Wachukwu Chikodi Happiness I
Department of Science and
Technology, Rivers state
University. P. M. B 5080.
Nkpolu Oroworukwo,
Port Harcourt, Nigeria

Amadi Gift Amukeru
Department of Science and
Technology, Rivers state
University. P. M. B 5080.
Nkpolu Oroworukwo,
Port Harcourt, Nigeria

Peer pressure as a contemporary issue in teenage upbringing in Obio/Akpor LGA of rivers state

Wachukwu Chikodi Happiness I and Amadi Gift Amukeru

Abstract
The study focused on peer pressure as a contemporary issue in teenage upbringing. To help attained the above objective, descriptive survey research design was adopted. Taro Yamane formula was used to determine the sample size of the study, while to determine the proportion of the sample size, the proportionate sampling formula was used. Structured questionnaire were distributed to the sampled size of the study. Therefore, data obtained were analyzed using frequency, percentage and cumulative percentage. The result obtained were; the negative effects of peer pressure in teenage upbringing include smoking, alcoholism, immoral behaviours, sexual abuse and drug addiction while the positive effects of peer pressure in teenage upbringing include; it leads to good academic result among the peer group; positive family background of peers, affects their behaviour in general; peer pressure can help someone improve on his/her health; leads to change in behaviour from bad to good; brings about growth building; leads to hard work at job; and leads to encouragement of one another. Based on the result obtained, it was suggested that proper parental monitoring can reduce the negative influence of peer pressure on teenage upbringing; there should be cordial relationship between parent and their teenage child; and parents should endeavor to instill discipline in children.

Keywords: peer pressure, teenage upbringing, and contemporary issues

Introduction
According to Hartney, (2011) [18] peer pressure refers to the influences that peers can have on each other. Peer pressure may be emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfied 2010). Jones, (2010) [23] defined peer pressure as the ability of people from the same social rank or age to influence another of same age, bracket peer pressure is usually associated with teens although its influence is not confined to teenagers alone. Mature adults, teens, young adults and children can be seen doing things in order to be accepted by their peers. Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviours), because these behaviour commonly occur in the company of peers. It can also have positive effects when youth are pressured by the peer toward positive behaviour. Such as volunteering for charity or excelling in academics (Kellie, 2013) [25]. However, peers can also have a negative influence. They can encourage each other to skip classes, steal, cheat, use of drugs or alcohol, or become involve in other risky behaviours. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure. Negative peer pressure may be influence in various ways like joining group who drink alcohol, smoke cigarette and Indian hemp among others. It may also lead to the decision to have a boyfriend/girlfriend. Peer pressure indulges youth into loitering about in the streets, watching films and attending parties during school hours, taping as alternative to stealing which may eventually graduate into armed robbery. (Arief, 2011) [4].
Peer pressure has been getting a bad repute of late and with good reason but the fact remains that it is the same peer pressure that plays a critical role in shaping the lives of so many teenagers and can help set them on a path to self-discovery. Positive effects of peer pressure on teenagers are also evident by the example of a student who is motivated to get good grades because his friends are getting good grades - an action that can be attributed to positive peer pressure. Other examples of positive peer pressure include support to get good grades and encouragement to do well in a sport.

Corresponding Author:
Wachukwu Chikodi Happiness I
Department of Science and
Technology, Rivers state
University. P. M. B 5080.
Nkpolu Oroworukwo,
Port Harcourt, Nigeria

Peer pressure can help someone realize he should improve his health, start a relationship, eat good food, work hard at a job, be nice to someone and respect others. Okorodudu (2010) [29] Positive peer pressure can be a force for good and beneficial change in a youngster's life. Positive peer pressure occurs when someone's peers try to influence her to do something positive or uplifting or proactive or growth-building which affects her behavior and attitude for the better. Peer pressure can have many causes, including curiosity, the desire to fit in and a lack of structure at home. Peer pressure is the influence that children and teens often feel to conform to certain standards or engage in certain practices.

Review of Related Literature
Concept of Peer Pressure
Peer pressure is influence that a peer group, observers or individuals exert on others, which make them deliberately or unconsciously change their attitudes, values or behaviours and conform to the group norms. Peer pressure also meansthe influence of a social group on an individual or its members. Bobbies and Elhaney, (2005) [9] indicate that peer pressure refers to the way the people of the same social group act or believe in order to influence one another, often in negative ways. Peer pressure is something everybody has to deal with at sometime in ones' life. How successful one handles peer pressure depends to a great extent on the individual's self - control and position in the world (Hardcastle, 2002) [17]. Peer pressure is defined as when people of one's age encourages or urges him to do something or to keep off from doing something else, irrespective of the person's desire to or not to do those things (Ryan, 2000 in Uche, 2010) [33, 39]. It therefore means that peer pressure comprises a set of group's dynamics whereby a group in which one feels comfortable may override personal habits, individual moral inhibitions or idiosyncratic desires to impose a group norm of attitudes or behaviour.

Peer pressure may equally be considered as emotional or mental force from people belonging to the same social group (such as same age grade or status) to act or behave in a manner similar to themselves. Peer pressure has a great influence on adolescent behavior and reflects young people's desire to fit in and be accepted by others (Bern, 2010) [6]. Peer pressure is also known as peer influence, and it involves changing one's behavior to meet the perceived expectation of others (Burns and Darling, 2002) [10]. Generally, most teens confirm to peer pressure like music, clothing or hair styles. When it comes to important issues like moral values, parents still remain more influential than the peer group (Black, 2002) [7].

Theoretical Framework
The Social Learning Theory:
It is probable that one can influence his or her environment using the personality qualities.Consequently.as one interacts in the environment, the adolescents consciously or unconsciously observes and imitates and displays behavior of models. Hence, that there is interrelationship between man's personality, his behaviour and environmental factors. Accordingly, the entire three elements: the person, the behaviour and the environmental situation are highly interrelated variables each being capable of influencing the other, this can be illustrated using the diagram. The social learning theory emphasizes the importance of observing and imitating the behavior, attitudes and emotional reaction of others. Thus it focuses on learning by observation and imitation. Imitation and modelling of influential persons or models also depend on reinforcement.

This reinforcement can either be direct or vicarious indirect reinforcement, the person imitating the model receives reinforcement directly. When a child, for instance is praised for exhibiting a behaviour, he was received direct reinforcement. In vicarious reinforcement, the person imitating the model does not get reinforced directly. It is rather the model that is reinforced. When one watches a model being reinforced, he is also reinforced indirectly. This is vicarious reinforcement. The motivation to identify with a particular model stems from the fact that this model possesses a quality which the individual would like to possess. Identification with a model involves the individual taking on observed behaviours, values, beliefs and attitudes of the person with whom he is identifying. Relating it to the present study, adolescents can model their behavior after their peers who have positive attitudes and behaviour towards education; in order to enhance their academic performance.

Pickle Jar Theory: The Pickle Jar theory was propounded by Wright (2002) [42]. He used the analogy of an empty jar to think about how adolescents make use of available fix amount of time on a daily basis. Pickle jar' theory believes in scale of preference. This implies making plans for all activities and arranging them according to the most pressing ones. If we plan our schedule we can get important work done while still leaving time for the small things that make life fun. The theorist is of the view that if adolescents should plan and make judicious use of their time schedule, they can get important works done while still leaving time for extra-curricular activities. According to the theorist, this approach will make adolescents better learn how to manage their time and use it appropriately in beneficial activities. It is of paramount importance to note that this approach prepares one to engage in a specific task at a scheduled time while still having more time for the activities to enjoy. Pickle Jar theory empathized that no time management should be without balance. He is of the view that time management balances all activities one engages himself with. He is of the view that adolescents should ensure that time should first be allotted to their most important needs before the less important ones. The theory stresses that if adolescents should make time, for everything, and everything simply sits well where it supposed to be, there will be balance in time management. The theory is therefore used to offer explanation on how adolescents in school manage their time starting from the more important things such as attending classes, studying and doing class assignment, while the less important things like, watching home movies, playing football, attending parties and the likes should be minimized. Furthermore, time management is like keeping diary that schedules the persons' time in terms of keeping track of daily plans and activities. In line with the present study, any time fully managed leaded to productivity. For teens in school any time well managed would improve their academic performance. On the other hand, when adolescents fail to plan and manage their time well, it could lead to unproductivity and poor performance in school. For instance, a student who spends much of his/her time in relationship with peers and watching of home movies will be less able to participate in classroom learning opportunities which also influence the students' performance in school.

Review of Empirical Studies
Omotere (2011) [31] conducted a research on the influence of peer group on adolescents in selected schools in Ogun State. The study investigated the influence of peer group on

adolescent performance. Descriptive research methodology was used. Random sampling techniques were also adopted in selecting 150 adolescents in school from four secondary schools in two Local Government Areas of Ogun State. Questionnaire was developed to collect data. The data collected was analyzed using t-test and Pearson. The findings of the study revealed that peer group could positively influence the academic performance of teenagers in school. In line with present study parents and teachers should provide adequate guidance to adolescents to help them understand how the friends they keep can either positively or negatively influence their academic performance in school.

Akpobia and Nidah (2009) [2], carried out a study on incidence and factors associated with the drop out among primary school pupils in Ogoja Local Government of Cross River State. A descriptive survey design was used for the study. The population of the study was 240 drop outs identified in the school's record for the study areas. There was no sample because all the population was used. The instrument used for the study were questionnaire and oral interview the study were questionnaire and oral interview on the cause and magnitude to school dropout in Vache clan. Based on the analyzed data, the following findings were made namely, majority of pupils/students dropped from school in 1995/96 is 11.2% followed by 1996/97 8.8%, whereas few dropped out in 1997/98 at 7.0%. This situation is however no encouraging, since more youths are expected to be literate because of the need for educational advancement in since and technology. The above research study related to the present study because, it reveals that factors associated with drop out among primary school pupils is negative peer pressure influence which make them not to concentrate on their academic pursuit which result to poor performance. Hence, they cannot cope with educational advancement they now decided to drop out of the school.

Ikwuji (2005) [21] carried out a study on influence of age, gender, and value orientation on adolescent students' moral judgments in conflict situations. A comparative study design was adopted for the study. Sample for the study was (3650) adolescents.

Students between the ages of 12 and 19 were selected for the study from 18 schools. The instruments used for the study were Moral Dilemma Questionnaire (MDQ) and value. Method of data analysis, mean scores and standard deviations (SD were used to analyzed the research questions, while t-test was employed to test the hypothesis. The researcher found out that majority of the adolescents based their moral judgment in conflict situations on peer-approved values shows that the peer-group has enormous influence on how the adolescents think and act. The researcher also found out that there was no gender difference between adolescent male and female in their moral judgments in conflict situations. This shows that in organizing a moral instruction class the teacher should make it a point of duty to see that both sexes mix freely so that they could share moral experiences in discussing conflicting moral problems. Hence, parents, teachers and other significant adults should avoid behavior that can easily be imitated by adolescent students such as drunkenness, telling lies and smoking relate. Relating the study to the present study, adolescents in school should be imitators of good behaviour.

Research Design
The research design for this study is descriptive survey. Descriptive research involves collecting data from respondents to answer questions concerning the current status of the subject of the study and also involves a one-time observation of variables.

Method of Data Analysis
The data obtained from the fieldwork were subjected to Statistical Package for Social Science (SPSS) version 22 and the frequency, percentage and cumulative percentage was obtained.

Discussion

Table 1: Respondents take on Negative Effects of Peer Pressure

Decision	B1		B2		B3		B4		B5		B6		B7		B8	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Strongly Disagree	0	0.00	1	1.20	1	1.20	0	0.00	1	1.20	3	3.70	0	0.00	0	0.00
Disagree	1	1.20	1	1.20	2	4.90	1	1.20	2	2.40	5	6.10	2	2.40	4	4.90
Undecided	0	0.00	2	2.40	6	7.30	3	3.70	7	8.50	2	2.40	2	2.40	8	9.80
Agree	6	7.30	13	15.90	16	19.60	40	48.80	35	42.70	37	45.10	35	42.80	11	13.30
Strongly Agree	75	91.50	65	79.30	55	67.00	38	46.30	57	45.20	35	42.70	43	52.40	59	72.0
Total	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00	82	100

Key:
B1: Negative peer influence can lead to smoking, alcoholism, immoral behaviours, sexual abuse, drugs addiction.
B2: Negative peer pressure leads Teenagers to engage in criminal activities.
B3: Negative peer pressure can reduce one's confidence.
B4: Negative peer influence can lead to early pregnancy.
B5: Risk taking occurs mostly in the midst of peers.
B6: Willingness to have boyfriend or girlfriend.
B7: Some people die in the process of trying to do what others are doing in order to feel belonged.
B8: Peer pressure results to aggression.

Table 1 shows the result of negative effects of peer pressure with the following research questions: B1: Negative peer influence can lead to smoking, alcoholism, immoral behaviours, sexual abuse and drug addiction; B2: Negative peer pressure leads Teenagers to engage in criminal activities; B3: Negative peer pressure can reduce one's confidence; B4: Negative peer influence can lead to early pregnancy; B5: Risk taking occurs mostly in the midst of peers; B6: Willingness to have boyfriend or girlfriend; B7: Some people die in the process of trying to do what others are doing in order to feel belonged; B8: Peer pressure results to aggression. The first research question has 98.80% of the number of respondents in agreement that negative peer influence can lead to smoking, alcoholism, immoral behaviours, sexual abuse and drug addiction while 1.20% of the number of respondent disagrees. The research questions B2 and B3; negative peer pressure

leads teenagers to engage in criminal activities and negative peer pressure can reduce one's confidence, respectively, has 95.20% and 86.60%, respectively, of the number of respondent in agreement while 2.40% and 6.10%, respectively, of the number of respondent who disagrees.

Across the columns, strongly disagree and disagree decision has the least percentage numbers of respondents. This is an indicator that the respondents agreed that the research questions are caused or affected by negative peer pressure.

Table 2: Respondents take on Positive Effects of Peer Pressure

Decision	C1		C2		C3		C4		C5		C6		C7		C8	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Strongly Disagree	0	0.00	0	0.00	0	0.00	1	1.20	1	1.20	1	1.20	0	0.00	0	0.00
Disagree	0	0.00	4	4.90	4	4.90	2	2.40	2	2.40	2	2.40	1	1.20	0	0.00
Undecided	0	1.00	2	2.40	6	7.30	4	4.90	2	2.40	4	4.90	2	2.40	0	0.00
Agree	13	15.90	14	17.10	23	28.00	35	42.70	46	56.20	37	45.10	32	39.00	27	32.90
Strongly Agree	69	84.10	62	75.60	49	59.80	40	48.80	31	37.80	38	46.40	47	57.40	55	67.10
Total	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00

Key: C1: Peer influence can lead to good academic result among the peer group.
C2: Positive family background of peers, affects their behaviour.
C3: Peer pressure can help someone improve on his/her health.
C4: Positive peer influence leads to change in behaviours from bad togood.
C5: Positive peer pressure can lead teenagers to part – take in charity work.
C6: Positive influence brings about self -improvement.
C7: Positive influence leads to hard work at job.
C8: Peer influence leads to encouragement of one another.

The results shown in table 2 are respondents' decision on positive effects of peer pressure on the following research questions: C1: Peer influence can lead to good academic result among the peer group; C2: Positive family background of peers, affects their behaviour; C3: Peer pressure can help someone improve on his/her health.; C4: Leads to change in behaviours from bad to good.; C5: Positive peer pressure can lead teenagers to part – take in charity work; C6: Positive

influence brings about self-improvement; C7: Positive influence leads to hard work at job; C8: Peer influence leads to encouragement of one another. Across the columns, respondents with strongly agree and agree are more than respondents with strongly disagree and disagree. The results shows that associating with positive peers may lead to change from bad to good behaviour (C4) etc.

Table 3: Respondents take on how negative influence can be minimized

Decision	D1		D2		D3		D4		D5		D6		D7		D8	
	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
Strongly Disagree	1	1.20	0	0.00	0	0.00	0	0.00	1	1.20	2	2.40	0	0.00	0	0.00
Disagree	5	6.10	0	0.00	1	1.20	0	0.00	1	1.20	1	1.20	1	1.20	0	0.00
Undecided	1	1.20	0	0.00	0	0.00	2	2.40	5	6.10	6	7.30	3	3.60	11	13.40
Agree	24	29.30	23	28.00	19	23.20	26	31.70	34	41.50	36	43.90	29	35.40	19	23.20
Strongly Agree	51	62.20	59	72.00	62	75.60	54	65.90	41	50.00	37	45.20	49	59.80	52	63.40
Total	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00	82	100.00

Key: D1: Parental monitoring.
D2: There should be a cordial relationship between parent and their teenage child.
D3: Instilling discipline in their children.
D4: Development of high self-esteemed by teens.
D5: Guide the interaction among peers.
D6: Reduce closeness with friends who enjoy taking risks.
D7: Avoid Negative competition.
D8: Less conformity.

From table 3, the results shown are respondents' opinions on how to minimize negative influence with the following research questions: D1: Parental monitoring; D2: There should be a cordial relationship between parent and their teenage child; D3: Instilling discipline in their children; D4: Development of high self-esteemed in teens. D5: Guide the interaction among peers; D6: Reduce closeness with friends who enjoy taking risks; D7: Avoid Negative competition; D8: Less conformity. From the table 4.6 and figure 4.3, the respondents agree with the research questions that these methods will be effective to minimizing negative influence. Although few of the respondents were indecisive about if the research question could be a way to reduce negative influence.

Discussion
The data that were collected through questionnaires have been analyzed and presented in tables and charts. A total of 82 respondents were targeted and they all responded to the survey. The study has examined the effects of peer pressure as a contemporary issue in teenage upbringing in Obio – Akpor Local Government Area of Rivers Sate. The specific objectives included determining that people of teenage ages are vulnerable to peer pressure and thus affects their upbringing several factors that triggers peer pressure among teenagers and demonstrated how peer pressure affects teens positively and negatively. The study focused on the teenagers from the age range of 10 – 20 years. This is because this range is considered to be the determinant of the adulthood lifestyle. This agrees with Danskey *et al*. (1994) [13] and Hussey (1996)

[20] who opined in their study that teenagers who experience traumatic life events such as neglect, abuse, permissive parenting style have the tendency of being associated with criminals, suicidal, or destructive behaviors. Many teenagers agreed with the fact that positive peer pressure leads to positive attitude while negative peer pressure leads to negative attitude. Several studies show the important role played by peers in teenagers' behaviours (Glaser, Shelton & Bree, 2010; Simões, Matos & Foguet, 2006) [16, 28]. Undoubtedly, friends are one of the most important factors inteenagehood. They prevent feelings of loneliness, influence well-being, happiness, health as well ashelp promote good school achievements and acquisition of essential social skills for adult life (Tomé, Matos & Diniz, 2008; Hughes, Dyer, Luo & Kwok, 2009; Camacho, Tomé, Matos, Gamito & Diniz, 2010) [37, 19, 11]. On the other hand, friends also emerge as the variable most frequently associated with involvement in risk behaviours (Glaser, Shelton & Bree, 2010; Padilla, Walker & Bean, 2009; Sieving, Perry & Williams, 2000) [16, 32, 35]. Peer pressure is commonly described as peers encouraging other teenagers to do things (Santor, Messervey & Kusumakar, 2000).

Negative Effects of Peer Pressure: Table 1 shows the investigated results of eight (8) research questions on the negative effect of peer pressure. Exactly 98.80% of the respondents agreed that negative peer influence can lead to smoking, alcoholism, immoral behaviours, sexual abuse and drug addiction. The remaining 1.20% disagrees. The research question B2 (negative peer pressure leads teenagers to engage in criminal activity) had 95.20% of the number of respondents in agreement with this opinion while just 2.40% disagreed with the fact that negative peer pressure could actually lead teenagers to engage in criminal activity. For instance, an arm robbery report published by The Punch newspaper on February 8th, 2019, had 5 suspect which were within the age bracket of 18 – 22 years old and four of them were in the targeted age bracket for this study (18 – 20 years). In recent years, teenagers have been arrested for serious crimes which include drugs, rape, armed robbery and kidnapping (Okorodudu, 2010) [29]. The involvement of most of these teens is as a result of peer pressure, wanting to belong to a cult group, clique etc.

Positive Effects of Peer Pressure: From table 4.5, the respondents' take on the positive effects of peer pressure was shown. This table has eight (8) research questions which were evaluated to see how the respondent feel about positive peer pressure. The research questions evaluated are: Peer influence can lead to good academic result among the peer group; Positive family background of peers, affects their behaviour; Peer pressure can help someone improve on his/her health; Leads to change in behaviour from bad to good; Risk taking occurs mostly in the midst of peers; Positive influence brings about growth building; Positive influence leads to hard work at job; Peer influence leads to encouragement of one another. Not less than 87.80%% in each research question C1 – C8, agrees with the fact that positive peer pressure leads to positive change in behaviour and lifestyle. The research question C1 (Peer influence can lead to good academic result among the peer group is in agreement with the findings of Boechnke, 2018 [8] who said "when a student is influenced and motivated by peers he will perform excellent at school and got good grades in mathematics" and also the findings of Olalekan, 2016 [30] who said "Getting the support needed

coming from the peer group, student tend to excel and exceed its capability and concentrate more pertaining to his studies and do good in the academic tasks in school". Teenagers gaining social support from its peers is an important factor to cope with different problems and illnesses by letting go of emotions by talking to someone. Social support plays an important role for teenagers to lessen the effects of stressful situations and stressors through the support of the peers in the group (Esen & Gundogdu 2010) [14]. These statements are in agreement with the research question C3 (Peer pressure can help someone improve on his/her health) which has 87.80% of the number of respondents. Across the columns, there was a high number respondents in agreement that positive peer pressure results in positive attitude, the value ranges from 87.80% - 100.00% as seen in research questions C1 (Peer influence can lead to good academic result among the peer group) and C8 (Peer influence leads to encouragement of one another).

How can negative influence be minimized?: Table 3, shows the results of respondents opinion on how to minimize negative influence. Parental monitoring as a way to reduce negative influence was agreed to be effective by 91.50% of the number of respondents. Also not less 86.60% of the number of respondents of each research question has agreed that these research questions could help reduce negative influence. There should be cordial relationship between parent and their teenage child (D2) has 100.00% of the number of respondents, and Instilling discipline in children (D3) has 98.80%, have all proven to be the most effective methods to reduce negative influence when compare to other research questions.

Conclusion
Generally, as can be seen from this study, there is nothing wrong with peer group association. However, having realized from this study that such association may need to negative or positive pressure on the teenagers, this study has gone further to identify those factors, which promote negative influence among peers. There is no doubt, that no individual is an island. What is however important is that children of teenage age are too vulnerable to be left alone. Cares must therefore be taken by government, family and educational institutions to discourage those factors which promote negative peer pressure. This is necessary because of the dangers associated with negative peer pressure, some of which are drug addiction, early pregnancy, gansterism, cultism, abortion, armed robbery, etc. Some of the best ways to reduce or get rid of peer pressure is early education of the teenage especially on the dangers of negative influence from peers.

Recommendations
Base on the outcome of this study, the researcher hereby recommends as follows:
i. Parents need to ensure that their children are made to feel special and unique.
ii. A child should be made to understand that these unique qualities make him/her the person that he/she is and it is not required to behave like any of his peers.
iii. Parents may support new positive friendships and shield their children against negative ones.
iv. Bridging the communication gap between the parents and teenagers, and instilling family discipline has been proven from this study to be one of the most effective tools against peer pressure.

v. Parents should spend more time monitoring changes occurring their teenagers and try to understand why and take proper action.

vi. Parents should also take their time to know who their children spend more time with while in school and outside school.

vii. Above all, educational institutions should provide both formal and informal means of educating the teenagers on the dangers of negative peer pressure. Teenagers must be taught how to think independently of their peers, resist negative influence, and focus on the positive sides of their peers.

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