



Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

Assessment of the perceived impact of Peer Pressure on Female Secondary School Students in Some Selected Schools in Addis Ababa

By:

Feven Mulu

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Approval of the Board of Examiners

1. Supervisor

Name: **Abebaw Minaye (PhD)** Signature: _____ Date: _____

2. Internal Examiner

Name: _____ Signature: _____ Date: _____

3. External Examiner

Name: _____ Signature: _____ Date: _____

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Abstract

Currently, peer pressure has become a concern for many secondary and preparatory school students as well as parents in Ethiopia. It is believed to be the biggest factor in determining preparatory school students' academic performance. The major objectives of the study was to assess the influence of peer pressure on female secondary school students' academic performance and indicate some coping mechanisms of negative peer pressure on some selected secondary schools in Addis Ababa . Mixed research approach was employed in this study. The study generated the required data from a representative sample of 320 adolescent female students drawn from the study population through random sampling. Data were collected through questionnaire, focus group discussion, and interview. Accordingly the following results are obtained: Negative peer pressure is highly observed on female adolescents of the study area they get fooled by the fun and pleasure found with accompany of their friends and because secondary and preparatory students are between the age of 15_18 and most of the time they are influenced by negative peer pressure. Want to look fun and relaxing and to avoid being treated as "far" are some of the reasons why female students are susceptible to negative peer pressure. There is a statistically significant negative relationship between positive peer influence and negative peer influence. The same is true about the relationship between perceived academic performance and negative peer influence. There is also statistically significant relationship between perceived academic performance and positive peer influence. That means, positive peer influence contribute to female students' academic achievement. Positive peer pressure has strong association with better academic performance of the secondary and preparatory female students. Positive parents-female adolescent relationship would help to protect female from negative peer pressure. The supervision of school community and parents on controlling the use of mobile phone at school and home would play vital role towards to minimize the negative peer pressure. Open discussion and parental advice and support would help secondary and preparatory female students to cope with negative peer pressure and assisted the students to perform better at school.

Chapter One

1.1. Background

Adolescence is a transitional period that links childhood and adulthood. In adolescence, young people begin to break away from their families and try out different roles and situations to figure out who they and where they belong in the world. During adolescence, young people begin to separate themselves from their parents and join people of their age. As students become more independent, their peers play a greater role in their life (Alemnesh, 2014). They spend more time with their friends and less time with their families. In other words, young people tend to be in a company of other young people, who offer them mutual support in contrast to their parents, whom they could perceive as authoritarian. According to Eric Erikson's theory, adolescence is defined as a developmental stage when individuals are more susceptible to peer pressure due to the shift in emotional dependence from parents to peers (Wall et al, 1993; Berk, 2004).

Peer group is defined as a group of people who share similarities such as age, background, and social position (Guzman, 2007). The members of this group are likely to influence the person's beliefs and behavior. Peer groups have hierarchies and display distinct patterns of behavior. Children join peer groups who accept them, even if a group may be involved in harmful activities. Children are less likely to accept those who are different from them. Eighteen-year olds cannot fit in a peer group of fourteen-year-olds even though they may attend the same school. They prefer to talk about school and their careers with their parents, and they enjoy talking about sex and other interpersonal relationships with their peers.

Peer pressure can be defined as the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behaviors in order for him/her to fit in the group. It occurs when an individual experiences implied or expressed persuasion to adopt similar values, beliefs, and goals, or to participate at the same activities as those of the peer group. There are many different causes for being pressured by peers such as fear of failure, social acceptance, fear of rejection, increased power in a group and perceived benefits. Preschoolers tend to be least aware of peer pressure, and are 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. Furthermore, Clark (2009) argues that peer group pressure begins as children desire separation from parents and elders and associates with peers. Most of adolescents' behaviors are influenced by the decisions of the group to which they belong to. This makes adolescents behave the way their friends do, even if their parents do not like it.

Peer pressure is present in everyone's lives in many different ways. It is particularly important for adolescents, because the choices made when dealing with peer pressure influence their success or failure in the future (Guzman, 2007). Adolescents are at a critical stage in their life forming their identity, choosing their friends, and preparing for adulthood. By the time they become teenagers, they have already been exposed to peer pressure in countless situations. For adolescents, the opinions on dressing style, music, TV shows, alcohol, drugs, sexual activity of their friends and classmates are likely to be more important than the opinions of their parents. According to Ungar (2004), adolescent peer pressure is particularly common because most of them are forced to spend large amount of time in fixed groups (schools and subgroups within them) regardless of the opinion of those groups. In addition, they may lack the maturity to handle peer pressure.

Young people are also more willing to behave negatively towards those who are not members of their own peer groups (Steinberg, 2004). Even though there are few studies nationally and internationally which describes about peer influence as only one aspect of the issue in related topics such as substance use and sexuality of adolescent students, these studies do not indicate the assessment of factors associated with negative peer pressure. Thus, it is difficult to generalize the findings of these different studies to the current situation of negative peer pressure, because the extent of negative peer pressure among adolescent students may differ from place to place, culture to culture and time to time. Therefore, more research is needed to identify factors associated with adolescent students peer pressure and assessing the extent of peer pressure among adolescent students in secondary and preparatory schools for designing different school and community based counseling and other programs so as to reduce the problem related with peer pressure.

Peer pressure is often seen during the adolescence stage of teenagers because they often seek comfort among their peers and intend to do what their peers do without thinking if it is good or bad for them. Adolescence is a period of an individual that is transitory when a child reaches the point transitioning from childhood to adulthood (Adeniyi & Kolawole, 2015). Thus individuals are prone to temptations in social context, for example, in socializing with others they tend to do some activities such as napping and drinking during classes or work day (Bonein & Denont-Boemont, 2013).

Adolescence's social environment could affect teenagers in this stage, because mostly in this period teenagers tend to communicate more with their peers. Teenagers become more dependent on their peers than their family especially in making choices and shaping their beliefs and ethics (Uslu, 2013).

Human development is affected by socializing with other people in the environment. Specifically the academic achievements of students are linked with the support given by parents, teachers and peers or teenagers which in turn affect their level of academic performance (Chen, 2008). In general, teenagers spend more time with peers. Peer pressure is described to have a positive and negative impact among individuals. Peer pressure's effect is a continuous learning (Gulati, 2017).

Peer pressure often seems to have various effects toward student's academic performance in school. It shows how their peers affect them whether in a positive or negative way. Teenagers need to seek comfort from others that they found in the presence of their peers, and they are not even aware on how their peers influence them academically.

According to Brown and Larson (2009), adolescent girls have more intimate relationship with other girls in comparison to male adolescents. In addition, a research conducted in Ethiopia by Yeshimebrat, Alemayehu and Firew (2013 at Bahir Dar University demonstrates that female students with close friends, who are school oriented and consider attending college, are more likely to graduate from high school. Research studies been conducted in the Ethiopian context on adolescents peer pressure are dominantly centered on male adolescents and only little attention has been given to investigate the impacts of pressure on female students academic performance. Therefore, the present study is targeted to contribute to fill the gaps.

1.2. Statement of the problem

Peer pressure in adolescents may have positive impact like pressure to come to school on time, to participate in different clubs, respecting the school's culture, completing assignments on time, following rules and regulations, planning things they would do for break time, taking

short trainings, getting motivated to attend college or doing things to help them reach their goals. However currently it has become a concern for many high school students' parents, teachers, as well as schools in Ethiopia. Peer pressure is becoming the biggest factor in determining whether the high school and preparatory students use cigarettes, alcohol, drug and engage in sexual activities or not. Tarshis (2010) claims that negative peer pressure among adolescents is at least partially responsible for smoking, drinking, unwanted teenage pregnancies, drug addictions and school dropouts.

Though studies conducted nationally and internationally on these issues indicated that peer pressure is one of the predisposing factor for adolescent students use of substance and engagement in early sexual activities. This study is, therefore, designed to assess the role of adolescent students' peer pressure on their educational performance, use of substance, involvement in sexual activities and factors associated with vulnerability to peer pressure such as family relationship, age, family income, family size, birth order, parent's educational level and number of peer groups.

The researcher has observed the results and the learning motivation of some female students got lowered after they join high school and dropped outs against their previous achievement , as example the researcher had similar experience of gotten pregnant and gave birth to the first child while attending grade 10 then scored very low result .So the researcher here is interested to find out any sort of indicators before all go wrong and wanted to contribute this research to understand the issue to increase support for female learners in the selected high schools by indicating possible suggestions to manage the impact of perceived negative peer pressure on academic performance in high school.

Yenenesh (2013) cited that Ethiopia has one of the lowest rates of females' participation in education. It has been recently discovered that though there are some outstanding female students, who score better than top scoring males, generally boys perform much better than girls in their academic careers (Wondifraw, 2010). Factors affecting the participation and performance of female students are manifold. Some of these factors of interest in this study are family related, socio-cultural, economic, institutional and psychological barriers.

According to Brown and Larson (2009) related to peer pressure, friendship quality is manifested in a greater size within female adolescents compared to male adolescents. The nature of gender differences has preoccupied some researchers, with the general expectation that female adolescents manifest higher quality and more intimate relationships than males (e.g., Radmacher & Azmitia, 2006). For example, Brendgen, Markiewicz, Doyle, and Bukowski (2002) found more positive (and fewer negative) friendship features among Canadian adolescent girls than boys, using both self-reports (FQS) and observer ratings (which were substantially correlated with each other). Curiously, boys self-disclosed features of peer relationships primarily to their best friend, whereas girls self-disclosed evenly across their friendship networks.

1.3. Research Questions

This study has tried to address the following basic research questions:

1. Are female students subjected to peer pressure, and if so, how does it manifest?
2. Why female adolescents are influenced by their peers?
3. Is there any relationship between peer influence and female adolescents' perceived academic performance?

4. What are the possible ways to manage the negative impacts of peer pressure on female adolescents' academic performance in the study area?

1.4. Objective of the study

The objective of the study was to assess the positive and negative impact of peer pressure on female students' academic performance and indicating some possible ways to manage negative peer pressure on some selected secondary schools.

1.4.1. Specific objectives of the study

Based on the general objective, the study tried to see the following specific objectives.

- To examine whether female students are subjected to peer pressure, and if so, how does it manifested on them
- To investigate why female adolescents are influenced by their peers
- To examine whether there is a relationship between peer influence and female adolescents' perceived academic performance or not
- 4. To propose possible recommendations about how to enhance positive peer pressure effects and reduce negative effects on academic performance of secondary school female students.

1.5. Significance of the study

The study attempted to investigate the effects of peer pressure on academic performance of female secondary school students and how to bring about positive change to improve students' academic performance. So, this study is hoped to inform teachers, parents, community and other stakeholders' in their role to minimize or avoid negative peer pressures. It will also help school

principals to identify problems faced in countering negative peer pressures. The study is also helpful to serve as spring board to initiate others who want to study the problem further.

1.6. Delimitation of the study

The study was conceptually delimited to assess the impact of peer pressure on female students' academic performance on some selected secondary schools in Addis Ababa. To make the study manageable, it is delimited only to the city government of Addis Ababa where the researcher has wide opportunity to observe.

1.7 Limitation of the study

Parents of female adolescents and male adolescents who are attending secondary and preparatory schools were not included in the current study due to the researcher's busy schedule and financial constraints. As a result, future research on the impact of peer pressure on adolescent students' performance should include the underrepresented groups.

1.7. Definition of key terms

- A. Peer: Students who have fellowship for about hours a day
- B. Peer group: A group of students, usually of similar age, background and social status with whom a person associates and who are likely to influence the person's beliefs and behavior.
- C. Peer pressure: means the influence that students who are in the same age group could cause their friends to do something odd or act in different ways. It is the influence exerted by a peer group in encouraging a student to change his/ her attitudes, values or behavior.

D. Academic Performance: This is the level of achievement attained through efforts or skills during the learning processes (theoretical and practical) and has effect on the standard of education.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Concept of peer pressure

Peer pressure has been studied by different scholars and given different definitions. Peer group pressure, according to Marathe (2011), is defined as the influence from members of the same group in encouraging a person to change his/her attitudes, values in order to conform to group norms. In its broadest sense, influence may be said to occur whenever the behavior of a person is affected by the pressure of another. Thus, influence is the effect that a person or thing has on another and can be positive or negative (Kirk, 2000). Researchers sometimes use peer pressure but more commonly use the term peer influence (Muuss, 1996). By peer influence researchers mean direct peer pressure as well as other social processes with peers that involve an influence from the peers to the adolescent.

Some researchers relate peer pressure to a specific age group. In other words, peer influence is a pressure, planned or unplanned, exerted by peers to influence personal behavior of adolescents. Meaning, it is a peer or group of peers trying to persuade adolescents to think or act in a certain way, or to make a particular decision. Therefore, with both peer pressure and peer influence, the direction of effects is believed to be from the peers to the adolescent. Peer influence is simply assumed to exist on the basis of a statistical association between the behavior of adolescents and their friends (Arnett, 2001).

According to Newman and Newman (1984), peer pressure involves individuals' experiences implicit or explicit persuasion (or sometimes exposed to coercion) to adopt similar values, beliefs, and goals, or to participate in the same activities as those adolescents in the peer group.

Muuss (1996) defined peer group pressure as the pressure to appear independent, pressure for recognition, pressure to appear mature or grown up, and pressure to have fun. The pressure of the peer group has been shown to be crucial in influencing virtually all areas of the adolescents' lives including that of health behavior (Kowalski, 1999). The pressure of peer groups and the social interaction implied in the formation of friendships in childhood is important for both emotional and cognitive development (Rosenthal, 1993).

Dunn and McGuire (1992) suggested a possible correlation between adolescents' interacting and relating successfully with each other and improvement in academic performance. Walker (1989) concluded that the school experience serves as an important preparation for adult social life, emphasizing the importance of peer group interaction in the process of learning and acquiring social competence.

2.2. Types of peer pressure

2.2.1 Positive Features of Peer Group Pressure

Different findings indicate that adolescents who are interested in academics are more likely to associate with students who have the same interests. They often study together, share course materials, and information (Mapesa, 2013). For instance, it has been confirmed by Landau (2002) that students who form positive peer group make more effort during learning through social activities. They also do not want to participate in harmful activities. However, Ryan (2000) argued that those students who are identified as jock-popular perceived more pressure in the area of school involvement and less pressure toward misconduct. The influence of the peer educational climate is defined by the amount and the style of help that children receive from the peer group; this is determined by elements of the peer context, like the dynamics of

communication and effective relationships, attitude towards value, expectations, etc (Temitope & Christy, 2015).

It is thought that intelligent students help their peers to enhance their academic performance. Likewise, girls with good friends who are considered intelligent tend to do better in school. This is attributed to the fact that they share a common team of similar aspiration (Landau, 2002). Peers influence each other in several ways. Not all of them are bad. Variables of peer influence in this context include the ethnicity of the student, the socio-economic background of the student, family relationship and group interest. Many peer groups can exert a positive influence on their friends. It is thought that intelligent students help their peer to enhance their academic performance.

Likewise, girls with good friends who are considered intelligent tend to do better in school, all attributable to the fact that they share a common team of similar aspirations (Landau, 2002). Ryan (2000) suggested in his study that peer group pressure is a potential avenue for adolescent's socialization, motivation, and engagement with their friends. This contributes greatly to the development of responsibility to work, property, and possession of some constructive interests for personal, friends, and community progresses. Peer groups also influence the adolescents' choices or decisions of participation in voluntary work and various projects. Withdrawal from group mischief makings as well as condemning such tendencies, and how they integrate in community issues (Smetana, 2006).

Peer groups should be encouraged among young people for their own good. Peer group pressure can be used to positively motivate adolescents to gain social skills, control their aggressive behavior in the interest of fitting with others, and engage in community development activities or

projects (Prinstein & Dodge, 2008). This study indicates that there are many opportunities for adolescents in the peer group to deny time for immoral activities and not to think about negative factors, since they are fully engaged in doing something constructive. Lindgren (1980) suggested that peer group pressure is not always bad and it can be used as main way of adopting good habits, exposure to the world, and giving up bad habits. That is, adolescents' choices and ways of life give their peers an indication of the world outside the four walls of their house. What adolescents think about things in life, how they perceive situations, how they react in different circumstances can actually expose their peers to the world around (Muuss, 1996).

Being part of a larger peer group exposes adolescents to the variety in human behavior and recognizes such behavior (Smetana, 2006). This makes them reflect on their behavior and know where they stand or where they belong. In addition, peer group pressure can lead adolescents to make the right choices in life (Prinstein & Dodge, 2008). Adolescents are fortunate enough to get a good peer group, their peers can influence the shaping of their personality in a constructive way. Their perspective of life can lead adolescents to change their own behavior (Newman & Newman, 1984). Ryan (2000) stated that peer groups influence their members to possess important roles, so that they become responsible, develop decision making skills, and be able to make constructive choices. He proposed in his review that peer group is preparation for life and life itself for adolescents, and it abounds with opportunities for adolescents to be responsible and to learn to make constructive decisions.

Smetana (2006) suggests that peer group needs to attend to all facets of the cognitive domain and it seems vital, also, to consider the affective domain as it relates to responsible behavior and decision making. Clasen and Brown (1985) also suggest that peer groups influence the affective

factors such as having good understanding of yourself – it develops concept, honesty, creativity, and responsibility.

Clasen and Brown (1985) suggest in their study about the characteristics of adolescents who are influenced positively by their peer groups, these adolescents develop and maintain behaviors that clearly predict personal responsibility; for example, they study hard to get good grades, don't cut classes or skip schools, become students liked by their teachers, be nice to teachers, and stay home on weekends with their families, and they don't ask their friends with whom they should go out with. In another study, it was explained that this kind of adolescents don't have motivation for doing those destructive behaviors which lead them to practice antisocial or risk taking behaviors like drinking alcohol or smoking cigarettes (Muuss, 1996). Ryan (2000) suggests that a peer group influences its members to develop and strengthen character through the skills of critical thinking, decision making, and problem solving, and recognizing social responsibilities.

Similarly, another study indicated that peer group pressure makes adolescents responsible and make constructive choices regarding their behavior (Carter & Goldrick, 2005), such as to strive for academic excellence, are goal oriented, do volunteer work, assume adult responsibilities, use good judgment, get involved in politics, and behave in numerous other responsible and constructive ways. As a result of positive peer influence Korir and Kipkemboi (2014) suggested in their study that adolescents observe some of their peers as role models in the peer group and observing them they perform a particular behavior. This study documented that healthy peer group pressure compels adolescents to do what their parents want them to do, they do lots of constructive things with their families, show respect for adults, get home by the time their parents say they should be, even tell their parents where they go and what they do, get along well

with their parents, and not trash things or vandalize properties, i.e. not write on walls, break windows, etc.

In general, we can conclude from the literature above that positive outcomes of peer pressure is very important and appreciated for better achievement and childhood experience for the adolescents as it is the crucial turning point of childhood to adult life, they can set their plans and set targets for their future life as a result of this positive pressure. This positive pressure from their group can play a greater role to practice decision making and other social interaction skills, as well as perform better in their academics.

2.2.2 Negative Features of Peer Group Pressure

Negative peer influence leads adolescent students to be involved in antisocial behavior, hence, lead to the formation of negative peer group (Howard & Medway, 2004). Peer influence is not a simple process where youth are passive recipients of influence from others. In fact, peers who become friends tend to already have a lot of things in common. Peers with similar interests, similar academic standing enjoy doing the same things tend to get attracted towards each other (De Guzman, 2007). However, a student who associates with fellow peers who are not motivated in learning will be affected in their academic performance negatively.

Lindgren (1980) suggested that peer group pressure has also negative features which make adolescents be irresponsible and make them reach on poor decisions. He proposed that adolescents with negative influences seek immediate gratification of their every need and seem to live only for the moment. For instance, these adolescents, according to Berndt (1996) couldn't explore and visualize the long – range consequences of alcohol and drug abuse. In addition, they become heavy smokers in spite of the overwhelming evidence that smoking can be harmful to

their health and apparently believe an "invisible shield" around them which will make them immune to long – range consequences of such behavior (Muuss, 2000).

Adolescents with negative peer group influence don't study hard, do not try for good grades, and are careless, wear types of clothes that are not normally accepted by their families or communities at large. They engage in antisocial behaviors like drinking alcohol, smoking cigarettes, going to school dances or mixers, not attending classes or skipping school and similar activities (Coleman, 1991). Clasen and Brown (1985) suggested that some peer groups encourage adolescents to go against their parents' wishes, not to do many beneficial things with their families, to stay out past the curfew time, and to steal different things, (i.e. shoplift, raid a locker, etc.) It was also suggested in other study that peer groups force adolescents to give teachers a hard time, to talk back or smart off to adults, to ignore what their parents tell them to do, to trash or vandalize things (i.e. write on walls, break windows, etc.), not to let their parents know where they go and what they do, and in general to hassle their parents (Gray, 1991).

Adolescents who don't experience the peer group as constructive environment can't be social to their friends, do many things that hurt their friends, try to be tough and pick fights, not be part of any of the groups or clubs at school that are very important for their academic and behavioral progress, spend their free time with their bad friends in vain, follow unacceptable hair and clothing styles, accept all the opinions and acts of their friends which they think are good as correct even though they are actually wrong and decide by themselves on choosing friend for dating (Marathe, 2011).

Negative peer group pressure is influential among young people in leading them to wrong decisions, bad habits, and identity loss as direct consequences (Smetana, 2006). Negative peer

group pressure can lead adolescents to loss of their individuality; they lose their originality of thought and conduct. In addition, extreme negative peer group pressure has the potential to lead adolescents to follow what their peers feel right and is the tendency to join the bandwagon; that is, adolescents forget the way they wanted to live (Lindgren, 1980).

To conclude all the points above regarding to the positive and negative features of peer pressure have greater impacts on the ability of decision making of adolescents that begins with the ability of choosing their friends and the group to spend time in schools .it is obvious that peer plays greater role in shaping the behavior of its member and that could have positive or negative outcome regarding to the achievement of students in school.

With regard to the studies cited above peer pressure is highly influential in adolescent life, educational involvement and on their future personality and the adolescent area expected to choose and form their attachments to the groups which they think that they are accepted and appreciated. This group can be a positive or negative which leads towards their achievement in school depending on the individuals levels of conformity to the group. The pressure and its impact could vary and for that reason adolescents need a lot of attention, support and strong follow up from parents, care givers, school society and society at large base.

As it is the age those youngsters try to avoid and resist parental interference in their decision making and strengthen their bonds with their friend, the results of various researchers shows that parents and teachers (school administrators) need to understand the changes and create more peaceful and smooth relationship with the adolescents in order to help and guide them away from the negative pressure that comes from their peer groups.

2.3 Peer pressure and academic achievement (performance)

According to Stewart (2007) findings indicate that students, who are attached and committed to school, associate with positive peers, engage in parent–child discussion, live in high-SES two-parent families, and are non-minority have higher GPAs. In addition to this, Stewart (2007) has cited researches which shows that there is strong relationship between academic achievement and peer pressure for example , Peer groups have been cited as important to adolescent development (Nichols & White, 2001). In fact, as Nichols and White pointed out, there is a recognized need to account for peer group context as an important factor in adolescent socialization, motivation, and achievement.

Meaningful (or positive) relationships with peers are assumed to promote psychological and life skills for children and may be related to academic achievement and motivation (Cauce, 1986; Connell & Wellborn, 1991; Cotterell, 1992; Gonzales, Cauce, Friedman, & Mason, 1996; Greenberg, Siegel, & Leitch, 1983).

Duncan et al. (2001) discovered a high correlation between having best friends (i.e., peer relationships) and verbal achievement. Furthermore, in their study on the impact of peer networks on the academic achievement of algebra students in two high schools, Nichols and White found supportive evidence for the positive influence of student peer groups on achievement. However, some peer groups apply negative peer pressure to those who excel academically (Cauce, Felner, & Primavera, 1982; Fordham & Ogbu, 1986; Gonzales et al. 1996; Horvat & Lewis, 2003; Steinberg, Dornbusch, & Brown, 1992). Researchers have argued that negative peer pressure has served to discourage students from conforming to values, attitudes, beliefs, and behaviors that raise achievement (Goldsmith, 2004; Ogbu, 1995a, 1995b). For

example, the social disapproval or negative peer pressure experienced by some students might lead to dropping out of school (Nichols & White, 2001).

From these studies, it is apparent that the findings related to peer relationships and academic achievement are varied and complex. In their study of friendships, peer acceptance, and group membership, Wentzel and Caldwell (1997) concluded that “peer relationships serve varied functions in the academic lives of young adolescents.

Furthermore, they suggested that such relationships “might be particularly influential in promoting and enforcing sets of norms and values that can either undermine or facilitate academic achievement”. In addition, adolescents who associate with positive peers are more likely to take into consideration the negative reactions of peers before they act and are less likely to engage in behaviors that do not promote academic success (Kurdek et al., 1995; Nichols & White, 2001; Wentzel & Caldwell, 1997). Thus, according to the literature, having relationships with positive peers who support academic achievement should positively influence student achievement.

According (Asrat, 2017) peers may also contribute to students’ achievement because they are one of the most powerful influences on their day to day behavior in school. Gray (1999) states that the quality of students relationships with their classmates is associated with achievement for instance, children who were rejected by their peers had lower academic achievement scores than more popular child it indicates that early peer rejection predicts decrease in academic performance whereas making new friends in classrooms was associated with gains in school performance and as a research conducted by (Asrat,2017) peer pressure was studied as one variable as a factor affecting students’ academic achievement and 30(56.6%) and 23(43.3%) of

government school student respectively answered as moderate as how peer pressure affects their academic performance. While 28(77.5%) and 3(9.3%) of private school students respectively answered as moderately agreed according to how peer pressure influences their academic performance.

According to (Moldes et al., 2019) students peer pressure in school affects the academic performance among students in term of various content. Furthermore, cultural parenting among parents and social belongingness can affect student academic performance in school. It had been manifested that curiosity and students level of education does not affect student academic performance. Hence, whatever the effects of student peer pressure are based on their approach towards their peers.

According to (Ajibade, 2016) academically poor student may become study inclined when he finds himself in a group that encourages effective learning. The study also revealed that when students are not well monitored they fall in bad groups. However, the study has revealed the fact that students associated in groups with other students of the same age and ethnic background. The study has also shown that a high percentage of the students are more interested in relating to their friends than to their teachers and parents.

According to research conducted in Bahirdar university by (Yeshimebrat, Alemayehu and Firew, 2013) females with close friends who are school oriented and consider attending College are more likely to graduate. This implies that the support of schools and peers is very important to female students in completing higher education and taking nontraditional career paths (Merten, 1997). Their finding has also proved that peer support and support from teachers have significant effects on female students' academic performance in higher learning institutions.

A study conducted on the influence of peer group on academic performance of adolescent students in secondary schools in Tanzania Mosha (2017). It concluded that peer group had both negative and positive influences on adolescent students' academic performance. Positive influence contributed to adolescent students' academic performance but not as expected. However, socialization was among the factors that raised students' self-awareness and cooperation.

Additionally, relationships from close friends being girls or boys had been associated with adolescents' academic performance on one hand; and on the other hand; in changing negative behaviors to positive. Communicating skill was also raised through adolescents' socialization that played a part in learning during discussions.

According to (Deepika & Prema, 2017) the peer pressure is one of the sources for deviant behavior among school children. When their behavior is something deviated, automatically their academic achievement also is getting declined. And this study also reveals that girl adolescent are easily anguished than the male adolescent towards peer influence. Children are prone to deviancy at the age group 16-18 than the other younger groups.

2.4 Child-family relationship and peer pressure

2.4.1 Attachment in Adolescence.

Thomas (2011) stated that, attachment is extremely salient in infancy and early childhood; however it continues to serve as a foundation for relationship formation across the lifespan. During adolescence, the individual begins to develop his or her own identity (Erikson, 1989) by experimenting with various personalities and "trying on" different social groups to see where he

or she fits in. This period of life is also a crucial time for the adolescent to have a secure attachment to a caregiver (Bowlby, 1978). Adolescents who have a secure attachment to a caregiver are more prepared for this transition because they possess a working model that is trusting of others and capable of forming new relationships, which provides a sense of confidence for the individual to explore new relationships (Bowlby, 1978).

During the transition into adolescence, the individual begins to form close relationships with peers. This secure attachment helps the adolescent test out these new relationships by preparing the individual with a mental representation, which offers individuals a set of norms or expectations that serve to guide them through new situations. During this stage of development, adolescents face the challenge of developing autonomy and creating one's own unique identity while maintaining attachment to parents (Ainsworth et al., 1978).

As Thomas (2011) indicated that through having a secure attachment to parents, the adolescent is afforded the opportunity to experiment with potential identities while having an emotional "safe base" to return to. This initial identity is built during childhood and it plays a critical role in giving the adolescent comfort and a sense of safety to freely explore the surrounding world (Bowlby, 1978). Related to this studies have shown that youth who have been identified as securely attached tend to demonstrate higher levels of self-esteem and confidence than youth who are insecurely attached (Eliciker, Englund, & Sroufe, 1992).

Furthermore Thomas (2011) asserted youth who feel comfortable in new situations and are not afraid to meet new people can likely attribute their confidence to a secure attachment relationship. Shaver and Hazan (1994) took attachment theory one step further by suggesting that the same concepts from attachment theory could be applied to adult peer relationships or

romantic partnerships. Adult attachment theory suggests that if peer relationships meet the emotional needs of the individual and take on the functions of the parent relationship, then the attachment will eventually be transferred from the parent to the peer.

The key components of attachment, either to caregiver or peer, are referred to as proximity-seeking behavior, safe-haven behavior, and the formation of a secure base (Shaver & Hazan, 1994).

As children mature, their attachment system matures as well. During middle childhood the attachment system becomes more generalized and attachment behaviors, such as proximity-seeking or safe-haven behaviors, begin to take place in various relationships, leading to an overall feeling of attachment security or insecurity that is not tied to a specific relationship (Mayseless, 2005). Middle childhood marks a developmental stage when children begin to form close attachments to individuals other than their parents or primary caregiver (Ainsworth, 1989).

As a person progresses into adolescence, the bonds to peers become strengthened. As children mature into young adults, they redirect their attachment focus from the primary caregiver to others. An evolutionary perspective has been suggested to account for this as a manner in which they become autonomous, socialize with peers, and find a mate (Caporael, 2001). Previous research by Smith (1976) suggests that adolescents tend to turn to parents for advice on topics of values and decisions about the future, but are more likely to seek advice from peers if they have parents who are rejecting.

According to Hirschi (1969/2002), adolescents who are more securely attached to their parents are less likely to be delinquent. Attachment to parents is a critical component in developing a system of moral values and a conscience, just as a child's first exposure to a moral code is

typically experienced through socialization by parents (Grusec, 2006). Securely attached adolescents tend to have respect for their parents' opinions and consider how their decisions or actions would be perceived by their parents before engaging in delinquent behavior (Hirschi, 1969/2002).

Positive attachment relationships between parents and adolescents have been linked to positive outcomes such as autonomy, peer relationship competency, self-esteem, fewer risk behaviors, and enhanced coping skills (Bell, Forthun, & Sun, 2000;

Parker & Benson, 2004), secure attachment can lead to positive outcomes for youth, insecure attachments can have negative consequences for youth development. Allen et al. (2002) found that between the ages of 16 and 18, securely attached adolescents demonstrated an increase in social skills, whereas adolescents with an insecure attachment to parents demonstrated increased delinquency.

According to Thomas (2011) adolescents with secure attachments to their parents are more likely to have better outcomes than those who have insecure attachment relationships. It also suggests that parents are the main source of socialization and moral development for youth during childhood. However, what remains unclear is how moral values are affected by these types of attachment relationships during adolescence, when the adolescent begins forming strong attachments to peers. Certainly, it can be debated whether a particular attachment relationship, such as parents or peers, is more salient or influential than another relationship. However, research seems to indicate that as peer relationships become stronger during adolescence, peers tend to take over as the main source of moral value influence and the effects of parents on adolescent moral values are lessened (Pardini, Loeber, & Stouthamer-Loeber, 2005).

Various results of researchers convey that both parent and peer attachments are associated with positive outcomes for youth. Attachment to parents and peers has been found to be significantly positively linked with youth reports of self-esteem and life satisfaction (Greenberg, Siegel, & Leitch, 1983). Additionally, research has indicated that attachment in general is associated with well-being (Gottlieb, 1981).

According to (Zarina and Shamsa) Peer and Parent pressure are the strong variables which affect the total personality of the student so as the academic achievement. The findings of their study showed that parent pressure has significant positive effect on academic achievement. It means that if parents are in contact with the studies of their children it can enhance their academic performance, whereas the findings further highlighted that the peer pressure has negative effect on the academic achievement of the university students. Under the parent pressure the students feel forced to attend the classes, to be punctual in their assignments, presentations and project work, to fulfill the parent expectations.

The peer pressure demand to help their friends even at the cost of bunking classes, going out with friends during the academic activities, completing the others assignments and missing their own, rejecting the parent norm to confirm the affiliation with groups.

The female students are dependents either on parents or on peers. The findings of the study indicated that the academic achievement of female student is high where there is parent pressure and adverse where they have more peer pressure as compared to male

2.5 Family income and peer pressure

Studies show strong relationship between family income and adolescents peer pressure. (Alemnesh 2014), According to their findings family income is one of the predictor variables of

peer pressure. The majority of students' family income for those who are under peer pressure is low. Evans et al (2002), observed that lack of financial resources can also make it harder for mothers and fathers to support each other in parenting. They also stated that many poor parents neglect their adolescent children by not being involved in their activities. They never knew the whereabouts of their children. Parents under financial strain are less involved, less nurturing, harsher and less consistent with their discipline.

According to (Stewart, 2007) parent's socio economical statues play great role on students' academic achievement. Specifically, students from higher SES and two-parent families had higher levels of academic achievement than students from low-SES and single parent families. Also, students who were classified as minority had lower achievement levels than their White counterparts. Gender was not significantly related to academic achievement

Adolescents need strong financial support from parents or their care givers in order to focus and perform better on their education. According to a research conducted in Nekemte Town Ethiopia, 7.6%of the adolescents were engaged in sex in exchange for money or gift. This finding was supported by focused group discussion where the discussants emphasized the idea that adolescents, especially females are forced to engage in sexual intercourse to satisfy their economic and material needs such as clothing, ornaments and cosmetics. (Assefa and Dessalegn 2006)

According to(Ajibade Basit Olalekan,2016) Most students from high and middles socioeconomic status home have high standard of education performance and they should be encouraged to associate freely with children from poor home in order for this poor children to gain and have access to what their elites children have to improve their education performance

2.6 Gender and peer pressure

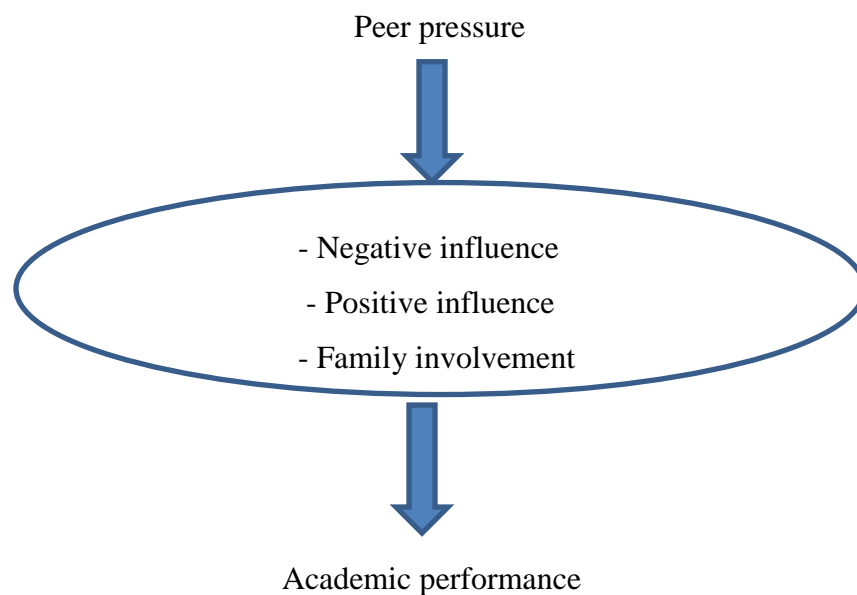
Adolescent males and females may experience similar peer pressure across domains, but the adolescent, regardless of gender, who has a stronger peer orientation, may be the influencing factor in who is less resistant to deviant peer pressure, hence explaining why some studies find no gender difference (Abbott-Chapman et al. 2007). In their study of early adolescents' susceptibility to peer influence, Allen and colleagues found no evidence of a moderating effect of gender, indicating that both males and females who scored higher on a generalized measure of susceptibility to peer influence were both at greater risk of early sexual behavior, externalizing behaviors and substance use (Allen et al. 2006).

Similarly, Miller (2009) found that, for both adolescent males and females, susceptibility to peer influence is a risk factor for delinquency. Further, longitudinal findings have shown that adolescents with an extreme peer orientation [i.e., a "negative aspect of peer orientation (in which adolescents) would sacrifice developmentally positive aspects of their lives to maintain these relationships" are involved in increased problem behaviors three years later, regardless of gender, as they abandon parental influences in favor of peer influences (Fulgini et al. 2001). These studies support the hypothesis that susceptibility to deviant peers is predictive of risk-taking behaviors yet suggest that several types of associations between gender and deviant peer pressure are possible.

2.7 Conceptual framework of the study

Based on the related literature in this study peer pressure related to female secondary school students have great impact on the decision making and academic performance of those adolescents during their stay in school. Peer pressure leads to many things for example for early

substance use, premarital sex, skipping classes as negative influence caused by negative peer pressure and working hard on their education, attending different clubs in school, helping each other during assignments and study could be mention as examples of positive peer pressure. As explained above academic performance of those adolescents is related to many things along to peer pressure and other related issues caused by peer pressure like substance use, premarital sex and family status so the researcher has set the following conceptual framework.



CHAPTER THREE

3. Research Design and Methodology

3.1. Study Design

In this study, mixed methods approach was used in which both quantitative and qualitative methods were implemented. The researcher has used this mixed method in order to take advantage of both research methods. Quantitative approach was emphasized because it enabled the researcher in assessing the number of students under peer pressure and its degree by collecting large quantitative data. The qualitative approach is employed to assess the students' possible ways to manage peer pressure. As a result, mixed research design was preferred in this study that involves collecting and analyzing both forms of data (qualitative and quantitative) in a single study. Meaning, both quantitative and qualitative approaches were used because a mixed method research design provided a holistic view of phenomena as well as ensure better and broader knowledge. The study is cross-sectional in design.

3.2 Study Site

The study was conducted in Addis Ababa, specifically in Akaki Kaliti Sub city. The prime cause for Addis Ababa to be selected for the purpose of this study was the investigator's observations through her work about peer pressure and its impacts on students. Through her observation the researcher in this study noticed that most parents in the area were factory workers, mostly uneducated and have busy daily life making it difficult to follow-up their children. Another reason for the selection of the study site is due to its convenience for the researcher and the fact that it contained all kinds of schools, like governmental, private and religious schools.

3.3 Population

The population of this study was all female secondary and preparatory students in Akaki Kality sub city in Addis Ababa, aged from 14–19 years and enrolled in grades 9–12 in the academic year of 2019/20. Out of 219 secondary and preparatory schools in Addis Ababa, governmental takes 72, private and church takes 146 and 1 public school. There are 156,620 students in these schools of which 70,211 are males and 86,409 are females. There are 6554 female students in Akakai Kality sub city.

3.4 Sample Size

The sample size of the study was determined based on Yamane’s formula at 95% confidence level with an alpha level of 0.05. The formula is given by;

$$n = \frac{N}{(1 + N(e^2))}$$

n= sample size

N =population size and

e = sampling error or precision level, usually an alpha level of 0.05 (Allan, 2011 as cited in Belay and Abdinasir, 2015). Hence, based on this formula the sample size of the study was calculate as follows

$$n = \frac{6554}{(1+6554(0.05^2))} = 376$$

as the calculated result the researcher selected 376 +10% of it to

minimize possible error that could happen due to inappropriate sampling. This makes it 376+38=414 but the researcher was forced to collect the data from 338 secondary and preparatory female students due to the fear of corona virus some students at the selected research

site were unwilling to fill in the questionnaire. Therefore, the researcher decided to use the 320 female students for the study

3.5 Sampling Procedures

Out of the existing high schools in the Akaki sub-city (both private and government schools), three secondary and preparatory schools such as (1 governmental, 1 private, and 1 religious school) were selected through lottery method. Then at each school, female students were identified from male adolescents as the main agenda of the study was centered on female adolescents. Following this, the list of female students was prepared and then systematic random sampling technique was applied to select participants of the study. This procedure was applied to each school where participants of the present study were selected from.

Inclusion criteria

Inclusion criteria: The inclusion criteria for sampling respondents were the following:

- ✓ Regular students
- ✓ Female students
- ✓ Students who are attending at grades 9–12
- ✓ Aged 14–21 years;
- ✓ Who are willing to participate

3.6 Data collection Instruments

Data was collected through questionnaire, interview and focus group discussion. The questionnaire designed and focus group discussion guide developed were prepared for students. Interview guide was prepared for teachers with the purpose of finding out relevant information

regarding adolescent students' peer pressure. The questionnaire consisted mostly of close-ended questions and a few open-ended ones. A total of 79 questions were included in the questionnaire. The questionnaire and focus group discussion questions were adapted from Alemenesh Damte (May, 2014).

3.7 Questionnaire

3.7.1.1 Peer influence scale

To measure to what extent does the peer pressure influence the academic performance of female students of the study area peer influence scale was used. The scale contains 17 items measured on four point rating scale starting from strongly agree (1) to strongly disagree (4). High score on the scale indicates more susceptible to peer influence.

3.7.1.2 Perceived academic performance scale

To measure female adolescents perceived academic performance, perceived academic performance scale was used. The scale contains 14 items measured on three point rating scale - High (3), medium (2) and Low (1)

3.7.2 Focus group discussion

In order to supplement the data obtained through the questionnaire, a total of two focus group discussions (FGD) were conducted, that involved 4 teachers and two school principals. The discussion focused on the relationships students have with their peers, family involvement, their academic performance and the challenges they face.

3.7.3 Interview

The researcher selected 4 teachers and 2 school principals for interview using the prepared questions regarding peer pressure and its influence on the performance of secondary school female students and the possible management mechanisms of the negative peer pressures among those adolescents.

3.7.4 Document analysis

Students' documents from the schools were used to assess their academic performance in 2019. The researcher observed first semester result of the students which is meant to analyze, relate and predict the academic performance of students from peer pressure score.

3.8 Data Collection Procedures

The data was gathered using the three data collecting instruments i.e. questionnaire, focused group discussion, and interview. First, questionnaire was administered to the selected samples. Then the researcher randomly selected 4 participants in each school for focused group discussion and finally the researcher interviewed 4 teachers and 2 school administrators on how to manage problems related to peer pressure that could lower students' academic achievement. Using these three instruments helped to triangulate the data in different dimensions.

3.9 Pilot study

In order to check the viability and the competence of the questionnaire, a pilot study was conducted. Before translating the instruments to Amharic, the researcher checked the language preference of participants of the study by moving around some selected classes of grade nine and ten students. Almost all randomly selected students preferred Amharic language as a means of

communication. By using this information as a basis, the instruments of data collection were translated from English to Amharic with the help of a PhD student in the Department of Teaching English as a foreign language. In order to insure correct translation of each items backward translation of these instruments was done by one postgraduate student in the Department of Teaching English as a foreign language. Some differences that appeared in the forward and backward translations were corrected by the two translators jointly. Finally, the Amharic version of the instruments was pilot tested on a randomly selected sample of forty two students (21 males and 21 females). The responses were scored and the reliability of the two scales i.e., peer influence scale and perceived Academic performance/involvements measurement scale was computed using the SPSS version 20. Accordingly, the overall internal reliability (Cronbach alpha) peer influence self-report inventory was 0.76. Following this, 16 items were used in the final study. Regarding perceived Academic performance/involvements scale the overall internal reliability (Cronbach alpha) of the scale was 0.85. All items (14) were used in the

3.10 Ethical considerations

To make the research process professional, ethical consideration was made. The researcher informed the respondents about the purpose of the study, i.e., purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaire to the respondents and confirm that subjects' confidentiality was protected. Also, they were informed that their participation in the study was based on their consent. From the very beginning the researcher was informed the respondent about the purpose of the study via considering research ethics in data collection, analysis and recommendations. Furthermore, all the materials used for this research were acknowledged. Finally, a copy of the final report could be given to the organizations if necessary.

3.11 Data Analysis

The data gained from group discussion and interviews were presented through descriptive written report. The quantitative data was entered in to SPSS version---. Both descriptive and inferential statistics were used to analyze the data. To see the extent of the peer pressure frequency counts, mean and standard deviation were used. Pearson product moment correlation coefficient was employed to examine the relationship among study variables

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

In this section, the data were tabulated, presented and analyzed by dividing them into sections based on the specific objectives of the study

4.1 Demographics Characteristics of Respondent

The following table describes demographic characteristics of the female secondary school students.

Table 1: Demographic characteristics of the respondents

Age	fre	%	Grade level	fre	%	With who living with	fre	%
13-15 years	60	18.8	Grade 9	65	20.3	With both mother and father	191	59.7
16-18 years	229	71.6	Grade 10	143	44.7	With father only	69	21.6
19-21 years	31	9.7	Grade 11	19	5.9	With mother only	60	18.8
Total	320	100	Grade 12	93	29.1	Total	320	100.0
			Total	320	100.			

Based on the information in the table above 60 (18.8 %) of the respondents are at the age range 13-15 years, 229 (71.6 %) of the respondents are under the age group of 16-18 years and the remaining 31 (9.7 %) of the respondents are at age range of 19-21 years. So, it can be concluded that out of the 320 respondents', 229 (71.6 %) are at the age range of 16-18 years old.

With regard to the educational level, 143 (44.7 %), 93 (29.3 %), 65 (20.3 %), 19 (5.9 %) of the respondents are grade 10, grade 12, grade 9 and grade 11 respectively in their decreasing order

As the above table indicated 60 (18.8%) of the respondents are living with their mother only, 69(21.6%) of the respondents are living with their Father only, and 191(59.7%) respondents are living with both their Mother and Father

Table 2: Data on variables of the study

Variables	Minimum score	Maximum score	Mean	SD
Positive peer influence	10	37	27	3.21
Negative peer influence	7	23	12	4.1
Perceived academic performance	18	34	25	5.1

4.2 How peer pressure manifested and its impacts on female students academic performance in the present study area

Data obtained from participants of the study witnessed that a negative peer pressure is highly observed on the secondary and preparatory female learners' day to day life at school. They get fooled by the fun and pleasure found with the accompany of their friends and such behavior is not what education requires, high

effort and hard work, on the other hand the time they spend the time they spend with their friends is fun and have no hardship so most of students choose friends who are fun and creative for such kind of events. In support of this idea Principals from school” A”” (IP1) said that secondary and preparatory students are between the age of 15_18 and most of the time they are influenced by negative peer pressure actually there are few students who influence their friends positively and help them to work hard on their education and help them to improve their results but what we have experience is that students influence their friend negatively as we see they don't encourage them to study, or spend more time on activities related to education. These peers spend time talking about movie stars, fashion and boyfriend. [IP1EX-R2].

The students under negative peer pressure might not be comfortable in the beginning but when time passes as they continue spending more time with their friends they get used to it, accept it as main parts of their life and they withdraw themselves from the objectives they had and put less effort on their education. They also start love relationships with boys, they organize programs they call it “days” parties .students like to do things which was not their plan things opposes their personality that puts them in conflict with themselves[IP1PN-R1]. .

During the discussion students [FGEXP1-R1], [FGPN-R2] said that, peer pressure may have negative or positive influence in secondary and preparatory schools. They said that if the student has friends who do not encourage her to be herself and follow their lead only she may lose focus and spend less time on school activities instead she will try to please her friends, get their approval and attention on everything.

[FGEXP1-R3], The more her friends involve in negative or doing bad staff like going to party, using substance or any kind of thing which is fun but not allowed in school, she will find a way to be absent from school and spend time having fun with her friends which would lead her for doing poor at exams and get her in problem with the school and parents. But if her friends are good at following school rules, spend more time at school activities she also will become like them.

The principal from school A (IP1), said that peer pressure has direct effect on female students and the student might trust their peers (friends) that can lead them to make wrong decision or they might follow the road they don't want to take listening to their friends. at this age they think as if they are old enough to make decision for their life and their friends are more trusted source of information than their parents through that they might act wrong and make wrong decision.

Most of the time the pressure comes from their friends is negative and that can make to forget their objectives as student, for example currently the world is running huge technological advancement so the internet creates huge opportunity for students to observe so many negative and unhealthy practices because of that they copy the foreign traditions and apply them with their friends. Those cultures do not match with ours culture because of that they live in great confusion.

The other principal (IP2) said that peer pressure is the major cause for female students to be engaged in unproductive activities for their future life they spend more time watching movies and chatting on telegram or any other social Medias these things distrust them from their education and other important things to do.

Most of female students have strong relationship with their friends and those friends are the one who share their secrets and give advice so the students accept whatever is suggested as good by their peers. They are in the age where you cannot treat them as a child or matured person they are somewhere in between the problem is that the students think that they are old enough to exercise some of their rights like having boyfriend ,choosing modern clothing and also many other staffs . They do most of the things mentioned above to impress their friends, they don't relies that they are being pressurized negatively by their friends all they know is that they are having [IP2PP-R2].

Most of the discussion participants agreed that negative peer pressure have bad influence on the achievement of the students because they spend time doing activities which don't develop their learning ability. Instead they focus on having fun and becoming popular in school.

4.3 Why female adolescents are influenced by their peers?

Some of the secondary and preparatory students who are under negative pressure are dominated by their peers who are found in similar practices. It looks like fun and relaxing that's why the students won't think that they are pressurized negatively so they keep being friends with such groups. One of the participants say that they think their peers understand them more than their family and teachers so it's easier and good to have such fun loving and understanding friends who would share secrets and spend time with them.

The other participant from grade eleven(P3) said that, some students spend time with the students who have bad influence on them and end up being poor achiever in class not to be called "fara" or backward. Most of the students who have such character are not high achievers in our classes and they don't care about it because they think that, they can have better life in the future of becoming fashion models, becoming an artist like singer or movie stars.

The relationship between peer influence and female adolescents perceived academic performance

Table 3: The inter correlations among variables included in the study design.

Variables	1	2	3
Positive peer influence	1		
Negative peer influence	-.61*	1	
Perceived academic performance	.72*	-.34*	1

p* < .05

As Table 3 indicates, there is a statistically significant negative relationship between positive peer influence and negative peer influence ($r = .61, p < .05$). The same is true about the relationship between perceived academic performance and negative peer influence ($r = -.34, p < .05$). In support of this result, data obtained from interviewees indicated that most of female students in secondary and preparatory

schools face problems related to peer pressure that make them less active and focused on their academic involvement. The reason for this is that some become busy with other activities like, going out for parties, getting absent from school or late coming for class. The other side is that girls who are out of groups face problems with the rest of students because they don't participate on the events organized by them so they isolate themselves and cut communication in the school so they get depressed for that matter they score low marks even fail to pass for the next grade. Similar to this idea other interviewee stated that student who is in these kind of groups could not focus on education their mind is crowded with ideas they get from their peers they keep themselves busy thinking how to get what their friends have, their friends might convince them that there are other ways to improve their results also that education is not the only way for successful life so the students shouldn't put effort on their education [IP1EX-R3].

There is also statistically significant relationship between perceived academic performance and positive peer influence ($r = .72$ $p < .05$). That means, positive peer influence contribute to female students academic achievement

4.4 Possible ways to manage the negative impacts of peer pressure on female adolescents academic performance in the study area?

According to the collected data from the discussant students need to be confident and able to make their own decision, choose a good friend who wouldn't influence them negatively. A discussant (P9) also mentioned that, the school must check if there are students bringing mobile phone or students spending time out of the school gathering for party and doing whatever students think is fun [FGAGP8-R1]

Finally, The other participant (P11) said that parents must play the greater role in their children's life, they must help their daughters to be confident and they must have close relationship so that their children feel loved enough, appreciated and respected in their

family.[FGAGP11-R1] If the students have all the attention and love at home they will not be under negative peer pressure because the help they get from family will help them to make better decisions instead of following their friends' foot stapes[FGAGP11-R2]

Another discussant (IP1) suggested that the major solution for negative peer pressure is to work on female students beginning their childhood [IP1AG-R1]. Family is responsible for the behavioral development of their daughters [IP1AG-R2]. Parents to shape their daughter to be more confident and have the ability to stand alone for what they believe is right, if parents raise their daughter to be open to them and allow open discussion in their family the vulnerability for negative peer pressure is going to below[IP1AG-R3].

One of the participants (P7) said that the students need to have confidence on themselves and become attention seeking from everyone in school that will help them to protect and free them from negative peer pressure.

The other point they raised during the discussion was that (P8) the students must be able to choose good friends who wouldn't be an obstacle to achievement of their objectives. If they spend time studying and helping one another they will score good results. If they are in bad friendship the result is also going to be bad so they have to choose their friends carefully.

A discussant (P9) also mentioned that, the school must check if there are students bringing mobile phone or students spending time out of the school gathering for party and doing whatever students think is fun.

The other discussant (P10) said that female students should know what their future would become if they did not work good at school and set their own objective it will be hard for them to

choose how, where and with whom to spend their time, so they need to do all these things to protect themselves from negative pressure and focus on their education.

The other participant (P11) said that parents must play the greater role in their children's life, they must help their daughters to be confident and they must have close relationship so that their children feel loved enough, appreciated and respected in their family. If the student have all the attention and love at home they will not be under negative peer pressure because the help they get from family will help them to make better decisions instead of following their friends' foot stapes.

The other participant (P12) say that parents must have open discussions with their daughters it will help them to understand their child's need and it will be easier for the parents to provide the kind of help they need to offer for their daughter so she wouldn't fall for any kind of negative influence from her friends.

One of the participants [IP1AG-R2] say that the major solution for negative peer pressure is to work on female students beginning their child hood. [IP1AG-R3] Family is responsible for the behavioral development of their daughters. Parents to shape their daughter to be more confident and have the ability to stand alone for what they believe is right, if parents raise their daughter to be open to them and allow open discussion in their family the vulnerability for negative peer pressure is going to below.

The other participant [IP2AG-R1] said that schools need to have ways to help their female students not to become victims of negative peer pressure through hiring councilor and provide counseling's service for students.as he mentioned that the school where he is working have this system and students come there to find help even share their secrete and try to find solution and

he mentioned that most of their female students come there and share things which their parents didn't know.

The other point which he raised by **[IP2AG-R2]** was that the society need to help on shaping the generation, when people see students wearing uniform and going to somewhere they shouldn't be they must stop them telling that they are destroying their present and future life, using chat (khat), alcohol or being in relationship with boys while they are children and need to focus on their education only.

The participant **[IP2AG-R3]** also mentioned that along the parents, schools and society the government need to improve (modify) the education curriculum and include moral and ethical education teaching students. According to the response given by **[IP2AG-R4]** Civics education is not protecting them from problems happen due to negative peer pressure but teaching them moral education will help them to deal with foreign cultures and all the distraction come through different channels on internet. They practice things which are not acceptable by the society and ruin their future and this problem we can manage it only by teaching them moral.

CHAPTER FIVE

5.1. Discussion

The main objective of this study is to assess and investigate the positive and negative impact of peer pressure on female students' academic performance and indicating some possible management mechanisms of negative peer pressure on some selected secondary schools. In order to achieve the objectives, efforts were made to seek possible answers for the basic questions which stressed the demographic characteristic, the indicator of positive and negative effects of peer pressure on female secondary school students, the extent of peer pressure influence on the academic performance of secondary school female students, the possible management mechanisms adolescent girls use to deal with negative peer pressure. This research mainly was focused on a quantitative approach and it is also used some qualitative data especially to address the possible management mechanism girls used to deal with negative peer pressure

5.1.1 How peer pressure manifested and its impacts on female students academic performance in the present study area

Data obtained from participants of the study witnessed that a negative peer pressure is highly observed on the secondary and preparatory female learners' day to day life at school. They get fooled by the fun and pleasure found with the accompany of their friends and such behavior is not what education requires, high effort and hard work, on the other hand the time they spend with their friends is fun and have no hardship so most of students choose friends who are fun and creative for such kind of events. In support of this idea because secondary and preparatory

students are between the age of 15_18 and most of the time they are influenced by negative peer pressure.

5.1.2 Why female adolescents are influenced by their peers?

Some of the secondary and preparatory students who are under negative pressure are dominated by their friends who are found in similar practices. It looks like fun and relaxing that's why the students won't think that they are pressurized negatively so they keep being friends with such groups. Female adolescents also think that their friends understand them more than their family and teachers so it's easier and good to have such fun loving and understanding friends who would share secrets and spend time with them. They also susceptible to peer pressure to avoid not to be called "fara" or back warded.

5.1.3 The relationship between peer influence and female adolescents perceived academic performance

As indicated in the result section of the present study, there is a statistically significant negative relationship between positive peer influence and negative peer influence ($r = .61, p < .05$). The same is true about the relationship between perceived academic performance and negative peer influence ($r = -.34, p < .05$). In support of this result, data obtained from interviewees indicated that most of female students in secondary and preparatory schools face problems related to peer pressure that make them less active and focused on their academic involvement. The reason for this is that some become busy with other activities like, going out for parties, getting absent from school or late coming for class. The other side is that girls who are out of groups face problems with the rest of students because they don't participate on the events organized by them so they isolate themselves and cut communication in the school so they get depressed for that matter they score low marks even fail to pass for the next grade. Similar to this idea other interviewee

stated that a student who is in these kind of groups could not focus on education their mind is crowded with ideas they get from their peers they keep themselves busy thinking how to get what their friends have, their friends might convince them that there are other ways to improve their results also that education is not the only way for successful life so the students shouldn't put effort on their education

There is also statistically significant relationship between perceived academic performance and positive peer influence ($r = .72$ $p < .05$). That means, positive peer influence contribute to female students academic achievement. In support of this idea, Lanadu (2002) found that students who form positive peer group make more effort during learning through social activities and they share a common team of similar aspirations. Other researchers who have similar finding is Clasen & Brown (1985) who mentioned characteristics of the adolescents who are influenced positively by their peers they study hard to get good grades, don't cut classes or skip schools. In addition, Brendgen, Markiewicz, Doyle, and Bukowski (2002) found more positive (and fewer negative) friendship features among Canadian adolescent girls. In addition, Kowalski (1999) explained these adolescents in a different way. That is, they take care for the clothes they wear and the hair style they should follow, have positive beliefs for their personal progress, don't try to impress members of the opposite sex, don't go to school dances or mixer during class or working time, listen to their parents.

5.1.4 Possible ways to manage the negative impacts of peer pressure on female adolescents academic performance in the study area?

Participants of the study have forwarded different possible ways to **manage the negative impacts of peer pressure on female adolescents:**

Parents must play the greater role in their children's life, they must help their daughters to be confident and they must have close relationship so that their children feel loved enough appreciated and respected in their family. If the students have all the attention and love at home they will not be under negative peer pressure because the help they get from family will help them to make better decisions instead of following their friends' foot stapes. Family is responsible for the behavioral development of their daughters. Parents to shape their daughter to be more confident and have the ability to stand alone for what they believe is right, if parents raise their daughter to be open to them and allow open discussion in their family the vulnerability for negative peer pressure is going to below. In consistent with the present finding (Bell, Forthun, & Sun, 2000) stated that positive attachment relationships between parents and adolescents have been linked to positive outcomes such as autonomy, peer relationship competency, self-esteem, fewer risk behaviors, and enhanced coping skills. The students must be able to choose good friends who wouldn't be an obstacle to achievement of their objectives. If they spend time studying and helping one another they will score good results. If they are in bad friendship the result is also going to be bad so they have to choose their friends carefully. The schools need to have ways to help their female students not to become victims of negative peer pressure through hiring councilor and provide counseling's service for students.as he mentioned that the school where he is working have this system and students come there to find help even share their secrete and try to find solution and he mentioned that most of their female students come there and share things which their parents didn't know.

Along the parents, schools and society the government need to improve (modify) the education curriculum and include moral and ethical education teaching students. Civics education is not protecting them from problems happen due to negative peer pressure but teaching them moral

education will help them to deal with foreign cultures and all the distraction come through different channels on internet. They practice things which are not acceptable by the society and ruin their future and this problem we can manage it only by teaching them moral. In support of this result (Zarina & Shamsa, n.d) stated that peer and parent pressure are the strong variables which affect the total personality of the students including their academic achievement. The findings of their study showed that parent pressure has significant positive effect on academic achievement.

Schools need to arrange school counseling service to help the adolescents find solution and make more mature decision. Similarly (Martin & Dowson, 2009; Wetzel, 1997) stated that students feel they belong in school when teachers express involvement and warmth by treating students with care and affection showing students that they enjoy having them in class. On the other hand it is suggested that the government has to modify the education curriculum and include moral and ethical education. The society needs to help in giving immediate correction to the adolescent's while seeing them doing harmful things.

CHAPTER SIX

Conclusions and Recommendations

6.1 Conclusions

- ✓ Negative peer pressure is highly observed on female adolescents of the study area they get fooled by the fun and pleasure found with accompany of their friends and because secondary and preparatory students are between the age of 15_18 and most of the time they are influenced by negative peer pressure.
- ✓ Want To look fun and relaxing and to avoid being treated as “*fara*” are some of the reason why female students are susceptible to negative peer pressure.
- ✓ There is a statistically significant negative relationship between positive peer influence and negative peer influence. The same is true about the relationship between perceived academic performance and negative peer influence
- ✓ There is also statistically significant relationship between perceived academic performance and positive peer influence. That means, positive peer influence contribute to female students better academic achievement.
- ✓ Positive peer pressure has strong association with better academic performance of the secondary and preparatory female students.
- ✓ Positive parents-female adolescent relationship would help to protect female from negative peer pressure.

- ✓ The supervision of school community and parents on controlling the use of mobile phone at school and home would play vital role towards to minimize the negative peer pressure.
- ✓ Open discussion and parental advice and support would help secondary and preparatory female students to manage and deal with negative peer pressure and assisted the students to perform better at school.

6.2 Recommendations

Better adolescent – parent relationship is important to buffer adolescent from easily influenced by their peers. Therefore, it is recommended for parents to encourage open discussion, peaceful communication in the house, spend quality family time together, sharing ideas about any possible obstacle that could occur during school and how to break through the problems

Positive peer group relation must be encouraged as long as the female adolescents are helping and motivating each other to perform better on their academics. Students learn socialization, integration and some important life skills among their peer female adolescents.

Parents and schools should work together in order to make schools safe for the students and enhance their academic performance.

Schools need to have counseling service and give life skill training to protect students from negative peer pressure and support students to achieve their goals in school.

Parents and schools need to control the usage of mobile phone or usage of social media in order to minimize negative influence on the female adolescents.

Since negative peer pressure is leading some adolescent girls to be involved in unproductive or activities which are dangerous for their present and future life our education system should include moral and ethics education in order to shape the generation to become caring and productive in every aspects of their life.

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Appendix

አዲስ አበባ ዩኒቨርሲቲ

የሳይኮሎጂ ኢንስቲትዩት

በተማሪዎች የሚሞላ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በተወሰኑ የአዲስ አበባ ሁለተኛ ደረጃና መሰናዶ ት/ቤቶች በአፍላ ዕድሜ በሚገኙ ሴት ተማሪዎች ላይ የአቻ ግፊት በትምህርት ላይ የሚያስከትለውን ተፅዕኖ አስመልክቶ የዳሰሳ ጥናት ለማካሄድ ነው።

በመሆኑም መጠየቁን በጥንቃቄ በመሙላት የምትሰጡት መረጃ ለጥናቱ መሳካት እና ትክክለኛነት ወሳኝ ነው።

እንዲሁም አጥኚው የምትሰጡት መረጃ በግልጽነት፣ ታማኝነት፣ በሀቀኝነት እንደምታከናውኑት ያምናል። ለምታደርጉልኝ ቀና ትብብር በቅድሚያ አመሰግናለሁ።

ማስታወሻ

1. መጠየቁ ላይ ስም መጻፍ አያስፈልግም።
2. የምትሰጡት መረጃ ለዚህ ጥናት ብቻ የሚውል ነው።
3. የመረጃ መስጠት ሂደቱ ሙሉ በሙሉ በእናንተ ፈቃደኝነት ላይ የተመሰረተ ነው።

ክፍል አንድ፡- ስለመረጃ ሰጪው አጠቃላይ መረጃ

መመሪያ፡ በመልስ መስጫው ሳጥን ላይ አንቺን በሚመለከት ትክክለኛውን መልስ የያዘውን ቁጥር በማክበብ ወይም የሚፃፍ ቁጥር ከሆነ በመፃፍ ግለጫ።

ተ.ቁ	ጥያቄዎች	ምርጫዎች
1	ዕድሜ	ቁጥር ይሞላ -----
2	የትምህርት ደረጃ	1. 9ኛ ክፍል ----- 2. 10ኛ ክፍል----- 3. 11ኛ ክፍል ----- 4. 12ኛ ክፍል-----
3	ሀይማኖትሽ	1. ኦርቶዶክስ 2. ፕሮቴስታንት 3. ካቶሊክ 4. እስላም 99. ሌላ ካለ ይገለፅ -----
4	የቤተሰብሽ ስንተኛ ልጅ ነሽ?	1. የመጀመሪያ 2. ሁለተኛ 3. ሶስተኛ 99. ሌላ ከሆነ ይፃፍ-----
5	ከማን ጋር ነው የምንትናሪው	1. ከእናትና ከአባት ጋር 2. ከአባት ጋር ብቻ/ከእናት ጋር ብቻ 99. ሌላ ካለ ይገለፅ -----
6	የቤተሰብ ብዛት	ቁጥር ይሞላ -----
7	የአባት ትምህርት ደረጃ	1. ማንበብና መፃፍ የማይችል 2. ማንበብና መፃፍ ብቻ 3. ከአንደኛ-መለስተኛ ደረጃ 4. ሁለተኛ ደረጃ 5. ከሁለተኛ ደረጃ በላይ
8	የ እናት የትምህርት ደረጃ	1. ማንበብና መፃፍ የማትችል 2. ማንበብና መፃፍ ብቻ 3. ከአንደኛ-መለስተኛ ደረጃ 4. ሁለተኛ ደረጃ 5. ከሁለተኛ ደረጃ በላይ
9	የቤተሰብሽ የኑሮ ደረጃ	1. ከፍተኛ 2. መካከለኛ 3. ዝቅተኛ

ክፍል ሁለት:- የአቻ ተፅዕኖ

10. የጓደኛና ቡድን ብዛታችሁ ምን ያህል ነው? _____
11. ከቡድን ጓደኞችሽ ጋር በቀን ለምን ያህል ሰዓት ታሳልፋለህ/ያለሽ?
- ከ 1 — 2 ሰአታት
 - ከ 2 - 5 ሰአታት
 - ከ 5 ሰአታት በላይ
12. አንተ ና ጓደኛህ/ሽ በትምህርት ቤት መማር ማስተማር ሒደት የስኬታማነት ተግባር ላይ ትሳተፋላችሁ።
- አዎ
 - አይ

ምላሹ አዎ ከሆነ ቀጥለው የቀረቡትን አራት ነጥቦች (✓) ምልክት ያድርጉ

4. በጣም እስማማለሁ 3. እስማማለሁ 2. አልስማማም 1. በጣም አልስማማም

ተ.ቁ	ተግባራት	4	3	2	1
13	እኔና ጓደኞቼ በትምህርታዊ ጉዳዮች ላይ ምን ማድረግ እንዳለብን እንረዳለን።				
14	እኔና ጓደኞቼ ጠንክሮ ለመስራት አንዳችን ለአንዳችን ደጋፍ እንሆናለን።				
15	እኔና ጓደኞቼ በአግባቡ ክፍል እንገባለን።				
16	የቡድናችን አስተባባሪ ደረጃችንን እንድናሻሽል እገዛ ያደርግልናል።				
17	እኔና ጓደኞቼ የክፍተኛ ደረጃ ትምህርታችንን ለመቀጠል ጥሩ ተነሳሽነት አለን።				
18	እኔና ጓደኞቼ ከቤተሰቦቻችን ጋር መልካም ግንኙነት አለን				
19	እኔና ጓደኞቼ ምክር ሲያስፈልገን ከቤተሰቦቻችን ጋር እንወያያለን				
20	እኔና ጓደኞቼ ቤተሰቦቻችንን በትርፍ ሰአታችን ስራ እናግዛለን				
21	እኔና ጓደኞቼ ትምህርት ቤት ውስጥ ከትምህርት ቤት ማህበረሰብ ጋር ግኑኝነት አለን።				
22	እኔና ጓደኞቼ መምህሮቻችን እናከብራለን እንታዘዛለን				
23	እኔና ጓደኞቼ የትምህርት ቤት ህግና ደንብ እናከብራለን።				
24	እኔና ጓደኞቼ የትምህርት ቤት የደንብ ልብስ እንለብሳለን።				

13. አንተና/አንቺ ጓደኞችህ/ሽ በትምህርት ቤት ቅጥር ግቢ ማህበራዊ ተግባራት ትሳተፋላችሁ።
- አዎ
 - አይ

ምላሹ አዎ ከሆነ ቀጥለው የቀረቡትን ባለ አራት ደረጃ መመዘኛ ነጥቦች (✓) ምልክት በማድረግ የስምምነት ደረጃሽን አሳይ።

4. በጣም እስማማለሁ 3. እስማማለሁ 2. አልስማማም 1. በጣም አልስማማም

ባለ አራት ነጥብ መመዘኛ					
ተ.ቁ	ተግባራት	4	3	2	1
1	በትምህርት ቤት ክለሶች ውስጥ እንሳተፋለን				
2	ሀይማኖታዊ እንቅስቃሴ ውስጥ እንሳተፋለን				
3	በጋራ እንጫወታለን እንዝናናለን				
4	የአካል ጉዳተኞችን በትምህርት ቤት ውስጥ እናግባለን				

14. አንቺ በትምህርት ቤት ውስጥ ከእኩያ ቡድኖችሽ ጋር መጥፎ ተግባራት ውስጥ ትሳተፋለሁ?

- a. አዎ
- b. አይ

15. አንቺ እና ጓደኞችሽ በት/ቤት ውስጥ አላስፈላጊ እና አሉታዊ ተግባራት ላይ ትሳተፋለሁ?

- ሀ. አዎ
- ለ. አይ

መልስሽ አዎ ከሆነ ቀጥለው ለቀረቡት ከአራት ነጥቦች መርጠው (✓) ምልክት ያድርጉ

4. በጣም እስማማለሁ 3. እስማማለሁ 2. አልስማማም 1. በጣም አልስማማም

ተ.ቁ	ተግባራት	4	3	2	1
1	እኔ ከጓደኞቼ ጋር ፈተና ስለመከረጅና ከትምህር ስለመቅረት እንወያያለን				
2	እኔ ከጓደኞቼ ጋር ስለተቃራኒ የታ እንወያያለን ወሲባዊ ጉዳዮች ላይ እንሳተፋለን።				
3	እኔ ከጓደኞቼ ጋር ጭፈራ ቤት እንጠቅማለን፣ የአልኮል መጠጦች እንጠጣለን፣ ሲጋራ እናጨሳለን፣ ጫት እንቅማለን።				
4	እኔና ጓደኞቼ አዘውትረን ክፍል ውስጥ አንገባም				
5	እኔና ጓደኞቼ ትምህርት ቤት ብዙ ጊዜ እናረፍዳለን።				
6	እኔና ጓደኞቼ የጥናት ጊዜ ማመቻቸት ከባድ ሆኖ አግኝተነዋል።				
7	እኔና ጓደኞቼ ትምህርት ቤት የዳንስ ልብስ አንለብስም				
8	እኔና ጓደኞቼ የትምህርት ቤት የዳንስ ልብሳችንን መንገድ ላይ እንቀይረዋለን።				
9	እኔና ጓደኞቼ ለተማሪዎች እና መምህራን ተቀጥያ ስሞችን እናወጣለን።				
10	እኔ እና ጓደኞቼ ከኛ ጋር የማይመሳሰሉ ልጆችን እናገላለን።				

ክፍል ሶስት፡ የትምህርት ተሳትፎ

እንደ ተሳትፎአቸው ቀጥለው ለቀረቡት ከ3 ነጥቦች መርጠሽ (✓) ምልክት ያድርጉ

- a. ክፍተኛ (3)
- b. መካከለኛ (2)
- c. ዝቅተኛ (1)

ተ.ቁ	ተግባራት	3	2	1
1	ከክፍል ጓደኞችሽ ጋር ውጤትሽ ሲወዳደር			
2	ለትምህርት ያለሽ ፍላጎት			
3	የቤት ስራ በአግባቡ የመስራት መነሳሳትሽ			
4	የማጥናት እና ውጤት የማምጣት ፍላጎትሽ			
5	በየዕለቱ የክፍል ውስጥ ተሳትፎሽ			
6	የትምህር ውጤትሽ ከክፍልሽ ተማሪዎች ጋር ሲነፃፀር			
7	ለወደፊቱ የትምህርትሽ ዕቅድ እና ስራ ያለሽ ፍላጎት			
8	ጓደኞችሽ ክፍል ውስጥ ሲስተምሩ የምትሰጩት ዋጋ			
9	የጓደኞችሽ ስለ ትምህርት እና መረዳዳት ዙሪያ የሚያከናውኑት ውይይት			
10	ጓደኞችሽ ለጎበዝ ተማሪዎች ያላቸው አድናቆት እና እንደነሱ ለመሆን የሚያደርጉት ሙከራ			
11	ጓደኞችሽ ለትምህርት የሚሰጡት ዋጋ			
12	ጓደኞችሽ የቤት ስራ እና የቡድን ስራ አቺጋ ለመስራት የሚያሳዩት ፍላጎት			
13	ጓደኞችሽ ስለ ወደፊቱ ትምህርት ዕቅድ እና ስራ አመራረጥ ላይ ያለው እንቅስቃሴ			
14	የጓደኞችሽ የትምህርት መሳሪያ ለምሳሌ፡ መፅሐፍና ሌሎች ነገሮች አያያዝ			
15	የጓደኞችሽ የትምህርት ቤት ህግና ደንብ የማክበር አዝማሚያ			
16	የጓደኞችሽ የትምህርት ቤት የደንብ ልብስ መልበስ ዙሪያ ያላቸው ተነሳሽነት			
17	የጓደኞችሽ የስልክ እና ማህበራዊ ሚዲያ አጠቃቀም ገደብ			
18	አንቺ እና ጓደኞችሽ ማህበራዊ ሚዲያ አጠቃቀም			
19	ጓደኞችሽ ስለ አለባበስ እና ፋሽን መከተል ዙሪያ ያላቸው ተነሳሽነት፡፡			

Questionnaire
Addis Ababa University

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

SCHOOL OF PSYCHOLOGY

This questioner is prepared to assess peer pressure among female adolescent students in selected secondary and preparatory schools of Addis Ababa. Therefore your genuine response is very crucial for the success of the research and results infer from it. so the researcher kindly wishes that you are going to be honest, open and brave in telling the truth through answering all of the questions.

The researcher would love to thank you in advance for your cooperation and dedication.

Remarks

1. No need of writing your name on the questioner
2. The information you give will be used only for the purpose of this research work.
3. Giving of information is all over based on your willingness.

Part one: Demographic characteristics

Roll No	Question /statement	Alternatives	answers
1	Age	Write the number _____	
2	Sex	Female	
3	Grade	1. 9 th , section _____ 2. 10 th " " " " " " 3. 11 th " " " " " " 4. 12 th " " " " " "	

Part two: Peer group influence

1. How many members are there in your peer group? -----
2. How much time do you spend daily with your peer group?
A. 1-2 hours

- B. 2-5 hours
- C. Above 5 hours

Do you and your friends in peer group engaged in school learning and achievement activities in school?

- A. Yes
- B. No

If your answer is Yes, Tick (√) any of the 4-points rating scale to indicate your level of agreement: 4-points scale -

(SA) - Strongly Agree (A) – Agree (D) – Disagree (SD) – Strongly Disagree

No.	Activities	SA	A	D	SD
14	I and my friends help each other on what to do in our academic performance in school				
15	I and my friends inspire to work hard in our studies				
16	We always help each other with academic difficulties				
17	I and my friends attend class regularly				
18	Our assistance in group discussion assisted to improve our grades				
19	I and my friend inspire to continuing education after high school				

3. Do you and your friends in the peer group engaged in social activities in school?

- A. Yes
- B. No

If your answer is yes, Tick (√) any of the 4-points rating scale to indicate your level of agreement: 4-points scale -(SA) - Strongly Agree (A) – Agree (D) – Disagree (SD) – Strongly Disagree

No.	Activities	SA	A	D	SD
21	I and my friends participate in school clubs				
22	I and my friends Participating in religious activities				
23	Being together play and relaxing				
24	Helping disable students in school				

4. Do you and your peer group in the peer group engaged in delinquent and negative activities in school?

A. Yes

B. No

If your answer is yes, Tick (√) any of the 4-points rating scale to indicate your level of agreement: 4-points scale -

(SA) - Strongly Agree (A) – Agree (D) – Disagree (SD) – Strongly Disagree

No.	Activities	SA	A	D	SD
26	I and my friends discuss about skipping from school and copying exams				
27	I and my friend involve in sexual activity and discussion about opposite sex				
28	I and my friend visit party houses ,drinking alcohol, smoking, chewing hat etc.				
29	I and my friends do not attend class regularly				
30	I and my friends like coming to school late				
31	I and my friends find it very difficult to create time for reading				
32	I and my friends like coming to school late				

Part three: Academic performance/involvements

Based on your peer group activities you involved:-Tick (√) any of the 3-points rating scale to indicate your level of achievement: 3-points scale -High (3), medium (2) and Low (1)

No.	Items	3	2	1
33	Your education result comparing to your class students			
34	Your interest for education			
35	Your motivation to do your homework properly			
36	Your interest to study and achieve good result			
37	Your class participation attendance regularly			
38	Your education result comparing to your class students			
38	Your interest for future educational plan and career			
39	Value for education given by your peers			
39	Your peer's discussion concerning to education and helping each other			
40	Your peer's admiration of an outstanding student and trying to do best like them			
41	Value for education given by your peers			
42	Your peer's interest for doing homework and assignments together			
43	Your peer's movement about future educational plan and career choice			
44	Your peer's handling of educational material for example exercise book, and others			

Guiding Question for Focus Group Discussion

A. For teachers

1. To what extent negative peer pressure is affecting secondary and preparatory school students? In terms of early sexual activities, using substance, low academic involvement and disciplinary problems.
2. Do you think students from broken family and from low income families are more exposed for negative peer pressure and explain your answer (why)?
3. Do you think students birth order parents educational level parents income and family have impact on the academic conformity to peer pressure and performance of the students and explain your answer (why)
4. What are the main reasons that students join to unwanted peers?
5. Which students are more susceptible for peer pressure academically high achievers, low achievers or medium achievers?
6. What could be done to manage problems with peer pressure on academic performance of secondary and preparatory school female students?

B. For students

1. Are there students who are pressurized by their peers negatively (for example result low academic performance, show disciplinary problems use substances, involved in early sexual activities,
2. Do you think students from broken family and from low income families are more exposed for negative peer pressure and explain your answer (why)?
3. Do you think students birth order parents educational level parents income and family have impact on the academic conformity to peer pressure and performance of the students and explain your answer (why)
4. What are the main reasons that students join to unwanted peers?
5. Which students are more susceptible for peer pressure academically high achievers, low achievers or medium achievers?
6. What could be done to manage problems with peer pressure on academic performance of secondary and preparatory school female students?

Interview question for teachers and school principal

A: For teachers and school principals

1. To what extent negative peer pressure is affecting secondary and preparatory school female students? In terms of early sexual activity, using substance, low academic achievement.
2. To what extent do students' birth order, parents' educational level, parents' income, and family status have impact on the academic achievement and conformity to peer pressure? Why?
3. What are the main reason that students join peers with negative influence?
4. Which students are more susceptible academically high achievers, low achievers or medium achievers?
5. What are the mechanisms through which peer pressure affects secondary school girl academic performance
6. How can you tell the influence of students peer is weather negative or positive?
7. List some of the positive and negative influence of peer pressure.
8. What could be done to manage problems with peer pressure on academic performance of female secondary and preparatory school students?

Guiding question for Focus Group discussion

B: For students

1. To what extent negative peer pressure is affecting secondary and preparatory school students? In terms of early sexual activity, using substances and low academic achievement.
2. To what extent do students' birth order, parents' educational level, parents' income, and family status have impact on the academic achievement and conformity to peer pressure? Why?
3. What are the main reason that students join peers with negative influence?
4. Which students are more susceptible academically high achievers, low achievers or medium achievers?

5. What are the mechanisms through which peer pressure affects secondary school girl academic performance
6. How can you tell the influence of students peer is weather negative or positive?
7. List some of the positive and negative influence of peer pressure.
8. What could be done to manage problems with peer pressure on academic performance of female secondary and preparatory school students?

ለቡድን ውይይት የቀረቡ ጥያቄዎች

ሀ. ለመምህራን እና በትምህርት ቤት አመራሮች የተዘጋጀ ቃለ መጠይቅ

1. መልካም ያልሆነ የአቻ ግፊት በሁለተኛ ደረጃና መሰናዶ ተማሪዎች ላይ ምን ያህል ተፅዕኖ ያደርሳል? በተለይም
 - የትምህርት ውጤት በመቀነስ ዙሪያ
 - የተለያዩ አደንዛዥዎችን በመጠቀም
 - የፍቅር ግንኙነት በመጀመር
2. የተማሪዎች የውልደት ተራ ቁጥር የቤተሰብ ብዛት፣ በወላጆች የትምህርት ደረጃ እና የወላጆች የገቢ መጠን የተማሪዎችን የትምህርት ውጤት ውጤታማነት እና ለአቻግፊት ተፅዕኖ ስር መውደቅ ጋር ተያያዥነት ያለው ይመስሉታል? መልሱን ያብራሩ
3. ተማሪዎች አሉታዊ ተፅዕኖ ከሚያሳድሩባቸው ቡድን ጋር የሚገጥሙበት ምክንያቶች ምንድን ናቸው?
4. ለአቻ ግፊት የበለጠ ተጋላጭ የሆኑት ተማሪዎች ውጤታቸው ከፍተኛ መካከለኛ ወይስ ዝቅተኛ ነው?
5. የተማሪዎች የአቻ ቡድናቸው ጫና አወንታዊ ወይም አሉታዊ መሆኑን በምን መልኩ ያውቃሉ/ይናገራሉ?
6. ጥቂት አወንታዊ እና አሉታዊ የሆኑትን የአቻ ተፅዕኖ ምሳሌዎችን ይጥቀሱ?
7. አቻ ቡድን ግፊት የሁለተኛ ደረጃ ትምህርት ቤት ሴት ተማሪዎች ውጤት ላይ በምን መንገድ ነው ተፅዕኖ የሚሰራው?
8. ከአቻ ግፊት ጋር በተያያዘ ሁለተኛ ደረጃና መሰናዶ ሴት ተማሪዎች የሚያጋጥማቸውን ችግር ለመቅረፍ ምን መደረግ አለበት?

ለቡድን ውይይት የቀረቡ ጥያቄዎች

ሀ. ለተማሪዎች

1. መልካም ያልሆነ የአቻ ግፊት በሁለተኛ ደረጃና መሰናዶ ሴት ተማሪዎች ላይ ምን ያህል ተፅዕኖ ያደርሳል? በተለይም
 - የትምህርት ውጤት በመቀነስ ዙሪያ
 - የተለያዩ አደንዛዥ ዕዎችን በመጠቀም
 - የፍቅር ግንኙነት በመጀመር
2. የተማሪዎች የውልደት ተራ ቁጥር የቤተሰብ ብዛት፣ በወላጆች የትምህርት ደረጃ እና የወላጆች የገቢ መጠን የተማሪዎችን የትምህርት ውጤት ውጤታማነት እና ለአቻግፊት ተፅዕኖ ስር መውደቅ ጋር ተያያዥነት ያለው ይመስልሃል? መልሱን አብራሪ
3. ተማሪዎች አሉታዊ ተፅእኖ ከሚያሳድሩባቸው ቡድን ጋር የሚገጥሙበት ምክንያቶች ምንድን ናቸው ?
4. ለአቻ ግፊት የበለጠ ተጋላጭ የሆኑት ተማሪዎች ውጤታቸው ከፍተኛ መካከለኛ ወይስ ዝቅተኛ ነው?
5. የተማሪዎች የአቻ ቡድናቸው ጫና አወንታዊ ወይም አሉታዊ መሆኑን በምን መልኩ ታውቂያለሽ/ ትናገራለሽ?
6. ጥቂት አወንታዊ እና አሉታዊ የሆኑትን የአቻ ተፅእኖ ምሳሌዎችን ጥቀሽ?
7. አቻ ቡድን ግፊት የሁለተኛ ደረጃ ትምህርት ቤት ሴት ተማሪዎች ውጤት ላይ በምን መንገድ ነው ተፅእኖ የሚሳድረው?
8. ከአቻ ግፊት ጋር በተያያዘ ለሁለተኛ ደረጃና መሰናዶ ሴት ተማሪዎች የሚያጋጥማቸውን ችግር ለመቅረፍ ምን መደረግ አለበት?

Qualitative data: coding, interpretation, analysis, finding and discussion.

Open Coding of FGD (Focus Group Discussion) and Interview (I)

Key: FG (Focus group) **P** (Participant) **IP** (Interview participant) **R** (response)

PN (indicators of positive and negative effects of peer pressure on the academic performance of secondary school female students) **V**(factors are associated with vulnerability to peer pressure) **EX**(The extent that peer pressure influence the academic performance of female students on Secondary schools) **AG** (adolescent girls action to manage the negative impacts of peer pressure on their academic performance in Addis Ababa) **FS** (*The relation between family status and educational performance of female secondary preparatory students*)

Focus group discussion with students

Question 1. Does peer pressure affect secondary and preparatory female students and how does it manifest?

During the discussion students said that peer pressure may have negative or positive influence in secondary and preparatory schools. [FGPNP1-R1] They said that if the student has friends who do not encourage her to be herself and follow their lead only she may lose focus and spend less time on school activities instead she will try to please her friends [FGEXPI-R1], get their approval and attention on everything [FGEXPI-R2].

The more her friends involve in negative or doing bad staff like going to party, using substance or any kind of thing which is fun but not allowed in school, she will find a way to be absent from school and spend time having fun with her friends which would lead her for doing poor at exams and get her in problem with the school and parents [FGPN-R1]. But if her friends are good at following school rules, spend more time at school activities she also will become like them [FGPN-R2].

In short [FGPN-R1]. the students were telling that some of the secondary and preparatory students are under negative pressure. It looks like fun and relaxing that's why the students won't think that they are pressurized negatively so they keep being friends with such groups. [FGPN-R2]. say that they think their friends understand them more than their family and teachers so it's

easier and good to have such fun loving and understanding friends who would share secrets and spend time with them.

Question 2. How can peer pressure and the educational performance of female secondary and preparatory students relate, what does the educational performance of the students under peer pressure look like?

The discussant said that, if the student is under negative pressure as we explain earlier the girl would become less active in class and lose interest to participate in school activities such as group works or in tasks in class which in turn will make the adolescent to be more interested to [FGEXP1-R3] hear about what story her friends bring to school rather than studying or listening to her teachers. This will put her in conflict with the teachers also and categorize her as poor achiever in class.

One of the participants (P2) from grade nine said that our average must be above 70% to pass to the next grade that's the standard of our school and to earn that student must work hard and spend most of their time reading but if her friends are less engaged to school activities she likes to spend time with her friends as she is young and eager to have fun she also becomes like them and performs low at school. [FGEXP2-R1]

The other participant (P3) from grade eleven said that, some students spend time with the students who have bad influence on them and end up being poor achiever in class not to be called "fara" or backward [FGVP3-R1]. Most of the students who have such character are not high achievers in our classes and they don't care about it because they think that, they can have better life in the future of becoming fashion models, becoming an artist like singer or movie stars.

Most of the discussion participants [FGVP3-R1], [FGEXP2-R1], [FGEXP1], [FGPNP1-R1]

agreed that negative peer pressure has bad influence on the achievement of the students because they spend time doing activities which don't develop their learning ability. Instead they focus on having fun and becoming popular in school.

Question 3. What is the relation between family status and educational performance of female secondary preparatory students

The participant (P4), say that if the family is large having too many children might limit the ability of the parents to control their children's activity and make it difficult to know where their children spend time and who their friends are because students' might go out of control and find herself with friends who influence her negatively and thus lead her to score low at school [FGFSP4-R1]

The other participant (P5) said that the student might be too busy helping her family especially if she is older than her siblings. She will be the one carrying great responsibilities in her family to assist her parents. As a result she might spend less time to study her education and perform poor [FGFSP5-R1]. She might also have friends and she might use them to escape from the work at home and spend few good moments with them that also can make her to perform weak in school activities. [FGFSP5-R3]

The other participant from grade [P6] said students from rich family also can be under negative peer pressure because their friends might have less attention in their family and they spend time having fun taking money that their parents never know about it [FGFSP6-R1]. By doing so she covers her friends cost so she would become loved and appreciated within her group. Those fun times could lead her to become addicted to chat, cigarette or alcohol. Finally her result at school will become low and she might get in problem with school director and teacher for showing bad characters in the school.

Question 5. What could be done to manage the problems that female secondary and preparatory students face due to negative peer pressure?

One of the participants (P7) said that the students need to have confidence on themselves and become attention seeking from everyone in school that will help them to protect and free them from negative peer pressure [FGP6AG-RA1]

The other point they raised during the discussion (P8) was that the students must be able to choose good friends who wouldn't be an obstacle to achievement of their objectives. If they spend time studying and helping one another they will score good results. If they are in bad friendship the result is also going to be bad so they have to choose their friends carefully [FGP8 AG-R1]

A discussant (P9) also mentioned that, the school must check if there are students bringing mobile phone or students spending time out of the school gathering for party and doing whatever students think is fun [FGAGP8-R1]

The other discussant (P10) said that female students should know what their future would become if they did not work good at school and set their own objective it will be hard for them to choose how, where and with whom to spend their time, so they need to do all these things to protect themselves from negative pressure and focus on their education [FGAGP10-R1].

The other participant (P11) said that parents must play the greater role in their children's life, they must help their daughters to be confident and they must have close relationship so that their children feel loved enough, appreciated and respected in their family.[FGAGP11-R1] If the students have all the attention and love at home they will not be under negative peer pressure because the help they get from family will help them to make better decisions instead of following their friends' foot stapes[FGAGP11-R2].

The other participant say that parents must have open discussions with their daughters it will help them to understand their child's need and it will be easier for the parents to provide the kind of help they need to offer for their daughter so she wouldn't fall for any kind of negative influence from her friends.

Interview for school principals

Question 1. Does peer pressure affect secondary and preparatory female students and how does it manifest?

The principal from school A (IP1), said that peer pressure has direct effect on female students and the student might trust their peers (friends) that can lead them to make wrong decision or they might follow the road they don't want to take listening to their friends.at this age they think as if they are old enough to make decision for their life and their friends are more trusted source of information than their parents through that they might act wrong and make wrong decision. [IP1EX-R1]

Most of the time the pressure comes from their friends is negative and that can make to forget their objectives [IP1PN-R1] as student, for example currently the world is running huge

technological advancement so the internet creates huge opportunity for students to observe so many negative and unhealthy practices because of that they copy the foreign traditions and apply them with their friends. [IP1V-R1] Those cultures do not match with ours culture because of that they live in great confusion. [IP1V-R2]

The other principal [IP2] said that peer pressure is the major cause for female students to be engaged in unproductive activities for their future life they spend more time watching movies and chatting on telegram or any other social Medias these things distrust them from their education and other important things to do [IP2PP-R1].

Most of female students have strong relationship with their friends and those friends are the one who share their secrets and give advice so the students accept whatever is suggested as good by their peers [IP2PP-R2]. They are in the age where you cannot treat them as a child or matured person they are somewhere in between the problem is that the students think that they are old enough to exercise some of their rights like having boyfriend ,choosing modern clothing and also many other stuffs . They do most of the things mentioned above to impress their friends, they don't relies that they are being pressurized negatively by their friends all they know is that they are having

Question 2. How can peer pressure and the educational performance of female secondary and preparatory students relate, what does the educational performance of the students under peer pressure looks like?

Principals from school" A" [IP1] said that secondary and preparatory students are between the age of 15-18 and most of the time they are influenced by negative peer pressure actually there are few students who influence their friends positively and help them to work hard on their education and help them to improve their results but what we have experience is that students influence their friend negatively as we see they don't encourage them to study, or spend more time on activities related to education [IP1EX-R1]. These peers spend time talking about movie stars, fashion and boyfriend [IP1EX-R2]

A student who is in these kind of groups could not focus on education their mind is crowded with ideas they get from their peers they keep themselves busy thinking how to get what their friends have, their friends might convince them that there are other ways to improve their results also

that education is not the only way for successful life so the students shouldn't put effort on their education. [IP1EX-R3]

The students under negative peer pressure might not be comfortable in the beginning but when time passes as they continue spending more time with their friends they get used to it, accept it as main parts of their life and they withdraw themselves from the objectives they had and put less effort on their education [IP1PN-R1]. They also start love relationships with boys, they organize programs they call it "days" parties .students like to do things which was not their plan things opposes their personality that puts them in conflict with themselves.

The negative peer pressure is highly observed secondary and preparatory females learners day to day life at school [IP1PN-R2]. They get fooled by the fun and pleasure found with the accompany of their friends and such behavior is not what education requires, high effort and hard work, on the other hand the time they spend the time they spend with their friends is fun and have no hardship so most of students choose friends who are fun and creative for such kind of events [IP1EX-R4].

The other principal [IP2] said that most of female students in secondary and preparatory schools face problems related to peer pressure though that make them less active and focused on their academic involvement [IP2EX-R1].The reason for this is that some become busy with other activities like, going out for parties, getting absent from school or late coming for class [IP2V-R1].

The other side is that girls who are out of groups face problems with the rest of students because they don't participate on the events organized by them so they isolate themselves and cut communication in the school so they get depressed for that matter they score low marks even fail to pass for the next grade

Question 3.What is the relation between family status and educational performance of female secondary preparatory students?

The principal from school "A" [IP1] said that when a child comes to school she mainly like her family [IP1FS-R1]. Parents are the one who shaped her personality from the beginning of her life so that will make us the question, how are parents raising their daughter? Are they giving them advice in different areas or are they harsh while communicating to them. [IP1FS-R2]

Students from harsh family are difficult to handle in school because their parents didn't work on them differentiating what's good and bad or what's wrong and right, so they are highly exposed to negative peer pressure also perform low on their academic involvement [IP1FS-R3].

If parents are close to their daughters they discuss with their children openly they tell their children the changes come following their age the students will know how to handle things related to peer pressure [IP1FS-R4].

The principal from school "B" (IP2) said that the economic background may not affect the students' academic performance children do not need much to become successful in school their success depends on the attachment they have within family (IP2FS-R1). Material things do not make students high or low achiever, what varies their result is the help, support and time they are given from their parents [IP2FS-R2]. Some students from family who have financial freedom happen to be more exposed to negative peer pressure because their family believe that full filling the material need of their children is good parenting ship [IP2FS-R3].

Some parents spend more time at work to bring more money to the family and loose contact with their children, the children start to fail for the love and place they found within their peer group then they spend more time being engaged with activities which are not healthy and bring success for their academic life [IP2FS-R4]

Question 5. What could be done to manage the problems that female secondary and preparatory students face due to negative peer pressure?

One of the participants (IP1) say that the major solution for negative peer pressure is to work on female students beginning their child hood [IP1AG-R1]. Family is responsible for the behavioral development of their daughters [IP1AG-R2]. Parents to shape their daughter to be more confident and have the ability to stand alone for what they believe is right, if parents raise their daughter to be open to them and allow open discussion in their family the vulnerability for negative peer pressure is going to below [IP1AG-R3].

The other participant One of the participants (IP1) say that the major solution for negative peer pressure is to work on female students beginning their child hood [IP1AG-R1]. Family is responsible for the behavioral development of their daughters [IP1AG-R2]. Parents to shape their daughter to be more confident and have the ability to stand alone for what they believe is

right, if parents raise their daughter to be open to them and allow open discussion in their family the vulnerability for negative peer pressure is going to be below **[IP1AG-R3]**.

said that schools need to have ways to help their female students not to become victims of negative peer pressure through hiring councilor and provide counseling's service for students.as he mentioned that the school where he is working have this system and students come there to find help even share their secretes and try to find solution and he mentioned that most of their female students come there and share things which their parents didn't know **[IP2AG-R1]**.

The other point which he raised was that the society need to help on shaping the generation. when people see students wearing uniform and going to somewhere they shouldn't be, they must stop them telling that they are destroying their present and future life, using chat (khat), alcohol or being in relationship with boys while they are children and need to focus on their education only. **[IP2AG-R2]**

The participant also mentioned that along the parents, schools and society the government need to improve (modify) the education curriculum and include moral and ethical education. **[IP2AG-R3]**. Civics education is not protecting them from problems happen due to negative peer pressure but teaching them moral education will help them to deal with foreign cultures and all the distraction come through different channels on internet. **[IP2AG-R4]**. They practice things which are not acceptable by the society and ruin their future and this problem we can manage it only by teaching them moral. **[IP2AG-R4]**.