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**EXAMINING CHILD DEPRIVATION AND PEER INFLUENCE ON  
PSYCHOLOGICAL WELL-BEING AMONG SENIOR SECONDARY SCHOOL  
STUDENTS IN IJEBU NORTH LOCAL GOVERNMENT AREA, OGUN STATE**

**Babatunde, Stephen Ishola PhD\***,

Department of Psychology, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria

[batatunde.stephen@oouagoiwoye.edu.ng](mailto:batatunde.stephen@oouagoiwoye.edu.ng)

**Shogbesan, Yusuf Olayinka PhD**

Department of Arts and Social Sciences Education, Osun State University, Osogbo, Osun State, Nigeria

[yusuf.shogbesan@uniosun.edu.ng](mailto:yusuf.shogbesan@uniosun.edu.ng)

**Adebimpe Oluwafisayo Adenike PhD**

Department of Psychiatry, College of Health Sciences, Ladoke Akintola University of Technology, Oyo State, Nigeria

[aaadebimpe@lautech.edu.ng](mailto:aaadebimpe@lautech.edu.ng)

**Ifeanyi Davis Egwuonwu PhD**

Department of Psychology, Olabisi Onabanjo University, Ago-Iwoye, Ogun State, Nigeria

[egwuonwu.davis@oouagoiwoye.edu.ng](mailto:egwuonwu.davis@oouagoiwoye.edu.ng)

**Yekinni Lukuman Oyewole**

Department of Educational Psychology, Federal College of Education, Oyo State, Nigeria

[yekingwalex09@gmail.com](mailto:yekingwalex09@gmail.com)

\*Corresponding author: [batatunde.stephen@oouagoiwoye.edu.ng](mailto:batatunde.stephen@oouagoiwoye.edu.ng)

**Abstract**

*The psychological well-being of adolescents which may be affected by emotional or social factors is vital for proper cognitive, social, and physical functioning, especially in schools as it also contributes to their ability to navigate well within the school environment. This study examined the influence of child deprivation and peer pressure on psychological well-being among in-school adolescents in Ijebu North Area of Ogun State. Specifically, the study determined the individual and joint influence of child deprivation and peer influence on*

*psychological well-being among in-school adolescents in Ijebu North Local Government Area of Ogun state. The study adopted an ex-post-facto research design. Stratified random sampling techniques were used to select 200 respondents that participated in the study. The study used primary data which was obtained by questionnaire. The findings revealed that child deprivation has a significant influence on psychological well-being among in-school adolescents ( $\beta = .221$ ;  $t = 3.343$ ;  $P < .001$ ). Results also confirmed that peer pressure has a significant influence on the psychological well-being of in-school adolescents ( $\beta = .277$ ;  $t = 3.993$ ;  $P < .000$ ). the study also found that child deprivation and peer influence have independent and joint significant influence on psychological well-being among in-school adolescents ( $R^2 = .111$ ,  $F_{(2,199)} = 12.249$ ;  $p < .005$ ). The study concluded that peer pressure and child deprivation are two significant factors that can significantly influence adolescents' psychological well-being. Adolescents with higher levels of psychological well-being possess less peer pressure and child deprivation. Based on the findings, the study recommends integrating mental health programs within schools to address the psychological impact of child deprivation and peer pressure.*

*Keywords: Adolescents, Child Deprivation, Peer Pressure, Psychological wellbeing, Peer Influence*

## **Introduction**

Psychological well-being refers to the good functioning of an individual at both the interpersonal and intrapersonal levels. This is related to their ability to connect with others and their self-perception, competencies and growth (Romero-Tena, et. al. 2021). It encompasses the subjective, social, and psychological aspects, as well as health-related behaviours and practices, that provide significance to an individual's existence and enables them to achieve their highest potential. Attaining optimum performance, which entails completely satisfying one's life aspirations, is a crucial aspect for human beings. In essence, it pertains to experiencing a sense of contentment and fulfilment in one's life, cultivating gratifying connections with others, and having a clear sense of direction and the ability to effectively navigate the difficulties that arise in life. Psychological well-being, as defined by the World Health Organisation (WHO,2021), refers to a mental condition where a person may effectively cultivate their abilities, engage in productive and innovative work, and effectively manage the typical pressures of life (WHO, 2021). This definition emphasises the multifaceted aspect of

psychological well-being, including positive emotions, psychological functioning, and a feeling of purpose and importance in life.

According to Leite et. al. (2019), psychological well-being dimensions' impact differently on prior, current, and health outlook perceptions having implications on lifespan development, mental health, and personal growth. That is, it plays a crucial role in shaping personality and development ideas, both in theory and in practice. Psychological well-being has a significant role in enhancing academic performance, improving student conduct, and promoting physical health. In their study, Grych et. al. (2020) establishes that well-being serves as a protective factor in terms of low levels of adjustment problems and has implications for prevention and intervention strategies designed to promote resilience in adolescents. The psychological well-being of a student may be assessed based on psychological criteria, as well as the functioning of their cognitive, social, and physical abilities, which contribute to their ability to lead a fulfilling life within the school environment.

Moreover, fostering happiness is the foundation of overall well-being, which might impact individuals' intrinsic need for tranquility, elation, and satisfaction. Happiness arises from both external and internal endeavours, including family and interpersonal connections, vocational engagements, financial achievements, and emotional equilibrium. It encompasses all endeavours that promote pleasure by fostering a well-rounded and holistic comprehension of life across all domains, including physical, social, mental, emotional, health, and spiritual aspects. According to Hinckson (2019), well-being is associated with many domains. Psychological well-being is a complex and ever-changing concept that consists of several elements. It involves experiencing happy emotions and fulfilling fundamental requirements, which are regarded as crucial.

Furthermore, a student's psychological well-being at school is indicative of the overall quality of their life, which in turn affects their physical and psychological health as it relates to their educational progress. It enhances students' well-being and improves their learning capacity. For students to improve in the classroom, both learners and instructors must get the necessary skills, resources, and tools to create a supportive atmosphere, which is facilitated by psychological well-being. Furthermore, fostering psychological well-being in teenagers has several advantages in terms of their academic progress and psychological fulfillment. It serves as a catalyst and guides their academic accomplishments towards a streamlined and efficient approach, resulting in enhanced academic success.

Child deprivation refers to the absence of essential resources and support systems, including food, clothes, transportation, social engagement, parental guidance, and educational assistance. It also signifies that children have been denied the necessary material resources to live, grow, and flourish. As a result, they are unable to fully enjoy their rights, reach their maximum potential, or participate as equal members of society. Deprivation refers to the lack of resources needed to support a diet, way of life, and facilities that people or groups are used to or that are widely supported or considered acceptable in the community to which they belong (Udisi, L. (2024). The presence of poverty significantly influences the cognitive and emotional development of children, hence limiting their prospects and possibilities in life (Mayer, 2019). In my interpretation, the fundamental requirements of children encompass sustenance and habitation (as children are unable to procure their nourishment or maintain adequate shelter), physical protection (as children cannot defend themselves against aggressive adults and stronger peers), emotional stability, social aptitude, vocational capabilities, and internal competencies. These are the essential requirements for children to effectively participate in society. Economic inequality is a significant factor contributing to child deprivation. To tackle this issue, it is crucial to prioritise the establishment of a fair and just economy (Stiglitz, 2019). Social deprivation is a kind of child deprivation when a kid experiences isolation from social contact and lacks a feeling of connection to others. These issues may arise, including feelings of isolation, melancholy, and social phobia.

Also, children who undergo deprivation may have challenges in establishing trust and cultivating healthy relationships. They may also struggle with emotional regulation and face difficulties in concentration and learning. (King and Sieh, 2021) provide an all-encompassing strategy that takes into account the physical, emotional, and social requirements of children. In addition, children who undergo deprivation may have challenges in acquiring crucial life skills, such as problem-solving and communication. The presence of peers in the school environment might make deprivation more difficult for teenagers who are attending school. This may impede their ability to emancipate themselves from the sway of their peers, even if they have the desire to do so. Furthermore, teenagers who attend school may have other obstacles, including the expectation to excel academically, as well as societal expectations related to physical attractiveness and popularity. These several circumstances may together lead to diminished psychological well-being among teenagers who are attending school.

Peer influence refers to the impact that peers exert on one another's cognition, emotions, and behaviour. It refers to a kind of social influence when people's conduct is impacted by the

presence or acts of others. The impact of peer influence on a child's development may be significant, either positively or negatively. This influence arises when an individual behaves or thinks in manners that they would not have otherwise, which can be ascribed to interactions with friends and associates. Undoubtedly, young individuals are more susceptible to the influence of their peers rather than their educators or guardians. Individuals who spend a significant amount of time with their pals are likely to be influenced or susceptible especially among low accepted adolescents when compared to high accepted adolescents (DeLay, et. al. 2022). Oftentimes, teenagers feel at ease when it comes to exchanging ideas and opinions with their peers. Peers have a crucial impact on assisting youngsters in dealing with challenging situations, and the support they provide may significantly contribute to the development of resilience (Rose, 2019).

Typically, children mimic the actions of their classmates and adhere to the norms of a social group to fit in and have a feeling of belonging. Peer assistance enhances students' confidence in learning (Shin and Chang, 2022). During this process, kids acquire various behaviours like as smoking cigarettes, consuming alcohol, skipping courses, and other similar activities, to present themselves as mature individuals. The link between peers and learning engagement is positively associated, with self-efficacy being a possible predictor (Sokmen, 2019). Bullying is a kind of peer influence that may hurt psychological well-being.

Bullying is a prevalent issue in educational institutions, and it may significantly impact the psychological well-being of both those being bullied and those engaging in bullying behaviour. Additionally, a crucial aspect to consider is the effect of social media on peer dynamics and mental health. Social media has become an essential aspect of the lives of many teenagers, and it may have both beneficial and detrimental impacts. One advantage of social media is that it offers a platform for social interaction and assistance. However, it may also result in experiences of social comparison, when kids assess themselves with others and experience emotions of inadequacy. Moreover, social media platforms may serve as a conduit for cyberbullying and several other detrimental actions.

The influence of peer influence and child deprivation on psychological well-being may have extensive consequences. Academically, it might result in decreased results since pupils may struggle to concentrate on their studies. Regarding mental health, it may result in an elevated incidence of sadness, anxiety, and perhaps suicide. Moreover, it may result in a heightened propensity for engaging in risky activities, such as drug misuse and dangerous driving. Children who have experienced maltreatment may struggle to develop positive interactions with their

classmates, which may result in increased social isolation and deprivation (Vaughn, 2020). The dual effects of child deprivation and peer influence may significantly impair an individual's psychological well-being. For instance, in the case when a youngster lacks healthy interactions and support inside their household, they are likely to be more vulnerable to the impact of bad peers. Furthermore, the development of individuals may be greatly influenced by their interactions with peers, particularly in terms of emotional and social growth (Zick, 2022). Furthermore, children who lack necessities or are exposed to detrimental group influences may acquire maladaptive coping mechanisms, such as aggressiveness, drug abuse, or avoidance. These coping mechanisms may have enduring detrimental impacts on one's psychological well-being.

Psychological well-being is a universal experience in the lives of all individuals. Adolescents in their formative years are often influenced by several elements that impact their overall well-being. The absence of certain elements and the impact of peers may have a detrimental effect on the mental and emotional health of a teenager, hence promoting the development of maladaptive behaviours. These maladaptive behaviours persist across various academic situations in which a child's psychological well-being is impacted by factors such as child deprivation or negative peer influence. As a result, the child may frequently be absent from school, perform poorly in classes, and struggle to comprehend and focus during lessons. These difficulties can stem from a dysfunctional family, the inability to meet basic needs or negative peer influence.

Moreover, peers serve as socialising agents, meaning that throughout their formative years, adolescents strive to establish a distinct identity to see themselves in a certain manner. Negative peer influence, characterised by associating with anti-social peers, may have detrimental effects on a kid. This can lead to the development of negative thought patterns and the adoption of similar conduct patterns, which can further impact the child's future. Exposure to anti-social behaviour and bad influences may lead to the development of criminal thinking in children, resulting in an inclination towards criminal inclinations. Therefore, our purpose was to examine the impact of child deprivation on psychological well-being among in-school adolescents; examine the impact of peer influence on psychological well-being among in-school adolescents, and finally determine the joint impact of child deprivation and peer influence on psychological well-being in Ijebu North Local Government Area of Ogun state.

## **Methodology**

The study adopted an ex-post-facto research design method utilizing questionnaires to examine the impact of child deprivation and peer influence on psychological well-being among in-school adolescents in Ijebu North Government Area of Ogun state. This design was appropriate to obtain information and to systematically discuss the phenomenon. The study population comprises in-school adolescents who are Senior secondary school students in Ijebu North Local Government Area of Ogun state. Specifically, the study targeted two hundred (200) in-school adolescents who were selected across secondary schools in Ijebu North Local Government Area of Ogun state. The sample size was selected based on recommendations in line with the research advisor. The participants were selected using stratified random sampling techniques with gender and class grades as the basis for stratification. Six Senior secondary school schools were chosen randomly based on the population and availability. The proportionate random sampling technique was used to extract a relative sample size of the general population of in-school adolescents from the selected schools in Ijebu North Local Government Area of Ogun state.

The research instruments used for this study were categorized into four sections with section A measuring the socio-demographic information including respondent Gender, Age, Class grade, and Religion., and three adopted standardized psychological scales namely, The psychological well-being scale (PWB), The Basic psychological need scale (BPNS) and The peer pressure scale questionnaire (PPSQ-R). Ryff's psychological well-being scale was developed by Ryff and Keyes (1995) and consists of an 18-item inventory that measures the six psychological well-being domains. Participants respond to these questions on a 7-point scale of 1 (strongly agree), 2 (somewhat agree), 3 (a little agree), 4 (neither agree nor disagree), 5 (a little disagree), 6 (somewhat disagree), and 7 (strongly disagree). The basic psychological needs scale (BPNS) developed by Deci and Ryan (2000) was used to measure the variable child deprivation and consists of a 21-item inventory that measures children's satisfaction with their basic psychological needs, like autonomy, competence, and relatedness. Participants respond to these questions on a 7-point scale of 1 (strongly disagree), 2 (somewhat disagree), 3 (disagree), 4 (can't say), 5 (somewhat agree), 6 (agree), and 7 (strongly agree). The peer pressure scale questionnaire - Revised (PPSQ-R) developed by Saini and Singh (2016) was used to measure the variable peer influence and it consists of a 25-item inventory that measures both positive and negative peer pressure. Participants respond to these questions on a 5-point scale of 1 (Strongly disagree), 2 (Disagree), 3 (can't say), 4 (Agree), 5 (Strongly agree). The instruments were thereafter administered to the respondents by the researchers with the help of

a research assistant. The data collected was coded in the Statistical Package for Social Scientists (SPSS) and was subjected to statistical analysis using simple regression for hypotheses one and two and multiple regression for hypothesis three.

## Results

**Table 1: Demographic Characteristics of Respondents**

Variables		Frequency	Percentage (%)
Gender	Male	90	45.0
	Female	110	55.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Age (Year)	10-13 years	102	51.0
	14-17 years	98	49.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Class	JSS 1	22	11.0
	JSS 2	48	24.0
	JSS 3	31	15.5
	SSS 1	28	14.0
	SSS 2	53	26.5
	SSS 3	18	9.0
	<b>Total</b>	<b>200</b>	<b>100.0</b>
Religion	Christian	117	58.5
	Islam	74	37.0
	Others	9	4.5
	<b>Total</b>	<b>200</b>	<b>100.0</b>

*Source: Researchers Field Survey, 2023*

Table 1 presented that 90 respondents representing 45.0% were male while the remaining 110 respondents representing 55.0% were female. 102 respondents representing 51.0% are between 10-13 years old, while the remaining 98 respondents representing 49.0% are 14-17 years. 22 (11.0%) are JSS 1 students, 48 (24.0%) are JSS 2 students, 31 (15.5%) are JSS 3 students, 28 (14.0%) are SSS 1 students, 53 (26.5%) are SSS 2 students, and the remaining 18 (9.0%) are SSS 3 students. 117 respondents representing 58.5% are Christians, 74 respondents representing 37.4% are Muslims while the remaining 9 respondents representing 4.5% are practicing other religions.

### **Hypothesis One: There is no significant influence of Child deprivation on psychological well-being among senior secondary students in Ogun State**

This hypothesis was tested using simple linear regression analysis and the result is presented in table 2 below.

**Table 2: Coefficients of the Independent Influence of Child Deprivation on Psychological Well-being among In-school Adolescents**



	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	39.531	3.500		11.294	.000
Child Deprivation	.221	.066	.231	3.343	.001

a. Dependent Variable: Psychological Well-being

The linear regression results in Table 2 reveal that child deprivation ( $\beta = .221$ ;  $t = 3.343$ ;  $P < .001$ ) has a significant influence on the psychological well-being of in-school adolescents. The independent variable (child deprivation) has a significant and independent influence on the dependent variable (psychological well-being). Hence, the hypothesis which stated that child deprivation will have a significant and independent influence on psychological well-being among in-school adolescents is hereby accepted.

**Hypothesis Two: There is no significant influence of Peer Pressure on psychological well-being among in-school adolescents.**

This hypothesis was tested using simple linear regression analysis and the result is presented in table 2 below.

**Table 3: Coefficients of the Independent Influence of Peer Pressure on Psychological Well-being Among In-school Adolescents**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	36.804	3.623		10.158	.000
Peer Pressure	.277	.069	.273	3.993	.000

a. Dependent Variable: Psychological Well-being

The linear regression results in Table 3 reveal that peer pressure ( $\beta = .277$ ;  $t = 3.993$ ;  $P < .000$ ) has a significant influence on the psychological well-being of in-school adolescents. The independent variable (peer pressure) has a significant and independent influence on the dependent variable (psychological well-being). Hence, the hypothesis which stated that peer pressure will have a significant and independent influence on psychological well-being among in-school adolescents is hereby accepted.

**Hypothesis Three: There is no significant influence of Child deprivation and peer influence on psychological well-being among in-school adolescents.**

This hypothesis was tested using multiple linear regression analysis and the result is presented in table 4 below.

**Table 4: Coefficients of the Joint Influence of Child Deprivation and Peer Influence Will Have Independent and Joint Significant Influence on Psychological Well-Being Among In-school Adolescents**

Variables	B	t-test	p-value	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F-test	Sig.
Child Deprivation	.246	3.559	.000	.333a	.111	.102	12.249	.000
Peer Pressure	.184	2.827	0.000					

**a. Dependent Variable: Psychological Well-Being**

The results in Table 4 reveal that child deprivation ( $\beta = .246$ ;  $t = 3.559$ ;  $P < .000$ ); and peer pressure ( $\beta = .184$ ;  $t = 2.827$ ;  $p < 0.000$ ) jointly significantly influence psychological wellbeing among selected in-school adolescents. Thus, the hypothesis which stated that child deprivation and peer influence will have independent and joint significant influence on psychological wellbeing among in-school adolescents is hereby accepted. Furthermore, the analysis showed that ( $R^2 = .111$ ,  $F_{(2,199)} = 12.249$ ;  $p < .005$ ) which indicates how much of the total variation in the dependent variable (psychological wellbeing) can be explained by the independent variables (child deprivation and peer pressure). In this case, 33.3% can be explained.

### Discussion of Findings

The purpose of this study is to investigate the impact of child deprivation and peer influence on the psychological well-being of in-school adolescents in Ijebu North local government area of Ogun state. This section therefore discusses the findings of the study. In terms of the questionnaire tested in the study. The first hypothesis showed that child deprivation has a significant and independent influence on psychological well-being among in-school adolescents. Social deprivation, including limited social support and isolation, has been identified as a critical factor influencing the mental health of in-school adolescents. Research by Bowlby (2018) emphasized the importance of secure attachments and social connections for healthy psychological development. This outcome aligns with the discoveries of Gireesh, Das, and Viner (2018) who identified a correlation between deprivation and diminished well-being among adolescents. The discovery implies that many activities traditionally thought to be harmful, which are themselves linked to deprivation, may have a role in mediating the

consequences of deprivation. Moreover, the research conducted by Poudel, Gurung, and Khanal (2020) demonstrates that teenagers who have a positive perception of social support have a greater degree of psychological well-being. The second hypothesis demonstrated that peer pressure has a substantial and autonomous impact on the psychological well-being of teenagers attending school. Peer pressure has a widespread influence on the behaviour, attitudes, and psychological well-being of teenagers. Smith's research revealed that the cultural expectation to conform may lead to heightened levels of stress, despair, and anxiety in teenagers, negatively impacting their psychological well-being. The study by Anderson (2022) found that the influence of peer pressure on the psychological well-being of in-school adolescents is a multifaceted phenomenon. Recognizing the complex interplay between peer dynamics, mental health, academic performance, and protective factors is essential for developing effective interventions and support systems.

### **Conclusion**

The study on the impact of child deprivation and peer influence on the psychological well-being of in-school adolescents in Ijebu North local government area of Ogun state underscores the significance of examining the relationships between child deprivation, peer influence, and psychological influence within the context of the university and specifically among in-school adolescent which makes the study more crucial to the current phenomenon. This study highlighted the critical role that child deprivation and peer influence play in impacting the psychological well-being of in-school adolescents. While the findings revealed that child deprivation and peer influence have a significant and independent influence on psychological well-being; Statistics analysis supports a significant link between these experiences and a produced a more profound evident satisfaction according to this study. Specifically, the study concluded that peer pressure and child deprivation are two significant factors that can individually and collectively significantly influence adolescents' psychological well-being. Adolescents with higher levels of psychological well-being possess less peer pressure and child deprivation. Based on the findings, the study recommends integrating mental health programs within schools to address the psychological impact of child deprivation and peer pressure

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