

Influence of Family Types, Peer Pressure and Parental Care on Self Esteem

Emmanuel Temitope Bankole^{*}, Christianah Kehinde Arowosegbe, Olubukola Ajayi

Department of Psychology & Behavioural Studies, Faculty of the Social Sciences, Ekiti State University, Ado Ekiti, Nigeria

Email address:

temitope.bankole@eksu.edu.ng (E. T. Bankole), Christianah.arowosegbe@eksu.edu.ng (C. K. Arowosegbe),

Olubukola.ajayi@eksu.edu.ng (O. Ajayi)

^{*}Corresponding author

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Abstract: This study investigated the influence of family types, parental care and peer pressure on self-esteem. Five hundred (500) research participants which include undergraduates drawn from Ekiti State University, Ado – Ekiti and Federal University of Oye, Oye – Ekiti were used for this study. Four research instruments were used for this study and this includes Brief family relationship scale used in measuring family orientations and types. Other research instruments include, Rosenberg self-esteem scale used in assessing individuals self-esteem and peer pressure inventory used in assessing domains of peer pressure. Three hypotheses were tested in this study; the first hypothesis tested the relationship between all the variables. Also, the second hypothesis tested the influence of peer pressure on self-esteem while the third hypothesis tested gender differences in self-esteem. Appropriate statistical methods were used in testing the hypotheses. The result of hypothesis one using Pearson Momentum Correlation analysis revealed that there is a significant relationship between self-esteem and family relation. Also, the result revealed further that there is a relationship between self-esteem and peer influence. Moreover, result from hypothesis two using independent t-test table revealed that peer pressure has an influence on self-esteem while result from hypothesis three revealed there is a gender differences in self-esteem. Findings are discussed according to literatures, conclusions are formulated and it was recommended that government should organize programmes and symposia to orientate parents to enhance policy formulation. This research was carried to know and understand how family types, parental care and peer pressure influence self esteem, self-esteem is defined as the feelings of affection for oneself, and there are several research that argue about self esteem and its relation to self evaluation, it also posit the imbalance within family about the equalization and acceptable of role, it also argues about how parental care can influence the person's development and it explains that peer pressure starts becoming a real influence in a child's life as he grows older because peers interaction becomes to influence as people grow. There is an highlights about the relationship between family type, parental care on self-esteem and personality characteristics. Studies have shown that family and parental influence acts as a mediator of self-esteem and personality development.

Keywords: Peer Influence, Self-esteem, Family Type, Parental Care

1. Introduction

Brown (2010) [1] defines self-esteem in terms of feelings of affection for oneself. Within normal populations, high self-esteem is characterized by a general fondness or love for oneself; low self-esteem is characterized by mildly positive or ambivalent feelings toward oneself. In extreme cases, low self-esteem people hate themselves, but this kind of self-loathing occurs in clinical populations, not in normal populations Baumeister, et al (2009) [2]. Most often, the term

“self-esteem” is used to refer to a personality variable that captures the way people generally feel about themselves. Researchers call this form of self-esteem a global self-esteem or trait self-esteem, as it is relatively enduring, both across time and situations. Harter (2015) [3] argued that self-esteem and self-evaluations are related. People with high self-esteem think they have many more positive qualities than do people with low self- esteem but they are not the same thing. For instance, a person who lacks confidence in school might still like himself a lot if he/she performs well in other activities.

Conversely, a person who thinks she is attractive and popular might not feel good about herself at all. Unfortunately, psychologists don't always make this distinction, often using the terms self-esteem and self-evaluations interchangeably. They assume that positive evaluations of self in particular domains give rise to high self-esteem. High self-esteem people not only appraise themselves in more positive terms than do low self-esteem people, they also appear to be more sure of who they are. Campbell and her colleagues (Campbell, 1990; Campbell & Lavelle, 1993) [4] have claimed that high self-esteem people are more apt to possess clearly defined and temporally stable self-views than low self-esteem people.

Chawla & Kaur, (2015) [5] argued that strengthening the parent and their influence on adolescent will provide the adolescents with the financial and emotional support they deserve when father's participate in the development process of the adolescents, the mother will be relieved of the heavy burden of fulfilling all the needs of the adolescents, and fathers gains confidence and emotional satisfaction, when the fathers get involved, they will be able to foster a cordial relationship with their adolescents and thereby be able to enforce societal norms and values.

Chawla & Kaur, (2015) [5] posited that parental care and love contributes as much and sometimes more to a child's development as does a mother's love. That is one of many findings in a new large-scale analysis of research about the power of parental rejection and acceptance in shaping our personalities as children and into adulthood.

Chawla & Kaur, (2015) [5] have developed at least one explanation for this difference: that children and young adults are likely to pay more attention to which ever parent they perceive to have higher interpersonal power or prestige. So if a child perceives her father as having higher prestige, he may be more influential in her life than the child's mother.

Khaleque & Rohner (2012) [6] posited that parental care and love is critical to a person's development. The importance of a father's love should help motivate many men to become more involved in nurturing child care. In the past, psychologists studying the development of children focused almost exclusively on children's relationship with their mothers. Today, they have come to agree that fathers play a unique and crucial role in nurturing and guiding children's development. As their children grow, fathers take on added role of guiding their children's intellectual and social development. Even when a father is just playing with his children, he is nurturing their development. Khaleque & Rohner (2012) [6] argued that it is unfortunate that some fathers seem to withdraw from their children. Whether this is due to his concern for instilling independence in his children, or due to changes and stresses he is experiencing in his own life, a reduction in a father's availability and guidance during his children's adolescence can have bad consequences. This is especially the case for daughters. Father's involvement was important to both son's and daughter's self-esteem. However, for 15-16 years old girls, the level of a mother's involvement seems to have more influence. Adolescent's daughters find it easier to talk to their mothers and this sometimes makes some

fathers feel as if they are not needed. However, this is not the case; adolescent's daughters may find self-esteem in their relationships with mothers, but find guidance about how to relate to others and how to plan for future from their fathers.

A surge of research interest has come to discover that there is a bond between parent and child and this reflect changes in our present day society. A family is an important part of a child's life. It is necessary for proper cognitive and physical development. A family consists of a father, mother and children and where the primary shaping of a human character takes place. Chambers (1993) [7] posited that imbalance within the family can only be realized and equalized through the acceptance of roles, new relationships for men and women, boys and girls. Both men and women have productive not just reproductive roles. Women role apart from motherhood, as educators, providers and decision makers need to be supported while fatherhood needs to be more broadly defined and fathers highly valued. Many different types of groups exist in today's world. Every religion, culture, beliefs, teams are groups. The most common, sacred and oldest group of them all is "The Family". Families are found everywhere in the world and are known everywhere in the world from Christian to Islamic beliefs.

Chambers (1993) [7] described peers as individuals who are equals in terms of their age, status or skills. In the adolescent literature the term peers usually refers to individuals in the same life stage, i.e. fellow adolescents Brown & Larson (2009) [8]. Developmental psychologists have identified three main levels at which peer interactions occur Brown & Larson (2009) [8]. At the smallest level are dyadic peer relationships, which are predominantly pairs of friends. With the appearance of romantic relationships during adolescence, dyadic relationships also include couples. Dyadic relationships exist in childhood long before adolescence and can already be found in toddlers. At the next level are smaller peer groups (also called cliques), whose members regularly meet and interact with each other and which are also existent prior to adolescence Brown (2004) [9]. At the highest level are crowds, which start to emerge during adolescence and are often so large that peers do not necessarily know each other personally Brown (2011) [10]. One major characteristic of crowds is that they can be relatively abstract without peers actually interacting with each other. Peer crowds affiliations are based on the joint identification with specific attitudes, shared values or lifestyles as well as shared features such as neighborhood or ethnicity Brown (2004) [9]. Adolescent relationships with their peers are very dynamic, meaning that peer relationships are not very stable and status within a group also changes frequently Brechwald & Prinstein (2011) [11]; Brown (2004) [9]. Brown (2004) [9] opined that peer pressure starts becoming a real influence in a child's life as he grows older. When kids are small their minds are not developed enough to understand such things, but as they grow older more and more peer pressure situations start arising. Some parents cannot believe that their child is pressurizing another to do something wrong and immoral, but the truth of the matter is that this happens everywhere, and almost every child has been a part of both sides of the coin. It is human nature to be influenced by someone who is a part of friend circle and to be enticed to do

whatever he/she is doing. Some researchers say that this is a good thing, because it leads individuals to see more of the world and attempt to improve them. But things take a turn for the worse when peer pressure situations arise regarding something illegal or immoral. Either you change your mind, succumbing to peer pressure and adopting the new memes as your own, or you struggle with the extremely uncomfortable feeling of being surrounded by people who think you're crazy or inadequate.

Jackie (2008) [12] highlights the relationship between family type, parental care on self-esteem and personality characteristics. Studies have shown that family and parental influence acts as a mediator of self-esteem and personality development. Jackie (2008) [12] argued that adolescence that comes from nuclear family and well taken cared by the parent has the potential of developing positive personality characteristics and has high esteem than those that comes from extended family whom suffer parental neglect.

2. Statement of the Problem

Previous researches has shown the importance of family type, parental care and other psycho social factors in influencing adolescent self-esteem and personality characteristics. Variation or unguided approach in this issue may have bad consequences on the life of the adolescent. It is no more of news around the world that some certain adolescents engage in anti- social behaviour which are harmful to the environment. Robbery, hooliganism and certain societal vices which are capable of triggering psychological discomfort to the victim could be likened to differences in family type, peer influence and bad parental care. Individual notions has shown that adolescence who are not properly cared of by their parents and those who comes from restricted families are likely to suffered low self-esteem. Family is the first contact of socialization for children and communication from parent goes a long way in determinant of personality of children. Parental care and styles may guide adolescent self-esteem and personality characteristics and if not guided properly has long way of affecting children personality development and imbibe low self-esteem. It will be an awesome interest to evaluate the influence of family type, parental care on self-esteem.

2.1. Purpose of the Study

The main purpose of this study is to evaluate to the influence of parental care, family type on self-esteem. Other hypotheses include specifically to:

- 1) Evaluate the relationship between peer influence, parental care, family type and self-esteem
- 2) Evaluate influence of peer influence on self esteem
- 3) Evaluate gender differences on self-esteem.

2.2. Scope of the Study

This study was carried out in the purview of Ekiti State (Ekiti State University and Federal University Oye). This study consist five hundred research participants (250

undergraduates from Ekiti State University and 250 undergraduates from Federal University of Oye).

2.3. Significance of the Study

This study will be of extreme benefits to parents and non-parents to understand the possible consequences of good parental care on child self-esteem and personality development. Family is the first contact of socialization for children. Thus, this family will re-orientate families on ways to build the sole confidence of their children to achieve minimal self-esteem needed to function efficiently amidst peers. This study will also guide future researchers to compare the participants of the study with other participants in other region. This study will also add to literature review for future references.

3. Methods

3.1. Research Design

This research is a survey research design adopting expost-facto study where copies of questionnaires were distributed to research participants in order to measure their response.

3.2. Participants

Participants of this study include undergraduates of Ekiti State University and Federal University of Oye, Ekiti, Ekiti State Nigeria.

3.3. Sampling Methods and Techniques

The population of this study is Ekiti State University and Federal University of Oye whereby a carefully selected of 500 participants (undergraduates) were considered. Convenience sampling method techniques were adopted in selecting research participants.

3.4. Variables

The variables of this study include an independent variables (Family type, Parental Care and Peer Influence) and dependent variables (Personality characteristics and Self Esteem).

3.5. Research Instruments

3.5.1. Brief Family Relationship Scale (BFRS)

The BFRS is adapted from the 27-item Relationship dimension of the FES (Moos & Moos, 1994), consisting of Cohesion, Expressiveness, and Conflict subscales (9 items each). These subscales measure support, expression of opinions, and angry conflict within a family.

Validity measures

Communal Mastery Family scale (CMFS; $\alpha = .76$)

The CMFS is a 4-item measure adapted for Alaska Native youth from the 10-item Communal Mastery scale (Jackson, McKenzie, & Hobfoll, 2000), measuring resources provided by the family for coping with stress.

Reasons for Life scale (RFLS; $\alpha = .83$)

The RFLS is a new 13-item scale designed for Alaska Native adolescents, adapted from Osman et al.'s (1996) Brief Reasons for Living-Adolescent scale. The RFLS explores beliefs and experiences that contribute to sense of meaning in life, and is hypothesized inversely related to suicidal ideation.

Youth Community Protective Factors scale (YCPFS; $\alpha = .77$)

The YCPFS is a six-item scale adapted from the Yup'ik Protective Factors scale for adults (Allen et al., 2006). Support and Opportunities subscales tap youth perceptions regarding the extent of these protective factors available to young people in their community.

3.5.2. Self Esteem Scale

The Rosenberg Self-Esteem Scale, a widely used self-report instrument for evaluating individual self-esteem, was investigated using item response theory.

Factor analysis identified a single common factor, contrary to some previous studies that extracted separate Self-Confidence and Self-Depreciation factors. A 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be uni-dimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree.

Scoring:

Items 2, 5, 6, 8, 9 are reverse scored. Give "Strongly Disagree" 1 point, "Disagree" 2 points,

"Agree" 3 points, and "Strongly Agree" 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem

3.5.3. Peer Pressure Inventory

The Peer Pressure Inventory (PPI) is the second instrument. It is one of the most validated measures of peer pressure, which was developed and validated by Brown and Clasen (Brown, Clasen, and Eicher, 1986; Clasen and Brown, 1985). PPI was designed to assess the perception of peer pressure in a number of domains, including peer social activities, misconduct, conformity to peer norms, involvement in school, and involvement with family. Young people are required to assess 53 items on a 7-point scale indicating whether they feel pressured towards or away from a number of activities (e. g, "be social, do things with other people" versus "not being social, do things by yourself") and to what degree. However, the researcher only adopted the 11 items under the peer pressure dimension for this research. Research has shown that the scale is valid, reliable and internally, and consistent that high scores on the scale are related to involvement in peer activities, and misconduct (Brown, 1986).

3.6. Procedure for Data Collection

Copies of questionnaires were distributed to the research participants within the sample of the selected population and each measure are scores respectively following the direction of the measures of the scale used.

3.7. Statistical Analysis

The appropriate statistical analysis used for this study is Pearson correlation analysis for hypothesis one and Independent t-test for other hypotheses.

4. Results

Table 1. Correlation summary table showing the relationships between the variables.

		Self Esteem	Family types	parental care	Peer influence
Self Esteem	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	498			
Family relation	Pearson Correlation	-.117**	1		
	Sig. (2-tailed)	.009			
	N	498	498		
parental care	Pearson Correlation	.064	-.045	1	
	Sig. (2-tailed)	.153	.316		
	N	498	498	498	
Peer influence	Pearson Correlation	-.124**	-.003	-.006	1
	Sig. (2-tailed)	.005	.949	.892	
	N	498	498	498	

** . Correlation is significant at the 0.01 level (2-tailed).

Table 1 revealed that there is a significant relationship between self-esteem and family relation. ($r(498) = -.177$ $p < .05$). Also, it was revealed from the table that there is a significant relationship between self-esteem and peer influence ($r(498) = -.124$ $p < .05$)

Table 2. Independent t- test summary table showing the peer influence on self- esteem and personality characteristics.

PeerInfluence		N	Mean	Std. Deviation	Std. Error Mean	df	T	P
Self-esteem	High	260	23.9654	.80224	.04975	496	-1.827	<.05
	Low	238	24.0252	.81092	.05256			

Table 2. showed that peer influence has a significant influence on self-esteem. ($t(496) = -1.827$ $p < .05$).

Table 3. Independent t-test summary table showing gender differences in personality characteristics and self esteem.

	Sex	N	Mean	Std. Deviation	Std. Error Mean	Df	T	P
Self Esteem	Male	260	23.9654	.80224	.04975	496	-2.827	<.05
	Female	238	24.0252	.81092	.05256			

Table 3 revealed that there is a gender differences in self-esteem ($t(496) = -2.827$ $p < .05$).

5. Discussion

The major objective of this study is to examine the influence of family type, parental care and peer influence on self-esteem of students of Ekiti State University and Federal University Oye.

Three hypotheses were tested using appropriate statistical methods. The first hypothesis tested the relationship between family type, parental care, peer influence, self-esteem. Pearson Momentum correlation analysis revealed that there is a relationship between self-esteem and family relation. Also, correlational analysis revealed that there is a relationship between self-esteem and peer influence. The second hypothesis tested the influence of peer influence on self-esteem. Independent t-test showed that peer-influence has an influence on self-esteem. Third hypothesis tested gender differences in self-esteem. Independent t-test showed gender differences in self-esteem.

Study from Amato (2000) [13] is consistent with the result of the study, her study revealed a relationship between family type and self-esteem. In essence, individual from extended homes lacks parental attention especially fatherly care and thus suffered low self-esteem which goes a long way in predicting their personality characteristics. Also, study from Amato (2000) [13] revealed that children from nuclear family who enjoyed fatherly care experienced overwhelmed attention which resulted in high self-esteem. Such children fly their shoulders high amidst their peers because they enjoyed enough parental care needed at a particular period of time. Family dissolution has indirect effects on children's self-esteem, personality characteristics, day-day activities, schooling since the parent often increases their workload to compensate for the loss of income and therefore less often available to help and supervise their children. Also, Hill (2003) [14] argued that children from unstable home suffered low self-esteem as a result of consequences emanated from the negative effects of parental dissolutions on them. A cohesive family type gives the children necessary support they needed in fostering moderate self-esteem which are essential in personality development. A happy family produces happy children in a society, result of findings from Hill (2003) [14] argued that children with anti-social personality disorder are relatively from broken homes, extended homes and such children lacks parental care which are capable of fostering low self-esteem. Findings revealed that children from permissive parent also finds it difficult to relate with peers as such adolescent are over dependent and finds it difficult to make certain decision.

Result from table 2 revealed that peer influence has an

influence on self-esteem. This result was supported by Li, et al. (2021) [15], who explained that during adolescence, the formation of groups of friends based on the context of development is normal. The tendency to form such a group begins in childhood. So comes the Group of playmates, schoolmates, scout friends, who are the natural tendency of adolescents to form group attachments that provide a social release. Peers are children or adolescents with the same age or maturity level. Usually, in the school environment, adolescents from groups commonly called friendship. In the friendship that exists among teenagers, there is support as a sign of concern for each other. In the world of psychology, peer support is called peer group support. Mead, et al (2001) [16] define peer group support as a system of giving and receiving assistance with respect, collective responsibility, and mutual agreement through support, friendship, empathy, sharing, and mutual assistance. While Repper, et al, (2011) [17] argue that peer group support is defined as emotional social support, instrumental support, and sharing in any condition to bring about desired social or personal change. So it can be concluded, that peer group support is a type of social support that combines information, assessment (feedback) and emotional assistance. The adolescent stage involves a process that reaches an important period in one's life. Adolescence presents many challenges, because of the many changes that must be faced from the physical, psychological, biological, and social changes. Important change processes will occur in adolescents if these changes are able to be adaptive and successful. Many think that the teenage phase has a valuable meaning in life. But there are also who feel adolescence as an age that causes fear and various problems. Teenagers are regarded as children who are neither tidy nor trustworthy and tend to damage, also behave destructively. Yet many teenagers managed to overcome the stereotype of the teenager. They make obstacles and failures in the teenage phase as opportunities and challenges to rise to success. In an effort to strengthen each other, adolescents need the support and help of others, generally, they form peer groups to share together, and ultimately successfully carry out developmental tasks naturally. The importance of peer relationships among teenagers makes them form peer groups. Peer interactions of the same age play a unique role among adolescents. From peer groups, Teens learn about whether what they do is better, as good as, or even worse than what other teenagers do. Peer influence can be positive and negative. A positive peer influence goes a long way in enacting productive self-esteem while a bad peer influence capable of influencing self-esteem in a bad manner. There is an assertion which states that 'show me your friend and I will tell who you are.'

Result from table 3 revealed that there is a gender differences in self-esteem. This result was supported by Orth & Robins (2013) [18], he argued that during the past 2 decades,

a large number of studies have examined gender and age differences in self-esteem Twenge & Campbell (2001) [19]. A robust finding to emerge from this literature is a significant gender gap such that males tend to report higher levels of self-esteem than females do. This gender gap emerges in adolescence and persists throughout early and middle adulthood before it narrows and perhaps even disappears in old age Zeigler-Hill & Myers (2012) [20]. The reported effect sizes typically range within the limits of small to medium effects. In a meta-analysis of 216 effect sizes, Kling, et al (1999) [21] found an overall effect size of 21 across age groups, with the largest effect emerging in late adolescence. This absolute gender gap notwithstanding, both males and females seem to follow essentially the same life span trajectories; For both genders, self-esteem is relatively high in childhood, drops during adolescence, rises gradually throughout adulthood before it tends to decline in old age Amato (2000) [13]. Only a few studies have covered the entire life span, but numerous studies have charted the development of self-esteem during specific life stages, particularly during the periods of late adolescence and early adulthood.

6. Conclusion

Based on the above discussion, it will be reasonable to draw conclusion that there is a relationship between peer influence, family type, parental care, and self-esteem and personality characteristics. Also, peer influence has an influence on self-esteem and there is a gender differences in self-esteem. It's express that peers can influence the feeling of affection about oneself and draws to an end that peers should be strongly observed for a positive influence instead of negative influence. Gender has also shown the differences in rating of oneself which explains that the feelings can differ in gender.

7. Recommendations

Having making relevant conclusion, it is recommended that parent should avoid over pampering their children as this leads to over dependent personality in adult life. Also, Parent should learn to understand their differences in order to minimizee divorce in the society. Also, government should promote programmes and orientations for parents and adolescents which will be effective in policy formation. Also, government should promote and organized symposium that will encourage family orientation which will foster good family types in enhancing self-esteem.

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