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




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ANALYZING PEER PRESSURE AND SELF-EFFICACY EXPECTATIONS AMONG ADOLESCENTS

BINNAZ KIRAN-ESEN
Mersin University

The relationship between levels of peer pressure and self-efficacy expectations among adolescents was examined. The data were obtained from 546 high school students using the Self-efficacy Expectation Scale, developed by Muris (2001) and adapted into Turkish by Celikkaleli, Gündođdu, and Kiran-Esen (2006), and the Peer Pressure Scale (Kiran-Esen, 2003b). Although the findings showed significantly negative relationships between peer pressure and general and academic self-efficacy expectations in these adolescents, no relationships were found between peer pressure and social and emotional self-efficacy expectations. Moreover, 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. However, no significant differences were observed in terms of social and emotional self-efficacy expectations.

Keywords: adolescents, peer pressure, academic self-efficacy, social self-efficacy, emotional self-efficacy.

During adolescence physical and mental development are accompanied by psychosocial changes (Dacey & Travers, 1996). Adolescents begin to become independent from their parents, and they spend more time with their peers. Being a member of a peer group is one of the primary experiences of adolescence. Peer groups are usually small groups of close friends with similar ages and overlapping activities (Jackson & Rodriguez-Tomé, 1993). During the period of adolescence, peers are a source of influence and support (Dacey & Travers, 1996) and provide a context for intergenerational conflict and adaptation to different values. Simultaneously, peers facilitate a learned tolerance of individual

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