

INFLUENCE OF PEER PRESSURE ON RISKY BEHAVIOURS AND PSYCHOLOGICAL WELL-BEING OF YOUNG ADULTS



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CERTIFICATE OF APPROVAL

It is certified that the Research Thesis titled "Influence of Peer Pressure on Risky Behaviours and Psychological Well-Being of Young Adults." carried out by Imaan Abdullah, Reg. No.BSP193008, under the supervision of Ms Aysha Aneeq, Capital University of Science & Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology

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Young Adults**

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This research endeavor is sincerely dedicated to my esteemed supervisor, Ms. Aysha Aneeq, whose unwavering guidance and mentorship have played an instrumental role in my academic journey. Her exceptional support and invaluable insights have been pivotal in shaping the outcome of this study.

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With utmost sincerity, I dedicate this research to these exceptional individuals who have played such significant roles in my academic and personal growth. Their unwavering support has made this journey not only possible but also incredibly meaningful.

DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

A handwritten signature in blue ink, appearing to read 'Imaan Abdullah', with a horizontal line underneath the name.

Imaan Abdullah

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ABSTRACT

This research study examines the influence of peer pressure on risky behaviors and psychological well-being among young adults in educational settings, with a particular focus on gender differences in relation to risky behaviors. Understanding the impact of peer pressure on young adults' behaviors and well-being is crucial for promoting healthier choices and well-being in educational settings. A sample of 300 young adults aged 18-25 was selected from the universities of Islamabad and Rawalpindi using a convenient sampling technique. The research utilized three scales: the Peer Pressure Questionnaire (PPQR) to measure peer pressure, the Sensation Seeking Scale-V (SSS) to measure risky behaviors, and the Ryff Psychological Well-Being Scale (PWB) to measure psychological well-being. The findings indicate a significant relationship between peer pressure and both risky behaviours and psychological well-being ($r = .399$, $r = -.28$). Furthermore, the study reveals a significant gender difference in risky behaviors, with males ($M = 19.45$, $SD = 4.651$) more likely to engage in such behaviors compared to females ($M = 16.24$, $SD = 4.748$, $t = -5.921$, $p = .000$). Additionally, variations were observed among undergraduate and graduate students concerning peer pressure and psychological well-being, although no significant difference was found in risky behaviours. The study further investigates the influence of demographic factors and peer pressure on risky behaviours and psychological well-being of young adults. This research emphasizes the complexity of studying the influence of peer pressure on risky behaviors, and psychological well-being of young adults, providing valuable insights for promoting healthier behaviors and well-being in educational settings.

Keywords: *Peer Pressure, Risky Behaviours, Psychological Well-Being, Young Adults*

TABLE OF CONTENTS

CERTIFICATE OF APPROVAL	ii
DECLARATION.....	vi
ACKNOWLEDGMENT.....	vii
ABSTRACT.....	viii
TABLE OF CONTENTS	ix
LIST OF FIGURES	xi
LIST OF TABLES	xii
Chapter 1 Introduction.....	1
Peer pressure	1
Risky behaviours.....	2
Psychological well-being	3
Literature Review.....	6
Theoretical Framework.....	13
Rationale	19
Objectives	21
Hypotheses.....	21
Chapter 2 Methods	22
Research design	22
Ethical considerations	22
Sample.....	22
Inclusion criteria	23
Exclusion criteria	23
Sampling technique.....	23
Measures	23
Demographic Sheet and Informed Consent	23
Peer Pressure Questionnaire-Revised:	24
Sensation Seeking Scale-V	24
Ryff’s Psychological Wellbeing Scale Short Form.....	24
Procedure	25
Chapter 3 Results	26
Chapter 4 Discussion	42
Conclusion	50

Limitations	51
Recommendations/ Implications.....	51
References	54
Appendices.....	67
Support letter.....	67
Informed Consent.....	68
Demographic Sheet.....	69
Peer Pressure Questionnaire (PPQR).....	70
Psychological Well-Being Questionnaire (PWB)	72
Risky Behaviours Questionnaire (SSS-V).....	73
Permission Letters from Authors	76
Psychological Well-Being.....	76
Peer Pressure	76
Plagiarism Report.....	77

LIST OF FIGURES

<i>Figure 1 Normality Test for Peer Pressure</i>	<i>28</i>
<i>Figure 2 Normality Test for Psychological Well-Being</i>	<i>29</i>
<i>Figure 3 Normality Test for Risky Behaviours</i>	<i>29</i>

LIST OF TABLES

<i>Table 1 Sociodemographic Characteristics of the Participants</i>	<i>26</i>
<i>Table 2 Normality test of Peer Pressure Questionnaire, Psychological well-being and Sensation Seeking Scale.....</i>	<i>27</i>
<i>Table 3 Psychometric Properties for PPQR, PWB and SSS</i>	<i>30</i>
<i>Table 4 Correlations for Peer Pressure, Risky Behaviours and Psychological Well-Being</i>	<i>31</i>
<i>Table 5 Correlation of Demographics with Psychological Well-Being (n=300).....</i>	<i>32</i>
<i>Table 6 Correlation of Demographics with Risky Behaviours (n=300)</i>	<i>33</i>
<i>Table 7 Hierarchical Regression Results for Psychological Well-Being</i>	<i>34</i>
<i>Table 8 Hierarchical Regression Results for Risky Behaviours.....</i>	<i>36</i>
<i>Table 9 Comparison of Study Variables with Gender (n=300).....</i>	<i>37</i>
<i>Table 10 Comparison of Study Variables with Level of Education.....</i>	<i>38</i>
<i>Table 11 Means, Standard Deviations, and One-Way Analyses of Variance in Socioeconomic Status.....</i>	<i>40</i>

CHAPTER 1 INTRODUCTION

Everyone is affected by peer pressure at least once in their life. Whilst peer pressure is mostly affiliated with adolescents, it can very well continue into late adulthood. 28 % of young adults have reported that they still experience peer pressure to fit in (Horowitz & Graf). One of the factors for students that contributes to cigarette smoking is peer pressure where prevalence of cigarette smoking due to peer pressure among university students in Ethiopia is 17.35 percent (Leshargie et.al., 2019). The developmental stage of adolescence is affected if high level of peer pressure is experienced. This can result in risky-behaviours that can continue till adulthood (Tomé et.al., 2012).

When the environment of a person changes, so does their social circle. For young adults, entering a new university can be challenging and nerve racking. This can lead to an increase in behavioural problems and risky behaviours among students (Eccles et.al., 1993).

While it is difficult to provide an exact number of young adults in Pakistan, as the definition of a young adult varies from country to country, according to the World Bank, the population of Pakistan in 2020 was estimated to be 220.89 million, with approximately 64.3% of the population aged 15-64. This would mean that there are approximately 141.9 million young adults in Pakistan (World Bank, 2020).

Peer pressure

Peer pressure is the effect an individual experiences from their peer group where the individual tries to morph their beliefs, attitudes, values and behaviour to match them with those of the group they are part of (Adimora, Akaneme, & Aye, 2018). Any attempt

by one or more peers to persuade a person to adopt the decisions or behaviours that the pressuring individual or group favours is known as peer pressure (Sim & Koh, 2003). Peer pressure is mostly affiliated with the risky behaviours an individual is prone to commit after conforming to the group they are associated with or are a part of (Steinberg & Monahan, 2007).

Peer groups may have a good impact on people's conduct; therefore, peer pressure is not necessarily a bad thing. A peer group can provide security, a chance for learning, encouragement, and other benefits for certain folks. However, peer pressure is a powerful influence on behaviour and can be both positive and negative. It can be a motivating factor for people to strive for success, to take risks, and to try new things. It can also be a source of stress and anxiety, leading people to make decisions that are not in their best interest. Ultimately, peer pressure can be a powerful tool for personal growth and development, but it is important to be aware of its potential risks (Herberle, 2022).

Risky behaviours

Risk-taking behaviour or risky behaviour is commonly referred as the behaviour which can cause harm to oneself or another (Ansari et.al, 2016). Individual differences and peer pressure, which are related to decision-making, are the causes of risk-taking behaviours (Balogh, Mayes, & Potenza, 2013). These behaviours can range from delinquency to drug use and are most of the time guided through peer influence (Salam et al., 2016). Different behaviours can be considered as risky behaviours, such as drug use and alcohol, stealing, sensation-seeking, fighting, risky sexual behaviour, dangerous or speedy driving (Peacock et.al, 2017).

Peer pressure is frequently cited as a factor in college students' binge drinking. In both theoretical and empirical terms, peer pressure encompasses three distinct elements: explicit offers of alcohol, modelling, and social norms. Overt alcohol offers can range from polite invitations to consume alcohol to more forceful forms of persuasion or demands to drink. Modelling occurs when a student imitates the drinking behaviour of another student in real-time. This imitation can lead the student to view binge drinking as a common and acceptable practice, influenced by perceived social standards. (Borasri & Carey, 2001).

Smoking and risky sexual behaviours are performed more by men compared to women (Creighton & Oliffe, 2010). Such behaviours happen because an individual makes a decision to engage in these types of behaviours. Most of the time, these decisions are based on the influence they are receiving from their surroundings. Risky behaviours can be due to sensation-seeking. Sensation-seeking is a trait that encompasses the desire for thrills, adventure, new experiences, impulsivity, and a lack of inhibitions, as well as an intolerance for boredom. It is characterized by a willingness to take risks and seeking out new exciting experiences. (Wan et al., 2020).

Psychological well-being

Psychological wellbeing is a state of being in which an individual is able to function in a healthy and balanced way, both mentally and emotionally. It is characterized by a sense of contentment, satisfaction, and purpose, and involves the ability to cope with life's challenges and to make meaningful connections with others. Psychological well-being is described as the levels of interpersonal positive functioning through which an individual relates with other people, has attitudes that promotes personal growth and has a sense of mastery (Richard, 2017). Psychological well-being

is hedonic and eudaimonic. Hedonic well-being is attained by experiencing pleasure and enjoyment, whereas eudaimonic wellbeing can be achieved by experiencing meaning and purpose in life. (Carruthers & Hood, 2004; Ryff, 2007).

According to Ryff (1998), psychological well-being can be divided into six dimensions: autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance. If these dimensions are not fulfilled, an individual is likely to have poor psychological well-being. The National Alliance on Mental Illness estimates that approximately 20% of young adults aged 18-25 have a mental health condition. (NAMI, 2021).

The degree to which people are able to withstand peer pressure as children or as adults depends on the process of socialization they go through as they mature in society. This is due to the fact that most people associate peer pressure with adolescents while oblivious to the possibility that it may persist into maturity. Unknowingly, some individuals carry their youthful experiences with peer pressure into their adult lives. It is a decision made to conform and stay in a specific class that we make amongst ourselves (Maina, 2011).

Since adolescents are in a critical developmental period where they are building their identities and attempting to fit in with their peers, they are particularly vulnerable to peer pressure. As a result, individuals may be more prone to adopting the attitudes and practices of their peers, even if they contradict their own principles or convictions. All age groups are still susceptible to peer pressure, especially in social situations when people feel pressure to live up to the standards set by the group. The incidence and effects of peer pressure may vary among adolescents, young adults, and adults, even though it is a frequent experience for young people of all ages (Rageliene, 2016)

Risky behaviours such as poor diet, smoking, risky sexual conduct, drug and alcohol use, high-speed driving, assaults and not wearing a seat belt all raise the likelihood of negative physical and psychological harm (Amitai & Apter, 2012). In Egypt, 45% cause of death is due to road accidents. 19.3% people do not comply with the road safety rules constructed for the pedestrians. 39.4% people do not possess a driver's license. 44.5% people forgo using a seatbelt whereas 63.5% people exceed the speed limits set by the road traffic system. Exceeding the speed limit is also a more common behaviour in males compared to females (El-Gendy et.al., 2015).

Smoking in Pakistan is a serious issue. Since smoking is severely prevalent, it ends up consuming the lives of hundreds of thousands of individuals per year. Around 24.7 % smokers in Pakistan try to quit smoking but 97.8% of the people fail to do so. Peer pressure and curiosity are one of the major things that influence the smoking behaviour of individuals in Pakistan (Shaheen et al., 2018).

Consumption of drugs and smoking is not a new concept among young adults. Students in universities tend to get influenced by their surroundings. The peer influence experienced by the students primarily manifests in the form of their friends. In educational settings, interacting with people who have the information and knowledge of drugs result in an individual using those substances themselves (Alvis et.al., 2021).

The prevalence of psychological well-being among young adults in Pakistan is not well-documented. However, studies have found that mental health issues are common among young adults in Pakistan, with depression, anxiety, and stress being the most common mental health issues reported (Nisar et al., 2019; Gadit & Mugford, 2007; Ullah et al., 2022). Additionally, research has found that young adults in Pakistan are more likely to experience psychological distress than their peers in other countries.

Factors such as poverty, gender inequality, and lack of access to mental health services are thought to contribute to the high prevalence of mental health issues among young adults in Pakistan (Yasmin et al., 2022).

Any individual must maintain relationships, communication, and be in touch with others in order to survive. Peer interactions may either inspire people to succeed in life or to engage in unhealthy behaviours. Such behaviours can be troubling when they have an impact on someone's life since they may have an impact on that person's psychological health (Umberson et al., 2010).

Peer pressure can be the cause of risky behaviours which can also become an indicator of poor psychological well-being. This thesis aims to investigate the influence of peer pressure on risky behaviours and psychological well-being of young adults. It will examine the impact of peer pressure on young adults' behaviour, and how this can lead to risky behaviours.

Literature Review

While risky behaviours caused by peer pressure are more prevalent in adolescents, researches point towards the fact that peer pressure affects adolescents and youths more than adults. An experimental study done on 306 individuals who belonged to the age groups; adolescents, youths and adults established that risk taking and risky decision making i.e., risky behaviours decreased with age and that peer influence on risky behaviour was stronger on adolescents and youths compared to adults. Participants also committed more risk-taking behaviours when in a peer group (Gardner & Steinberg, 2005).

Statistics say that young people aged 17-24 are prone to being killed in road crashes around the world. One of the psychosocial factors for risky driving is identified as anticipated rewards by peers. 165 people participated in such a study exploring risky driving in young people. Peer presence is linked with an increase in risk-taking behaviour which in response is interrelated to reward. An increase in risk-taking was observed among 201 young adults; increased impulse was observed with risk-taking in the presence of peers (Scott- Parker et al., 2009; Reniers et al., 2017).

Studies have also explored whether online interactions with peers and computers affect risky behaviours of young adults or not. Findings suggest that text messages from peers that encourage risk can have an influence on the risk-taking behaviour of young adults (Maclean et al., 2014).

Risky driving is one of the major contributions to road trauma, which is one of reason for high mortality in young people. Sensation seekers give importance and value to the thrill they experience. A study observes the association between sensation seeking and risky driving. Young drivers from the cities of Sydney and New South Wales participated in a survey which related to the risky driving behaviours such as speeding, drunk driving, fatigue driving and driving without a seatbelt. The results suggested that thrill and adventure seeking has a high relationship with the perceived risk of risky driving (Hatfield, Fernandes & Job, 2014).

Risk-taking behaviour has a significant relationship with sensation-seeking (Wan et al., 2020). Young adults and adolescents engage in thrill-seeking which leads to traffic accidents (Marcelli et al., 2010). Researches were conducted in Australia, New Zealand and Columbia to investigate the risky behavior of young drivers and identify the predictors that lead to such behavior, resulting in road accidents. Both Australia and

New Zealand are high income countries whereas Columbia is a middle- income country. People aged 16-25 years participated in the research. It was reported that one of the predictors for reckless driving was having companions while driving. More road crashes occurred due to driving with passengers (Scott-Parker & Oviedo- Trespalacios, 2017).

Men tend to engage in sensation-seeking more. Research has demonstrated the relationship sensation-seeking has with risky behaviour. A study addressed sensation-seeking among young adults who had a history of head injury or not. Sensation seeking was measured through the Sensation seeking scale (SSS). A significant relationship was found out between thrill seeking and the adventure seeking subscale of SSS. When gender differences were explored, men scored higher in the research in regards to sensation-seeking and risky behaviour. The research also found out that when the participants knowledge of the risks increased, their penchant for risky behaviours also increased, but this was only in the case for participants that had head injuries. Participants that did not have a head injury did not have much interest in engaging in risky behaviours even if their knowledge of risk increased (O’Jile et al., 2004).

A study investigated the sex differences in sensation-seeking. Sensation-seeking was defined as the willingness to partake in intense and novelty behaviours. This study was conducted to check whether the gender difference in sensation-seeking has remained the same or has changed over the course of years. The results found that in disinhibition and boredom susceptibility, the sex differences have remained stable whilst in thrill seeking and adventure seeking, sex differences have diminished (Cross, Cyerenne & Brown, 2013).

Peer pressure is one of the leading causes for cannabis use in male young adults. Cannabis use and various other illegal drugs are distinctly prevalent with young adults who are male, where they end up causing serious health problems. The use of cannabis is due to experiencing peer pressure from the peer group the individual is associated with. Sensation seeking is also a factor that is identified with the use of cannabis (Huang et al., 2014).

An experimental study was conducted on 48 college students aged 17-25 who smoked on a day-to-day basis. These participants had to engage in a 30-minute task involving music. They would participate in the task alongside same sex individuals. The following three conditions were set; the same sex individuals will not be smoking; one individual will be smoking and both individuals will be smoking. The results indicated that the students who participated in the study smoked more cigarettes when the third condition was applied i.e. both same-sex individuals smoked as compared to them smoking cigarettes when neither the individuals smoked or only one did. The findings suggest that in a group setting, peer influences can easily occur. This further suggests that a peer that smokes has more of an influence on the daily smoking of young adults as compared to a peer that does not smoke (Harakeh & Volleybergh, 2013)

Numerous studies have demonstrated a high correlation between a person's risk for smoking and their friends' smoking habits. Few research, however, have looked at how other social network characteristics, either alone or in combination with friends' smoking habits, may affect the likelihood of smoking. A study conducted on 19-year-olds in Sweden explored how certain characteristics in the network of young adults can lead to smoking. The results showed that a positive relationship exists between peer influence and smoking. Peer smoking can lead to an increase in the smoking habits.

The study also explored gender differences among the 19- year-olds. The differences showed that women who are in an environment where their peers are smoking, tend to engage in smoking more compared to men who had peer smokers (Rostila et al., 2013).

A study conducted on undergraduates from two universities of China concluded that social pressure is one of the smoking-related attitudes that push the students to engage in smoking (Xu et al., 2015). In Hanoi, the prevalence of drinking and smoking is high. Having close friends who engage in smoking and drinking result in young adults and adolescents engaging in these behaviours themselves (Nguyen et al., 2012).

Peer pressure is a contributing factor for smoking. In Karachi, Pakistan, younger participants reported that peer pressure was one of the reasons why they started smoking (Nizami et al., 2011). Waterpipe smoking among university students in Karachi has now become popular. 450 people participated in a study of waterpipe smoking in Karachi. Half of the participants (53.65%) reported that they have smoked shisha (waterpipe smoking). After examining the factors that led to the waterpipe smoking, peer pressure was identified as a common factor that led university students in Karachi to smoke waterpipe (Jawaid et al., 2008)

Some risky behaviours, such as smoking, are influenced and cultivated by culture and the environment. In Pakistan and Bangladesh, smoking is influenced majorly by peer pressure. Young people aged 18 and above hide their smoking from their elders. There are also other factors that view smoking in terms of the religion, Islam (Bush et al., 2003). Oral tobacco use is increasing rapidly in Pakistan. 37.4 percent young adults who use oral tobacco are influenced by their peers (Dhanani et al., 2011). One of the most common reasons reported for the use of drugs and alcohol by

the medical students of Pakistan is peer pressure. Academic stress and curiosity also contribute for drug and alcohol use (Shafiq et al., 2006).

A study conducted in Islamabad found that substance abuse starts at the age of adolescence and young adult, where majority of the individuals partake in smoking due to peer pressure (Zaman et al., 2022). Male young adults engage more in deviant and health risk behaviours as compared to females (Korn & Hagit, 2018). Various studies conducted in Pakistan upon peer pressure put their focus on different variables, one of which is body dissatisfaction. This study was conducted to explore the influence of family, peer and media pressure on body dissatisfaction. The findings of the study suggested that peer pressure acted as a predictor for body dissatisfaction after multiple regression analysis was conducted on the variables (Akbar et al., 2022).

Two studies were conducted to explore the gender differences in the willingness an individual has to partake in risky behaviour. The studies explored mortality salience among college and high school students. Mortality salience refers to the awareness one has about the inevitability of their death. In the first study, American college students rated their willingness to engage in different risk-taking behaviours whilst in the second study, Israeli high school students rated their willingness to use psychoactive substances. Findings of both studies suggested that men are more willing to engage in risky behaviours as compared to women. It was also found out that the participants only used psychoactive substances when offered by a peer (Gilad et al., 2002).

Morris et al., (2020) states that alcohol consumption in an excessive manner may be due to being peer pressured to consume alcohol. Individuals aged 18-52 years old took part in these studies. Qualitative studies have explored the relationship between peer pressure in regards to alcohol consumption and the behaviour related to alcohol.

Systematic search was utilized to identify the studies. Five major themes were identified using thematic analysis and out of these five themes, four themes pointed towards peer pressure. Different aspects of peer pressure were explored, such as; peer pressure experience, consequences, strategies and the conditions that are perceived by the individuals that affect peer pressure. The fifth and last theme explored the social context which influences peer pressure. The results identified that when individuals are pressurized to drink alcohol, it can be in various forms; aggressive, subtle or friendly. The individuals that choose to not consume alcohol feel overt peer pressure from their peers. This form of peer pressure can end up resulting in social isolation, or conforming to the needs of the peer group by consuming the alcohol (Morris et al., 2020).

College students are consistently influence by peer pressure. Their social circles influence them to do many risk-taking activities, one of the popular activity being drinking. Many ways are utilized by peer groups to offer alcohol which can range from polite to urging or commanding someone to drink. The environment can easily influence the individual to consume alcohol in a risky way. Such consumption is mostly done through the pressure applied by the peer group (Borsari & Carey, 2001).

A study conducted in China established that young cyclists engage in risky behaviours which were explained by factors such as age, gender and perceived risk. Male cyclists were more at risk when engaging in risk-taking behaviours (Wang et.al, 2020). Another study examining mental health and its risks in regards to peer pressure was done to find if there is any connection between peer pressure and the mental health of undergraduates. The results found that students are involved in gambling, drugs and risky behaviours after they are peer pressured by their friends. (Kudek et al., 2021).

A correlational study conducted on senior high school students concluded that there is a significant relationship between mental health and peer pressure (Jelena et al., 2022). Researches state that peer pressure is a major cause of an increase in stress, anxiety, depression and insomnia which in turn affects the well-being of individuals (Aniko, Boersma & Tilfors, 2019; Makinde et al., 2020).

The findings of a research study examined the mental well-being, treatment accessibility, suicidal thoughts, and bullying experiences among university students in Pakistan. The data was collected from 355 students enrolled in Pakistani universities. In comparison to a previous study involving German and Chinese students, the Pakistani group exhibited poorer mental health, limited availability of mental health treatments, and a higher occurrence of recent suicidal thoughts and instances of bullying. (Bibi et al., 2021).

Peer pressure can lead to risky behaviours, such as substance use, which can in turn have a negative impact on the psychological well-being of individuals. Risky behaviours can lead to feelings of guilt, shame, and regret, which can lead to depression, anxiety, and other mental health issues. Additionally, engaging in risky behaviours can lead to physical health issues, which can further impact psychological well-being. Therefore, it is important to be aware of the potential risks associated with peer pressure and to make healthy decisions (Mofatteh, 2020; Gioia, 2017).

Theoretical Framework

As proposed by Jessor (1977), problem behaviour theory states that various environmental and personality factors play a significant role in risk-taking and problematic behaviour. Jessor (1977) described problem behaviour as risk-taking

behaviour, and argued that the personality and social environment of adolescents and young adults are major factors in the development of problem behaviour.

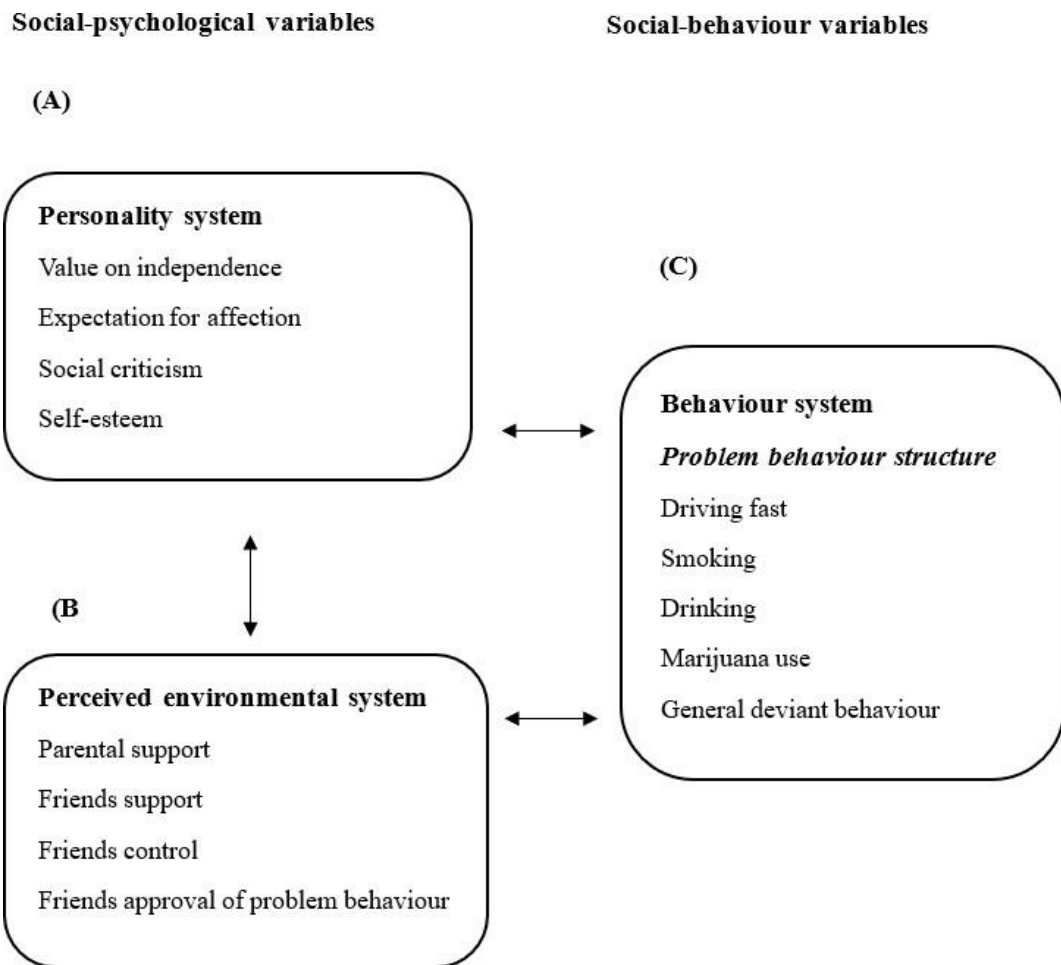
The theory has a complex and comprehensive conceptual structure, comprising three key systems of explanatory variables: the perceived-environment system, the personality system, and the behaviour system. Each system is made up of factors that either encourage or discourage problematic behaviour. The overall propensity for problem behaviour across all three systems represents an individual's degree of psychosocial conventionality or unconventionality (Jessor, 1977).

The personality system is made up of a set of interconnected, long-lasting socio-cognitive variables, such as values, beliefs, attitudes, and orientations, that are shaped by social learning and developmental experiences. These variables, known as the personality system, can influence a person's tendency towards problematic behaviour (Jessor, 1997).

The perceived-environment system is made up of various ideas that have an impact on behaviour. These include social controls, models, and support. Various factors within the perceived-environment system contribute to a predisposition towards problematic behaviour. These factors encompass low levels of parental disapproval towards problematic behaviour, elevated peer approval of such behaviour, influential peer models exhibiting problematic behaviour, insufficient parental controls and support, limited peer controls, a lack of alignment between parental and peer expectations, and a diminished parental influence in comparison to peer influence (Jessor, 1977).

The behaviour system is made up of various behaviours, including both problematic behaviours and customary behaviours. Examples of problematic behaviours include alcoholism, problem drinking, cigarette smoking, marijuana use, other illegal drug use, general deviant conduct (delinquent behaviour and other norm-violating acts) and unsafe driving.

These behaviours are often connected in the social environment of young people, where there are opportunities to learn and engage in them together. Involvement in any one of these behaviours can increase the likelihood of involvement in other problematic behaviours, as they may have similar psychological meanings and functions, such as a rejection of conventional norms or a desire for independence from parental control (Jessor, 1977).



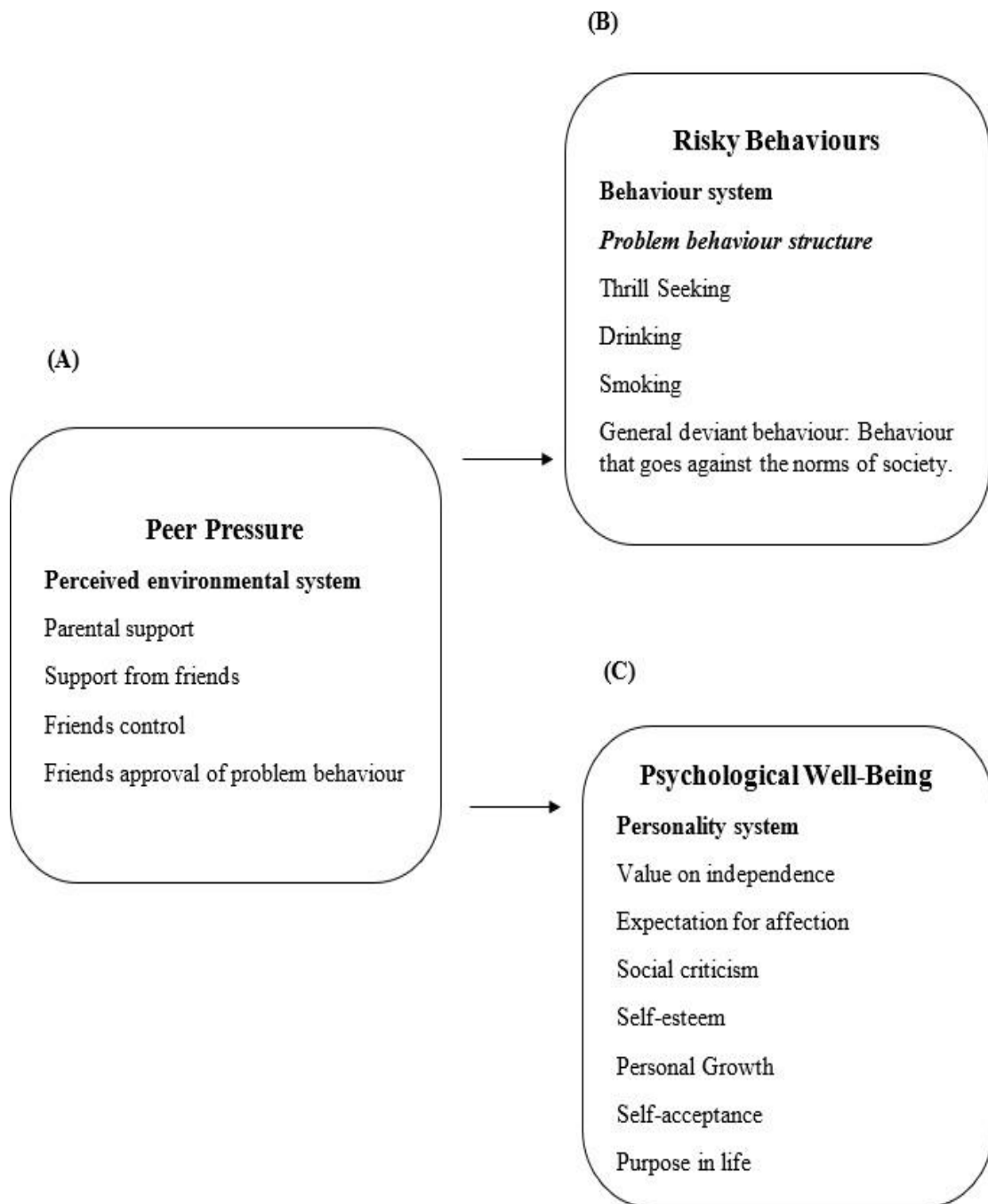
Problem Behaviour Theory (Jessor, 1997)

According to Jessor (1997), Peer pressure is a significant factor in the development of problematic behaviours. The theory suggests that an individual may feel pressured by their peers to engage in behaviours that are socially unacceptable or risky, such as drug and alcohol use, delinquency, and other forms of deviant behaviour. Peer pressure can be a powerful influence on behaviour and can be difficult to resist, so it is important to be aware of its potential impact and take steps to reduce the risk of engaging in problem behaviours. In the context of the perceived-environment system, peer pressure is considered as an influence of the broader environment on an individual's behaviour.

Risky behaviour is explained within the context of the behaviour system. The problem behaviour structure within the behaviour system explains how certain problematic behaviours, such as drinking, general deviant behaviour, reckless driving, thrill-seeking, sexual intercourse, smoking, and marijuana use, can be influenced by peer pressure present in the perceived-environment system. When an individual engages in one risky behaviour, they may also be more likely to engage in other risky behaviours.

Young adults are particularly prone to engaging in problematic or risky behaviours due to high peer approval of such behaviours, high peer models for risky behaviours, low control on peer relationships, and low peer influence. While the behaviour system focuses on the specific risky behaviours that an individual engages in, the personality system includes the psychological well-being of the individual.

The personality system provides insights into understanding an individual's psychological well-being. It examines various aspects related to their overall mental health. This includes factors such as expectation for affection, value on independence, social criticism, self-esteem, personal growth, self-acceptance and purpose in life. These elements contribute significantly to a person's psychological well-being. Greater peer pressure is associated with lower levels of self-acceptance, growth, and purpose in life (Jessor, 1997).



Study model for the Influence of Peer Pressure on Risky Behaviours and Psychological Well-being (Jessor, 1997)

Rationale

The purpose of this study is to investigate the influence of peer pressure on risky behaviours and psychological well-being. Young Adults are at a fragile phase of growth and decision making, they are focusing on their goals and ambitions, any decision they take during this time period will have an impact in the later years of their lives (Bois-Reymond, 1998). Peers play a role in the socialization and formation of interpersonal relationships of an individual and they are important for social development (Little, 2020).

In Pakistan, the prevalence of peer pressure and the influence it has on risky behaviours and psychological well-being of young adults is low (Nizami et.al., 2011). The majority of scholarly researchers direct their attention towards examining the correlation between peer pressure and the engagement of young adults in high-risk activities, such as smoking and reckless driving. However, there is a noticeable dearth of research concerning the potential influence of peer pressure on the psychological well-being of these individuals (Jawaid et.al., 2008; Zaman et.al., 2022). Following a comprehensive examination of these aforementioned factors, scholarly attention can then be redirected towards developing effective interventions to address the issues stemming from these factors. The subsequent implementation of these interventions holds the potential to mitigate risky behaviours that could detrimentally impact the psychological well-being of young adults.

People often engage in risky behaviours and succumb to peer pressure for a variety of reasons. These can include a desire to fit in, a need for acceptance, a lack of self-confidence, a need for excitement, or a desire to rebel against authority.

Additionally, people may be influenced by their peers to engage in risky behaviours due to a desire to be seen as popular. Peer pressure can also be a powerful motivator, as people may feel the need to conform to the expectations of their peers in order to be accepted. Young adults exhibit a heightened propensity for engaging in risky behaviours and yielding to peer pressure, influenced by a multitude of factors. These factors encompass a desire for social integration with their peers, limited experience in decision-making, a yearning for acceptance, and a drive to experience a sense of empowerment and control. Moreover, young adults may be inclined towards risk-taking behaviours due to inadequate comprehension of the potential repercussions of their actions or a dearth of resources that could facilitate informed decision-making. (Hartney, 2022).

The cultural diversity of Pakistan, characterized by its distinct social norms, values, and traditions, presents an opportunity to explore the dynamics of peer pressure within this specific cultural milieu. Investigating the influence of peer pressure in the Pakistani context would enable a comprehensive examination of the multifaceted factors that contribute to risky behaviours among young adults. This research endeavor would provide valuable insights into the intricate interplay between cultural expectations, social influences, and the individual decision-making processes of young adults.

Given Pakistan's substantial population of young adults, studying this demographic group becomes essential. By investigating the impact of peer pressure on their behaviour, valuable insights can be gained to identify potential risk factors. These insights can then inform the development of targeted interventions aimed at fostering

healthier decision-making and enhancing psychological well-being among young adults in Pakistan.

Objectives

1. To find out the relationship between peer pressure, risky behaviours and psychological well-being.
2. To find out gender differences in risky behaviours among young adults.
3. To find differences in education level and socioeconomic status in relation to peer pressure, risky behaviours and psychological well-being.
4. To find out the influence of demographic variables (age, gender, education, socioeconomic status) and peer pressure on risky behaviours and psychological well-being of young adults.

Hypotheses

1. There will be a significant relationship between peer pressure, risky behaviours and psychological well-being.
2. Males are more likely to engage in risky behaviours as compared to females.
3. There will be significant differences between undergraduate and graduate students, as well as individuals of different socioeconomic status, in terms of peer pressure, risky behaviors, and psychological well-being
4. Risky behaviors and psychological well-being of young adults are influenced by demographic factors (age, gender, education, and socioeconomic status) as well as peer pressure.

CHAPTER 2 METHODS

Research design

A correlational research design will be applied on this study (Creswell, 2012).

Ethical considerations

The participants were made aware of the aims and goals of this study. They were then given a consent form which had information about the variables being studied and the purpose of the study. The participants were not forced in any way to be a part of this research; their participation was voluntary.

The identities of the participants were assured to be kept anonymous and confidential. Their data was not shared to any third party except the supervisor and the researcher conducting this study. The participants also had access to the results if they wished to be informed of the result of the research.

Their anonymity was guaranteed through not collecting any data which would identify them such as name, phone numbers, home address and pictures. Participants were also free to withdraw from the study if they wished to do so at any time and were told that they would not suffer any negative consequences for choosing to withdraw.

The data collected from the was only be used for research. Permission from the ethical review committee of CUST was taken to conduct the research.

Sample

For the calculation of sample size, G Power software version 3.1.9.4 was used (Faul et al., 2009). A final sample of 300 was chosen for the study.

Inclusion criteria

1. Participant age was 18-25 years and they were young adults (WHO, 2017).
2. Participants were taken from the universities of Islamabad and Rawalpindi.
3. Participants possessed mental clarity and were free from any physical disabilities that could impede their understanding.

Exclusion criteria

1. Individuals who were not currently enrolled as university students.
2. Individuals who lacked a formal educational background.
3. Individuals who experienced cognitive disabilities or were intellectually challenged.

Sampling technique

For the collection of data from participants, convenient sampling technique was used. It is a type of non-probability sampling technique where samples are collected on the basis of convenience (Nikolopoulo, 2022).

Measures***Demographic Sheet and Informed Consent***

The data collection protocol consisted of Informed Consent and Demographic sheet. The Informed Consent included the purpose, procedure, information provided to the participant, statement of consent and the contact information of the researcher. The demographic sheet included the demographic variables such as Age, Gender, City of Residence, Socioeconomic Status, and Level of Education. Age was categorized as young adults aged 18-25 years, Gender had two options; male and female. City of Residence were marked by Rawalpindi and Islamabad. Socioeconomic Status had three

options; Upper, Middle and Lower. The family income of individuals from the Upper class is marked as Rs180,000 per month. Whereas the family income of individuals in Middle and Lower class is marked as Rs60,000 and less than Rs40,000 respectively (World Bank, 2022).

Peer Pressure Questionnaire-Revised:

Sunil & Sandeep (2016) developed the Peer Pressure Questionnaire Revised. It is a self-report tool that consists of 25 questions and is used to measure the level of peer influence an individual experiences in everyday situations. It is a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree." The score for each item is added together to form a total score. The questionnaire has a Cronbach alpha of 0.932.

Sensation Seeking Scale-V

Zuckerman (1964) developed the Sensation Seeking Scale-V as a 40-item questionnaire to measure risky behaviours. SSS was used to measure Risky Behaviours. It has 4 subscales; Disinhibition, Experience Seeking, Susceptibility to Boredom, Thrill and Adventure Seeking. Each subscale has 10 items. the questions of the SSS have two options from where the participant chooses one answer. SSS has a reliability coefficient of 0.76 (Gray & Wilson, 2007)

Ryff's Psychological Wellbeing Scale Short Form

Developed by Carol Ryff (2007;1989), It measured Psychological Well-being. It is a 7-point Likert scale with 18 items and Cronbach alpha of 0.88. Items 1, 2, 3, 8, 9, 11, 12, 13, 17, and 18 are reverse-scored.

Procedure

Data collection was done using the 3 questionnaires, Peer Pressure Questionnaire Revised, Psychological Well-Being Scale and Sensation Seeking Scale. The Data collection Protocol was designed by incorporating Informed Consent, Demographic sheet and the aforementioned questionnaires. Data was collected from the universities of Rawalpindi and Islamabad. The participants were first made aware about the goals and purpose of the study. If they wished to withdraw from the study in between, they were not imposed on completing it. The data collected was analysed through SPSS 21.

CHAPTER 3 RESULTS

Table 1

Sociodemographic Characteristics of the Participants

Sample Characteristics	<i>f</i>	%
Gender		
Female	150	50
Male	150	50
Residential City		
Rawalpindi	133	44.3
Islamabad	167	55.7
Socioeconomic Status		
Upper Class	73	24.3
Middle Class	157	52.3
Lower Class	70	23.3
Education		
Undergraduate	232	77.3
Postgraduate	68	22.7
Age		
18	8	2.7
19	19	6.3
20	48	16
21	60	20
22	57	19
23	41	13.7
24	39	13
25	28	9.3

The sociodemographic characteristics of the sample are presented in Table 1. The sample consisted of N = 300 participants, with an equal distribution of gender, comprising 150 females (50%) and 150 males (50%). Regarding residential city, 44.3%

(n = 133) of participants resided in Rawalpindi, while the majority of participants, 55.7% (n = 167), lived in Islamabad. The socioeconomic status distribution revealed that 24.3% (n = 73) of participants belonged to the upper class, 52.3% (n = 157) to the middle class, and 23.3% (n = 70) to the lower class. In terms of education, the majority of participants, 77.3% (n = 232), had an undergraduate level of education, while 22.7% (n = 68) held a postgraduate degree. The age distribution ranged from 18 to 25 years old. The largest age group was 21 years old, comprising 20% (n = 60) of participants. The smallest age group was 18 years old, representing 2.7% (n = 8) of the sample.

The remaining age groups were as follows: 19 years old (6.3%, n = 19), 20 years old (16%, n = 48), 22 years old (19%, n = 57), 23 years old (13.7%, n = 41), 24 years old (13%, n = 39), and 25 years old (9.3%, n = 28). Overall, the sample consisted of an equal number of male and female participants, with a relatively balanced distribution across residential cities, socioeconomic statuses, education levels, and age groups.

Table 2

Normality test of Peer Pressure Questionnaire, Psychological well-being and Sensation Seeking Scale

<i>Scales</i>	<i>M</i>	<i>Median</i>	<i>Mode</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
PPQR	69.80	70	75	19.64	-.05	-.76
PWB	76.13	75	72	8.96	.33	-.37
SSS	17.85	18	20	4.96	-.02	-.47

Note: PPQR= Peer Pressure Questionnaire Revised, PWB= Psychological Well-Being Scale, SSS= Sensation Seeking Scale, M= Mean, SD= Standard Deviation

In Table 2, the mean (M), median, mode, standard deviation (SD), skewness, and kurtosis values are reported for each scale. The PPQR scale has a mean of 69.80, a

median of 70, and a mode of 75. The standard deviation is 19.64, indicating a relatively high variability. The skewness value of -0.05 suggests a slightly left-skewed distribution, while the kurtosis value of -0.76 indicates a platykurtic distribution.

For the PWB scale, the mean is 76.13, the median is 75, and the mode is 72. The standard deviation is 8.96, indicating a lower level of variability compared to the PPQR scale. The skewness value is 0.33, indicating a slightly right-skewed distribution, while the kurtosis value of -0.37 suggests a platykurtic distribution.

Finally, for the SSS scale, the mean is 17.85, the median is 18, and the mode is 20. The standard deviation is 4.96, indicating a relatively low variability. The skewness value is -0.02, suggesting a nearly symmetrical distribution, while the kurtosis value of -0.47 indicates a platykurtic distribution.

Figure 1 Normality Test for Peer Pressure

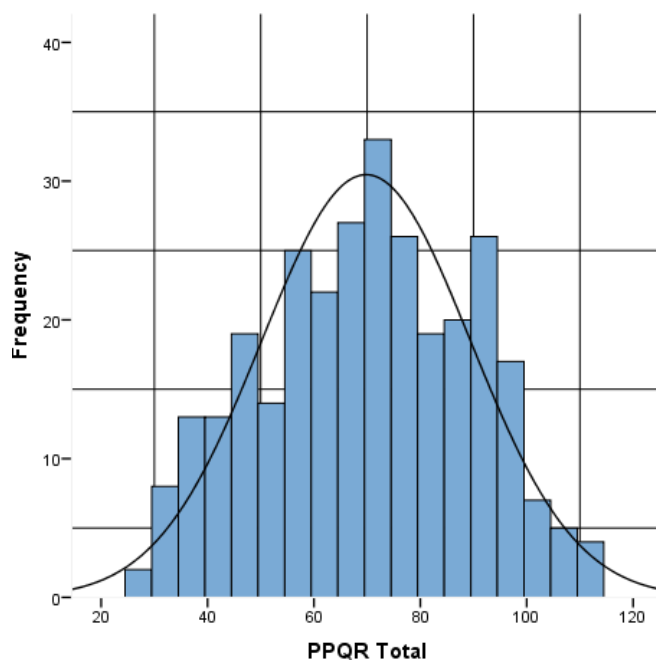


Figure 2 Normality Test for Psychological Well-Being

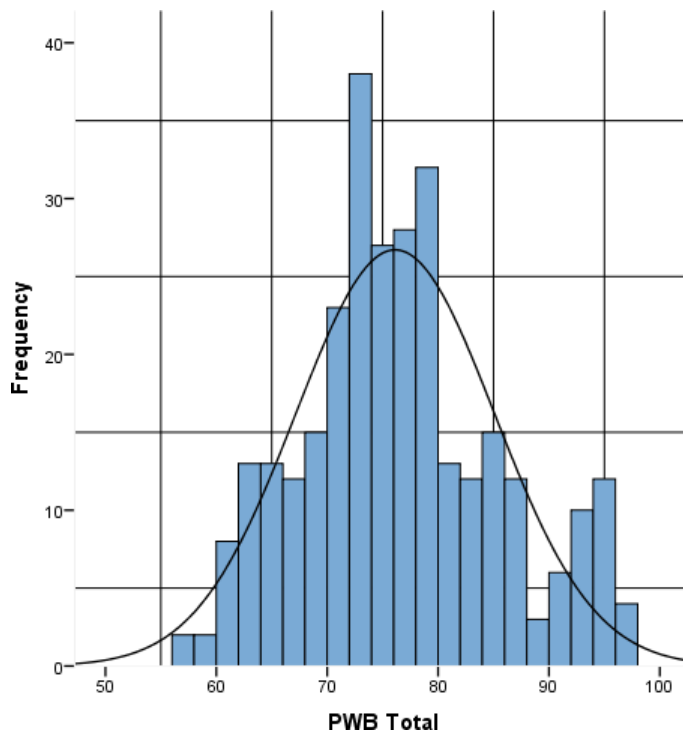


Figure 3 Normality Test for Risky Behaviours

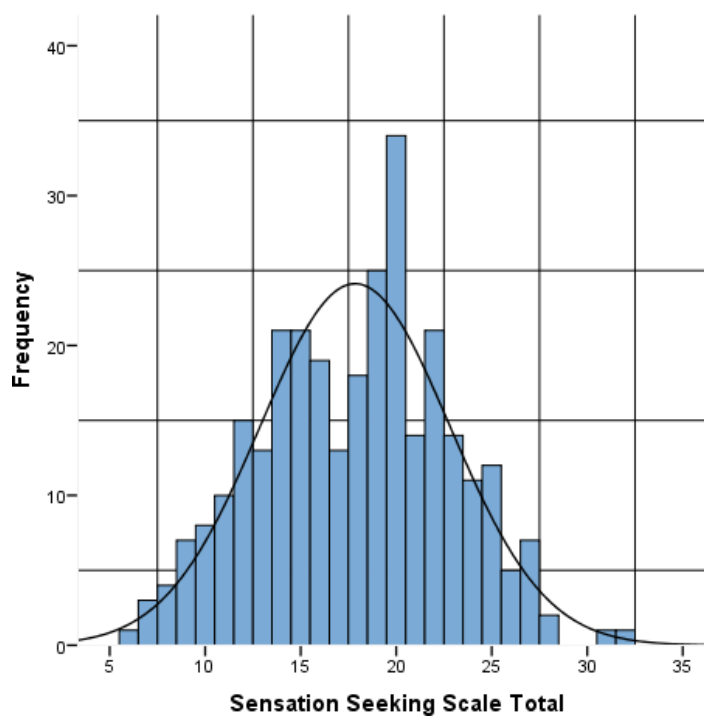


Table 3***Psychometric Properties for PPQR, PWB and SSS***

Variables	N	M	SD	Range		Cronbach's α
				Potential	Actual	
PPQR	25	69.8	19.6	25-125	27-113	.91
PWB	18	76.1	8.9	18-126	57-96	.85
SSS	40	17.8	4.9	0-40	6-32	.63

Note: PPQR= Peer Pressure Questionnaire Revised, PWB= Psychological Well-Being Scale, SSS= Sensation Seeking Scale, M= Mean, SD= Standard Deviation.

Table 3 presents the means (M), standard deviations (SD), ranges, and Cronbach's α coefficients for the PPQR, PWB, and SSS. The PPQR scale has a mean of 69.8, a standard deviation of 19.6, and a range from 27 to 113. The Cronbach's α coefficient of .91 indicates high internal consistency reliability. For the PWB scale, the mean is 76.1, the standard deviation is 8.9, and the range spans from 57 to 96. The Cronbach's α coefficient of .85 suggests good internal consistency reliability. The SSS scale has a mean of 17.8, a standard deviation of 4.9, and a range from 6 to 32. The Cronbach's α coefficient is .63, indicating acceptable internal consistency reliability.

Table 4***Correlations for Peer Pressure, Risky Behaviours and Psychological Well-Being***

	Variable	<i>M</i>	<i>SD</i>	1	2	
1.	PPQR	69.8	19.6	-		
2.	PWB	76.1	8.9	-.28**	-	
3.	SSS	17.8	4.9	.392**	-.283**	-

Note: PPQR= Peer Pressure Questionnaire, PWB= Psychological Well-being, SSS= Sensation Seeking Scale, M= Mean, SD= Standard Deviation

* $p < .05$, ** $p < .01$

In Table 4, PPQR is significantly correlated with SSS, $r = .392$, which indicates a positive and statistically significant relationship at the 0.01 level (2-tailed). This suggests that there is a moderate positive correlation between PPQR and SSS. PPQR is measuring Peer Pressure whereas SSS is measuring Risky Behaviours. As peer pressure increases, the likelihood of engaging in risky behaviours also tends to increase.

PPQR is also correlating with PWB, $r = -.28$, which indicates a negative and statistically significant relationship at the 0.01 level (2-tailed). This suggests that there is a moderate negative correlation between peer pressure and psychological well-being. As peer pressure increases, psychological well-being tends to decrease.

Table 5***Correlation of Demographics with Psychological Well-Being (n=300)***

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5
1. Age	4.86	1.82	-				
2. Gender	1.50	.5	.125*	-			
3. Socioeconomic Status	1.99	.69	.145*	.005	-		
4. Level of Education	2.23	.41	.606**	.191**	.135*	-	
5. PWB	76.13	8.96	.141*	-.007	-.050	.166**	-

Note: PWB= Psychological Well-being, M= Mean, SD= Standard Deviation

* $p < .05$, ** $p < .01$

There was a positive correlation between PWB and Age ($r = .141^*$, $p < .05$), indicating that as individuals' age increases, their level of psychological well-being tends to increase as well. This suggests that older individuals may experience higher levels of overall well-being compared to younger individuals.

Additionally, a positive correlation was found between PWB and level of education ($r = .166^{**}$, $p < .01$). This suggests that individuals with higher levels of education tend to report higher levels of psychological well-being.

Table 6***Correlation of Demographics with Risky Behaviours (n=300)***

Variable	<i>M</i>	<i>SD</i>	1	2	3	4	5
1. Age	4.86	1.82	-				
2. Gender	1.50	.5	.125*	-			
3. Socioeconomic Status	1.99	.69	.145*	.005	-		
4. Level of Education	2.23	.41	.606**	.191**	.135*	-	
5. SSS	17.85	4.96	-.016	.324**	-.125*	.034	-

Note: SSS= Sensation Seeking Scale, M= Mean, SD= Standard Deviation

* $p < .05$, ** $p < .01$

There was a significant positive correlation between SSS and Gender ($r = .324^{**}$, $p < .01$). This finding suggests that individuals of a particular gender, likely characterized by higher levels of risky behaviours, tend to exhibit a stronger inclination towards engaging in risky or thrilling behaviours compared to individuals of the opposite gender.

Additionally, there was a significant positive correlation between SSS and Socioeconomic Status ($r = .125^*$, $p < .05$). This indicates that individuals from higher socioeconomic status tend to display higher levels of risky behaviours. It implies that socio-economic factors may influence an individual's inclination towards seeking risky experiences.

Table 7***Hierarchical Regression Results for Psychological Well-Being***

Variable	B	95% CI for B		SE B	β	R^2	ΔR^2
		LL	UL				
Model 1						.038	.02*
Constant	70.89*	64.60	77.18	3.19			
Age	.35*	-.33	1.05	.35	.07*		
Gender	-.77	-2.81	1.27	1.04	-.04		
Socioeconomic status	-1.02	-2.50	.44	.74	-.07		
Education level	3	-.05	6.06	1.55	.14		
Model 2						.10	.08*
Constant	79.9*	72.68	87.12	3.66			
Age	.32*	-.34	1	.34	.06*		
Gender	-.01	-2.02	1.99	1.02	-.00		
Socioeconomic Status	-.92	-2.35	.50	.72	-.07		
Education Level	2.12	-.85	5.11	1.51	.10		
PPQR	-.11***	-.16	-.06	.02	-.25***		

Note: PPQR= Peer Pressure Questionnaire Revised, LL= lower limit, UL= upper limit,

ΔR^2 = Adjusted R^2 .

* $p < .05$. ** $p < .01$. *** $p < .001$.

In Model 1, which included the demographic variables as predictors, the model accounted for 3.8% of the variance in Psychological Well-Being ($R^2 = 0.03$, $R^2_{\text{adjusted}} = 0.25$). Age was a significant positive predictor ($B = 0.35$, $p < .05$), suggesting that older age was associated with higher levels of psychological well-being. However, Gender ($B = -0.77$, $p > .05$), Socioeconomic Status ($B = -1.02$, $p > .05$), and Education level ($B = 3$, $p > .05$) did not significantly predict Psychological Well-Being.

In Model 2, an additional predictor, Peer Pressure (PPQR), was added to the model. The overall model accounted for 10% of the variance in Psychological Well-Being ($R^2 = .10$, $R^2_{\text{adjusted}} = .08$). Controlling for the previous predictors, Peer Pressure emerged as a significant negative predictor ($B = -0.118$, $p < .001$), indicating that higher levels of Peer Pressure were associated with lower Psychological Well-Being.

Table 8
Hierarchical Regression Results for Risky Behaviours

Variable	B	95% CI for B		SE B	β	R ²	ΔR^2
		LL	UL				
Model 1						.12	.11***
Constant	14.89	11.56	18.21	1.68			
Age	-.13	-.50	.23	.18	-.05		
Gender	3.24***	2.16	4.32	.55	.32***		
Socioeconomic status	-.87***	-1.65	-.09	.39	-.12***		
Education level	.22	-1.39	1.83	.82	.01		
Model 2						.25	.23***
Constant	7.86	4.20	11.51	3.66			
Age	-.11	-.45	.23	.343	-.04		
Gender	2.65***	1.63	3.67	1.02	.26***		
Socioeconomic Status	-.95***	-1.68	-.23	.72	-.13***		
Education Level	.90	-.60	2.41	1.51	.07		
PPQR	.09***	.06	.11	.02	.36***		

Note: PPQR= Peer Pressure Questionnaire Revised, LL= lower limit, UL= upper limit, ΔR^2 = Adjusted R².

*p < .05. **p < .01. ***p < .001.

In Model 1, which included the demographic variables as predictors, the model accounted for 12% of the variance in risky behaviours (R² = .12, R²_{adjusted}=.11). Among the predictors, “Gender” (B = 3.24, p < .001) and “Socioeconomic Status” (B=

-0.87, $p < .001$) emerged as significant predictors of risky behaviours. This indicates that a specific gender is associated with higher levels of risky behaviours. However, the other demographic variables "Age" and "Education level" did not significantly predict risky behaviours.

In Model 2, an additional variable, "PPQR" (Peer Pressure), was included as a predictor. The overall model accounted for 25% of the variance in risky behaviours ($R^2 = 0.25$, $R^2_{\text{adjusted}} = .237$). Among the predictors, "Gender" ($B = 2.65$, $p < .001$) and "Socioeconomic Status" ($B = -0.95$, $p < .001$) remained significant predictors. This suggests that being a specific gender and having lower socioeconomic status are associated with higher levels of risky behaviours. Additionally, "PPQR" emerged as a significant positive predictor of risky behaviours ($B = .09$, $p < .001$). This indicates that higher levels of peer pressure are associated with increased engagement in risky behaviours.

Table 9

Comparison of Study Variables with Gender (n=300)

Measures	Female		Male		$t(298)$	p	Cohen's d
	M	SD	M	SD			
PPQR	67.25	19.4	72.35	19.6	-2.267	.024	0.26
PWB	76.19	8.8	76.06	9.1	.129	.89	0.01
SSS	16.24	4.74	19.45	4.65	-5.921	.000	0.68

Note: PPQR= Peer Pressure Questionnaire, PWB= Psychological Well-being, SSS= Sensation Seeking Scale (Risky Behaviours), LL= Lower Limit, UL= Upper Limit

A t-test was conducted to examine the gender differences in the influence of peer pressure on risky behaviour and psychological well-being. The results showed that

there was a significant difference in peer pressure between females ($M = 67.25$, $SD = 19.402$) and males ($M = 72.35$, $SD = 19.608$), $t(298) = -2.267$, $p = .024$. Males had significantly higher levels of peer pressure compared to females (Cohen's $d = 0.26$).

The results did not indicate a significant difference in psychological well-being between females ($M = 76.19$, $SD = 8.8$) and males ($M = 76.06$, $SD = 9.104$), $t(298) = 0.129$, $p = .89$. There was no significant gender difference between psychological well-being (Cohen's $d=0.01$). The results indicated a significant gender difference in sensation seeking or risky behaviours, with females ($M = 16.24$, $SD = 4.748$) reporting lower levels compared to males ($M = 19.45$, $SD = 4.651$), $t(298) = -5.921$, $p < .001$. Males had significantly higher levels of risky behaviours compared to females (Cohen's $d = 0.683$).

Table 10

Comparison of Study Variables with Level of Education

Scale	Undergraduate		Graduate		$t(298)$	p	Cohen's d
	M	SD	M	SD			
PPQR	71.27	19.18	64.78	20.48	2.416	.016	0.32
PWB	75.32	8.85	78.87	8.84	-2.904	.004	0.40
SSS	17.75	4.80	18.16	5.48	-.595	.552	0.07

Note: PPQR= Peer Pressure Questionnaire, PWB= Psychological Well-being, SSS= Sensation Seeking Scale, LL= Lower Limit, UL= Upper Limit

Another t-test was conducted to examine the differences between undergraduate and graduate students in measures of peer pressure (PPQR), psychological well-being (PWB), and sensation seeking or risky behaviours (SSS). The means, standard

deviations, t-values, p-values, 95% confidence intervals, and Cohen's d effect sizes are presented in Table 10

The results showed a significant difference in peer pressure between undergraduate students ($M = 71.27$, $SD = 19.183$) and graduate students ($M = 64.78$, $SD = 20.483$), $t(298) = 2.416$, $p = .016$. The mean difference suggested that undergraduate students had significantly higher levels of peer pressure compared to graduate students (Cohen's $d=0.32$)

For psychological well-being, a significant difference was found between undergraduate students ($M = 75.32$, $SD = 8.853$) and graduate students ($M = 78.87$, $SD = 8.840$), $t(298) = -2.904$, $p = .004$.

However, in terms of sensation seeking or risky behaviours, there was no significant difference between undergraduate students ($M = 17.75$, $SD = 4.806$) and graduate students ($M = 18.16$, $SD = 5.482$), $t(298) = -0.595$, $p = .552$. Cohen's d suggested that there was no mean difference found between the groups (Cohen's $d=0.07$).

Table 11***Means, Standard Deviations, and One-Way Analyses of Variance in Socioeconomic Status***

Dependant Variable	Upper Class		Middle Class		Lower Class		F(2, 297)	η^2	Post-Hoc
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
PPQR	77.14	18.71	62.80	17.97	77.84	18.49	24.173***	0.13	3>1>2
PWB	73.60	8.34	79.06	9.07	72.17	6.84	20.52***	0.12	2>1>3
SSS	21.44	4.25	15.32	4.29	19.76	3.77	63.174***	0.3	1>3>2

Note: PPQR= Peer Pressure, PWB= Psychological Well-Being, SSS= Risky Behaviours,

M= Mean, SD= Standard Deviation, F=, η^2 = eta square

***p < .001.

A one-way ANOVA was conducted to examine the differences in peer pressure (PPQR), psychological well-being (PWB), and risky behaviours (SSS) among individuals from different socioeconomic statuses (Upper Class, Middle Class, and Lower Class).

The means and standard deviations for each group are presented in the table. For the independent variable PPQR, the mean scores were 77.14 (SD = 18.71) for the Upper Class, 62.80 (SD = 17.97) for the Middle Class, and 77.84 (SD = 18.49) for the Lower Class. For PWB, the mean scores were 73.60 (SD = 8.34) for the Upper Class, 79.06 (SD = 9.07) for the Middle Class, and 72.17 (SD = 6.84) for the Lower Class. Lastly, for SSS, the mean scores were 21.44 (SD = 4.25) for the Upper Class, 15.32 (SD = 4.29) for the Middle Class, and 19.76 (SD = 3.77) for the Lower Class.

The ANOVA results indicated a significant main effect of socioeconomic status on PPQR, PWB, and SSS, $F(2, 297) = 24.173, p < .001$. The effect size, η^2 , was 0.13 for PPQR, 0.12 for PWB, and 0.3 for SSS, suggesting a small to medium effect.

Post hoc tests were conducted to further examine the pairwise differences between the socioeconomic status groups. The results indicated that for PPQR, the Middle Class ($M = 62.80, SD = 17.97$) had significantly lower scores compared to both the Upper Class ($M = 77.14, SD = 18.71$) and the Lower Class ($M = 77.84, SD = 18.49$), with the Upper Class having slightly higher scores than the Lower Class. For PWB, the Middle Class ($M = 79.06, SD = 9.07$) had significantly higher scores compared to both the Upper Class ($M = 73.60, SD = 8.34$) and the Lower Class ($M = 72.17, SD = 6.84$), with the Upper Class having slightly higher scores than the Lower Class. Lastly, for SSS, the Upper Class ($M = 21.44, SD = 4.25$) had significantly higher scores compared to both the Middle Class ($M = 15.32, SD = 4.29$) and the Lower Class ($M = 19.76, SD = 3.77$), with the Middle Class having the lowest scores.

CHAPTER 4 DISCUSSION

The purpose of this study was to examine the impact of peer pressure on the risky behaviors and psychological well-being of young adults. The Peer Pressure Questionnaire (PPQR), Sensation Seeking Scale-V (SSS), and Ryff Psychological Well-Being Scale (PWB) were utilized to measure the variables of peer pressure, risky behaviors, and psychological well-being, respectively. The internal consistency of these scales was found to be satisfactory, with Cronbach's alpha values of 0.93 for PPQR, 0.76 for SSS, and 0.88 for PWB.

In-depth insights and a comprehensive understanding of the study objectives are provided by the findings presented in Table 4,7,8,9,10 and 11.

The main focus of the first objective and hypothesis was to examine the relationship between peer pressure, risky behaviours, and psychological well-being. The results from Table 4 support the objective, revealing noteworthy correlations. Specifically, the table indicates a positive association between peer pressure and risky behaviours, suggesting that higher levels of peer pressure are linked to increased engagement in such behaviours. Additionally, peer pressure exhibits a negative correlation with psychological well-being, implying that higher levels of peer pressure are associated with lower levels of psychological well-being.

In light of the findings from Table 4, it can be confidently concluded that the hypothesis, "There will be a significant relationship between peer pressure, risky behaviours and psychological well-being" is supported, as peer pressure exhibits a significant relationship with both risky behaviours and psychological well-being. The positive correlation between peer pressure and risky behaviours suggests that peer

pressure plays a pivotal role in influencing individuals to engage in such behaviours. Furthermore, the negative correlation between peer pressure and psychological well-being underscores the adverse impact of heightened peer pressure on overall well-being.

This demonstrates that adolescents and young adults, who are often exposed to peer pressure, are more prone to engaging in risky behaviours (Steinberg, 2008), while also experiencing detrimental effects on their mental health (Laursen & Hartl, 2013; Prinstein & La Greca, 2004). Existing research further substantiates the influence of peer pressure on risky behaviours, including substance abuse and delinquency (Brechwald & Prinstein, 2011). Moreover, peer pressure can lead to social exclusion, rejection, bullying, contribute to feelings of loneliness, low self-esteem, and emotional distress (Rubin et al., 2006).

The main focus of objective 2 was to investigate gender differences in the influence of peer pressure on risky behaviours and psychological well-being. According to Table 9, the findings align with the objective, revealing that males were more likely to engage in risky behaviours compared to females. However, there was no significant gender difference in psychological well-being. The meta-analysis conducted by Byrnes et al. (1999) further supports these findings, demonstrating that across various domains such as substance abuse, delinquency, and thrill-seeking behaviours, males tend to exhibit higher levels of risky behaviours compared to females.

The results from Table 9 provide support for Hypothesis 2. The t-test results, including the significant p-value, confidence interval, and effect size, consistently bolster the hypothesis that males are more prone to engaging in risky behaviours compared to females. These findings contribute to our understanding of gender

differences in sensation seeking (risky behaviours) and offer empirical evidence that males exhibit higher levels of risky behaviours. The effect size (Cohen's $d = 0.683$) further underscores the magnitude of the difference between males and females, indicating not only statistical significance but also practical significance.

These findings are in line with previous research conducted by Zuckerman & Kuhlman (2000), who conducted a review on sensation seeking and found that men are more inclined to partake in risky behaviours compared to women. Similarly, Cross et al. (2013) conducted a meta-analysis on sensation seeking, revealing sex differences. Their findings supported the notion that males tend to have higher levels of sensation seeking, providing further evidence that males are more likely to engage in risky behaviours compared to females.

Objective 3 aimed to investigate the differences in education level and socioeconomic status of individuals concerning peer pressure, risky behaviours, and psychological well-being. The results presented in Table 10 shed light on these differences, indicating that education level (undergraduate vs. graduate) has a significant impact on peer pressure and psychological well-being. Specifically, undergraduate students experience higher levels of peer pressure and lower levels of psychological well-being compared to graduate students. However, no significant difference was found in risky behaviours between the two groups.

The results obtained from Table 11 provide substantial support for this objective, indicating that individuals belonging to the upper or lower class tend to experience more peer pressure, engage in risky behaviours, and have lower levels of psychological well-being compared to individuals in the middle class.

These findings provide support for Hypothesis 3. The t-test and ANOVA analyses yielded results that supported this hypothesis, although variations were observed across different measures, particularly concerning risky behaviours.

The analysis revealed a significant difference in peer pressure between undergraduate and graduate students. Undergraduate students reported higher levels of peer pressure compared to their graduate counterparts, suggesting that educational level may influence the extent to which individuals experience peer pressure. The academic and social environments of undergraduate education may contribute to a higher susceptibility to peer pressure among undergraduate students.

Additionally, the analysis unveiled significant differences in psychological well-being between undergraduate and graduate students. Graduate students exhibited higher levels of psychological well-being compared to undergraduate students, indicating that pursuing higher education and advancing academically may have a positive impact on psychological well-being.

However, it is noteworthy that no significant difference was observed between undergraduate and graduate students in terms of risky behaviours. This suggests that educational level alone may not be the determining factor in engaging in risky behaviours. Other variables, such as individual characteristics, societal influences, and personal choices, may have a more significant impact on the outcomes of risky behaviours.

Previous research has suggested that undergraduates are more susceptible to peer pressure and more likely to engage in risky behaviours compared to graduate students (Borsari & Carey, 2001). Undergraduates also tend to exhibit lower levels of

psychological well-being than graduate students, with academic pressures and increased demands contributing to these differences (Pritchard et al., 2007). While the results of the current study differ from previous research regarding risky behaviours, as no differences were found between undergraduates and graduates, Table 4 indicates a significant relationship between peer pressure and risky behaviours. Therefore, it can be inferred that while the amount of peer pressure felt by undergraduates and graduates may vary, their engagement in risky behaviours influenced by peer pressure remains consistent.

Further examination of the data in Table 11 reveals distinct patterns that support the third hypothesis. Regarding peer pressure (PPQR), individuals in the upper and lower classes reported higher mean scores compared to those in the middle class. Notably, the lower class experienced the highest level of peer pressure, followed by the upper class. These findings indicate that individuals in the upper and lower classes are more likely to experience peer pressure than those in the middle class.

Previous research has shown that young adults from various socioeconomic backgrounds may experience varying levels of peer pressure. While there is no universal agreement on a specific pattern, some studies suggest that individuals from lower socioeconomic backgrounds may face higher levels of peer pressure due to factors such as limited access to resources, residing in areas with higher delinquency rates, or associating with peer groups engaged in risky behaviours. On the other hand, individuals from higher socioeconomic backgrounds may also experience peer pressure, albeit of a different nature, such as pressure to conform to social norms or engage in specific activities to maintain social status (Steinberg & Monohan, 2007).

The present study observed that individuals belonging to both upper and lower socioeconomic statuses experience higher levels of peer pressure compared to individuals from a middle socioeconomic background.

Regarding psychological well-being (PWB), individuals in the middle class had the highest mean score, indicating better psychological well-being, while individuals in the upper and lower classes had lower mean scores. This suggests that individuals in the middle class exhibit higher levels of psychological well-being compared to those in the upper and lower classes. Numerous studies have found associations between socioeconomic status and mental health disparities among young adults, with individuals from lower socioeconomic backgrounds experiencing higher rates of psychological distress, including symptoms of depression, anxiety, and psychological disorders (Mathews et al., 2010).

In terms of risky behaviours (SSS), individuals in the upper class reported the highest mean score, followed by those in the lower class, and then the middle class. This implies that individuals in the upper and lower classes are more prone to engaging in risky behaviours compared to individuals in the middle class. Research has shown that young adults with lower socioeconomic status are more likely to engage in risky health behaviours such as smoking, alcohol consumption, and drug use compared to those with higher socioeconomic status (Tinner et al., 2021).

Overall, the results obtained from the ANOVA and post hoc analyses strongly support the 3rd hypothesis. These findings highlight the potential impact of socioeconomic status on these psychological factors, suggesting that an individual's socioeconomic background plays a significant role in shaping their experiences and behaviours.

The aim of Objective 4 was to investigate the impact of demographic variables (age, gender, education level, socioeconomic status) and peer pressure on risky behaviours and psychological well-being. The results obtained from Tables 7, 8, 9, and 10 provide compelling evidence that demographic variables, including education level, socioeconomic status, gender, and peer pressure, do indeed influence an individual's engagement in risky behaviour and have an impact on their psychological well-being. Previous studies have consistently demonstrated the role of these demographic factors in shaping risky behaviours and psychological well-being (Byrnes et al., 1999; Zuckerman & Kuhlman, 2000; Pampel et al., 2010; Elliot et al., 2006; Brechwald & Prinstein, 2011).

Analyzing the findings in Table 7, it is evident that demographic factors, specifically age and peer pressure, play a significant role in the psychological well-being of young adults, which support the hypothesis. The results indicate that age is a significant predictor of psychological well-being, with higher levels of age associated with better psychological well-being. Furthermore, the analysis reveals that higher levels of peer pressure are associated with lower psychological well-being. However, gender, socioeconomic status, and education level did not significantly contribute to the prediction of psychological well-being in this study. This finding contrasts with some previous research that suggests gender differences in psychological well-being, with females typically exhibiting higher levels of psychological well-being. Similarly, previous studies have linked higher socioeconomic status and education level with better psychological well-being. However, the present study did not find these associations.

In line with prior research, the present study identified age as a significant predictor of higher levels of psychological well-being, supporting the notion that psychological well-being tends to improve with age (Suh et al., 1998). Additionally, while the study did not find a significant relationship between socioeconomic status and education level with psychological well-being overall, Table 10 reveals a significant difference between undergraduate and graduate students, indicating that graduate students have higher levels of psychological well-being compared to undergraduate students. These results deviate from some previous research that suggests individuals with higher socioeconomic status and higher education levels tend to experience better psychological well-being (Diener & Chan, 2011; Ross & Mirowsky, 2013).

Turning to the findings in Table 8 and 9, they support the hypothesis that demographic factors, particularly gender and socioeconomic status, along with the influence of peer pressure, impact risky behaviours among young adults. However, education level did not significantly predict risky behaviours. The results show that being male and experiencing higher levels of peer pressure are associated with greater engagement in risky behaviours. Additionally, lower socioeconomic status is related to increased risk-taking tendencies. These findings emphasize the significance of considering gender, socioeconomic status, and peer pressure when examining risky behaviours among young adults.

These results align with previous research, which consistently demonstrates gender differences in risky behaviour, with males being more likely to engage in such behaviours (Byrnes et al., 1999; Zuckerman & Kuhlman, 2001). Similarly, the inverse relationship between socioeconomic status and unhealthy risky behaviours is supported

by previous research, although the present study reveals that individuals belonging to both upper and lower socioeconomic statuses tend to engage in risky behaviours compared to those in the middle socioeconomic background (Pampel et al., 2010). While higher education level has been associated with lower engagement in risky behaviours in previous studies, the present study did not find education level to be a significant predictor. Notably, peer pressure emerged as a significant predictor of risky behaviours, aligning with previous research that highlights the influence of peer pressure on the risky behaviours of young adults (Brechwald & Prinstein, 2011).

Conclusion

This discussion has provided insights into the influence of peer pressure on risky behaviours, and psychological well-being among young adults, considering various demographic factors. The hypotheses put forth have been examined, and the findings have shed light on the complexities of these phenomena.

In conclusion, this discussion contributes to the growing body of knowledge surrounding peer pressure, risky behaviours, and psychological well-being among young adults. The findings underscore the multifaceted nature of these phenomena and emphasize the importance of considering various demographic factors when designing interventions and support systems. Further research is warranted to delve deeper into the underlying mechanisms and explore additional factors that may influence these outcomes, ultimately paving the way for more comprehensive and tailored approaches to promote the well-being of young adults facing peer pressure.

Limitations

Despite the valuable insights gained from this study, it is important to acknowledge several limitations that should be considered when interpreting the findings. These limitations provide opportunities for further research and offer insights into the scope and generalizability of the conclusions drawn.

1. Firstly, the study relied on self-report measures to assess peer pressure, risky behaviours, and psychological well-being. This methodological approach is susceptible to response bias and memory recall issues, which may have influenced the accuracy of the reported data. Future studies could consider incorporating objective measures or multiple sources of data to enhance the validity of the findings.
2. The cross-sectional design employed in the study restricts the ability to establish causal relationships between the variables being investigated.
3. It should be acknowledged that this study was conducted within a specific cultural and socioeconomic context of Pakistan, which may limit the generalizability of the findings to other cultural or socioeconomically diverse populations. Cross-cultural studies are needed to explore potential variations in the influence of peer pressure on risky behaviours, and psychological well-being across different cultural settings.

Recommendations/ Implications

1. The study highlights the significant influence of peer pressure on risky behaviours and psychological well-being among young adults. This emphasizes the importance of raising awareness about the potential negative

consequences of peer pressure and implementing prevention programs targeting risky behaviours.

2. Educational institutions, community organizations, and healthcare professionals can develop interventions that provide young adults with strategies to resist negative peer pressure and make informed decisions.
3. The finding that males are more likely to engage in risky behaviours emphasizes the need for gender-specific approaches when designing interventions and preventive measures. Tailoring programs to address the unique challenges and influences faced by males can enhance their effectiveness in reducing risky behaviours and promoting positive psychological well-being.
4. The study's comparison between undergraduate and graduate students reveals differences in terms of peer pressure and psychological well-being, highlighting the need for targeted support for students in higher education. Universities and colleges can establish support systems that address the specific challenges faced by these students, promoting resilience, coping strategies, and psychological well-being.
5. The study's confirmation of the association between socioeconomic status and peer pressure, risky behaviours, and psychological well-being underscores the impact of socioeconomic inequality on young adults' lives. Policymakers should consider implementing policies and initiatives that reduce socioeconomic disparities, providing equal opportunities and support systems for individuals from different socioeconomic backgrounds.

6. The study's findings indicate that demographic factors alone may not be sufficient predictors of risky behaviours and psychological well-being. Future research and interventions should adopt a holistic approach that considers multiple factors, such as social support, self-esteem, coping strategies, and cultural influences, to gain a comprehensive understanding of the complex interactions and dynamics involved.
7. The potential cultural variations in the influence of peer pressure on risky behaviours, and psychological well-being highlighted by the study calls for culturally sensitive interventions. Policymakers and practitioners should consider cultural factors when designing and implementing interventions to ensure their relevance, effectiveness, and acceptance within diverse cultural contexts.
8. Future research should incorporate longitudinal studies to examine the long-term effects of peer pressure on risky behaviours and psychological well-being among young adults. These studies would provide insights into developmental trajectories, potential long-lasting consequences, and critical periods for intervention and support.

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APPENDICES

Support letter



Capital University of Science and Technology
Islamabad

Islamabad Expressway, Kahuta Road,
Zone - V, Islamabad, Pakistan
Telephone : +92-(51)-111-555-666
 : +92-51-4486700
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Email: : info@cust.edu.pk
Website: : www.cust.edu.pk

Ref. CUST/IBD/PSY/Thesis-369
February 17, 2023

TO WHOM IT MAY CONCERN

Capital University of Science and Technology (CUST) is a federally chartered university. The university is authorized by the Federal Government to award degrees at Bachelor's, Master's and Doctorate level for a wide variety of programs.

Ms. Imaan Abdullah, registration number **BSP193008** is a bona fide student in BS Psychology program at this University from Fall 2019 till date. In partial fulfillment of the degree, she is conducting research on "Influence of peer pressure on risky behaviours and psychological well-being of young adults". In this continuation, the student is required to collect data from your institute.

Considering the forgoing, kindly allow the student to collect the requisite data from your institute. Your cooperation in this regard will be highly appreciated.

Please feel free to contact undersigned, if you have any query in this regard.

Best Wishes,

Dr. Sabahat Haqqani
Head, Department of Psychology
Ph No. 111-555-666 Ext: 178
sabahat.haqqani@cust.edu.pk

Informed Consent

Purpose:

I am a student from the Department of Psychology at Capital University of Science and Technology. This study is being conducted as a part of thesis in bachelors as it is a requirement for fulfilment of the BS Psychology program at CUST. The purpose of this study is to find out how Peer Pressure can influence Risky Behaviours and the Psychological Well-being of Young Adults.

Procedure:

If you agree to participate in this study, you will have to answer the questionnaire provided and will be asked to respond honestly. It will take approximately 10-15 minutes to complete the questionnaires.

Information for the Participant

Your participation in this study is completely voluntary. Your confidentiality will be guaranteed. No recording, either video or audio, will be done during this survey. You have the right to withdraw from the survey if you feel uncomfortable during the administration. It is requested of you to support and participate in this research study

Statement of consent:

I have carefully read all the conditions given above and agree to give my consent accordingly.

Signature of participant: _____ Date: _____

Contact and questions:

If you have any questions regarding the study or the results, you may contact bsp193008@cust.pk

Demographic Sheet

Age _____

Gender

Female Male Other: _____

City you live in

Rawalpindi Islamabad

What social class do you belong to?

Upper (family income: 180,000) Middle (60,000) Lower (less than 40,000)

Which semester are you in? _____

What is your Major? _____

Current level of education you have

Intermediate Undergraduate Masters PhD

Do you want to be informed about your results? _____

Mention your email if you would like to be informed about the results: _____

Peer Pressure Questionnaire (PPQR)

Instructions: Please read all the statements carefully and give the first natural answer as it comes to you. It is compulsory to answer all the statements by marking a 'tick' (✓) in the given circle in front of each statement.

1
Strongly
Disagree

2
Disagree

3
Can't
say

4
Agree

5
Strongly
Agree

Statement	1	2	3	4	5
Sometimes I miss classes because my friends urge me to do so.					
I cannot resist going for a late-night party with friends.					
I go for a date with my friend despite parental warnings.					
Sometimes I do things because my friends want me to do so.					
I feel pressure to chat long hours on internet.					
Sometimes I do something wrong just to be good on friend's view.					
I cannot say 'NO' to my friends even if my parents do not agree.					
There is always a peer pressure for dating.					
At times I feel peer pressure to smoke					
Sometimes I do violent acts to keep up with peers.					
In close relationships, we have to approve pressures of peers.					
I know my limits when with friends.					
I find it difficult to escape from peer pressure.					
Sometimes I have to undergo peer pressure to be liked in a group.					
Many times, I put off my homework and other important assignments for friends' party.					
Sometimes I have to appease my peers by doing things that I don't want to do					
To maintain a status in a peer group, sometimes I pressurize my parents to buy an expensive item.					
I do not take advice from my parents about peer group activities.					
It is difficult to think about the negative consequences of what we do with peers.					
There is no harm in doing one wrong with friends when we do a number of good things with them					

It is very difficult for me to deny friend's request to drink in a party or on other occasions.					
Sometimes I do risky and harmful acts to get acceptance in the peer group.					
When I feel uncomfortable in a group, I do not know how to say NO.					
I usually compromise with peers' request for a movie, party, etc.					
At times I feel peer pressure to watch pornography.					

Psychological Well-Being Questionnaire (PWB)

Instructions: Tick one response below each statement to indicate how much you agree or disagree.

1	2	3	4	5	6	7
Strongly agree	Somewhat agree	A little agree	Neither agree nor disagree	A little disagree	Somewhat disagree	Strongly disagree

Statement	1	2	3	4	5	6	7
I like most parts of my personality.							
When I look at the story of my life, I am pleased with how things have turned out so far							
Some people wander aimlessly through life, but I am not one of them.							
The demands of everyday life often get me down.							
In many ways I feel disappointed about my achievements in life.							
Maintaining close relationships has been difficult and frustrating for me							
I live life one day at a time and don't really think about the future.							
In general, I feel I am in charge of the situation in which I live.							
I am good at managing the responsibilities of daily life.							
I sometimes feel as if I've done all there is to do in life.							
For me, life has been a continuous process of learning, changing, and growth.							
I think it is important to have new experiences that challenge how I think about myself and the world."							
People would describe me as a giving person, willing to share my time with others.							
I gave up trying to make big improvements or changes							
I tend to be influenced by people with strong opinions							
I have not experienced many warm and trusting relationships with others.							
I have confidence in my own opinions, even if they are different from the way most other people think							
I judge myself by what I think is important, not by the values of what others think is important							

Risky Behaviours Questionnaire (SSS-V)

Instructions: Each of the items below contain two choices, A and B. Please circle the letter of the choice which most describes your likes or the way you feel. In some cases, you may find items in which both choices describe your likes or feelings. Please choose the one which better describes your likes or feelings. In some cases, you may find items in which you do not like either choice. In these cases, mark the choice you dislike least. Do not leave any items blank.

It is important you respond to all items with only one choice, A or B. We are interested only in your likes or feelings, not in how others feel about these things or how one is supposed to feel. There are not right or wrong answers. Be frank and give your honest appraisal of yourself.

1. A I like "wild" uninhibited parties.
B I prefer quiet parties with good conversation.
2. A There are some movies I enjoy seeing a second or even a third time.
B I can't stand watching a movie I've seen before.
3. A I often wish I could be a mountain climber.
B I can't understand people who risk their necks climbing mountains.
4. A I dislike all body odors.
B I like some of the earthy body smells.
5. A I get bored seeing the same old faces.
B I like the comfortable familiarity of everyday friends.
6. A I like to explore a strange city or section of town by myself, even if it means getting lost.
B I prefer a guide when I am in a place I don't know well.
7. A I dislike people who do or say things just to shock or upset other people.
B When you can predict almost everything a person will do and say he or she must be a bore.
8. A I usually don't enjoy a movie or a play where I can predict what will happen in advance.
B I don't mind watching a movie or play where I can predict what will happen in advance.
9. A I have tried marijuana or would like to.
B I would never smoke marijuana.
10. A I would not like to try any drug which might produce strange and dangerous effects on me.
B I would like to try some of the new drugs that produce hallucinations.
11. A A sensible person avoids activities that are dangerous.
B I sometimes like to do things that are a little frightening.

12. A I dislike "swingers" (people who are uninhibited and free about sex).
B I enjoy the company of real "swingers."
13. A I find that stimulants make me uncomfortable.
B I often like to get high (drinking liquor or smoking marijuana).
14. A I like to try new foods that I have never tasted before.
B I order the dishes with which I am familiar, so as to avoid disappointment and unpleasantness.
15. A I enjoy looking at home movies, travel slides, or home videos.
B Looking at someone's home movies, travel slides, or home videos bores me tremendously.
16. A I would like to take up the sport of water-skiing.
B I would not like to take up water-skiing.
17. A I would like to try surf-board riding.
B I would not like to try surf-board riding.
18. A I would like to take off on a trip with no pre-planned or definite routes, or timetable.
B When I go on a trip, I like to plan my route and timetable fairly carefully.
19. A I prefer the "down-to-earth" kinds of people as friends.
B I would like to make friends in some of the "far-out" groups like artists or "punks."
20. A I would not like to learn to fly an airplane.
B I would like to learn to fly an airplane.
21. A I prefer the surface of the water to the depths.
B I would like to go scuba diving.
22. A I would like to meet some persons who are homosexual (men or women).
B I stay away from anyone I suspect of being "gay" or "lesbian."
23. A I would like to try parachute jumping.
B I would never want to try jumping out of a plane with or without a parachute.
24. A I prefer friends who are excitingly unpredictable.
B I prefer friends who are reliable and predictable.
25. A I am not interested in experience for its own sake.
B I like to have new and exciting experiences and sensations even if they are a little frightening, unconventional, or illegal.
26. A The essence of good art is in its clarity, symmetry of form and harmony of colors.
B I often find beauty in the "clashing" colors and irregular forms of modern paintings.
27. A I enjoy spending time in the familiar surroundings of home.

- B I get very restless if I have to stay around home for any length of time.
28. A I like to dive off the high board.
B I don't like the feeling I get standing on the high board (or I don't go near it at all).
29. A I like to date members of the opposite sex who are physically exciting.
B I like to date members of the opposite sex who share my values.
30. A Heavy drinking usually ruins a party because some people get loud and boisterous.
B Keeping the drinks full is the key to a good party.
31. A The worst social sin is to be rude.
B The worst social sin is to be a bore.
32. A A person should have considerable sexual experience before marriage.
B It's better if two married persons begin their sexual experience with each other.
33. A Even if I had the money I would not care to associate with flighty rich persons in the 'jet set.'
B I could conceive of myself seeking pleasures around the world with the "jet set."
34. A I like people who are sharp and witty even if they do sometimes insult others.
B I dislike people who have their fun at the expense of hurting the feelings of others.
35. A There is altogether too much portrayal of sex in movies.
B I enjoy watching many of the "sexy" scenes in the movies.
36. A I feel best after taking a couple of drinks.
B Something is wrong with people who need liquor to feel good.
37. A People should dress according to some standards of taste, neatness, and style.
B People should dress in individual ways even if the effects are sometimes strange.
38. A Sailing long distances in small sailing crafts is foolhardy.
B I would like to sail a long distance in a small but seaworthy sailing craft.
39. A I have no patience with dull or boring persons.
B I find something interesting in almost every person I talk with.
40. A Skiing fast down a high mountain slope is a good way to end up on crutches.
B I think I would enjoy the sensations of skiing very fast down a high mountain slope.

Permission Letters from Authors

Psychological Well-Being



THERESA M BERRIE <berrie@wisc.edu>

to me ▾

Greetings,

Thanks for your interest in the well-being scales.
I am responding to your request on behalf of Carol Ryff.
She has asked me to send you the following:

You have her permission to use the scales for research or other non-commercial purposes.

Peer Pressure



Sunil Saini <ssaini.psy@gmail.com>

to me, suneil.psy ▾

Dear Mr. Imaan

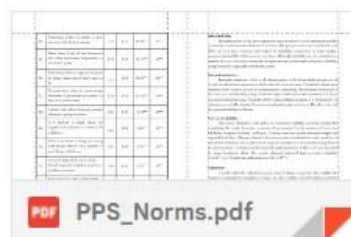
You can use our tool for your research purpose.

Sunil Saini, PhD
President, Indian Association of Health, Research and Welfare, &
Chief Editor
Indian Journal of Positive Psychology
suneil.psy@gmail.com
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