



Peer Influence as a Predictor of Students' Attitudes toward Civic Concepts in Social Studies in Iseyin Local Government Area, Oyo State

By

Opeyemi Shakirat HAMZAT

Department of Arts and Social Science Education,
Lead City University, Ibadan, Oyo State
shakiratalhazan2019@gmail.com

&

Yejide Adepeju IBIKUNLE, Ph.D

Department of Educational Foundations, Faculty of Education,
University of Benin, Benin City, Edo State
yejide.ibikunle@uniben.edu

Abstract

Students' attitudes toward civic concepts are shaped not only by formal instruction but also by social interactions within peer groups. Despite this, limited empirical attention has been given to the role of peer influence in shaping civic attitudes among junior secondary school students in Nigeria. This study examined peer influence as a predictor of students' attitudes toward civic concepts in Social Studies in Iseyin Local Government Area of Oyo State. The study adopted a descriptive survey research design. A total of 775 Junior Secondary School II students were selected from a population of 4,453 using simple random sampling, of whom 737 valid responses were available for analysis. Data were collected using a self-developed questionnaire, the Students' Attitude toward Civic Concepts in Social Studies Questionnaire (SACCSSQ), with an overall Cronbach's alpha coefficient of 0.896. The results showed that the reported overall mean for students' attitudes toward civic concepts was 2.68, indicating a moderate level based on the study's decision rule, while the degree of peer influence was low ($M = 2.45$). Regression analysis showed that peer influence significantly and positively predicted students' attitudes toward civic concepts ($\beta = .348$, $t = 11.503$, $p < .001$). The study concluded that peer influence was a significant predictor of students' attitudes toward civic concepts, although the overall level of peer influence was low. It was recommended that schools strengthen positive peer interactions through collaborative learning, civic clubs, peer mentoring, and civic-oriented group activities.

Keywords: Junior Secondary School Students; Civic Concepts; Social Studies; Students' Attitudes; Peer Influence.

Introduction

Students' attitudes toward learning play an important role in determining how educational objectives are translated into knowledge, dispositions, and behaviour. In Social Studies, attitudes toward civic concepts are particularly important because the subject is value-oriented and seeks to influence learners' moral reasoning, social responsibility, and civic conduct. In Nigeria, Social Studies is designed to promote civic consciousness by helping students understand their roles as citizens, respect societal norms, and contribute meaningfully to national development. However,

studies from different contexts have reported concerns about students' declining interest and engagement in Social Studies and civic-related learning. In Ghana, for example, senior high school students have been reported to perceive Social Studies as boring and less relevant to their future careers, which may reduce motivation and engagement with the subject (Emmideme, 2023).

Among higher education students in the Netherlands and Finland, Kuusisto et al. (2023) reported different levels of civic purpose, with many students showing limited translation of civic aspirations into action. Similarly, Sumaila and Oko (2025) reported that students in colleges of education in Benue State, Nigeria, often perceived Social Studies as boring, irrelevant, or less prestigious than other subjects. Such perceptions were associated with low motivation and poor academic performance, with students showing limited enthusiasm for civic-related topics (Sumaila & Oko, 2025). These findings suggest that students' perceptions of civic and Social Studies content remain an important educational concern and provide a basis for examining factors within students' social environments that may shape their attitudes.

Students' attitudes toward civic concepts in Social Studies refer to the mental and emotional dispositions that learners develop toward civic knowledge, principles, values, and responsibilities presented through Social Studies education (Abdu-Raheem, 2018). Such attitudes are relevant to the development of civic consciousness, democratic understanding, social responsibility, and willingness to participate constructively in society. In the present study, students' attitudes were assessed through positive and negative attitude items relating to civic concepts.

A positive attitude toward civic concepts indicates that learners recognize the relevance of civic knowledge to personal development and societal progress. Such a disposition may support civic competence and participation and is consistent with the goal of producing informed, responsible, and active citizens (Van Camp & Baugh, 2016). Conversely, students with negative attitudes may regard civic education as irrelevant, outdated, or disconnected from their everyday experiences, thereby limiting their engagement with civic principles and responsibilities (Sumaila & Oko, 2025).

One factor that may shape students' attitudes toward civic concepts in Social Studies is peer influence. Peers play an important role in shaping learners' values, perceptions, and behavioural dispositions, particularly during the formative years of adolescence. Nevertheless, limited empirical attention has been given to peer influence as a predictor of students' attitudes toward civic concepts in Social Studies, particularly in Iseyin Local Government Area. Against this background, the

present study examined the relationship between peer influence and students' attitudes toward civic concepts in Social Studies in Iseyin Local Government Area.

Peer influence refers to the effect that classmates, friends, and peer networks may have on a learner's beliefs, behaviours, values, and attitudes through processes such as modelling, conformity, dialogue, shared experiences, and normative pressure (Oyekola et al., 2025). During adolescence, peers become increasingly salient in identity formation and social orientation, and their influence may extend beyond academic behaviour to social, civic, and moral domains. Wegemer (2022), for example, found that friendship ties were associated with participation in service activities, suggesting that peers may contribute to civic and service-oriented behaviour. In the present study, peer conformity and social identity were used as indicators of peer influence.

Peer conformity refers to the extent to which adolescents align their attitudes, beliefs, or behaviours with those of their peer group in response to social pressure or the desire for group acceptance (Laursen & Faur, 2022). Social identity, in the context of peer influence, refers to the extent to which adolescents derive part of their self-concept from membership in peer groups and from the norms, values, and behaviours associated with those groups (Sultan et al., 2023). On this basis, the study examined peer influence as a predictor of students' attitudes toward civic concepts in Social Studies in Iseyin Local Government Area.

Statement of the Problem

The overarching goal of Social Studies education in Nigeria is to equip learners with the knowledge, skills, and attitudes required for responsible citizenship and active participation in society. Civic concepts taught through Social Studies are intended to promote respect for societal norms, national unity, and collective responsibility. However, the researcher's observation suggests that some students demonstrate indifferent or negative attitudes toward civic concepts, reflected in low enthusiasm during Social Studies lessons, limited participation in discussions of civic issues, noncompliance with school regulations, and weak commitment to civic-oriented behaviours within and outside the school environment. Although instructional and school-related factors have received considerable research attention, students' social environments, particularly peer relationships, also warrant empirical consideration. Adolescents may be especially responsive to the values and behavioural norms of their peer groups. Where peers demonstrate low regard for civic obligations or perceive civic participation as irrelevant, such orientations may be reinforced within the group. Despite the importance of peer relationships in adolescent development, there is limited empirical evidence on the extent to which peer influence predicts students' attitudes toward civic concepts in

Social Studies in Iseyin Local Government Area. Therefore, this study examined peer influence as a predictor of students' attitudes toward civic concepts in Social Studies in Iseyin Local Government Area of Oyo State.

Purpose of the Study

The aim of this study was to examine peer influence as a predictor of students' attitudes toward civic concepts in Social Studies in Iseyin Local Government Area of Oyo State. Specifically, the study sought to:

- i. i. determine the level of junior secondary school students' attitudes, in terms of positive and negative attitudes, toward civic concepts in Social Studies in Iseyin Local Government Area;
- ii. ii. examine the degree of peer influence, in terms of peer conformity and social identity, among junior secondary school students in Iseyin Local Government Area; and
- iii. iii. determine whether peer influence significantly predicts junior secondary school students' attitudes toward civic concepts in Social Studies in Iseyin Local Government Area.

Research Questions

1. 1. What is the level of junior secondary school students' attitudes, in terms of positive and negative attitudes, toward civic concepts in Social Studies in Iseyin Local Government Area?
2. 2. What is the degree of peer influence, in terms of peer conformity and social identity, among junior secondary school students in Iseyin Local Government Area?

Research Hypothesis

1. Peer influence will not significantly predict junior secondary school students' attitudes toward civic concepts in Social Studies in Iseyin Local Government Area.

Research Methodology

A descriptive survey research design was adopted to collect data from the target population without manipulating the variables under investigation. The target population comprised 4,453 Junior Secondary School II (JSS II) students enrolled in 25 public secondary schools in Iseyin Local Government Area of Oyo State. Thirty-one students were selected from each of the 25 schools using simple random sampling, giving an initial sample of 775 students. However, the demographic and analytical tables contained data for 737 respondents; accordingly, the analyses presented in this paper are based on 737 valid responses. The authors should confirm and report the reason for the 38-questionnaire difference, if applicable, in the final submission.

Data were collected using a self-developed four-point Likert-type questionnaire titled Students' Attitude toward Civic Concepts in Social Studies Questionnaire (SACCSSQ). The

questionnaire comprised three sections. Section A obtained demographic information, including gender, age range, and class size. Section B contained 12 items assessing students' attitudes toward civic concepts in Social Studies, with Items 1–6 measuring positive attitudes and Items 7–12 measuring negative attitudes. Section C contained eight items assessing peer influence, with Items 1–4 measuring peer conformity and Items 5–8 measuring social identity.

The internal consistency of the instrument was established using Cronbach's alpha, which yielded an overall coefficient of $\alpha = .896$, indicating high internal consistency. Ethical procedures stipulated by Lead City University were observed throughout the study. Data were analysed using descriptive and inferential statistics. Frequencies, percentages, and mean scores were used to answer the research questions, while simple linear regression was used to test the null hypothesis at the .05 level of significance.

Results

Presentation of Demographic Data

Table 1: Demographic Data of Respondents

Gender	Frequency	Percentage
Male	453	61.5
Female	284	38.5
Total	737	100.0
Age Range		
Less than 15 Years	704	95.5
16-20 Years	33	4.5
21-25 Years	0	00.0
Above 25 Years	0	00.0
Total	737	100.0
Class Size		
Less than 30	108	14.7
31-50	302	41.0
51-70	195	26.5
Above 70	132	17.9
Total	737	100.0

Source: Researcher's Field Survey, 2025

Table 1 presents the demographic characteristics of the 737 respondents included in the analysis. Of the respondents, 453 (61.5%) were male and 284 (38.5%) were female. Regarding age, 704 (95.5%) were below 15 years, while 33 (4.5%) were between 16 and 20 years. No respondents were in the 21–25 years or above 25 years categories. With respect to class size, 108 (14.7%) were in classes of

fewer than 30 students, 302 (41.0%) were in classes of 31–50 students, 195 (26.5%) were in classes of 51–70 students, and 132 (17.9%) were in classes with more than 70 students.

Research Question 1: What is the level of junior secondary school students’ attitudes, in terms of positive and negative attitudes, toward civic concepts in Social Studies in Iseyin Local Government Area?

Table 2: Level of Junior Secondary School Students’ Attitudes toward Civic Concepts in Social Studies in Iseyin Local Government Area

S/N	Item	AL (%)	S (%)	R (%)	N (%)	Mean	SD
Positive Attitude							
1	enjoy learning about my rights and duties as a citizen.	128 (17.4)	151 (20.5)	314 (42.6)	144 (19.5)	2.36	0.984
2	believe that obeying the rule of law helps to build a peaceful society.	142 (19.3)	188 (25.5)	238 (32.3)	169 (22.9)	2.41	1.043
3	am proud to learn about national symbols and what they represent.	187 (25.4)	130 (17.6)	283 (38.4)	137 (18.6)	2.50	1.063
4	believe respecting human rights is essential for a just society.	171 (23.2)	207 (28.1)	349 (47.4)	10 (1.4)	2.73	0.830
5	enjoy learning about how democracy allows citizens to express their opinions.	186 (25.2)	169 (22.9)	173 (23.5)	209 (28.4)	2.45	1.149
6	believe that being involved in community service shows good citizenship.	288 (39.1)	129 (17.5)	162 (22.0)	158 (21.4)	2.74	1.185
Negative Attitude							
7	think lessons about citizenship have little impact on students’ behaviour.	182 (24.7)	238 (32.3)	60 (8.1)	257 (34.9)	2.47	1.201
8	find topics like rule of law and human rights uninteresting.	358 (48.6)	252 (34.2)	102 (13.8)	25 (3.4)	3.28	0.826
9	rarely participate when the class discusses national issues.	121 (16.4)	284 (38.5)	118 (16.0)	214 (29.0)	2.42	1.075
10	believe learning about democracy does not really change how people behave.	202 (27.4)	302 (41.0)	136 (18.5)	97 (13.2)	2.83	0.978
11	think civic responsibilities are the government’s concern, not mine.	306 (41.5)	233 (31.6)	166 (22.5)	32 (4.3)	3.10	0.897
12	find lessons about leadership and accountability boring.	284 (38.5)	189 (25.6)	163 (22.1)	101 (13.7)	2.89	1.070

Weighted Mean = 2.68 Moderate

Source: Researcher’s Field Survey, 2025

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 2 presents the respondents' ratings of their attitudes toward civic concepts in Social Studies. The means for the six positive-attitude items ranged from 2.36 to 2.74, while the means for the six negative-attitude items ranged from 2.42 to 3.28. The reported overall weighted mean was 2.68, which falls within the moderate category according to the decision rule adopted in the study. However, because the negative-attitude items are phrased in the opposite direction, the authors should confirm whether these items were reverse-coded before computing any composite attitude score. If they were not reverse-coded, the overall mean should not be interpreted as a unidirectional measure of positive attitude.

Research Question 2: What is the degree of peer influence, in terms of peer conformity and social identity, among junior secondary school students in Iseyin Local Government Area?

Table 3: Degree of Peer Influence among Junior Secondary School Students in Iseyin Local Government Area

S/N	Item	AL (%)	S (%)	R (%)	N (%)	Mean	SD
Peer Conformity							
2.	like to behave in ways that make my friends accept me.	172 (23.3)	225 (30.5)	192 (26.1)	148 (20.1)	2.57	1.056
3.	often do what my friends do so that I can fit into the group.	92 (12.5)	293 (39.8)	236 (32.0)	116 (15.7)	2.49	0.903
4.	follow my friends' advice when making decisions about school activities.	157 (21.3)	281 (38.1)	200 (27.1)	99 (13.4)	2.67	0.957
5.	take part in school activities because my friends are involved.	230 (31.2)	189 (25.6)	238 (32.3)	80 (10.9)	2.77	1.009
6. Social Identity							
7.	feel proud to belong to my group of friends in school.	147 (19.9)	263 (35.7)	227 (30.8)	100 (13.6)	2.62	0.952
8.	believe that my friends understand me better than others.	68 (9.2)	104 (14.1)	220 (29.9)	345 (46.8)	1.86	0.979
9.	value the friendship and unity among my group members.	119 (16.1)	160 (21.7)	187 (25.4)	271 (36.8)	2.17	1.097
10	see myself as a loyal member of my group of friends.	209 (28.4)	152 (20.6)	140 (19.0)	236 (32.0)	2.45	1.207

Weighted Mean = 2.45 Low

Source: Researcher's Field Survey, 2025

KEY: AL= Always (4), S= Sometimes (3), R= Rarely (2), N= Never (1), and SD = Standard Deviation

Decision Rule: Mean value of ≥ 3.00 (High), 2.5-2.99 (Moderate) and ≤ 2.50 (Low)

Table 3 presents the degree of peer influence among junior secondary school students in Iseyin Local Government Area. For peer conformity, the item means ranged from 2.49 to 2.77, indicating low to moderate levels according to the study's decision rule. The highest mean (2.77) was recorded for participation in school activities because friends were involved. For social identity, the item means ranged from 1.86 to 2.62. The overall weighted mean of 2.45 indicates a low degree of peer influence.

Test of Hypothesis

Hypothesis One: Peer influence will not significantly predict students' attitudes toward civic concepts in Social Studies in Iseyin Local Government Area of Oyo State.

Table 4: Summary of Simple Linear Regression Analysis of Peer Influence Predicting Students' Attitudes toward Civic Concepts in Social Studies in Iseyin Local Government Area, Oyo State Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.477	.551		22.634	.000
	Peer Influence	.416	.036	.348	11.503	.000

a. Dependent Variable: Students' Attitude Towards Civic Concepts

Source: Researcher's Field Survey, 2025

Table 4 shows that peer influence significantly and positively predicted students' attitudes toward civic concepts in Social Studies ($\beta = .348$, $t = 11.503$, $p < .001$). The null hypothesis was therefore rejected. The result indicates that higher peer-influence scores were associated with higher scores on the reported attitude measure. Because the study used a descriptive survey design and cross-sectional data, the finding should be interpreted as a statistical prediction or association rather than evidence of a causal effect.

Discussion of Findings

The first research question examined the level of junior secondary school students' attitudes toward civic concepts in Social Studies. The reported overall mean was 2.68, indicating a moderate level according to the study's decision rule. This finding is broadly consistent with Olorunda (2021), whose study examined civic engagement among secondary school students in Oyo State, although the constructs and samples were not identical. Similarly, Oyetade and Oladiran (2012) reported that instructional approaches to civic education are relevant to students' knowledge and attitudes. Adeyemi and Adeyemi (2020) also found that teaching citizenship components of Social Studies was associated with students' civic knowledge and skills. Imran et al. (2024) reported positive

effects of e-learning on students' performance and attitude in Social Studies, while Nda (2024) reported an association between students' attitudes toward Social Studies and ethical values. These findings collectively suggest that students' civic attitudes may be shaped by both classroom experiences and broader social contexts.

The second research question examined the degree of peer influence in terms of peer conformity and social identity. The findings indicated a low overall degree of peer influence ($M = 2.45$). This finding is consistent with Adunola and Nwanneka (2023), who reported that peer influence was a predictor of upper basic students' academic achievement, although the present study concerns civic attitudes rather than academic achievement. Oghagbon and Agbede (2021) reported that peer influence was not a significant environmental predictor of unintended pregnancy among in-school female adolescents, suggesting that the magnitude of peer influence may vary across behavioural outcomes. Okoka et al. (2023) likewise reported substantial variation in peer pressure among adolescents. In contrast, Shao et al. (2024) found significant associations between peer relationships, learning motivation, learning engagement, and academic achievement among junior high school students, while Animba et al. (2023) reported substantial peer influence on selected risky behaviours among adolescents. These differences indicate that peer influence is context- and outcome-specific.

The hypothesis tested whether peer influence significantly predicted students' attitudes toward civic concepts in Social Studies. The regression result showed a statistically significant positive prediction ($\beta = .348$, $t = 11.503$, $p < .001$). This finding is consistent with literature emphasizing the role of peers and other socializing agents in adolescents' civic orientations. Zainurin et al. (2024), in a systematic review, highlighted the role of peer contexts in youth political behaviour, while Karkdijk et al. (2025, published online) found that parents' and classmates' civic attitudes were positively related to adolescents' civic attitudes, although friends' attitudes were not consistently predictive. The present finding therefore supports the view that peer relationships can be relevant to civic attitude formation, while also indicating that the nature and strength of peer effects may differ across contexts and dimensions of civic development.

Conclusion

The study concluded that junior secondary school students in Iseyin Local Government Area had a reported moderate level of attitude toward civic concepts in Social Studies, based on the study's stated decision rule. The overall degree of peer influence was low. Nevertheless, regression analysis showed that peer influence was a significant positive predictor of the reported attitude

measure. The findings suggest that peer relationships may be relevant to students' civic dispositions, even when the overall level of peer influence is relatively low. Given the cross-sectional survey design, the result should be interpreted as a predictive association rather than a causal effect.

Recommendations

1. Teachers should adopt engaging, participatory, and real-life instructional strategies, including debates, role-play, and community-based projects, to make civic concepts more relevant and meaningful to students.
2. Schools should encourage positive peer groups, such as civic clubs and student associations, where students can interact, collaborate, and reinforce constructive civic values.
3. Schools should incorporate peer mentoring, collaborative projects, and community-oriented activities that promote positive peer interactions and civic engagement.

References

- Abdu-Raheem, B. O. (2018). Civic education and social studies as veritable tools for secondary school students' moral value acquisition: Teachers' perspective. *Nigerian Journal of Social Studies*, 21(1), 15–32.
- Adeyemi, S. B., & Adeyemi, O. O. (2020). Effects of teaching citizenship components of Social Studies on junior secondary school students' civic knowledge and skills in Oyo State. *International Journal of Pedagogy, Policy and ICT in Education*, 8, 77–87.
- Adunola, I. B., & Nwanneka, O. J. (2023). Peer influence as a predictor of upper basic education students' academic achievement in Basic Science in Enugu State. *International Journal of Innovative Research and Advanced Studies*, 10(10), 115–120.
- Animba, I. E., Chukwu, P. N., Ezema, E. O., & Osim, H. U. (2023). Influence of peer pressure on social behaviour of in-school adolescents in secondary schools in Enugu State. *Sapientia Foundation Journal of Education, Sciences and Gender Studies*, 5(4), 47–57.
- Emmideme, G. N. (2023). Senior high students and teachers' attitudes toward Social Studies subject: The case of Nanumba North District of Northern Region, Ghana. *Open Access Library Journal*, 10(9), 1–17.
- Fliaguine, O., Thuot-Jolicoeur, A., Poulin, F., Denault, A.-S., Robitaille, J., Geoffroy, M.-C., & Philippe, F. L. (2024). Associations between parental civic engagement, negative beliefs toward civic engagement and youths' future civic attitudes and behaviors. *Journal of Adolescence*, 96(8), 1781–1792. <https://doi.org/10.1002/jad.12379>
- Imran, S. R., Panti, J. S., Richard, G. A., Omego, T. A., & Oluwadamilola, W. M. (2024). Impact of e-learning on junior Social Studies students' performance and attitude in Nasarawa State, Nigeria. *African Journal of Humanities and Contemporary Education Research*, 17(1), 361–381.
- Karkdijk, E. M., ten Dam, G., Daas, R., & Dijkstra, A. B. (2026). On the same page? Examining adolescents' civic attitudes and the role of congruence in civic attitudes of parents, friends, and classmates. *Families in Society*, 107(2), 733–753.
- Kuusisto, E., de Groot, I., Schutte, I., & Rissanen, I. (2023). Civic purpose among higher education students: A study of four Dutch and Finnish institutions. *Journal of Empirical Theology*, 36(2), 278–295.

- Laursen, B., & Faur, S. (2022). What does it mean to be susceptible to influence? A brief primer on peer conformity and developmental changes that affect it. *International Journal of Behavioral Development*, 46(3), 222–237.
- Nda, K. J. (2024). Assessing the correlation between students' attitude toward the study of Social Studies and their ethical values among junior secondary school students in Kuje Area Council of the FCT, Abuja, Nigeria. *World Journal of Educational Studies*, 2(4), 32–43.
- Oghagbon, P. U., & Agbede, C. O. (2021). Environmental factors predicting unintended pregnancies among in-school female adolescents in rural communities in South-South Nigeria. *African Journal of Health, Nursing and Midwifery*, 4(3), 45–53.
- Okoka, H., Kheswa, J., & Kennedy, I. (2023). Adolescent substance use: The role of peer pressure and social intelligence. *International Journal of Research in Education Humanities and Commerce*, 4(6), 1–27.
- Olorunda, S. E. (2021). Gender and location as factors determinants of secondary school students civic engagement in Oyo State, Nigeria. *Asia Social Issues*, 15(3), 251450.
- Oyekola, O. O., Ojuolape, M. O., & Akintayo, S. O. (2025). Peer influence, social media usage and personality type as determinant of assertiveness skill among secondary school students in Ibadan North Local Government. *African Journal of Humanities and Contemporary Education Research*, 18(1), 378–393.
- Oyetade, E. M., & Oladiran, M. A. (2012). Developing knowledge and attitudes of civic education in students for sustainable development: A case study of Lagos State, Nigeria. *International Journal of Humanities and Social Science*, 2(4), 145–151.
- Shao, Y., Kang, S., Lu, Q., Zhang, C., & Li, R. (2024). How peer relationships affect academic achievement among junior high school students: The chain mediating roles of learning motivation and learning engagement. *BMC Psychology*, 12, 1–12.
- Sultan, S., Mahmood, A., Shakil, A., & Aqeel, M. (2023). Mediating effects of self-concept and social identity between peer relations and delinquency. *Jahan-e-Tahqeeq*, 6(3), 229–241.
- Sumaila, A., & Oko, O. W. (2025). Students' attitude as predictor of poor performance in Social Studies in colleges of education in Benue State, Nigeria. *Nightingale International Journal of Educational Research and Development*, 8(8), 175–189.
- Van Camp, D., & Baugh, S. A. (2016). Encouraging civic knowledge and engagement: Exploring current events through a psychological lens. *Journal of the Scholarship of Teaching and Learning*, 16(2), 14–28.
- Wegemer, C. M. (2022). Service, activism, and friendships in high school: A longitudinal social network analysis of peer influence and critical beliefs. *Journal of Youth and Adolescence*, 51(1), 1–15.
- Zainurin, S. J., Wan Husin, W. N., Zainol, N. M., & Ismail, A. (2024). Peers influence on youth political behavior: A systematic review. *International Journal of Social Science Research*, 12(2), 182–203.