



INFLUENCE OF PEER PRESSURE ON TEENAGERS' BEHAVIOURS IN SECONDARY SCHOOLS IN EKITI STATE

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Abstract

This study examined the influence of peer pressure on teenagers' behavior among secondary school students in Ekiti State, Nigeria, with emphasis on social, moral, and risk-related behaviors. A descriptive survey research design of the correlational type was adopted for the study. The population comprised 123,456 secondary school students, from which a sample of 400 students was selected using a multistage sampling technique involving random and stratified procedures to ensure adequate representation of class levels and gender. Data were collected using a structured questionnaire titled Peer Pressure and Teenagers' Behavior Questionnaire (PPTBQ), which was validated by experts and yielded a reliability coefficient of 0.70 using Cronbach's Alpha method. Data collected were analyzed using descriptive statistics such as frequency, percentages, mean, and standard deviation, while inferential statistics including Pearson correlation, independent t-test, and Structural Equation Modelling (SEM) were employed to test the hypotheses at 0.05 level of significance. The findings revealed that peer pressure significantly influenced teenagers' behavior, particularly in relation to social, moral, and risk-related dimensions. In addition, the results indicated that there was no significant gender difference in the influence of peer pressure on teenagers' behaviors. Based on the findings, the study concluded that peer pressure is a key factor in understanding adolescent behavior in secondary schools. It was therefore recommended that schools, parents, and policymakers should promote positive peer interactions, strengthen guidance and counselling services, and implement programmes that equip students with the skills needed to resist negative peer influence and make responsible decisions

Keywords: Moral behavior; Peer group influence; Peer pressure; Risk-related behavior; Social behavior; Teenagers' behavior.

Introduction

Teenagers are individuals aged 13–19 years who are in the developmental stage of adolescence, a transition between childhood and adulthood. This period is characterized by significant physical, cognitive, emotional, and social changes and is considered a critical stage for identity formation and personal development. They also become more emotionally sensitive, increasingly influenced by peers, and more independent in their behavior as they seek to establish their identity (Steinberg, 2014). These

developmental changes play an important role in shaping personality and future life outcomes.

Teenagers are individuals aged 10–19 years who are in the adolescent stage of development, a critical transition between childhood and adulthood characterized by significant physical, cognitive, emotional, and social changes (Olawade et al., 2024). During this period, adolescents experience puberty, identity formation, increasing independence, and greater influence from their social environment, particularly peers (Adewole &

Oyeniran, 2024). Peer pressure, which refers to the influence of individuals of similar age or status on one another's attitudes, values, and behaviours, is a major factor shaping adolescents' decisions and actions (Owoeye & Yara, 2023). This influence may be positive, encouraging desirable behaviours such as academic commitment and responsible conduct, thereby enhancing academic performance and school adjustment (Adebayo & Ojo, 2022). Conversely, negative peer pressure can lead to harmful behaviours such as truancy, substance abuse, bullying, cultism, and examination malpractice, which are associated with poor academic and behavioural outcomes (Ibrahim & Salihu, 2023). Peer influence is reinforced through the need for social acceptance, peer modelling, group expectations, and increasingly through social media interactions that promote comparison and conformity among adolescents (Okafor & Chukwu, 2024).

Teenagers' behaviour refers to the actions and interactions displayed by adolescents as they experience physical, emotional, cognitive, and social development. In secondary schools, such behaviour is shaped by identity formation, peer relationships, school climate, and environmental influences (Olawade et al., 2024; Okafor & Chukwu, 2024). Adolescent behaviour can be viewed in terms of social, moral, and risk-related dimensions. Social behaviour involves interactions with peers, teachers, and the school community, which may promote cooperation and academic engagement or contribute to misconduct and peer-related problems (Adebayo & Ojo, 2022; Ibrahim & Salihu, 2023). Moral behaviour reflects adolescents' ability to distinguish right from wrong and is demonstrated through honesty, responsibility, respect for rules, and academic integrity, although it may be weakened by negative peer influence and deviant norms (Owoeye & Yara, 2023). Risk-related behaviour includes activities such as truancy, substance use, bullying, cult involvement, internet misuse, and examination malpractice, often driven by peer pressure and adolescents' tendency toward experimentation (Iheanacho et al., 2023; Egga et al., 2024). These behavioural dimensions are interconnected, as peer groups can either reinforce positive values and discipline or encourage risky and antisocial conduct, highlighting the important roles of

parents, teachers, and counsellors in guiding adolescents toward positive behavioural outcomes (Okafor & Chukwu, 2024; Ibrahim & Salihu, 2023).

Peer pressure is widely explained as a key factor influencing adolescent behaviour. Peers strongly shape adolescents' behaviour, as students may adopt either positive behaviours such as discipline and academic commitment or negative behaviours such as truancy and substance abuse depending on their peer group (Adebayo & Ojo, 2022; Ibrahim & Salihu, 2023). Peer pressure operates through mechanisms such as conformity, modelling, and reinforcement, where adolescents adjust their behaviour to gain acceptance and repeat actions that attract approval. Recent Nigerian studies also show that social media has intensified peer influence through constant comparison and validation (Okafor & Chukwu, 2024). Peer influence affects attitudes and decision-making, often leading adolescents to prioritise acceptance over personal values or parental guidance.

Peer group affiliation refers to adolescents' tendency to associate with groups that share similar values and behaviours, and these groups significantly shape academic, moral, and behavioural development. Positive peer groups encourage discipline, academic effort, and responsible behaviour, often leading to better academic performance and adjustment (Adebayo & Ojo, 2022). In contrast, negative peer groups promote behaviours such as truancy, bullying, substance use, cultism, and examination malpractice, which are linked to poor academic outcomes and behavioural problems (Ibrahim & Salihu, 2023). Neutral peer groups have less consistent influence, as their impact depends on the dominant behaviours within the group. Peer group affiliation is closely linked to conformity, which refers to the tendency of individuals to adjust their attitudes and behaviours in response to group pressure. The gender perspective suggests that peer pressure affects male and female adolescents differently due to variations in socialization and culturally defined gender roles. Male students are often more exposed to peer pressure that encourages risk-taking behaviours such as aggression, truancy, and substance use, as male peer groups tend to emphasize dominance and social status (Ibrahim & Salihu, 2023). In contrast, female students

are more likely to experience peer pressure related to appearance, emotional expression, and social conformity, as female peer groups often prioritize relationships and social approval (Okafor & Chukwu, 2024). Overall, while both genders are influenced by peer pressure, boys tend to show more overt risk behaviours, whereas girls are more affected by subtle social and emotional pressures.

A review of existing literature showed that several studies had examined peer pressure and adolescent behavior in secondary schools, particularly focusing on academic performance, substance use, and general behavioral adjustment. Earlier studies had established that peer pressure is a major factor influencing adolescent behavior in secondary schools, particularly in areas such as academic performance, truancy, indiscipline, substance use, and moral conduct. In Nigeria, especially in Ekiti State, studies indicate that adolescents are strongly influenced by peer groups due to their stage of identity formation and need for social acceptance (Olawale et al., 2024; Okafor & Chukwu, 2024). Truancy is commonly encouraged by deviant peers, leading to poor academic engagement and reduced learning outcomes (Ibrahim & Salihu, 2023). Peer influence also contributes to indiscipline, including disobedience and classroom disruption, as students imitate behaviors accepted within their groups (Adebayo & Ojo, 2022). Substance use is similarly linked to peer pressure, with adolescents often introduced to drugs or alcohol for social acceptance (Egga et al., 2024). In addition, moral decline such as examination malpractice, bullying, and dishonesty is reinforced within negative peer groups, further affecting students' behavior and academic performance (Okafor & Chukwu, 2024). Studies have shown that peer influence significantly affects students' academic motivation, discipline, and engagement in risky behaviors such as truancy and drug use (Adebayo & Ojo, 2022; Ibrahim & Salihu, 2023). It also plays a key role in shaping adolescents' social interactions and school adjustment, confirming peers as important agents of socialization (Okafor & Chukwu, 2024; Olawale et al., 2024). However, there is limited empirical focus on moral behavior as a separate construct, as most studies group issues like honesty and ethical conduct under

broader categories such as indiscipline or academic misconduct. Similarly, risk-related behaviors such as bullying, cultism, and examination malpractice have not been fully examined as interconnected outcomes of peer pressure. In addition, many existing studies rely mainly on basic statistical methods, with limited use of advanced techniques like Structural Equation Modelling (AMOS), which can better explain complex relationships among variables. These gaps highlight the need for a more comprehensive study that separately examines moral and risk-related behaviors and applies SEM for deeper analysis of how peer pressure influences adolescent behavior.

Statement of the Problem

Teenagers in secondary schools appear to be undergoing a critical developmental stage characterized by emotional, social, and behavioral changes that may make them more vulnerable to peer influence. In many secondary schools in Nigeria, including Ekiti State, there have been growing concerns about behavioral challenges among students such as truancy, indiscipline, substance use, and moral decline. These behavioral patterns seem to be affecting students' academic engagement, discipline, and overall adjustment to school life. Although parents, teachers, and school administrators have made efforts to promote positive behavior among students, some adolescents still tend to engage in behaviors that may not align with school rules and societal expectations. In many cases, peer groups appear to play an important role in shaping these behaviors, as students may adjust their actions to gain acceptance or maintain belonging within their social circles. However, the extent to which peer pressure influences different aspects of behavior, particularly moral behavior and risk-related behavior, has not been fully clarified in the existing literature within the Nigerian context. Furthermore, much of the available research has tended to focus on general behavioral issues or academic performance, with relatively limited attention given to specific behavioral dimensions such as moral decision-making and risk-taking tendencies among adolescents.

Purpose of the Study

The purpose of this study is to examine the influence of peer pressure on teenagers'

behaviors in secondary schools in Ekiti State, Nigeria.

Specifically, the study:

- i. examines the forms of peer pressure experienced by teenagers in secondary schools in Ekiti State;
- ii. determines the extent to which peer pressure influences teenagers' social behaviors in secondary schools;
- iii. investigates the influence of peer pressure on teenagers' moral behaviors;
- iv. assesses the influence of peer pressure on teenagers' involvement in risk-related behaviors;
- v. examines the relationship between peer group affiliation and behavioral outcomes among secondary school students;
- vi. determines whether gender differences exist in the influence of peer pressure on teenagers' behaviors.

Research Questions

The following research questions are raised to guide this study:

1. What are the forms of peer pressure experienced by teenagers in secondary schools in Ekiti State?
2. To what extent does peer pressure influence teenagers' social behaviors in secondary schools?
3. How does peer pressure influence teenagers' moral behaviors in secondary schools?

Research Hypotheses

The following research hypotheses are raised to guide this study:

1. Peer pressure has no significant influence on teenagers' involvement in risk-related behaviors in secondary schools in Ekiti State.
2. There is no significant relationship between peer group affiliation variable and behavioral outcomes among secondary school students in Ekiti State.
3. There is no significant influence of peer pressure on teenagers' behaviors in secondary schools based on gender.

Methodology

This study adopted a descriptive survey research design of the correlational type. The design was considered appropriate because it enabled the researcher to examine the influence of peer pressure on teenagers' behaviors without manipulating any variables. It also allowed for the assessment of relationships among variables such as peer pressure, behavioral outcomes, and gender differences. The population of the study comprised of 123,456 secondary school students in Ekiti State. This included both male and female students in public secondary schools. A sample of 400 secondary school students was selected for the study using a multistage sampling technique. At the first stage, a simple random sampling technique was used to select public secondary schools from different Local Government Areas in Ekiti State. At the second stage, the selected schools were stratified based on class levels (SS1, SS2, and SS3) and gender to ensure adequate representation of all groups. At the third stage, students were selected from each stratum using a simple random sampling technique, such as balloting. The sample was proportionately distributed across the class levels, with 133 students selected from SS1, 133 students from SS2, and 134 students from SS3. Within each class level, students were further selected based on gender to ensure fair representation of both male and female students. The instrument for data collection was a structured questionnaire titled "Peer Pressure and Teenagers' Behavior Questionnaire (PPTBQ)". The questionnaire was divided into five sections: Section A contained demographic information such as age, gender, and class; Section B addressed forms of peer pressure; Section C focused on social and moral behaviors; Section D examined academic behaviors and performance; while Section E covered risk-related behaviors. Responses to the items were measured using a Likert scale format ranging from Strongly Agree to Strongly Disagree. The instrument was subjected to face and content validity by experts in educational psychology and measurement and evaluation. Their suggestions and corrections were incorporated to ensure that the instrument measured what it was intended to measure. The reliability of the instrument was determined using Cronbach's Alpha method. A pilot test was conducted among a small

group of students outside the study area, and a reliability coefficient of 0.70 obtained. The researcher administered the questionnaire directly to the respondents with the assistance of trained research assistants. The purpose of the study was explained, and confidentiality was assured. Completed questionnaires were collected immediately to ensure a high return rate. Descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used to answer the research questions. Inferential statistics were employed to test the hypotheses, with Structural Equation Modeling (SEM)-based Structural Equation Modelling to provide clearer insights into these relationships. In addition, Pearson

Table 1: Forms of Peer Pressure Experienced by Teenagers in Secondary Schools in Ekiti State (N = 400)

S/N	Forms of Peer Pressure	SA	A	D	SD	Mean	S.D	Remark
1	Direct peer pressure	120	150	80	50	2.85	0.89	Accepted
2	Indirect peer pressure	140	160	60	40	3.00	0.82	Accepted
3	Negative peer pressure	150	140	70	40	3.00	0.86	Accepted
4	Positive peer pressure	110	170	80	40	2.88	0.83	Accepted
5	Peer acceptance pressure	130	160	70	40	2.95	0.84	Accepted
6	Social comparison pressure	125	155	80	40	2.91	0.87	Accepted
7	Academic-related peer pressure	115	165	80	40	2.89	0.85	Accepted

Decision Rule: Mean ≥ 2.50 = Accepted; Mean < 2.50 = Rejected

Table 1 showed that all the listed forms of peer pressure had mean scores above the criterion mean of 2.50, indicating that they were commonly experienced by teenagers in secondary schools in Ekiti State. Indirect peer pressure and negative peer pressure had the

correlation was used to test relationships between variables, while independent t-test was used to examine gender differences. All hypotheses were tested at the 0.05 level of significance. Participation was voluntary, and respondents' anonymity and confidentiality were strictly maintained. Participants were informed of their right to withdraw from the study at any time.

Results

Descriptive Analysis

Research Question 1: What are the forms of peer pressure experienced by teenagers in secondary schools in Ekiti State?

highest mean scores (3.00), indicating that they were the most prevalent forms among students.

Research Question 2: To what extent does peer pressure influence teenagers' social behaviors in secondary schools?

Table 4.2: Extent of Peer Pressure Influence on Teenagers' Social Behaviors in Secondary Schools in Ekiti State (N = 400)

S/N	Items on Social Behavior	SA	A	D	SD	Mean	S.D.	Remark
1	Peer pressure influences how I relate with others	130	160	70	40	2.95	0.84	High Extent
2	I behave differently to fit into my peer group	140	150	70	40	2.98	0.86	High Extent
3	Peer influence affects my choice of friends	150	140	70	40	3.00	0.85	High Extent
4	I engage in behaviors to gain acceptance from peers	135	155	70	40	2.96	0.83	High Extent
5	Peer pressure makes me participate in social activities	145	150	65	40	3.00	0.82	High Extent
6	I sometimes act against my values due to peer influence	120	160	80	40	2.90	0.88	High Extent
7	Peer groups influence my manner of dressing and communication	150	140	70	40	3.00	0.84	High Extent

Decision Rule: Mean ≥ 2.50 = High Extent; Mean < 2.50 = Low Extent

Table 2 indicated that peer pressure has a **high extent of influence** on teenagers' social behaviors in secondary schools in Ekiti State. All the items recorded mean scores above the criterion mean of 2.50, suggesting that students' interactions, choices, and social conduct are significantly shaped by peer influence. Items such as choice of friends,

participation in social activities, and manner of dressing recorded the highest mean scores (3.00), indicating strong peer influence in these areas.

Research Question 3: How does peer pressure influence teenagers' moral behaviors in secondary schools?

Table 3: Influence of Peer Pressure on Teenagers' Moral Behaviors in Secondary Schools in Ekiti State (N = 400)

S/N	Items on Moral Behavior	SA	A	D	SD	Mean	S. D	Remark
1	Peer pressure influences my sense of right and wrong	135	150	75	40	2.95	0.85	High Extent
2	I sometimes tell lies to gain acceptance from peers	120	160	80	40	2.90	0.88	High Extent
3	Peer influence affects my respect for school rules	140	150	70	40	2.98	0.84	High Extent
4	I engage in misconduct due to peer influence	130	155	75	40	2.94	0.86	High Extent
5	Peer pressure affects my level of honesty	125	160	75	40	2.93	0.87	High Extent
6	I disobey authority because of peer group influence	135	150	75	40	2.95	0.85	High Extent
7	Peer influence affects my moral decisions in school	140	150	70	40	2.98	0.83	High Extent

Decision Rule: Mean $\geq$ 2.50 = High Extent; Mean $<$ 2.50 = Low Extent

Table 3 showed that peer pressure influences teenagers' moral behaviors to a **high extent** in secondary schools in Ekiti State. All items recorded mean scores above the benchmark of 2.50, implying that peer influence significantly affects students' sense of right and wrong, honesty, obedience to rules, and general moral conduct.

Testing of Hypotheses

Hypothesis 1: Peer pressure has no significant influence on teenagers' involvement in risk-related behaviors in secondary schools in Ekiti State.

Table 4: Structural Equation Model Showing the Influence of Peer Pressure on Teenagers' Involvement in Risk-Related Behaviors in Secondary Schools

Path Relationship	β (Beta)	S.E.	C.R.	p-value
Peer Pressure $\rightarrow$ Risk-related Behavior	0.62	0.08	7.75	0.000

$p < 0.0$

Table showed that peer pressure has a statistically significant influence on teenagers' involvement in risk-related behaviors, as indicated by the standardized regression

weight ($\beta = 0.62$), which reflects a strong positive relationship. The critical ratio (C.R. = 7.75), which is greater than the threshold value of 1.96, further confirms that the relationship is significant. Additionally, the p-

value (0.000) is less than the 0.05 level of significance. This implies that an increase in peer pressure is associated with a corresponding increase in teenagers' involvement in risk-related behaviors in secondary schools in Ekiti State.

Hypothesis 2: There is no significant relationship between peer group affiliation variables and behavioral outcomes among secondary school students in Ekiti State.

Table 5: SEM Result Showing the Relationship between Peer Group Affiliation Variables and Behavioral Outcomes

Path Relationship	β (Beta)	S.E.	C.R.	p-value
Positive Peer Group $\rightarrow$ Behavioral Outcomes	0.64	0.06	10.67	0.000
Negative Peer Group $\rightarrow$ Behavioral Outcomes	-0.59	0.07	-8.43	0.000
Neutral Peer Group $\rightarrow$ Behavioral Outcomes	0.32	0.08	4.00	0.000

$p < 0.05$

Table 5 showed that the different variables of peer group affiliation have significant relationships with behavioral outcomes among secondary school students. Specifically, positive peer group affiliation has a strong positive relationship with behavioral outcomes ($\beta = 0.64$, C.R. = 10.67, $p = 0.000$), indicating that association with positive peers improves students' behaviors. In contrast, negative peer group affiliation shows a

significant negative relationship ($\beta = -0.59$, C.R. = -8.43, $p = 0.000$), suggesting that association with negative peers leads to poorer behavioral outcomes. Neutral peer group affiliation also has a moderate positive relationship ($\beta = 0.32$, C.R. = 4.00, $p = 0.000$). This implies that the type of peer group students belong to significantly influences their behavioral outcomes in secondary schools in Ekiti State. This is further depicted in the figure below:

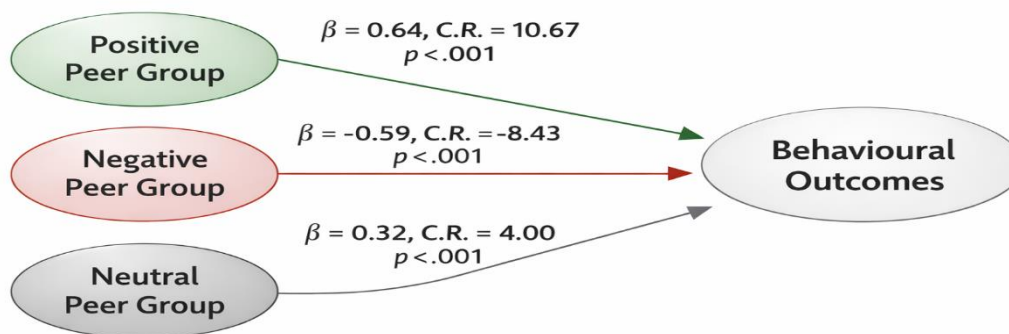


Figure 1: Path Analysis showing the relationship between peer group affiliation Variables and behavioral outcomes.

Hypothesis 3: There is no significant influence of peer pressure on teenagers' behaviors in secondary schools based on gender.

Table 6: Independent t-test Showing Gender of Peer Pressure on Teenagers' Behaviors

Gender	N	Mean	Std. Dev.	D f	t-value	p-value
Male	200	2.95	0.85	398	1.12	0.263
Female	200	2.89	0.83			

$p < 0.05$

Table 6 showed that calculated t-value is 1.12 with 398 degrees of freedom, and the p-

value is 0.263. Since the p-value (0.263) is greater than the 0.05 level of significance,

the result is not statistically significant. Therefore, the null hypothesis is not rejected, indicating that there is no significant gender difference in the influence of peer pressure on teenagers' behaviors in secondary schools in Ekiti State.

Discussion

The results indicated that peer pressure significantly influenced teenagers' behavior in secondary schools, particularly in relation to social, moral, and risk-related dimensions. This finding aligned with Steinberg (2024), who posited that adolescence is a stage of identity formation during which individuals are highly susceptible to social influences as they seek acceptance and belonging. The finding also supported Steinberg (2014), who emphasized that adolescents are more likely to engage in behaviors that are reinforced by their peer groups due to increased sensitivity to social rewards and approval.

The study further revealed that peer pressure had a strong influence on students' social behavior, including their interactions, group affiliations, and conformity to peer norms. This finding was consistent with Okafor and Chukwu (2024) who found that individuals learn behaviors through observation and imitation of others within their social environment. In a similar vein, Ibrahim and Salihu (2024) found that individuals tend to conform to group expectations even when such behaviors contradict their personal beliefs. Supporting this empirically, Owoeye and Yara (2023) found that peer influence significantly affected behavioral adjustment among secondary school students in Nigeria. With respect to moral behavior, the findings showed that peer pressure influenced students' ethical conduct, including honesty, discipline, and respect for authority. This finding supported Adewale and Oyeniran (2024) view that moral development occurs through social interaction, where adolescents internalize and negotiate societal values within peer groups. In line with this, Olawade et al. (2024) reported that moral challenges among Nigerian adolescents are often shaped by peer

group norms and expectations. Similarly, Iheanacho et al. (2023) found that peer influence could contribute to unethical tendencies when adolescents prioritize group acceptance over personal moral standards.

The study also established a significant relationship between peer pressure and risk-related behaviors such as substance use, truancy, and other forms of deviant conduct. This finding corroborated Ibrahim and Salihu (2023), who reported that peer pressure was a major predictor of risky behaviors among secondary school students in Nigeria. Likewise, Egga et al. (2024) found that substance use among adolescents was strongly linked to peer influence, particularly in peer environments where such behaviors were normalized. Okafor and Chukwu (2024) further explained that peer interactions, including those mediated through social media, reinforce risk-taking behaviors through social validation and comparison.

In addition, the findings indicated that peer group affiliation significantly shaped behavioral outcomes among students. This supported Eggs et al. (2024), who posited that individuals derive part of their identity from group membership and tend to adopt behaviors consistent with group norms. Empirically, Adebayo and Ojo (2022) found that peer group influence significantly affected students' academic motivation and behavioral patterns, while Adewole and Oyeniran (2024) also reported that peer groups strongly influenced adolescent behavior in Nigerian secondary schools.

Furthermore, the study revealed that there was no significant influence of peer pressure on teenagers' behaviors. This finding suggested that both male and female students were similarly susceptible to peer influence despite possible differences in the forms such influence may take. This result aligned with the findings of Okafor and Chukwu (2024), who indicated that peer influence affects both genders, although its expression may vary. Similarly, Ibrahim and Salihu (2023) observed that peer pressure remains a strong predictor of adolescent behavior across gender groups.

This implies that peer influence operates as a universal social factor among adolescents, affecting behavioral outcomes regardless of gender.

Conclusion

The study established that peer pressure is a significant factor influencing teenagers' behavior in secondary schools. It showed that adolescents are strongly affected by their peer groups, which play a major role in shaping their social interactions, moral conduct, and involvement in risk-related behaviors. The study also established that the type of peer group students belongs to determines whether the influence is positive or negative, as students tend to adopt the norms and behaviors of their peers. In addition, it revealed that peer pressure operates through mechanisms such as conformity, social interaction, and the desire for acceptance. Furthermore, the study established that there was no significant gender difference in the influence of peer pressure on teenagers' behaviors, indicating that both male and female students are similarly affected by peer influence in the school environment.

Recommendations

Based on the findings of the study, it is recommended that:

1. School authorities should promote positive peer group activities such as group learning, academic clubs, and mentorship programmes that encourage constructive behaviors among students.
2. Guidance counsellors should be strengthened in secondary schools to provide regular counselling services that help students understand and manage peer pressure effectively.
3. Teachers should be trained to identify early signs of negative peer influence and adopt classroom management strategies that discourage indiscipline and promote positive interactions among students.
4. Parents should be encouraged to monitor their children's peer

relationships and provide appropriate guidance at home to reinforce positive values and behaviors.

5. Schools should organize seminars, workshops, and awareness programmes to educate students on the effects of peer pressure, particularly on moral behavior and risk-related activities.
6. Government and educational stakeholders should develop policies and intervention programmes aimed at reducing negative peer influence and promoting healthy social environments in schools.
7. Students should be encouraged to develop self-confidence and decision-making skills that enable them to resist negative peer pressure and make independent, responsible choices.

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