

Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Relationship between level of self-esteem and vulnerability to peer-
pressure among Ambo University Institute of Education and
Behavioral Science students

By

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Addis Ababa University

June, 2019

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Advisor

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Addis Ababa

Declaration

I, the undersigned, declare that this Thesis entitled, relationship between level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioral Science students is my original work and has not been presented for reward of degree in any other university, Moreover, all sources of materials used have been appropriately acknowledged.

Name_____

Signature_____

Date _____

This thesis has been submitted with my approval as a university advisor.

Name_____

Signature_____

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Abstract

This study examined the relationship between level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioral Science students. For this purpose 244 students participated; from these 108 were males and 136 were females. In order to achieve the research objective quantitative research design(correlational) was employed , the data werecollected through questionnaires and analysed by the SPSS version 20 software to calculate descriptive, pearson corelation coefficient and independent sample t-test. The correlation result indicate that there is moderate and significant negative relationship between level of self-esteem and vulnerability to peer-pressure and independent sample t-test result indicate that there is no significant gender difference in level of self-esteem and vulnerability to peer-pressure. Generally, based on obtained data the conclusion is drawn and possible recommendations and suggestions were made for Ambo University Institute of Education and Behavioral Science teachers and students.

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List of acronyms

ECCE	Early Child Care and Education
EDPM	Educational Development Planning and Management
SNIE	Special Need and Inclusive Education

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Appendix I: General information about the participant.

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Appendix IV: Pilot study result of self-esteem scale Chronbach's alpha SPSS Software output

Appendix V: Pilot study result of peer-pressure scale Chronbach's alpha SPSS software output

Chapter One

Introduction

1.1. Background of the study

Human beings are naturally influenced by their own nature and surrounding environment. It means that there are its own characteristics that makes them different and behave in certain way and also there is the environment that affects or relates to their way of feeling, thinking and behaving. From these factors self-esteem and peer-pressure is the focus of this study. Self-esteem is affected both by our ideas about how we are measuring up to our own standards and by our ability to control our sense of self in interactions with others. Both these processes one primarily internal, the other primarily external have important repercussions on our feelings about us (Borden & Horowitz, 2008).

Self-esteem has been described by different scholars in a different way but the definitions have characteristics in common. For example, Brown et al, (2001), describe self-esteem as a general feelings of affection for oneself; evaluations of self in specific domains; and momentary feelings of self-worth, such as pride and shame. Another researcher also defined Self-esteem as individual's perception or subjective appraisal of one's own self-worth, one's feelings of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self (Abdel-Khalek, 2016).

Barden (1969) cited in Minev (2018), also defined self-esteem as disposition to experience oneself as being competent to cope with challenges of life and as being worthy of happiness. This two factors approaches as some call it, offers definition limiting self-esteem within the limits of competence and worth alone. Braden's descriptions of self-esteem as fundamental human need; it is part of the process of life and is indispensable normal and

heavy self-development and is vital for survival, as an automatic and inevitable consequence of the individual's choices and part of individual's thoughts, feeling and action.

According to Minev (2018) self-esteem is part of our personality and in order to raise it we need to have a sense of personal worth coming from those life challenges that demonstrate our success. Self-esteem has two elements: self-knowledge and self-awareness. It includes individual's perceptions about their strength and weakness, abilities, attitudes and values. Its development starts at birth and is constantly developing under the influence of experience. Self-esteem is a central concept in many subfields of psychology including social psychology. It is also conceptualized as a part of the self-concept; to some self-esteem is one of the most important parts of the self-concept (Minev, 2018)

According to Baumeister (1993) and Smelser (1989) cited in Minev (2018), self-esteem has largely beneficial effects due to the association of high self-esteem with a number of positive outcomes for the individual and for society as a whole. Moreover, the belief is widespread that raising an individual's self-esteem (especially that of adolescents) would be beneficial for both the individual and society as a whole and high self-esteem is related to several positive outcomes, such as academic and occupational success, social relationships, wellbeing, positive perception by peers, and improved coping skills. Low self-esteem is related with adverse outcomes such as substance use and abuse, early sexuality, engagement in anti-social behaviour, low decision-making ability, being easily influenced by peers and the like (Biro, 2006).

Peers play a large role in the social and emotional development of adolescents (Allen, 2005). Adolescence is a period of rapid physical, social, and cognitive growth as well as changes in self-esteem. Self-esteem, also called self-worth, is a major predictor of outcomes during adolescence. An unforgettable concept during the adolescent stage was peer-pressure which

is defined as social influence that others have on an individual, the pressure is applied in order to get an individual to believe or act in certain way. The form of peer-pressure is acted out by ones peer group against other peers and as a result it leads to change of behaviour. While adolescents are in the process of try to belong a group, many fail to see the consequences of giving in to peer-pressure (Boonstra, 2010 as cited in Taiwo, 2011). Peer-pressure is also refers to the influences that peers can have on each other. According to Weinfiedcited in Okorie, Angela Nkem (2011), peer-pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves.

Other scholar Kiran-Esen, SimandKoh (cited in Lebedina-Manzoni & Ricijaš, 2013), argued that every kind of peer influence is actually peer-pressure and they define it as persuading and encouraging a person to undertake certain actions, noting that pressure may be direct and indirect where in case of indirect pressure the person is not aware that he or she is under the influence of peers. Peer influence, which have related concept with peer pressure, is the practice of adopting a particular type of behaviour, dress or attitude in order to be accepted as the part of a group of one's equals or peers. When the influence is severe enough, that youth finds it hard to resist or is compelled to follow a particular uncomfortable behaviour termed as peer-pressure (Khan, Jain & Budhwani, 2015).

Additionally, Khan, Jain and Budhwani (2015) conclude that, adolescent teens have multiple layers and groups of friendships. More than often adolescent tend to choose those who are similar to them. Although, it may appear that adolescent influenced by their peer, parents continue to communicate with their adolescent, despite increasing conflicts, actually maintain closer relationships with their wards. Peer friendships although assumed as all negative impact, can also have a positive effect on youth development. Adolescents are particularly vulnerable to peer-pressure, because they are at stage of rapid development. They

are separating from their parent's influence, but not yet established their own values or understanding about human relationships. So, university students are vulnerable to this problem because as they are youth's and also, they are new to the environment they are easily influenced by peer-pressure.

Thus, this study tried to investigate the relationship between self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science Students.

1.2. Statement of the problem

In the past 30 years, self-esteem has become deeply embedded in popular culture, championed as the royal road to happiness and personal fulfillment, and touted as an antidote to a variety of social ills, including unemployment, gang violence, and teenage pregnancy. Despite its widespread usage within nonacademic circles, academic psychologists have been divided with respect to self-esteem's function and benefits Brown and Marshal (2004). The issue of self-esteem and its relationship with different variables was investigated by different researchers. For instance, the relationship of self-esteem with academic performance examined by Alami (2016) indicated that among macro causes for student poor academic performance 76.72% is student related factors which cause poor academic performance related with learner's low self-esteem, and leads to stress for the parents. Another study conducted by Nupur and Mahapatro (2016) on gender differences in self-esteem among Young Adults in India showed that Self-esteem of the men was found out to be significantly higher than that of women.

Previous studies conducted in Ethiopia also focused on the relationship between self-esteem and academic performance. For example A research conducted on Factors Affecting Female Students' Academic Achievement at Bahir Dar University indicates that among personal factors lack of self-confidence followed by fear of failure which is highly related

with self-esteem constitute the first crucial problems in order that affect female students' academic achievement and thereby increase their attrition in the university (Yeshimebrat et al ,2013).Another study conducted by (Baye&Tilahun, 2014) showed that Students with higher levels of self-esteem are more likely to engage more academically and demonstrate higher academic success.

Researchers also gravitated to assess the relationship of level of self-esteem and vulnerability to peer-pressure because, University is one of the social and educational institutions that can engage students and develop their social and cognitive aspect of their life and make possible decision for their future. Youth is one of the most important periods of a person's life in which he or she is the most susceptible to change.

Now a day's media portrays adolescents as problem maker and problem itself than the solution for different problem. This may happen because adolescence is the time to start experiment many things in their life. The factors that make the problem vast is that adolescents spend most of their time with their peers and they are out of their parents control and start developing their own identity and personality depending on the peers they have(American Psychological Association, 2002). Adolescents also spent most of their time concerned about their body image particularly in order to "fit in" with the norms of the group with whom they most identify with (American Psychological Association, 2002). This can be related to the concept of self-esteem.Self-esteem should be viewed in continuum, and can be high, medium or low, and it's often quantified as a number in empirical research. When considering self-esteem it is important to note that both high and low levels can be emotionally and socially harmful for the individual. Indeed it is thought an optimum level of self-esteem lies in the middle of the continuum. Individuals operating within this range are thought to be more socially dominant within relationships (McLeod, 2012).

Another important factor for youth found at universities is the concept of peer-pressure. The periods of adolescents' and youth are associated with the process of interaction between peers in which young people accept characteristics of those peers for whom they feel sympathy (Zanden, 2000 cited in, Lebedina-Manzoni, & Ricijaš; 2013). The results of the study conducted by applying explanatory model based on structural equations modelling and aimed to study the influence of peer group in risk behaviours, health, wellbeing and in adolescents feeling about school; as well as whether the relationship with parents may mediate that influence on adolescent's behaviour indicate that peers have a direct influence on adolescent's risk behaviours such as drug and alcohol addiction (Tome, Gspar de Matos, Simoes, Camacho, Alves Diniz, 2012).

As stated above, the aforementioned studies focussed on the relationship of self-esteem with academic performance and whether self-esteem had different impact on students' performance based on their gender. The previous study also investigates the effects of peer pressure on adolescents' vulnerability of drug and alcohol addiction. But none of them investigated the relationship between level self-esteem and vulnerability to peer pressure. In addition to this the aforementioned studies were conducted in different places and with different ideas such as relation of self-esteem with academic performance at high school levels, based on gender difference.

Then to the best knowledge of the researcher no study has examined the relationship between level of self-esteem and vulnerability to peer-pressure among university students. Thus, the present study tried to fill such gaps by examining the relationship between self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science Students.

Research questions

Based on the preceding argument the current study aims to answer the following research questions

- What is the level of self-esteem among Ambo University Institute of Education and Behavioural Science students?
- What is the level of peer-pressure among Ambo University Institute of Education and Behavioural Science students?
- Is there relationship between the level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science students?
- Is there gender difference in level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science students?

1.3. Objective of the study

1.3.1. General objective

The general objective of the study is to investigate the relationship between self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science Students.

1.3.2. Specific Objective

- To find out the level of self-esteem among Ambo University Institute of Education and Behavioural Science students
- To find out the level of peer-pressure among Ambo University Institute of Education and Behavioural Science students

- To check the relationship between level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science students.
- To find out gender difference in level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science students.

1.4. Significance of the study

The result of this study is expected to have the following contributions. This study will contribute to literature on how of level of self-esteem and vulnerability to peer-pressure is related. In our country there are a lot of empirical publication that claim importance of self-esteem for academic success in relation to gender and peer-pressure with its negative impact. Yet, there is lack of sufficient empirical findings on the relationship between level of self-esteem and vulnerability to peer pressure in Ethiopian higher education students.

It provides insight in to the nature and extent of relationship between level of self-esteem and vulnerability to peer-pressure. The study also will have significance for universities to give concentration on students' self-esteem in order to success fully achieve their objective as well as to shape students current and future life by giving training on self-esteem raising and resistance to peer pressure in universities by teacher specially teacher expertise in psychology and related fields.

Once the relationship between level of self-esteem and vulnerability to peer-pressure become clear among educational concerned bodies' further studies can be initiated to concentrate on how curriculum developer should balance level of self-esteem and vulnerability to peer-pressure to make students successful in all dimension of their life. Finally, the study made in this new research area benefits other interested researchers to use it as a starting point for conducting further research.

1.5. Delimitation of the study

This study consist of students at Ambo University Main campus specifically Institute of Education and Behavioural Science and also in terms of variable it was limited to level of self-esteem and vulnerability to peer-pressure.

1.6. Limitation of the study

The study will be more significant with the inclusion of other colleges and graduate students as well as by adding other variable like parenting style and academic performance. Due to time, skill and cost limitation it was difficult to include other colleges and graduate students. It was also difficult to find other related literature which relates with this topic in Ethiopia context.

1.7. Operational definitions

Self-esteem: is student's self-confidence toward their own decision, belief and self-worth that is known by total Rosenberg's self-esteem scale score of the student.

Peer-pressure: is a direct/indirect influence on student by their peers toward doing or not doing something good or bad as reported by total score of peer-pressure scale/ inventory of the students.

Chapter Two

Review of related literature

This chapter includes related concepts, literatures, and theories of the study for the purpose of supporting, comparing, conceptualizing and to know the gap on related area.

These are as follow:

2.1. Self-esteem

Self-Esteem as evaluating the self, the self is more than a knowledge structure. The self also has a larger sense of our overall worth, a component that consists of both positive and negative self-evaluations. This is known as self-esteem. We evaluate, judge, and have feelings about ourselves. Some people possess high self-esteem. They regard themselves highly and are generally pleased with who they are. Others have low self-esteem; feel less worthy and good, and may even feel that they are failures and incompetent. Self-esteem is affected both by our ideas about how we are measuring up to our own standards and by our ability to control our sense of self in interactions with others. Both these processes one primarily internal, the other primarily external have important repercussions on our feelings about us (Borden & Horowitz, 2008).

The feelings about us come from many sources. Some, perhaps most, we carry forward from childhood, when our basic self-concepts were formed from interactions with our parents and other adults. Research in child development indicates that people develop basic feelings of trust, security, and self-worth or mistrust, insecurity, and worthlessness from these early relationships and experiences (Borden & Horowitz, 2008).

Self-esteem is a central concept in many subfields of psychology including social psychology. It is also conceptualized as a part of the self-concept. To some self-esteem is one of the most important parts of the self-concept. This focus on self-esteem has largely been due to the association of high self-esteem with a number of positive outcomes for the individual and for society as a whole (Baumeister 1993; Smelser 1989 cited in Minev, 2018). Moreover, the belief is widespread that raising an individual's self-esteem (especially that of adolescent) would be beneficial for both the individual and society as a whole.

The review of new insight gained from longitudinal studies examining the development of self-esteem and its influence on important life outcomes. The evidence supports the following three conclusions. First, self-esteem increases from adolescence to middle adulthood, peaks at about age 50 to 60 years, and then decreases at an accelerating pace into old age; moreover, there are no cohort differences in the self-esteem trajectory from adolescence to old age. Second, self-esteem is a relatively stable, but by no means immutable, trait; individuals with relatively high (or low) self-esteem at one stage of life are likely to have relatively high (or low) self-esteem decades and health (Orth & Robins, 2014).

According to Hogg and Vaughan (2011), stated in United States low self-esteem is responsible for a range of personal and social problem such as crime, delinquency, drug abuse, unwanted pregnancy and underachievement in school.

Self-esteem is treated as a trait and seen to be an enduring, characteristic level of self-evaluation. Individuals differ with respect to their chronic level of self-esteem and these individual differences among levels are crucial to understand behaviour (Tesser, 2001).

2.2. Peer-pressure

Youths are particularly vulnerable to peers-pressure, because they are at stage of development. When they are separating from their parent's influence, but not yet established

their own values or understanding about human relationships. So, university students are vulnerable to this problem because as they are adolescent and also, they are new to the environment they are easily influenced by peer-pressure.

The study aimed to analyse the influence of the peer group in risk behaviours, violence, in health, in well-being and in adolescents' feelings about school; as well as, whether the relationship with parents may mediate that influence, through an explanatory model undertaken by a structural equation model. The most important conclusion drawn from the study was that peers' negative or positive influence is associated with peers with risk or protective behaviours (Gina Tomé, 2012).

Peer-pressure is defined as social influence that others have on an individual, the pressure is applied in order to get an individual to believe or act in certain way. The form of peer-pressure is acted out by ones peer group against other peers and as a result it leads to change of behaviour. While adolescents are in the process of trying to belong to a group, many fail to see the consequences of giving in to peer-pressure (Boonstra, 2010 as cited in Tyrone Taiwo 2011). The negative effects of peer-pressure not only wear down ones identify but it is the main reason for some of the incorrect choices made in an individual's life (Allen, 2005 as cited in Taiwo, 2011).

Many adolescents are unaware of the bad habits they are getting themselves in to and the severity of some choices made as a result of peer-pressure (Allen, 2005 cited in Taiwo, 2011). Peer-pressure is the influence of one's peer group.

In our society today peer-pressure has become very relevant all around us. A lot of peer-pressure occurs in high schools and colleges, where people are just trying to fit in(Taiwo, 2011).

Peers play a large role in the social and emotional development of children and adolescents. Their influence begins at an early age and increases through the teenage years. It

is natural, healthy and important for children to have and rely on friends as they grow and mature (American Academy of Child and Adolescent Psychiatry, 2018 No. 104).

Peers can be positive and supportive. They can help each other develop new skill, or stimulate interest in books, music's or extracurricular activities (American Academy of Child and Adolescent Psychiatry, 2018). However peers can also have a negative influence. They can encourage each other to skip classes, steal, cheat, use drugs or alcohol, share inappropriate material online, or involve in other risky behaviours. The majority of adolescents with substances abuse problems began using drug or alcohol as result of peer-pressure. Kids and adolescents give in to peers pressure because they want to fit in, be liked and worry that they may be left out (American Academy of Child and Adolescent Psychiatry, 2018).

Peer-pressure is part of everyday life, and we don't think about it while it's happening to us. A simple definition of peer-pressure is the encouragement or distress placed on one individual from another of the same social group with the expected result of conformity. Peer-pressure can be negative or positive; however, it is most often regarded in a negative way. And the incidents related to peer-pressure are caused by a lack of belonging or low self-esteem (news for the Ramstein, Kaiserslautern, Landstuhl & Baumholder military communities in Germany, 2013) retrieved from(<https://www.kaiserslauternamerican.com/peer-pressure-undrstanding-causes-effects/>).

Peer-pressure causes teenagers to steal. Most teenagers will do almost anything to fit in and be important which creates them to fall under the influence of peer-pressure. they may dared to steal something from the stores or people they steal room, as well as, give the teenager a poor sense of being because they know what are doing is wrong (Ginsburg, 2001).

2.3. Level of self-esteem

Self-esteem should be viewed as a continuum, and can be high, medium or low, and it's often quantified as a number in empirical research. When considering self-esteem it is important to note that both high and low levels can be emotionally and socially harmful for the individual. Indeed it is thought an optimum level of self-esteem lies in the middle of the continuum. Individuals operating within this range are thought to be more socially dominant within relationships (McLeod, 2012).

In addition to this, Baumeister, Smart, and Boden (1996) suggested that people with high self-esteem as more likely to be conceited, arrogant, or occasionally narcissistic. They expect to receive positive evaluations from others; if they are provided with negative feedback, a threatened ego motivates them to spend personal resources on coping with the negative evaluations. Neff (2011) pointed out that pursuit of high self-esteem can be problematic, can sometimes be counterproductive, and may involve puffing the self up while putting others down. High scores on self-esteem scales can result from narcissism – a highly inflated, grandiose view of oneself and one's positive traits and competence, conjoined with a sense of entitlement. Although separate measures of narcissism and normal self-esteem correlate substantially, they have different outcomes. Narcissism predicts aggression while normal self-esteem does not (Mackinnon, 2015, pp. 14 – 15). Some authors view narcissism as an extreme form of self-esteem, so exaggerated self-esteem leads to narcissism and the search for unconditional acceptance. Narcissists see themselves as the core of the universe; in the mirror they only see themselves reflected. They see themselves as if they were the only reality worthy of esteem, the rest being mere generators of their supposed grandeur and worth.

Narcissists are always talking about their supposed greatness and worth, about their uncommon, marvellous experiences, their extremely interesting projects, about how much they have done to improve in life, and even to help others (Dolan, 2007, p. 71). The essential feature of narcissistic personality disorder is a pervasive pattern of grandiosity, need for admiration, a grandiose sense of self-importance, a belief that they are superior, special, or unique (APA, 2013, pp. 669 – 670). Gerrard, Gibbons, Reis-Bergan, and Russell (2000) studied the self-serving cognitions among people with high self-esteem who engage in unwise or less optimal and risky health behaviour, such as drinking, smoking, and unprotected sex.

In recent study by Baumeister and Vohs (2018), there are two strong positive benefits of high self-esteem emerged repeatedly. The first benefit is high self-esteem increases initiative, in the sense of acting on one's own. High self-esteem gives people confidence in their own views and in their ability to do what is right and appropriate. They are more willing than people with low self-esteem to reject advice in favour of following their own views, to speak up to criticize the group, to initiate interpersonal interactions, to experiment with sex and drugs, to initiate aggression (including standing up to bullies and other oppressor), and to respond proactively to initial failure, either by trying again harder or by switching to a different line of endeavour that seems more promising.

Second benefit is high self-esteem feels good. People with high self-esteem are happier than others, and raising self-esteem generally brings positive feelings (and lowering one's self-esteem is typically unpleasant). Additionally, in the study by Baumeister and Vohs (2018), there are no studies or evidence indicating that low self-esteem peoples were happier than high self-esteem peoples under any circumstances. Baumeister and Vohs also found that Self-esteem continues to decline during adolescence particularly for girls.

Furthermore, the study has explained this decline to body image and other problems associated with puberty (Baumeister & Vohs, 2018). People with high self-esteem seem to have a stock of good feelings that they can draw on to help themselves through difficult times, whereas people with low self-esteem have much less of such a resource and therefore are more discouraged or even devastated by initial failure.

Those two advantages are substantial, but again they are far less than was widely assumed during the peak of the self-esteem movement, and they hardly seem adequate to justify widespread efforts to increase self-esteem throughout the population (or even throughout children). There was no sign that raising self-esteem would make people better students, more moral and upright citizens, and better or more stable relationship partners, better leaders, or would incline them to be less aggressive members, more popular, less likely to engage in early experimentation with sex or alcohol or cigarettes, or yield other improvements (Baumeister and Vohs, 2018).

The descriptive statistics computed for the Rosenberg self-esteem scale in order to measure level of self-esteem indicate that the mean score of participants in the self-esteem measure was fairly higher compared with the expected average score ($M=28.7$, $SD=5.31$). As part of the self-esteem measure, a total of 10 items which were measured in four point likert scale were included. Therefore, the expected minimum, maximum and average score in this measure is 13, 40 and 28.7 respectively (Habtamu, 2017).

The adolescents with a high level of self-esteem have the following characteristics: they are capable of influencing positively the opinion and behavior of others; they tackle new situations positively and confidently; they have a high level of tolerance towards frustration; they accept early responsibilities, they assess correctly situations; they communicate positive feelings about themselves; they succeed in having a

good self-control and the belief that the things they are undergoing are the result of their own behavior and actions (Lavoie, 2012). Therefore, youth's is the critical period for the development of self-esteem and self-identity, and low self-esteem may endanger adolescent's emotional regulation (Lin, Tang, Yen, Ko, Huang, Liu, and Yen 2008). On the other hand high self-esteem serves as a role of resilience or positive adaptation (Moksnes and Espnes, 2012).

2.4. Vulnerability to peer-pressure

Social influence is an ongoing process through the life span of human development that can be seen as significant for individual's existence as part of a society. From this ongoing human development adolescence is the most important and difficult time/period.

Adolescents are prone to change physically, emotionally and psychologically developed and it is the age of change and experiment. During this period the concept of peer influence is related to a mutual influence process known as peer contagion through which peers become increasingly similar over time in different characteristics (Dishon & Dodge, 2005 cited in Okorie, 2014).

Adolescence period is a critical period of development physically, socially, emotionally and psychological between childhood and adulthood. During this period peer relationship is the most important and plays critical role to develop their social skill and self-concept, as well as life skills, because, it is most challenging transitional period with many changes in their physical, cognitive and psychological domains (Klarin, 2006 as cited in Okorie, 2014).

Through interactions with significant others, adolescents form their identity and build self-concept; as they want to be accepted by their peers, adolescents may willingly abandon many of the norms, values, attitudes, and behaviors they have and know previously from their

parents or significant others (e.g. parents, school). There are different mechanisms of mutual influence process, and one of the most frequent mechanisms referred to is youth peer-pressure. Peer-pressure is often used to transmit group norms and foster loyalty to the group (Zanden, 2000 as cited in Okorie, 2014).

According to Brown (1982) and Brown, Clasen, & Eicher (1995 as cited in Okorie, 2014) vulnerability to peer-pressure is a multidimensional construct that needs to take into account different domains in which adolescents perceive peer prompting. The level of peer influence generally increases as children gain independence from the family or caregivers, and before they fully form an adult identity. Pre- schoolchildren tend to be the least aware of peer-pressure, and are the least influenced by the need to conform. However with more social interactions outside the home and more awareness of others, the influence of peers increases (Palmer, 2008 as cited in Alemnesh, 2014).

As individual characteristics, several factors can be related to vulnerability to pressure. For example, it has been found that children with high anxiety levels report lower levels of social acceptance and global self-esteem, as well as more negative interactions with their peers (Ginsburg, La Greca, & Silverman, 1998 as cited in Manzoni, Martina & Ricijas, 2015).

In addition to this Manzoni (2015) suggested that future studies should include anxiety as one of the predictors of susceptibility to peer-pressure, because people with high levels of anxiety generally tend to focus on threats, dangers and potentially negative outcomes. Therefore, it is possible that adolescents with high anxiety levels would focus on the possibility of being rejected by their peers. In such cases, conformity may be seen as a way of avoiding potentially treating situations.

2.5. Self-esteem and peer-pressure

The previous findings shows that there is a negative correlation between adolescents' self-esteem and peer-pressure degrees ($r = -.613$, $p < .01$), and levels of self-esteem is negatively affected because of self-pressure levels. On the other hand, there's a negative correlation between adolescents' self-esteem level and their indirect peer-pressure level ($r = .396$, $p < .01$). It is stated that when adolescents' self-esteem level increases, their endurance towards indirect peer-pressure increases. There is a negative correlation between adolescents' self-esteem level and their exposure to indirect peer-pressure level ($r = -.216$, $p < .01$). Adolescents who are exposed to direct peer-pressure perceive indirect peer-pressure at a lower level (Uslu, 2013).

Danielle M. Jackman and David MacPhee (2015), examined the relations among future orientation, self-esteem, and later adolescent risk behaviors, and compared two mediational models involving self-esteem versus future orientation as mediators. They used an ethnically diverse sample of 12- to 14-year-olds ($N = 862$, 54% female, 53% ethnic minority) they assessed longitudinally. The result of correlations supported by the hypotheses that future orientation and self-esteem are positively correlated with each other ($r > .40$) and negatively related to various risky behaviors that were composited into a measure of risk orientation (Macphee, 2015).

Certain individual characteristics make youths more or less susceptible to peers pressure to engage in different activities. At the same time, these characteristics determine individual's perception of self (i.e. self-image), and whether this person will act and behave in a socially acceptable way (Marija Lebedina Manzoni, 2013).

Among attitudes and behaviours related to low self-esteem are risk behaviours including sexual behaviour, which highlights a smaller care of adolescents in the practice of unprotected sex (Naranjo as cited in Ferreira*, Bentoa, Chavesa, &Duartea, 2014).

2.6. Self-esteem related to gender difference

Study of urban adolescents in Belgium found that boy's self-esteem was highly more dependent on their sense of mastery, while girls was more dependent on relationships, especially parental support (Brustear, 1990). Boys demonstrate a slightly higher level of self-esteem than girls (Quatman, 2001).

Self-esteem of the men was found out to be significantly higher than that of women. There are broader and overarching reasons behind low self-esteem whose implications go beyond individual and psychological situations further delay in attitude to compete with the outer world and put a great impact. They also hypothesized that there would be significant gender differences in self-esteem levels of men and women (Mahapatro, 2016).

2.7. Peer-pressure in terms of gender difference

According to Croatian researchers' experiment to measure susceptibility to peer-pressure of 475 high school students boys are more susceptible to peer-pressure in risky behaviour. The boys also reported more avoidance of negative emotions and conflict in their relationship with friends. Girls on other hands, reported more anxiety of loss of friendship. They also found that boys were less able to resist peer-pressure to engage in risky or delinquent behaviour. Boys who are more avoidant show lower susceptibility to peer-pressure (Lotar, 2013).

2.8. Theories of the self-esteem

2.8.1. Social constructivism

From a social constructivist point of view, the self is socially constructed through interactions with significant others, such as parents, teachers, and peers (Harter, 2012). The self is also thought to be influenced by the socio-cultural context by which it is surrounded. Through the process of socialization, which happens during experiences and interactions with significant others, the child internalizes opinions and views of others.

That is, the child comes to hold views and opinions of itself which it perceives that others hold of it. As the child incorporates opinions of others it also creates a representation of what is valued in society, and Nelson (2000) refers to this as a cultural self. The cultural self reflects the present values and ideals of society such as the current ideals of youth, beauty, and success, and influences the development of the self.

James as cited in Sveningsson (2012) has attempted to explain the processes and functions of the self by describing the route to self-esteem as an active one in which the competencies and efforts of the individual creates self-esteem. The ambitions of the individual can be tied to three different aspects of the self: a spiritual self, a material self, and a social self. The efforts in these three spheres create a person's self-esteem. Further, James (1950) Sveningsson as cited in (2012) separated general self-esteem from specific self-esteem, which is much like the separation of self-esteem and self-confidence outlined above. An individual is realistically and successfully adapted to the world when ambitions and efforts meet.

While James described the route to self-esteem as an active one, Mead (1976) adopted a passive viewpoint that is the construction of the self is built upon how others view and evaluate that person (as cited in Sveningsson, 2012). That is, interactions with others

make up the basis for the self. Conversations of gestures are not necessarily verbal, but an indication of actions to which others respond. Through the ability of changing perspectives, acting within different roles, and embracing attitudes and gestures of others, new experiences become incorporated into the self.

2.8.2. Social-cognitive perspectives

The work by Susan Harter has had a great influence on modern theories of self-esteem. Building much upon the work of James, Harter (2012) agrees to the active construction of the self, but emphasizes the significance of achievements in domains which are of personal importance. Harter (2012) and her research group have focused on the development of domain-specific self-concept. Domains are typically physical appearance, athletic competence, academic achievement, behavioral conduct, and social competence. The experiences of achievement or defeat in different domains will influence the evaluation of the self, depending on how much weight one puts into the domain (Johnsson, 2003 as cited in Sveningsson, 2012).

Domains of importance are bound to change throughout development; physical appearance might be of critical value to a teenager and academic achievements less important, while it might be the other way around for an eight-year-old. When speaking of global worth, or global valuation, these are not defined as the sum of the specific domains (Harter, 2012). Rather, global worth is the appreciation of one's worth as a person. Research has shown that a good deal of support from parents and significant others tend to be related to high levels of self-esteem, while little support is related to low levels of self-esteem (Harter, 1999). When caregivers show love and support for those attributes of the individual, which he or she finds is the core of the true self, the child experiences authenticity (Harter, 2012).

However, since the self is to a large extent dependent upon opinions of others, there is a risk of creating false selves. The false self does not reflect the core of the true self. Rather, it reflects a self that others prefer, and it might contain unrealistic demands which the child struggles to live up to. Baumeister has also contributed with a social-cognitive perspective on the modern theories of self-esteem According to Baumeister and Twenge (2003), relationships are crucial for human beings, and the need to belong is considered one of the most essential motivations in life. The self is more or less completely interpersonal as a consequence of what it is for the self makes it possible for individuals to relate to one another (cited in sevenningson, 2012).

The fundamental need for relationships could be traced to evolutionary theories of survival (Broberg, Granqvist, Ivarsson, & RisholmMothander, 2010 as cited in sevenningson, 2012). Hunting, sharing food, and tending to possible threats together, all increased the chances of survival. Depression, anxiety, and isolation are feelings that can arise from social exclusion (Baumeister & Leary, 1995).

Research has shown that the strongest predictor of happiness is social relationships, and those other factors such as, money, health, and a place to stay only weakly correlate with happiness (Myers, 2000). Relationships between social exclusion and aggression have been found in several studies (Galen & Underwood, 1993; Underwood, 2003 as cited in sevenningson, 2012).

2.8.3. Phenomenological perspective

Carl Rogers lay out the foundations of the phenomenal field which emphasizes that the self is subjectively constructed as a reflection of the inner and the outer world (Pervin & Cervone, 2010). The self is described as organized and enduring patterns of perception that characterize the individual. In order to acquire a positive self-concept, the experience of

unconditional love is crucial. There is a differentiation between the actual self, the ideal self, and the ought self. The actual self is the sense of one's existent person, and the ideal self is a notion of how one would like to be what an individual would like to become in the future. The ought self is a representation of what an individual is expected to do or accomplish. According to Higgins (1987 as cited sevenningson, 2012) discrepancies between the actual self and the ideal self can lead to depression, while discrepancies between the actual self and the ought self can lead to anxiousness.

2.8.4. Attachment theory

The theory of attachment builds upon the assumption that the care of the child and the relationship to the parents determine the child's self-esteem (Johnssonas cited in sevenningson, 2012). Also the child needs a fair amount of attention, and parents need to be responsive to the child's signals. If these needs are satisfied the child will feel secure and comfortable, something which in turn will lead to a positive view of the self and the ability to trust others (Johnsson, 2003).

2.8.5. Self-Evaluation Maintenance theory

Self-Evaluation Maintenance theory is concerned with the self's response to threat, the kinds of social threats encountered in everyday life. Tesser formulated Self-Esteem Maintaining theory by investigating people's responses to social threats in terms of the two dimensions just described relevance of the behavior to the participant's self-concept and closeness of the participant to the other person (Tesser& Collins, 1988 as cited in Bordens & Horowitz, 2008). Participants were asked to remember and describe social situations in which a close or distant other performed better or worse than they did. Half the time the task was important to the participant's self-concept, and half the time the task was unimportant. The

participants also reported the emotions they felt during those episodes (Bordens & Horowitz, 2008).

Results indicate that when the behavior was judged relevant to the self, emotions were heightened. When participants did better than the other, distant or close, they felt happier, and when they did worse, they felt more personal disgust, anger, and frustration (Bordens & Horowitz, 2008).

2.8.6. Terror management theory

The internalisation of cultural values is also a key factor in terror management theory in which self-esteem is seen as a culturally based construction derived from integrating specific contingencies valued by society into one's own 'worldview'.

Terror Management Theory paints a somewhat morbid picture high self-esteem promotes positive affect and personal growth, psychological wellbeing and coping as a buffer against anxiety in the knowledge of our eventual certain death, and reduces defensive anxiety related behaviour. An integration terror management theory and attachment theory hypothesised that self-esteem develops as a child realises that anxiety reduces as its needs are met by their caregiver (Schimel, Landanu, and Hayes, 2008). Generally, terror management theory assumes that self-esteem serves a protective function and reduces anxiety about life and death.

2.8.7. Socio-meter theory

Where terror management theory espouse the virtues of feeling significant in the face of death anxiety, socio-meter theory states that a minimum level of social inclusion or belonging is essential for humans to reproduce and survive with self-esteem functioning as a socio-meter. The ability to efficiently determine others reactions affecting an individual's

status aids the creation and maintenance of a small number of meaningful relationships. To be excluded from a worthwhile relationship affects self-esteem more negatively than the positive impact of being included in increasing numbers of less meaningful relationships and inclusion is preferred to being just viewed positively (Leary, 1990; Leary & Downs, 1995 as cited in Leary 1999).

Chapter Three

Method of study

This section of the study present the research design, description of the study site, target population, sample and sampling techniques, method of data collection/instrument of data collection, procedure of data collection, method of data analysis and ethical consideration applied in the study. In addition method of data administration and scorings are included.

3.1. Research design

The study was employed correlation research design of quantitative research approach in the study, because the nature of the research title, research questions and objectives demanded numerical data and statistical data analysis techniques. Correlation research design is a study that describes the extent to which the variables are related and it tries to determine whether and to what degree and direction a relationship exists between two or more variables.

3.2. Study site

The study was conducted in Institute of Education and Behavioural Science students at Ambo University found in Ambo Town, West Showa Zone of Oromia Region which is located 120 km far away from Addis Ababa. The researcher observed the influence of peer when studying undergraduate study in Ambo University and It helps the researcher to collect reliable data and can gain assistant data collectors from the staff teachers/members.

3.3. Population

The population from whom the sample of this study obtained is all students of Institute of Education and Behavioural Science in Ambo University. The total population is six hundred

fifty two (652) students. From these total populations two hundred seventy nine (279) were males and two hundred seventy nine (373) were female's students.

Under Institute of Education and Behavioural Science there are five departments, those are Psychology with one hundred fifty three (153) total number of students, Educational Development Plan and Management with fifty (50) total number of students, Adult Education and Community development one hundred sixty seven (167), Early Child Care Education one hundred forty six (146) and Special Need and Inclusive Education one hundred thirty six (136).

3.4. Sample

From six hundred fifty two (652) target population, two hundred seventy nine (279) male and two hundred seventy nine (373) female students the sample was selected according to sample size determination for research activities (Morgan, 1970). The sample size of this study is 244 (108 male and 136 female) selected proportionally according to their share in the population of the study.

3.5. Sampling techniques

The sampling techniques applied for the study was simple random sampling technique (lottery method), because it provides equal chance for all students. Additionally, it is unbiased surveying techniques, each individual have the chance to be chosen randomly and have the same probability of being chosen at stage of sampling process. In order to select randomly lottery method was employed. First of all, the researcher prepared and wrote code that identify and determine the cases that participate in the study , which is zero (0) and one (1) to identify female participant and two (2) and three (3) to identify male participants. Then

rollout the lottery and gave for participants randomly and who peaks one (1) and three (3) were selected as research participant.

3.6. Data collection procedure

First of all, the study was conducted in Ambo University Institute of Education and Behavioural Science students. The Dean of the College was approached through a written permission letter taken from Addis Ababa University School of Psychology. Then the researcher communicated with Deans and Departments Heads who work at the study area and created professional relationship in order to get formal permission and willingness from participants. Since the researcher is the staff member of college in the study area it helped the researcher to establish professional relationship and helped to get proper assistance in the research work from the institute students who study in ambo university institute of Education and Behavioural science and created conducive situation for data collection process. After that, the data were collected through self-administrated and self-reported questionnaires. At the time of data collection the researcher did his best to make clear objectives.

3.7. Instruments of data collection

In this study, instruments used to collect the primary data were a questionnaire. It was used as data gathering tool to obtain sufficient primary data on respondents background information, self-esteem and peer-pressure. The questionnaire consisted of 10 items of Rosenberg self-esteem scale adopted from (Rosenberg, 1965) previously developed once, and 15 peer-pressure inventory adapted from previously developed by Santor, Messervey, and Kusumakar (2000). After the items of peer-pressure questionnaire were adapted they were checked for relevance and validity by my advisor Professor HabtamuWondimu and my undergraduate teacher Mohamed Wado currently the staff members of Kotebe Metropolitan

University. Then after editing missing words and even letters the items were ready to pilot study to check the reliability of the item in our context.

Previous studies reported the reliabilities of self-esteem scale with $\alpha=0.76$ and reliability of peer-pressure inventory with $\alpha=0.8$. In this research, the reliability of the scale for self-esteem was $\alpha=0.68$ and peer-pressure was $\alpha=0.76$ which was acceptable to do the final study. The pilot study result is shown below:

Table 1

Chronbach's Alpha result of the Scales from pilot study (2019)

Variables	Chronbach's alpha	Number of item
Self-esteem	0.68	10
Peer-pressure	0.76	15

Source: Chronbach's Alpha result of the Scales from pilot study (2019)

3.8. Scoring

The researcher first checked whether there exists un-returned paper, in appropriate answer and incomplete questionnaire items or not. Since the researcher with the help of former colleagues collect data face to face with participants, all the distributed questionnaires were returned and properly filled. So that no incomplete or unfit questionnaires for data analysis encountered by the researcher. Then, response given for each statement was changed into numeric value and then scores of the data gathered was made to be encoded into SPSS version 20 software. After the coding processes completed, the negatively and positively worded (statement) items for self-esteem scale were identified during this time. Therefore, item number 2, 5, 6, 8 and 9 are reverse score and identified as negatively worded (statement)

and the 1, 3, 4, 7 and 10 are items positively worded for self-esteem questionnaire. For peer-pressure questionnaire items were not positively worded or it is one dimensional items. The positively items in self-esteem scales scored as the students replied and the negatively worded items coded reversely. The points given for “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points, then sum the scores for all ten items. Keep scores on a continuous scale.

The score less than or equal to fourteen (≤ 14) indicate low self-esteem, the score from fifteen (15 up to 27 (twenty seven) indicates average or medium self-esteem and scores from twenty eight up to forty (28-40) indicate higher self-esteem. For peer pressure the score below twenty five (< 25) indicates low peer-pressure level, the score from twenty six up to fifty (26- 50) indicates average or medium peer-pressure level and scores from fifty one up to seventy five (51-75) indicates higher peer-pressure level.

3.9. Methods of data analysis

To analysis the data both descriptive and inferential statistics was used. Frequency and percentage was used to know the level of self-esteem and peer-pressure. An independent sample t-test was used to examine whether there is difference between male and female students in level of self-esteem and peer-pressure. In order to examine the relationship between level of self-esteem and vulnerability to peer-pressure of student’s Pearson Product Moment Correlation coefficient was used. All test were selected based on their assumptions such as; normality of the distribution, homogeneity of variance, type and number of variables, and based on the nature of the research question. An analysis was performed with the help of Statistical Package for the Social Sciences (SPSS) for windows Version 20.

3.10. Ethical Consideration

Before collecting the data the participants were asked their informed consent orally to participate freely. Then, informed briefly about the purpose of the study, during data collection they were informed that the data was kept confidential and not to write their names which are related to their privacy, so every individual's response was anonymous and confidential.

Chapter Four

Results

This section presents the results of data obtained from Ambo University Institute of Education and Behavioral Science Students through a questionnaire in terms of the research question and objectives. First, descriptive statistics (frequency, percentage and mean) are presented to see the level of self-esteem and peer-pressure among the study participants. The results calculated through inferential statistics (Independent sample t-test and Pearson Product Moment correlation coefficient such as gender difference in level of self-esteem and vulnerability to peer-pressure and the relationship between level of self-esteem and vulnerability to peer-pressure among the study participants All computations were done at $\alpha = .05$ level of confidence.

4.1. Background of respondent

In this section the background information of the respondent's sex and departmental distributions are presented.

Table 2

Respondent's Sex and departmental distribution

Demographic variables	Category	Frequency	Percentage
Sex	Male	108	44%
	Female	136	56%
Department	Adult Education and Community Development	64	26.2
	Psychology	56	23.0
	Educational Planning and Development Management	20	8.2
	Special Need and Inclusive Education	45	18.4
	Early Child Care Education	59	24.2

Table 2 shows that the sex and departmental distribution of the respondents revealed that female students accounted 56% of the total respondents, almost equal to male students with 44%. The difference between the percentages of the two sexes is only 6% ; it

also implies that equal sample representation of both boys and girls for this study.

Departmental distribution of the respondent's shows that 26.2% were Adult Education and Community Development, 24.2% were Early Child Care Education, 23 % were Psychology, 18.4% were Special Need and Inclusive Education and 8.2% were Educational Planning and Development Management.

4.2. Level of self esteem

Table 3

Level of self-esteem

Self-esteem level	Frequency	Percentage	Minimum	Maximum	Mean	SD
Average	87	35.7%	18	27	24.64	2.22
High	157	64.3%	28	36	30.42	1.9
Total	244	100%	18	36	28.36	3.43

As the descriptive analyses shows in Table4, the self-esteem level of the Ambo University Institute of Education and Behavioural Science students was high with the $M=28.36$ and $SD = 3.43$. However, 35.7% of students were scored average level self-esteem with $M=24.64$, $SD= 2.22$ and no one reported low self-esteem among the respondents.

4.3. Level of peer-pressure

The objective for the study is found out the level of peer-pressure among Ambo University Institute of Education and Behavioural Science students.

Table 5

Level of peer-pressure

Peer-pressure level	Frequency	Percentage	Minimum	Maximum	Mean	SD
Low	18	7.4	18	25	21.5	2.43
Average	179	73.4%	26	49	38.16	6.6
High	47	19.3%	51	66	55.4	4.26
Total	244	100%	18	66	40.26	10.5

Table 4 indicates that 18 (7.4%) had experienced low level peer-pressure and majority (73%) of the Ambo University Institute of Education and Behavioural Science students experienced of average level of peer-pressure. However, considerable percentage of students was reported high level peer-pressure. Therefore in general students of the Ambo University Institute of Education and Behavioural Science experienced average $M=40.26$ and $SD=10.5$ level of peer-pressure. This is under the category of average level of peer-pressure.

4.4. Level of self-esteem and vulnerability to peer-pressure

One of the objectives of the study is to identify the relationship between level of self-esteem and vulnerability to peer-pressure among Ambo University Institutes of Education and Behavioural Science students.

Table 6

Level of self-esteem and vulnerability to peer-pressure

Variable	Self-esteem	Peer-pressure
Self-esteem	1	-.369**
Peer-pressure	-.369**	1

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

In the correlation metrics presented, there is moderate and significant negative relationship between level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioral Science students ($r=-.369$, $n=244$, $p<0.01$).

4.5. Gender difference in self-esteem and peer-pressure

One of the objectives of this study is to find out gender difference in level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science students.

Table 7. Gender difference in self-esteem and peer-pressure

Variable	Sex	N	Mean	SD	T	Sig. (2-tailed)
Self-esteem	Male	108	28.31	3.14	202	.840
	Female	136	28.4	3.65	202	.840
Peer-pressure	Male	108	40.47	10.42	-.278	.910
	Female	136	40.09	10.58	-.278	.910

The result of independent sample t-test to examine self-esteem peer-pressure in terms of their gender difference shows that there is no significant difference ($t=202$, $df=242$, $p=.840>0.05$,) and peer-pressure in terms of gender difference indicates that there is no significant difference ($t=-.278$, $df=242$, $p=.910>0.05$) respectively. The self-esteem score of females are slightly greater than males and males are slightly had greater score on peer-pressure than female. However, there is no significant difference based on being male or female on self-esteem and peer-pressure.

Chapter Five

Discussion

This study was attempted to examine the relationship between level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science students. In order to achieve the general objective of the study, quantitative research approach and data collection methods are applied. The data were gathered through a likert scales type standardized questionnaires which was developed previously by different scholars and its validity was checked by expertise on the area. The reliability of the questionnaires was tested through pilot study and its result shows that (chronbach alpha=0.68 for self-esteem scale and $\alpha=0.76$ peer-pressure scale).

Additionally, this section the discussions of research findings are presented in line with basic research questions raised in comparison with previous research findings and attempts to discuss and see whether the research questions raised are satisfactorily answered or not.

5.1. Descriptive result for level of self-esteem

One of the major interests in the present investigation was to see how level of self-esteem was in study participants. In order to examine this, the mean and standard deviation scores of the participants' are seen. According to the results, students level of self-esteem were analysed by using descriptive statistics and the result obtained indicated that the students scored high ($M=28.36$, $SD = 3.43$) on level of self-esteem. Hence, the result indicted that participants have higher level of self-esteem with average mean compared to the standard scored mean. Thus, it can be concluded that Ambo University Institute of Education and Behavioural Science students was had high self-esteem level with the $M=28.36$ and $SD =$

3.43. However, 35.7% of students were scored average level of self-esteem with $M=24.64$, $SD= 2.22$ and no one reported low self-esteem among the respondents. This result is found to be consistent with Habtamu (2017) the descriptive statistics computed for the Rosenberg self-esteem scale in order to measure level of self-esteem indicate that the mean score of participants in the self-esteem measure was fairly higher compared with the expected average score ($M=28.7$, $SD=5.31$). As part of the self-esteem measure, a total of 10 items which were measured in four point likert scale were included. Therefore, the expected minimum, maximum and average score in this measure is 13, 40 and 28.7 respectively.

5.2. Descriptive result for level of peer-pressure

The second research objective in the present investigation was to see level of peer-pressure among Ambo University Institute of Education and Behavioural Science students. In order to examine this, the mean and standard deviation scores of the participants' computed. According to the results, students level of peer-pressure were analysed by using descriptive statistics and the result obtained indicated that the students scored average ($M=38.16$, $SD = 6.6$) on level of peer-pressure. Hence, the result indicated that participants are experienced average level of peer pressure with average mean compared to the standard scored mean ($M=40.26$, $SD=10.5$). Thus, it can be concluded that Ambo University Institute of Education and Behavioural Science students was experienced average level of peer pressure with average mean score ($M=38.16$, $SD = 6.6$). Since, the absence of the empirical data on the level of peer-pressure, it is difficult to discuss the finding in relation to previous studies.

5.3. Bivariate correlation result for level of self-esteem and vulnerability to peer-pressure

The analysis of Pearson correlation revealed that there was a moderate and significant negative relationship between level of self-esteem and vulnerability to peer-pressure which is ($r = -0.369$, $p = 0.000 < 0.01$). This finding is consistent to previous study of Uslu (2013) that shows there is a negative correlation between self-esteem and peer-pressure degrees ($r = -0.613$, $p < 0.01$). Additionally, Macphee (2015) self-esteem is negatively related to various risky behaviors that were composited into a measure of risk orientation. Also, American Academy of Child and Adolescent Psychiatry (2018) found that peers can have a negative influence and they can encourage each other to skip classes, steal, cheat, use drugs or alcohol, share inappropriate material online, or involve in other risky behaviours. The majority of youth's with substances abuse problems began using drug or alcohol as result of peer-pressure, they give in to peers pressure because they want to fit in, be liked and worry that they may be left out. As different scalars states vulnerability to peer-pressure is related with level of self-esteem negatively and it have negative influence on youth's. Generally as the level of self-esteem increases the vulnerability to peer-pressure is decreases. So, since Ambo University institute of education and behavioural science student's level of self-esteem is high their vulnerability to peer-pressure is at average level or they are negatively related.

5.4. Independent sample t-test result for gender difference in self-esteem and peer-pressure

The analysis of independent sample t-test revealed that there is no significant gender difference in self-esteem and peer-pressure. However, there is slight mean difference

between male and female on self-esteem level and peer-pressure but not significance mean difference observed. The finding is not consistent with previous finding of (Mahapatro, 2016) which indicates significant gender differences in self-esteem levels of men and women and Quatman (2001) found that boys demonstrate a slightly higher level of self-esteem than girls. This inconsistency is observed because of cultural and contextual differences and also individual characteristics. Regarding the finding of peer-pressure related to gender is consistent with the previous finding of Croatian researchers' experiment to measure susceptibility to peer-pressure of 475 high school students and they found that boys/males are more susceptible to peers' pressure in risky behaviour. Boys who are more avoidant show lower susceptibility to peer-pressure (Lebedina-Manzoni & Ricijas (2013).

Chapter Six

Summary, Conclusion and Recommendation

6.1. Summary

The general objective of the study is to investigate the relationship between level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science Students.

Accordingly the researchers of this study raised the following leading questions:

- What is the level of self-esteem among Ambo University Institute of Education and Behavioural Science students?
- What is the level of peer-pressure among Ambo University Institute of Education and Behavioural Science students?
- Is there significant relationship between the level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science students?
- Is there gender difference in level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science students?

To accomplish these study 244 participants were selected by simple random sampling technique or lottery method. Among those participants 56 were Psychology department students, 63 were Adult Education and Community Development, 55 were Early Child Care Education, and 51 were Special Need and Inclusive Education and 19 Educational Development Plan and Management students. To collect the required data from participants the researcher used a questionnaire.

To analyze and interpret the obtained data the researcher used descriptive statistics and Pearson correlation coefficient method. Finally the major findings are summarized as following:

- Ambo University Institute of Education and Behavioural Science students' were high level of self-esteem ($M=28.36$, $SD = 3.43$).
- Ambo University Institute of Education and Behavioural Science students were experiences moderate level of peer-pressure ($M=40.26$, $SD=10.5$).
- Moderate and significant negative relationship was found between level self-esteem and vulnerability to peer-pressure ($r=-0.369^*$, $p=000$, $\alpha=0.01$).
- Independent sample t-test showed there is no significant gender difference in level of self-esteem and vulnerability to peer-pressure.

6.2. Conclusion

The aim of this study was investigate the relationship between level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science students.

Result of Pearson product moment correlation coefficient indicates that there is a moderate and significant negative relationship between level of self-esteem and vulnerability to peer-pressure. This means when the level of self-esteem increases the vulnerability to peer-pressure decreases or vice versa. Based on this result the researcher can conclude that there is a moderate and significant negative relationship between level of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioural Science students.

The result independent sample t-test to test gender difference in the level of self-esteem and vulnerability to peer-pressure revealed that there is no significant gender difference in

level of self-esteem and vulnerability to peer-pressure. That means male and female are not significantly different in their level of self-esteem and vulnerability to peer-pressure.

6.3. Recommendations

Based on what has been reached from the study results, the following recommendations were forwarded concerning Ambo University Institute of Education and Behavioural Science on the level of self-esteem and vulnerability to peer-pressure of students.

- The Universities need to give attention on students' self-esteem in order to success fully achieve their objective as well as to shape students current and future life by giving life skill training on self-esteem raising at optimum level and resistance to peer pressure in universities by teachers specially, teachers expertise in psychology and related fields.
- Seminars should be organized in the university to enlighten students more about the possible implication of peer-pressure on their self-esteem.
- Other interested researchers in the area recommended including other variables like parenting style and academic performance, including other colleges, universities and by applying other advanced statistical methods.

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Appendixes

Addis Ababa University,

College of Education and Behavioral Science,

School of Psychology,

Completion of Questionnaire

Dear Respondent,

I am a post graduate student of the above named institution, conducting a research on relationship between levels of self-esteem and vulnerability to peer-pressure among Ambo University Institute of Education and Behavioral Science Students. You are kindly requested to respond honestly to the questions. Any information you give will be treated as confidential and used specifically for the purpose of this research.

Thanks for your anticipated cooperation!!!

Yours faithfully,

Elfinesh Kebede

Appendix I: General information about the participant.

Direction: write the appropriate answer for the questions listed below

- ✓ Age: _____
- ✓ Department _____
- ✓ Sex: _____
- ✓ Year level _____

Appendix II: Rosenberg Self-Esteem Scale (Rosenberg, 1965)

Instructions: Below is a list of statements dealing with your general feelings about yourself.

If you strongly agree, put “√” mark that best describes the degree to which you agree to which you disagree with each statement. On the right hand side each item rating for self-esteem item provided. The ratings are described as follows.

SA=Strongly Agree, **A**=Agree, **SD**=Strongly Disagree and **D**=Disagree

S.N	Alternatives on the side towards the item you chose	Your rating			
		SA	A	D	SD
1	On the whole, I am satisfied with myself.				
2	At times, I think I am no good at all.				
3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that I'm a person of worth, at least on an equal plane with others.				
8	I wish I could have more respect for myself.				
9	All in all, I am inclined to feel that I am a failure.				
10	I take positive attitude toward myself.				

Appendix III: Peer-pressure Scale (Santor, Messervey, and Kusumakar, 1999)

Direction: Here are some items describing peer influence, which is when your friends encourage you to do something. Read each items and encircle the one friends mostly encourage you to do. On the right hand side of each items rating for peer influence is provided. The ratings are described as follows:

5=always, 4=usually, 3=sometimes, 2=rarely, 1=never

Then, encircle one of the alternatives on the side towards the item you choose, depending on the DEGREE your friends encourage you to do the behavior.

S.N	Your friend encourages you to do.....	Point/your rating				
		5	4	3	2	1
1	My friends could push me into doing just about anything.	5	4	3	2	1
2	I give into peer-pressure easily	5	4	3	2	1
3	When at school, if a group of people asked me to do something, it would be hard to say no.	5	4	3	2	1
4	At times, I've broken rules because others have urged me to.	5	4	3	2	1
5	At times, I've done dangerous or foolish things because others dared me to.	5	4	3	2	1
6	I often feel pressured to do things I wouldn't normally do.	5	4	3	2	1
7	If my friends are drinking, it would be hard for me to resist having a drink.	5	4	3	2	1
8	I've skipped classes, when others have urged me to.	5	4	3	2	1
9	I've felt pressured to have sex, because a lot of people my own age have already had sex.	5	4	3	2	1
10	I've felt pressured to get drunk at parties.	5	4	3	2	1
11	At times I've felt pressured to do drugs, because others have urged me too.	5	4	3	2	1
12	Be in religious activities (church, mosque, etc.)	5	4	3	2	1
13.	Chew a kchat	5	4	3	2	1
14	Do things to impress members of opposite sex	5	4	3	2	1
15	Have a steady boy or girl friend	5	4	3	2	1

Appendix V: Pilot study result of self-esteem scale Chronbach's alpha SPSSversion 20 software output

Reliability Statistics

Chronbach's Alpha	N of Items
.681	10

Appendix IV: pilot study result of peer-pressure scale Chronbach's alpha SPSSversion 20 software output

Reliability Statistics

Chronbach's Alpha	N of Items
.760	15