difference in the Peer pressure of Higher Secondary Students based on the following sub-samples a) Gender and b) Type of Management

Table-4: 't' test for Peer pressure scores of Higher Secondary Students with regard to Gender and Type of Management

Sub-sample	Sub-Category	N	Mean	SD	't' value	Level of Significance at 0.05 level
Gender	Male	298	109.38	34.73	4.22	Significant
	Female	337	100.20	30.82		
Type of Management	Government	350	108.48	34.44	3.11	significant
	Self-Finance	285	101.08	30.62		

From the above table-4,

- iii. With regard to Gender, the calculated 't' value is found to be 4.22; which is higher than the table value 1.96 at 0.05 level of significance. Hence, the framed hypothesis 4(a) is rejected and it is concluded that there is a significant difference between male and female higher secondary students in their Peer pressure.
- iv. With regard to Type of Management, the calculated 't' value is found to be 3.11; which is higher than the table value 1.96 at 0.05 level of

significance. Hence, the framed hypothesis 4(b) is rejected and it is concluded that there is a significant difference between government and self-finance higher secondary school students in their Peer pressure.

Correlation Analysis

Hypothesis No.5

There is no significant relationship between Defense Mechanism and Peer pressure of Higher Secondary Students.

Table 4.13: Showing the correlation value between Defense Mechanism and Peer pressure of Higher Secondary Students.

Variables	N	'r' value	Level of Significance
Defense Mechanism and Peer pressure	635	0.353	Significant

From the above table-5, shows that, the co-efficient of correlation between Defense Mechanism vs Peer pressure of Higher Secondary Students is found to be significant [$r=0.353$ at 0.01 level] which indicates that there is a negative and significant relationship between Defense Mechanism vs Peer pressure of Higher Secondary Students. Therefore hypothesis 5 is rejected and it is concluded that there is significant and negative relationship between Defense Mechanism and Peer pressure of Higher Secondary Students.

10. FINDINGS OF THE STUDY

- The level of Defense Mechanism of Higher Secondary Students is high.
- The level of Defense Mechanism of Higher Secondary Students is average.
- There is a significant difference between male and female higher secondary students in their Defense Mechanism.
- There is a significant difference between government and self-finance higher secondary school students in their Defense Mechanism.
- There is a significant difference between male and female higher secondary students in their Peer pressure.
- There is a significant difference between government and self-finance higher secondary school students in their Peer pressure.
- There is significant and negative relationship between Defense Mechanism and Peer pressure of Higher Secondary Students.

11. CONCLUSION

On the basis of the result of the study, it can be concluded that high level of defense mechanism and peer pressure of higher secondary students. This finding also revealed that Defense mechanism significantly among higher secondary students and female students were significantly more defense mechanism than male students, Peer Pressure significantly among higher secondary students and male students were significantly more peer pressure than female students.

12. REFERENCE

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