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What is The Relationship Between Peer Pressure to Follow Entertainment Trends and High School Students' Peer Relationships?

Yilin Chen[1,*,†], Zidan Liu[2,†], Zhengjie Huang[3,†]

[1]Department of Psychology, McGill University, Montreal, Canada
[2]International Department, BDA School of The High School Affiliated to Renmin University of China, Beijing, China
[3]International Relations, Xi'an Jiaotong Liverpool University, Suzhou, China
**Corresponding Author. Email: yilin06127@gmail.com*
†These authors contributed equally to this work and should be considered as co-first authors

Abstract. The entertainment trend is increasingly integrated into the daily social life of teenagers. Popular music, online videos, games, movies and other forms of entertainment can provide common topics and influence the way high school students interact with their peers. At the same time, teenagers may feel pressured and want to keep up with these trends to participate in group dialogue and maintain a sense of belonging. This study explores the relationship between peer pressure, trend-chasing behaviour and peer relationships among high school students who follow entertainment trends. Therefore, we have collected relevant data through online questionnaires, covering these three aspects. After data screening, a total of 54 replies were obtained, of which 47 valid data were retained. Pearson correlation analysis shows that peer pressure is positively correlated with social relationship score, $r = 0.485$, $p < 0.001$; wind-chasing behaviour is also positively correlated with social relationship score, $r = 0.464$, $p = 0.001$. However, there is no significant correlation between peer pressure and wind-chasing behaviour, $r = 0.182$, $p = 0.221$. The multivariate regression model has statistical significance, $F(2, 44) = 13.53$, $p < 0.001$, and the adjusted R^2 is 0.353. Peer pressure and trend-following behaviour are still significant independent predictors of social relationship scores. In general, the results of the study show that the trend of entertainment is closely related to the social life of teenagers. Common interests can provide students with more topics and opportunities to interact with their peers. At the same time, feeling the pressure of friends does not necessarily mean that students will really follow the trend. This shows that the needs of integrating into the group and personal interests may jointly affect the way teenagers participate in the entertainment trend.

Keywords: high school students, trend-following behaviour, peer pressure, social relationship, entertainment

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1. Introduction

Adolescence is a time when friendship and companionship become more important. Teenagers will spend a lot of time with friends and classmates, and also care more about whether they are accepted by others. Therefore, peers will have a significant impact on the thinking and behaviour of teenagers.

Lawson and Van Stella [1] discussed the role of peer influence in adolescence. They found that peers affect teenagers' attitudes, behaviour, and social adaptability. This influence may come from friendship, group expectations, or simply the desire to keep in touch with others. Peer pressure is part of this process. Clason and Brown [2] developed the Peer Pressure Gauge (PPI) to examine the peer pressure felt by teenagers in different areas of life. Pittman [3] also pointed out that peer pressure can take many forms depending on the situation.

Peer pressure can also occur in the network environment. Xu et al. [4] found that there was a correlation between peer pressure and teenagers' addiction to mobile social media. Their research focuses on the use of social media, not entertainment trends. However, this still suggests that peer pressure may be related to the behaviour of teenagers in the digital environment. Nesi et al. [5] also discussed how social media can shape adolescents' interactions and peer relationships. This suggests that digital environments may influence not only individual behaviour but also the way adolescents connect with their peers.

Entertainment trends are another part of students' social life. Music, movies, TV series, online videos and games often become topics among friends. Understanding these trends can give students more content to talk about, and may also help them better participate in group dialogue. However, some students may feel the need to follow the trend so as not to be excluded.

Based on the above views, the study puts forward four hypotheses: H1: higher peer pressure scores will be significantly related to higher peer relationship scores; H2: higher trend-following behaviour scores will be significantly related to higher peer relationship scores; H3: peer pressure will be significantly related to trend-following behaviour; H4: Peer pressure and trend-following behaviour will jointly and independently predict peer relationship scores.

2. Method

2.1. Questionnaire

After clearly defining our research aims, we decided to post the questionnaire online. The questionnaire only includes closed-ended questions. Participants can rate their responses on a scale of 1 to 5, with 1 indicating the weakest level and 5 indicating the strongest level. Some of the questions were multiple-choice questions used to clarify the types of trend-following behaviors. So the participants could answer our questionnaire online and less possible to withdraw because participants could completed in just a few minutes. All the questionnaires can be found in the appendix.

At the beginning of the questionnaire, we prepared an informed consent statement, which fully expressed the purpose of this survey, which was to study the relationship between social relationships, trend-following behaviors and peer pressure. Throughout the entire questionnaire process, it was completely anonymous. The data would only be used in this study the relationships between the three main themes and would not be made public. Finally, we also emphasized that during the answering process, you have the right to withdraw at any time. If the participant clicks "Agree", the questionnaire would start. Subsequently, we asked the basic information of the

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participants. We first asked about their age and grade to ensure that all the participants were high school students, and then asked about their gender.

2.2. Participants

Initially, a total of 54 questionnaires were collected. After data screening, 7 answers were excluded. Six of the participants were eliminated for completing the questionnaire in an unusually short time and may not have answered it carefully; another participant was eliminated for not agreeing to participate in the study. Therefore, the final valid sample consists of 47 participants.

The final sample included a total of 47 participants. Most of the participants were between 16 and 18 years old. Specifically, 21 people were 17-18 years old, accounting for 44.68% of the sample; 15 people were 16-17 years old, accounting for 31.91%; 5 people were 18-19 years old; and another 5 people were 19-20 years old. Each group accounted for the sample. 10.64%; only one person is 15–16 years old, accounting for 2.13%.

In terms of gender, 33 participants were female, accounting for 70.21% of the sample; 13 were male, accounting for 27.66%; and one chose other gender options, accounting for 2.13%.

In terms of grades, most of the participants are senior high school students. 22 participants were in grade 12, accounting for 46.81%; 19 participants were in grade 11, accounting for 40.43%; 5 participants were in grade 10, accounting for 10.64%; and 1 participant was in grade 9, accounting for 2.13%. There are no participants from Grade 7 or Grade 8.

2.3. Procedure

After the participants clicked "Agree", the questionnaire survey began. All participants completed questionnaires independently. This questionnaire included basic information, trend-following behaviors, PPI and social relationship questions. The total time spent on completing this questionnaire is around 2 to 7minutes.

After excluding responses with unusually short completion and the responses from the participant who selected "Disagree" at the informed-consent stage, a total of 47 valid questionnaires remained.

3. Measures

3.1. Trend-following behaviors

For the first theme, trend-following behaviors, we asked about the frequency of following trends in a month and in a semester. Then, we investigated what kinds of entertainment activities the students followed. And we also set some question about they follow the trend and the connection with friends. In this part, we first include multiple-choice questions to find the frequency of following the trend. Moreover, we set questions about peer-triggered following in Likert Scale. For example, I always paid attention to the entertainment topics that were popular among my friends. The more agreement a participant has, the higher the score. We conducted the preliminary analysis; the mean is 18.70, and the standard deviation is 3.400.

3.2. PPI

After that, we conducted a search of relevant studies and found there are a study that completed a research on peer pressure - the "Peer Pressure Inventory [2] ". Therefore, we decided to base our research on this questionnaire and add the themes we wanted to investigate. We reduced some

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content in the original questionnaire and kept some of the activities that Chinese high school students will join. We also changed the questions to asking the participants have or not those kind of experiences. The focus was mainly on whether students felt stressed and spent time, money, or energy to following the trends. Regarding the feeling of stress, we defined the operational definition as whether one felt left out by friends. Each question in this part is on a Likert scale. For example, "I have had the experience of being left out because I did not follow the trend." For Likert-scale questions, the more participants agree with the experiences, they will get higher score. The descriptive statistics of PPI show that the mean is 17.60 and the standard deviation is 4.897.

3.3. Social relationship

Social relationships mainly revolve around three aspects: Peer Acceptance, Friendship Closeness and Public Participation. Peer Acceptance mainly investigates whether participants can get more to communication opportunities and their willingness to follow the trend. For example, "I will learn and talk about popular trends for my peers' appreciation, even if I don't like or hate these trends. "The friendship closeness aims to investigate the changes in friendship relationships. The operational definition of relationship changes is more common topics of conversation, more frequent communication, and a strengthened relationship. And most questions are Likert-scale, only one multiple choice, Participants choose the degree of agreement. The higher the degree of agreement, the higher the score. So we can get a clear response about the differences. Moreover, for the public participation our main focus is the participants will or not show on social media that they have followed this trend, including the liked, commented, shared to others and even join a group about this trends. For example, "I have liked, commented, or shared trend-related content when my friends are also participating." After collecting data, we conducted a simple analysis of the scores, including the mean of 27.29 and the standard deviation of 5.129.

3.4. Data analysis

The statistical analysis was conducted in several stages. First, descriptive statistics were examined to summarize the sample and the three primary study variables. Second, Pearson correlation analyses were conducted. We examined three main correlations: peer pressure and social relationship scores, trend-following behaviour and social relationship scores, and peer pressure and trend-following behaviour. Third, simple linear regression analyses were conducted separately for peer pressure and trend-following behaviour. Finally, a multiple linear regression analysis was conducted. Regression diagnostics were also examined, including the Durbin-Watson statistic, variance inflation factor (VIF), standardized residuals, Cook's Distance, residual histograms, and normal P-P plots.

4. Results

4.1. Descriptive statistics

For our first step of analysis, we used SPSS to calculate the average, maximum score, minimum score and the standard deviation of three themes. For Trend-following behaviors, $M = 18.70$, $SD = 3.40$ and the $max = 27$, $min = 10$. For the PPI, $M = 17.60$, $SD = 4.89$ and the $max = 30$, $min = 8$. For the social relationship $M = 27.79$, $SD = 5.129$ and the $max=37$, $min = 17$.

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4.2. Pearson correlations

After the descriptive analysis, we conducted Pearson correlations among trend-following behaviour, PPI, and social relationship. We found significant correlations between trend-following behaviour and social relationships, and between PPI and social relationships. The correlation between trend-following behaviour and PPI was not statistically significant.

For PPI and social relationships, we used SPSS to draw a scatter graph and made a table. The results showed a statistically significant, moderate positive correlation between PPI and social relationship scores. $r = .485$, $p < .001$. This means that participants with higher PPI scores also tended to have higher social relationship scores.

For the trend-following behaviors and social relationship. A significant positive correlation was found between trend-following behaviour and social relationship scores. $R = .464$, $p = .001$. This suggests that participants who reported higher levels of trend-following behaviour also tended to report higher social relationship scores.

The relationship between PPI and trend-following behaviour was not statistically significant. The result was $r = .182$, $p = .221$, which > .05. There was not enough evidence to conclude that PPI and trend-following behaviour were significantly related in this sample. Therefore, the two variables may represent different aspects of participants' behaviour.

4.3. Simple regression

Simple regression was used to determine whether each predictor individually predicted social relationship scores and to estimate the amount of variance in the outcome explained by each predictor.

The first simple regression examined whether trend-following behaviour predicted social relationship scores. The model was statistically significant, $F(1, 45) = 12.332$, p = .001. The model explained 21.5% of the variance in social relationship scores ($R^2 = .215$). After adjustment, the explained variance was 19.8% (adjusted $R^2 = .198$). Trend-following behaviour was also a significant positive predictor, $B = .700$, $SE = .199$, $\beta = .464$, $t = 3.512$, $p = .001$. The regression equation was: Social Relationship Score = 14.705 + 0.700 × Trend-Following Behaviour. This means that higher trend-following scores were associated with higher predicted social relationship scores. The Durbin-Watson statistic was 1.696, which was close to 2. Standardized residuals ranged from approximately −2.197 to 1.612. The histogram and normal P-P plot also showed that the residuals were reasonably close to a normal distribution.

The second simple regression examined whether PPI scores predicted social relationship scores. This model was also statistically significant, $F(1, 45) = 13.815$, $p < .001$. PPI explained 23.5% of the variance in social relationship scores ($R^2 = .235$), and 21.8% after adjustment (adjusted $R^2 = .218$). PPI was a significant positive predictor, $B = .508$, $SE = .137$, $\beta = .485$, $t = 3.717$, $p < .001$. The regression equation was: Social Relationship Score = 18.857 + 0.508 × PPI. Higher PPI scores were therefore associated with higher predicted social relationship scores. The Durbin-Watson statistic was 1.918. Standardized residuals ranged from approximately −2.200 to 1.999, with no indication of extreme residual outliers. When the two predictors were examined separately, peer pressure accounted for slightly more variance in social relationship scores than trend-following behaviour.

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4.4. Multiple regression

The multiple regression was particularly important because the simple regressions only demonstrated how each variable was related to social relationships individually. Multiple regression made it possible to determine whether each predictor continued to make a statistically significant contribution after the other predictor was statistically controlled.

The overall regression model was statistically significant: $F(2, 44) = 13.530$, $p < .001$. The multiple correlation coefficient was $R = .617$, and the model produced an R^2 of .381. Therefore, peer pressure and trend-following behaviour together accounted for approximately 38.1% of the observed variance in social relationship scores. The adjusted R^2 was .353, which means that the model explained approximately 35.3% of the variance in social relationship scores after adjustment. After controlling for PPI, the behaviour of following the trend is still a significant predictor, $B = 0.586$, $SE = 0.182$, $\beta = 0.388$, $t = 3.220$, $p = 0.002$, 95% CI [0.219, 0.953]. When PPI remains unchanged, the social relationship score is estimated to increase by 0.586 points for every point of trend-following behaviour. After controlling for trend-following behaviour, PPI is also a significant predictor, $B = 0.434$, $SE = 0.126$, $\beta = 0.414$, $t = 3.432$, $p = 0.001$, 95% CI [0.179, 0.688]. When the trend-following behaviour remains unchanged, the social relationship score is estimated to increase by 0.434 points for each point increase in PPI.

The final multiple regression equation was: Social Relationship Score = 9.201 + 0.586 × Trend-Following Behaviour + 0.434 × PPI. The standardized coefficient for PPI ($\beta = .414$) was slightly larger than that for trend-following behaviour ($\beta = .388$), suggesting that PPI had a slightly stronger unique statistical association with social relationship scores. However, the difference between the two standardized coefficients was relatively small.

The Durbin-Watson statistic for the multiple regression model was 1.969, suggesting no serious violation of the independence of residuals assumption. The coefficients table reported a VIF of approximately 1.034 for both predictors. Because this value was close to 1, there was little evidence of problematic multicollinearity between PPI and trend-following behaviour. Cook's Distance values were also relatively low, and the maximum Cook's Distance shown in the regression diagnostics was .134. Therefore, there was no indication that one individual case had an excessive influence on the overall regression model. The residual histogram appeared approximately normally distributed, and most points in the normal P-P plot were positioned relatively close to the diagonal line. Overall, the regression assumptions appeared to be reasonably satisfied.

4.5. Summary of hypothesis

Based on our results, H1, H2, and H4 were supported, while H3 was not supported. H1 was supported because peer pressure was significantly and positively associated with peer relationship scores. H2 was supported because trend-following behaviour was also significantly and positively associated with peer relationship scores. H3 was not supported because the relationship between peer pressure and trend-following behaviour was not statistically significant. Finally, H4 was supported because the multiple regression model was significant, and both peer pressure and trend-following behaviour remained significant independent predictors of peer relationship scores. However, because the study was correlational, these findings indicate association rather than causation.

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5. Discussion

The present study supported three of the four hypotheses. Both peer pressure and trend-following behaviour were positively related to social relationship scores. However, peer pressure was not significantly related to trend-following behaviour. The multiple regression also showed that peer pressure and trend-following behaviour independently predicted social relationship scores.

H1 is supported. This finding suggests that students who are more involved in social activities may also be more susceptible to peer expectations. This is consistent with the view that peer influence is an important part of teenagers' social life [1]. H2 is also supported. Students who follow similar trends may be more likely to join group discussions and communicate with friends. However, this finding only indicates the correlation and should not be interpreted as a causal relationship. H3 is not supported. This shows that feeling peer pressure does not necessarily lead to actual following behaviour. Therefore, peer pressure and following behaviour may represent different aspects of teenagers' social experience. Pittman [3] also pointed out that peer pressure may vary depending on the situation and specific behaviour. H4 is supported. This finding further shows that peer pressure and following behaviour provide different messages about teenage peer relationships. One student may feel pressured without following the trend, while another student may follow the trend without feeling pressure.

In general, the results of the study show that entertainment trends may be related to social interaction and may be affected by social pressure. Common trends may provide students with more opportunities to communicate and participate in peer groups. This is consistent with Nesi et al. [5], who discussed how social media can shape adolescents' interactions and peer relationships. However, following the trend should not only be regarded as a response to peer pressure. Teenagers may also participate in it out of personal interests, pleasure, or the desire to connect with others. These findings show that both social belonging and personal choices may affect the behaviour of teenagers participating in entertainment trends.

6. Conclusion

The results show that social relationships greatly shape adolescents' experiences. They give teenagers space to communicate and build their own peer networks, and they draw adults' attention to the positive side of trend-following instead of only focusing on its downsides. For real-world practice, schools, teachers and parents need to support young people in developing good social connections. It is important to help adolescents keep a good balance between fitting into social groups and keeping their own personal characteristics. Adults should also help teenagers notice and ease negative feelings and stress. This support can stop emotional troubles from getting in the way of their social participation and self-expression. In the field of adolescent psychology and education, the findings can help teachers and psychological counselors better understand students' inner states and come up with more practical methods to solve teenagers' possible problems.

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