

Belmont University

Belmont Digital Repository

Science University Research Symposium
(SURS)

Special Events

Fall 2022

The Effects of Peer Pressure on Social Conformity

Jeniffer Zou

jen.zou@bruins.belmont.edu

Kayla Colley

kayla.colley@bruins.belmont.edu

Abby Westbrook

abby.westbrooks@bruins.belmont.edu

Caroline Grace Coey

caroline.coey@bruins.belmont.edu

Meg Combs

meg.combs@bruins.belmont.edu

Follow this and additional works at: <https://repository.belmont.edu/surs>



Part of the [Social Psychology Commons](#)

Recommended Citation

Zou, Jeniffer; Colley, Kayla; Westbrook, Abby; Coey, Caroline Grace; and Combs, Meg, "The Effects of Peer Pressure on Social Conformity" (2022). *Science University Research Symposium (SURS)*. 46.

<https://repository.belmont.edu/surs/46>

This Poster Presentation is brought to you for free and open access by the Special Events at Belmont Digital Repository. It has been accepted for inclusion in Science University Research Symposium (SURS) by an authorized administrator of Belmont Digital Repository. For more information, please contact repository@belmont.edu.

Abstract

The urge to be a member of a group, to fit in, and peer pressure can lead to many unexpected and unwanted repercussions. We see evidence of such consequences around us and even within ourselves daily. Social media can easily contribute to this problem by either allowing users to present their lives as something they are not, a deceptive representation of their true wants, or by allowing them to express their opinions in a way that denigrates those of others. To examine the link between peer pressure and social conformity, researchers have been studying whether strength of attraction to a group determines degree of conformity. Many studies attest to this hypothesis. This study utilizes 60 participants selected from Belmont University's students enrolled in Scientific Psychology, General Psychology or Introductory Psychology courses. Students would participate this study under the impression that the study subject was understanding the effects of different type of schooling on long-term retention of information. They were asked to take a short test, during which confederates will attempt to push them to cheat after being explicitly told not to do so. We hypothesized that individuals are more likely to cheat when prompted to do so by their peer and when students are not prompted to cheat, they will not cheat out of fear of disrupting group harmonics. Data collection to test these hypotheses are ongoing, and results will be presented at SURS. The implication of this study allows us to reflect on the choices we make due to peer pressure and to reevaluate whether following the majority is always the right choice.