

# Peer acceptance of female students

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## Peer Acceptance of Female Students in Private Schools: Comparative Study in Peer Acceptance Based on Gender

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### Abstract

This research aims to determine the difference in peer acceptance of private junior high school students in the city of Padang based on gender. The number of subjects involved in this study is 146 private junior high school students consisting of 73 males and 73 females. The sampling technique in this research used cluster sampling which is taken based on the sub-districts in the city of Padang. Peer acceptance of students is measured using a peer acceptance scale. The results of this research indicate that there are differences in peer acceptance between male and female students in private junior high schools in the city of Padang. Female students have a higher level of peer acceptance than male students. Female and male students have the highest peer acceptance aspect scores on the validation and caring aspect (mean=23.59 and mean=21.53), the lowest score for female students is the intimate exchange (mean=20.51), on the other hand, male students have the lowest aspect on conflict and betrayal (mean=18.12).

### Keywords

Peer acceptance; private school students; junior high school; gender

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## Introduction

Adolescence is a period of transition between childhood and adulthood. Adolescence begins at the age of 11 or 12 years until the age of twenties and this period brings major changes to the development of adolescents in the future (Papalia, Olds & Fieldman, 2009). Adolescence often coincides with puberty, which is accompanied by a period of increased risk-taking behavior, as well as the increased either of emotional reactivity which is in line with changes in the social and school environment. Therefore, adolescents are more likely to spend time with their peers than their parents (Jaworska & MacQueen, 2015). Parents must build trust in relationships as an important prerequisite for improving self-reflection and feelings intended to the client, and related to emotional changes are focused therapy, therapists need to pay attention to different client preferences and utilize the potential when shifting to change motivation (Suhron, 2020)

In adolescence, individuals will spend more time with their peers, because adolescence is the peak period of peer influence, therefore, peer groups could be said to be a source of affection, sympathy, and moral guidance for adolescents (Papalia, Olds & Fieldman, 2009). Friends have an important role in the lives of adolescents where adolescents begin to make friendships in groups and tend to choose to be friends with people who have the same behavioral and personality characteristics as themselves. In adolescence, many individuals try to build closeness with their friends. This need is an important essential in adolescence. Adolescents who successfully build closeness with peers will have a positive view of themselves, such as having a good school education, being able to get along, and having a small risk of conducting violence, feeling anxious, or experiencing depression (Santiari & Tobing, 2016). This condition if it lasts for a long time can cause low self-esteem in a person because low self-esteem is a negative assessment of himself due to maladaptive coping mechanisms. (Suhron, 2016; Suhron 2017) The existence of peers is an important factor in the friendship or social relations of adolescents. Adolescents feel that peers are the right place to get support and intimacy, so they often share secrets and help each other (Papalia, Olds & Fieldman, 2009). An adolescent feels happy if he/she could be accepted by his/her peers. On the other hand, adolescents feel alienated (isolated) and anxious if they are ostracized and belittled by their peer group (Sanrock, 2003). According to Lev, Nuttman & Sternberg, (2006) the individual is at risk of experiencing depression or a traumatic experience if he/she has experienced rejection by his peers as an adolescent. Therefore, adolescents have a strong need to be accepted by their peers or groups.

Peer acceptance is the ability needed by individuals to adjust to the social context and cooperation (Rubin, Bukowski, & Parker, 2006). According to Shaffer and Kipp (2010), peer acceptance is a social measure of a person's likes or dislikes by peers who are within the individual's social scope. In general, peer relationships are judged on the aspects of an individual's peer relationship. This condition if it lasts for a long time can lead to violent behavior in someone (Suhron, 2018). Stress conditions can occur in a person which results in more severe conditions such as schizophrenia (Zainiyah Z & Suhron M, 2020). Research conducted by Oberle, Schonert & Thomson (2010) shows that girls care more about friendships than boys, and girls report greater distress when imagining their friendship breaking up. Peer acceptance is higher in girls than boys when viewed from empathy, optimism, and the positive influence of peers (Oberle, Schonert & Thomson 2010). Researchers suggest that girls may be more emotional in their friendships, which could help to encourage intimacy and feelings of closeness (Rubin et al, 2013).

The motive of friendship moves a person to actively make friendships with others. The motive of friendship is also considered as the need to be affiliated with people (Destianingrum, E. and Widiyatmadi, 2011), thus, everyone must have certain motives in establishing friendships depending on his/her conscious experience of how he/she has been doing interpersonal communication which ends in interpersonal relationships too and this condition if it lasts for a long time can cause mental disorders in a person (Yusuf, 2019; Yusuf: 2020). So, there are differences in friendship between girls and boys which causes differences in peer acceptance (Rubin et al, 2013). Therefore, this research would like to see the differences between the two matters. Thus, the hypothesis of this research is proposing that there is a difference in peer acceptance between male and female adolescents in Private Junior High Schools, Padang City.

## Research Methods

The purpose of this research is to see the description of peer acceptance of private junior high



school students in the city of Padang in terms of gender. This research uses a quantitative correlation approach. The subjects of this research amounted to 146 people. The sampling technique used is *cluster random sampling*. The instrument used to measure peer acceptance developed by the researcher refers to the theory of Parker and Asher (1993) where peer acceptance includes many aspects such as *validation* and *caring*; *conflict* and *betrayal*; *companionship* and *recreation*; *help* and *guidance*; *intimate exchanges*; and the last is *conflict resolution*. This scale consists of 36 items and is in the form of a Likert scale with 5 response options with a score in the range of 1 to 5 points.

## Results and Discussion

### Results

Below is presented the results of descriptive data processing for junior high school students:

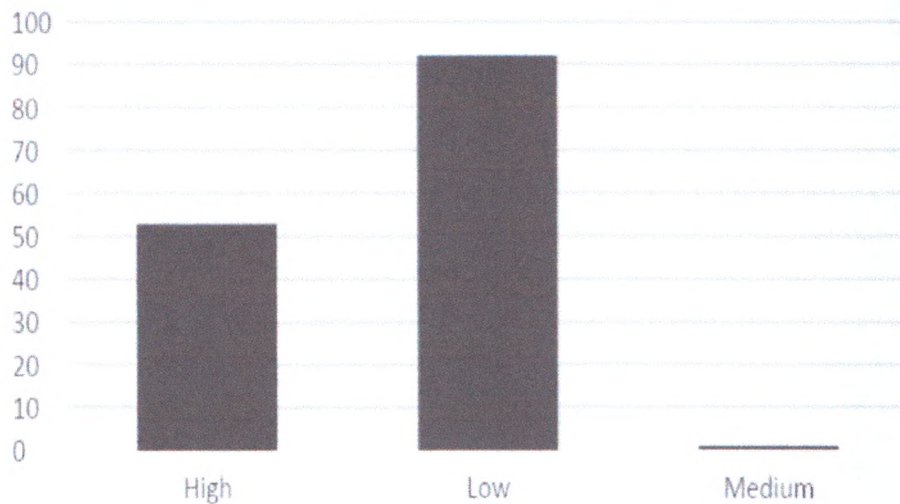


Chart 1. Categorization of Peer Acceptance of Students

There are 63.0% (N=92) of the subjects in the medium category, 36.3% (N=53) in the High category, and 0.7% (N=1) subjects in the low category for private schools. Meanwhile, female and male students have the highest *peer acceptance* aspect scores on the *validation* and *caring* aspect (mean=23.59 and mean=21.53), the lowest aspect score for female students is the *intimate exchange* (mean=20.51), and male students have the lowest aspect of *conflict* and *betrayal* (mean=18.12).

Levene's Test analysis, if it has a score  $> 0.05$ , it indicates that the data obtained is not significant. Based on the table above, it is obtained a significance value of 0.870 which indicates the data is not significant. This means that the male and female students have the same variance for *peer acceptance*. Furthermore, the *t-test* significance value is 0.000. If the significance value  $> 0.05$  indicates that the data obtained is not significant, then, the data obtained in the test results above are the significant data. This means, there are differences in *peer acceptance* between male and female students. The data from the table above shows that the mean of female students is higher than the male students.



**Table 1.**

The descriptive data of peer acceptance aspect scores on female and male students

Gender		N	Minimum	Maximum	Mean	Std. Deviation
Male	Validation and Caring	73	13	30	21.53	4.482
	Conflict and Betrayal	73	10	29	18.12	3.940
	Companionship and Recreation	73	13	29	19.97	3.387
	Help and Guidance	73	12	28	21.08	3.519
	Intimate Exchange	73	11	29	19.33	3.325
	Conflict Resolution	73	13	30	20.44	3.940
	Valid N (listwise)	73				
	Female	Validation and Caring	73	14	30	23.56
Conflict and Betrayal		73	9	30	20.74	3.869
Companionship and Recreation		73	11	30	21.34	3.465
Help and Guidance		73	15	30	21.93	3.322
Intimate Exchange		73	12	29	20.51	3.556
Conflict Resolution		73	11	30	22.70	3.861
Valid N (listwise)		73				

**Table 2**

Comparative Analysis of the Peer Acceptance of Private Junior High School Students Based on Gender

Gender	N	Mean	Standard Deviation	Levene's Test Sig.	f-test for Equality Sig. (2-tailed)
Male	73	120.48	16.790	0.870	0.000
Female	73	130.78	16.933		

## Discussion

The purpose of this research is to see/observe the difference in peer acceptance of private junior high school students based on gender. The results of this study indicate that there are differences in peer acceptance between male and female students in the city of Padang, that female junior high school students have higher peer acceptance than male junior high school students. This finding is in line with research conducted by Oberle, Schonert-Reichl, & Thomson (2010) which found that girls have higher levels of peer acceptance than boys in class.

Many studies have explained how the peer relations of children in the same gender group. Unfortunately, many studies use the gender of boys as their research subjects because it is more associated with non-adaptive behavior, delinquency, and antisocial behavior due to understanding the friendship culture among boys (Coie & Dodge, 1998). Friendship in male students is more concerned with the activity aspect where boys tend to consider dominance, maintaining social status, playing, and physical activity (Mathieson & Banerjee, 2011). Dominance in boys' friendships leads more to social dominance which is contained in behaviors such as verbal commands, assertiveness, winning/conquering disputes, being able to maintain eye contact, and receiving recognition from other friends (Salvin-William, 1976; Weisfeld et al., 1984). This is in line with the research of Vannatta et al., (2009) which found a relationship in peer acceptance between leadership and athleticism, as well as athleticism and social isolation which is looked higher in boys than girls.

Female and male students have the highest peer acceptance aspect scores on validation and caring aspects (mean=23.59 and mean=21.53). In this aspect the items given are "When something happens to me, my friend doesn't ask me about my condition", "My friend always



encourages whatever I do". The lowest aspect score for female students is in the *intimate exchange* (mean=20.51) but still higher than male students (mean=19.33), and male students have the lowest aspect on *conflict* and *betrayal* (mean=18, 12) also lower than female students (mean=20.74).

According to Maccoby (1998), he describes two different friendship cultures between girls and boys. It looks different from the way of playing, using different leisure time, as well as differences in strength and energy/power. In the case of friendship, female students show a culture of friendship that shows themselves more from the emotional side (Gillespie, Lever, Frederick and Royce, 2015), intimacy, self-disclosure, and empathy (Hall, 2011). Girls are also proven to show a better affective side in terms of empathy than boys in social interactions and social relationships (Lafferty, 2004).

Several things can predict and influence peer acceptance in students. Good students will be accepted by their peers and they tend to look cooperative, helpful, and easy to make friends. Meanwhile, students who are not accepted by their peers tend to be easily observed through showing increased aggressiveness, disruptive behavior, withdrawal, and being submissive (Asher and McDonald, 2009). Students with prosocial abilities or attractive looks usually have more potential to be treated as friends who are idolized by several groups of friends (Dijkstra et al., 2007). Decovic and Gerris (1994) state that peer acceptance has several predictors that can increase acceptance in addition to having good social cognitive abilities, they are being easy to help others, cooperative, empathetic, and sympathetic to peers.

Besides, characteristics in private schools are also influential, especially in the form of curriculum, different extracurricular activities, and school structures such as dormitories (Reeves et al., 2017). In addition, private schools spend more educational resources than public schools on their students; for example, they provide better-qualified teachers, and smaller classrooms with better student-teacher ratios (Broughton et al., 2014). The combination of these factors is thought to result in an educational experience that enriches children's academic achievement and socio-emotional development. Especially peer acceptance to a high degree than education in public schools.

The parenting patterns of parents to children are also found to be related to peer relationships. When viewed separately from the parenting pattern of the father and the pattern of the mother, then, the parenting pattern of the father is significantly able to predict the difficulty of the child in adjusting to his/her environment (Chen et al., 2000). Meanwhile, children who are nurtured with authoritarian parenting styles are found to be positively related to aggressive behavior, and conversely negatively related to peer acceptance, and also affect the children's social skills (Ladd and Pettit, 2002; Richaud et al., 2013). Furthermore, parenting that contains elements of violence, lack of warmth, and inconsistency in supervision can increase the tendency of children to have uncooperative and antisocial personalities (Llorca, Cristina Richaud, and Malonda, 2017). Thus, the poor peer acceptance in the social environment is also related to the parenting pattern which is provided by parents, especially to parents with an authoritarian style, rude, and lack of warmth in interacting.

## Conclusion

Private Junior High School students in Padang City have peer acceptance which is in the medium category as much as 63.0%, while 36.3% are in the high category, and 0.7% of the subjects are in a low category. Female students have higher peer acceptance than male students in Private Junior High School, Padang City. Female students have the highest peer acceptance aspect score on the *validation* and *caring* aspect, and the lowest aspect score for female students is *intimate exchange*. Meanwhile, male students have the lowest aspect of *conflict* and *betrayal*. Therefore, peer acceptance could be used as an important determinant and indicator in researching the stages of children's development. If a child is not accepted by his/her peers, then, it could be an indicator/parameter for the next researchers by making/developing research tools that are existed/are new to make the position/category that a child is vulnerable/risky when he/she makes adjustments in school.

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