

Influence of Self-Esteem on In- School Adolescent Resilience to Peer Pressure among Senior Secondary School Students in Osogbo, Osun State, Nigeria

Musiliat Olufunke Akinbade, Babatunde Adeniyi ADEYEMI Ph.D

Department Of Nursing (Public Health Nursing), Ladoko Akintola University of Technology Teaching Hospital, Osogbo, Osun State Nigeria

Institute of Education Obafemi Awolowo University, Ile-Ife Osun State Nigeria

Corresponding Author: Musiliat Olufunke Akinbade

Abstract: The study assessed level of self-esteem of In- school Adolescent in Osogbo to peer pressure to establish if high self-esteem and self-confidence can make the adolescent resist the dictates of peer pressure, examined the resilience level of in-school adolescents to peer pressure, Identified the factors that promote high self-esteem with a view to encouraging positive healthy behaviour. The study adopted a descriptive survey research design. Sample size was calculated using Leslie-Fisher's formula. Self-administered, structured questionnaires which were designed, piloted, and validated were used to collect data from 310 senior secondary school students. Results were analyzed by Statistical Package for Social Sciences (SPSS) version 20 and p value was set as 0.05. The results showed that majority of the respondents (234) 78% are within the ages of 14-17 years, the result showed that while 225(75.0%) had high self- esteem, 256(85.3%) exhibited moderate resilience level. "Living with caring parent" is identified as one the foremost factors that influence self-esteem with Relative Statistical Index (RSI) value of 0.81, It can be observed that satisfaction with oneself was regarded as foremost personal characteristics that is capable of influencing adolescents' resilience to peer pressure. This item has the highest RSI value of 0.89. It can be observed that a Chi-square test results indicated that there existed a significant influence of self-esteem on in-school adolescents' resilience to peer pressure in Osun State, ($\chi^2=(n = 300) = 10.45, df = 2, p = .005$). The study concluded that there is influence of adolescent self-esteem on resilience and resistance to peer pressure.

Key words: Self-Esteem, In- School, Adolescent, Resilience, Peer Pressure, Senior Secondary School Students

Date of Submission: 04-10-2019

Date of Acceptance: 21-10-2019

I. INTRODUCTION

Education is under increasing pressure to create successful students. In the present day context, is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and, in the process, enlarge their available set of opportunities and choices for a sustained improvement in well-being. In today's educational literature, it is common to see the term 'self esteem', 'resilience' and 'self confidence' used when describing the characteristics needed by students to be successful. At the heart of this idea is the notion that self esteemed and confident children have a greater potential to develop into healthy, productive, and competent adults despite experiences of severe stress and adversity. The general expectation of academic achievement is extremely high, and much appreciation and attention are given to the best students in the classroom (Salili, Lai and Leung, 2004).

Mason, Hart, Rossetto & Jorm (2015) stated that education system did not provide enough opportunities for low achieving students. During critical stages in their educational careers, the rank of schools often classifies students' levels based on their academic performance. Low-achieving students are, in one way or another, still being neglected and misunderstood for not trying hard enough and left without support and guidance by their parents and teachers (Chen, Chen, Kaspar and Noh, 2000). A limited amount of research has been conducted on children and adolescents who are low achievers. Educators describe Low-achieving students in terms of academic performance; they seldom focus on socio-emotional aspects, such as self-esteem and confidence, peer affiliation, and inter-personal relationships. However, Low-achieving students could also be described differently in different contexts. Students who experience difficulties academically are characterized as having difficulties in studying, completing assignments and organizing information. In terms of socio-emotional aspects, students may experience difficulties in interpersonal relationships with peers and adults and

they are likely to engage in rule-breaking behaviours. In terms of motivational aspects, these students do not see the benefits of their efforts and have difficulty in setting and attaining goals (Akos and Galassi, 2004). Students seem to display lower self-esteem and more behavioural problems than average-achieving or high-achieving students (Serbin, Moskowitz, Schwartzman & Ledingham, 1991). Humphrey, (2004) found differences between high - and low-achieving students in a variety of constructs, including academic self esteem, mood/affect, and global self-esteem. There is evidence to suggest that positive self-esteem can facilitate desirable academic achievement (Zhang, 2001; Marsh, Bryne and Yeung, 1999). The most widely accepted model of the primary relationship between self esteem and educational outcomes is that it is reciprocal (Marsh and Yeung, 1998). Peer relationships have been identified as a context for the development of self-esteem, social competence, and academic achievement (Hartup, 1996; Ladd, 1999). Peer relationships may also provide adolescents with opportunities for intimate disclosure, validation, support and security (Furman and Robins, 1985; Ladd, 1999), which might be deficient or lacking in parent-adolescent relationships.

Newman and Newman (1976) postulated that peer affiliation is uniformly high during early adolescence, and being accepted by peers is essential to maintaining positive self-esteem. However, changes in peer affiliation indicated that adolescents' social contacts with peers initially decreased from primary to the beginning of middle school but recovered by the end of the year (Pellegrini and Bartini, 2001). Secondly, peer-based strategies have been widely used in all kinds of educational settings over the last few decades (Cartwright, 2007; Cowie Naylor, Talamell, Chauhan & Smith, 2002). It is recognized that peer support is a useful approach (Bond and Castagnera, 2006; Liu, Yin, & Haung, 2013) in inclusive education. Most researchers (Haager and Vaughn, 1995; Liu, Yin, & Haung, 2013; Kung, 2009) have focused on the application of a peer support approach for students with learning disabilities but with less emphasis on LA students. Thirdly, the measures of peer affiliation and self-esteem in the previous findings (Alves Martins, Peixoto, Gouveia-Pereira, Amaral & Pedro, 2002; Jenkins, 1996; Kung, 2009) were all self-reported by adolescents. When using self reported data one should always be aware that social desirability response biases skew individuals' reports (Fergus & Zimmerman, 2005).

Therefore, this study attempts to explore the impact of self esteem and self confidence in school adolescent and the reciprocal effect of self-resilience to peer pressure among senior secondary school student in Osun using data triangulation (different times and different reporters) and methodological triangulation (different methods, i.e., observation, journal entries, portfolios and interviews).

Statement of the Problem

Adolescent period has been described as the period of up and down when they are faced with storms and stress. Peer influence, individual self-esteem at this period of life play a significant impact on the life of the adolescent at this period of time. It is therefore necessary to examine how self-esteem will impact on in-school adolescent, resilience to peer pressure among senior secondary school students: hence this study.

Purpose of the Study

The general objective was to assess if high self-esteem and self-confidence can make the adolescent resist the dictates of peer pressure among senior secondary school students in Osun State.

The specific objectives are to:

- a. Assess the level of self-esteem of in-school adolescents in Osun State secondary Schools
- b. Examine the resilience level of in-school adolescents to peer pressure
- c. Identify the factors that promote high self-esteem of the respondents
- d. To assess the influence of self-esteem on in-school adolescents' resilience to peer pressure.

Research Questions

- 1: What is the level of self-esteem of in-school adolescents in Osun State secondary Schools?
- 2: What is the resilience level of in-school adolescents to peer pressure?
- 3: What are the factors influencing self-esteem of in-school adolescents in Osun State secondary Schools?
- 4: What are the personal characteristics influencing adolescents' resilience to peer pressure in Osun State secondary Schools?

Hypothesis

There is no significant influence of self esteem on in school adolescents' resilience to peer pressure.

II. METHODOLOGY

This study adopted a descriptive survey research design. The design was adopted to collect data from adolescents in senior secondary school to investigate their self-esteem and resilience to peer pressure influence. The study population comprised of adolescents within the ages of 13 -19 years in government senior secondary

schools Osogbo. Sample was selected from adolescent in government secondary school in Osogbo local government. Multistage sampling technique was used for this study. First stage was the use of simple random sampling to select one local government from the three L.G.As in Osogbo (Osogbo, Olorunda & Egbedore). There are six senior government secondary school in Osogbo, second stage was random selection of classes from each arms of the senior government secondary school in Osogbo LGA while the last stage was the use of purposive sampling method to select fifty adolescents that fall in the age range of 13-19 years using ballot sampling to choose 15 students from SS1 and SS2 and 20 from SS3 students as the respondents.

Data were collected through the use of self administered, structured questionnaire. The questionnaire consists of four sections. This includes:

Section A: Socio-demographic data of the respondents,

Section B: level of self-esteem of in-school adolescents

Section C: resilience level of in-school adolescents to peer pressure (successful adaptation or the development of competence despite high-risk status)

Section D: factors that influence self-esteem (with score apportioned as Strongly Agree 4, Agree 3, Disagree 2, Strongly Disagree 1).

75% and above will be high self-esteem, 50-74 % will be average, while 26-49% will be moderate self-esteem and 1-25% will be low self-esteem. The instrument was validated before use and Cronbach's Alpha value of 0.70 was obtained .

Statistical Product and Service Solution (SPSS) version 20 was used to analyze the generated data from the questionnaires. The data were analyzed using descriptive and inferential statistics to present in a concise and understandable form of information gathered from the study. Descriptive statistics that was used to summarize and provide clear description of the data from sample include frequency table and percentages, while Pearson correlation was also used to test the relationship between the hypotheses and value of 0.05 was considered significant for the hypotheses.

III. RESULTS

Table 1: Socio-Demographic Variables of the In-School Adolescents in Osun State.

Variable	Levels	Frequency (f)	Percentage (%)
Age (Years)	10-13	52	17.3
	14-17	234	78.0
	18 and above	13	4.3
	No Response	1	.3
	Total	300	100.0
Class	SS1	84	28.0
	SS2	148	49.3
	SS3	68	22.7
	Total	300	100.0
	Gender	Male	129
Female		168	56.0
No Response		3	1.0
Total		300	100.0
Father's Educational Background		No Formal Education	13
	Primary Education	24	8.0
	Secondary Education	113	37.7
	Tertiary Education	149	49.7
	No Response	1	.3
Total	300	100.0	
Mother's Educational Background	No Formal Education	19	6.3
	Primary Education	35	11.7
	Secondary Education	93	31.0
	Tertiary Education	153	51.0
	Total	300	100.0
Type of Family	Monogamous	223	74.3
	Polygamous	76	25.3
	No Response	1	.3
	Total	300	100.0
		1-3	134
4-6		129	43.0
7-9		19	6.3

Number of Siblings	10 and above	16	5.3
	No Response	2	.7
	Total	300	100.0

Research Question 1: What is the level of self-esteem of in-school adolescents in Osun State secondary Schools?

In order to answer this research question, responses to item 1 to 10 measuring self-esteem were scored such that Strongly Agree response was allotted 4, Agree response, 3, Disagree response, 2 and Strongly Disagree response as 1. However, all negative items were reversed in scoring such that higher score represent high self-esteem and vice versa. The responses were then cumulated and categorized.

The result is presented in table 2

Table 2: Level of Self-Esteem of In-School Adolescents in Osun State Secondary Schools

Level of Self-esteem	Score Range	Frequency (f)	Percent (%)
Low	10-25	75	25.0
High	26-40	225	75.0
Total		300	100.0

Table 2 shows the level of self-esteem of in-school adolescents in Osun State secondary Schools. As shown in the table, out of 300(100.0%) of the adolescents that participated in this study, 75(25.0%) had low self-esteem while 225(75.0%) had high self- esteem. Indication is shown that the majority of the in-school adolescents in Osun State secondary school possessed high self-esteem.

75% and above will be high self-esteem, 50-74 % will be average, while 26-49% will be moderate self-esteem 1-25% will be low self-esteem

Research Question 2: What is the resilience level of in-school adolescents to peer pressure?

In order to answer this research question, responses to item 11 to 24 measuring students' level of resilience to peer pressure were scored such that Strongly Agree response was allotted 4, Agree response, 3, Disagree response, 2 and Strongly Disagree response as 1. However, all negative items were reversed in scoring such that higher score represent high level of resilience to peer pressure and vice versa. The responses were then cumulated and categorized. The result is presented in table 3

Table 3: Resilience Level of In-School Adolescents to Peer Pressure

Level of Resilience	Score Range	Frequency (f)	Percent (%)
Low	14-28	8	2.7
Moderate	29-42	256	85.3
High	43-56	36	12.0
Total		300	100.0

Table 3 shows the resilience level of in-school adolescents to peer pressure. It is shown that out of 300(100.0%) of the adolescents that participated in this study, 8(2.7%) exhibited low level of resilience, 256(85.3%) exhibited moderate level while 36(12.0%) of the students exhibited high level of resilience to peer pressure. It can be concluded from this result that the majority of the in-school adolescents in Osun State secondary school exhibited moderate level of resilience to peer pressure.

Research Question 3: What are the factors influencing self-esteem of in-school adolescents in Osun State secondary Schools?

In order to answer this research question, responses of students to items 25-30 on the questionnaire were subjected to a descriptive analysis of frequency and percentage. In addition, Relative Significance Index (RSI) of each item was calculated. The result is presented in Table 4

Table 4: Factors Influencing Students' Self-Esteem of In-School Adolescents in Osun State Secondary Schools

s/n	Factors	SA		A		D		SD		RSI
		F	%	F	%	f	%	f	%	
1	Busy and career oriented parent can decrease adolescent self esteem	108	36.0	111	37.0	40	13.3	41	13.7	0.74
2	Living with caring parent can increase adolescent	143	47.7	104	34.7	31	10.3	22	7.3	0.81

3	self esteem Provision of Adolescent basic needs can increase adolescent self esteem	130	43.3	113	37.7	26	8.7	31	10.3	0.79
4	Peer pressure in school can decrease adolescent self esteem	96	32.0	110	36.7	46	15.3	48	16.0	0.71
5	Hostile parents can decrease adolescent self esteem	95	31.7	100	33.3	52	17.3	53	17.7	0.70
6	Parental educational level and exposure can increase adolescent self esteem	136	45.3	96	32.0	39	13.0	29	9.7	0.78

Table 4 shows factors influencing self-esteem of in-school adolescents in Osun State secondary Schools from students' perspectives. It is shown that "living with caring parent" is identified as the foremost factor influence self-esteem with RSI value of 0.81. Also, 47.7% and 34.7% of students respectively strongly agree and agree to this factor while 10.3% and 7.3% disagree and strongly disagree. Closely followed is "provision for adolescent basic needs" with RSI value of 0.79. While 43.3% and 37.7% of the students strongly agree and agree, 8.7% and 10.3% of them disagree and strongly disagree in that order. Parental educational level and exposure had RSI value of 0.78 and 45.3% and 32.0% of the students strongly agree and agree, whereas; 13.0% and 9.7% disagree and strongly disagree. It is also believed that "busy and career oriented parent can decrease adolescent self-esteem" with RSI value of 0.74 with 36.0% and 37.0% of students who strongly agree and agree while 13.3% and 13.7% of the students disagree and strongly disagree. "Peer pressure in school can decrease adolescent self-esteem" had RSI value of 0.71. While 32.0% and 36.7% of students strongly agree and agree, 15.3% and 16.0% disagree and strongly disagree. "Hostile parents can decrease adolescent self-esteem" is rated as the least of all factors that can influence self-esteem with RSI value of 0.70. Also, while 31.7% and 33.3% strongly agree and agree, 17.3% and 17.7% disagree and strongly disagree.

Research Question 4: What are the personal characteristics influencing adolescents' resilience to peer pressure in Osun State secondary Schools?

In order to answer this research question, responses of students to items 31-39 on the questionnaire were subjected to a descriptive analysis of frequency and percentage. In addition, Relative Significance Index (RSI) of each item was calculated. The result is presented in Table 5

Table 5: Personal Characteristics Influencing Adolescents' Resilience to Peer Pressure in Osun State secondary Schools

s/n	Factors	SA		A		D		SD		RSI
		F	%	f	%	f	%	F	%	
1	I am bold enough to defend my opinion on any issue when am with anybody.	173	57.7	93	31.0	24	8.0	10	3.3	0.86
2	I wish I could have more respect for myself.	179	59.7	99	33.0	9	3.0	13	4.3	0.87
3	I take a positive attitude toward myself	168	56.0	95	31.7	22	7.3	15	5.0	0.85
4	My friend can never influence my	127	42.3	97	32.3	49	16.3	27	9.0	0.77
5	I feel confident that I can handle whatever comes irrespective of my friends	117	39.0	118	39.3	44	14.7	21	7.0	0.78
6	I can express my opinions when I am in a group	138	46.0	109	36.3	42	14.0	11	3.7	0.81
7	I am confident that I can achieve what I set out to do with or without friends	174	58.0	104	34.7	15	5.0	7	2.3	0.87
8	I am doing well in my	164	54.7	121	40.3	12	4.0	3	1.0	0.87

9	education On the whole, I am satisfied with myself	197	65.7	78	26.0	15	5.0	10	3.3	0.89
---	--	-----	------	----	------	----	-----	----	-----	-------------

Table 5 shows the personal characteristics influencing adolescents’ resilience to peer pressure in Osun State secondary Schools. It can be observed that satisfaction with oneself was regarded as foremost personal characteristics that capable of influencing adolescents’ resilience to peer pressure. This item has the highest RSI value of 0.89 and 65.7 and 26.0% of the students strongly agree and agree while 5.0% and 3.3% disagree and strongly disagree. Having more respect for oneself, confidence in the achievement of one’s set goals; and doing well in one’s education have the same RSI value of 0.87. However, having more respect for oneself had 59.7% and 33.0% of the students who strongly agree and agree while 3.0% and 4.3% of the students disagree and strongly disagree to this item. Also, 58.0% and 34.7% of the students strongly agree and agree to “confidence in the achievement of one’s set goals” as resilience booster but 5.0% and 2.3% of students disagree and strongly disagree. Doing well in one’s education had 54.7% and 40.0% of the students who strongly agree and agree whereas; 4.0% and 1.0% of the students disagree and strongly disagree. Next is boldness in defending opinion on any issue with RSI value of 0.86. While 57.7% and 31.0% of the students respectively strongly agree and agree, 8.0% and 3.3% disagree and strongly disagree. Closely followed is ability to take positive attitude towards oneself. This item has RSI value of 0.85 with 56.0% and 31.7% of the students who strongly agree and agree while 7.3% and 5.0% of the students disagree and strongly disagree. Ability to express the opinion of oneself had 46.0% and 36.3% of the students who strongly agree and agree while 14.0% and 3.7% of the students disagree and strongly disagree. The least personal characteristics influencing adolescents’ resilience to peer pressure in Osun State secondary Schools are “I feel confident that I can handle whatever comes irrespective of my friends and “My friend can never influence me” with respective RSI value of 0.78 and 0.77.

Hypothesis 1: There is no significant influence of self-esteem on in-school adolescents’ resilience to peer pressure.

In order to tests this hypothesis, students’ level of self-esteem was cross tabulated with their level of resilience to peer pressure. The result is presented in Table 6.

Table 6: Chi-square Analysis of Influence of Self-Esteem on In-School Adolescents’ Resilience to Peer Pressure

Level of Self-Esteem	Level of Resilience			Total	χ^2	df	P
	Low	Moderate	High				
Low	4(5.3%)	69(92.0%)	2(2.7%)	75 (100.0%)	10.447	2	.005
High	4(1.8%)	187(83.1%)	34(15.1%)	225(100.0%)			
Total	8(2.7%)	256(85.3%)	36 (12.0%)	300(100.0%)			

Table 6 shows the influence of self-esteem on in-school adolescents’ resilience to peer pressure. It can be observed that a Chi-square test result indicated that there exists a significant influence of self-esteem on in-school adolescents’ resilience to peer pressure in Osun State, $\chi^2(n = 300) = 10.45$, $df = 2$, $p = .005$. Since the p-value is less than .05 thresholds, we therefore reject the stated null hypothesis. This result concludes that there is significant influence of self-esteem on in-school adolescents’ resilience to peer pressure.

IV. DISCUSSION

Majority 234(78%) of the respondents were between the ages of 14 and 17, this validates the documentation of Peterson (1988) that adolescent age is between the ages of 11-19. 84(28.0%) were in SS1, 148(49.3%) were in SS2 and 68(22.7%) were in SS3 this corroborate the findings of Nwankwo, Balogun, Chukwudi & Ibeme (2012) when they found out from their study that adolescent experience transition from elementary school to either junior high school or middle school, and in late adolescence there is a transition from high school to the worlds of work , university and childbearing.

Wigfield, Lutz and Wagner (2005) also documented that as adolescents make the transition to high school, peer networks increase, and peer affiliation becomes an important aspect of peer relations, this finding is also in agreement with La Grena and Printsein (1999) when they concluded that close friends begins to surpass parents as adolescents primary source of social support and contribute an important ways to adolescents’ self esteem and well-being.

The finding from this study revealed that 149 (49.7) of their father had tertiary education, while 153 (51.0%) of their mother had tertiary education. This validates the documentation of Douglas, Scott and William

(2005) that some familial influences have contributed to their positive developmental outcomes and healthy life choices.

Also it was found out that majority 223 (74.3%) are from monogamous family and less than half 134 (44.7%) of the respondents had one to three siblings. Daniel (2002) validate his findings with the report that family functioning was significantly related to measures of adolescent psychological well being, school adjustment and problem behavior.

The study further revealed that majority 225 (75.0%) had good self esteem, while majority 256 (85.3%) exhibited moderate level of resilience to peer pressure and achieve their set goal at a stated time. This is in agreement with Mark. R, Leary and Deborah L. Down (1999) that people who feel worthy , able and competent are more likely to achieve their goals than those who feel worthless, important and incomplete.

Additionally it was shown that “living with caring parent” was identified as the foremost factor influencing self-esteem with RSI value of 0.81, also 47.7 % and 34.7% of the respondents respectively strongly agree and agree to this factor ,this is in support of the findings of Byars-Wilson, Estrada, Howard, Davis & Zalapa (2010) when she finds out causes of low self esteem as loneliness, bullying, poor academic performance, neglect or abuse by parents or guardian and being unemployed.

The hypothesis testing revealed that there exist a significant influence of self esteem on in-school adolescents’ resilience to peer pressure in Osogbo, Osun State. Which corroborates the findings of Branden’s (1969) description of self-esteem which includes the following components, living consciously, self acceptance, self responsibility, self assertiveness, purposeful living and personal integrity.

V. CONCLUSION

As people grow older, they are faced with some challenging decisions (Steinberg and Monahan, 2007). Some don't have a clear right or wrong answer. Other decisions involve serious moral questions. Making decisions is hard enough, and can be even harder when pressured by other people. People of the same age group, like classmates, or workmates are called peers. Your peers are the people with whom you identify and spend time with. In adults, peers may be determined less by age and more by shared interests or professions. They heavily influence ones behavior, and get one into doing something. Peer pressure occurs when an individual experiences implied or expressed persuasion to adopt similar values, beliefs, and goals, or to participate in the same activities as those in the peer group. It's something everyone has to deal with, even adults (Laursen, Furman & Mooney, 2006).

The study concluded that there is significant influence of adolescent self esteem on resistance to peer pressure.

VI. RECOMMENDATIONS

There is the need for peer support programme that will secure a warm learning atmosphere with clear guidance for the students, helping them to adapt to the new biological and environmental changes. Peer tutoring that will have a positive impact on academic outcomes in secondary school setting, such as reading, spelling and writing must be put in place. There must be teaching on health issues that will prevent teen involvement in series of malpractices, and thereby prevent teen pregnancy, drug addiction and performing below expectation in academics.

Information on sexuality and on mechanism of reproduction and methods of contraception should be passed across to adolescents. Parents Teachers Association (PTA) should be encouraged as much as possible and also parents should have more time for their children. Above all further research as regarding this study should be encouraged in another geographical location.

Suggestions for Further Studies

It would be good to extend the geographical area of the study so that results could be more generalized and obtained different resus from the one obtained from this study. A large number of participants could be used to give greater statistical power, and the inclusion of junior secondary students.

Further research could investigate the following aspects:

- 1) The reasons why adolescents of educated parents that are well catered for have low self esteem and resilience to peer pressure influence.
- 2) The reasons while adolescents find it difficult to confide in their parent/ guardian.

Limitation of the Study

Even though the result reveals that adolescents have good self esteem and resilience to peer pressure, there were still limitations. The major limitation in this study was that the respondents believed more of the questions were too private to be revealed despite the promise of confidentiality. Findings can only be generalized to adolescents in senior government secondary school Osogbo local government of Osun state.

REFERENCES

- [1]. Akos, P., and Galassi, J. (2004). Middle and high school transitions as viewed by students, parents, and teachers. *Professional School Counseling*, 7, 212-221.
- [2]. Alves-Martins, M., Peixoto, F., Gouveia-Pereira, M., Amaral, V., & Pedro, I. (2002). Self-esteem and academic achievement among adolescents. *Educational psychology*, 22(1), 51-62.
- [3]. Bond, R., & Castagnera, E. (2006). Peer supports and inclusive education: An underutilized resource. *Theory into Practice*, 45(3), 224-229.
- [4]. Branden, N. (1969). www.wikipedia.org. Retrieved February 10, 2007.
- [5]. Byars-Winston, A., Estrada, Y., Howard, C., Davis, D., & Zalapa, J. (2010). Influence of social cognitive and ethnic variables on academic goals of underrepresented students in science and engineering: A multiple-groups analysis. *Journal of counseling psychology*, 57(2), 205.
- [6]. Cartwright, N. (2007). *Peer support works: A step by step guide to long term success*. London: Network Continuum Education.
- [7]. Chen, X., Chen, H., Kaspar, V., and Noh, S. (2001). Group social functioning and individual socioemotional and school adjustment in Chinese children. *Merrill Palmer Counseling*, 9, 112-119.
- [8]. Cowie, H., Naylor, P., Talamell, L., Chauhan, P., and Smith, P.K. (2002). Knowledge, use of and attitudes towards peer support. *Journal of Adolescence*, 25 (5), 453-467.
- [9]. Daniel, N. (1997). Self-report Measures of Family Functioning: Extensions of a factorial Analysis. *The Family Process Institute* 33(2): 203-216.
- [10]. Daniel, S.L. (2002). The development of social comparison motivation among Preschoolers: Evidence of a Stepwise Progression. *Merrill- Palmer Quarterly of Behaviour and Development*, 28; 413-425.
- [11]. Douglas, A. A., Scott, S. H., and William H.M. (2005). Family predictors of Well-Functioning Midwestern Adolescents. *Great Plains Research*, 15: 267-78.
- [12]. Downs, G.W (1979). Toward a Theory of Innovation. *Administration and Society*, 10:379- 408.
- [13]. Furman, W., and Robbins, P. (1985). What's the point? : Selection of treatment objectives. In B. Schneider, K.H. Rubin, and J.E. Ledingham (Eds.), *Children's peer relations: Issues in assessment and intervention* (pp. 41-54).
- [14]. Hartup, W.W. (1996). The company they keep: Friendships and their developmental significance. *Child Development*, 67, 1-13.
- [15]. Humphrey, N. (2004). The death of the feel-good factor? Self-esteem in the educational context. *School Psychology International*, 25(3), 347-360.
- [16]. Jenkins, J. E. (1996). The influence of peer affiliation and student activities on adolescent drug involvement. *Adolescence*, 31(122), 297.
- [17]. Kung, H. Y. (2009). Perception or confidence? Self-concept, self-efficacy and achievement in mathematics: A longitudinal study. *Policy Futures in Education*, 7(4), 387-398.
- [18]. Ladd, G.W. (1999). Peer relationships and social competence during early and middle childhood. *Annual review of Psychology*, 50, 333-359.
- [19]. Fergus S. & Zimmerman M.A. (2005), Adolescent Resilience: A framework for Understanding Healthy Development in the Face of Risk. *Annual Review of Public Health* Vol. 26. Pg 399-419
- [20]. Laursen, B., Furman, W., & Mooney, K. S. (2006). Predicting interpersonal competence and self-worth from adolescent relationships and relationship networks: Variable-centered and person-centered perspectives. *Merrill-Palmer Quarterly* (1982-), 572-600.
- [21]. Leary, M. R., & Baumeister, R. F. (2000). The nature and function of self-esteem: Sociometer theory. In *Advances in experimental social psychology* (Vol. 32, pp. 1-62). Academic Press.
- [22]. Liu, S. H., Yin, M. C., & Huang, T. H. (2013). Adolescents' interpersonal relationships with friends, parents, and teachers when using Facebook for interaction. *Creative Education*, 4(05), 335.
- [23]. Mark .E. Leary .F., Debora .A., and Down .C. (1999). Benefit of Behavioural Psychotherapy, *Annual series of European research in behaviour*.
- [24]. Marsh, H., and Yeung, A. (1998). Top-down, bottom-up and horizontal models: the direction of causality in multidimensional, hierarchical self-concept models.
- [25]. Mason, R. J., Hart, L. M., Rossetto, A., & Jorm, A. F. (2015). Quality and predictors of adolescents' first aid intentions and actions towards a peer with a mental health problem. *Psychiatry research*, 228(1), 31-38.
- [26]. Newman, P.R., and Newman, B.M. (1976). Early adolescence and its conflict: Group identity vs alienation. *Adolescence*, 11, 261-274.
- [27]. Nwankwo, B. E., Balogun, S. K., Chukwudi, T. O., & Ibeme, N. C. (2012). Self esteem and locus of control as correlates of adolescents well functioning. *British Journal of Arts and Social Sciences*, 9(2), 214-228.

- [28]. Pellegrini, A.D., and Bartini, M. (2001). Dominance in early adolescent boys: Aggressive and affiliative dimensions and possible functioning. *Merrill-Palmer Quarter*, in press. *Personality and Social Psychology*, 75, 509-527.
- [29]. Prinstein, M. J., Boergers, J., and Spirito, A. (2001). Adolescents' and their friends' healthrisk behavior: Factors that alter or add to peer influence. *Journal of pediatric psychology* 26(5):287-298.Publishers.
- [30]. Salili, F., Lai, M. K., & Leung, S. S. K. (2004). The consequences of pressure on adolescent students to perform well in school. *Hong Kong Journal of Paediatrics (New Series)*.
- [31]. Serbin, L. A., Moskowitz, D. S., Schwartzman, A. E., & Ledingham, J. E. (1991). Aggressive, withdrawn, and aggressive/withdrawn children in adolescence: Into the next generation. *The development and treatment of childhood aggression*, 55-70.
- [32]. Steinberg, L., & Monahan, K. C. (2007). Age differences in resistance to peer influence. *Developmental psychology*, 43(6), 1531.
- [33]. Wigfield, A., Lutz, S. L., and Wagner, A. L. (2005). Early adolescents' development across the middle school years: Implications for school counselors. *Professional School Counselling* 9(2). Pg. 112
- [34]. Zhang, L. F. (2001). Thinking styles, self-esteem, and extracurricular experiences. *International Journal of Psychology*, 36(2), 100-107.

IOSR Journal Of Humanities And Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Musiliat Olufunke Akinbade " Influence of Self-Esteem on In- School Adolescent Resilience to Peer Pressure among Senior Secondary School Students in Osogbo, Osun State, Nigeria." IOSR Journal of Humanities and Social Science (IOSR-JHSS). vol. 24 no. 10, 2019, pp. 43-51.