HOME VARIABLES AND PEER PRESSURE AS CORRELATES OF PSYCHOLOGICAL WELL BEING OF IN-SCHOOL ADOLESCENTS IN ANAMBRA STATE.

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Abstract

This study seek to examine the relationship between home variables, peer pressure and psychological wellbeing of in-school adolescents in Anambra state. Three research question and one hypothesis guided the study. Correlational research design was adopted for the study. The study was carried out in Anambra State. The population of the study comprised of year two senior secondary school (SSS2) students in the 263 public secondary schools in the six (6) education zones in Anambra state. The participants for the study consists of 946 students, obtained through non-proportionate stratified random sampling technique from eight (8) schools in Onitsha, and Awka education zones. Instruments for data collection include a structured questionnaire that was designed by experts to collect data on the student's Psychological Well-Being called Psychological Well-Being Scale for adolescents (PWBSA) and Peer Pressure Inventory for Adolescents (PPIA). The data collected was analyzed using Pearson Product Moment Correlation Coefficient (Pearson r) while hypothesis was tested at .05 level of significance using multiplelinear regression. The findings of the study reveals that peer pressure, parental level of education, family income, parental occupation have positive relationship with psychological well-being of in-school adolescents in Anambra state. Recommendations were made and some of the recommendations include that Parents should try as much as possible to improve the home environment of the in-school adolescents so as to enhance their psychological well-being. Also students should be encouraged to choose their friend wisely as some have negative influence on them, especially those who sneak out of school, use drugs and those who do not attend school regularly.

Key words: Home variables, peer pressure, psychological well- being, in-school adolescents

Introduction

Education is a potent force that brings about change in the attitudes, thoughts, behaviours, skills, values and interest of individuals. It is these changes in cognitive, psychomotor and affective orientation that are required for overall development and psychological wellbeing of an individual (Okeagui, 2019). These changes could be learnt formally in school and are very crucial to members of a society for growth and development. Aduba (2019), posited that school is an institution where teaching and learning takes place. School is therefore an agency established by the society to ensure that people in the society gain suitable knowledge for all round development and wellbeing. The knowledge learnt in school plays a major role in adolescents daily lives (Okeke, 2018).

The concept of adolescent is often used interchangeably with teenage. World Health Organization in Hartup, (2019) defined adolescents as the period between 10 and 19 years when the secondary sex characteristics begin to appear. In that regard, Nwosu (2015) maintained that adolescent include all persons from the ages of 13 to 19 years who contribute 20% of the world population. Hence, a thorough understanding of adolescents in any society depends on information from various perspectives, including psychological, biology, history, sociology, education, and anthropology within all these perspectives. In-school adolescent include all students from the ages of 13 to 19 years who are in boarding secondary schools. However, Onah (2016), elucidated that learners in secondary school education are mainly adolescents and these adolescents always emulate their mates in school in whatever form of behaviour they exhibit, particularly that which interest them. As a result, peer group are felt more among in-school adolescents because of puberty, independence and their experience in relation.

According to Hartney, (2013) peer pressure refers to the influence that peers can have on each other. Peer pressure is 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 (Uwaifo, 2018).Peer pressure may be present in the workplace, at school or within the society; it can affect people of all ages. It may affect people in different ways but here, the focus is on peer pressure as it influences academic performance of in-school adolescents. A young person can experience peer pressure in varying degrees. Sometimes their peers may proactively influence them to behave in certain ways and at other times they may be just following along. Both of these situations are based on seeking approval and acceptance which usually occur during adolescence stage.

Adolescence is a developmental period in which an individual changes (over a varying length of time) from childhood into adulthood. This creates confusion about the self because society considers them neither children nor adults (Nguru, &Amollo, 2017). Adolescence is also a period of sexual maturity (of sex organs and the development of

hormones) and the development of sexual urge.Adolescent period is a time when many young people take the opportunity assess themselves as well as begin the process of seeking out their own personal identities. Part of this process includes questioning previously accepted beliefs and guidance given in childhood and maintaining a distance from adult influences. Young ones during this period often, rely on their peer group for support, approval and behavior models (Aribiyi, 2016). Most times, adolescents get engulfed in their ambiguous status (Omotere, 2015). Being neither children nor adults, they frequently get themselves involved in conflicts with younger children and adults in their home. This is because the home environment produces the first and the most insistent and suitable influence on the all-round development of individuals at every stage of their development of which adolescence stage is inclusive.

The home is the primary institution for learning. Home as perceived by Christe (2019) is defined as a place which an individual or a family can rest and store personal property. A home is a place where children live with their parents or guardian and it is the place where they are groomed. Home Environment is a descriptive profile which yields a systematic assessment of the caring environment where the child is reared. It refers to aspects of peoples' domestic lives that contribute to their living conditions. These factors may be physical such as poverty, psychological conditions due to parenting and social circumstances. Various home environment factors have been shown to be important such as parents' responsiveness, discipline style, and involvement with the child; organization of the environment; availability of appropriate learning materials; opportunities for daily stimulation.

The home variable means the family background of the child, this includes all the human and materials resources present at the home that affect growth, education and living, such as the parent's level of education, their occupation, socio-economic status and socializing facilities available in the house. However, research has also shown that adolescents from one-parent families or impoverished home environments are more likely to demonstrate increased substance and alcohol use as well as more emotional problems, such as depression and loneliness, compared to those in an enhanced or stimulated home environment (Andrade, Browne & Tannock, 2014). Furthermore, children or adolescents from such impoverished and disorganized homes seem more likely to develop risky sexual and unhealthy behaviour. All this and more greatly affects the adolescent's psychological well-being and academic performance.

Also, Gumbi (2018) pointed out that in-school adolescents with poor psychological well-being may be more vulnerable to problems such as stress, hopelessness, delinquency, psychopathology, and substance abuse. Some in-school adolescents are not being motivated to study when the best academic student is not of the same race with them;

some of them lose interest in school when peers of the same locality with them perform poorly. By way of syntheses, peer pressure and home variables could lead adolescents into psychological stress, hopelessness, delinquency, psychopathology, lateness to school, stealing, absenteeism from school, disobedience, laziness, and regulations and so on. This unsatisfactory state of affair prompted the researcher to investigate the relationship between home variables, peer pressure and psychological wellbeing of in-school adolescents in Anambra State.

Statement of the Problem

Adolescents experience some physical and physiological changes during the period of development that cause them to encounter numerous risks in their daily lives. The quest for peer acceptance is manifested in the way they dress, speak, walk and in their general interests so that they can fit in with the group. Peer pressure predisposes adolescents to many forms of deviance such as alcoholism, gangsterism, robbery and violent secret cult activities that is detrimental to their psychological well-being. Despite the fact that in-school adolescents are taught by the same teachers and school environment, their psychological well-being differ from one individual to another. It seems that in-school adolescents' from low family income could be at a greater risk of hunger, homelessness, sickness, physical and mental disabilities, violence, teen parenthood, family stress and educational failure, so also applicable to other home variables such as parental level of education and occupation etc. Given the foregoing, the researcher therefore deems it crucial to investigate the relationship between home variables, peer pressure and psychological wellbeing of in-school adolescents in Anambra State.

Research Questions

Thefollowingresearchquestionsguided the study:

1. What is the relationship between parental level of education and psychological wellbeing of in-school adolescents in Anambra State
2. What is the relationship between peer pressure and psychological wellbeing of in-school adolescents in Anambra State
3. What is the relationship among peer pressure, parental level of education, family income, parental occupation and psychological wellbeing of in-school adolescents in Anambra State

Hypotheses

The following null hypotheses guided the study and tested at .05 level of significance.

H01: Peer pressure, parental level of education, family income, parental occupation have no significant relationship with psychological wellbeing of in-school adolescents in Anambra State.

Method

To meet the objectives of this study, correlational research design was adopted for the study to establish the relationship between home variables and peer pressure as independent variables and psychological well-being as dependent variable.The study was carried out in Anambra State. The population of the study comprised of year two senior secondary school (SSS2) students in the 263 public secondary schools in the six (6) education zones in Anambra state. The participants for the study consists of 946 students, (426 males & 520 females) obtained through non-proportionate stratified random sampling technique from eight (8) schools in Onitsha, and Awka education zones (four schools from each education zones).Instruments for data collection include a structured questionnaire that was designed by experts to collect data on the student's Psychological Well-Being called Psychological Well-Being Scale for adolescents (PWBSA), and Peer Pressure Inventory for Adolescents (PPIA).The instrument has two sections namely A and B. Section A requires demographic information from the respondents and items of home variables while section B has two clusters of 15 items of peer pressure and10 items of Psychological Well-Being on in-school adolescents. A four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree was attached and used to respond to each item. Cronbach's alpha was used to determine the reliability of the instrument, which yielded coefficient values of .89 with average coefficient index of .87.This value show that the instrument is sufficiently reliable. The data collected were analyzed using Pearson Product Moment Correlation Coefficient (Pearson *r*) while hypotheses were tested at .05 level of significance using multiple linear regression. The SPSS version 23 will be used to analyze the data.

Results

Research Question 1: What is the relationship between parental level of education and psychological well-being of in-school adolescents in Anambra State**?**

Table 1: **Pearson r on the relationship between parental level of education and psychological well-being of in-school adolescents (N=946)**

N	Correlation Coefficient (r)	Remark
946	.959	Very High Relationship

Table 1 reveals a Pearson product-moment correlation was run to determine the relationship between parental level of education and psychological well-being of in-school adolescents in Anambra state. There is a very high positive relationship between parental level of education and psychological well-being of in-school adolescents in Anambra state.

Research Question 2: What is the relationship between peer pressure and psychological well-being of in-school adolescents in Anambra State.

Table 2: **Pearson r on the relationship between peer pressure and psychological well-being of in-school adolescents (N=946).**

N	Correlation Coefficient (r)	Remark
946	.894	Very High Relationship

Table 2shows the Pearson product-moment correlation was run to determine the relationship between peer pressure of education and psychological well-being of in-school adolescents in Anambra state. There is a very high positive relationship between peer pressure and psychological well-being of in-school adolescents in Anambra state.

Research Question 3: What is the relationship among peer pressure, parental level of education, family income, parental occupation and psychological well-being of in-school adolescents in Anambra State?

Table 3: Linear regression analysis on the joint relationship among peer pressure, parental level of education, family income, parental occupation and psychological well-being of in-school adolescents.

R	R-Square	Adjusted R-square	Remark
0.562	0.315	0.314	Moderate Positive Relationship

Table 3shows the summary of regression analysis on the relationship among peer pressure, parental level of education, family income, parental occupation and psychological well-being of in school adolescents. A moderate positive relationship of 0.562 exist among peer pressure, parental level of education, family income, parental occupation and psychological well-being of in school adolescents and psychological well-being of in-school adolescents in Anambra state.

Hypotheses Testing

H01: Peer pressures, parental level of education, family income, parental occupation have no significant relationship with psychological well-being of in-school adolescents in Anambra State.

Table 4: Multiple linear regression analysis on the joint relationship among peer pressure, parental level of education, family income, parental occupation and psychological well-being of in-school adolescents.

N	R	R-Square	Adjusted R-square	df	Cal. F	Pvalue	Remark
946	0.562	0.315	0.314	944	314.122	0.000	Significant

Table 4 reveals that at 0.05 level of significance 3df numerator and 944df denominator, the calculated F314.12 with Pvalue 0.000 which is less than 0.05, the hypothesis is rejected. This indicates that there is relationship existing among peer pressure, parental level of education, family income, parental occupation and psychological well-being of in-school adolescents in Anambra state.

Discussion of Findings

1. There is a very high positive relationship between parental level of education and psychological well-being of in-school adolescents in Anambra state.
2. There is a very high positive relationship between peer pressure and psychological well-being of in-school adolescents in Anambra state.
3. A moderate positive relationship exists among peer pressure, parental level of education, family income, parental occupation and psychological well-being of in school adolescents and psychological well-being of in-school adolescents in Anambra state.
4. There is relationship existing among peer pressure, parental level of education, family income, parental occupation and psychological well-being of in-school adolescents in Anambra state

Conclusion

From the results of this study, it can be concluded that peer pressure, parental level of education, family income, parental occupation have positive relationship with psychological well-being of in-school adolescents in Anambra state. This indicates that there is relationship existing among peer pressure, parental level of education, family income, parental occupation and psychological well-being of in-school adolescents in Anambra state. The study then concludes by highlighting the relationship that exists between peer pressure, home variables and psychological well-being of in-school adolescents in Anambra state. Therefore, giving the in-school adolescents a suitable guidance, in order to help them cope from the challenges associated with peers' relationships and for them to adjust to the school, and social environments. Finally, there is need for proper guidance and monitoring of the adolescents by all stakeholders like schools, parents, government and teachers that are involved in educating the in-school adolescents from poor parenting and negative peer interaction and how to overcome their challenges and develop positive attitude and maintain healthy psychological well-being

Recommendations

In the light of the findings of this study, the following recommendations are made to ensure an improved psychological well-being of in-school adolescents.

1. Parents should try as much as possible to improve the home environment of the in-school adolescents so as to enhance their psychological well-being.

2. Parents should try as much as possible to ensure that their children keep good friends who do not influence them negatively.
3. The principals of secondary schools should develop a rapport and endevour to understand the feelings and needs of their students.
4. Students should be encouraged to choose their friend wisely as some have negative influence on them, especially those who sneak out of school, use drugs and also those who do not attend school regularly.
5. The efforts in developing adolescent psychological well-being should follow the right pace to cultivate the skills which can be leveraged to free students from emotional disorders.
6. The Government should increase the bursary allocation to the students from poor families so as to retain them in school to enhance their psychological well-being.

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