

**IMPACT OF PEER GROUP AND PARENTAL
SOCIOECONOMIC STATUS ON CAREER SELECTION
AMONG SENIOR SECONDARY SCHOOL STUDENTS IN
BUSINESS DEPARTMENT, LAGOS STATE**

Eebo OLUSEGUN,

Osun State University, College of Education Ipetu-Ijesa

timothy.eebo@uniosun.edu.ng

Malik AYINDE,

State University, College of Education Ipetu-Ijesa

Iwitolu OYEBOLA,

Osun State University, College of Education Ipetu-Ijesa

Ogunlana EDU,

Osun State University, College of Education Ipetu-Ijesa

Olowodun LAWRENCE,

Osun State University, College of Education Ipetu-Ijesa

Abstract: *This study examined impact of peer group and parental socioeconomic status on career selection among senior student's secondary schools in Business Department. Simple random sampling was used to select five senior secondary schools within Alimosho Local Government Area. Forty students were randomly selected from each of the five schools, resulting in a sample size of 200 students. Out of the 200 questionnaires distributed, 183 were returned and deemed valid. The reliability index of the instrument was 0.87 using split half method. The findings showed a significant relationship between parental socioeconomic status and students' career selection in business department. It also revealed a significant influence of peer groups on career selection among these students. It was recommended that the schools should implement career guidance programs that address peer and parental influences, offering workshops, seminars, and counselling to help students explore career options and make informed decisions.*

Keywords: *peer groups; career selection; parental income; parental; socioeconomic status.*

Introduction

Under the 6-3-3-4 educational framework, Business Studies has been integrated as a mandatory subject within junior secondary school curricula (Education System in Nigeria, n.d.). Positioned as part of the compulsory subjects, Business Studies serves as a pre-vocational course aimed at providing students with foundational knowledge in general business concepts (Innocent, 2022). While the curriculum does not specifically train students for professional roles at the junior secondary level, its primary aim is to instill fundamental understandings of business principles among students (Walker, et al., 2023). Career selection among students refers to the process through which individuals make decisions regarding their future occupational paths, considering factors such as interests, skills, values, and opportunities (Mutanga, 2023). It involves a series of steps, including self-assessment, exploration of various career options, gathering information about different industries and professions, setting goals, and making informed decisions aligned with personal aspirations and circumstances (Hall, et al, 2018).

Peer groups constitute an integral part of adolescents' social environment, exerting considerable influence on their attitudes, behaviours, and decision-making processes (Orben, et al., 2020). Within the school setting, peer groups serve as platforms for socialization, information exchange, and normative guidance, shaping students' perceptions of themselves and the world around them (Kumar, et al, 2023). Consequently, the composition and characteristics of peer groups can significantly impact students' career aspirations and choices, as individuals seek validation, acceptance, and belongingness within their social circles (Slaten, et al, 2014). Moreover, parental socioeconomic status emerges as a salient determinant of students' career trajectories, reflecting the resources, opportunities, and expectations available within the familial context (Hu, et al 2022). Parents serve as primary influencers and role models for their children, providing guidance, support, and access to educational and vocational pathways (Kearney, & Levine, 2020). The socioeconomic status of parents influences students' exposure to diverse career options, educational attainment, and aspirations for upward mobility, thereby shaping their perceptions of suitable career paths and future prospects (Abbas et al, 2025).

Socioeconomic status (SES) is a complex, multifaceted construct encompassing income, education, occupation, and social standing. The

challenge lies in defining and measuring SES accurately. As highlighted by Paterson, (1991), discrepancies in how SES is operationalized can lead to varied findings and interpretations in research, impacting the understanding of its influence on career selection. Socioeconomic Status as a Multi-Dimensional Construct. Socioeconomic status (SES) refers to the social standing or class of an individual or group, which is often measured as a combination of education, income, and occupation (Oakes, & Andrade, 2017). This multi-dimensional construct reflects not only the economic resources available to an individual but also the social position and opportunities for advancement within society.

Oakes, and Andrade, (2017) expressed SES as a measure of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. Higher SES typically correlates with better access to educational and professional opportunities, which can lead to improved health and well-being. Cultural Context and SES: SES is defined as an economic and sociological combined total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. Observes that the influence of socioeconomic status can differ greatly across various cultural contexts, affecting aspects such as career decisions and educational achievements (Wale, 2023).

Lyu, et al, (2021) describe socioeconomic status as a significant determinant of health, encompassing not only the financial resources available to an individual or family but also the educational attainment and occupational status that influence access to healthcare, living conditions, and overall quality of life. Measurement of SES: According to Sirin (2005), socioeconomic status is typically measured by assessing a combination of income, education level, and occupational prestige. These indicators collectively provide a comprehensive view of an individual's or family's social and economic standing within a community.

Socioeconomic status (SES) is often considered a multi-dimensional construct encompassing education, income, and occupation, reflecting an individual's or group's access to resources and social position (Paterson, 1991). According to the National Centre for Education Statistics (NCES, 2018), highlights the cultural variability in SES impacts, particularly in relation to career selection and educational outcomes. Moreover, SES is a key determinant of health outcomes, as noted by Fujishiro, et al(2010). that elaborates on the measurement of SES, emphasizing the combined assessment of income, education, and occupational prestige.

Peer groups are important social learning agents that help individuals develop social norms and personal identity (Reitz, et al 2014). Kiuru, (2007) highlights the critical role of peer groups during adolescence, influencing academic, social, and emotional aspects of life. Terry, (1999) notes that peer group influence varies across cultural contexts, shaping behaviours and attitudes based on societal norms. He, (2023) points out the importance of peer groups in identity formation, offering a sense of belonging and self-expression. Eisenhart, & Holland, (1983) emphasize the role of peer groups in reinforcing social norms and providing support. Erikson (2018) emphasizes that during adolescence, peer groups help in highlights the critical role of peer groups during adolescence, influencing academic, social, and emotional aspects of life. Harris (2019) notes that peer group influence varies across cultural contexts, shaping behaviours and attitudes based on societal norms. Erikson (2018) points out the importance of peer groups in identity formation, offering a sense of belonging and self-expression. Prinstein and Giletta, (2021) emphasize the role of peer groups in reinforcing social norms and providing support.

Career selection among business students involves a multifaceted decision-making process considering personal interests, skills, and market demand (Ahmed, et al, 2017). Educational experiences, including internships and faculty interactions, significantly influence these decisions (Bayerlein, (2020)). Hu, et al., (2022) highlight the role of socioeconomic status in providing access to resources and networking opportunities, affecting career choices. Earl, et al (2019) emphasize the importance of personality traits and interests in guiding career selection, impacting job satisfaction. Career selection among business students is a complex decision-making process that involves evaluating personal interests, skills, market demand, and potential career growth. Students consider various factors such as job security, financial rewards, and alignment with personal values when making career choices (Mutanga, et al, 2023). Career selection among business students is also guided by their personality traits and interests. The alignment between a student's personality and their chosen career field can significantly impact job satisfaction and career success (Williamson, et al, 2005).

In the dynamic economic landscape of Lagos State, characterized by rapid urbanization, cultural diversity, and socio-economic disparities, the business department in senior secondary schools holds particular significance. Students enrolled in business studies are exposed to a range of vocational opportunities in areas such as commerce, finance, entrepreneurship, and management, positioning them at the nexus of economic development and career advancement (Nkomo, 2015).

Understanding how peer group dynamics and parental socioeconomic status intersect to influence career selection among business department students provides valuable insights into the socio-cultural, economic, and psychological factors shaping educational and vocational decision-making processes within the context of Lagos State and beyond.

Statement of the problem

The process of career selection among senior secondary school students enrolled in the business department in Lagos State, Nigeria, is influenced by various factors, including peer group dynamics and parental socioeconomic status. However, the specific nature and extent of these influences remain inadequately understood, posing significant challenges for educators, policymakers, and stakeholders seeking to enhance students' career readiness and outcomes. Peer groups, comprising friends, classmates, and social circles, exert substantial influence on adolescents' attitudes, behaviours, and decision-making processes. Within the school environment, peer interactions play a crucial role in shaping students' perceptions of themselves, their interests, and their future aspirations, including career choices. However, the precise mechanisms through which peer group dynamics impact career selection among business department students in Lagos State have not been systematically explored.

Concurrently, parental socioeconomic status emerges as a significant determinant of students' educational and vocational trajectories. Parents, as primary influencers and providers of guidance, support, and resources, play a pivotal role in shaping their children's career aspirations and opportunities. Yet, the ways in which parental socioeconomic status interacts with peer group influences on career selection among business department students in Lagos State remain largely unexamined. Therefore, this study examined the impact of peer group and parental socioeconomic status on career selection among senior secondary school students in Business Department, Lagos State.

Research Questions

1. What is the extent of peer group influence on career selection among senior secondary school students in Business Department?
2. How does parental socioeconomic status influence the career selection among senior secondary school students in Business Department?

Research Hypotheses

H01: There is no significant relationship between parental socioeconomic status and career selection among senior secondary school students in Business Department.

HO2: There is no significant influence of peer groups on career selection among senior secondary school students in Business Department.

Methodology

The study was a descriptive survey research design with the target population of all the business department students in all the senior secondary schools in Alimosho Local Government Area of Lagos State. Simple random sampling was used to select five senior secondary schools among all the senior schools in Alimosho Local Government Area. 40 students were randomly selected from each of the five selected schools. The total number of 200 students were sampled. Primary data gathering via questionnaire was used for data collection. A standardized questionnaire with a five-points Likert scales measuring strongly agreed (5) Strongly agreed (4) Agree, (3) Undecided (2) Disagree (1) Strongly disagree was used. The instrument comprises section A which is the Bio-data and section B is the questionnaire items. This structure ensures consistency in responses and facilitates quantitative analysis. the open ended allow participants to provide detailed explanations, insights, or personal experiences related to peer group and parental socioeconomic status on career selection. To ascertain the validity of the instrument, the researcher presented the questionnaire to three experts in Business Education Department for validation. A pilot test was conducted to 20 respondents and pre-test was administered has reliability coefficient index of 0.87 using the Split-Half method. The administration of the questionnaire took two weeks. Descriptive, inferential statistics of frequency count and percentages were used to answer the research questions, while t-test was used to test the hypotheses.

Results

Research Questions

Research Question One: What is the extent of peer group influence on career selection among senior secondary school students in Business Department?

Table 1: Percentages of the respondents of peer group influence on career selection

S/N	ITEMS	SA	A
1.	Peer group discussions significantly impact my career choices	9 57%	83 45.4%
2.	I often consider my peers' opinions when deciding on a career path	43 23.5%	104 56.8%
3.	My friends' career aspirations influence my own career decisions	74 40.4%	51 27.9%

4.	I am more likely to pursue a career that is popular among my peer group	63 34.4%	93 50.8%	17 9.3%	1 5
5.	Peer group advice is an important factor in my career selection process	74 40.4%	81 44.3%	6 3.3%	2 1

Source: Field survey 2024

Item 1 shows that 8.8 % respondents strongly disagree, 13.7% disagree, 45.4 % agree and 31.1% strongly agree that Peer group discussions significantly impact my career choices. Item 2 shows that 10.4% respondents strongly disagree, 9.3% disagree, 56.8 % agree and 23.5% strongly agree that they often consider their peers' opinions when deciding on a career path. Item 3 shows that 18% respondents strongly disagree, 13.7% disagree, 27.9 % agree and 40.4% strongly agree that they often consider their peers' opinions when deciding on a career path.

Item 4 shows that 5.5% respondents strongly disagree, 9.3% disagree, 50.8% agree and 34.4% strongly agree that they were more likely to pursue a career that is popular among my peer group. Item 5 shows that 2.2% respondents strongly disagree, 3.3% disagree, 44.3% agree and 40.4% strongly agree that peer group advice is an important factor in my career selection process.

Research Question Two: How does parental socioeconomic status influence the career selection among senior secondary school students in Business Department?

Table 2: Percentages of the respondents on parental socioeconomic status influence on the career selection

S/N	ITEMS	SA	A	D	SD
1.	My parents' socioeconomic status has a significant impact on my career choices.	57 31.1%	91 49.7%	19 10.4%	16 8.7%
2.	I am more likely to pursue a career that aligns with my family's socioeconomic background.	74 40.4%	81 44.3%	6 3.3%	22 12.0 %
3.	The financial resources available in my family influence my career decisions	58 31.7%	76 41.5%	23 12.6%	26 12.4%
4.	My parents' educational and occupational background affects my career aspirations	66 36.1%	67 36.6%	33 10.8%	16 8.7%
5.	I receive career guidance from my parents based on their	73 39.9%	73 39.9%	24 13.1%	13 7.1%

	socioeconomic status				
--	----------------------	--	--	--	--

Source: Field survey 2024

This item 1 shows that 8.7% respondents strongly disagree, 10.4% disagree, 49.7% agree and 31.1% strongly agree that parents' socioeconomic status had significant impact on my career choices. Item 2 shows that 12% respondents strongly disagree, 3.3% disagree, 44.3% agree and 40.4% strongly agree that they are more likely to pursue a career that aligns with my family's socioeconomic background. Item 3 shows that 14.2% respondents strongly disagree, 12.6% disagree, 41.5% agree and 31.7% strongly agree that the financial resources available in my family influence my career decisions.

Item 4 shows that 8.7% respondents strongly disagree, 18% disagree, 36.6% agree and 36.1% strongly agree that their parents educational and occupational background affects my career aspirations. Item 5 shows that 7.1% respondents strongly disagree, 13.1% disagree, 39.9% agree and 39.9% strongly agree that they had receive career guidance from my parents based on their socioeconomic status.

Hypotheses Testing

HO1: There is no significant relationship between parental socioeconomic status and career selection among senior secondary school students in Business Department.

Table 3: ANOVA Analysis on relationship between parental socioeconomic status and career selection

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	43.251	1	43.251	81.080	.000
Within Groups	96.552	181	.533		
Total	139.803	182			

Source: Field survey 2024

a. Predictor: Parental income, parental socioeconomic status

b. dependent Variable: career selection

P=0.000" means 'p<0.0005'

Software output P=0.001

p = .000" with "p < .001," interpretation" that the p-value is 0.000 means the results are significant. Recall that, we accept the null

hypothesis if the critical tabulated value is greater than the calculated value, otherwise, we reject H_0 . The table shows that the analysis of the variance of the fitted regression equation is significant with an F value of 81.1. Since the p-value (0.001) is less than 0.05, it shows a statistically significant positive effect between the variables at a 95 percent confidence level. Therefore, the null hypothesis of no significant relationship is rejected, and we concluded that there is significant relationship between parental socioeconomic status and students' career selection in the business department among the selected senior secondary schools in Alimosho Local Government Area of Lagos State.

This finding aligned with Abbas, et al., (2025) that the socioeconomic status of parents influences students' exposure to diverse career options, educational attainment, and aspirations for upward mobility, thereby shaping their perceptions of suitable career paths and future prospects. Also, Bankole, (2024) supported that the ways in which parental socioeconomic status interacts with peer group influences on shape career selection among business department students in Lagos State remain largely unexamined.

H_{02} : There is no significant influence of peer groups on career selection among senior secondary school students in Business Department.

Table 4: ANOVA Analysis on influence of peer groups and career selection

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	42.594	1	42.594	130.834	.000
Within Groups	58.925	181	.326		
Total	101.519	182			

Source: Field survey 2024

a. Predictor: Peer groups

b. dependent Variable: career selection

$P=0.000$ means ' $p<0.0005$ '

Software output $P=0.001$

$p = .000$ with " $p < .001$," interpretation" that the p-value is 0.000 means the results are significant. Recall that, we accept the null hypothesis if the critical tabulated value is greater than the calculated value, otherwise, reject H_0 . The table shows that the analysis of the variance of the fitted regression equation is significant with an F value

of 130.1 Since the p-value (0.001) is less than 0.05, it shows a statistically significant positive effect between the variables at a 95 percent confidence level. Therefore, the null hypothesis of no significant relationship is rejected,

This finding aligned with Barrera and Alonge (2018) that the composition and characteristics of peer groups can significantly impact students' career selection and choices, as individuals seek validation, acceptance, and belongingness within their social circles. Erikson (2018) pointed out the importance of peer groups in identity formation, offering a sense of belonging and self-expression. Prinstein and Dodge (2018) emphasized the role of peer groups in reinforcing social norms and providing support.

Discussion of Findings

The research work was specifically designed to examine the impact of peer group and parental socioeconomic status on career selection among senior students' secondary schools in Business Department, Lagos State. According to Table.1, 50.8% (93 respondents) agreed, and 34.4% (63 respondents) strongly agreed that they are more likely to pursue a career that is popular among their peer group. This finding illustrates the tendency of students to align their career aspirations with those that are favoured or pursued by their peers, indicating a collective approach to career decision-making. Lastly, Table 2 shows that 44.3% (81 respondents) agreed, and 40.4% (74 respondents) strongly agreed that peer group advice is an important factor in their career selection process. This reinforces the earlier findings that peer influence is not only significant but also plays a decisive role in guiding students' career paths.

The research findings strongly indicate that peer influence is a critical factor in career selection among students in the Business department within the selected senior secondary schools in Alimosho Local Government Area of Lagos State. The high percentages of agreement and strong agreement across various tables suggest that students place considerable importance on the opinions, discussions, and career choices of their peers. This peer influence manifests in multiple ways, from considering peers' opinions during decision-making to choosing careers that are popular within their peer groups. The analysis of research question two highlights the significant relationship between parental socioeconomic status and career aspirations of students in the business department among the selected senior secondary schools in Alimosho Local government, area of Lagos State

Table 3 provides insights into how parents' educational and occupational backgrounds shape students' career aspirations. The data reveals that 36.6% (67 respondents) agreed, and 36.1% (66

respondents) strongly agreed that their parents' educational and occupational background affects their career aspirations. This implies that students often look to their parents' achievements and professions as benchmarks for their own career goals, indicating that parental role models play a crucial role in shaping career aspirations. Finally, Table 4 highlights the role of parental guidance in career selection, with 39.9% (73 respondents) agreeing, and another 39.9% (73 respondents) strongly agreeing that they received career guidance from their parents based on their socioeconomic status. This finding suggests that parents actively engage in their children's career decision-making process, offering advice that is often grounded in their own socioeconomic realities.

The findings from the analysis underscore the profound influence of parental socioeconomic status on the career choices of students in the Business department within the selected senior secondary schools in Alimosho Local Government Area. The alignment of career choices with the family's socioeconomic background reflects a tendency among students to choose careers that they perceive as compatible with their family's financial situation and social expectations. Additionally, the significant role of parental guidance based on socioeconomic status indicates that parents actively shape their children's career aspirations, often steering them towards career paths that align with the family's values and resources. The analysis of the research question three examine on how peer group and parental socioeconomic status influence career selection among students in the Business department of selected senior secondary schools in Alimosho Local Government Area, Lagos State, reveals the profound impact of these factors on students' career decisions. The findings from various tables provide insights into the dynamics at play.

Conclusion

The research on impact of peer group and parental socioeconomic status on career selection among senior student's secondary schools in Business Department, Lagos State reveals significant insights into the factors that shape students' career choices. It is evident that peer groups play a crucial role in shaping students' career aspirations. The norms, values, and information shared within these groups create a social environment that can either reinforce or challenge individual career preferences. However, when these influences diverge, students may experience confusion or pressure, potentially leading to indecision or a compromise in their career selection. Both peer group dynamics and parental socioeconomic status are pivotal in determining career choices among students in the Business department of senior secondary schools in Alimosho. These findings underscore the need for targeted

interventions that consider both social and familial factors in career guidance programs. By fostering environments where students receive balanced support from both their peers and parents, educators can help ensure that career decisions are made based on informed choices rather than external pressures.

Recommendations

Based on the findings regarding on impact of peer group and parental socioeconomic status on career selection among senior student's secondary schools in Business Department, Lagos State, the following recommendations are proposed:

1. Schools should create opportunities for students to engage in peer mentorship programs, where older students or alumni who have successfully pursued business careers can share their experiences. These role models can provide guidance and inspiration, helping to shape positive peer group dynamics that encourage informed and thoughtful career choices.
2. Educational authorities should provide scholarships, counselling, and extracurricular activities to ensure students from lower socioeconomic backgrounds have equal access to career resources and opportunities.
3. Schools should facilitate internships, job shadowing programs, and field trips to business organizations, giving students first-hand experience of the business world. Such exposure can help students make more informed career decisions by providing practical insights that are often lacking in purely academic settings.
4. Policymakers and educational leaders should focus on addressing broader socioeconomic disparities that influence career choices. This might include initiatives aimed at reducing inequality, improving access to quality education across all socioeconomic levels, and supporting community programs that offer career development services.
5. Adopt a collaborative approach to career decision-making, involving students, parents, teachers, and counsellors to provide well-rounded guidance. Schools should monitor career selection trends and adjust programs to meet student needs. By doing so, schools in Alimosho can better support students in making informed career choices that align with their strengths, interests, and external influences.

References

- Abbas, S. G., Ayaz, N., & Mahjabeen, A. (2025). Educational aspirations and social mobility: a survey of secondary school students' future goal. *Research Consortium Archive*, 3(2), 239–260.

- Ahmed, K. A., Sharif, N., & Ahmad, N. (2017). Factors influencing students' career choices: empiricalevidencefrombusiness students. *Journal of Southeast Asian Research*, 2017(2017), 1-15.
- Bankole, G. O. (2024). Influence of Family Size and Parental Socio-Economic Status on Academic Performance of Secondary School Students in Business Studies (Master's thesis, Kwara State University (Nigeria)).
- Bayerlein, L. (2020). The impact of prior work-experience on student learning outcomes in simulated internships. *Journal of University Teaching and Learning Practice*, 17(4), 1-19.
- Earl, J., Iskandar, F., & Elizondo, F. (2019). Take a job, any job: Exploring the importance of matched interests to career paths and work satisfaction. *Journal of employment counseling*, 56(1), 33-45.
- Eisenhart, M. A., & Holland, D. C. (1983). Learning gender from peers: The role of peer groups in the cultural transmission of gender. *Human Organization*, 42(4), 321-332.
- Erikson, K. T. (2018). Notes on the sociology of deviance. In *Deviance and liberty* (pp. 15-23). Routledge.
- Fujishiro, K., Xu, J., & Gong, F. (2010). What does "occupation" represent as an indicator of socioeconomic status? Exploring occupational prestige and health. *Social science & medicine*, 71(12), 2100-2107.
- Hall, D. T., Yip, J., & Doiron, K. (2018). Protean careers at work: Self-direction and values orientation in psychological success. *Annual Review of Organizational Psychology and Organizational Behavior*, 5(1), 129-156.
- Harris, D. (2019). Literature review and research design: A guide to effective research practice. Routledge.
- He, J. (2023). Group belongingness: Investigating the formation, maintenance, and influencing factors of social identity and group membership. *Studies in Psychological Science*, 1(2), 32-40.
- Hu, S., Hood, M., Creed, P. A., & Shen, X. (2022). The relationship between family socioeconomic status and career outcomes: A life history perspective. *Journal of Career Development*, 49(3), 600-615.
- Innocent, M. (2022). Teachers' preparedness for the implementation of the new business subjects' curriculum in selected secondary schools Of kabale district, uganda (Doctoral dissertation, Moi University).

- Kearney, M. S., & Levine, P. B. (2020). Role models, mentors, and media influences. *The Future of Children*, 30(1), 83-106.
- Kiuru, N., Aunola, K., Vuori, J., & Nurmi, J. E. (2007). The role of peer groups in adolescents' educational expectations and adjustment. *Journal of Youth and Adolescence*, 36, 995-1009.
- Kumar, P., Sahani, J., Rawat, N., Debele, S., Tiwari, A., Emygdio, A. P. M., ... & Pfautsch, S. (2023). Using empirical science education in schools to improve climate change literacy. *Renewable and Sustainable Energy Reviews*, 178, 113232.
- Lyu, J. C., & Luli, G. K. (2021). Understanding the public discussion about the Centers for Disease Control and Prevention during the COVID-19 pandemic using Twitter data: Text mining analysis study. *Journal of medical Internet research*, 23(2), e25108.
- Mutanga, M. B., Piyose, P. X., & Ndovela, S. (2023). Factors Affecting Career Preferences and Pathways: Insights from IT Students. *Journal of Information Systems and Informatics*, 5(3), 1111-1122.
- Nkomo, S. M. (2015). Challenges for management and business education in a "developmental" state: The case of South Africa. *Academy of Management Learning & Education*, 14(2), 242-258.
- Oakes, J. M., & Andrade, K. E. (2017). The measurement of socioeconomic status. *Methods in social epidemiology*, 18, 23-42.
- Orben, A., Tomova, L., & Blakemore, S. J. (2020). The effects of social deprivation on adolescent development and mental health. *The Lancet Child & Adolescent Health*, 4(8), 634-640.
- Paterson, L. (1991). Socio-economic status and educational attainment: a multi-dimensional and multi-level study. *Evaluation & Research in Education*, 5(3), 97-121.
- Prinstein, M. J., & Giletta, M. (2021). Five priorities for future research on child and adolescent peer influence. *Merrill-Palmer Quarterly*, 67(4), 367-389.
- Reitz, A. K., Zimmermann, J., Hutteman, R., Specht, J., & Neyer, F. J. (2014). How peers make a difference: The role of peer groups and peer relationships in personality development. *European journal of personality*, 28(3), 279-288.
- Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of educational research*, 75(3), 417-453.

- Slaten, C. D., & Baskin, T. W. (2014). Examining the impact of peer and family belongingness on the career decision-making difficulties of young adults: A path analytic approach. *Journal of Career Assessment*, 22(1), 59-74.
- Terry, D. J., & Hogg, M. A. (Eds.). (1999). *Attitudes, behavior, and social context: The role of norms and group membership*. Psychology Press.
- Wale, C. (2023). The Impact of Cultural Resources on Socioeconomic Status. *Journal of Sociology*, 1(1), 28-39.
- Walker, J., Wilson, R. H., Simons, S., Parr, K., & Atkins, C. (2023). An Investigation into Business Education Classroom Pedagogies. *Educational Research Quarterly*, 47(2).
- Williamson, J. M., Pemberton, A. E., & Lounsbury, J. W. (2005). An investigation of career and job satisfaction in relation to personality traits of information professionals. *The Library Quarterly*, 75(2), 122-141.