

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**Peer Group Influence, Alcohol Consumption and Academic
Self Esteem of Adolescents in North Shoa Zone; The Case
of Ataye Secondary School**

BY

TILAYE NEGA

June 2014

Addis Ababa, Ethiopia

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**A Thesis Submitted to the School of Graduate Studies of Addis Ababa
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ABSTRACT

This study examined the relationship between peer group influence alcohol consumption and academic self esteem of adolescents in Ataye secondary school for this purpose data was taken from 179 grade nine students . In order to achieve this objective correlational research design was employed through quantitative data (self administered structured questionnaires). The analysis employed SPSS version 20 to calculate Pearson correlation coefficient , independent sample t-test and multiple regression .The Pearson correlation results indicated that peer group influence is significantly negatively correlated with adolescents' alcohol consumption (as peer group influence increases alcohol consumption decreases) but it is not important variable in determining their academic self esteem, and alcohol consumption is significantly negatively correlated with their academic self esteem (as alcohol consumption increases academic self esteem declines) The t-test result also indicated that , there is no gender difference in alcohol consumption and academic self esteem of adolescents .The regression analysis revealed that, the demographic variables of age has no unique contribution to their academic self esteem but alcohol consumption uniquely contributed for the variations in academic self esteem . Generally based on the finding conclusion drawn ,recommendations and suggestions were made for Ataye secondary school administrators ,teachers ,parents and students themselves .

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CHAPTER ONE

Introduction

1.1. Background of the Study

Currently incorporating the diversified social settings in to adolescent researches is becoming an increased endeavor in studying development in context, where as several researches on adolescent development before 1980s were mostly emphasized on individual developments and functioning irrespective of the social context (Ann Rev. 2001). Currently there is pronounced shift towards studying the context in which those developments taking place, including families , peer group, schools, work place etc (Eccles & Midgely, 1993).

When adolescents begin to establish greater autonomy from their parents, they adjust themselves toward their peers to a greater extent than they did in earlier stages of development .But the increased peer contact among adolescents does not mean that parents are less important to them, but that the new world outside of the family also contributes (Santrock, 2001). Peer groups also serve as powerful initiatives during adolescence as sources of reputation, status, prestige, and acceptance. Being acknowledged by peer group has important implications for adjustment both during adolescence and into adulthood. Children who were able to make at least one good friend were found to have higher feelings of self-worth at age 30 when compared to those who had been friendless (Bagwell, Newcomb, & Bukowski, 1998). Positive peer relations during adolescence have been linked to positive psychosocial adjustment. For example, those who are acknowledged by their peers and have mutual friendships have been found

to have better self-images during adolescence and to perform better in school (Hansen, Giacoletti, & Nangle, 1995; Savin-Williams & Berndt, 1990). On the other hand, social isolation among peer-rejected teens has been linked to a variety of negative behaviors, such as delinquency (Kupersmidt & Coie, 1990). In addition, adults who had interpersonal problems during adolescence appear to be at much greater risk for psychosocial difficulties during adulthood (Hansen , 1995).

This study emphasized on the relationship between peer group influence ,adolescents' alcohol consumption and their academic self esteem during the adolescent years in which individuals struggle, to make decisions to be self-regulating and autonomous from their families and to attain their identity. During this time relationships with siblings became more equal, less unbalanced, less conflictive and less close like relationship with parents because mostly they spent little time together as they get older (Larson, 1987), they spend much time out side as a result social contexts like peers, neighborhoods and schools with whom adolescents spend time may influence adolescents' self esteem development either positively or negatively.

A peer group is a place where the young people feel accepted and where they feel free to speak of things important to them. Such groups have a considerable influence on the behavior and attitudes of the individual. According to a classical experiment by Solomon Asch (Suhttleworth, 2008) a group of individuals can influence somebody in making a decision. Suhttle worth (2008) noted that the Asch experiment was designed in order to test how peer pressure would influence the judgment and individuality of subjects to

conform to the majority in visual perception experiment. It was found out that people frequently followed the majority judgment, whether the majority was wrong or not. It was further observed that people often accept to be influenced just for the desire to achieve a sense of belongingness safety and security within a group that is of a similar age, culture, religion, or educational level. Any refusal to be influenced carries with it the very risk of social rejection and this is what adolescents felt most (Dewey, 2008). Young people in their adolescence join different peer groups and identify themselves with these groups by participating in their activities in order not to be rejected. According to Chauhan (2007), a peer group is a source of great influence during the time of adolescence. Especially in a modern society, peer groups have become an increasingly important context in which adolescents spend time. Modernization has led more and more to age segregation-in schools, work place, and the community. How much time one spends with friends will play a significant role in the development of the adolescent into the mature adult (Barbour, Barbour & scully 2002).

When children grow older from the age of 12 years onwards, the importance of parents decreases as a reference group and as a model for conformity and they begin to stay and relate more with their age mates, even if parental influence is important for some adolescents than for others, peer influence is a more dominant and crucial factor for many teenagers (Carter & McGoldrick, 2005).

Peer groups are the crucial factors throughout one's life, but they are more critical and more pronounced during the adolescent developmental years. There is often a controversy about the influence of a peer group versus parental influence, particularly

during adolescence. The power of the peer group becomes more important when the family relationships are not close or supportive. If the parents are largely unavailable, children may turn to their peer group for emotional support. Most children in this situation are not discriminatory about the kind of group they join. They will often turn to a group that accepts them, even if the group is involved in illegal or negative activities. For some young people, the need for affiliation or closeness is often greater than the need to do the right thing (Barbour, Barbour & Scully 2002). Steinberg (1996), noted that in all societies since the beginning of ancient time, adolescents have learned to become adults by observing, imitating and interacting with the surrounding social contexts. The adolescents today are socialized more within the confines of their peers than with adults. Mruf (2006) noted that, although it can vary with age, acceptance (or conversely, rejection) affects our self-feeling through our relationships with peers, friends, spouses or partners, co-workers or colleagues. It means that noteworthy others value us in that way, whether it takes the expression of concentration, admiration, or even love. It is also important to realize that there are many ways that acceptance and negative response can be energetic in relation to the development and maintenance of academic self-esteem. For example, care, nurturance, and attraction are important features of acceptance, but respect, fondness, and admiration are often more common or appropriate in a professional relationship. Similarly, there are several modes of being rejected, such as being ignored, devalued, used, mistreated, or abandoned, which may negatively affect academic self-esteem of adolescents (Mruf, 2006).

During the adolescent years individuals spend much of their time with the members of their peer group. They rely on the group ideology to be fully accepted. Nothing can be more devastating to the adolescent than to be rejected by his age mates (Vishala, 2008). Adolescents are mainly influenced by their peers in such a way that their attitudes, beliefs and behaviors are conditioned by what is conceived to be normal by other people. From all developmental stages the period of adolescence tends to be the most difficult one which is characterized by dramatic physical, psychological and social changes that are often not well understood by parents and other adults. During this transition, the adolescents face the dilemma of a desire to become socially acceptable adults. Adolescents are members of a minority group at home, but in the peer group, their status is equal to that of others in the group. Peer groups create and maintain a culture separate from home in which adolescents are raised. Many young people spend more time with peers than with parents or other family members (Gara 2006).

Adolescent peer groups play great influence over each other into the formation of certain behavioral patterns, among which is alcohol consumption (Yeh, 2006). Peer group influence has been recognized as a powerful socializing agent, from the traditional societies to the contemporary societies (Tizifa, 1993). It was further observed that negative peer influences contribute a lot to increased use of drugs (Johnson, Malley, & Bachman, 2000). Peer group influence is a common source for the involvement in negative activities for adolescents and friends' influence is a major factor in adolescence's alcohol use (Berndt, 1996).

Engels (2003) found that drinking by adolescents facilitated the sharing of activities, experiences and feelings with peers and that this commitment with their peer group is associated with healthier affectional functioning but, avoiding these activities is connected with lack of social cohesion ,which results, low academic self-esteem and feelings of depression However, causality is difficult to ascertain. It is not possible to determine if drinking leads to a better social network or if good social networking leads to increased drinking behavior.

Within the peer group, adolescents learn to closely relate themselves to different role models and to experiment with interpersonal interaction skills that will eventually transfer to the world of adults (Carter & McGoldrick, 2005). The adolescent peer group is neither a formalized, institutionalized agent of society; nor it has legal definitions, formally attributed functions or duties, yet it encompasses the life of the adolescent to a greater extent as he grows older, and it performs increasingly big functions in teaching him the ways of behavior (Yeh, 2006).

Alcohol consumption continues to be one of the most risk behaviors engaged in by the adolescents (Arata, Stafford & Tims, 2003) and it is one of the common habits among peer groups that cause psychological and social problems.

According to Loveland-Cherry (2005), it was reported that school attachment, positive academic self esteem and getting high grades have been associated with less adolescent alcohol use while absenteeism negative academic self esteem and lower grades are linked with early beginning and augmented levels of alcohol use . Perkins et al. (2002)

found that male students who drank more than 5 drinks, and female students who drank more than 4 drinks, in a session one or two times in a 2 week period were over three times more likely to report getting behind in school work compared with more moderate drinkers .When the drinking frequency increased to 3 times in a 2 week period, they were more than eight times more likely to report this problem. Berkowitz and Perkins (1987) found that women students were as likely as men to experience impaired academic self esteem due to alcohol.

In secondary school of Ataye as observed by the researcher alcohol consumption among students is being raised and still not investigated well. So it should be given an attention as a major area of concern in order to shape adolescents' behavior. The researcher is interested as a result to examine whether adolescents are mostly influenced to start consuming alcohol by their friends, and this may affect these students' academic self esteem in school. There for this study tries to examine the relationship between peer group influence, alcohol consumption and academic self esteem of adolescent students in Ataye town secondary school.

1.2 Statement of the Problem

According to Mukisa (2002) in different school contexts it was noted that students who engage in alcohol consumption usually lack discipline and use offensive terms towards teachers and fellow students. and this kind of behavior may affect the students' academic self esteem in school, which may lead to some of these students falling out of school, consequently it affects their future careers. A lot of Parents are worried of their children's lives and school administrators sometimes should take care of what goes on in the future

because they are the targets of the school. Those who get involved are either influenced by their friends, or are under the influence of alcohol, or still, those students are likely to have low academic self esteem and are likely to consider school as valueless.

At the end, the general self esteem of students may be affected and this may create a severe impact on their future personality. Peer group influence is known to have an effect on the lives of young people, positively or negatively depending on the groups' ideology. When children begin school, they adhere some peer groups and these groups may have certain pressure upon these children among which is alcohol consumption.

A young person who is attracted to a peer group that values antisocial activity inevitably finds that resisting the encouragement of peer group members to engage in negative behavior is a very challenging task. In Ataye town, alcohol consumption among students in secondary school is one of the focal area which need to be stressed and this my largely attributed to peer group influence, and the habit of alcohol consumption among students may negatively affect their academic self esteem .In this school context there is not enough investigation conducted before but the researcher observed the problem critically while he was working as guidance -counselor for years .During that time students were exposed to consume more alcohol even during break time (especially grade 9) and at the end of the year many students fail to achieve academically . It was the rational behind to conducted this study

peer pressure to consume alcohol may aggravate the problem (-adolescents feel pressurized to drink alcohol as this is regarded as the social norm or the norm of a particular social grouping). Adolescents fear that they may be excluded from or

ostracized by the group if they do not partake in alcohol. A study conducted by Meash et al (2011) in northern Ethiopia noted that large proportion of the study participants were students and introduced for chat chewing 81.1%, alcohol drinking 77.8% and cigarette smoking 83.3% by their peer friends.

According to Sisay (2006), students living in places where heavy drinking is permitted and where alcoholic drinks and the places to consume them are readily accessible to drink relatively profound on the average. Interventions should be done in opposition to alcohol consumption otherwise, students may continue to suffer alcohol problems ,which may threaten their future academic success .

Thus, this study sought for further understanding of whether the problem of alcohol consumption is related to peer group influence and whether this affects academic self esteem of adolescents. In other words this study aims to find out the relationship between peer group influence, alcohol consumption and students' academic self esteem particularly among secondary school students in Ataye town.

This study answers the following basic research questions

- Is there significant relationship between peer group influence and alcohol consumption of adolescents ?
- Is peer group influence significantly related to adolescents' academic self esteem ?
Is alcohol consumption significantly related to adolescents' academic self esteem?
- Is there significant difference in peer group influence, alcohol consumption and academic self esteem by sex ?

- Does the variations in age , sex, peer group influence and alcohol consumption determines adolescents' academic self esteem ?

1.3. Objective of the study

The main objective of this study is to examine the relationship between peer group influence, alcohol consumption, and secondary school students ' academic self esteem.

Specifically it intends to;

- Investigate the relationship between peer group influence and alcohol consumption.
- Examine the relationship between peer group influence and adolescents' academic self esteem.
- Find out the relationship between alcohol consumption and adolescents' academic self esteem.
- Examine gender difference in peer group influence alcohol consumption and academic self esteem .
- Suggest some possible solutions to promote adolescents' academic self esteem.

1.4. Significance of the Study

In attempting to investigate the relationship between peer group influence, alcohol consumption and academic self esteem of secondary school students, this study is expected to contribute by helping the students themselves bring behavioral change if they observe the finding and by raising awareness of the school administrators

(community) to make guidelines and policies . It also creates insights for further study in the area.

1.5. Delimitation of the Study

This study is delimited to Ataye town secondary school due to financial and time constraints and in order to obtain reliable and comprehensive information. It was assumed to be good to collect the data from grade nine students of Ataye town secondary school of Afrata- Gidim district in which the researcher was employed there as guidance - counselor and observed some problems with adolescent students . Therefore the researcher can also do a follow up study after this study is accomplished .

1.6 Limitation of the Study

While conducting this thesis paper the researcher faced different constraints . From these limitations lack of printing devices surrounding the study area and financial shortage were the critical problems. The researcher printed out the original copy of the questionnaires and went to the study area so as to duplicate around the study site , but the copy machines were very expensive and dysfunctional .There was also financial restriction for transportation as well as for duplicating the questionnaire.

1.7 Operational Definition

Academic self esteem- is individuals' perception of self worth , ability ,self satisfaction and self respect that students have about their education.

Alcohol consumption- the drinking of beverages containing ethyl alcohol

Peer group influence - the force of individuals who share similar social characteristics, such as age, class, occupation, education and interact on a level of equality

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Theoretical Frame Work

Ecological system theory (Bronfenbrenner, 1979) is the most preferable theoretical frame work which focuses on the influence of the social contexts on human development and underlines the intension to involve multiple contextual systems that affect individuals' development. In order to understand how these contexts interrelate in shaping developmental patterns, this model is the most applicable unlike those models which emphasize in individual development only .

According to Bronfenbrenner (1979) ecology of human development pointed out the influence of a number of systems including schools, peers, local population, cultural belief systems, and the linkage among these elements.

According to ecological system theory (Bronfenbrenner, 2005), individuals learn and develop as a result of multiple interacting influences over time, ranging from micro to macro level factors. Indeed, besides the interaction between the individuals and their systems the contexts are also mutually interlinked with each other. Thus the influence on development derives from the direct involvement of each system, together with the indirect effects of distal systems operating through more proximal systems.

In Bronfenbrenner's conceptualization, the ecological environment is understood as a nested system in which one system is enclosed within the next, the micro system, the meso system, exo-system the macro system and the chrono system.

The system that is nearby to the adolescent is the micro system which is represented by individuals and institutions directly interacting with the adolescent in interpersonal relationships and daily activities (family peers, schools, neighborhood). The systems involved in the Microsystems, due to their proximity to the adolescent, have a direct effect on adolescents' development although the influence of each context changes overtime depending on the individual's developmental stage. The meso system involves the interrelation between the different Microsystems at a particular point in time. The interaction between multiple systems are thought to have an additional influence on development, for instance in the early adolescents' life the mesosystem typically includes interaction among family, school and peer groups, which can provide further opportunities for adolescents' positive development when they are based on a similar set of norms or represent an obstacle when disagreement exist between contexts .

2.2 Conceptual Frame Work

The conceptual frame work reveals the type of relationship between individual variables involved in the study .These variables are peer group influence , adolescents' alcohol consumption and their academic self esteem . In this study adolescents' academic self esteem is entailed as a dependent variable. while peer group influence and alcohol consumption as independent variables .Peer group influence may affect adolescents' academic self esteem either positively or negatively according to the group's ideology in which adolescents involved .But adolescents' alcohol consumption may influence adversely their academic self esteem .

If there is strong tie between peer group members positively it helps adolescents to develop positive academic self esteem ,self respect ,ability to solve academic problems and enables them to excel their education .But the negative peer group influence may impair their academic self esteem which also affects adversely their academic performance .

2.3 Nature of peer group relations

The nature of adolescents' relationship with peer groups changes over the course of adolescence. Younger adolescents ideally have at least one primary peer group with whom they identify whose members are usually similar in many respects, including sex (Savin-Williams & Berndt, 1990). During this time, involvement with the peer group tends to be powerful, and conformity and concerns about acceptance are at their peak. During middle adolescence (ages 14-16 years), peer groups tend to be more gender mixed. Less conformity and more tolerance of individual differences in outward show, beliefs, and feelings are typical. During late adolescence, peer groups have often been replaced by more intimate opposite sex relationships, such as one-on-one friendships and romances, that have grown in importance as the adolescent has fully-grown (Micucci, 1998). Adolescents vary in the number of friends that they have and in how they spend time with their friends. researchers have noted at least three different levels of peer interaction (Brown, 1999a; Furman & Simon, 1998; Rubin et al., 1998) cited in Teshe(2010).

The first is the dyadic level, dominated by individual friendships which, begin with interacting peers in early childhood. The second level is the Clique small groups of same sex close friends. They are composed of adolescents of similar age and maturity. It is apparent prior to adolescence According to Steinberg(2001). Cliques are characterized by

- The same age(age segregation)
- The same socioeconomic background(social class segregation)
- The same race(race segregation)
- like social class, race becomes increasingly powerful as adolescents get older.
- The same sex at least during early and middle adolescent(sex segregation)

A third level is the crowd -It is a large mixed sex networks & is composed of a collection of cliques It is not readily apparent before adolescence. and no longer feasible for everyone to know each other personally. Peer groups at this level are more cognitive than behavioral, more symbolic than concrete and interactional (Foley, 1990) cited in Teshe(2010).

The major distinction between clique and crowd is in terms of size. Because of its size and its composition (a collection of cliques) a crowd is considerably loosely intimated than a clique. Crowds & cliques differ in function, too,-the crowd acts as a facilitator in the adolescent's transition from same sex cliques to heterosexual cliques. This does not mean that unisexual cliques do not continue into adulthood.

The crowd promotes the acquisition of socially ascribed activities by demanding that its members conform to group behavior norms. timid youth tend to have fewer but closer relationships, and boys and girls differ with regard to the kinds of actions they engage in most frequently with their friends. In general, boys tend to engage in more action-oriented tasks, and girls spend more time discussing together (Smith, 1997).

2.3.1 Differences In Peer Group Influence Across Sex

During adolescence the number of friends that adolescents have and how they spend time with their friends differs. Boys and girls differ with regard to the kinds of activities they engage in most frequently with their acquaintances. In general, boys tend to engage in more action-oriented tasks, and girls spend more time discussing together (Smith, 1997). Individuals of both sexes, however, appear to value the same qualities in a friend: loyalty, frankness, and trustworthiness (Claes, 1992). Some studies have also shown that adolescent girls value intimacy, the feeling that one can freely share one's private thoughts and feelings, as a primary quality in friendship (Bakken & Romig, 1992; Claes, 1992; Clark & Ayers, 1993). Boys also speak of the high importance of intimacy in friendship (Pollack & Shuster, 2000). One review of studies showed that adolescent girls tend to reveal their innermost thoughts and feelings to friends more so than do boys, and that they receive more social support from friends.

There is consistent qualitative differences in boys' and girls' best friendships in the early adolescent years. For example, girls' friendships are marked by greater intimacy, self-disclosure, and validation and caring than those of boys (Zarbatany, McDougall, & Hymel, 2000) cited in William & Richard 2008 . paradoxically, it is because of the intimacy of girls' best friendships that they appear to be less stable and more fragile than those of boys (Benenson & Christakos, 2003) cited in William & Richard 2008 . According to Benenson and Christakos, intimate disclosure between female friends may become hazardous when best friends have a conflict. In such cases, the conflicting friends can reveal personal information to outsiders .

2.3.2 Influence of peer group in Secondary Schools to use Alcohol

Peer influences are those interpersonal factors present in the direct or potential drinking environment. Social–cognitive theory suggests that peers can exert their influence on alcohol use by actively shaping drinking behavior, or through more cognitively based social influence processes (Maisto, Carey, & Bradizza, 1999). There are two aspects of life in high school years which make it an ideal environment in which to study peer influence on alcohol use.

First, there is a pronounced shift in influence from parents to peers during the adolescence years. Both peers and family influence alcohol use over the child's course of development (White, Bates, & Johnson, 1991). Early on, parents have a strong influence on the child's attitudes and behaviors (Kandel & Andrews, 1987). As adolescents get older, they spend less time with their parents and more time with friends (Csikszentmihalyi & Larson, 1984), resisting the attempts of parents to control the selection and association of these friends (Smetana & Asquith, 1994). Peers become increasingly important and are relatively autonomous of parental power (Brown, Dolcini, & Leventhal, 1997). This process intensifies in secondary schools. tests and exams lead students seek to establish a peer network that can be a source of support and intimacy (Paul & Kelleher, 1995), and assist the progress to college by observing role models and social opportunities (Hays & Oxley, 1986). Using alcohol frequently enhances the adoption of a new college student identity as well as serving as markers of freedom from parental control (Maggs, 1997). Second, the prevalence of alcohol-based social opportunities on secondary schools contributes to the effectiveness of peer influence on individual attitudes and behaviors. Alcohol is a persistent part of the high school and

college culture, present at most social functions and part of many peer interactions (Thombs, 1999). Most students begin drinking alcohol by the time they get in to secondary school (Johnston et al., 2000) and many perceive college as a place to drink extremely, in a time limited fashion, before assuming the responsibilities of adulthood. Because peers are the most salient social referents in the secondary school environment (Perkins, 1997), they are a strong influence on alcohol use.

2.3.3 The Mediating Role Of Parents On Adolescents' Peer Group Influence

During the transition into adolescence, adolescents spend most of the time alone and with friends, and there is a dramatic drop in time adolescents spend with their parents (Larson & Richards 1991). Despite these changes in time usage, research indicates that adolescents' relationships with their parents influence their interactions with peers (Brown et al 1993). Indeed, adolescents bring many qualities to their peer relationships that develop early in life as a result of socialization experiences in the family. Studies found that adolescents from warm, supportive families are more socially competent and report more positive friendships (Lieberman et al 1999). Furthermore, there is evidence that authoritative parenting lessens the effects of negative peer influences (Bogenschneider et al 1998, Mounts & Steinberg 1995). Research also suggests that adolescents without close friends are more influenced by families than peers, and that adolescents in less cohesive and less adaptive families are more influenced by peers than parents (Gauze et al 1996). In examining the ways in which peers influence adolescent development, there are several important findings from recent work to consider.

First, peers influence adolescents in both positive and negative ways. Peers influence academic achievement and prosocial behaviors (Mounts & Steinberg 1995, Wentzel & Caldwell 1997), as well as problem behaviors such as drug and alcohol use, cigarette smoking, and delinquency (Urberg et al 1997). Second, peers do not influence one another during adolescence through coercive pressures; most adolescents are influenced by peers because they admire them and respect their opinions (Susman et al 1994).

Third, adolescents and their friends are often similar (birds of the same feather flock together), but not simply because they influence each other (Hartup 1996). Adolescents choose friends with similar behaviors, attitudes, and identities (Akers et al 1998, Hogue & Steinberg 1995). Finally, vulnerability to peer influence is not uniform among adolescents. Factors such as adolescents' age, personality, socialization history, and perceptions of peers are all important to consider. Adolescents are most influenced by peers in middle adolescence, compared to early and late adolescence (Brown 1990). Research also suggests that peer contact may only predict problem behavior among adolescents who have a history of externalizing problems (Pettit et al 1999).

2.4 Drinking Patterns and Underlying Causes Among Adolescents

Drinking patterns among blacks customarily have been thought to result from social ineffectiveness (e.g. family breakdown and psychological dysfunction) (Raul, 1998). Heavy drinking was considered a dominant distinguishing of the black pattern of life, and early socio cultural studies characterized blacks' attitudes toward alcohol as more tolerant and liberal than those of whites. Furthermore, researchers have argued that alcohol

advertising targeting the black community has promoted heavier alcohol consumption, particularly of malt liquor, among members of this ethnic group (Hacker et al. 1987; Herd 1993) cited in Raul1998 . Especially amongst youth evidence suggests that advertising does indeed increase alcohol consumption (Sisay, 2006). The association of role models depicted in adverts such as sportspeople, attractive people, strong people, outdoor people, people who enjoy life, etc, encourage drinking behavior in the belief that emulating this behavior makes one more like these models.

Results from the 1984 National Alcohol Survey showed that several socio demographic factors (e.g., age) helped shape blacks' drinking patterns, degree of alcohol-related problems, and attitudes toward drinking and that these influences differed from those observed among whites (Herd and Caetano 1987) cited in Raul1998 .

2.4.1 Gender Difference In Drinking Pattern During Adolescence

Differences were reported between male and female where males were typically drinking more excessively than women. Factsheet for Alcohol Concern (2011) stated that men of age group 16 – 24 are the heaviest drinking group of the population whereas for young women alcohol consumption tend to peak in the late teenage years. It further states that alcohol consumption decreases with steady relationships, parenthood and financial responsibilities (Alcohol Concern, 2011). Further shown in SLAN 2007 survey, one quarter of young adults aged 18-29 said to drink nine or more standard drinks on a typical drinking occasion (Morgan et al, 2009). In a sample of secondary school students, drinking behaviors were closely examined among students aged 18 – 23 (majority of students in sample were this age) and high rates of binge drinking were

found. In this group 51% were binge drinkers of which 55% were male and 48% female students. In the same study students of all-women's colleges reported significant increase in frequent binge drinking since the first surveys in 1993 which showed a narrowing of the gap in drinking behavior between all-women's colleges and coeducational schools (Wechsler et al, 2002).

2.5. Understanding the Construct of Self-Esteem

Self-esteem is the evaluative aspect of the self-concept that corresponds to an overall view of the self as worthy or unworthy (Baumeister, 1998). This is embodied in Coopersmith's (1967) classic definition of self-esteem:

Thus, academic self-esteem is an attitude about the self and is related to personal beliefs about skills, abilities, social relationships, and future outcomes. It is important to distinguish *self-esteem* from the more general term *self concept*, because the two terms often are used interchangeably. Self-concept refers to the whole cognitive beliefs that groups have about themselves; it is everything that is known about the self, and includes things such as name, race, likes, dislikes, beliefs, values, and appearance descriptions, such as height and weight. By contrast, academic self-esteem is the emotional response that people experience as they contemplate and evaluate different things about themselves in their academic life. Although self-esteem is related to the self-concept, it is possible for people to believe objectively positive things (such as acknowledging skills in academics, athletics, or arts), but continue to not really like themselves. Conversely, it is possible for people to like themselves, and therefore hold high self-esteem, in spite of

their lacking any objective indicators that support such positive self views. Although influenced by the contents of the self-concept, self-esteem is not the same thing.

2.5.1 Sources of Self-Esteem

There are many theories about the source of self-esteem. For instance, William James (1890) argued that self-esteem developed from the gathering of experiences in which people's outcomes exceeded their goals on some important dimension, under the general rule that *self-esteem = success/preensions*. From this perspective, assessment has to examine possible discrepancies between current appraisals and personal goals and motives. Moreover, self-perceived skills that allow people to reach goals are also important to assess. Thus, measures ought to include some reference to personal beliefs about competency and ability. Many of the most popular theories of self-esteem are based on Cooley's (1902) notion of the *looking-glass self*, in which self-appraisals are viewed as inseparable from social environment. Mead's (1934) *symbolic interactionism* outlined a process by which people internalize ideas and attitudes expressed by significant figures in their lives. In effect, individuals come to respond to themselves in a manner consistent with the ways of those around him. Low self-esteem is likely to result when key figures reject, ignore, demean, or devalue the person. Subsequent thinking by Coopersmith (1967) and Rosenberg (1965, 1979), as well as most contemporary self-esteem research, is well in accord with the basic tenets of symbolic interactionism. According to this perspective, it is important to assess how people perceive themselves to be viewed by significant others, such as friends, classmates, family members, and so on. Some recent theories of self-esteem have emphasized the norms and values of the cultures and

societies in which people are raised. For instance, Crocker and her colleagues have argued that some people experience *collective* self-esteem because they are especially likely to base their self esteem on their social identities as belonging to certain groups (Luhtanen & Crocker, 1992). Leary, Tambor, Terdal, and Downs (1995) have proposed a novel and important social account of self-esteem. Sociometer theory begins with the assumption that humans have a fundamental need to belong that is rooted in our evolutionary history (Baumeister & Leary, 1995). For most of human evolution, survival and reproduction depended on affiliation with a group. Those who belonged to social groups were more likely to survive and reproduce than those who were excluded from groups. According to the sociometer theory, self-esteem functions as a monitor of the likelihood of social exclusion.

When people behave in ways that increase the likelihood they will be rejected, they experience a reduction in state self-esteem. Thus, self-esteem serves as a monitor, or sociometer, of social acceptance–rejection. At the trait level, those with high self-esteem have sociometers that indicate a low probability of rejection, and therefore such individuals do not worry about how they are being perceived by others. By contrast, those with low self-esteem have sociometers that indicate the imminent possibility of rejection, and therefore they are highly motivated to manage their public impressions. There is an abundance of evidence that supports the sociometer theory, including the finding that low self-esteem is highly correlated with social anxiety. Although the sociometer links self esteem to an evolved need to belong rather than to symbolic interactions, it shares with the earlier theories the idea that social situations need to be examined to assess self-esteem.

2.5.2 Dimensionality of Self-Esteem

The overall self or to specific aspects of the self, such as how people feel about their social standing, racial or ethnic group, physical features, athletic skills, job or school performance, and so on is referred as Self-esteem . An important issue in the self-esteem literature is whether self-esteem is best conceptualized as a unitary global trait or as a multidimensional trait with independent subcomponents. According to the global approach, self-esteem is considered an overall self-attitude that permeates all aspects of people's lives. In this regard, Robins, Hendin, and Trzesniewski (2001) developed a single-item measure of global self-esteem. It merely consists of the statement, "I have high self-esteem," with a 5-point scale. They found that this single item correlated to a similar extent as the most widely used trait scale with a variety of measures, including domain-specific evaluations, personality factors, and psychological well-being. Self-esteem also can be conceptualized as a hierarchical construct such that it can be broken down into its constituent parts. From this perspective, there are three major components: academic (*performance*) self-esteem, *social* self-esteem, and *physical* self-esteem (Heatherton & Polivy, 1991). Each of these components, in turn, can be broken down into smaller and smaller subcomponents. Performance self-esteem refers to one's sense of general competence and includes intellectual abilities, school performance, self-regulatory capacities, self confidence, efficacy, and agency. People who are high in performance self esteem believe that they are smart and capable. Social self-esteem refers to how people believe others perceive them. Note that it is perception rather than reality that is most critical. If people believe that others, especially significant others, value and respect them, they will experience high social self-esteem. This occurs even if others

truly hold them in contempt. People who are low in social self-esteem often experience social anxiety and are high in public self-consciousness. They are highly attentive to their image and they worry about how others view them. Finally, physical self-esteem refers to how people view their physical bodies, and includes such things as athletic skills, physical attractiveness, body image, as well as physical stigmas and feelings about race and ethnicity. How are these subcomponents of self-esteem related to global self-esteem? William James (1892) proposed that global self-esteem was the summation of specific components of self-esteem, each of which is weighted by its importance to the self-concept. In other words, people have high self-esteem to the extent that they feel good about those things that matter to them.

2.5.3 Gender difference in Academic Self Esteem

There are different sources for the development of self-esteem in boys than in girls. Boys form their self-esteem on the basis of achievement, while girls do so on the basis of relationships with significant others (Josephs, Markus, & Tafarodi, 1992). Another possible reason for the difference obtained is the tendency of boys to inflate their self-esteem, while girls are more modest in their estimates. Self-esteem in boys is higher in the fields of sport and mathematics, and in girls in the area of language learning (Wigfield et al., 1991). In addition, the self-esteem of girls is changeable due to the physical changes which occur during adolescence (Wigfield et al., 1991). The research differences indicate differences in self-esteem in boys and girls. These differences may be caused by various factors. Some of them are: differences in the severity of self-evaluation; the level of self-evaluation in terms of the dimensions of self-esteem (global

or specific); physical changes which are typical of boys and girls; and the sources of self-esteem formation, such as one's own success among boys, and the quality of interrelationships among girls.

2.6 Peer Group Influence and Alcohol Consumption

In his study about the role of peer influence across maladaptive behaviors, Kimberly (2002) observed that if friends do not engage in activities like alcohol consumption, teens might be less likely to engage in it. Chalder, Elgari, and Bennett (2005) agreed that peer group influence is a key determinant in causing alcohol consumption and this influence could be enhanced by the drinking behaviors of the individuals in peer groups themselves. However, it is good to note that the type of peer group one joins will determine the kind of influence one will get. Adolescents may be influenced by friends to be involved in undesirable behaviors like fighting, alcohol drinking, and sexual promiscuity.

Adolescents who have better family relationships also develop better social relationships outside the family environment (Bell, Cornwell, & Bell, 1988; Engels, Finkenauer, Deković, & Meeus, 2001), they are more successful academically, more independent, less prone to taking drugs (Brown, Mounts, Lamborn, & Steinberg, 1993), and they have higher self-esteem, especially if their mother's support is strong (Hoffman, Ushipz, & Levy-Shiff, 1988).

Groups present rewards and give approval to individuals who conform; they give approval rather than censure. If groups use this type of influence to bring the members into conformity, Bany (1994) pointed out that individuals are unaware of the influence and the changes that are being effected in their behavior. Such influence develops unquestioning loyalty

A study conducted by Meash et al (2011) in northern Ethiopia noted that large proportion of the study participants were introduced for khat chewing 81.1%, alcohol drinking 77.8% and cigarette smoking 83.3% by their peer friends.

To the group and its standards, beliefs, habits and expectations. What the group sanctions, individuals will approve, what it condemns, individuals will discard. However, Kimberly (2002) noted that peer groups might influence an adolescent to shape his or her normative beliefs and interpretation of information regarding risk activities.

Kandel et al, (1978) pointed out that children, who are friends consistently, have similar attitudes and engage in similar habits that include alcohol consumption. Steinberg and Silverberg (1986), and Barcett et al. (1988) argued that friends' influence is a major factor in adolescents' alcohol use, which brings delinquent behaviors. As a whole, they noted that, peer group influence is the common source for the involvement in maladaptive activities. Using alcohol frequently facilitates the adoption of a new college student identity as well as serving as markers of freedom from parental control (Maggs, 1997).

Foxcroft and Lowe (1991) reported that social interaction with peers is a key determinant that results into alcohol consumption among the adolescents. This rhymes with what was reported in the National Institute on Alcohol Abuse and Alcoholism Journal (NIAAA) that peer groups contribute a lot in shaping students' attitudes towards drinking (NIAAA, 1997). Similarly, a survey carried out by the National Coalition Against Alcohol & Substance Abuse found out that adolescents begin drinking alcohol when they are still young (NACODA, 2007) and this has got some far reaching consequences like getting addicted to alcohol, and chances are that such children may consequently influence their friends to indulge in alcohol consumption while at school. Due to this fact, school administrators are trying their level best to promote counseling programs and to have counselors available at school who could help students who have various problems including problems regarding alcohol (NACODA, 2007). The current study intended to

establish whether there is a relationship between peer group influence and alcohol consumption and whether these affected secondary school students' academic self esteem

2.7 Peer Group Influence and Academic Self Esteem of Adolescents

Parental involvement was one of the first qualifications of academic self-esteem to receive attention (Coopersmith, 1967). Usually, supportive parental involvement is presented as a positive force in education. Gecas (1971) noted that support from mother linked more with developing a sense of worth in children, where support from father seemed to be attached more to the development of competence. Burger (1995) pointed out that the valuable feelings associated with mastery are helpful in the development of academic self-esteem, and that parents who encourage their children offer more positive support than those who do not. For instance, parents who are described as indifferent toward their children, as well as parents who are absent frequently or absent for long periods of time, tend to have children with lower levels of academic self-esteem (Clark and Barber, 1994; Coopersmith, 1967; Rosenberg, 1965). Only involvement does not seem to be enough. Quality counts, and parental warmth or acceptance appears to be crucial to the development of academic self-esteem (Bednar, Wells & Peterson, 1989; Coopersmith, 1967; Rogers, 1961).

Another set of findings concerns the way more socially derived values affect academic self-esteem. Mruf(2006) noted that, although it can vary with age, acceptance (or conversely, rejection) affects our self-feeling through our relationships with peers, friends, spouses or partners, co-workers or colleagues. In any case, acceptance is a source of self-esteem because it is connected to worthiness. It means that significant others value

us in that way, whether it takes the expression of attention, respect, or even love. It is also important to realize that there are many ways that acceptance and rejection can be energetic in relation to the development and maintenance of academic self-esteem. For example, care, nurturance, and attraction are important features of acceptance, but respect, fondness, and admiration are often more common or appropriate in a professional relationship. Similarly, there are several modes of being rejected, such as being ignored, devalued, used, mistreated, or abandoned, which may negatively affect academic self-esteem adolescents'. eople stay in touch with over time.

Although values are certainly set in a social context, the individual also plays a role in the relationship between self-esteem and values, especially in terms of “self-values” (Pope, McHale & Craighead, 1988; Rosenberg, 1965). Self-values, which are “the conceptions of the desirable that represent the individual’s criteria for self-judgment” (Rosenberg, 1965), are important for self-esteem because they connect it to one’s identity which, in turn, creates a relationship between self-esteem and behavior. However, these values concerning that which is good and desirable are based more on direct, meaningful, and individual experience than are social or even sub-cultural values. Self-values are, consequently, more personal in the sense that they affect us directly, and because they help give us a sense of self identity as a unique individual, regardless of social or environment.

Rosenberg noticed a possible interaction between gender and academic self-esteem as early as 1965, and more findings support it. Epstein (1979) found that when female subjects were asked to report on experiences related to academic self esteem, they reported more experiences involving acceptance and rejection, particularly acceptance,

than males, and males reported slightly more experiences involving success and failure than females.

2.7.1 The Mediating Role of Parenting between Peer Group Influence and the development of Academic Self-Esteem

The largest body of work confirms the important role of parents in the development of adolescents. The notion that the affection which is developed in the relationship between mother and child forms the basis of the internal working model has been present since the middle of the last century. The importance of this mental framework for the understanding of the family and family processes influences development throughout life (Bowlby, 1973; Buist, Deković, Meeus, & van Aken, 2004a; Klarin, 2006).

The model is formed on the basis of the interaction with significant persons in the life of a child during early childhood (Bowlby, 1973). From the child's perspective, the person with whom the child develops an attachment is unique and irreplaceable (Feeney, Noller, & Roberts, 2000). Attachment also develops in later periods of life, but to people outside the family context. According to Bowlby, these people are the second in the hierarchy of attachment. They may be friends, partners, teachers, and others (Colin, 1996). Parents remain very important, if not dominant, figures in the lives of adolescents, despite their making relationships with others and developing affections (Castellana, Vilar, & Rodriguez-Tome, 1997). In the family environment the child learns particular patterns of behavior which form a model for behavior outside the home (Bell, Cornwell, & Bell, 1988). Research on the family in the adjustment of adolescents is therefore focused primarily on the observation of parent-adolescent relationships (Deković & Buist, 2005;

Eichelsheim, Deković, & Buist, 2009; Sharma & Vaid, 2005). Adolescents who developed a secure attachment to their mothers at an early stage of development manifest various forms of adjusted behavior (Van Den Akker, Deković, & Prinzie, 2010). Adolescents who have better family interaction relationships also develop better social relationships outside the family environment (Bell, Cornwell, & Bell, 1988; Engels, Finkenauer, Deković, & Meeus, 2001), they are more successful academically, more independent, less prone to taking drugs (Brown, Mounts, Lamborn, & Steinberg, 1993), and they have higher academic self-esteem, especially if their mother's support is strong (Hoffman, Ushipz, & Levy-Shiff, 1988). Amato and Ochiltree (1986) point out the importance of both structural family variables and process family variables for different competences of the child, and with respect to self-esteem, there is an important role for process variables such as the quality of family interaction, parenting style, and parenting practices.

Academic Self-esteem, autonomy, and social competence as measures of psychological adjustment are significantly associated with the behavior of both parents, and especially of the mother (Choo, 2000). In general, it appears that parental support is a significant predictor of global self-esteem, especially in early adolescence. The social support of adults (parents and teachers) is more important for developing academic self-esteem in girls than in boys (Brajša-Ŧganec, Raboteg-Šarić, & Franc, 2000).

2.8 Alcohol Consumption and Academic Self Esteem of Adolescents

Although the negative effects of alcohol use on academic self-esteem have been well-noted in the literature, limitations continue to exist in establishing relationships between alcohol use and self-esteem. In their review of methodological and statistical limitations

in self-esteem research, Schroeder and co-workers (1993) found that previous research studies presented methodological flaws making it difficult to determine a causal relationship between level of academic self-esteem and alcohol use.

Low levels of self-esteem have been correlated with increased risk behaviors such as deviant social behaviors, alcohol consumption and depression (Daane, 2003). Additionally, Donnellan et al. (2005) found adolescents with low academic self-esteem tended to be consequence of aggressive behavior with age and had a higher chance of externalizing problems (i.e., antisocial behavior and delinquency).

According to Loveland-Cherry (2005), it was reported that school attachment, positive academic self esteem and receiving good grades have been associated with less adolescent alcohol use ,while absenteeism ,negative academic self esteem and poor grades are associated with early initiation and increased levels of alcohol use .

2.9. Empirical Research in Ethiopian Context

Alcohol use remains high among Ethiopian youth and young adolescents particularly in high schools and colleges and can be harmful; leading to decreased academic performance, (Wakgari , & Aklilu ,2011). However, the magnitude of alcohol use and the factors associated with it has not been investigated among adolescent students in the country.

Among youth, drinking often predicts other problem behaviors such as poor academic self esteem (performance) and absenteeism which may impair healthy development and successful transition from adolescence to adulthood .

According to a study of Alayu et al(2012) From the total respondents of high school students , 59.2% of in-school and 64.1% of out-of-school youths, of which almost three fourth, 72.2% of in-school and 68.6% out-of-school youths were males and reported as they have had pressure from their peer groups to engage in sexual activities.

A study conducted among high school adolescents in Ethiopia from 2001 to 2002 reported that about 8.9% drunk alcohol at least on a weekly bases , where as other reports among students in southern Ethiopia and a private school in Addis Ababa found a prevalence of 57.7% and 19.2% respectively (*Reda et al. 2012*).According to Reda etal (2012) from a total of 1721 students participated in the study a total of 372 (22.2%; 95% CI 20.2 - 24.2%) students drink alcohol. Of these, 118 (31.7%) were females and 254 (68.3%) males. Multivariate analysis indicated that males (OR 2.09; 95%) having friends who used alcohol (OR 10.09; 95%) living with people who use alcohol .

Furthermore a study conducted by Meash et al (2011) in northern Ethiopia noted that large proportion of the study participants were introduced for khat chewing 81.1%, alcohol drinking 77.8% and cigarette smoking 83.3% by their peer friends.

To summarize the patterns of peer relations , the relationship between peer group influence and alcohol consumption ,the relationship between peer group influence and academic self esteem , the relationship between alcohol consumption and academic self esteem ,the different contextual variables which mediate the relationship between the three variables as well as some empirical studies were reviewed .

CHAPTER THREE

3. METHODOLOGY

In this section the research design the study site the target population the sample participants sampling procedure instruments (tools) data collection procedures and data analysis techniques are presented.

3.1. Research Design

This study is mainly a quantitative study and it follows a co relational research design. A correlation research design is a study that describes the extent to which the variables are related. Correlation method tries to determine whether and to what degree a relationship exists between two or more variables. This study employed this method because the researcher was interested in examining whether there is a relationship between peer group influence and alcohol consumption; peer group influence and adolescent students' academic self esteem; alcohol consumption and adolescent students' academic self esteem in school.

3.2. Study site

The study was conducted in a secondary school of Ataye town in Efrata -Gidim district in which the researcher was serving as guidance and counselor During that time the researcher observed some alcoholic problems with adolescents . It helps the researcher to collect reliable data and can gain assistant data collectors from the school administrators through smooth communication with school officials .

3.3. Population /Sampling frame

The population from whom the sample of this study obtained is Ataye town secondary school grade nine students. The rationale behind to select the participants from this target population is that individuals complete their grade eight education in other different schools and if they pass they join this school and mostly students mischief their goal here since they may not adapt easily the new environment so individuals may have diverse peer exposure which may be more representative for the target population Besides adolescence is particularly a period of rapid changes , which is accompanied by new behavioral manifestations and difficulties to adjust themselves to the society . Thus this study is limited to adolescent students only.

3.4. Sample size and Sampling Technique

This study was conducted in secondary school of Ataye town in Efrata and Gidim district .The target population from which the sample participants were selected is all sections of grade nine students(16 sections), with total population of 820 (412 males and 408 females) To select participants , stratified random sampling was used . Firstly, 10 sections were selected using random sampling from existing 16 sections, then the selected sections were divided by sex (preexisting stratus) and the researcher used the table of Krejcie and Morgan (1970) for the sample size determination. According to this table the representative sample size is 260 which is approximately 25%. But 185 participants were selected because of financial constraints which involves 18 participants from each section (9 males and 9 females). Finally 6 participants were discarded due to omissions incorrect responses.

3.5. Data collection Instruments

3.5.1. Description (Types and contents)

This study involved mainly quantitative approaches of data collection .These instruments are structured questionnaires in the form of self inventory reports in order to gain comprehensive inputs which reflects the right feeling of respondents.

These standardized scales were adapted from the following authors in English version .In order to be more understandable, and to gain reliable data these standardized scales translated in to Amharic version which is a local language of the participants. *Peer group influence*

To measure the peer group influence, the Peer Pressure Inventory (PPI) was used . This instrument was developed by Clasen and Brown (Clasen, & Brown, 1985). This instrument is a 21-paired items describing how peer groups influence one another. PPI measures the peer group influence on individuals either by encouraging or by discouraging to do something in their everyday activities .The scores of respondents for each item were coded from -3 to 3 with the no influence option scored as zero. Thus: 3 = a lot of influence from peers; 2 = a bit of influence; 1 = little influence from peers, and 0 = no influence. In addition, -1 = little/ friends do not encourage you to do something; -2 somewhat, -3 = a lot.

Alcohol Consumption

To measure alcohol consumption, Rutgers Alcohol Problem Index (RAPI) were employed. RAPI is a 10-item (modified) self-administered instrument for assessing adolescent alcohol consumption. It was developed by White & Labouvie (White &

Labouvie, 1989) RAPI measures adolescents' problems as a result of alcohol drinking ,the feeling and motivation to use alcohol and any further information about the intensity and its influence on individuals in an academic year scores of each item were coded from 1 to 4 where, 1 represented *none*, 2 represented *1-2 times*, 3 represented *3-5 times* and 4 represented *more than 5 times* .

Adolescents' academic self esteem

To measure adolescents' academic self esteem Rosenberg's Self Esteem Inventory (RSEI) was employed . RSEI is a 10 item (modified) scale self-administered instrument to assess adolescents' academic self esteem (Rosenberg ,1965) .This scale measures an individual's perception of self worth ,ability ,self satisfaction and self respect .Respondents are asked to indicate how strongly they agree or disagree with several statements which reflect their academic self esteem .Responses are coded as 0=strongly disagree 1=disagree 2=agree 3= strongly agree

3.5.2 Pilot Study

A pilot test was conducted to ensure that instruments are suitable to be used within the school's context and in order to establish their reliability. Before the pilot study was conducted to avoid difficulty in English language translation of items was made by the researcher and some items which lack clarity have been commented by the advisor .After those vague items have been corrected 30 grade nine students of both sexes aged 13 to 21 from other sections outside the participants of the study were selected using simple random sampling. Because, the participation of the respondents in the pilot test may have an influence on their latter participation on the actual research due to practice effect (re -

exposure). Hence, it may threaten the internal validity of the research. The pilot participants were given equal proportions of 50%-50% for both sexes (15 students from each) . Finally the Amharic version of the questionnaires were administered to the pilot participants of Ataye town secondary school students by briefly explaining each items' instruction. To test the reliability SPSS version 20 was used and Cronbach' s alpha reliability coefficient was computed for Peer Pressure Inventory (PPI)containing 21 items, Rutgers Alcohol Problem Index (RAPI) which contained 10 items and Rosenberg's self esteem inventory(RSEI) which contained 12 items .The Reliability Indices of chronbach's alpha of each instrument was as follows

s/n	Variables	Chronbach's Alpha	Number of items
1	Peer group influence	.76	21
2	Adolescents' alcohol consumption	.81	10
3	Adolescents' academic self esteem	.82	12

3.6 Procedure

3.6.1 Administration

After acquiring a letter from AAU school of Psychology, arrangements of the dates when to come and administer the questionnaires to the respondents were made with the teachers and school administrators. On the appointed days, the study was introduced to the respondents in each section, according to the planned sampling frame .

The respondents were assured of privacy /confidentiality/ and were informed not to write their names or any identifying information on the questionnaires for purposes of anonymity. The researcher read the instructions of each questionnaire with the respondents to ensure whether or not each respondent clearly understood what was required and these respondents were requested to fill the questionnaires individually without discussing them.

The questions were clearly explained so as to make participants feel comfortable and know exactly what they are responding to. After filling in the questionnaires, the researcher with assistants collected them to be analyzed.

3.6.2 Data Analysis

After the questionnaires were filled and collected, the researcher continued sorting the data if errors and omissions are occurred . Then the data was coded.

To analyze the data Statistical Package for Social Sciences Software (SPSS) version 20 was used.

Then data entered in the computer and analyzed using SPSS. In the computer processing descriptive analysis was involved that includes use of frequency tables for the demographic variables and inferential statistics was used by converting in to scores.

1. To test the first three hypotheses, Pearson correlation coefficient was used because the three variables contained interval data in which there is equal interval between the consecutive elements.

2. To test whether there is significant difference in peer group influence ,alcohol consumption and academic self esteem across sex independent sample t-test was employed .
3. Multiple regression analysis was used to test the relative contribution of age , peer group influence and alcohol consumption on adolescents' academic self esteem .
4. The alpha level (level of significance) used for this study is 0.05

3.7 Ethical considerations

Before the data collected the participants were asked their informed consent to participate freely and, during data collection they were informed as the data was kept confidential and not to write their names which is related to their privacy, So every individual's response could be anonymous and confidential.

CHAPTER FOUR

4. RESULTS

In this chapter the data analyzed ,the proposed hypotheses tested and the results of the study are presented in line with the research hypotheses in different parts. The first part focused on the background information of the respondents, the second part presents the relationship among peer group influence, alcohol consumption and academic self esteem of adolescents, the third one is about difference in peer group influence ,alcohol consumption and academic self esteem between male and female adolescents, the fourth part presents the relative contribution of demographic variables for adolescents' academic self esteem .

4.1 Background Information

Here the background information of the research participants is depicted .These participants are 179 in number and were selected using stratified random sampling from Ataye secondary school students. The background information includes age ,sex and religion of respondents .

Table 1 Age of Respondents

Age	Frequency	%
13-14	14	5.8
15-16	120	67.1
17-18	37	20.6
≥19	8	4.6
Total	179	100

Table 1 above shows, the different age groups of respondents. It also indicates that, large number of respondents are in the age range of 15-16, 120 (67.1%) which is in middle adolescence years, 14(5.8%) of the respondents are in early adolescence (13-14 years old) and only 8 (4.6%) of participants are 19 and above years old which is insignificant number.

Table 2 Sex of Respondents

Sex	Frequency	%
Male	90	50.3
Female	89	49.7
Total	179	100.0

Table 2 shows that, the sex of the respondents. It revealed that female students accounted 49.7% of the total respondents, almost equal to male students with 50.3%. The difference between the percentages of the two sexes is only 0.6%, it also implies that equal sample representation of both boys and girls for this study.

Table 3 Religion of Respondents

Religion	Frequency	%
Orthodox	146	81.6
Muslim	25	14.0
Protestant	8	4.5
Total	179	100.0

Table 3 above shows the religion of respondents, where 81.6% which involves a lion share of respondents were orthodox religion followers , 14.0% Muslim followers, and only 4.5% were protestant believers .It implies that, there is religious homogeneity among participants.

4.2 Bivariate Relationship between Adolescents' Peer Group Influence, Alcohol Consumption and Academic Self Esteem

This section presents the bivariate relationship among peer group influence, alcohol consumption and academic self esteem of adolescents. In order to examine the relationship among peer group influence, alcohol consumption and academic self esteem Pearson product moment correlation was employed.

Table 4 Pearson Correlation among Adolescents' Peer group Influence, Alcohol Consumption and Academic Self Esteem (N=179)

Variables	Peer group influence	Alcohol consumption	Academic self esteem
Peer group influence		-.187* (.012)	.132 (.077)
Alcohol consumption			-.294** (.000)
Academic self esteem			

*. Correlation is significant at the 0.05 level (2-tailed).

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

As table 4 above indicates there is statistically significant negative relationship between adolescents' peer group influence and alcohol consumption ($r = -.187$, $p = .012$). This means as peer group influence increases adolescents' alcohol consumption decreases in the study area of Ataye town. In the same way the research question also intended to examine if peer group influence is significantly correlated with alcohol consumption.

Table 4 also shows that, there is no significant relationship between adolescents' peer group influence and their academic self esteem ($r = .132$, $p = .077$). The variation in adolescents' peer group influence may not significantly create a change in academic self esteem in the context of Ataye town secondary school students. The research question also tries to investigate if peer group influence is significantly correlated with their academic self esteem.

As also can be seen from table 4, there is a statistically significant negative relationship between adolescents' alcohol consumption and their academic self esteem ($r = -.294$; $p = .000$). As alcohol consumption increases adolescents' academic self esteem decreases in the study area. The basic research question also intended that, if alcohol consumption is significantly related to adolescents' academic self esteem.

There is significant relationship at both 0.01 and 0.05 level of significances.

4.3. Gender Difference in peer group influence, alcohol consumption and academic self esteem

In order to examine gender difference in peer group influence, alcohol consumption and academic self esteem among adolescents independent sample t -tests were conducted.

Table 5 Independent sample t-test group statistics to measure difference in peer group influence, alcohol consumption and academic self esteem across sex

Variables	Sex	N	Mean	Std. Deviation	T	Sig. (2-tailed)
Peer group influence	Male	90	81.2000	20.57008	-.779	.437
	Female	89	83.5169	19.18932	-.779	.437
Alcohol consumption	Male	90	17.4333	5.84260	.229	.819
	Female	89	17.2360	5.68295	.229	.819
Academic self esteem	Male	90	35.1333	6.15201	.068	.946
	Female	89	35.0674	6.86029	.068	.946

***p> .05**

Examination of peer group influence scores indicated no statistically significant gender difference in peer group influence of adolescents ($t = -0.779$, $df = 177$, $p > 0.05$), similarly the gender difference in alcohol consumption and academic self esteem is not statistically significant ($t = 0.229$, $df = 177$, $p > 0.05$ & $t = 0.068$, $df = 177$, $p > .05$) respectively. Being male or female may not have significant influence on adolescents' pattern of peer group influence, alcohol consumption and academic self esteem in the

context of the study area. But the research question posed if there is significant gender difference in peer group influence, alcohol consumption and academic self esteem .

4.4 Relative Contribution of Age and Alcohol Consumption of Adolescents on their Academic Self Esteem.

Multiple regression analysis was employed in order to evaluate the contribution of age and alcohol consumption for the prediction of academic self esteem.

Table 6 T -test results of multiple regression analysis

	B	Std. Error	Beta	R	R ²	T	Sig.
Variables							
(Constant)	38.513	5.696					.000
Age	.116	.303	.028			6.762	.703
				.333			
Alcohol consumption	-.315	.083	-.279		.111	1.131	.000

a. Dependent Variable: academic self esteem

The multiple regression analysis result in table 7 above indicates that only adolescents' alcohol consumption but not age has statistically significant contribution to the prediction of adolescents' academic self esteem. The variables, adolescents' alcohol consumption and age together contributed .111 that is 11.1% of the variance in adolescents' academic self esteem . As it can be seen from the table above the variables age does not have statistically significant contribution to the variance in adolescent students' academic self esteem (p>0.05) . But the relative contribution of alcohol consumption and age for the

variation of academic self esteem is $-.279$ (27.9%) and $.028$ (2.8%) respectively . In other words age explained no unique variance in adolescents' academic self esteem .

CHAPTER FIVE

5. DISCUSSION

In an attempt to investigate the relationship between peer group influence ,alcohol consumption and academic self esteem of adolescents , the present study proposed some research hypotheses . This section discusses results and examines if these results are consistent with previous findings .

5.1. Bivariate Relationship Among Peer Group Influence, Alcohol Consumption and Academic Self esteem

Research question one of the present study posed that, if there is significant relationship between peer group influence and alcohol consumption among adolescents. In an investigation how peer group influence relates to alcohol consumption, the finding indicated that there was significant negative relationship. This means as adolescents are more involved in peer group relations in the study area, they are less likely to consume alcohol.

The social cognitive theory, (Maisto, Carey, And Bradizza, 1999) argues that peers exert a great influence on alcohol use by actively shaping the drinking behavior or through cognitively based social influence processes. In a related study, Kimberly (2002) found that, if adolescents' friends do not engaged in activities like alcohol consumption they are less likely to be involved in the group.

The negative significant relationship between peer group influence and alcohol consumption may have been due to family relationships and supports. As noted by

Engels, Finkenauer, Decovic and Meeus (2001), adolescents who have better family relationships and support develop improved social relationships external to the family environment and more independent, less exposed to peer stress and drug use. Therefore the researcher could realize that the warm, nurture and support from the family results adolescents to be less susceptible to peer group pressure. Hence, parents should be responsible so as to nurture their children in a better way enabling them to be independent from the pressure of others.

In a related study, Foxcroft and Lowe (1991) reported that adolescents' social interaction with peers is a key determinant which results in alcohol consumption. On the other hand, Susman et al (1994) noted that peers do not influence adolescents through coercive pressures rather they are influenced if they admire their friends and respect their opinions. Similarity Hartup (1996) reported that adolescents choose friends from similar behaviors, attitudes, beliefs and Identities (birds of the same feather flock together), therefore the negative relationship between peer group influence and alcohol consumption may be explained by the behaviors of individual members in the group (before the group is formed) because if all members of the group are less interested to consume alcohol they are less likely to influence each other in alcohol consumption.

Rather, other factors may contribute a lot for adolescents to consume more alcohol. Hacker et al (1987) and Herd (1993) cited in Raul 1998 have argued that, alcohol advertising targeting the black community has promoted heavier alcohol consumption, This corresponds what Sisay (2006) found that, the association of role models depicted in adverts such as sportspeople, attractive people, strong people, outdoor people, people who enjoy life, etc, encourage drinking behavior in the belief that emulating this

behavior makes one more like these models. Therefore those alcohol industries may contribute to be consumed more alcohol by adolescents .Thus need to be informed to deliver their media coverage during school time (when adolescents are not available) not to sensitize adolescents to use alcohol and further research need to be conducted in this area .

Research question two of the present research intended to answer if ,peer group influence is significantly related to adolescents' academic self esteem. But the research finding indicates that there is not significant relationship. Mruf (2006), noted that although there is a variation with age acceptance or rejection influence adolescents' self feeling through their relationship with peers, friends, spouses, partners and coworkers, in which self esteem is connected with worthiness. Therefore the research hypothesis which states peer group influence is significantly related with academic self esteem is rejected. Because other factors/ variables may be responsible to explain the relationship. It was demonstrated by Coopersmith (1967), parental involvement was one of the first antecedents of academic self esteem, usually supportive parental involvement is presented as a positive force in academics (Coopersmith, 1967).

The finding of this study may reflect what Burger (1995) noted, that the valued feelings associated with mastery are helpful in the development of academic self esteem, and that parents who encourage their children offer more positive support than those who do not, for example parents described as indifferent towards their children as well as parents who are frequently absent or are absent for long period of time tend to have children with lower level of academic self esteem (Clark and Barber, 1994: Coppersmith, 1967: Rosenberg, 1965) . But this would not be the case if parents were deeply involved in

students affairs and support and monitor adolescents' activities. This implies that parents and teachers may have a great potential of influencing adolescent students' academic self esteem. Therefore , according to Burger(1995) the relationship between peer group influence and academic self esteem may be explained by the mediating role of parental support and involvement, this may also the case of the present study.

Furthermore , Pope, McHale & Craighead, (1988) and Rosenberg (1965) argued that values are certainly set in a social context, the individual also plays a role in the relationship between academic self-esteem and values, especially in terms of self-values. Self-values, which are the conceptions of the desirable that represent the individual's criteria for self-judgment (Rosenberg, 1965), are important for self-esteem because they connect it to one's identity which, in turn, creates a relationship between self-esteem and behavior. therefore self esteem is based more on direct, meaningful, and individual experience than are social or even sub-cultural values. This confirms the finding of the present study. Therefore individuals themselves can boost (influence) their academic self esteem themselves which can mediate the social role (peers).

Research question three of the study posed to answer if, alcohol consumption is significantly related with adolescents' academic self esteem. The research finding also revealed significant negative relationship, between the two variables. Schroeder and Coworkers (1993) found that, even if there were difficulties in studies to determine a

causal relationship between alcohol consumption and level of academic self esteem, the two variables were correlated.

Daane, (2003), demonstrated that, low level of academic self esteem is correlated with increased risk behaviors such as deviant social behaviors, alcohol consumption and depression. Thus, even alcohol consumption and academic self esteem are negatively related other external factors are also responsible to explain the negative relationship. Donnellan et al (2005) found that adolescents' low academic self esteem as the consequence of aggressive social behavior with age and had a higher chance of creating problems of delinquency in latter life.

In a related study Loveland-Cherry (2005) reported that school attachment, positive academic self esteem and receiving good grades have been associated with less adolescent alcohol use ,while absenteeism ,negative academic self esteem and poor grades are associated with early initiation and increased levels of alcohol use .Hence, unless interventions against alcohol consumption put in place, students may continue to suffer alcohol problems which may threaten the future academic success of students .

5.2. Gender difference in peer group influence, alcohol consumption and academic self esteem

The fourth research question of the present study posed if, there is significant gender difference in peer group influence, alcohol consumption and academic self esteem among adolescents.

As it can be seen in the analysis section the computed t- test values indicated that males have almost equal population mean for peer group influence, alcohol consumption and academic self esteem with their female counter parts.

Concerning peer group influence Zarbatany MC Dougall, and Hymel (2001), reported that there is consistent qualitative difference in boys' and girls' friendship in the early adolescent years, for instance girls' friendships are marked by greater intimacy, self disclosure and validation and caring than those of boys. According to Benenson and Christakos (2003) report, intimate disclosure between female friends is hazardous when best friends have a conflict, because, during conflict friends may reveal personal information to outsiders. According to this report female adolescents are more exposed for peer groups influence than male counter parts.

The present research finding is not consistent with the above report. Therefore; there may be other factors to explain the peer influence. Smith (1997) pointed out that boys tend to engage in more action oriented pursuits and girls spend more time talking together. According to Smith (1997) the type of activities in which males and females engaged may explain the difference in peer group influence, but in the present study lack of gender difference in peer group influence may be explained by the duration female adolescents spend with male counter parts (because female adolescents may imitate male adolescents' behavioral patterns) and females' awareness may be raised through experience. .

Regarding alcohol consumption the finding of the present study revealed no gender difference. Previous studies, Factsheet for Alcohol Consumption (2011) found that male adolescents of age group 16-24 are the heaviest drinking groups of the population whereas females' alcohol consumption tend to peak in the late teenage years. Thus lack of difference in the present study may be explained by the majority age of respondents which is 16 and below (early and middle adolescence years). Furthermore the present study is a cross-sectional, but the issue may need longitudinal research design to explain the difference better.

Concerning academic self esteem the finding of the present study indicated that there is no gender difference. Epstein (1979) found that when female adolescents were asked to report experiences related to academic self esteem, they reported more experiences involving acceptance and rejection and males reported slightly more experiences involving success and failure than females. Another possible reason for the difference obtained is the tendency of boys to inflate their self-esteem, while girls are more modest in their estimates. As a result Self-esteem in boys is higher in the fields of sport and mathematics, and in girls in the area of language learning (Wigfield et al., 1991). In addition, according to Wigfield et al (1991) the self-esteem of girls is changeable due to the physical changes which occur during adolescence

Hence the gender difference in nurture, intimacy and support in adolescent-parent relationship may be responsible to explain academic self esteem across both sexes. But

lack of gender difference in academic self esteem in the present study may be explained, since the study was conducted within a single Ethnic group and limited sample size.

5.3. Relative Importance of Alcohol Consumption and Age for Academic Self Esteem

The fifth basic research question of the present study tries to answer if the variations in age , and alcohol consumption determines adolescents' academic self esteem .

The result of multiple regression analysis indicated that alcohol consumption, religion and age combined together contributed 11.1% in the variation of academic self esteem. In other words 11.1% of the changes in academic self esteem is accounted for these factors. Separately alcohol consumption significantly contributed for the variation in academic self esteem. Age has no statistically significant importance in academic self esteem of adolescents. This reveals almost the overall variations in academic self esteem is accounted by alcohol consumption.

Concerning alcohol consumption the present study found that, alcohol contributed negatively for academic self esteem .Similar findings were reported by other investigators. As indicated in the review section Daane (2003) noted that low level of academic self-esteem has been correlated with increased risk behaviors such as alcohol consumption, antisocial behaviors and depression. Thus the present finding is consistent with previous research findings.

In the present study finding age did not have significant importance for academic self esteem. Previous studies (Yasemin, 2011) noted that age contribute continuously during adolescence and early adulthood. But, majority of the participants of the present study are in early and middle adolescence and this study is a cross-sectional study but the age contribution may need a longitudinal research design (longer duration).

CHAPER SIX

6. Summary, Conclusion and Recommendation

6.1. Summary

Before 1980s researches mostly emphasized on individual developments and functioning irrespective of the social context . Currently there is pronounced shift towards studying the context in which those developments taking place, including families, peer group, schools, work place etc .

The objective of the present study was to find out the relationship between peer group influence, alcohol consumption and academic self esteem of adolescents . To achieve this end, the following hypotheses were proposed .

- A. There is significant relationship between peer group influence and alcohol consumption.
- B. Peer group influence is significantly related with adolescents' academic self esteem.
- C. Alcohol consumption is significantly related with academic self esteem .
- D. There is significant gender difference in peer group influence , alcohol consumption and academic self esteem .
- E. The variations in age, sex, religion ,peer group influence and alcohol consumption can determine adolescents' academic self esteem

In order to deal with these hypotheses the related literatures were reviewed. The study was conducted in North Shoa zone of Efrata -Gidim district. There is only one secondary

and preparatory school. In this school the whole grade nine students were the target population of the study. One hundred eighty five participants were selected using stratified random sampling and completed /rated three instruments namely peer pressure inventory, Rutgers's alcohol problem index and Rosenberg's self esteem inventory.

Frequencies, percents, Pearson correlation, independent sample t-test and multiple regression were statistical techniques employed to analyze the data

The analysis of the data (Pearson product moment correlation) revealed that, there were statistically significant negative relationship between peer group influence and alcohol consumption; between alcohol consumption and academic self esteem.

The result of independent sample t-test also indicated that, no gender difference in peer group influence, alcohol consumption and academic self esteem among adolescents

Furthermore, the results of multiple regression analysis revealed that, only adolescents' alcohol consumption is uniquely contributed for the variation of academic self esteem.

6.2. Conclusion

In examining the correlation between peer group influence , alcohol consumption and academic self esteem , based on the finding the following implications were concluded.

In the finding there is significant negative relationship between peer group influence and alcohol consumption. It also implies that peer group influence enhances prosocial behavior among the groups rather than maladaptive behaviors .Thus teachers, community leaders, parents, clergy and youth organizations should assist adolescents from diverse back grounds to work and interact together with parental support and monitoring.

The finding also revealed that peer group influence is not significantly correlated with academic self esteem. Therefore, other responsible variables (factors) like parental support and supervision, guidance & counseling services could explain adolescents' academic self esteem . Hence ,school administrators should Support parent education programs for parents with adolescents by informing them about the dynamics of peer group relations and expectations.

According to the finding alcohol consumption and academic self esteem have negative significant relationship. This also implies that those drink more have low academic self esteem. Therefore the school should formulate guidelines, rules and regulations which prohibit alcohol use .

Finally, the finding indicated that there is no gender difference in peer group influence, alcohol consumption and academic self esteem .Hence both males and females should be equipped and mentored with basic life skills intermixed.

6.3. Recommendations

Based on the major findings of the study, the following are recommended:

- Though maladaptive behaviors are potentially encouraged by peer group relationships and the negative influences are over emphasized ,more have to be done to assist adolescents' environment to be supportive .To do this families ,community based organizations ,schools ,churches, mosques and youth associations need to work hand in hand to promote positive peer group influence
- During the adolescent years peers play a large part, even if ,the role of the family continues significantly in the life of a young person . So Teachers, community leaders, parents, clergy and youth organizations need to assist by encouraging adolescents from diverse back grounds to work and interact.
- Though peer relation has negative implication for many individuals, it offers youth several positive opportunities .Hence, school administrators need to Support parent education programs for parents with adolescents by informing them about the dynamics of peer group relations, the demands and expectations what adolescents face in their relationships.
- During adolescence peer relationships are actually essential for healthy personality development in the future life. Thus, parents, teachers and school administrators need to shape adolescents with the skills and strategies essential to resist maladaptive behaviors and in order to make good decisions while they are facing negative peer pressures and difficult situations.

- Peer Education and Counseling: through promoting peer education and interaction interventions adolescents can raise their academic self esteem since they will be helping group members as they face similar challenges.
- Teaching adolescents outlet strategies from negative peer pressure through prevention before the occurrence by discussion and character playing
- School principals need to prepare panel discussion and life skill training programs for students on the adverse effect of alcohol consumption on their academic self esteem .
- Parents and teachers need to nurture adolescents' abilities and academic self esteems in order to feel that they are enriched through positive self esteems and self worth to take on positive peer interactions and to eradicate the negative ones.

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APPENDICES

Appendix A - Amharic Version Questionnaires

አዲስ አበባ ዩኒቨርሲቲ

የሳይኮሎጂ ትምህርት ክፍል

የድህረ ምረቃ ፕሮግራም

በኤፍራታና ግድም ወረዳ በአጣዬ ከተማ 2ኛ ደረጃ ት/ቤት 9ኛ ክፍል ተማሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ በተማሪዎች የመማር ሂደት ውስጥ በአቻ ጓደኛ ግፊት፣ በአልኮል መጠጥ አወሳሰድ እና ተማሪዎች ለራሳቸው በሚሰጡት ትምህርታዊ ግምት መካከል ያለውን ቁርኝት/ግንኙነት ለመመርመር የተዘጋጀ መጠይቅ ነው።

በመጠይቁ የሚሠበሰበው መረጃ ለታቀደው ጥናትና ምርምር ጉዳይ ብቻ የሚውልና በሚስጥር የሚያዝ ሲሆን። ለጥናቱ ስኬታማነት የእናንተ ትክክለኛ እና እውነተኛ ምላሾች ትልቁን ድርሻ ይይዛሉ። በመሆኑም በታማኝነት እና በሃቀኝነት መጠይቁን እንድትሞሉልን በአክብሮት እጠይቃለሁ። መጠይቁ በሚሞላበት ጊዜ ስም መጻፍ አያስፈልግም።

ስለትብብርዎ በቅድሚያ አመሰግናለሁ።

ክፍል አንድ - የግል መረጃ መጠይቆች

መመሪያ

ቀጥሎ ጠቅላላ የግል መረጃን የሚመለከቱ ጥያቄዎች ቀርቦዎል እንደየ አቀራረባቸው የ(✓)ምልክት በማስቀመጥ ወይም በፊደል /በአሃዝ በመጻፍ መልስ ስጡ

ዕድሜ-----

ፆታ - ወንድ ሴት

ሀይማኖት- ኦርቶዶክስ ሙስሊም ፐርቲክላንት ካቶሊክ
 ሌላ

ክፍል ሁለት - የአቻ ግፊት መጠይቅ

መመሪያ

በሚከተለው ስንጠረጃር ውስጥ የወጣቶች ባህሪ በአቻ ጓደኛ ግፊት እንዴት እንደሚቀየር የሚያመለክቱ ጥንድ አረፍተ ነገሮች ይገኛሉ። እነዚህ አረፍተ ነገሮች ወጣቶች ነገሮችን እንዲያደርጉ በመገፋፋት ወይም እንዳያደርጉ የአቻ ግፊትን ያሳያሉ። ለእያንዳንዱ ጥንድ አረፍተ ነገር ሁለቱንም በማንበብ ጓደኞችህ/ሽ/ በቀኝ በኩል ያለውን እንድታደርግ የሚያበረታቱህ ከሆነ ወይም በግራ በኩል ያለውን እንድታደርግ/ሊ/ የሚያበረታቱህ/ሽ/ ከሆነ በመወሰን በአረፍተ ነገሩ በኩል ያለውን ትክክለኛ ቁጥር በመምረጥ ከአለው ተፅዕኖ መጠን አንጻር (ከፍተኛ ተፅዕኖ፣ መጠነኛ ተፅዕኖ፣ ዝቅተኛ ተፅዕኖ ወይም ተፅዕኖ የለውም) የሚሉትን ክብብ/ቢ/

		ከፍተኛ ተፅዕኖ	መጠካኛ	ዝቅተኛ ተፅዕኖ	ምንም ተፅዕኖ	ዝቅተኛ ተፅዕኖ	መጠካኛ ተፅዕኖ	ከፍተኛ ተፅዕኖ	
	ጓደኞችህ/ሽ/ የሚያደርጉብህ/ሽ ተፅዕኖ ምን ያክል ነው?								
1	ተግተህ እንድታጠና ወይም የቤት ስራህን እንድትሰራ/ሪ	3	2	1	0	-1	-2	-3	እንዳታጠና ወይም የቤት ስራህን እንዳትሰራ/ሪ
2	ሱስ ዩሚያስይዙ ዕጾች እንዳታጨስ/ሽ/	3	2	1	0	-1	-2	-3	ሱስ የሚያስይዙ እጾች እንድታጨስ/ሽ/
3	ቤተሰቦችህ/ሽ/ እንድታደርግ /ጊ/ የሚፈልጉትን ነገር እንድትፈፅም/ሚ	3	2	1	0	-1	-2	-3	ቤተሰቦችህ/ሽ/እንድታደርግ/ ጊ የሚፈልጉትን ነገር እንዳትፈፅም
4	ቋሚ የተቃራኒ ጾታ ጓደኛ እንድትይዝ/ሻሮ	3	2	1	0	-1	-2	-3	ቋሚ የተቃራኒ ጾታ ጓደኛ እንዳትይዝ /ሻሮ
5	አልኮሆል መጠጦችን እንድትጠጣ/ጨ/	3	2	1	0	-1	-2	-3	አልኮሆል መጠጥ እንዳትጠጣ /ጨ/
6	ጭፈራ ቤት እንዳትሄድ /ጅ/	3	2	1	0	-1	-2	-3	ጭፈራ/ዳንስ/ቤት እንድትሄድ/ጅ/
7	ቤተሰቦችህ/ሽ ቤትህ/ሽ/ እንድትገኝ በፈለጉበት ጊዜ ቤትህ/ሽ እንድትገኝ	3	2	1	0	-1	-2	-3	ቤተሰቦችህ /ሽ/ በፈለጉት ሰአት እቤት እንዳትገኝ
8	ሲጋራ እንድታጨስ /ሽ/	3	2	1	0	-1	-2	-3	ሲጋራ እንዳታጨስ /ሽ/
9	የሁለተኛ ደረጃ ትምህርትህን/ሽን/ በአግባቡ	3	2	1	0	-1	-2	-3	ትምህርትህን/ሽን/

	እንድታጠናቅቅ /ቂ/								እንድታቋርጥ/ጭ
10	በሃይማኖታዊ/በመንፈሳዊ/ እንቅስቃሴዎች ውስጥ እንድትሳተፍ	3	2	1	0	-1	-2	-3	ከመንፈሳዊ/ሀይማኖታዊ/ እንቅስቃሴዎች እንድትቋርጥ/ቂ/
11	ከጓደኞችህ/ሽ/ ጋር ተመሳሳይ ፋሽን ልብሶችን እንድትለብስ/ሽ/	3	2	1	0	-1	-2	-3	ከጓደኞችህ/ሽ/ ለየት ያሉ ፋሽን ልብስን እንድትለብስ /ሽ/
12	ጠጥተህ /ሽ/ እንድትሰክር /ሪ/	3	2	1	0	-1	-2	-3	እንዳትጠጣ/ጭና እንዳትሰክር/ሪ/
13	የሰርቆሺ ድርጊት እንዳትፈፅም/የሱቅ ዕቃ/	3	2	1	0	-1	-2	-3	እንድትሰርቅ
14	ከተቃራኒ የታ ጓደኛ ጋር እንድትሄድ /ጅ/ እንድትጓዝ/ገር	3	2	1	0	-1	-2	-3	ከተቃራኒ የታ ጓደኛ ጋር እንዳትሄድ/ጅ/እንዳትጓዝ
15	ትምህርት ቤት ውስጥ እያለህ/ሽ/ ወደ ጨዋታ ቦታ እንድትሄድ	3	2	1	0	-1	-2	-3	ትምህርት ቤት ውስጥ ጨዋታ ላይ እንዳትሳተፍ
16	ክፍለ ጊዜ እንዳታቋርጥ /ጭ/ ወይም ከትምህርት ቤት እንዳትቀር/ሪ	3	2	1	0	-1	-2	-3	ክፍለ ጊዜ እንድታቋርጥ
17	ጥሩ ውጤት እንድታመጣ/ጭ/	3	2	1	0	-1	-2	-3	ጥሩ ውጤት ለማምጣት እንዳትሞክር /ሪ/
18	ቤተሰቦችህ /ሽ/ የት እንዳለህ /ሽ/ እና ምን እያደረግህ /ሽ/ እንደሆነ እንዲያውቁት በማድረግ	3	2	1	0	-1	-2	-3	የት እንደምትሄድና ምን እንደምታደርግ ለቤተሰብህ/ሽ/ እንዳትናገር /ሪ በማድረግ
19	ጓደኞችህ/ሽ/ ጥሩ ነው ብለው የሚያስቡትን	3	2	1	0	-1	-2	-3	ማንም ሰው የማይወደውን

	መብቂቃ እንድታደምጥ/ጭ/								መብቂቃ እንድታደምጥ/ጭ/
20	መምህር በሚያስተምር ጊዜ በፀጥታ እንዳታደምጥ/ጭ/ በማድረግ	3	2	1	0	-1	-2	-3	ክፍል ውስጥ በጥምና እንድታደምጥ በማድረግ
21	የተቃራኒ ጾታ አባላትን ለማስደሰት ነገሮችን እንድታደርግ/ጊ/	3	2	1	0	-1	-2	-3	ነገሮችን ስታደርግ የተቃራኒ ጾታ አባላትን ለማስደሰት እንዳታደርግ

ክፍል ሶስት - የአልኮል መጠጦችን አወሳሰድ መጠይቆች

መመሪያ

ከዚህ በታች በተገለጹት ተግባራት ውስጥ በአለፈው የመጨረሻ ዓመት ለምን ያክል ጊዜ እንደምታደርጋቸው (ጊዎቸው) ከታች ከተዘረዘሩት አማራጭ ቁጥሮች መካከል ትክክለኛውን ምረጥ /ጭ/

1 = ምንም ጊዜም አድርጌ አላውቅም

2 = 1-3 ጊዜ

3 = 3-5 ጊዜ

4 = ከ 5 ጊዜ በላይ

1. 1 2 3 4 አልኮል መጠጥ ጠጥቶ ወደ ት/ቤት መሄድ

2. 1 2 3 4 ጥሩ ስሜት እንዲኖርህ አልኮል መጠጥ መጠጣት

እንዳለብህ/ሽ/የተሰማህ ጊዜ

3. 1 2 3 4 ብዙ ገንዘብህን/ሽን/ አልኮል በመጠጣት አጥፍተህ/ሽ/ሌሎች

ፍላጎቶችህን/ሽን ያላሟላህ/ሽ/በት ጊዜ

4. 1 2 3 4 የአልኮል መጠጥ ፍላጎትህን/ሽን/ ለመቆጣጠር

የሞከረክ/ሽ/በት ጊዜ

5. 1 2 3 4 አልኮል መጠጥ ለመቀነስ ስትሞክር በተሰማህ/ሽ ጥሩ ያልሆነ ስሜት ምክንያት ከጓደኞችህ/ሽ/ ተነጥላህ /ሽ/ ያሳለፍከው/ሽው/ ጊዜ

6. 1 2 3 4 አልኮል መጠጣት ችግር እንደሚያስከትል

የተሰማህ/ሽ/ጊዜ

7. 1 2 3 4 አልኮል መጠጣት ለማቆም ለራስህ/ሽ/ ቃል ገብተህ/ሽ/ ነገር ግን የጠጣህበት/ሽበት/ጊዜ

8. 1 2 3 4 አልኮል ላለመጠጣት ለራስህ/ሽ/ ቃል ገብተህ/ሽ/ ነገርግን የጠጣህበት/ሽበት/ጊዜ

9. 1 2 3 4 አካላዊ ወይም ስነልቦናው ስሜትህ/ሽ/ አልኮል መጠጥ ላይ ጥገኛ የሆነበት ጊዜ

10. 1 2 3 4 በጓደኛ በዘመድ ወይም በጎረቤት የአልኮል መጠጥ እንድታቆም ወይም እንድትቀንስ የተነገርክ/ሽ/በት ጊዜ

ክፍል አራት - በትምህርት ለራስ የሚሰጥ ግምት መለኪያ መጠይቆች

መመሪያ

የሚከተሉት አረፍተ ነገሮች ወጣቶች ለራሳቸው የሚሰጡትን ትምህርታዊ ግምት ፤ አቅም፣ ትምህርታዊ እርካታን እና ለራሳቸው የሚሰጡትን ከበሬታ ይለካል። እያንዳንዱን አረፍተ ነገር በትክክል በማንበብ ምን ያክል እንደሚያስማማህ/ሽ/ በማመልከት ትክክለኛውን መልስ ክብብ/ቢ/

1 = በጣም አልስማማም

2 = አልስማማም

3 = እስማማለሁ

4 = በጣም እስማማለሁ

1. 1 2 3 4 በትምህርቴ በጣም ብዙ ጠንካራ ጎኖች እንዳሉኝ ይስማኛል

2. 1 2 3 4 ብዙ ጊዜ የውድቀት /ያለመሳካት ስሜት ይስማኛል

3. 1 2 3 4 በትምህርት ቤት የምማራቸው ትምህርቶች በቀላሉ እንደሚገቡኝ ይስማኛል።

4. 1 2 3 4 ባጠቃላይ በትምህርት ቤት ባለኝ ሁኔታ በጣም ደስተኛ እንደሆንኩኝ ይስማኛል።

5. 1 2 3 4 ትምህርት ቤት በሚሰጡ ፈተናዎች ላይ ውጤታማ እንደሆንኩኝ ይስማኛል።

6. 1 2 3 4 በትምህርት ባለኝ ወጤት ላይ በራሴ እተማመናለሁ

7. 1 2 3 4 ነገሮችን ለማድረግ ማንኛውም ሰው የሚያደርገውን ያክል አቅምና ብቃቱ አለኝ

8. 1 2 3 4 በራሴ የምተማመንበት /የምመካበት/ ትምህርታዊ ብቃት እንደሌለኝ ይሰማኛል
9. 1 2 3 4 በትምህርት ቤት የተሰጠኝን የክፍል እና የቤት ሥራ በትክክል እንደምሰራ ይሰማኛል።
10. 1 2 3 4 በትምህርቴ ውጤታማ ለመሆን ከሌሎች በተሻለ በርትቼ እንደምሰራ ይሰማኛል።
11. 1 2 3 4 ለራሴ ጥሩ ክብር ያለኝ ሰው እንደምሆን ይሰማኛል ።
12. 1 2 3 4 አልፎ አልፎ እርባና ቢስ ሰው እንደሆነኩ ይሰማኛል

Appendix B- English Version Questionnaires

ADDIS ABABA UNIVERSITY

DEPARTMENT OF PSYCHOLOGY

POST GRADUATE PROGRAMME

A Questionnaire To Be Filled By Grade Nine Students Of Ataye Secondary School In Afrata And Gidim District Ataye Town.

The objective of this questionnaire is to examine the relationship between peer group influence, alcohol consumption and academic self esteem of adolescents in the learning process at school.

The information collected is employed for only the planned purpose and is confidential . For the effectiveness of this study your honest and loyal responses contain a lion share. Hence I ask you to fill the questionnaire honestly. While filling the questionnaire no need to write your name.

Thank you in advance for your cooperation.

PART ONE -Background information

Direction- The following items are concerned with your bio information .In some of the items you are required to write the necessary information and in others you are required to indicate your response by making "- " for your appropriate answer accordingly .

home work								homework
2. smoke marijuana	3	2	1	0	-1	-2	-3	Not some marijuana
3. try to do what your parents want you to do	3	2	1	0	-1	-2	-3	Go against your parents' wishes
4. have a steady boy friend or girlfriend	3	2	1	0	-1	-2	-3	Not just go to out with one guy or girlfriend
5. Drink beer or liquor	3	2	1	0	-1	-2	-3	Not drink beer or liquor
6. not go to school dances or mixers	-3	-2	-1	0	1	2	3	Go to school or mixer
	A LOT	SOMEWHAT	LITTLE	NO INFLUENCE	SOMEWHAT	LITTLE	A LOT	
7. get home by the time your parents say you should be	3	2	1	0	-1	-2	-3	Stay out past the curfew time
8. wear the same types of clothes your friends wear	3	2	1	0	-1	-2	-3	Wear styles of cloths different than your friends
9. smoke cigarettes	3	2	1	0	-1	-2	-3	Not smoke cigarettes

10. finish high school	3	2	1	0	-1	-2	-3	Drop out of school
11. Be in religious activities church, your life, etc	3	2	1	0	-1	-2	-3	Not get involved with religious activities
12. get drunk or get “a buzz”	3	2	1	0	-1	-2	-3	Not get drunk
13. not shoplift or steal anything	-3	-2	-1	0	1	2	3	Steal something (shoplift, raid a locker, etc)
14. go out with boys/girls (opposite sex)	3	2	1	0	-1	-2	-3	Not go out with boys/girls (opposite sex)
15. go to the games at school (football basket, etc)	3	2	1	0	-1	-2	-3	Not go to school games
16. not cut classes or skip school	3	2	1	0	-1	-2	-3	Cut classes or skip school
17. try to get good grades	3	2	1	0	-1	-2	-3	Not try for good grades
18. not let your parent know where you go, what you do	-3	-2	-1	0	1	2	3	Tell your parents where you go and what you do
19. listen to the music and groups, your friends thing	3	2	1	0	-1	-2	-3	Listen to the music and groups that no

are good								one else likes
20. give teachers a hard time	-3	-2	-1	0	1	2	3	Be nice to teachers
21. do things to impress members of the opposite sex	-3	-2	-1	0	1	2	3	Try not to impress members of the opposite sex.

PART THREE - Alcohol Consumption questionnaires

Direction - Indicate how many times you got involved in any of the things mentioned below in the last past year.

Circle the appropriate number

1=none,

2=1-3 times,

3= 3-5 times,

4=more than 5 times

1. 1 2 3 4 went to school drunk
2. 1 2 3 4 felt that you needed alcohol in order to feel good.
3. 1 2 3 4 missed other things because you spent to much
money on alcohol.

4. 1 2 3 4 tried to control you drinking
5. 1 2 3 4 had withdrawal symptoms i.e. felt sick because
you cut down on drinking
6. 1 2 3 4 felt that you had a problem with alcohol
7. 1 2 3 4 wanted to stop drinking but could not
8. 1 2 3 4 kept drinking when you promised yourself not to.
9. 1 2 3 4 felt physically or psychologically dependent on
Alcohol
10. 1 2 3 4 Told by a friend, neighbor or relative to stop or
cut down drinking

PART FOUR - Academic self esteem questionnaires

Direction- The following sentences measure individuals' perception of self worth , ability ,self satisfaction and self respect that students have . By reading each sentences carefully circle that you agreed more.

0= strongly disagree

1=disagree

2=agree

3=strongly agree

1. 0 1 2 3 I feel that I have many strong sides academically
2. 0 1 2 3 All in all, I am inclined to feel that I'm a failure.

3. 0 1 2 3 I understand most of what I have to learn at school .
4. 0 1 2 3 On the whole I am pleased with myself at school.
5. 0 1 2 3 I think , I can do quite well at school on tests.
6. 0 1 2 3 I am very confident with my school achievements .
7. 0 1 2 3 I am able to do things as well as most other people.
8. 0 1 2 3 I am able to do things as well as most other people academically.
9. 0 1 2 3 I fill that ,I am successful at whatever I do at school home works
and assignments
10. 0 1 2 3 In order to obtain reasonably good result at school ,I have to work
harder than others in my class.
11. 0 1 2 3 I wish I could have more respect for myself.
12. 0 1 2 3 At times I think that I am no good at all.

Appendix c -Table For Sample Size Determination From A Given Population.

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
830	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	10000	384

Note: "N" is population size
 "S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970 .

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: _____

Signature: _____

Date of Submission: _____

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

Name: _____

Signature: _____

Date: _____