

**IMPACT OF ALCOHOL USE ON SOCIAL CONFORMITY: A CASE STUDY OF
UNDERGRADUATE STUDENTS OF FEDERAL UNIVERSITY OYE-EKITI.**

BY

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF PSYCHOLOGY, FACULTY OF
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CERTIFICATION

I certify that this study was carried out by ALADESELU ADEMOLA ADEPOJU (PSY\14\2024) of the Department of Psychology, Faculty of Social Sciences, Federal University, Oye Ekiti.

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DEDICATION

This project work is dedicated to God Almighty, my Creator and Redeemer. In Him I have my total being. Without Him, I am nothing. I also dedicate this research work to my wonderful and darling parents, Mrs. Aladeselu Folake, Madam Beatrice Aina and Mrs. Akinola Omotola Bosede.

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ABSTRACT

Studies have shown that adolescents are faced with several challenges as they progress through changes into adulthood most especially in trying to maintain a balance between conformity among positive and negative cues in the environment. This study therefore investigated the impact of confederate group and alcohol use on social conformity among undergraduates in Federal University Oye-Ekiti. The study utilised the theories of attitude change and theories of conformity in explaining the variable under consideration. The study adopted an experimental research design to verify cause-effect relationship among study variables. The research measured approximately 40 participants' eco-guilt (A negative affective state or feeling that occurs when people perceive they have failed to meet personal or social standards for environmentally friendly behaviour) through surveys (Alcohol Consumption Measure). Half of the participant i.e. the experimental group received manipulation induced by conformity to majority's opinion while the other half fall into a control group without any manipulation. Three hypotheses were tested using independent sample t-test, one was confirmed and the other two were rejected. The result of the tested hypothesis revealed that confederate group has an impact on social conformity [$t(38) = -3.411, p = .002$]. Alcohol use has no impact on social conformity [$t(38) = .788, p = .436$]. Gender has no impact on social conformity [$t(38) = -.567, p = .574$]. Based on the experimental findings, it was concluded that both variables: group influence (encouraging alcohol consumption, not encouraging or discouraging alcohol consumption) and actual behaviour (changing to majority's opinion, not changing to majority's opinion) strongly predict the extent to which an individual is likely to conform. Recommendations were given to control and monitor the type of peers they move with. Also, adolescents should be controlled on incessant drinking of alcohol, and made to be rigid in their decision making processes.

Keywords: Confederates, alcohol consumption, social conformity, gender, undergraduates, Federal University Oye-Ekiti state.

Word Count: 205

CHAPTER ONE

INTRODUCTION

1.1. Background of study

The concept of conformity plays a large part in an adolescent's life as they are trying to find friends, fit in, and progress through the changes into adulthood. This is typically what can turn curiosity into an action. Conformity is defined by Guandong, Qin Hai, Fangfei, & Lin (2012) as "a subject's behaviour or attitudes following those of the object". In this instance, an object can be another person or situation that directly or indirectly affects an adolescent. Conformity can be broken down into several different components, and one such component is compliance which falls under rational conformity. Compliance is when the individual does not internally believe the group's action or opinion is right, but agrees with the group externally, and assumes the action or opinion (Guandong et al., 2012). Teenagers can easily follow the crowd if they want to fit in with a particular group.

As adolescents grow up and move away from their families they develop closer peer relationships; this can be very stressful for those who fear they will not find a group who will accept them. Those who do not find a group that fits their values may choose a group who will accept them, and change to fit in, rather than searching for a group that may be a better fit. The social group an adolescent chooses, and possibly conforms to, can say what types of activities they will be a part of, such as something healthy like sports or unhealthy like drugs and alcohol.

The situational determinants of conformity, such as the number of people in the majority and their unanimity influence the actions of the group. People prefer to have an "optimal" balance between being similar to, and different from others (Brewer, 2003). When people are made to feel too similar to others, they tend to express their individuality, but when they are made to feel too different from others, they attempt to increase their

acceptance by others. Supporting this idea, research has found that people who have lower self-esteem are more likely to conform in comparison with those who have higher self-esteem. This makes sense because self-esteem rises when we know we are being accepted by others, and people with lower self-esteem have a greater need to belong. And people who are dependent on and who have a strong need for approval from others are also more conforming (Bornstein, 1992).

Even in cases in which the pressure to conform is strong and a large percentage of individuals do conform (such as in Solomon Asch's line-judging research), not everyone does so. There are usually some people willing and able to go against the prevailing norm. In Asch's study, for instance, despite the strong situational pressures, 24% of the participants never conformed on any of the trials. Age also matters, with individuals who are either younger or older being more easily influenced than individuals who are in their 40s and 50s (Visser & Krosnick, 1998). People who highly identify with the group that is creating the conformity are also more likely to conform to group norms, in comparison to people who don't really care very much (Jetten, Spears, & Manstead, 1997; Terry & Hogg, 1996). However, although there are some differences among people in terms of their tendency to conform (it has even been suggested that some people have a "need for uniqueness" that leads them to be particularly likely to resist conformity; Snyder & Fromkin, 1977), research has generally found that the impact of person variables on conformity is smaller than the influence of situational variables, such as the number and unanimity of the majority.

Social context exerts a strong influence on alcohol consumption (Oostveen, Knibbe, & de Vries, 1996; Field, 2015) and as the number of peers present during drinking increases, so does the amount of alcohol each person consumes (Thrul & Kuntsche, 2015). There is also convincing evidence for social imitation of alcohol consumption: drinking with heavy drinking partners increases alcohol consumption (Larsen, Engels, Souren, Granic, & Overbeek, 2010). The mechanisms behind social imitation of alcohol consumption are

ambiguous (Larsen, Engels, Granic, & Huizink, 2013). However, recent findings suggest that social bonding may in part explain why mimicry of alcohol consumption occurs. For example, a genetic predisposition that is associated with social adaptation of alcohol consumption (Larsen et al., 2010; Mrug & Windle, 2014) has also been found to increase the likelihood that a person experiences social bonding when drinking with others (Creswell et al., 2012).

1.2. Statement of problem

Adolescents are affected by a lot of different elements and people when it comes to their choices, including drug and alcohol use. As adolescents become more independent, they are vulnerable to the increasing pressure from peers to conform to their norms and values. This increased peer pressure can cause some adolescents to change who they are and comply with the requests that go against their original values. However, parental influence plays a large part in whether they feel they need to conform to their social society. If parents are involved, have open communication with their child, and monitor what their child is doing, then the adolescent is more likely to stay away from substances.

The stage of adolescence is an important transitional phase in which adolescents' alcohol norms change from abstinence to drinking. Although peer norms are widely believed to affect adolescents' willingness to drink, there is little understanding of how these peer influence processes operate. Before effective intervention strategies can be developed to reduce the encouraging effects of peer norms on adolescents' willingness to drink, it is crucial to gain insight in these peer influence processes and to understand which peers have the strongest influence on adolescents' willingness to drink. Additionally, research is lacking on whether adolescents are only influenced by peer norms that promote drinking or also by norms that promote little or no drinking. Several theories propose that adolescents will be especially motivated to conform to peers if they expect social rewards (Cialdini & Trost, 1998). It has been suggested that adolescents may be most likely to conform to peer norms if

these peers have a desirable social image and if adolescents believe that by adapting to these peer norms they may obtain some of these peers' characteristics (Gerrard et al., 2002; Gibbons et al., 2003).

Peers with a high social status are admired and are therefore able to influence others (Cillessen & Rose, 2005; Cohen & Prinstein, 2006; Prinstein & Cillessen, 2003). Adolescents may believe that conformity to high-status peers will allow them access to desirable resources (i.e., increasing their own social status) (Moffitt, 1993). Additionally, because adolescents believe that the status of the peers they conform to might affect their own status; adolescents may try to avoid assimilation with low-status peers (Cohen & Prinstein, 2006; Kinney, 1993).

This research therefore, tends to answer the following questions:

- Will confederate group have an impact on conformity level among undergraduates in Federal University Oye-Ekiti?
- Will alcohol use have an influence on conformity level among undergraduates in Federal University Oye-Ekiti?
- Is there a gender difference on conformity level among undergraduates in Federal University Oye-Ekiti?

1.3. Objectives of study

The main objective of this study is to evaluate the impact of confederate groups and alcohol use on conformity level among undergraduates in Federal University Oye-Ekiti.

However, the specific objectives include:

- To verify the impact of confederate groups on conformity level among undergraduates in Federal University Oye-Ekiti.
- To determine the impact of alcohol, use on conformity level among undergraduates in Federal University Oye-Ekiti.
- To investigate the influence of gender on conformity level among undergraduates in Federal University Oye-Ekiti.

1.4. Significance of study

The outcome of the proposed study is geared towards increasing the body of knowledge in the literature on conformity and the tendency of individuals to be manipulated into shaping certain aspects of their behaviour. This study will however broaden the society's horizon on the impact which various groups can have on their conformity level and how they can be made to be part of alcohol consuming individuals.

CHAPTER TWO

LITERATURE REVIEW

2.1. Theoretical Framework

These following theories were used in explaining the variables considered for the research study.

2.1.1. Theories of Attitude Change

Consistency Theory

Cognitive Consistency Theory proposes that people are motivated to change and act consistently with their beliefs, values, and perceptions when there is psychological inconsistency or disagreement between two pieces of information. The conflict between the inconsistent factors produces dissonance. The person begins to doubt previously held rationales, beliefs, or values. These doubts produce uncomfortable feelings and may interfere with the ability to act. The pros and cons of each factor are examined. The resolution of the dissonance occurs when one factor is seen as more attractive than the other. Prior to the resolution of the dissonance, the dilemma between the conflicting factors prevents action. When dissonance is resolved, the person is better able to act in accordance with the more attractive factor because beliefs, values, and perceptions agree with the behaviour (Haber, Leach, Schudy & Sideleau, 1982). This modern theory of motivation-Festinger's Cognitive Consistency Theory (1957) makes it clear that commitment to a decision is the beginning, not the end of conflict.

Dissonance is aroused in an individual when a person possesses two cognitive elements (information) about himself or his environment and where one is the opposite of the other. For example, knowledge that one has eaten a disliked substance would be clearly

dissonant with the knowledge that the substance is liked. Dissonance arouses tension and motivates individuals to seek ways of reducing the dissonance. The greater the magnitude of the existing dissonance, the greater is the motivation. The more important the cognitions are, the greater the magnitude of the dissonance. The greater the ratio of dissonant to consonant cognitions already present, the greater is the magnitude of added dissonance. Some means for reducing dissonance include: behavioural change, addition to evidence justifying one's decision, changing one's attitude about one's act, and distorting the information.

Social Cognitive Theory

The major postulator of the social cognitive theory was Albert Bandura (1977), which was formerly referred to as social learning theory (SLT). The theory defines human behaviour as a triadic, dynamic, and reciprocal interaction of personal factors, behaviour, and the environment (Bandura, 1977). According to this theory, an individual's behaviour is uniquely determined by each of these three factors. While the Social Cognitive Theory (SCT) upholds the behaviourist notion that response consequences mediate behaviour, it contends that behaviour is largely regulated antecedent through cognitive processes. Therefore, response consequences of behaviour are used to form expectations of behavioural outcomes. It is the ability to form these expectations that give humans the capability to predict the outcomes of their behaviour, before the behaviour is performed. In addition, the SCT posits that most behaviour is learned vicariously.

The SCT's strong emphasis on one's cognitions suggests that the mind is an active force that constructs one's reality, selectively encodes information, performs behaviour on the basis of values and expectations, and imposes structure on its own actions. Through feedback and reciprocity, a person's own reality is formed by the interaction of the environment and one's cognitions. In addition, cognitions change over time as a function of maturation and experience (i.e. attention span, memory, ability to form symbols, reasoning skills). However,

the SCT posits the interaction of (1) observation, symbolic representations and self-generated stimuli and self-imposed consequences, (2) environmental conditions and (3) behaviours in determining behaviour.

2.1.2. Theories of Conformity

Concept of Conformity

Conformity is a type of social influence involving a change in belief or behavior in order to fit in with a group (McLeod, 2007). This change is in response to real (involving the physical presence of others) or imagined (involving the pressure of social norms/expectations) group pressure. In a typical situation in which a group of freshmen undergraduates are discussing their levels of alcohol consumption, there may be a significant amount of group pressure and perhaps a fear of rejection in the mind of any individual. In normative conformity, the atmosphere usually requires a “person’s compliance with the majority of members in the group even if the person privately rejects the groups view” (McLeod, 2007).

In a psychological experiment conducted by Solomon Asch in 1951, normative conformity was brought out in a majority of the participants. The experiment consisted of a naïve participant in a room with seven confederates. The real participant did not know this and was led to believe that the other seven participants were also real participants like themselves. The confederates had agreed to respond incorrectly to a majority of the questions asked just to see if the participant would conform to the incorrect answer as well. The task was simple: each person in the room had to state aloud which comparison line (A, B or C) was most like the target line. The answer was always obvious. The real participant being examined sat at the end of the row and gave his or her answer last. Over the 18 trials about 75% of participants conformed at least once and 25% of participant never conformed (Asch, 1951). This transformative psychological experiment demonstrates the psychosocial influence

normative conformity has on an individual within a group setting.

According to Bordens & Horowitz (2002), women are more likely to conform than men under the conditions of normative social influence than under informational social influence conditions. Two explanations offered are: first, gender may serve as a status in newly formed groups, with men cast in the higher status roles and women cast in the lower status roles. Second, women tend to be more sensitive than men to conformity pressures when they have to state their opinions publicly (Bordens & Horowitz, 2002). Based on the extensive research found in the literature review, it was hypothesized that there are gender differences in conforming to the majority's opinion on alcohol consumption. It is evident that both the majority opinion on alcohol consumption and the psychosocial variable of normative conformity play an integral role in determining what kind of undergraduates are more likely to conform to the majority's opinion in regard to alcohol consumption. By understanding how a majority's opinion on a serious issue like alcohol can influence an individual's behavior, there is more capability of predicting whether a male university undergraduate or a female university student is more likely to conform to the opinion of the majority.

Social Comparison Theory

Some researchers have proposed that people also conform as a result of a psychological need to evaluate themselves. The theory is that people want to know whether their beliefs and opinions are what they should be. Festinger (1954) described this as a process of conformity for the sake of correctness. Researchers call his hypothesis "social comparison theory." According to Festinger, humans have a need to be "correct." The result of this is that people want to evaluate their beliefs, periodically, against standards in order to judge themselves. There are different kinds of standards. In the case of a belief about "physical reality," the criteria are absolute. For example, if we want to know whether we

should think that an object is breakable, we only need to hit it with a hammer to find out what we should believe.

In contrast, the standards concerning beliefs about "social reality" are relative. Festinger divides beliefs about social reality into two categories. The first includes "beliefs about abilities," and the second involves "opinions." In both of these categories, we need to find other people who can serve as standards against which we can judge ourselves. An important point is that these people cannot be too divergent from us. If they are, our comparisons with them will be meaningless. For instance, a high-school basketball player who wishes to make a self-evaluation of his abilities as a player would be foolish to use either Michael Jordan as a standard or, at the other extreme, a three-year-old who is trying to dribble. As another example, a moderate Democrat wants to judge herself regarding an opinion. She should not use either a member of the Socialist Workers Party or a person from the Libertarian Party as a criterion.

Festinger's theory also maintains that people will attempt to change their abilities and opinions if they are not satisfied with their self-evaluation. However, the reactions to opinions and abilities differ because people cannot react to the two categories of beliefs in the same way. People can rank abilities on a scale from "good" to "bad." A basketball player can know, for instance, if he is doing well according to the number of points he scores. It is clear that a person must move toward the "good" direction on the ranking scale in order to improve.

People react to opinions differently. Instead of rating their opinions on a scale of "good" to "bad," they rate from "correct" to "incorrect." They then change their opinions to be closer to the "correct" end of the scale. For the Democrat to "improve" her opinions, she must change them until they are closer to the opinions of other members of the Democratic Party. She does so because she considers the opinions of other members of the Democratic Party correct.

Cognitive Dissonance Theory

Social comparison theory has been very influential in the field of small-group research. However, it is not a satisfactory explanation for conformity. The weakness in the theory is that the link between a need to evaluate oneself and a tendency to change oneself is not clear. Why should a negative self-evaluation lead someone to change and conform? Perhaps a person is satisfied with his or her lot, whether good or bad. Festinger saw this weakness in the theory. He offered one explanation for why a person would change in reaction to a negative self-evaluation of abilities. Festinger felt that there is a cultural value for self-improvement in our society. This, he said, is the link between judgment and change when abilities are involved.

However, social comparison theory still could not explain why people would change their opinions in order to conform. Festinger created a new theory to help explain why this might happen. In 1957 he proposed the theory called "cognitive dissonance." Cognitive dissonance theory maintains that people are not so much influenced by a need to be correct as they are influenced by a need to be consistent.

Festinger hypothesized that two beliefs are dissonant if one of them implies the opposite of the other. For example, a person may say, "I like my group," and also, "I disagree with my group." These are likely to be dissonant beliefs if the person also has a third idea that "I should agree with groups that I like." Festinger did not discuss the concept of this third idea, but it is necessary to make his theory work. Without the third statement, the other two may never cause a conflict for the person.

The implications of cognitive dissonance become more interesting if one of the "belief" statements involves an actual behaviour. For example, an individual may have three opinions about a group. One of these opinions involves behaviour. He or she might say, "I don't like the group," and "I don't like the task," but also, "I helped the group with the task."

There are two possible outcomes in this case. The first outcome is that the person experiences dissonance and must change something to be consistent. The third statement above involves the idea that the person agreed to do something. This is relatively impervious to change because it is about an actual behaviour. Thus, the person can only really change the first two statements. He or she should come to like the group and/or the task more than he or she does. The theory is unable to predict for certain which of the two opinions will most likely change. This inability is a weakness of the dissonance hypothesis.

The second possible outcome when a behaviour statement is part of the equation is that the person will not experience dissonance and will not need to change beliefs. This can happen because he or she may come to believe that the act of compliance is a result of pressure from the group. The group, and not the person, is responsible for the conforming action. If this occurs, the fact that the person complied is irrelevant to his or her beliefs. There is no need to change opinions.

For example, Heidi agrees to paint a house with a group. After doing so, she realizes that she does not like the group, and she does not like to paint. She may feel that she has agreed to be part of the group and is herself responsible for joining it. If she feels this way, Heidi probably will experience some internal conflict. In that case, she needs to decide either that she does not really mind the group or that she likes painting. Or Heidi may tell the group that she wants to quit painting, but the group pressures her and says that she must continue. In such a case, Heidi probably feels no dissonance; and she does not feel a need to change her beliefs. She can continue to paint, feeling inside that she does not like what she is doing or the group around her. Thus, dissonance is a factor only when there is inconsistency between a person's beliefs and a behaviour for which the person feels personally responsible. If someone does not feel responsible for a conforming action, there is no internal conflict. We can find similar conclusions regarding responsibility for actions within attribution theory, which was described in Chapter 3. This similarity is no accident, as Bem (1972) has shown.

Kiesler and DeSalvo study. Kiesler and DeSalvo performed a study in 1967 to explore the idea that a feeling of personal responsibility is necessary before someone will experience dissonance. In their study, the researchers assigned women to task groups. They also led these women to believe that they disagreed with the rest of their group members regarding which tasks the group should perform. There were two possible tasks. The experimenters further "gently" induced half of the participants to perform the "disapproved" task, while the other half merely "knew" of the disagreement but did not act on it. Lastly, they led the participants to believe that they would either like or dislike the group.

For example, Mary and Sue come to the experiment. The researchers tell Mary that the best task to do is Task Alpha. However, they also tell her that the group will want to do Task Beta instead. They further tell Mary that she can feel free to go ahead and pursue Task Alpha when the group meets and that she will like the other group members. Sue, on the other hand, hears that Task Alpha is the best, but the researchers do not comment on whether she should work on Task Alpha or Task Beta. Sue hears that she will dislike her group. Kiesler and DeSalvo placed their participants in conditions similar to the ones we have described for Sue and Mary.

Results showed that there were differences between the participants who simply "knew" about the disapproved task and the subjects who were "gently" induced to perform the disapproved action. Those who merely "knew" of their disagreement with the group came to see less difference between the two tasks if they liked the other members, rather than if they disliked the group. The participants started to agree with their groups. They liked the task they had originally preferred less and liked the task the group preferred more.

In contrast, participants who complied with the "gentle" inducements came to see less difference between the tasks when they disliked the group, as opposed to when they liked it. This outcome fits cognitive dissonance theory. When a person dislikes the group, he or she

must come to like the task to alleviate the internal conflict that results. As we have seen before, performing a duty and feeling personally responsible is very difficult if a person dislikes both the group and the task. It is best if the person can come to like either the group or the group's task.

The less a group pressures a person to comply with the group, the more "inside" pressure a person will feel to accept the beliefs that compliant behaviour would imply. For example, Matt belongs to a group that voluntarily helps clean inner-city parks and playgrounds. When Matt helps clean, his compliant behaviour implies certain beliefs about the value of cleaning the parks. In order not to experience dissonance, Matt is likely to come to believe that there is value in his task. However, the amount of pressure that Matt feels from the group affects how much he personally urges himself to believe that cleaning is valuable. For instance, he may belong to a group with a carefree leader who lets people work at their own pace. In such a group, Matt will probably feel "internal pressure" to like the task of improving the inner-city areas. In contrast, Matt might be in a group with a leader who starts to pressure group members, demanding compliance with the leader's rules. In this group, Matt will probably feel less compelled to believe personally in the project.

Reactance Theory

In a general way, people are convinced that they possess certain freedoms to engage in so-called free behaviours. Yet there are times when they cannot, or at least feel that they cannot, do so. Being persuaded to buy a specific product in the grocery store, being forced to pay tuition fees, being prohibited from using a mobile phone in school, and being instructed to perform work for the boss are all examples of threats to the freedom to act as desired, and this is where reactance comes into play. Reactance is an unpleasant motivational arousal that emerges when people experience a threat to or loss of their free behaviours. It serves as a motivator to restore one's freedom. The amount of reactance depends on the importance of

the threatened freedom and the perceived magnitude of the threat. Internal threats are self-imposed threats arising from choosing specific alternatives and rejecting others. External threats arise either from impersonal situational factors that by happenstance create a barrier to an individual's freedom or from social influence attempts targeting a specific individual (Brehm, 1966; Brehm & Brehm, 1981; Clee & Wicklund, 1980). The unpleasant motivational state of reactance results in behavioural and cognitive efforts to re-establish one's freedom, accompanied by the experience of emotion. People who are threatened usually feel uncomfortable, hostile, aggressive, and angry (Berkowitz, 1973; Brehm, 1966; Brehm & Brehm, 1981; Dillard & Shen, 2005; Rains, 2013). On the behavioural side, threatened people may exhibit the restricted behaviour (direct restoration) or may observe others performing a related behaviour (indirect restoration). They may aggressively force the threatening person to remove the threat or they may behave in a hostile and aggressive way just to let off steam (aggression). On the cognitive side, people may derogate the source of threat, upgrade the restricted freedom, or downgrade the imposed option (change in attractiveness; e.g., Bijvank, Konijn, Bushman, & Roelofsma, 2009; Brehm, 1966; Brehm & Brehm, 1981; Bushman & Stack, 1996; Dillard & Shen, 2005; Heilman & Toffler, 1976; Quick & Stephenson, 2007; Rains, 2013; Rains & Turner, 2007). However, despite the well-explored consequences of reactance, there has been little exploration of reactance as a state per se. Reactance leads to behavioural, affective, and cognitive effects, but what exactly causes these effects?

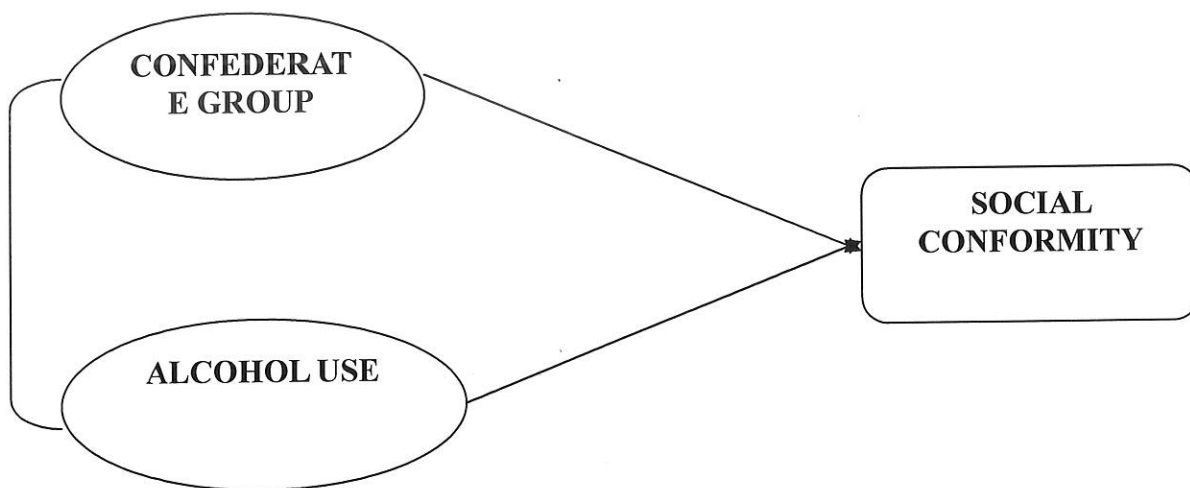
Social Impact Theory

Social impact theory proposes that the amount of influence a person experiences in group settings depends on (a) strength (power or social status) of the group, (b) immediacy (physical or psychological distance) of the group, and (c) the number of people in the group exerting the social influence (i.e., number of sources). Thus, a group that has many members (rather than few members), high power (rather than low power), and close proximity (rather than distant proximity) should exert the most influence on an individual. Conversely, if the

strength of the person exposed to the social influence (i.e., target) increases, the immediacy of the group decreases, or if the number of targets increases, the amount of influence exerted by the group on the individual decreases. The theory therefore has direct applications to persuasion and obedience.

Social impact theory differs from other models of social influence by incorporating strength and immediacy, instead of relying exclusively on the number of sources. Although criticisms have been raised, the theory was (and continues to be) important for the study of group influence. Reformulating social impact theory to accommodate the influence of targets on sources (i.e., dynamic social impact theory) has further increased its validity and range of explainable phenomena. Furthermore, pushing social impact theory into applied areas in social psychology continues to offer fresh perspectives and predictions about group influence.

2.2. Theoretical Conceptualisation



The above diagram emphasizes that confederate groups and alcohol use both influence social conformity

2.3. Related Empirical Studies

Within the couple of years, various studies have been carried out by notable researchers on the influence which confederate groups or those working for an experimenter and alcohol intake both affect the conformity rate of individuals. This has aid the

understanding of how people tend to conform to group norms and opinions in making decisions.

2.3.1. Related Studies on Confederate Groups and Social Conformity

The phenomenon of social conformity has long intrigued researchers. Recent studies have endeavored to define motives for social conformity and factors that influence people to conform in various situations. Pool & Schwegler (2007) recently published a study supporting their tripartite model of general motives for norm conformity. According to various studies by notable researchers, people are motivated to conform to fulfill needs of accuracy, self-related approval, and/or other-related approval. Accuracy refers to the desire to act in an appropriate manner in a public setting (Pool & Schwegler, 2007). Self-related approval is defined as a boost in self-esteem or positive self-evaluation experienced by people who perceive themselves to have acted in accordance with a group to which they wish to belong. Other-related approval refers to the desire to fulfill behavior expectations of others in the situation and the avoidance of ostracism. Depending on the specific situation, individuals may conform based upon a combination of these motivations (Pool & Schwegler, 2007).

While people tend to be motivated to conform in certain situations due to these social desires, the existence of discrepancies cannot be denied. In the landmark conformity study conducted by Asch (1951), 33% of participants consistently conformed to a unanimously erroneous group composed of individuals who were actually accomplices of the experimenter while 75% of participants conformed at least once. However, 25% of participants never conformed despite being confronted with a unanimous group in opposition to their perspective. Personal factors may explain why some people tend to conform more than others. In a 1982 study, Santee & Maslach found that high self-esteem and a focus on personal identity over social identity were inversely related to conformity while public self-

consciousness, social anxiety, and shyness were directly related to conformity. Similarly, students who participated in an activity designed to increase their intrinsic self-esteem conformed less during a subsequent rating experiment than students who did not participate in the intrinsic self-esteem activity (Ardnt, Schimel, Greenberg, & Pyszczynski, 2002). This evidence suggests that certain personality traits may impact whether a person tends to conform or not regardless of situational factors.

Recently, researchers have explored the idea that a perceived consensus of an attitude or behavior of an identity group may affect influence over individual's attitudes or behaviors and make them more likely to conform (Crandall, Eshleman, & O'Brien, 2002; Stangor, Sechrist, & Jost, 2001). This hypothesis has been supported when examining the effects of perceived consensus on the expression of prejudiced behavior. Crandall, Eshleman, and O'Brien (2002) measured a near-perfect correlation ($r = .96$) between the degree to which people feel that their prejudices are normal according to group standards and the likelihood of them expressing these prejudices. Similarly, participants who felt that their prejudices were in line with the social norm also expressed that it was acceptable to discriminate against people who fell into these prejudiced categories. Stangor, Sechrist, and Jost (2001) showed that the expression of personal attitudes could be altered by providing information about the social consensus to the attitude in question.

However, Goldberg (1954) later determined that conformity to perceived norms of others results from the realization by individuals that a group norm exists that is different from their personal belief. The severity of degree of difference between a personal belief and the group norm also plays a role in whether conformity occurs in a given situation. The results from these initial studies support the idea that peer influence can impact the actions of others and has opened the door for researchers to investigate specific situations in which peer influence may play a role in the choices that individuals make.

2.3.2. Related Studies on Alcohol Use and Social Conformity

The popular perception of the college experience features an environment ripe with the opportunity for students to socialize, test limits, indulge in irresponsibility, and explore a much wider world. For many students, experimentation with alcohol is also considered a central tenet of the social aspect of the college experience. Within the past twenty-five years, such experimentation has been an increasing concern amongst researchers and those affiliated with the university community (Ham & Hope, 2003; Hingson, Heeren, Winter, & Weschler, 2005; Hingson, Zha, & Heitzmann, 2009; O'Malley & Johnston, 2002; Weschler, Davenport, Dowdall, & Moeykens, 1994; Weschler, et al., 2002). In response, researchers sought to empirically evaluate the issue of alcohol use among college students. Such studies have produced startling results in terms of the numbers of college students who drink the comparison to their non-college peers, the quantity of alcohol they consume, and the negative consequences they experience due to their alcohol consumption.

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) recently compiled research into a "Statistical Snapshot of College Drinking." According to the NIAAA (2007), four in five college students consume alcoholic beverages. Nearly 60% of students who drink alcohol are between the ages of 18-20 and fall below the legal drinking age of 21 in the United States. Researchers have also identified an intriguing trend concerning the drinking habits of those transitioning from high school to college. High school students bound for college drank less in high school than their peers who were not on track to attend college (O'Malley & Johnston, 2002). Nevertheless, upon entering the college environment, college students significantly surpassed the level of alcohol consumption of their non-college-attending peers. (O'Malley & Johnston, 2002). This relationship did not exist for other forms of drug use such as tobacco, marijuana, and cocaine. Whether due to easy access, permissive

attitudes towards this substance, or a multitude of other possibilities, alcohol seems to be the intoxicant of choice for college students.

Much of what is known about the landscape of college drinking is the result of the Harvard School of Public Health College Alcohol Survey (CAS). Researchers used this survey to collect data from 14,000 students at 120 four-year colleges in 1993, 1997, 1999, and 2001 in order to compose a nationally representative sample. After reporting that two in five (44%) of college students engage in heavy episodic drinking (Weschler, et al., 1994), the issue gained national prominence. Previously referred to as binge drinking, heavy episodic drinking is defined as five or more drinks for men and four or more drinks for women within a two-hour period (Weschler, et al., 1994). Despite increased prevention measures specifically designed to quell heavy episodic drinking, this statistic has remained stubbornly stable over time (Ham & Hope, 2003; Hingson, Zha, & Weitzman, 2009; Weschler, et al., 2002).

Two such important factors may be students' level of conformity, the degree to which they consciously change or alter their behavior to better align with perceived norms of their environment, and, alternately, their resistance to conformity. O'Malley and Johnston's (2002) report stating that college students consume more alcohol than their peers who do not attend college suggests that the college environment may play a role in students' consumption patterns. Consistently, actions of groups cannot be considered independent of the societal context in which they occurred. Social animals, including humans, have evolved to form societies in which norms develop and social influence over others exists in order to form a cohesive group (Lachlen, Janik, & Slater, 2004). Therefore, humans may be programmed to conform to the society in which they live to some degree, but some are more likely to conform in certain situations while others may be more resistant to conformity.

Many factors relate to the drinking behavior of college students. One such factor is peer influence, the extent to which peers encourage or discourage a particular behaviour,

which surrounds alcohol use. The effects of peer influence on an individual's actions are well documented. For instance, Asch (1951) found that 33% of participants in his study answered a high proportion of questions incorrectly, indicating the same answer as a group of unanimously erroneous individuals who had answered before the participants. This stands in contrast to the 2% of participants who answered questions incorrectly in the control group that was not exposed to the opinions of others.

2.3.3. Related Studies on Gender and Conformity

Several reviews on the research on gender differences in men and women have been conducted, and so make it possible to draw some strong conclusions in this regard. In terms of social conformity level, the overall conclusion from these studies is that there are only small differences between men and women in the amount of conformity they exhibit, and these differences are influenced as much by the social situation in which the conformity occurs as by gender differences themselves. On average, men and women have different levels of self-concern and other-concern. Men are, on average, more concerned about appearing to have high status and may be able to demonstrate this status by acting independently from the opinions of others. However, although there are substantial individual differences among them, women are, on average, more concerned with connecting to others and maintaining group harmony., this emphasizes that, at least when they are being observed by others, men are likely to hold their ground, act independently, and refuse to conform, whereas women are more likely to conform to the opinions of others in order to prevent social disagreement. These differences are less apparent when the conformity occurs in private (Eagly, 1978, 1983).

Previous studies are of the notion that men may be more likely to resist conformity to demonstrate to women that they are good mates. Griskevicius, Goldstein, Mortensen, Cialdini, and Kenrick (2006) study on conformity found that men, but not women, who had

been primed with thoughts about romantic and sexual attraction were less likely to conform to the opinions of others on a subsequent task than were men who had not been primed to think about romantic attraction. Subsequent researches (Eagly, Makhijani, & Klonsky, 1992; Rojahn & Willemsen, 1994; Shackelford, Wood, & Worchel, 1996) revealed that because men have higher status in most societies, they are more likely to be perceived as effective leaders. Further works by (Bartol & Martin, 1986; Megargee, 1969; Porter, Geis, Cooper, & Newman, 1985) concluded that men are also more likely than women to emerge and act as leaders in small groups, even when other personality characteristics are accounted for. In an experiment research, Nyquist & Spence (1986) had pairs of same and mixed-sex students interact. In each pair there was one highly dominant and one low dominant individual, as assessed by previous personality measures. They found that in pairs in which there was one man and one woman, the dominant man became the leader 90% of the time, but the dominant woman became the leader only 35% of the time.

A meta-analysis studying the effectiveness of male and female leaders did not find that there were any gender differences overall (Eagly, Karau, & Makhijani, 1995) and even found that women excelled over men in some domains. Furthermore, the differences that were found tended to occur primarily when a group was first forming but dissipated over time as the group members got to know one another individually.

2.4. Statement of Hypothesis

- Confederate group will influence the social conformity level among undergraduates in Federal University Oye-Ekiti.
- Undergraduates who consume alcohol will report high on social conformity than undergraduates who did not consume alcohol.
- Male undergraduates will report low on social conformity than female undergraduates.

2.5. Operational Definition of Terms

- **Confederate Group:** A group of accomplice of the experimenter participating and pretending to be a subject in a psychological experiment.
- **Alcohol Use:** The number of standard unit of drinks that one consumes in a particular period
- **Social Conformity:** Intentional effort put forth in order to bring one's behavior or beliefs into congruence with the wider whole
- **Gender:** The biological way of being described to as a male or female.

CHAPTER THREE

METHODOLOGY

This chapter contains the methodology, strategies, techniques and procedures employed in the collection of necessary data and relevant information pertinent to the research study.

3.1. Research Design

The research is an experimental study adopting a 2×2 independent group randomized design. The independent variables are confederate group and alcohol both occurring at two levels. In the study, the variable characteristics were manipulated to ascertain the influence of the independent variables (Confederate Group and Alcohol) on the dependent variable (Conformity Level)

3.2. Setting

This study was carried out in Federal University, Oye-Ekiti State.

3.3. Subjects

A total of 40 students of Federal University Oye-Ekiti were used for the study. They comprise of 20 males and 20 females randomly distributed to both control and experimental groups respectively.. The research adopted a 2×2 between-subjects design with conformity as the dependent variable. The control group comprise of participants not exposed to the influence of confederates, while the experimental group were exposed to the influence of confederates.

3.4. Apparatus

Data for the study was collected using various apparatus. The apparatus consists of;

Apparatus A: Alcohol Consumption Measure

This was evaluated using a short survey addressing the current opinions of the undergraduate students in regard to alcohol consumption and whether or not they engage in

these behaviours. The control group consist of a short questionnaire with no passage before or after to interfere with the results (Appendix A). The experimental condition also completed a short survey addressing the same issues of alcohol consumption but there was a passage before the survey encouraging alcohol consumption (Appendix B). The passage seeks to induce conformity and examined how the experimental condition differs from that of the control group in our results.

Finally, participants were informed of various wellness centres and how it can help them to understand the dangers of alcohol and problematic drinking behaviour.

3.5. Procedures

The researcher began the experiment by seeking an approval from his supervisor. Forty undergraduate students of Federal University Oye-Ekiti participated in the experimental and control group. After the approval was granted, the researcher adopted a random sampling technique to ensure equal representation of all participants in the two groups. The experiment began by deceiving participants of the nature of the experiment to avoid any extraneous variables from interfering with the study results and also a double-blind technique. In the control group, the subjects were given a short questionnaire to respond to ascertain their consumption or use of alcohol. In the experimental group, subjects were given a short questionnaire to respond to but with a short passage to influence their opinions towards alcohol consumption. The short passage revealed information of positive alcohol consumption to the subjects such as improving their GPA standings in the university.

However, the subjects in the experimental group were exposed to the influence of confederates or accomplice of the experimenter to illicit their response and change their opinions. The instructions to the subjects were purposely nondirective to avoid requiring the subjects to engage in any particular thought pattern. After their responses, the subject's responses were then gathered together to determine their rate of conforming to group pressure by the confederates. After the termination of the experiment, subjects were debriefed of the

real nature of the experiment.

3.6. Statistical methods

Data obtained were analysed using the Statistical Packaged for the Social Sciences (SPSS) and software package version 20. Descriptive statistics such as frequency, mean, percentages, standard deviation, was conducted to describe the socio demographic information of the respondents. Hypothesis stated was tested using inferential statistics. The various study hypotheses was analyzed using t-test for independent measures to determine group differences. The p-value of 0.05 was used for test of statistical significance.

CHAPTER FOUR

RESULTS

This chapter deals with the data analysis and interpretation of results as obtained from the statistical result output. The data collected from all participants were coded, entered onto the SPSS spreadsheets, and analysed using software package SPSS. Descriptive statistics for all variables in the study were examined using SPSS frequencies. The results of the study were however addressed by each hypothesis.

Table 4.1: Description of the study sample

Socio-Demographics	N = 40	Frequency (n)	%
Gender	Male	20	50
	Female	20	50
Level of Study	100 Level	20	50
	200 Level	20	50

Table 4.1 revealed that all participants were equal in gender and level of study. Male and Female participants were (50%) respectively. The level of study revealed that (50%) were in 100 and 200 level respectively.

Hypothesis 1

Confederate group will influence the social conformity level among undergraduates in Federal University Oye-Ekiti.

Table 4.2: Independent t-test – showing confederate group on social conformity

Variable	No Confederates		Confederates		$t_{(38)}$	95% CI
	M	SD	M	SD		
Social Conformity	5.55	2.01	7.40	1.35	-3.411*	[-2.95, -75]

* $P < .05$

An independent t-test (table 4.2) showed that the difference in social conformity level scores between subjects not exposed to confederate ($M = 5.55$, $SD = 2.01$) and those exposed to confederates ($M = 7.40$, $SD = 1.35$) were statistically significant, $t(38) = -3.411$, $p = .002$. This means that subjects who were exposed to the impact of confederates reported more on social conformity than those not exposed to the impact of confederates. Therefore, hypothesis one is supported.

Hypothesis 2

Undergraduates who consume alcohol will report high on social conformity than undergraduates who did not consume alcohol.

Table 4.3: Independent t-test – Showing Alcohol Consumption on social conformity

Variable	Consumes Alcohol		No Alcohol		$t_{(38)}$	95% CI
	M	SD	M	SD		
Social Conformity	5.65	1.97	5.12	2.32	.788	[-.839, 1.91]

$P > .05$

An independent sample t-test (table 4.3) showed that the difference in social conformity level scores between subjects who consume alcohol ($M = 5.65$, $SD = 1.97$) and those who do not consume alcohol ($M = 5.12$, $SD = 2.32$) were not statistically significant, $t(38) = .788$, $p = .436$. This means that subjects who consume alcohol were in no way

susceptible to social conformity than those who do not consume alcohol. Therefore, hypothesis two is rejected.

Hypothesis 3

Male undergraduates will report low on social conformity than female undergraduates.

Table 4.4: Independent t-test – Showing Gender on social conformity

Variable	Males		Females		$t_{(38)}$	95% CI
	M	SD	M	SD		
Social Conformity	6.30	2.23	6.65	1.63	-.567	[-1.60, .90]

$P > .05$

An independent t-test (table 4.4) showed that the difference in social conformity level scores between subjects who are males ($M = 6.30$, $SD = 2.23$) and those who are females ($M = 6.65$, $SD = 1.63$) were not statistically significant, $t(38) = -.567$, $p = .574$. This means that subjects who are males are in no less susceptible to social conformity than those who are female. Therefore, hypothesis three is rejected

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This experimental research study investigated the impact of alcohol use (encouraging alcohol consumption, not encouraging or discouraging alcohol consumption) and confederate group (changing to majority's opinion, not changing to majority's opinion) on social conformity level using undergraduate students of Federal University Oye-Ekiti as a case study. The researcher's purpose was to explain the impact of the two independent variables on the dependent variable. The discussions are thereby based on the study results.

5.1 DISCUSSION

A cross examination of the study results indicated that confederate group have impact in the social conformity level among undergraduates in Federal University Oye-Ekiti. This revealed that subjects exposed to the influence of confederates conformed more to social pressure than those not exposed to confederate influence. The findings supported the works of Crandall, Eshleman, & O'Brien (2002) who in their study exploration concluded that the perceived consensus of an attitude or behavior of an identity group affect or influence other individual's attitudes or behaviors and make them more likely to conform. In the same vein, Ardnt, Schimel, Greenberg, & Pyszczynski (2002) experiment on students who participated in an activity designed to increase their intrinsic self-esteem revealed that they conformed less during a subsequent rating experiment than students who did not participate in the intrinsic self-esteem activity. This evidence however suggests that certain personality traits may impact whether a person tends to conform or not regardless of situational factors. However, Jetten, Spears, & Manstead (1997) & Terry & Hogg (1996) disclosed in their research that People who highly identify with the group that is creating the conformity are also more likely to conform to group norms, in comparison to people who don't really care very much. Snyder & Fromkin (1977) research has generally found that the impact of person variables on

conformity is smaller than the influence of situational variables, such as the number and unanimity of the majority.

The study result also revealed that alcohol use or consumption did not have a significant influence on social conformity level. This finding contradicts the work of Larsen, Engels, Souren, Granic, & Overbeek (2014) who ascertained that peer influence or the extent to which peers encourage or discourage a particular behavior influences adolescent's alcohol use. Their studies also certified the evidence for social imitation of alcohol consumption and that drinking with heavy drinking partners increases alcohol consumption. Further findings by Mrug & Windle (2014) suggest that social bonding may in part explain why mimicry of alcohol consumption occurs. Creswell (2012) work supports the study findings and discloses that a genetic predisposition that is associated with social adaptation of alcohol consumption has been found to increase the likelihood that a person experiences social bonding when drinking with others. This may however explain the reason for the lack of impact of alcohol on social conformity in this study. Researches by O'Malley & Johnston (2002) revealed and identified an intriguing trend concerning the drinking habits of those transitioning from high school to college. High school students bound for college drank less in high school than their peers who were not on track to attend college.

Further findings of the study results revealed that male were not less susceptible to social conformity than their female counterparts. This was supported by the work of Eagly, Karau, & Makhijani (1995) in which they conducted a meta-analysis study of the effectiveness of male and female leaders and concluded that there was no gender differences overall and even found that women excelled over men in some domains. The study results however contradicts that of Griskevicius, Goldstein, Mortensen, Cialdini, and Kenrick (2006) research on conformity in which they found that men, but not women, who had been primed with thoughts about romantic and sexual attraction were less likely to conform to the opinions of others on a subsequent task than were men who had not been primed to think about

romantic attraction.

5.2. CONCLUSION

In line with the findings of this study, the following conclusions are made:

- The findings indicated that confederate group have an impact in the social conformity level of individuals and in their behaviour
- It was also ascertained that alcohol consumption does not play a role in the conformity level of individuals in desirable group pressure.
- Further findings revealed that there no gender difference on social conformity level and that men were in no way less susceptible to conform to social pressure than women.

5.3. IMPLICATION AND RECOMMENDATIONS

The upward trend in social conformity level among adolescents portends a lot of danger for their promising future in Nigeria and the global environment. In Nigeria, the conformity rate to adhere to pressure has been on a rise, as politicians and other known individuals have adopted this mechanism in deceiving other individuals. The truth about this assertion is that if proper traits are not inherent in the life of an individual, and also a strong perception of the self and self-worth, more chances are that the issue to conform to social pressure will continue growing at a faster pace.

However, based on the findings and drawn conclusion of the study, the following recommendations are made.

- Emphasis should be made towards eradication of incessant and binge drinking behaviours by adolescents.
- Adolescent should be monitored on the type of peers they move with so as to terminate all form of peer pressure to conform to social pressure in the society.
- Individuals should be made to understand their role in identifying with their opinions so as not to be misled by other foreign circumstances.

5.4. LIMITATION OF STUDY

The findings of this study should be seen in the context of certain perspectives. First, the reliance on an experimental method limits the assertion of accumulating people's opinion concerning the role of conformity. This study was also limited in scope as it laid more emphasis on undergraduates in Federal University Oye-Ekiti in Ekiti state while excluding other universities in the state, polytechnics, monotechnics and college of educations. Another limitation to this study is the use of 40 subjects in the researched tertiary institution; given the population of undergraduates in their respective tertiary institutions are quite a number.

Furthermore, the outcome of social conformity level from alcohol use and conforming to group pressure may have been confounded by some other extraneous factors which may have not been controlled for. In spite of these limitations, this study has contributed to the body of knowledge on the impact of alcohol use and confederate group influence on social conformity in Federal University, Oye-Ekiti state.

Further studies should consider using all sectors of institutions where undergraduates are and also adopt a more comparative study comprising of federal, state and private institutions so as to get a better understanding of social conformity among undergraduates in general.

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Group Statistics

	Alcohol consumption	N	Mean	Std. Deviation	Std. Error Mean
conformity level	consumes alcohol	23	5.65	1.968	.410
	no alcohol consumption	17	5.12	2.315	.562

Independent Samples Test

		t-test for Equality of Means								
		Levene's Test for Equality of Variances								
conformity level	Equal variances assumed	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
		1.094	.302	.788	38	.436	.535	.678	- .839	1.908

	Equal variances not assumed			.769	31.186	.448	.535	.696	-.884	1.953

This table shows that participant who consume alcohol (M= 5.56, SD=1.98) did not report higher level of conformity than those that do not consume alcohol.(M= 5.12, SD=2.31). This means that alcohol consumption does not influence conformity levels ($t(38) = .769, p > .05$).

Group Statistics

	Confederate	N	Mean	Std. Deviation	Std. Error Mean
conformity level	not exposed to confederate	20	5.55	2.012	.450
	exposed to confederate	20	7.40	1.353	.303

Independent Samples Test

		t-test for Equality of Means								
		Levene's Test for Equality of Variances								
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							e	e	Lower	Upper
conformity level	Equal variances assumed	4.396	.043	3.411	38	.002	-1.850	.542	-2.948	-.752
	Equal variances not assumed			3.411	33.267	.002	-1.850	.542	-2.953	-.747

This table shows that participant who were exposed to confederate ((M= 7.4, SD=1.353) report higher level of conformity than those confederate participants (M= 5.55, SD=2.012). This means that confederates influenced conformity levels (t (38) = -3.411, p < .05).

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
conformity level	1	20	6.30	2.227	.498
	2	20	6.65	1.631	.365

Independent Samples Test

		t-test for Equality of Means								
		Levene's Test for Equality of Variances								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
conformity level	Equal variances assumed	4.570	.039	-.567	38	.574	-.350	.617	-1.599	.899
	Equal variances not assumed			-.567	34.833	.574	-.350	.617	-1.603	.903

Experimental units * level of conformity * Gender Cross tabulation

Gender	level of conformity		Total
	did not conform	conformed	

male	Experimental units	experimental units	Count	5	5	10
		% within Experimental units		50.0%	50.0%	100.0%
	Total	control units	Count	9	1	10
		% within Experimental units		90.0%	10.0%	100.0%
female	Experimental units	experimental units	Count	14	6	20
		% within Experimental units		70.0%	30.0%	100.0%
	Total	control units	Count	3	7	10
		% within Experimental units		30.0%	70.0%	100.0%
Total	Experimental units	experimental units	Count	10	0	10
		% within Experimental units		100.0%	0.0%	100.0%
	Total	control units	Count	13	7	20
		% within Experimental units		65.0%	35.0%	100.0%
Total	Experimental units	experimental units	Count	8	12	20
		% within Experimental units		40.0%	60.0%	100.0%
	Total	control units	Count	19	1	20
		% within Experimental units		95.0%	5.0%	100.0%
	Total		Count	27	13	40

	% within Experimental units	67.5%	32.5%	100.0%
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Chi-Square Tests

Gender	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
male	Pearson Chi-Square	3.810 ^c	.051		
	Continuity Correction ^b	2.143	.143		
	Likelihood Ratio	4.070	.044		
	Fisher's Exact Test			.141	.070
female	N of Valid Cases	20			
	Pearson Chi-Square	10.769 ^d	.001		
	Continuity Correction ^b	7.912	.005		
	Likelihood Ratio	13.681	.000		
Total	Fisher's Exact Test			.003	.002
	N of Valid Cases	20			
	Pearson Chi-Square	13.789 ^a	.000		
	Continuity Correction ^b	11.396	.001		
Total	Likelihood Ratio	15.585	.000		
	Fisher's Exact Test			.000	.000
	N of Valid Cases	40			

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.50.
- b. Computed only for a 2x2 table
- c. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.00.
- d. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.50.

ID	Gender	Confederate	Alcohol	Conformity level
1	1	0	1	7
2	2	0	1	6
3	1	0	1	8
4	2	0	2	7
5	1	0	1	7
6	2	0	1	7
7	1	0	2	4
8	2	0	1	6
9	1	0	2	4
10	2	0	1	7
11	1	0	1	7
12	2	0	1	2
13	1	0	2	3
14	2	0	1	4
15	1	0	2	1
16	2	0	1	6
17	1	0	1	7
18	2	0	2	8
19	1	0	2	4
20	2	0	1	6
21	1	1	1	8
22	2	1	2	7
23	1	1	1	8
24	2	1	2	6
25	1	1	1	5
26	2	1	1	8
27	1	1	2	8
28	2	1	1	8
29	1	1	2	9
30	2	1	1	6
31	1	1	1	8
32	2	1	1	9
33	1	1	2	8
34	2	1	2	8
35	1	1	2	8
36	2	1	2	6
37	1	1	1	4
38	2	1	2	7
39	1	1	1	8
40	2	1	2	9