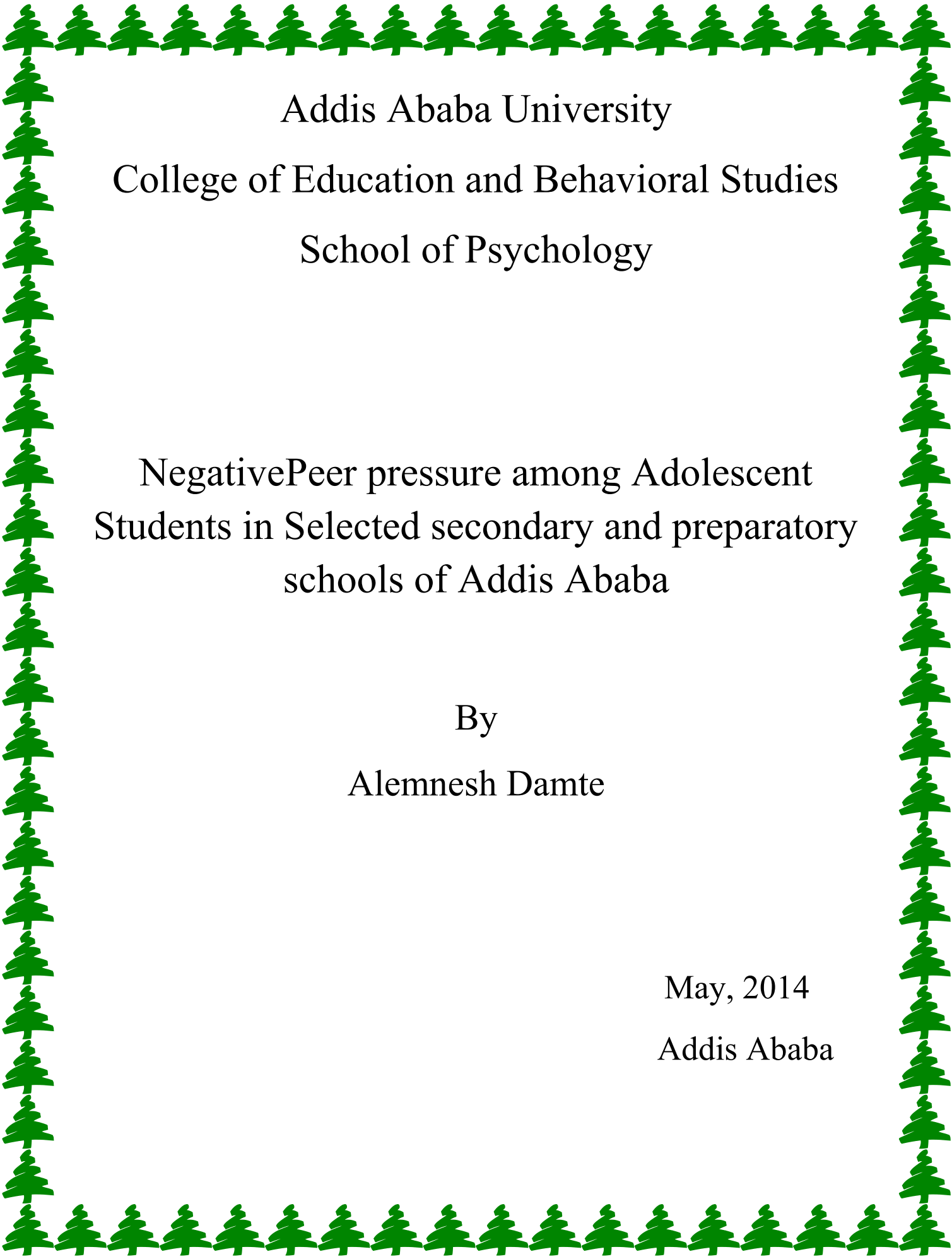




Addis Ababa University

College of Education and Behavioral Studies

School of Psychology

NegativePeer pressure among Adolescent
Students in Selected secondary and preparatory
schools of Addis Ababa

By

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Addis Ababa

Addis Ababa University
College of Education and Behavioral Studies
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By
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This thesis is submitted to the school of Psychology in partial fulfillment of the requirements for MA degree in Counseling Psychology.

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DECLARATION

I, undersigned declared that this thesis is my original work and has never been presented in any other university and that all sources of materials used for this thesis and peoples and institution that gave support for this thesis have been duly acknowledged.

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

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Abstract

Currently, peer pressure has become a concern for many secondary and preparatory school students as well as parents in Ethiopia. It is becoming the biggest factor in determining whether the secondary and preparatory school students use cigarettes, alcohol, Khat and other substances; low involvement in education and engage in sexual activities or not. The major objectives of the study were to examine the extent of peer pressure, compare the extent of peer pressure between male and female secondary and preparatory school students, and to identify factors associated with peer pressure among secondary and preparatory school students. Mixed research approach was employed in this study. The study generated the required data from a representative sample of 402 adolescent students drawn from the study population through multistage sampling. Data were collected through questionnaire and focus group discussion. Analysis was done using simple descriptive statistics, chi-square and linear regression. According to the finding in this study, 94(23.4%) of adolescent students are under negative peer pressure. Though, the chi-square test indicated that there is no significant difference on the extent of peer pressure on both sexes, the percentage of male (24.9%) is greater comparing to females (22.2%). There is strong association between peer pressure and substance use ($\chi^2_3=178.1$, $P < 0.05$ for khat, $\chi^2_3=171.7$, $P < 0.05$ for tobacco, $\chi^2_3=168.53$, $P < 0.05$ for alcohol and $\chi^2_3=156.92$, $P < 0.05$ for other substance); sexual activities ($\chi^2_1=199.12$, $P < 0.05$ starting sexual activity and $\chi^2_2=128.34$, $P < 0.05$ for having boy/girlfriend); and communication with family ($\chi^2_3=179.1$, $P < 0.05$). In the linear regression analysis some variables have become significant predictors of peer pressure including age, family size, family income, and mother educational level, peer group members, time spend with peers in a day and communication with family. This study indicates that as an immediate intervention is needed so as to manage problems among adolescent students related with negative peer pressure.

Acronyms

NHS	National Household Survey
US	United State
NSDUH... ..	National Survey on drug Use and Health
DHHS.....	Department of Health and Human Services
UNICEF.....	United Nations Children’s Fund
EPHA.....	Ethiopian Public health Association
SPSS.....	Statistical Package for Social Science
FGD.....	Focus Group Discussion
WHO	World Health Organization
UN.....	United Nation
UNESCO.....	United Nations Educational, Scientific and Cultural Organization

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CHAPTER ONE

1. INTRODUCTION

1.1. Background

Adolescence is a transition period that links childhood and adulthood. In adolescence, young people begin to break away from their families and try out different roles and situations to figure out who they are and where they fit into the world. During adolescence, young people begin to separate themselves from their parents to join people of their same age. As students become more independent, their peers play a greater role in their life (Tarshis, 2010). As school and other activities take them away from home, they spend more time with their friends and less time with their families. In other words, young people tend to be in the company of other young people, who offer mutual support in contrast to their parents, who they perceive as authoritarian. In Eric Erikson's theory, adolescence is viewed as a developmental stage in which individuals are more susceptible to peer pressure due to the shift in emotional dependence from parents to peers (Wall et al, 1993; Berk, 2004).

Peer group may be defined as a group of people who share similarities such as age, background, and social position. The members of this group are likely to influence the person's beliefs and behavior. Peer groups contain hierarchies and distinct patterns of behavior. Children look to join peer groups who accept them, even if the group is involved in negative activities. Children are less likely to accept those who are different from them. Eighteen year olds are not in a peer group with 14 year olds even though they may be in school together. They prefer to talk about

school and their careers with their parents, and they enjoy talking about sex and other interpersonal relationships with their peers (Guzman, 2007).

Peer pressure can be described as the influence exerted by a peer group in encouraging a person to change his or her attitudes, values, or behaviors to conform to the group. It occurs when an individual experiences implied or expressed persuasion to adopt similar values, beliefs, and goals, or to participate in the same activities as those in the peer group. There are many different causes for being pressurized by peers such as fear of failure, social acceptance, fear of rejection, increased power in a group and perceived benefits. Pre-school children tend to be least aware of peer pressure, and are least influenced by the need to conform. However, with more social interactions outside the home and more awareness of others, the influence of peers increases (Faqs.org. 2014).

Furthermore, Clark (2009) stated that peer group pressure begins as children desire separation from parents and elders and association with peers. Most of the adolescents' behaviors are influenced by the decisions of the group to which he/she belongs. This makes adolescents practice the behaviors of their age mates, not those desired by their parents. In explaining this situation, Tarshis (2010) indicated that parents are largely responsible for lapses in adolescent behavior because they are expected to serve as role models and pay attention to their children's development to inculcate an appropriate sense of discipline.

Peer pressure is present in everyone's lives in many different ways. It is particularly important for adolescents, because the choices made when dealing with peer pressure influence the success or failure of their future (Guzman, 2007). As adolescents, they are at a critical stage in their life forming their identity,

choosing their friendships, and working out their life as an adult. By the time they are teenagers, they have already been exposed to peer pressure in countless situations. As adolescent, the opinions of their friends and classmates are likely to be more important than the opinions of their parents. These include beliefs in areas such as clothes, school, music, and television shows as well as more serious topics including alcohol, drugs, and sexual activity (Tarshis, 2010).

According to Ungar (2004), adolescent peer pressure is particularly common because most of them are forced to spend large amounts of time in fixed groups (schools and subgroups within them) regardless of their opinion of those groups. In addition, they may lack the maturity to handle peer pressure. Young people are also more willing to behave negatively towards those who are not members of their own peer groups.

Even though there are few studies nationally and internationally which describes about peer influence as only one aspect of the issue in related topics such as substance use and sexuality on adolescent students, these studies didn't indicate about the assessment of factors associated with negative peer pressure.

Thus, it is difficult to generalize the findings of these different studies to the current situation of negative peer pressure, because the extent of negative peer pressure among adolescent students may differ from place to place, culture to culture and time to time. Therefore, more research is needed to determine factors associated with adolescent students peer pressure and assessing the extent of peer pressure among adolescent students in secondary and preparatory schools for designing different school and community based counseling and other programs so as to reduce the problem related with peer pressure.

1.2 Statement of the Problem

Though peer pressure in adolescents may have positive impacts like pressure to come to school on time, involve in school activities, follow the rules and regulations, give respect for others, get into college or doing things help them reach their goals, currently it has become a concern for many high school students as well as parents in Ethiopia. Peer pressure is becoming the biggest factor in determining whether the high school and preparatory students use cigarettes, alcohol, drug and engage in sexual activities or not. Tarshis (2010) stated that negative peer pressure among adolescents is at least partially responsible for smoking, alcoholism, teenage pregnancy, drug addiction and school failure.

Adolescents who use tobacco, alcohol, marijuana and illegal drugs are more likely to be sexually active to engage in risky sexual behavior and to experience its consequences such as unintended pregnancy or contracting a sexually transmitted disease than those who do not use these substances. Based on the study of Belay (2008), peer pressure is the most important factor that precipitated the first sexual encounter. Besides, Amsale and Yemane (2012) indicated that risky sexual behavior was significantly associated with perception of peers' involvement in sexual intercourse. Furthermore, Asmamaw (2010) in his study on high school students in Eastern Ethiopia found that khat chewing is significantly associated with peer influence.

Adolescent substance use serves as a significant barrier to successful academic performance, educational attainment and career advancement; clinical substance use disorders put adolescents at even higher risk of impaired academic and career

outcomes. In part, these impairments in learning and academic performance are attributable to the direct effects of addictive substances on the parts of the brain responsible for attention, thinking, reasoning and remembering. Clark (2009) stated that adolescents who use substance are more likely than non-users to drop out of school and less likely than non-users to graduate from high school, attend college or obtain a college degree.

Though few studies conducted nationally and internationally on related topics indicated that peer pressure is one of the predisposing factor for adolescent students use of substance and engagement in early sexual activities, peer pressure on secondary and preparatory school students is not studied alone in a detail way. Besides, the above mentioned studies didn't assess factors associated with vulnerability to peer pressure among adolescent students. This study is, therefore, designed to assess adolescent students' peer pressure on educational involvement, use of substance, involvement of sexual activities and factors associated with vulnerability to peer pressure such as family relationship, age, family income, family size, birth order, parent's educational level and number of peer group.

1.3 Research Questions

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

1. To what extent does peer pressure negatively influence on secondary and preparatory school students?
2. Does peer pressure impact significantly on;
 - Educational involvement
 - Substance use

- Sexuality`
3. Which students are more susceptible for peer pressure male or female?
 4. What factors are associated with vulnerability to peer pressure?
 5. What needs to be done to manage effects of peer pressure?

1.4. Objectives

1.4.1 General objective

The general objective of the study was to investigate negative peer pressure among adolescent students in selected secondary and preparatory schools of Addis Ababa.

1.4.2 Specific objectives

The specific objectives of this study are:

- To examine the extent of peer pressure among adolescent secondary and preparatory school students.
- To compare the extent of peer pressure between male and female secondary and preparatory school students in Addis Ababa.
- To assess the association between peer pressure and substance use, early sexual activities and academic involvement.
- To identify factors associated with peer pressure among secondary and preparatory school students.

1.5. Operational definitions

Peer:students who have equal standing with another student, as inage, grade, background,or social status.

Peer group: A group of students, usually of similar age, background and social status with whom a person associates and who are likely to influence the person's beliefs and behavior.

Peer pressure: means that students who are the same age group could cause their friends to do something odd or act in different ways. It is the influence exerted by a peer group in encouraging a student to change his/ her attitudes,values or behavior.

1.6. Significance of the study

The main significances of this study include:

- It will create an understanding about the extent of peer pressure among adolescent secondary and preparatory school students.
- It will be used as an input for policy makers and other concerned bodies so as to design and implement strategies in addressing problems related with peer pressure.
- It serves other researchers as an additional source of information to conduct further study on this area.

CHAPTER TWO

2. REVIEW OF RELATED LITREATURE

2.1 Meaning of peer pressure

A peer group refers to a group of people of roughly the same age and status who spend time together. Peer pressure is the influence these people have on the life of the individual. It involves adapting behaviors that the individual would otherwise not adapt. If members of the group value a particular behavior there will be a kind of pressure to conform to this. So if friends drink alcohol, or use drugs, it can be hard to say no. Peer pressure can be a force for good or bad (Harper, 2001).

Further, Clark (2009) stated that the word peer describes a special relationship between two or more people. These people have something in common, whether it is age or a certain interest or skill. Peer pressure is the influence exerted by a peer group, encouraging individuals to change their attitudes, values, or behaviors in order to conform to group norm. Besides, Tarshis (2010) stated that peers are people who are part of the same social group, so the term peer pressure refers to the influence that peers can have on each other or peer pressure is when members or friends of the same age group try to influence or talk someone in doing things that he/she does not do.

2.2 Types of Peer Pressure

Peer pressure is bound to affect most adolescents (secondary and preparatory school students) positively or negatively. Peer pressure can be a good thing. Students learn social norms from their peers. Socially awkward kids can learn how

to fit in and communicate well with others by observing and emulating other teenagers. Similarly, self-confident teens can act as positive mentors and set good examples for others. A positive peer group that a teen fits into well and can help boost her/his self-esteem; it might prevent her/his from engaging in harmful or risky behaviors (Burack, 1999). Besides, positive peer pressure encourages adolescents to study hard and to be competent at school and can also help them think more creatively (Oak, 2002-2009). He also stated that students with friends who like school, get good grades, and are interested in school are more likely to graduate high school.

Furthermore, Tarshis (2010) mentioned that positive peer pressure is a pressure that motivates students to get into college, come to school on time, join in school co-curricular activities, obey the rules and regulations of the school, give respect for others and etc.

Negative peer pressure on the other hand is a situation when someone is persuaded by his/ her friends to do something which is unacceptable by a society and he/she really do not want to involve in or is not in his/ her best interest. This include: taking illegal drugs, drinking alcohol, shoplifting, engaging in sexual activities and destroying property which have severe consequences including getting addicted to drugs or alcohol, damaging your body and possibly even resulting in death (Burack, 1999).

It may make an adolescent to do what he/she never wanted to do, lead negative lifestyle and loss of individuality. The consequence of negative peer pressure is very serious. Just as Manahar (2012) rightly puts it, “No matter what form it comes peer pressure erodes the individuality of the child and retards personal

growth''. Manahar also emphasized on the negative effect of peer pressure as it kills individuality and gives rise to a set of people who are merely clones of each other. Moreover, he claimed that the loss of individuality can be the biggest setback anyone can suffer in his or her entire life. The pressure to fit in and be accepted by peers can cause a heavy amount of stress on adolescents.

Adams (1996) mentioned that negative peer pressure renders an effect in adolescents' behavior and attitude. The direct effect of negative peer pressure is alienation from the family. Adolescents will just not like to be in the company of his/ her parents as he/ she feels that their values are standing in the way of his/her desires. He also stated that a negative peer pressure is always antagonistic to the values that are promoted by the family. Thereby, the first thing that the adolescents do is to compromise the values and then indulge in activities that are contrary to them. They feel that it is a mark of independence to disobey and disregard the opinion and values of their parents. They turn hostile and it affects their relationship with their parents, social circle and later in their personal lives also succumbs to this negativity.

The most common effects of negative pressure are indulgence in smoking, drugs, alcohol and early sexual activities. If the negative peer pressure is not timely taken care of, it can damage the future life of the teen in a major way leading to behavioral and psychological disorders, not to forget the physical harm ensuing from it. Burton, Ray, and Mehta (2003) noted that peers pose an influence that is a common source for negative activities for students like experimentation with drugs, drinking, vandalism and stealing. They also noted that some students often perceive the school as another symbol of adult authority, full of restrictions and rules, and quite often they decide to dropout. It is worth mentioning that individual

students who hold negative views towards school and opt to drop out of school bring emotional frustration and shatter the expectations people had in them for their future success.

2.3. Level of Peer Pressure

The level of peer influence generally increases as children gain independence from the family or caregivers, and before they fully form an adult identity. Pre-schoolchildren tend to be the least aware of peer pressure, and are the least influenced by the need to conform. However with more social interactions outside the home and more awareness of others, the influence of peers increases (Palmer, 2008).

Studies have shown that young adolescents to be more susceptible to negative peer pressure than those in late adolescence (Pruitt, 1999). He also stated that adolescents are particularly vulnerable to negative peer, because, they are at a stage of development that have not yet established their own values or understanding about human relationships or the consequences of their behavior. They are also typically striving for social acceptance at this stage and may be willing to engage in behaviors that will allow them to be accepted that are against their better judgment.

The effects of peer pressure usually begin to be seen heavily by grade 7&8 and through high school. As children turn into adolescents, involvement with their peers and the attraction of peer identification increases. Teens begin to experience rapid physical, emotional, and social changes, and they begin to question adult standards and the need for parental guidance. It is reassuring for adolescents to turn for advice to friends who understand and sympathize with them (Faqs.org, 2014).

Adolescents expand their peer relationships to occupy a central role in their lives, often replacing their parents and family as their main source of advice, socializing, and entertainment activities. The peer group is a source of affection, sympathy, understanding, and experimentation. It is also a supportive setting for achieving the two primary developmental tasks of adolescents: finding answers to questions about their identity and discovering their autonomous self that is separate and independent from their parents (Clark, 2009).

2.4. Peer pressure and related issues

2.4.1 Educational involvement

According to Tarshis (2010), peer pressure can have a positive or negative effect on student's motivation and performance in school. Attitudes and aspiration of peers as well as peers' expectations and standards affect individual's efforts and achievement in school. For many secondary school students, achieving in school is in a direct conflict with peer acceptance. If adolescents are friends to secondary school dropouts, they have tendency to be absent from school, have lower grades and less positive attitudes towards schools, they are less popular and less likely to plan to attend higher institutions. On the other hand, High-achieving peers have positive effects on adolescents' satisfaction with school, educational expectations, report-card grades, and standardized achievement test scores. Students who choose friends who have characteristics or talents that they admire, motivates them to achieve and act as their friends act. Such kind of peers encourages students to study hard at school and can also help them think more creatively.

Clark (2009) indicated that students with friends, who were interested in having sex, drinking, and using drugs, experienced less desirable educational outcomes.

These students experienced a higher rate of dropping out of school and a lower rate of being enrolled in academic programs, graduating from high school, and pursuing postsecondary education. He also mentioned that negative peer pressure teaches and encourages the adolescents to ignore studies. He/she will thus bunk classes and be completely uninterested in academics. The grades would naturally fall the adolescents would find it difficult to cope up in high school or get admission in colleges. Doing poorly in school, damages self-esteem and confidence and thereby increases students' risks for giving into peer pressure.

2.4.2. Child-family relationship

The power of the peer group becomes more important when the family relationships are not close or supportive. If the parents are largely unavailable, the children may turn to their peer group for emotional support. Most children in this situation are not discriminatory about the kind of group that they join in. 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 & Scully, 2002).

Parents often worry about peer pressure, particularly in relation to potentially addictive activities, such as alcohol, tobacco, drug use and sexual behavior, and to a lesser extent, food and eating patterns, video game playing, gambling other illegal activities. Although parents worry about the influence of peers, they have a greater influence on whether children go on to develop addictive behaviors than peers do (Addiction treatment.org, 2014).

Ehow.com (1999-2014) indicated that an adolescent's family structure and relationships at home can have an enormous influence on the decision to

experiment with drugs, alcohol, sex and other risky behaviors. Adolescents from dysfunctional homes are more likely to be influenced by their friends and tend to engage in risky activities more frequently, both as an escape and out of curiosity or boredom.

Adolescents who do not have a close relationship with their family members are at much higher risk to get into negative peer pressure. The most important feature of these relationships is communication. Feeling free to ask for advice without fear of what their family will think about them. Adolescents who have these open lines of communication with their families are influenced less by peer pressure (Clark, 2009). Recent research published in child development explains that children who have open discussion with their parents are less likely to fall to peer pressure. Adolescents who can use reason to discuss their viewpoints with their parents and gain experience framing their own ideas are less likely to use drugs and alcohol, and are more confident when dealing with their own friends (Ehow.com, 1999-2014).

Poor family management practices are defined as a lack of clear expectations for behavior, failure of parents to supervise and monitor their children, and excessively severe, harsh, or inconsistent punishment. Children exposed to these poor family management practices are at higher risk of developing substance abuse, delinquency, violence, teen pregnancy, and school dropout (Clark, 2009).

2.4.3. Sexuality

Making good decisions and responsible choices about sexual activity during the teenage years can have immediate and lasting implications for overall health outcomes. How teenagers make decisions about relationships, abstaining or participating in sex, and protecting themselves and others from sexually

transmitted diseases and pregnancy is influenced by numerous factors. Parents, peers, the media, access to education and services, and a host of other factors influence decisions and subsequent health outcomes (Faqs.org, 2014). As Didi (2004) indicated that the factors that predispose adolescents to engage in sex behaviors have been identified as: having peers who are sexually active and who pressurize others to engage in sex), experimentation, relationships between adolescents and their parents and engaging in substance use and abuse.

Kotchick.etal.(2001), mentioned that peer pressure is one of the most common reasons why high school students start sexual relationships early. The pressure to fit in and to be considered normal is at the forefront in the mind of adolescents. High school is usually the time in a teen's life when they start forming groups by associating with other teens that are most like them. They also posited that adolescents whose peers are sexually active are likely to be active too and protected sex was subjected to partner's positive attitude towards it.

Adolescents nowadays have easy access to materials of a sexual nature, including extreme examples of sexual behavior. Although most teens are able to filter this material properly, the intense exposure via advertising, movies, television, and internet to sexual activity may complicate the peer pressure situation for them. As a teenager, the biggest concern is that poorly planned sexual behavior can lead to an outcome that can drastically alter their lives (Guzman, 2007).

Furthermore,Tarshis (2010) put that every year the age at which teenagers begin having sex gets younger and younger. In order to be popular or liked by boys, a girl must be willing to have sex. Otherwise, they are considered "up-tight" and are

paid no attention. Boys who are not willing to have casual sex with a girl are considered weak. Oral sex has become very popular among today's teenager due to teens' belief as it is free from the risk of unintended pregnancy.

Adolescents are more likely to experience bad outcomes from sexual activity due to peer pressure. These include unintended pregnancy, exposure to sexually transmitted diseases including HIV and rape. Moreover, risk for early sexual experimentation is associated with other high-risk behaviors in adolescence, including sexual abuse and drug and alcohol use (Tarshis, 2010).

2.4.4. Substance use

Peer pressure is one of the most common influential factors in determining adolescent substance use. Peer pressure and peer substance use both contribute heavily to substance abuse in urban high schools, as they both increase the frequency of substance use. Adolescent students without close interpersonal relationships or those without close family members tend to be more susceptible to peer pressure and, consequently, more likely to use substance (Clark, 2009).

Related to this, Tarshis (2010) indicated that young people often experiment with substance because they are curious and they want to fit in with their friends. As with most risky behavior, peer pressure is the most common reason why young people try substance (Tarshis, 2010). Besides, Trommsdorff (2000) put that a number of social factors may influence or make children and young people most vulnerable to substance use and abuse. Some of the factors are related to the developmental needs, peer pressure, family discord and disruption and poor social and coping skills. Substances can make students more likely to have sex at a

younger age. It lowers self-esteem, which results in behavior problems, and problems at school, and depression.

According to the Adolescent Substance Abuse Knowledge Base about 30% of teens are pressured into using drugs in middle school. The National Household Survey (NHS) on Drug Use and Health from the U.S. Department of Health and Human Services reported that 74.3% of high school students that have tried alcohol are directly related with peer pressure. The Kaiser Foundation reports that about 50% of teenagers feel pressured with regard to sex in relationships and are usually pressured by their peers (Fyca.org,2014).

A common motive for first time drug and alcohol use is peer pressure. A membership of a social group that supports drug or alcohol encourages students to keep on using these substances. It is also the case that belonging to a group that supports recovery can help the individual escape drug abuse. Peer pressure is an important factor when it comes to using alcohol and drugs (alcoholrehab.com, 2008-2013).

The study conducted on Kenyan secondary school revealed that the main reason for drug abuse was peer pressure and the common symptoms indicated that students who abuse drugs had aggressive behavior, depression and anxiety, sudden changes of appetite, cold clammy skin, irritable behavior, frequent complaints of headache, memory loss, over excitement, over suspicious, secretive and less self-confidence symptoms (Lemis.etal, 2008).

Peer pressure is one of the most common reasons that adolescents begin to drink. Though the legal drinking age in the United States is 21, there are people who have

been taking alcohol prior to the stated age. The National Survey on Drug Use and Health (NSDUH) in U.S. Department of Health and Human Services reports that people who begin drinking during middle school and through high school are five times more likely to have alcohol problems, compared to people who wait until they are 21 (Clark, 2009).

The National Center on Addiction and Substance Abuse at Columbia University administered its 17th back-to-school survey and found that seventeen percent of high school students about 2.8 million young Americans drink, use drugs and smoke during the school day. Over one thousand students were interviewed at home on the phone and were asked various questions about academics and lifestyle. Sixty percent of high school students said that they attended a “drug-infected” school, which means that drugs are sold or used on school grounds. (Narconon-news.org, 2012).

The consequences of binge drinking can be severe and, in some cases, life-threatening. A common effect seen among students is the “black out.” This is what occurs when a person is so intoxicated that he/she cannot later remember events from when they were drunk. Vomiting, headache and irregular breathing are also some of the health complications that adolescents are facing from their over drunkenness. Alcohol poisoning is the most serious consequence, however, and occurs when the brain is deprived of oxygen due to over consumption of alcohol. This can lead to serious complications, and even death (alcoholrehab.com, 2008-2013).

2.5. Local research on negative peer pressure

The foregoing studies indicated that peer pressure has great contribution for sexual crime to be common among adolescents. The result of a cross-sectional descriptive survey of 755 students in ten high schools in Addis Ababa showed that peer pressure 35.2 percent and force 21.6 percent were the most important factors that precipitated the first sexual encounter (Belay, 2008). On the other hand, A study conducted by Amsale and Yemane(2012),indicated thatrisky sexual behavior was significantly and very strongly associated with perception of peers' involvement in sexual intercourse [AOR = 11.68 (95% CI: 8.76 - 15.58)]. This study demonstrated that peer pressure is the most important factor associated with risky sexual behavior among school adolescents in Addis Ababa.

Furthermore, Assefa and Dessalegn(2006)on their study on premarital sexual practice among school adolescents in Nekemte town indicated that peer pressure 25 (17.2%)as one of among the main reasons of adolescents for starting the first sexual intercourse. Besides, Tsehay.e.tal(2014) indicated that peer group pressure was the main motivating forces that made students to engage in sexual activities followed by self-initiation and pornographic films.

Asmamaw(2010) in his study on high school students in Eastern Ethiopia conclude that khat chewing is prevalent among high school students in the Eastern Ethiopia. He also mentioned that Khat chewing is significantly associated with peer influence and similar habit among family members. A study conducted by Alem .etal(2006) on alcohol drinking patterns among high school students in Ethiopia.

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.

Furthermore, Wegayehu (2009) stated that alcohol consumption among students in secondary schools is one of the issues of concern and this is largely attributed to peer group pressure, and the habit of alcohol consumption among students may negatively affect these students' attitudes towards school.

2.6 Summary and Implications

A peer group refers to a group of people of roughly the same age and status who spend time together. Though, peer pressure is existing in everyone's life in many different ways, it's magnitude is very high in adolescents since they are at a critical stage in their life;-forming their identity, choosing their friendships, and shaping their life as an adult. They are also more willing to behave negatively towards those who are not members of their own peer groups due to lack of maturity to handle the peer pressure.

Positive peer pressure encourages adolescents to study hard and to be competent at school and can also help them think more creatively and also it is a pressure that motivates students to get into college, come to school on time, join in school co-curricular activities, obey the rules and regulations of the school, give respect for others and etc. On the other hand, negative peer pressure is a situation when someone is persuaded by his/ her friends to do something which is unacceptable by a society.

If adolescents are friends to secondary school dropouts, they have tendency to be absent from school, have lower grades and less positive attitudes towards schools, they are less popular and less likely to plan to attend higher institutions. And it is also true that in substance use and involvement of sexual activities.

The extent of child-family relationship is one important factor for peer pressure. The influence of the peer group becomes more important when the family relationships are not close or supportive. If the approach of the parents toward to their children is less, the children may turn to their peer group for emotional support. Most children in this situation are not discriminatory about the kind of group that they join in. They will often turn to a group that accepts them, even if the group is involved in illegal or negative activities.

It is possible to conclude from the literature, the negative peer pressure is getting secondary and preparatory school students into trouble and it is becoming the biggest factor in determining whether the secondary and preparatory school students begin to use cigarettes, alcohol, and drugs; to engage in a risky sexual activity; and show less involvement of in the area of education.

2.7 Conceptual framework of the study

Peer pressure is the outcome of a complex interaction among various factors.

In this conceptual framework, factors associated with peer pressure are identified at three levels; at individual, family and peer groups. At individual level which includes age, birth order and grade level; at family level which includes parent educational level, family income, family size and family relationship; and at peer group level which includes number of peer members and time spend with peers.

Therefore, the above features which are related to peer pressure of adolescent students are presented below.

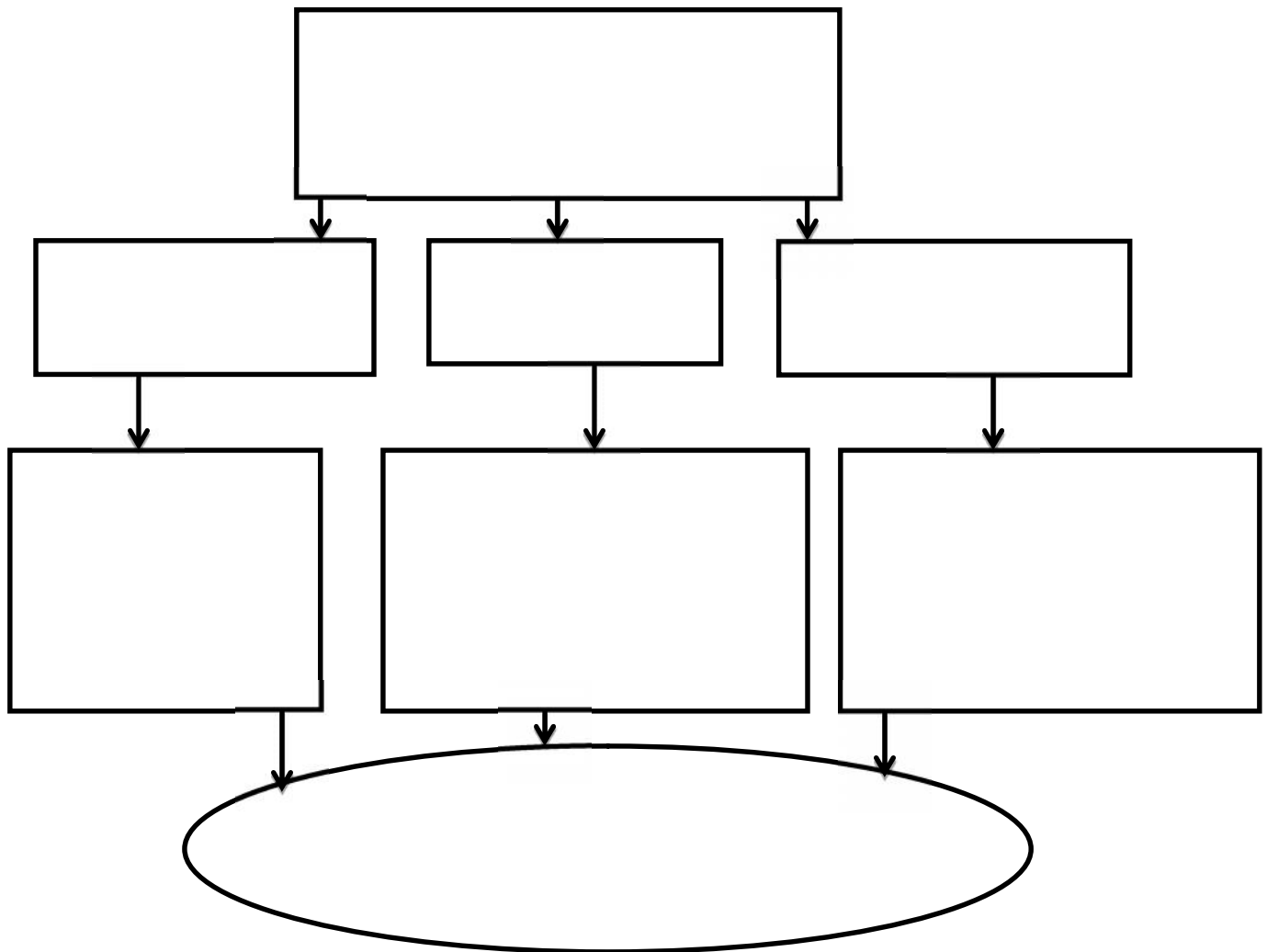


Figure 1: Conceptual framework

CHAPTER THREE

3. METHODS

In this chapter, design of the study, study site, population, sample size and sampling procedures, instruments of data collection, procedures of data collection and ethical considerations were described.

3.1. Design

The study design was a cross sectional survey. The purpose of this study was to assess peer pressure among adolescent secondary and preparatory school students. To achieve its aim, mixed method approach (both quantitative and qualitative) study designs were employed. These designs helped in addressing the basic research questions and describe what was happening in the area under investigation.

3.2. Study site

The study was conducted in Addis Ababa. The prime cause for Addis Ababa to be selected for the purpose of this study was by the investigator observations through work about peer pressure and its impacts on students. The investigator observations indicates that as a research is needed to design appropriate programs based on the findings for managing problems which relates with peer pressure in the area in which the problem is observed.

3.3. Population

The population of this study was all secondary and preparatory students in Addis Ababa, aged from 13–19 years and enrolled in grades 9–12 in the academic year of 2014. Out of 203 secondary and preparatory schools in Addis Ababa, 63, 104 and 36 are governmental, private and church and other schools respectively. There are 133, 372 students in these schools of which 61,057 are males and 72,315 are females.

3.4. Delimitation of the study

Out of 203 secondary and preparatory schools in Addis Ababa (63 governments, 104 private and 36 church and other schools), this study was delimited to three government, one private and one church owned secondary and preparatory schools.

3.5. Inclusion and exclusion criteria

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

- Regular students
- Students who are attending grades 9–12
- Aged 13–19 years;

Exclusion criteria: The exclusion criteria for sampling respondents were the following:

- Evening time attendees
- whose age were less than 14 or greater than 19 years and
- Who did not volunteer to participate in the study were excluded.

3.6 Sample size

The sample size for the study was determined based on formula for single population proportion. To determine the sample size of adolescent secondary school and preparatory students for questionnaire, the assumptions that follow here under were applied.

1. The level of the sampling error was accepted to be 5 percent
2. The confidence interval was chosen to be 95 percent

3. Owing to the existence of unreliable data on similar studies as far as the investigator knowledge and searching effort concerned, the proportion was assumed to be 50 percent.

Using the following formula, the sample size had been calculated.

$$\text{Sample Size (n)} = \frac{(Z_{\alpha/2})^2 \cdot P(1-P)}{e^2}$$

Where, n = sample size

P = estimated percentage of sample proportion, 50 percent

e = Marginal error/ the level of precision, 5 percent

Z = the z-score associated with selected degree of confidence, 95%

Applying this formula it can be said that about 385 respondents are needed.

But, assuming incomplete and non-response rate around 10% allowance was given implying a total sample of 424. Accordingly, a sample size of 424 adolescent secondary and preparatory students for questionnaire and 7 teachers and 8 students for focus group discussion were involved in the study.

3.7. Sampling procedure

Multi-stage sampling technique was used. Within five sub cities from the total 146 governmental, private and church and other secondary and preparatory schools, five schools were randomly selected. Schools included were Cathedral Kidist Silassie, Frehiwot no. 2, Kokebetsiba, Ethio-parents and Ayertena secondary and preparatory schools. The selected five schools were stratified by their educational level into (Grade nine, ten, eleven and twelve) 20 strata. The 20 strata which were stratified by level of education were again stratified by sex into male and female strata. (This gave to a total of 40 strata). The required sample study subjects were calculated by using proportional to size allocation

technique from each sex stratum by using the calculated sample (n=424) which is presented on table 3.1.

Study subject=424x No. of students in each grade / Total study population.

Table 3.1: Sample size of respondents from the selected five schools

Name of the school	Grade	Target Population			Sample size selected		
		Females	Males	Total	Females	Males	Total
1. Kokebetsiba	9	445	319	764	15	11	26
	10	380	284	664	13	10	23
	11	335	226	561	11	8	19
	12	358	197	555	12	7	19
	Total	1518	1026	2544	51	36	87
2. Ethio-parents	9	205	186	391	7	6	13
	10	196	178	374	7	6	13
	11	218	189	407	7	7	14
	12	216	198	414	7	7	14
	Total	835	751	1586	28	26	54
3. Frehiwot no. 2	9	478	360	838	16	13	29
	10	453	390	843	15	14	29
	11	248	133	381	8	5	13
	12	336	210	546	12	7	19
	Total	1515	1093	2608	51	39	90
4. KidistSilassieCatedral	9	152	128	280	5	4	9
	10	149	124	273	5	4	9
	11	155	138	293	5	5	10
	12	182	132	314	6	5	11
	Total	638	522	1160	21	18	39
5. Ayertena	9	362	336	698	12	11	23
	10	766	602	1368	26	21	47
	11	812	546	1358	28	19	47

	12	677	430	1107	23	14	37
	Total	2617	1914	4531	89	65	154
Grand Total		7123	5306	12429	240	184	424

Again, using random sampling from each selected grade level, some sections are randomly selected and number of respondents was calculated proportionally depending on the size of respondents determined by strata in each grade.

Total number of respondents in a section = sample size from each grade x no. of students in a specific section / total number of students in all randomly selected sections in that specific grade.

Example: Kokebetsiba secondary and preparatory school grade 9th respondents were taken in terms of section as follows:

Total number of respondents = 26

Number of students in section 1 = 55,

Number of students in section 3 = 53,

Number of students in section 5 = 58 and

Number of students in section 7 = 56

Total number of students from the sections 1, 3, 5 and 7

Equal to $55 + 53 + 58 + 56 = 222$

Section 1 = $26 \times 55 / 222 = 6$

Section 3 = $26 \times 53 / 222 = 6$

Section 5 = $26 \times 58 / 222 = 7$

Section 7 = $26 \times 56 / 222 = 7$

Therefore, the total number of respondents at grade 9th in Kokebetsiba secondary and preparatory school is 26.

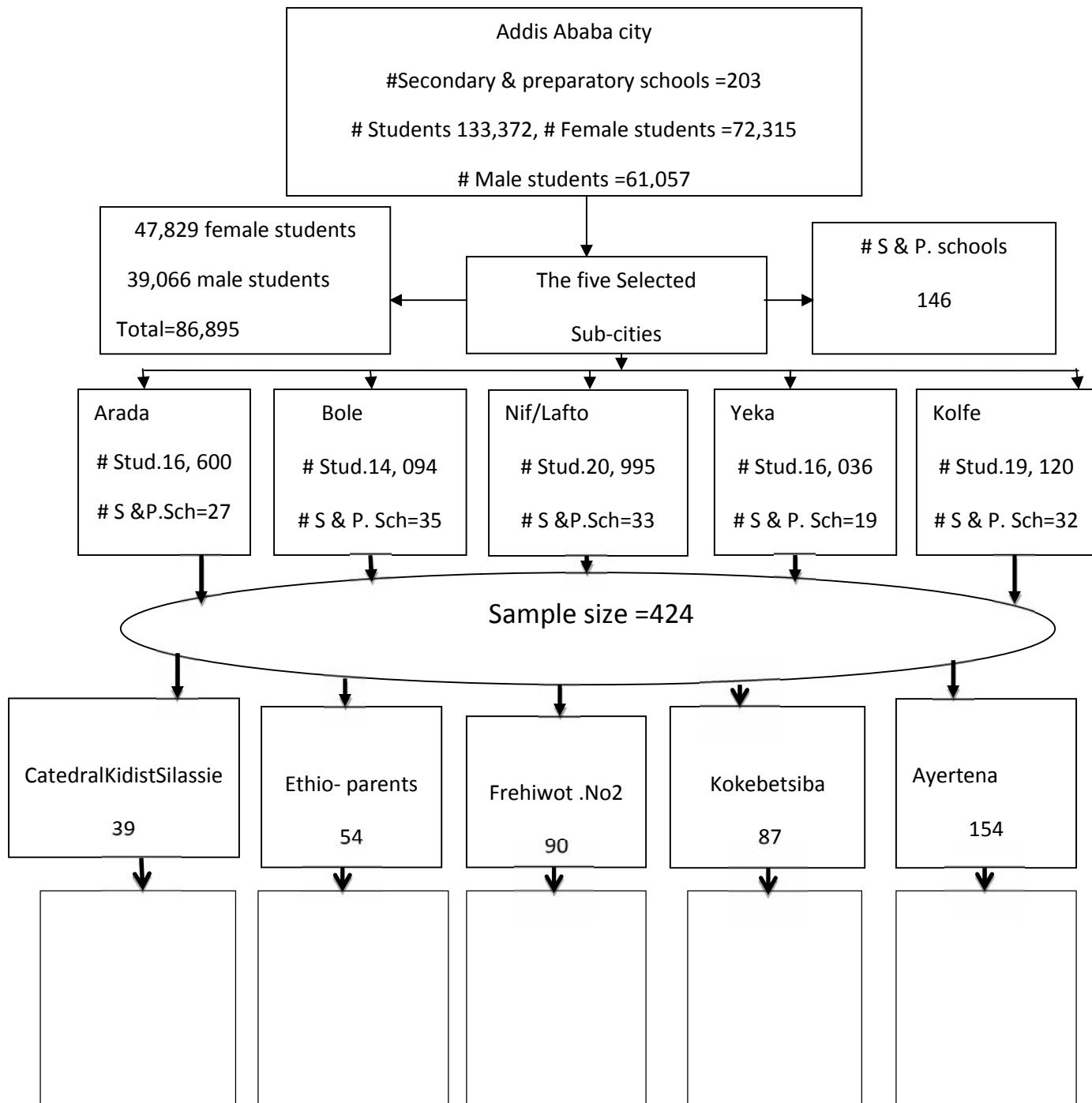


Figure 2: Schematic presentation of the sampling technique

3.8. Instruments

Data were collected through questionnaire and focus group discussion.

The questionnaire was designed for only students and focus group discussion guide questions for both students and teachers with the purpose of finding out relevant information regarding adolescent students' peer pressure. The questionnaire consisted mostly of close-ended questions and a few open-ended ones. A total of 76 questions were included.

3.8.1 Questionnaire

3.8.1.1. Construction

The questionnaire was constructed based on the literature review on peer pressure. Attempts were made to include pertinent items relating to the different areas of peerpressure. These included educational involvement, substance use, involvement of sexuality and family relationship.

3.8.1.2. Validation

To ensure the validity of the questionnaire, first draft Amharic version was evaluated and commented by the research advisor and other relevant professionals such as BerhanuDesta who has master degree in population studies and AbayAkemachew who has master degree in Ethiopian cultural studies. Then, pilot test was conductedin Kokebestiba secondary and preparatory school on 20 respondents with the purpose to improve clarity, relevance and feasibility of the questionnaire. According to the result of the pretest, some correction and changes were made which were unclear for students onsocio demographic variables, sexuality and peer pressure questions through discussion with the advisor.For the purpose of assessing the reliability of the instrument Cronbach's Alpha Coefficient

test was performed for education performance, sexuality, substance use and peer pressure questions and the results of the Cronbach alpha values were as follows:

Table 3.2 Cronbach Alpha coefficient test

Questions	Cronbach's alpha
Education performance	.86
Sexuality	.85
Substance use	.88
Peer pressure	.88

The Cronbach Alpha coefficient test result indicated that the questionnaire is reliable and it is acceptable to use as a scale since the result is above 0.7.

3.8.2 Focus group discussion

In order to supplement the data obtained through the questionnaire, a total of two focus group discussions (FGD) were conducted segregated by sex. The first group consisted of 8 student discussants (of which five were females and 3 were males) and the second group comprised 7 teacher discussants (of which 4 were females and 3 were males). In the FGDs, the discussants were asked to reflect on peer pressure experience. The discussants' idea which was written in Amharic by the note taker translated into English.

3.9. Procedures

3.9.1. Method of data Collection

Data collection activity was carried out in seven days including the focus group discussion. The administration of the questionnaire followed the procedures below.

- The researcher presented ethical clearance letter of the institute of psychology to the schools asking permission of the school in data collection.
- After the permission was secured, respondents were selected based on the sample size of respondents from each school and grade level with the help of school directors and unit leaders.
- By collecting respondents who were selected in a hall, the investigator informed them about the purpose of the study and asked their willingness to fill the questionnaire.
- After verbal consent was approved with respondents, the questionnaire was distributed to the participants with the help of unit leaders.
- The students had been told to read and do the questions by themselves and give their own personal answer there.

Regarding to Focus group discussion,

- The members of each FGD were selected purposely by the investigator and unit leader of schools based on their willingness.
- After selection, the members of the discussant were fixed the day and place of FGD through discussion with their members.
- Finally, the FGD conducted at the fixed time and place.

3.9.2. Method of data Analysis

After data collection, the quantitative data was checked for completeness and consistency. Then the data was coded and entered to computer using SPSS version 16.0 statistical programs. The data was cleaned prior to analysis. Frequency and percentage calculations were used to see the distribution of different variables. A chi-square test analysis had been applied to examine the association between exposure variables and the problem under study (Jhsph.educ, 2014). Besides, a linear multiple regression analysis had been applied to identify predictor variables of peer pressure.

3.10. Ethical considerations

After students were collected into a meeting hall they had been told about the purpose of the research, duration of the study, the type and number of participants expected, how confidentiality and privacy would be ensured. Verbal consent was obtained from each respondent for both questionnaire and FGD. Besides, the participants were assured that they have full right to participate or withdraw from the study. Confidentiality was kept at each step of data collection and processing.

CHAPTER FOUR

4. Findings

Quantitative findings

The major objective of this study is to investigate peer pressure among adolescent secondary and preparatory school students. A total of 424 questionnaires were distributed, of which 402 were filled consistently and completely. This chapter is emphasized on the findings of the data related to the present study. It begins with the description of the participants' demographic characteristics.

4.1 Demographic Characteristic of Participants

As it can be seen on table 4.1, description of participants was made by age, sex and birth order.

Table 4.1 Respondents' age, sex and birth order (N = 402)

Variables	Categories	Frequency	%
Age group	13– 14	12	3
	15- 16	129	32.1
	17 – 19	261	64.9
Sex:	Male	177	44
	Female	225	56
Grade Level:	9th	92	22.9
	10th	114	28.4
	11th	98	24.4
	12th	98	24.4
Birth order:	First	125	31.1
	Second	93	23.1
	Third	149	37.1
	Other	35	8.7

Based on the information on table 4.1 the age group of 17– 19 (64.9%) exceeds that of the age group of 13-14 (3%) and 15-16(32.1%). The respondents' mean age is 16.94 ± 1.26 years. The minimum and the maximum age of the respondent were

14 and 19 years respectively. Concerning to the respondents' sex, the percentage of female respondents 225 (56%) is higher than that of male 177 (44%). With regard to the grade level, the number of respondents at grade 10th (28.4%) is the highest followed by grade 11th (24.4%) and grade 12th (24.4%). Regarding birth order, the majority of the respondents 149 (37.1%) are third born followed by first born 125 (31.1%).

The following table depicts description of participants by family size, with whom they are living currently, parental education and family monthly income.

Table 4.2 Family size, current living condition, father educational level, mother educational level and family monthly income (N = 402)

Variables	Categories	Frequency	%
Family size	1-4	141	35.1
	5-8	233	58
	9-12	28	7
Respondents' current living condition is with :	my parents	259	64.4
	my father only/my mother only	101	25.1
	others	42	10.4
Father educational level:	Unable to read and write	30	7.5
	Able to read and write	80	19.9
	Elementary- junior completed	58	14.4
	Secondary school completed	142	35.3
	Above secondary	92	22.9
Mother educational level:	Unable to read and write	55	13.7
	Able to read and write	65	16.2
	Elementary- junior completed	85	21.1
	Secondary school completed	132	32.8
	Above secondary	65	16.2
Family monthly income:	Below 500 birr	28	7
	From 501-1000 birr	83	20.6
	Above 1000 birr	280	69.7
	Other	11	2.7

According to table 4.2, 58% of the respondents have family size from 5-8 followed by 1-4 (35.1%). Respondents' mean family size is 5.43. Regarding respondents' current living condition, most of them 259 (64.4%) are living with

their parents. Fathers' educational status is such that the largest percentage 142 (35.3%) goes to secondary school followed by 92 (22.9%) post-secondary (diploma, first degree, masters and PHD level). In similar way the largest percentage of mothers' educational level is secondary school 132 (32.8 %,) followed by elementary and junior completed 85 (21.1%).

Comparatively, the number of students whose mother's educational level is unable to write and read is higher 55 (13.7%) than father's educational level of unable to write and read 30 (7.5 %). Finally, as the above table shows, the majority of the respondents 280 (69.7%) reported that their family monthly income is above 1000.00 birr followed by 83 (20.6%) from 501-1000 birr.

4.2. Peer Pressure

As shown below, table 4.3 depicts distribution of respondents who are under peer pressure by sex and table 4.4 describes about respondents' (who are under peer pressure) dressing, hair and communication style.

Table 4.3 Peer pressure by sex (N = 402)

Item	Categories	Frequency (%)		Total	χ^2	sig
		Yes	No			
Did you perform negative thing that is not common to you influenced by your peer?	Male	44(24.9)	133(43.2)	177(44)	$\chi^2=.38$	.535
	Female	50(22.2)	175(56.8)	225(56)		
	Total	94(23.4)	308(76.6)	402(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

As indicated on table 4.3, 94 (23.4%) of respondents reported that they performed something that is not common to them influenced by their peers. Though, the percentage of male respondents (24.9%) who are under pressure is greater comparing to females (22.2%), the chi-square test indicated that there is no

significant difference among both sexes with regard to peer pressure that is(χ^2_1 : .38, $P > 0.05$).

Table 4.4 Number and percentage of respondents who changed their dressing, communication and hair style by the influence of their peers

Variables	Categories	Frequency (%)		TotalFrequency (%)
		Male	Female	
Dressing style	Yes	14(14.9)	33(35.1)	47(50)
	No	30(31.9)	17(18.1)	47(50)
	Total	44(46.8)	50(53.2)	94(100)
Communication style	Yes	21(22.3)	29(30.9)	50(53.2)
	No	23(24.5)	21(22.3)	44(46.8)
	Total	44(44.8)	50(53.2)	94(100)
Hair style	Yes	20(21.3)	29(30.9)	49(52.2)
	No	24(25.5)	21(22.3)	45(47.8)
	Total	44(44.8)	50(53.2)	94(100)

Among the respondents who performed things that are not common to them by the influence of their peers, 47(50%) changed their dressing style by the pressure of their peers, of which 14 (14.9%) are males and 33(35.1%) are females. Regarding communication style, 50(53.2%) of the respondents approved that they changed their communication style by their peers' influence. Of them 21(22.3%) are males and 29(30.9%) are females. On the other hand, 49(52.2%) of the respondents who are under peer pressure changed their hair style. Of these 20(21.3%) are males and 29(30.9%) are females. Based on the information on table 4.4, the percentage of female respondents who changed their dressing style 33(35.1%), communication style (30.9%) and hair style 29(30.9%) by the pressure of their peers is higher

comparing to males' dressing (14.9%),communication (22.3%) and hair style (21.3%).

4.2.1 Demographic Characteristics on Peer Pressure

The following three tables (table 4.5, table 4.6 and table 4.7) show the relationship between peer pressure and demographic characteristics such as age, birth order and grade level, family size, family monthly income, father's educational level and mother's educational level.

Table 4.5 .Peer pressure based on respondent's age group and birth order (n=94)

Variables	Categories	Frequency (%)		Total	χ^2	Sig
		Yes	No			
Age group	13-14	0	12(3.9)	12(3)	$\chi^2=8$	.018
	15-16	23(24.5)	106(34.4)	129(32)		
	17-19	71(75.5)	190(61.7)	261(65)		
	Total	94(100)	308(100)	402(100)		
Birth order	First	12(12.8)	113(36.7)	125(31.1)	$\chi^2=40.24$	.000
	Second	13(13.8)	80(26)	93(23.1)		
	Third	59(62.8)	90(29.2)	149(29.2)		
	Other	10(10.6)	25(8.1)	35(8.7)		
	Total	94(100)	308(100)	402(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

As it is shown on table 4.5, among respondents who under peer pressure 71(75.5%) are in the age range of 17-19 and 23(24.5%) are in the age range of 15-16. This indicates that the majority of respondents who are under peer pressure are late adolescence stage 71(75.5%) followed by middle adolescence stage 23(24.5%).

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The chi-square also indicated that age has statistically significant in related with peer pressure that is ($\chi^2_2=8$, $p < 0.05$). Among the 94 respondents who are under peer pressure the majority of the respondents 59(62.8%) are third born followed by

13(13.8%) second born. Since middle born children lack well supervision and attention from their parent, they are vulnerable to negative peer pressure. As it is shown on the table, the chi-square test analysis indicated that the result of birth order in related to negative peer pressure is significant (χ^2_3 : 40.24, $P < 0.05$).

Table 4.6 Respondent's family size and family monthly income on peer pressure (n=94)

Variables	Categories	Frequency (%)		Total	χ^2	sig
		Yes	No			
Grouped family size	1-4	4(4.3)	137(44.5)	141(35)	$\chi^2=97.12$	.000
	5-8	66(70.2)	167(54.2)	233(58)		
	9-12	24(25.50)	4(1.3)	28(7)		
	Total	94(100)	308(100)	402(100)		
Family monthly income	Below 500 birr	9(9.6)	19(6.2)	28(7)	$\chi^2=54.71$	.000
	From 501-1000 birr	43(45.7)	40(13)	83(20.6)		
	Above 1000 birr	38(40.4)	242(78.6)	280(69.6)		
	Other	4(4.3)	7(2.2)	11(2.8)		
	Total	94(100)	308(100)	402(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

As indicated on table 4.6, from the 94 respondent who are under peer pressure 66(70.2%) respondents have family size 5-8. The rest 4(4.3%) and 24(25.50%) of respondents have family size 1-4 and 9-12 respectively. As it is shown on the above table, the majority of respondents 90 (95.7%) who are under peer pressure have larger family size from 5-12 compared to a family size of 1-4. The chi-square test analysis indicates that peer pressure is related with family size that is ($\chi^2_2 = 97.124, p < 0.05$). Regarding respondent's family monthly income, among the 94 respondents, 43(45.7%) of them reported that their monthly family income is between 501-1000.00 birr. This indicates that family monthly income has an impact on students getting into peer pressure. The chi-square analysis also showed that family monthly income is statistically significant that is ($\chi^2_3 = 54.71, P < 0.05$).

Table 4.7 Respondents' father educational level and mother educational level on peer pressure (n=94)

Variables	Categories	Frequency (%)		Total	χ^2	sig
		Yes	No			
Father educational level	Unable to read and write	14(14.9)	16(5.2)	30(7.3)	$\chi^2=36.73$	.000
	Able to read and write	32(34)	48(15.6)	80(19.9)		
	Elementary - junior completed	13(13.8)	45(14.6)	58(14.4)		
	Secondary school completed	29(30.9)	113(36.7)	142(35.3)		
	Above secondary	6(6.4)	86(27.9)	92(22.9)		
	Total	94(100)	308(100)	402(100)		
Mother educational level	Unable to read and write	29(30.9)	26(8.4)	55(13.7)	$\chi^2=37.45$	.000
	Able to read and write	15(16)	50(16.2)	65(16.2)		
	Elementary -junior completed	21(22.3)	64(20.8)	85(21.1)		
	Secondary school completed	24(25.5)	108(35.1)	132(32.8)		
	Above secondary	5(5.3)	60(19.5)	65(16.2)		
	Total	94(100)	308(100)	402(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

From those students who are under peer pressure, the majority of the respondents' father educational level is able to write and read 32(34%) followed by secondary school completed 29(30.9%). As the chi-square test analysis indicated ($\chi^2_4 = 36.733$, $P < 0.05$), educational level of respondents' father is statistically significant with peer pressure. Regarding respondents' mother education, the largest percentage 29(30.9%) of the respondents' mothers are unable to read and write followed by 24(25.5%) of secondary school completed. Similar to respondents' father, the chi-square ($\chi^2_4 = 37.45$, $P < 0.05$) showed that educational level of respondents' mother is statistically significant with peer pressure. The family with well education background is therefore, would have paramount advantage for all round development of young adolescent personality.

4.2.2. Peer Group Information and Peer Pressure

The following two tables (table 4.8 and table 4.9) indicated the relationship between peer pressure and number of peer members, peer members sex, time spends with peers, reason for joining peer group and respondents' practices with their peer groups such as discussion about education; participation in different school clubs, social activities and religious activities; helping family at home; and discussion about substance use, sexuality, skipping from school and coping exams.

Table 4.8 Number of peer members, time spend with peers in a day, reason to join peer group and peer members dropped out on peer pressure (n=94)

Variables	Categories	Frequency (%)
Number of peer members	1 – 3	17(18.1)
	4 - 6	77(81.9)
	Total	94(100)
Time spend with peers in a day	above 5 hours	68(72.3)
	from 2-5 hours	14(14.9)
	from 1-2 hours	12(12.8)
	Total	94(100)
Reason to join peer group	by family problem	7(7.4)
	by friends pressure	61(65)
	by economical problem	16(17)
	being alone	10(10.6)
	Total	94(100)
Respondents' peer members who dropped out of school	0	19(20.2)
	1-2	26(27.7)
	3-4	49(52.1)
	Total	94(100)

Among respondents who are under peer pressure, the percentage of respondents who have peer members 4-6 (81.9%) is higher than from those who have 1 – 3(18.1%). Regarding time spend with peers in a day, the majority of the respondents who are under peer pressure 68(72.3%) spend above 5 hours. As it is

shown on table 4.8 the number of respondents who are under pressure increases as the number of hours they spend with their friend in a day increases.

Concerning to reason to join peer group, the majority of the respondents among those who are under peer pressure, 61(65%) of them reported that they joined to their peer group because of their friends pressure followed by economical problem 16(17%), being alone 10(10.6%) and family problem 7(7.4%). With regard to drop out, from those 94 respondents who are under peer pressure only 19(20.2%) of respondents do not have members who dropped out of school and the rest 26(27.7%) and 49(52.1%) of respondents have 1-2 and 3-4 dropped out members respectively. Generally out of the 94 respondents, 75(79.8%) of respondents have peer members who dropped out of school.

Table 4.9 Respondents' practices with their peer group members (n=94).

Variables	Categories	Frequency (%)		Total frequency (%)
		yes	no	
Peer group practices	Discussion about education with peer group	26(27.7)	68(72.3)	94(100)
	Participation in different school clubs	9(9.6)	85(90.4)	94(100)
	Participation in social activities	19(20.2)	75(79.8)	94(100)
	Participation in religious activities	20(21.3)	74(78.7)	94(100)
	Helping family at home	28(29.8)	66(70.2)	94(100)
	Discussion about opposite sex love	85(90.4)	9(9.6)	94(100)
	Involvement in sexual activity	72(76.6)	22(23.4)	94(100)
	Utilization of party houses, alcohol, tobacco, khat	64(68.1)	30(31.9)	94(100)
	Discussion about skipping from school and coping exams	75(79.8)	19(20.2)	94(100)

As indicated on table 4.9, the majority of the respondents who are under peer pressure are not involved in activities of school clubs 85 (90.4%),social 75(79.8%), religious 74(78.7%),education 68(72.3%) and helping family 66 (70.2%). On the other hand, among respondents who are under peer pressure 85(90.4%) of the

respondents reported that they discuss about opposite sex love, 72(76.6%) of the respondents about involvement of sexual activities, 64(68.1%) of the respondents about utilizing party houses and substances use and 75(79.8%) of respondents about skipping from school and coping exams.

According to the above table 4.9 information, the majority respondents who are under peer pressure discuss about the involvement of sexual activities, use of substances and visiting party houses rather than discussing about education, social issues, religious issues, helping of family at home and participation of school clubs. From the practices of respondents with their peer groups, discussion about opposite sex love 85(90.4%) is the most common one followed by skipping from school and coping exams 75 (79.8%).

4.3. Educational involvement

The first table (table 4.10) designates the relationship between personal and peer group educational involvement; and table 4.11 shows the relationship between the personal and peer group school rule and regulation respect. Table 4.12 indicates peer pressure on students' practices such as wearing of uniform; copy exams and school attendance. And lastly, for educational involvement table 4.13 depicts the association between peer pressure and educational involvement in terms of educational result comparing to others, interest for education, motivation to do homework, interest to study and class participation.

Table 4.10 Personal and peer group involvement in education

Persons	Items	Response			Mean
		High	Medium	Low	
Personal education involvement	Educational result compared to others	79	234	89	132.2
	Interest for education	142	169	91	142.5
	Motivation to do homework	120	168	114	135
	Interest to study	107	166	129	130
	Class participation	80	195	127	126.2
	Educational material handling	212	166	24	165
	Total personal involvement score	740	1098	574	830.9
Peer group involvement in education	Value for education given by peer groups	121	173	108	136.2
	Peer groups' discussion on education	118	143	141	130.2
	Peer groups' admiration of an outstanding student	135	150	117	137
	Peer groups' interest for doing homework and assignments together	108	171	123	131.5
	Peer groups' movement about future educational plan and career choice	128	150	124	134.7
	Peer groups' handling of educational material	167	168	67	150
	Total peer group involvement score	777	955	680	819.6

As indicated on table 4.10 the total mean score of respondents' education involvement (830.9) a little bit higher than the mean score of their peers' education involvement (819.6). In the personal educational involvement, the total score under medium (1098) is the highest followed by high (740) and low (574). Similarly, in peer group education involvement, the total score under medium (955) is the highest followed by high (777) and low (680).

Table 4.11 Personal and peer group school rule and regulation respect

Persons	Items	Response			Mean
		High	Medium	Low	
Personal school rule and regulation respect	Arriving at school on time	173	186	43	155.7
	Wearing of school uniform properly	240	142	20	170.7
	Attendance at school	242	140	20	171
	Total	655	468	84	497.4
Peer group members school rule and regulation respect	Arriving at school on time	150	193	59	149.2
	Wearing of school uniform properly	201	176	25	163.3
	Attendance at school	182	181	39	157.8
	Total	533	550	123	470.3

Regarding personal and peer group school rule and regulation respect on table 4.11, the total mean score (497.4) of personal school rule and regulation respect is greater than the total mean score (470.3) of peer group school rule and regulation respect. As shown on table 4.11, concerning to personal school rule and regulation respect for those who say high is the highest score followed by medium and for peer group school rule and regulation respect those who say medium is the highest score followed by high.

Table 4.12 Peer pressure on students' practices in the school (copy exams, wearing of uniform, school attendance and drop out of school)

Variables	Categories	Sex		Frequency	
		Male	Female	Total	%
Students' practice in the school	Copy exams from other student	37	41	78	26.1%
	Skip from school	35	36	71	23.7%
	Hold school uniform on hand	30	22	52	17.4%
	Change school uniform on the road	11	21	32	10.7%
	Being late comer in the school	21	21	42	14.0%
	Drop out of school	11	13	24	8.0%
	Total	145	154	299	100%

Among respondents who are under peer pressure those students who have the experience of copy exams 78 (26.1%), skip from school 71 (23.7%) and hold

school uniform on hand 52(17.4%) that encouraged by their peers stood first, second and third consecutively. The rest which accounted 32(10.7%), 42(14.0%), and 24(8.0%) have the practice of changing school uniform on the road, coming late in the school and dropping out of school pressurized by their peers respectively. Concerning to students' uniform, the majority of male students have practice of holding their uniforms with hand and female students have practice of changing school uniform on the road.

Table 4.13 Peer pressure on educational involvement

Variable	Categories	Frequency (%)		Total	χ^2	Sig
		Yes	NO			
Educational result compared to their peers	High	3(3.2)	76(24.7)	79(19.7)	$\chi^2=178.15$	.000
	Medium	21(22.3)	213(69.2)	234(58.2)		
	Low	70(74.5)	19(6.1)	89(22.1)		
	Total	94(100)	308(100)	402(100)		
Interest for education	High	5(5.3)	137(44.5)	142(35.3)	$\chi^2=113.71$	.000
	Medium	31(33)	138(44.8)	169(42)		
	Low	58(61.7)	33(10.7)	91(22.7)		
	total	94(100)	308(100)	402(100)		
Motivation to do homework	High	5(5.3)	115(37.3)	120(29.8)	$\chi^2=86.72$	.000
	Medium	28(29.8)	140(45.5)	168(41.8)		
	Low	61(64.9)	53(17.2)	114(28.4)		
	Total	94(100)	308(100)	402(100)		
Interest to study	High	2(2.1)	105(34.1)	107(26.6)	$\chi^2=84.85$	.000
	Medium	27(28.7)	139(45.1)	166(41.3)		
	Low	65(69.2)	64(20.8)	129(32.1)		
	Total	94(100)	308(100)	402(100)		
Class participation	High	3(3.2)	77(25)	80(19.9)	$\chi^2=68.54$	.000
	Medium	30(31.9)	165(53.6)	195(48.5)		
	Low	61(64.9)	66(21.4)	127(31.6)		
	Total	94(100)	308(100)	402(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

As shown on table 4.13, the majority of the respondents 70(74.5%) who are under peer pressure reported that their educational result is low and only 3(3.2%) of respondents' education result is high. The chi-square test analysis indicated that as

there is strong statistically significant association between student's educational result and peer pressure that is ($\chi^2_2 = 178.15$, $P < 0.05$). Regarding interest for education, among the 94 respondents only 5(5.3%) of students have high interest for their education and 58(61.7%) of respondents have low interest for their education. The chi- square test analysis also shows that as there is an association between student's interest for education and peer pressure ($\chi^2_2 = 113.71$, $P < 0.05$). Similarly, only 5(5.3%) of the respondents have high motivation to do homework and 61(64.9%) of respondents have low motivation to do homework. Study wise, only 2(2.1%) of students who are under peer pressure have high interest for study and the majority 65(69.2%) of respondents have low interest to study. Concerning to class participation, the majority 61(64.9%) of respondents' class participation is low and only 3(3.2%) of students' class participation is high. As the chi- square showed that there is statistically significant association between peer pressure and motivation to do homework, interest to study and class participation that is ($\chi^2_2 = 86.72$, $P < 0.05$) for motivation to do homework, ($\chi^2_2 = 84.85$, $P < 0.05$) for interest to study and ($\chi^2_2 = 68.54$, $P < 0.05$) for class participation.

4.4 Sexuality and Peer Group Values

4.4.1 Sexuality

The following two tables (table 4.14 and table 4.15) indicates the number and percentage distribution of respondents number of boy/girlfriend, sexual practices and age of sex started; and their association with peer pressure.

Table 4.14 Number of boy/girlfriend and age of sex started

Variables	Categories	Frequency (%)		Total frequency (%)
		Sex		
		Male	Female	
Number of boy/girlfriend	0	100(24.9)	124(30.8)	224(55.7)
	1	55(13.7)	83(20.6)	138(34.3)
	2	22(5.5)	18(4.5)	40 (10)
Total		177(44)	225(56)	402(100)
Age of sex started	13	0	5(5.2)	5(5.2)
	14	7(7.2)	3(3.1)	10(10.3)
	15	14(14.4)	16(16.5)	30(30.9)
	16	24(24.7)	20(20.6)	44(45.3)
	17	5(5.2)	3(3.1)	8(8.3)
Total		50(51.5)	47(48.5)	97(100)
Mean age of sex started	13-17	15.54±0.86	15.28±1.1	15.41±0.97

As indicated on table 4.14, 138(34.3%) of respondents have only one boy/girlfriend and 40 (10%) have two boy/girlfriend. The rest 224(55.7) of respondents do not have any boy/girlfriend. Concerning to respondents' age of sex started, the majority of them started at the age of 16(45.4%) followed by 15(30.9%).The mean and median age of respondents that they started sex is 15.41±0.97and 16 respectively. Comparing to the two sexes age of sex started, female students started earlier at the age of 13 than males at the age of 14. In this study, the mean age at first sexual intercourse is 15.54±0.86 for male students and 15.28±1.1 for female students.

Table 4.15 Peer pressure on number of boy/girlfriend and age of sex started

Variables	Categories	Frequency (%)		Total Frequency	χ^2	Sig
		Yes	No			
Respondents' boy/girlfriend	0	9(9.6)	215(69.8)	224(55.7)	$\chi^2=128.34$	.000
	1	56(59.6)	82(26.6)	138(34.3)		
	2	29(30.8)	11(3.6)	40(10)		
	Total	94(100)	308	402(100)		
Respondents' sex started	Yes	76(80.9)	21(6.8)	97(24.1)	$\chi^2=199.12$	.000
	No	18(19.1)	287(93.2)	305(75.9)		
Total		94(100)	308(100)	402(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

Based on table 4.15, among students who are under peer pressure 56(59.6%) and 29(30.8%) of respondents have only one and two boy/girlfriend respectively. Generally, almost 85(90.4%) of students who are under peer pressure have boy/girlfriend and only 9(9.6%) of students who are under peer pressure do not have any boy/girlfriend. The chi-square test analysis showed that as there is strong statistically significant association between respondents' boy/girlfriend and peer pressure ($\chi^2_2 = 128.34$, $P < 0.05$).

Regarding respondents' sex starting, of those students who are under peer pressure 76(80.9%) of them started sexual activities and only 18(19.1%) did not started sexual activities. The chi-square test analysis indicated that peer pressure highly associated with respondents' starting sexual activity that is ($\chi^2_1 = 199.12$, $P < 0.05$).

Table 4.16 Peer pressure on respondents' sexual activities by sex (n=94)

Pre- marital sex,homosexuality, having sex by forcing others and transactional sex						
Variables	Categories	Frequency%		Total	χ^2	Sig
		Yes	No			
Pre- marital sex	Male	36(38.3)	8(8.5)	44(46.8)	$\chi^2=2.18$	.140
	Female	46(48.9)	4(4.3)	50(53.2)		
		82(87.2)	12(12.8)	94(100)		
Homosexuality	Male	15(16)	29(30.8)	44(46.8)	$\chi^2=5.27$	.022
	Female	7(7.5)	43(45.7)	50(53.2)		
Total		22(23.5)	72(76.5)	94(100)		
Sex by forcing others	Male	17(18.1)	27(28.7)	44(46.8)	$\chi^2=6.14$	.013
	Female	8(8.5)	42(44.7)	50(53.2)		
Total		25(26.6)	69(73.4)	94(100)		
Transactional sex	Male	6(6.4)	38(40.4)	44(46.8)	$\chi^2=14.00$	.000
	Female	25(26.6)	25(26.6)	50(53.2)		
Total		31(33)	63(67)	94(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

As it is indicted on table 4.16, out of the ninety- four respondents who are under peer pressure, 82 (87.2%) of them have done premarital sex pressurized by their peers. Even though, there is difference on the percentage of males 36 (38.3%) and females 46 (48.9%) on pre-marital sex, the chi-square test showed that as there is no statistically significant difference between male and female students on pre-marital sexual practices that is ($\chi^2_1 = 2.18$, $P > 0.05$).

Surprisingly, there are respondents who practiced homosexual 15 (16%) of males and 17 (7.5%) of females because of their peers' pressure. Besides, there are students who have done sex by forcing others 17(18.1%) males and 8(8.5%) females; practiced transactional sex 6(6.4%) males and 25(26.6%) females. The chi-square test also showed that there is statistically significant difference between male and female students on their sexual practices such as homosexuality ($\chi^2_1 = 5.27$, $P < 0.05$), having sex by forcing others ($\chi^2_1 = 6.14$, $P < 0.05$) and transactional sex ($\chi^2_1 = 14$, $P < 0.05$).

4.4.2 Peer Group Values

The following table shows the number and percentage distribution of respondents on peer group values.

Table 4.17 Peer group values

Variables	Categories	Frequency (%)			Total Frequency (%)
		Agree	I am not sure	Disagree	
A person from your peer group members get respect	who has boy/girl friend	154(38.3)	101(25.1)	147(36.6)	402(100)
	who is modernized/ ' arada'/'tsede'	156(38.8)	90(22.4)	156(38.8)	402(100)
	who started sex	108(26.9)	76(18.9)	218(54.2)	402(100)
	who commits sex with different persons	55(13.7)	81(20.1)	266(66.2)	402(100)
	Who have had sex by forcing others	30(7.5)	79(19.7)	293(72.9)	402(100)

As shown on table 4.17, respondents agreed that a person from the peer group get value who is modernized/ ' arada'/'tsede' 156 (38.8 %), who has boy/girlfriend 154 (38.3 %), who started sex 108 (26.9%) who have sexual contact with different persons 55 (13.7%) and who had sex by forcing others 30 (7.5%). Based on the information from peer group values students get special value those who are modernized, who has boy/girlfriend and who started sex stood first, second and third respectively. Surprisingly, students who have more than one sexual partners and also aggressor are given positive value by students.

4.5. Substance Use

As shown below table 4.18 shows that the number and percentage distribution of respondents' use of substance by sex, table 4.19 indicates the association between respondents' use of substance and peer pressure and table 4.20 describes respondents who use substance by the pressure of their peers in terms of sex.

Table 4.18 Respondents' use of substance by sex

Respondents use of substance							
Variables	Categories	Frequency (%)				Total Fre(%) of sub. users	Total Frequency (%)
		Most of the time	Sometim es	Few times	None		
Khat	Male	15(8.5)	21(11.9)	8(4.5))	133(75.1)	44(24.9)	177(100)
	Female	11(4.9)	19(8.4)	7(3.1)	188(83.6)	37(16.4)	225(100)
	Total	26(6.5)	40(10.0)	15(3.7)	321(79.9)	81(20.2)	402(100)
Cigarette	Male	3(1.7)	18(10.2)	14(7.9)	142(80.2)	35(19.8)	177(100)
	Female	6(2.7)	10(4.4)	17(7.6)	192(85.3)	33(14.7)	225(100)
	Total	9(2.2)	28(7.0)	31(7.7)	334(83.1)	68(16.9)	402(100)
Alcohol	Male	16(9)	37(20.9)	13(7.3)	111(62.7)	66(37.3)	177(100)
	Female	16(7.1)	28(12.4)	13(5.8)	168(74.7)	57(25.3)	225(100)
	Total	32(8.0)	65(16.2)	26(6.4)	279(69.4)	123(30.6)	402(100)
Other substances	Male	4(2.3)	12(6.8)	17(9.6)	144(81.4)	33(18.6)	177(100)
	Female	3(1.3)	14(6.2)	21(9.3)	187(83.1)	38(16.9)	225(100)
	Total	7(1.7)	26(6.5)	38(9.5)	331(82.3)	71(17.7)	402(100)
Respondents' peer group use of substance							
Peer group substance	khat	55(13.7)	32(8.0)	22(5.5)	293(72.9)	109(27.1)	402(100)
	Cigarette	15(3.7)	57(14.2)	29(7.2)	301(74.9)	101(25.1)	402(100)
	Alcohol	52(12.9)	51(12.7)	36(9.0)	263(65.4)	139(34.6)	402(100)
	Other substances	11(2.7)	41(10.2)	32(8.0)	318(79.1)	84(20.9)	402(100)

Based on table 4.18, 81(20.2%) of the respondents use khat and of which 44(24.9%) are males and 37(16.4%) are females. Regarding cigarette, 68(16.9%) of respondents use cigarette and of which 35(19.8%) are males and 33(14.7%) are females. On the other hand, 123(30.6%) of respondents use alcohol of which 66(37.3%) are males and 57(25.3%) are females. Concerning to other substances, 71(17.7%) of respondents use other substances of which 33(18.6%) are males and 38(16.9%) are females. Based on the information about substance, alcohol 123(30.6%) is the most used substance by secondary and preparatory school students followed by khat 81(20.2%).

Regarding respondents' peer members substance use, 109(27.1%), 101(25.1%), 139(34.6%) and 84(20.9) of respondents reported that their peer members use khat, cigarette, alcohol and other substances respectively. Similar to personal substance use, on peer group substance use, alcohol 139(34.6%) is the most used substance by their peer groups followed by Khat 109 (27.1%).

Table 4.19 Respondents' use of substance and peer pressure

Variables	Categories	Frequency (%)			Frequency (%)	Total Freq(%) of sub.use	Total Freq(%)	χ^2	Sig
		Most of the time	Sometimes	Few times	None				
Khat	Yes	24(25.5)	35(37.2)	6(6.4)	29(30.9)	65(69.1)	94(100)	$\chi^2=178.1$	.000
	No	2(0.65)	5(1.6)	9(2.9)	292(94.8)		308(100)		
	Total	26(6.5)	40(10.0)	15(3.7)	321(79.9)		402(100)		
Cigarette	Yes	8(8.5)	24(25.5)	28(29.8)	34(36.2)	60(63.8)	94(100)	$\chi^2=171.7$	.000
	No	1(0.32)	4(1.3)	3(1)	300(97.4)		308(100)		
	Total	9(2.2)	28(7)	31(7.7)	334(83.1)		402(100)		
Alcohol	Yes	27(28.7)	43(45.7)	8(8.5)	16(17.1)	78(83)	94(100)	$\chi^2=168.53$	.000
	No	5(1.6)	22(7.1)	18(5.8)	263(85.4)		308(100)		
	Total	32(8)	65(16.2)	26(6.5)	279(69.4)		402(100)		
Other substances	Yes	6(6.4)	22(23.4)	32(34.1)	34(36.2)	60(63.8)	94(100)	$\chi^2=156.92$	.000
	No	1(0.32)	4(1.3)	6(1.9)	297(96.4)		308(100)		
	Total	7(1.7)	26(6.5)	38(9.5)	331(82.3)		402(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

Among the 94 respondents who are under peer pressure 65(69.1%) use khat, 60 (63.8%) use cigarette, 78(83%) use alcohol and similar to cigarette 60(63.8%) use other substance. The chi-square test analysis indicated that as there is strong statistically significant association between respondents who use substance and peer pressure that is ($\chi^2_3=178.1$, $P < 0.05$) for khat, ($\chi^2_3=171.7$, $P < 0.05$) for cigarette, ($\chi^2_3=168.53$, $P < 0.05$) for alcohol and ($\chi^2_3=156.92$, $P < 0.05$) for other substance.

Table 4.20 Respondents who started using substance by the pressure of their peers in terms of sex (n=94)

Variables	Categories	Frequency%		Total	χ^2	Sig
		Yes	No			
Using cigarette	Male	27(28.7)	17(18.1)	44(46.8)	$\chi^2=2.22$	0.136
	Female	23(24.5)	27(28.7)	50(53.2)		
Total		50(53.2)	44(46.8)	94(100)		
Drinking alcohol	Male	36(38.3)	8(8.5)	44(46.8)	$\chi^2=.212$	.646
	Female	39(41.5)	11(11.7)	50(53.2)		
Total		75(79.8)	19(20.2)	94(100)		
Chewing Khat	Male	32(34)	12(12.8)	44(46.8)	$\chi^2=.019$	.889
	Female	37(39.4)	13(13.8)	50(53.2)		
Total		69(73.4)	25(26.6)	94(100)		
Use other substance	Male	30(31.9)	14(14.9)	44(46.8)	$\chi^2=.000$	.985
	Female	34(36.2)	16(17)	50(53.2)		
Total		64(68.1)	30(31.9)	94(100)		
Visiting party houses	Male	34(36.2)	10 (10.6)	44(46.8)	$\chi^2=.324$	.569
	Female	41(43.6)	9(9.6)	50(53.2)		
Total		75(79.8)	19(20.2)	94(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

Of those respondents who are under peer pressure, 50(53.2%), 75 (79.8%), 69 (73.4%) and 64(68.1%) of them reported that as they started smoking of cigarette, drinking of alcohol, chewing of khat and using of different substance due to their peers' pressure respectively. Though, there is difference on the percentage of male and female on using the above substance, the chi-square test indicated that as there is no significant difference on both sexes that is ($\chi^2_1 = 2.22$, $P > 0.05$) for cigarette, ($\chi^2_1 = 0.212$, $P > 0.05$) for alcohol, ($\chi^2_1 = 0.019$, $P > 0.05$) for khat and ($\chi^2_1 = 0.000$, $P > 0.05$) for other substance.

Of all substances, alcohol is the most important one that respondents use by the consent of their peers. Regarding to party houses, respondents who visited party houses 75 (79.8%) by the approval of their peers is the highest similar to alcohol 75 (79.8%). Similar to substance, the chi-square indicated that there is no

significant difference between males who visit party houses comparing to females ($\chi^2_1 = 0.324$, $P > 0.05$).

4.6. Family Relationship

The following three tables (table 4.21, table 4.22 and table 4.23) show the number and percentage distribution of respondents about their communication, discussion with their parents and parental follow up; and the associations of them with peer pressure.

Table 4.21 Peer pressure and respondents' communication with family, parental follow up and discussion with family about substance and peers

Variables	Categories	Frequency (%)				Total	χ^2 -test	Sig
		High	Some extent	Low	None			
Communication with family	Yes	4(4.3)	26(27.6)	53(56.4)	11(11.7)	94(100)	$\chi^2=179.1$	.000
	No	217(70.5)	63(20.5)	19(6.1)	9(2.9)	308(100)		
	Total	221(55.0)	89(22.1)	72(17.9)	20(5.0)	402(100)		
Discussion with family about substances	Yes	2(2.1)	12(12.8)	57(60.6)	23(24.5)	94(100)	$\chi^2=108.38$	.000
	No	103(33.4)	96(31.2)	39(12.7)	70(22.7)	308(100)		
	Total	105(26.1)	108(26.9)	96(23.9)	93(23.1)	402(100)		
Respondents' family follow up	Yes	5(5.3)	20(21.3)	57(60.6)	12(12.8)	94(100)	$\chi^2=173.22$	.000
	No	204(66.2)	69(22.4)	18(5.8)	17(5.5)	308(100)		
	Total	209(52.0)	89(22.1)	75(18.7)	29(7.2)	402(100)		
Discussion with family about friends or peers	Yes	3(3.2)	9(9.6)	61(64.9)	21(22.3)	94(100)	$\chi^2=125$	.000
	No	128(41.6)	99(32.1)	48(15.6)	33(10.7)	308(100)		
	Total	131(32.6)	108(26.9)	109(27.1)	54(13.4)	402(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

Among respondents who are under pressure only 4(4.3%) of the respondents have high communication and 26(27.6%) of the respondents have some extents communication with their family. The majority of the respondents 53(56.4%) who are under peer pressure have low communication with their family. The remaining

11(11.7%) of the respondents do not have communication with their family at all. The chi-square test analysis has also proved that there is statistically significant association between respondents' family communication and peer pressure ($\chi^2_3 = 179.1$, $P < 0.05$). Concerning to discussion with family about substances, only 2(2.1%) of the respondents discuss highly with their family about substance and the majority of the respondents 57(60.6%) have low discussion with their family about substance followed by 23 (24.5%) who do not have any discussion about substances at all. The chi-square test also indicated that there is statically significant association between students' discussion with family about substances and peer pressure ($\chi^2_3 = 108.38$, $P < 0.05$).

Regarding family follow up, similar to discussion about substance, 57(60.6%) of the respondents have low follow up from their family. The rest 12(12.8%) respondents do not have any follow up from their family and 20 (21.3%) of respondents' follow up from their family is some extent. The chi-square test analysis also indicated that there is statistically significant association between respondents' family follow up and peer pressure $\chi^2_3 = 173.22$, $P < 0.05$).

On the other hand, only 3(3.2%) of the respondents discuss with their family about their friends/peer and the majority of the respondents 61(64.9%) have low discussion with their family about their friend/peers. The remaining 9(9.6%) and 21(22.3%) of the respondents have some extent and do not have discussion with their family about their friends/peers respectively. The chi-square test analysis also showed that there is statistically significant association between respondents' discussion with family about friends/peers and peer pressure $\chi^2_3 = 125$, $P < 0.05$).

Table 4.22 Respondents' open discussion

Variable	Categories	Frequency (%)	Frequency (%)	Frequency (%)	Total	χ^2 -test	Sig
		With father	With mother	Other			
Open Discussion	Male	21(5.2)	107(26.6)	49(12.2)	177(44)	$\chi^2=46.87$	.000
	Female	94(23.4)	76(18.9)	55(13.7)	225(56)		
	Total	115(28.6)	183(45.5)	104(25.9)	402(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

As indicated on table 4.22, 115(28.6%) of the respondents have open discussion with their father. Of which 21(5.2%) are males and 94(23.4%) are females. On the other hand, 183(45.5%) of respondents have open discussion with their mothers. Of which 107(26.6%) of the respondents are males and 76 (18.9%) of the respondents are females. The rest 104 (25.9%) of the respondents have more open discussion with their friends, brothers and sisters than their parents.

Based on the information from the above table, the majority of male students have open discussion with their mothers and the majority of female students have open discussion with their fathers. The chi-square test indicated that there is statistically significant difference between both sexes on their open discussion with parents that is ($\chi^2=46.87$, $P < 0.05$).

Table.4.23. Peer pressure and respondent's open discussion

Variable	Categories	Frequency (%)			Total (%)	χ^2	Sig
		With father	With mother	other			
Open discussion	Yes	9(9.6)	17(18.1)	68(72.3)	94(100)	$\chi^2=126.8$	.000
	No	106(34.4)	166(54)	36(11.7)	308(100)		
	Total	115(28.6)	183(45.5)	104(25.9)	402(100)		

$\alpha = 0.05$, statistically significant at $P < 0.05$

Based on table 4.23, among students who are under peer pressure only 9(9.6%) and 17(18.1%) of respondents have open discussion with their father and mother respectively. The majority 68(72.3%) of respondents who are under peer pressure have open discussion neither with their father nor with their mother. As they stated, their discussion is with their friends, brothers and sisters rather than with their parents. The chi-square test analysis also indicated that as there is statistically significant association between respondents' open discussion with parents and peer pressure that is ($\chi^2_2 = 126.80$, $P < 0.05$).

4.7. Factors Associated with Peer Pressure

Respondents' age, family size, birth order, family monthly income, father educational level, mother educational level, religion, peer group members, time spend with peers in a day and communication with family were entered into the model to predict peer pressure. Thus, the result of the standard regression analysis shown as follows:

Table 4.24 Linear regression analysis model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.671	.450	.436	.318

As indicated on model summary table, peer pressure can be explained by the independent variables ($r^2=45\%$) such as respondents' age, family size, birth order, family monthly income, father educational level, mother educational level, religion, peer group members, time spend with peers in a day and communication with family.

Table 4.25.Linear regression analysis Anova

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	32.413	10	3.241	31.998	.000
Residual	39.607	391	.101		
Total	72.020	401			

This ANOVA table indicates the statistical significance of the regression model that was applied. Here, $p < 0.05$, and shows that overall the model applied can statistically significantly predict the outcome variable. Thus, the prediction model was statistically significant $(10,391) = 31.998, p < .05$.

Table 4.26Linear regression analysiscoefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.203	.289		11.091	.000
Age	-.042	.019	-.126	-2.206	.028
Family size	-.175	.031	-.241	-5.594	.000
Birth order	-.022	.036	-.025	-.600	.549
Family income	.141	.039	.149	3.624	.000
Father educational level	-.026	.066	-.016	-.395	.693
Mother educational level	.106	.052	.086	2.037	.042
Religion	.047	.041	.043	1.137	.256
Peer group members	-.246	.033	-.336	-7.566	.000
Time spend with peers in a day	.062	.020	.128	3.072	.002
communication with family	.190	.019	.422	10.00	.000

As the above tables show, the enter method was used and a significant model emerged $(F_{10, 391}, p < .05)$.

Accordingly, the model identified the following variables to be significant.

Predictor variable	Beta	P
Age	-.126	P= .028
Family size	-.241	p=.000
Family income	.149	P=.000
Mother educational level	.086	P=.042
Peer group members,	-.336	p=.000
Time spend with peers in a day	.128	P=.002
Communication with family .422		P=.000

According to the table, respondents' communication with family received the strongest weight in the model followed by peer group members. Respondents' birth order, father educational level and religion are not significant predictors in this model

Qualitative Findings

4.8. Focus group discussion

A total of 15 participants of which seven teachers and eight students were involved in two focus group discussions. Teachers' focus group discussion was done in Frihiwot secondary and preparatory school and students' focus group discussion was done in Kokebetsba secondary and preparatory school. Accordingly, the discussion was focused on the extent of adolescents' student peer pressure and related issues such as substance use, sexuality, educational involvement and discipline.

4.8.1. with teachers

Q1. To what extent negative peer pressure is affecting secondary and preparatory school students? In terms of early sexual activities, using substance, low academic involvement and facing disciplinary problems.

As a discussant mentioned the number of secondary and preparatory school students who have been pressurized by their peers negatively is increasing from time to time. Although students believed that adults are a more trustworthy source of knowledge than their peer group, they have little access to adults' knowledge and hence they rely on their peers for information. They have their own language that they communicate with their groups. As the discussant stated peer pressure is the most common reason why secondary and preparatory school students use substance, indulge in early sexual activities, perform low in academic and involve in other risky activities. As he stated, in order to spend time with peers, they drop extracurricular activities, reduce time spend on homework and study and withdraw from family functions.

Another discussant stated that using of substances (chewing khat, smoking cigarettes and 'shisha', and drinking alcohol) and early sexual activities are common among secondary and preparatory school students. Currently a number of female and male students are involved in this practice due to peer pressure. This is because places where student chew khat and use 'shisha' have grown in numbers in the surrounding of high schools. One of the participants said that the two common substances that secondary and preparatory school students use are alcohol and khat. Due to some students come to school with alcohol, khat and cigarette, their peers influenced by such kind of students to use substance. A teacher from Firehiwot secondary and preparatory school stated that since student's behavioral problem is increasing from time to times due to their peer pressure, the school

formed student committee who can follow students who use substance and have different behavioral problem and to discuss on the issue with parents and the community in general. The school is providing mobile card for those students who are members of the committee to communicate with the school.

Another discussant indicated that for many secondary school students in Addis Ababa, achieving in school is in a direct conflict with peer acceptance. As he reported there are students who are under peer pressure in our school who are involved in early sexual activities, drinking alcohol, chewing khat, smoking cigarette and using other substances. Most of these students are friends to dropouts, they have tendency to be absent from school, have lower grades and less positive attitudes towards education. Similar to their groups, these students are experienced a higher rate of dropping out of school and a lower rate of being enrolled in academic programs. Contrary to the above, there are students who have chosen friends who have abilities for admiring and motivating them to achieve and act as their friends act. These students are encouraged by their peer to study hard at school and think more creatively.

Another discussant mentioned that students who are indulged in negative peer pressure are encouraged to ignore their studies and damaged their self-confidence. Most of them are not respecting the school rule and regulation, they are late comers and they do not have good manner in the school. In some secondary and preparatory schools in Addis Ababa, teachers are at high risk by such kind of students; they have been insulted, intimidated and bitted by them. On the other hand as the discussant explained, there are students who are successful and have friends whose grades are high, who spend more time on homework and assignment and who have greater educational aspirations.

Q2.Which students are more susceptible for peer pressure male or female?

As the participants mentioned from the experience they faced, without distinguishing in terms of gender, most of the time both male and female students who have economic problem, parental problem, have friends with behavioral problem, live with extended family, and live alone are exposed for peer pressure. Another discussant stated that especially females student are pressurized by their female peer is the so-called sugar daddy phenomenon, a relationship in which young girls are forced by wealthy older men to exchange sex for money and material gifts. This is common in most secondary and preparatory schools and some girls have fixed rented house for changing their uniform.

Another discussant stated that male students are more susceptible for peer pressure because most parents do strict supervision for female rather than males. For example parents allow for males to play in playing fields and stay with their peer outside their home and for females, most of the time they do not allow to stay outside home rather they enforce them to be involved in house chores. The majority of the discussant supported this discussant's idea and most of the discussants agreed that male students are more vulnerable to negative peer pressure.

Q3.What are the most common reasons that students join to unwanted peers?

A discussant stated that some of the main causes of peer pressure are related to age-appropriate behavior. Adolescents develop a strong desire to fit in with their peers and be accepted by them. This desire makes adolescent peer pressure tough

to resist. On the other hand students who are neglected or have too many conflicts with their parents often connect with friends who tend to be anti-education and antisocial. Another discussant mentioned that the reasons why students fall under peer pressure are poor communication between parents and their adolescent children, economic problem, technology which brought impact on youth especially through the two common communication ways such as mobile and face book .As he gave emphasis most parents are not following and giving attention for their children, rather they give the whole responsibility for the school. On the other hand some parents deny their children behavioral problem and instead they start blaming the school and school teachers.

Another discussant stated that the power of the peer group becomes more important when the family relationships are not close or supportive. If parents are largely unavailable, students may turn to their peer group for emotional support. Most students in this situation are not discriminatory about the kind of group that they join in. They often turn to a group that accepts them, even if the group is involved in illegal or negative activities. For some students, the need for affiliation or closeness is often greater than the need to do the right thing.

Q4. What could be done to manage problems with peer pressure on secondary and preparatory school students?

As the discussant mentioned that to minimize the negative effect of peer pressure parents, school and community leaders must come together to establish workable and effective strategies to guide students' behavior. After saying this, this discussant put one's student history as follows:

A student who was a 15 year old was attending in grade 9. One day his friends brought alcohol inside their bag on plastic bottle in the school compound and they invited him to drink it. Immediately after taking the alcohol the child became unconscious and had fallen down in the school compound. The school took the child to hospital and it was approved that as he took alcohol.

This discussant commented that parents should give the appropriate attention and do well supervision. Adolescent students without close interpersonal relationships or those without close family members tend to be more susceptible to negative peer pressure. She also added that they have to have open communication with their children about substance use, choice of friends and love relationship. Students with strong family ties are more integrated socially and are more successful academically. Getting love, attention, respect and encouragement in the family helps students be less dependent on their peers' approval.

4.8.2. With students

Q1. Are there students who are pressurized by their peers negatively (for example use substances, involved in early sexual activities, result low academic performance, show disciplinary problems)?

A student discussant stated that there are many students who are pressured by their peers negatively. He underlined that negative peer pressure is one of the most common influential factors in determining student's substance use, involvement of early sexual activities, performing low in academic and even for final dropout of school. As he emphasized; even if students come from well managed families and

are getting good grades in school; students who associate with others who are sexual active, have disciplinary problem and use substance have a greater likelihood of being sexually active and using substance themselves.

Another discussant mentioned that some students come to school with alcohol and khat. Students sometimes chew khat while the teacher is teaching in the class and they commit sexual intercourse in the student's toilet. Another student stated that during lunch time smoking cigarette and chewing khat being in a group are common practices in the school. Besides, opposite sexual relationship is taken like a fashion and there are students who commit sexual intercourse with the same sex such as gays and lesbians. From the experience, the majority these students who practice such risky activities come from low economic status, are orphanage and have parental maltreatment.

Q2.Which students are more susceptible for peer pressure male or female?

In this case the group was divided into two that males were saying that female students are more vulnerable than male students by justifying that females are in need of money for beautifying themselves (for dressing, using make up and buying modes), because of that females simply pressured by their peers or others to get money whereas males are not. On the other hand female were saying that even though males are not in need of money like females, males are the one who cheated and pressurized by their peer groups simply because males are more eager to try everything and they have more time to stay with their peers than females. Finally, the two groups agreed by voice that male students are more susceptible for peer pressure than females.

Q3 what are the major common reasons that students join to unwanted peers?

As the student discussant stated belonging to a group is an important part of students rather than being ostracized that is why many students conform and engage in high risk activities in order to have access to a group. A girl who has friends of girls who experience sugar daddy activities is pressurized by her friends to be a member of them. Unless she does what her friends say she will be taken as she is foolish and backward. Girls also put pressure on female peers and on boys to be sexually active, as one student reported they say noting that it is “fashionable” to be sexually active. Some students take having sex as their age brag. Because nowadays if you do things like that (have sex), you are popular and get respect by the group members. Another student stated that in circles of friends where girls are sexually active, the pressure to engage in sex is intense. Because their friends are sexually active and they think ‘I’m the only person in the group who is not sexually active. I’d better have sex with a boy now.

Another discussant mentioned that in order to be popular or liked by boys, a girl must be willing to have sex. Otherwise, they are paid no attention. Boys who are not willing to have sex with a girl are considered weak. Girls who do not engage in sex teased by their friends like I tell your friend that you are chicken; you scared to kiss this boy; you also scared to have sex with the boy. They excluded from friendship circles, if they are perceived to be abstaining from sex. They say their friend if you don’t do it, then I am not going to be your friend anymore.

Similarly, for boys the participants indicated that abstaining from sex and delaying sexual intercourse are undermined by adolescents’ strong need to

belong to a social group. Being sexually active gives adolescents' access to being part of a group. If boys are perceived as not being sexually active, they exclude from their peer group. A boy who does not have a girlfriend teased by his friends like "you don't even get a kiss from your girlfriend, you don't get anything, so you will never walk with us (be seen in our company), because you don't have girlfriend".

Q4. What needs to be done to manage problems with peer pressure on secondary and preparatory school students?

A discussant stated that students should choose the right peers in order to be safe from negative peer pressure and analyze the attitudes of their friends before they become close. Parents who are involved in their children's lives should help their children for the development of their confidence to stand up their peers. Parents should interact with their children with love, kindness, respect, consistency, time boundaries and encouragement and have to give the right guidance and attention for their children. Parents should create regular contact with their children's teachers and with schools in general in order to get the overall behavior of their children in the school compound.

CHAPTER FIVE

5.1 Discussion

According to the finding in this study, there are students who are under peer pressure. Though, the chi-square test indicated that there is no significant difference on the extent of peer pressure on both sexes, the percentage of male (24.9%) is greater comparing to females (22.2%). Similar to this finding, on the study of Tabitha (2013) indicated that more boys than girls were influenced by peers to engage in all the behaviors that was investigated on the study of family, peer and protective factors related to sex behavior in secondary schools. Contrary to this finding, Brown (1982) stated that peer pressure appeared stronger for females than males. The difference may be due to culture, as it is indicated from the focus group discussion there is strict follow up for females rather than males that parents allow for males to play in playing fields and stay with their peer outside their home and for females most of the time they do not allow to stay outside home rather they enforce them to be involved in house chores.

Regarding to stages of adolescence, the majority of respondents who are under peer pressure are in late adolescence stage (age 17-19). This finding opposes the idea of Unicef(2011) that risk taking behavior among adolescents declines during late adolescence, as the ability to evaluate risk and make conscious decisions develops and are more confident in their own identities, they are better able to make decisions independent of their peers. On the other hand it is reliable with the study of Brown (1982) that peer pressure toward substance abuse and sexual activity increases in the late adolescence. The difference may be due to the maturity difference depending on climate which differs from place to place.

In this study, the majority of the respondents who are under peer pressure are third born. In relating to this finding, on the study of Begue and Roche (2004), firstborn were more supervised by their parents than middle-born. On their study of birth order and youth delinquent behavior testing they also indicated that firstborn children are less involved in delinquency than middle-born children. Similarly, Steinberg et al.(2006) stated that children who were raised under neglectful parenting styles were found to be less mature and more likely to be influenced by their peers. Thus, differential parental control of the children depending on their ordinal position accounts for negative peer pressure and related problems. This implies that birth order has an impact on peer pressure.

In this study there is great association between peer pressure and family size. Based on the finding, family size is one of the major predictor variables of peer pressure. Regarding this, Lipsey and Derzon (2000) stated that large family size is one of the factors related to adolescent delinquency as a results poor parental supervision. This may be true that the amount of parental interaction, attention and supervision that can be given to each child decreases as the number of children in a family increases.

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

children. Parents under financial strain are less involved, less nurturing, harsher and less consistent with their discipline.

On this study, there is strong association between peer pressure and students education involvement. The majority of students who are under peer pressure have less educational involvement. This finding is reliable with the idea of Clark (2009) that students with friends, who were interested in having sex, drinking, and using drugs, experienced less desirable educational outcomes and experienced a higher rate of dropping out of school and a lower rate of being enrolled in academic programs. He also mentioned that negative peer pressure teaches and encourages the adolescents to ignore studies, bunk classes and be completely uninterested in academics.

In this study, the mean age at first sexual intercourse is 15.54 ± 0.86 for males and 15.28 ± 1.1 for females. Studies conducted in Addis Ababa in 2003 reported that the mean age at first sexual intercourse was 16.4 years for males and 15.5 years for females (Berhane, 2003). A study from Cameroon also showed that the mean age at first sexual practice was 15.6 years for males and 15.8 years for females (Mburano, 2000). In this study, the mean age of the adolescent female and male students at first sexual intercourse is earlier than other studies both in the country and in the continent. Even though, males are sexually active earlier than females which has been demonstrated by the study from Cameroon; in this study females are sexually active earlier than males which is similar to the study done by Berhane in 2003 in Addis Ababa on school adolescents.

As it is shown from this study finding, peer pressure is one of the main reasons for engagement of adolescent secondary and preparatory school students in sexual activities. This particular study proved by Assefa and Dessalegn (2006) indicated

that peer pressure 25 (17.2%) as one of among the main reasons of adolescents for starting first sexual intercourse. Besides, Tsehaye.etal (2014) indicated that peer group pressure was the main motivating forces that made students to engage in sexual activities followed by self-initiation and pornographic films. Further, Belay (2008) in his study on students in ten high schools in Addis Ababa showed that peer pressure has taken 35.2% which is the most important factor that precipitated the first sexual encounter.

In this study alcohol is the most used substance by secondary and preparatory school students followed by khat and more males consume alcohol and khat than females. This finding is consistent with the study of Wegayehu (2009) on assessment of substance abuse among female and male high school students in Addis Ababa that alcohol and khat were the two most used substances both by males and female students (use of alcohol 43.3 % for males and 26.4% females and khat use 32.4 % for males and 17.3 % for females). Regarding respondents' peer group substance use, alcohol is the most used substance by their peer groups followed by khat. This finding showed that peer pressure is one of the predisposing factors of adolescents to use substance. It is consistent with the study of Tesfahun. etal(2013) on students of DebreMarkos Poly Technique College which revealed that 56.7 % the study subjects were introduced to use substances by a friend/peer. This is also reliable with the study done among students of Mekelle University by Abrha(2011). Another study in Kenya secondary school revealed that peer group pressure was the prominent reasons to begin substances use (Lemis M. Negsu, Judah N, Alice M, 2008).

According to the finding, the majority of students who are under peer pressure do not have good communication with their family. They also have low discussion

with their family about substance and friends/peers and family follow up. Thus, this finding indicated that family relation is one of the factors which related to negative peer pressure. It was also mentioned during FGD that poor family relationship as one factor of adolescents' susceptibility to peer pressure. It is consistent with the idea of Sankey and Huon (1999) that poor family relationships, particularly those characterized by poor communication between parents and their adolescent children, to be associated with higher levels of delinquent behaviors. It is also reliable with the knowledge of Clark (2009) that adolescents who do not have a close relationship with their family members are at much higher risk to get into negative peer pressure.

Regarding open discussion with parents, the majority of male students have open discussion with their mothers and female students have open discussion with their fathers. The majority of respondents who are under peer pressure have open discussion neither with their father nor with their mother. This is consistent with the idea of Tarshis (2010) that children who have open discussion with their parents are less likely to fall to peer pressure and Clark (2009) adolescents who can use reason to discuss their viewpoints with their parents and gain experience framing their own ideas are less likely to use drugs and alcohol and are more confident when dealing with their own friends.

CHAPTER SIX

6.1 Conclusions and Recommendations

6.1.1 Conclusions

The following concluding remarks have been identified as follows:

- 94(23.4%) of respondents are under peer pressure.
- The percentage of male respondents (24.9%) who are under pressure is greater comparing to females (22.2%).
- The majority of the students who are under peer pressure are at the age range of 17-19 which is late adolescent stage.
- The majority of students who are under peer pressure have less educational involvement.
- In this study, the mean age of the adolescent female and male students at first sexual intercourse is earlier than other studies both in the country and in the continent.
- Alcohol is the most used substance by secondary and preparatory school students followed by khat and more males use substance than females.
- This study indicated that birth order has an impact on peer pressure.

- Concerning to students' uniform, male students have practice of holding their uniforms with hand and female students have practice of changing school uniform on the road.
- The majority of male students have open discussion with their mothers and female students have open discussion with their fathers.
- From peer group respect, students get special value those who are modernized, who has boy/girlfriend and who started sex and surprisingly, students who have more than one sexual partner and also aggressors are given positive value by students.
- There is strong association between peer pressure and early sexual activities, substance use and educational involvement that indicates peer pressure is the most common reason why secondary and preparatory school students use substance, indulge in early sexual activities and result low academic involvement.
- Poor family relationships, particularly those characterized by poor communication between parents and their adolescent children, low parental supervision and low discussion about substance and choosing friends have contribution towards adolescent indulgence to negative peer pressure.
- Age, family size, family income, mother educational level, peer group members, time spend with peers in a day and communication with family are

found to be predictors of peer pressure. Of the seven predictors of peer pressure, communication with family received the strongest weight in the model followed by peer group members.

6.1.2 Recommendations

Based on the study findings as well as the conclusions drawn, the following recommendations have been forwarded:

- ❖ Parents in collaboration with school communities should discuss periodically about the negative peer pressure which leads students' use of substances, involvement of early sexual activities, disciplinary problems and performing low in academic.
- ❖ Schools are very important places for providing different programs for students related to peer pressure resistance skills. Peer educators should be established and strengthened in all schools so that they can provide education about peer pressure and its effects on adolescent students in a friendly manner.
- ❖ Life skill and assertiveness training should be given for adolescent students to select friends, events, places and experiences that are safe in order to avoid being in tricky situations; and for scaling up their self- confidence in resisting negative peer pressure and developing the habit of saying 'no' for unfavorable requests.
- ❖ Parents should create good relationship with their children and school teachers in order to get information about their children overall behavioral conditions.

- ❖ Parents and school teachers should encourage students to have participation in school based co-curricular activities, school participation and sensitization parental role at home.
- ❖ Parents should be on school management boards to influence policies that will guide and shape their children and the school administration could organize regular parents meetings to talk about issues affecting students.
- ❖ Besides of strengthening and enriching the guidance and counseling service which is provided by professional counselors, peer counseling in schools is also recommended since the youth will be helping fellow youth as they face similar challenges.
- ❖ Parents need to be present in their adolescent's lives. They should never underestimate the value of quality time spend together. If parents have a busy schedule and cannot be physically present, they should still make their presence felt in the home through phone calls, personal notes, or other forms of communication.

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ተ.ቁ	ጥያቄዎች	ምርጫዎች	መልስ
1	የ	1. ወንድ 2. ሴት	
2	ዕድሜ	ቁጥር ይሞላ-----	
3	የትምህርት ደረጃ	1. 9ኛ ክፍል----- 2. 10ኛ ክፍል ----- 3.11ኛ ክፍል ----- 4. 12ኛ ክፍል -----	
4	ሀይማኖት/ሽ	1. ኦርቶዶክስ 2. ፕሮቴስትንት 3.ካቶሊክ 4. ስላም 99. ሌላ ክለስ ይገለፅ-----	
5	የቤተሰብ/ሽ ስንተኛ ልጅ ነህ/ሽ?	1.የመጀመሪያ 2. ሁለተኛ 3.ሶስተኛ 99.ሌላ ከሆነ ይጻፍ-----	
6	አሁን ጋር ነው የምትኖረው/ሪው	1.አ ናትናከአባት ጋር 2. ከአባት ጋር ብቻ/ከ ናት ጋር ብቻ 99. ሌላ ይገለፅ-----	
7	የቤተሰብ ብዛት	ቁጥር ይሞላ-----	
8	የአባት የትምህርት ደረጃ	1.ማንበብና መጻፍ የማይችል 2.ማንበብና መጻፍ ብቻ 3.አከንደኛ- መለስተኛ ደረጃ 4.ሁለተኛ ደረጃ 5. ከሁለተኛ ደረጃ በላይ	
9	የ ናትየትምህርትደረጃ	1.ማንበብና መጻፍ የማትችል 2.ማንበብና መጻፍ ብቻ 3.አከንደኛ- መለስተኛ ደረጃ 4.ሁለተኛ ደረጃ 5. ከሁለተኛ ደረጃ በላይ	
10	የቤተሰብ/ሽ የወር ገቢ መጠን	1.አ500 ብር በ ች 2.አ501-1000 ብር 3.አ1000 ብር በላይ 99.ሌላ ክለስ ይጻፍ-----	

ክፍል ሁለት፡-የአቻ ተፅዕኖን በተመለከተ

	አዎ ወይም አይ የሚለውን በመምረጥ ምረጫው የያዘውን ቁጥር ብቻ ያፋት፡፡	1.አዎ	2.አይ
11	ማድረግ የማትፈልገውን/ጊውን ነገር በአቻ ጫና ፈፅመህ/ሽ ውቃህ/ቂያላሽ?		
	ለጥያቄቁጥር 11 መልስ አዎ ከሆነ ከሚከተሉት ተግባራት ምን ያህሉን ፈፅመህል/ፈፅመሻል?	1.አዎ	2.አይ
12	1. የፍቅር ጓደኛ መመስረት		
	2. ከጋብቻ በፊትከፍቅር ጓደኛ ጋር ወሲብ መፈፀም		
	3. ከተመሳሳይ ያ ጋር ወሲብ መፈፀም		
	4. በማስገደድ ወሲብ መፈፀም		
	5. ገንዘብ ለማግኘት ወሲብ መፈፀም፤		
	6. ገንዘብ ከፍሎ ወሲብ መፈፀም		
13	1. ሲጋራ ማጨስ		
	2. አልኮል መጠጣት፤		
	3. ጫትመቃም፤		
	4. የተለያዩ አደንዛዥ ዕቃችንና መድሃኒቶችን መጠቀም		
	5. ጭፈራ ቤት መሄድ		
14	1. የአለባበስ ዘይቤን መቀየር		
	1. የአነጋገር ዘይቤን መቀየር		
	2. የፀጉር አያያዝ መቀየር		
15	1. ፈተና መከረጅ		
	2. ከት/ቤትመፎረፍ		
	3. የት/ቤት የደንብ ልብስን በ ጅአንጠልጥሎ መሄድ		
	4. የት/ቤት የደንብ ልብስን መንገድ ላይ መቀየር		
	5. ከክፍል አርፍዶመግባት		
	6. ት/ቤትማቋረጥ		

ክፍልሦስት፡-የአቻ ቡድን መረጃ

በመልስመስጫው በ ላይመልሱንየያዘውንቁጥር ብቻያፋት፡፡		ምርጫዎች		መልስ
16	የአቻህ/ሽ ቡድን አባላት ብዛት ምን ያህል ይሆናል?	በቁጥር ይጻፍ-----		
17	የአቻህ/ሽ ቡድን አባላት ያ	1.ወንድ ብቻ 2 .ሴት ብቻ 3.ሁለቱም		
18	ከአቻህ/ሽ ቡድን ጋር በቀን ምን ያህል ጊዜ ሳልፋለህ/ፊያለሽ?	1.ከ5 ሰዓትበላይ 2.ከ2-5 ሰዓት 3. ከ1-2 ሰዓት		
19	ወደ አቻህ/ሽ ቡድን ንዴት ተቀላቀልህ/ሽ?	1. በቤተሰብ ችግር 2. በጓደኛ ግፊት 3. በኢኮኖሚ ችግር 4. ብቸኛ በመሆን 99. ሌላ ከለ ይገለፅ-----		
ከአቻ ቡድን አባላት ጋር የም ከናውኗቸውን ተግባራትአዎወይም አይየሚለውንበመምረጥመልስያዘውንቁጥር ብቻበመልስመስጫ በ ላይያፋት፡፡		1. አዎ	2. አይ	መልስ
20	በት/ት ነክ ጉዳዮች ላይ መወያየት የቤት ስራና ፕሮጀክትን አብሮመስራት፤ አብሮማጥናት			
21	በተለያዩ የት/ቤት ክበባትመሳተፍ			
22	በማህበራዊ ህይወትመሳተፍ			
23	በ ምነት ነክ ንቅስቃሴዎች መሳተፍ			
24	በቤት ውስጥ ቤተሰብን መርዳት			
25	አንድ ላይ በመሆን መጫዎትና መዝናናት			
26	ስለተቃራኒ ያ የፍቀርሁኔ መነጋገር			
27	የፍቀር ግኑኝነት መፈፀም			

28	ጭፈራ ቤት መሄድ፤ አልኮል መጠጣት፤ ሲጋራ ማጨስ፤ ጫት መቃም የመሳሰሉትን መፈፀም		
29	ስለ ት/ቤት ፋረፋ፤ ስለ ፈተና ኩረጃ መወያየት		

ክፍል አራት፡-የትምህርት ተሳትፎን በተመለከተ

መመሪያ፡ መልሱን የያዘውን ቁጥር ብቻ ከተሰጡት አማራጮች ስርጻፉት፡፡

ግለሰባዊ የት/ት ተሳትፎ		ከፍተኛ (3)	መካከለኛ(2)	ዝቅተኛ(1)
30	የትምህርት ውጤትህ/ሽ ከሌሎች ተማሪዎች ጋር ሲነፃፀር			
31	ለትምህርት ያለህ/ሽ ፍላጎት			
32	የቤት ስራን በአግባቡ ለመስራት ያለህ/ሽ ተነሳሽነት			
33	የማጥናት ፍላጎት			
34	በክፍል ውስጥ ያለህ/ሽ ተሳትፎ			
35	የትምህርት መሳሪያን ለምሳሌ ደብተር፡ መፅሀፍ ና ሌሎችን በጥንቃቄ የመያዝ ሁኔ			
የአቻዎችህ/ሽ አባላት የትምህርት ተሳትፎ				
36	የአቻዎችህ/ሽ ለትምህርት የሚሰጡት ዋጋ			
37	የአቻዎችህ/ሽ በትምህርት ነክ ጉዳዮች ላይ የሚያደርጉት ውይይት ና መረዳዳት			
38	የአቻዎችህ/ሽ በትምህር ቸውጎበዝየሆኑትን የማድነቅ ንደነሱም ለመሆን የመጣር ሁኔ			
39	የአቻዎችህ/ሽ የቤት ስራንና ፕሮጀክትን አብሮ የመስራት ፍላጎት			
40	የአቻዎችህ/ሽ የወደፊት የት/ት ዓላማን፤ የሙያ ምርጫን በተመለከተ የሚያደርጉት ንቅስቃሴ			
41	የአቻዎችህ/ህ የትምህርት መሳሪያን(ደብተር፡ መፅሀፍ ና ሌሎችን) በጥንቃቄ የመያዝ ሁኔ			
42	ትምህረ ቸውን ያቋረጡ የአቻህ/ሽ ብዛት	በቁጥር ይፃፍ-----		
ግለሰባዊ የት/ቤቱን ደንብና ስርዓት ማክበር				
43	ከት/ቤት በሰዓቱ መድረስ			
44	የትምህርት ቤት የደንብ ልብስ በአግባቡ መልበስ			
45	ከትምህርት ገቢ መገኘት			
የአቻዎች የት/ቤቱን ደንብና ስርዓት ማክበር		ከፍተኛ (3)	መካከለኛ(2)	ዝቅተኛ(1)
46	የአቻህ/ሽ ከት/ቤት በሰዓቱ መድረስ			
47	የአቻህ/ሽ የትምህርት ቤት የደንብ ልብስ በአግባቡ መልበስ			
48	የአቻህ/ሽ ከትምህርት ገቢ መገኘት			

ክፍል አምስት፡- የፍቅር ግንኙነት ና የአቻዎችን ክብር በተመለከተ

	ለሚከተሉት ጥያቄዎች አዎ ወይም አይ የሚለውን በመምረጥ መልስ ያዘውን ቁጥር ብቻጻፉት፡፡	1.አዎ	2..አይ
49	የፍቅር ጓደኛ አለህ/ሽ?		
50	ለጥያቄቁጥር 49 መልስ አዎ ከሆነ ስንት የፍቅር ጓደኛ አለህ/ሽ?	ቁጥሩ ይፃፍ-----	
51	የወሲብ ግንኙነት ጀምረህል/ሻል?		
	ለጥያቄቁጥር 51 መልስ አዎ ከሆነ ከጥያቄ 52-58 ያለውን መልሱ		
52	የወሲብ ግንኙነት በስንት ዓመትህ/ሽ ጀመርክ/ሽ?	ቁጥሩ ይፃፍ-----	
		1.አዎ	2..አይ

53	ከፍቅር ዓደኛህ/ሽ ጋር ወሲብ ፈፅመህ/ሽ ውቃህህ/ቂያለሽ?		
54	ቋሚ የፍቀር ዓደኛ ክልሆኑ ሰው ጋር የወሲብ ግንኙነት ፈፅመህ/ሽ ውቃህህ/ቂያለሽ?		
55	በህይወትህ/ሽ ውስጥለወሲብ ገንዘብ ከፍለህ/ሽ ውቃህህ/ቂያለሽ?		
56	በህይወትህ/ሽ ውስጥ ከተመሳሳይ ጋር ወሲብ ፈፅመህ/ሽ ውቃህህ/ቂያለሽ?		
57	በህይወትህ/ሽ ውስጥበማስገደድ ወሲብ ፈጽመህ/ሽ ውቃህህ/ቂያለሽ?		
58	በህይወትህ/ሽ ውስጥበመገደድ ወሲብ ፈጽመህ/ሽ ውቃህህ/ቂያለሽ?		
ከጥያቄቁጥር 59-63 ያሉትን ስማማላሁ:- ርግጠኛ አይደለሁም ወይም አልስማማምበማለትግለፅ::			
ከአቻህ/ሽ ቡድን አባላት ውስጥ ክብር ወይም ዋጋ የሚሰጠው		ስማማለሁ	ርግጠኛ አይደለሁም
59	የፍቅር ዓደኛ ያለው		
60	አራዳ /የሰለጠነ ወይም ፀደፊ ልጅ የሆነ		
61	ወሲብ የጀመረ		
62	ከብዙ ሰዎች ጋር ወሲብ የሚፈፅም		
63	በማስገደድ ወሲብ የሚፈፅም		

ክፍልስድስት:-የተለያዩ ሱሶችን በተመለከተ

መመሪያ: መልሱንየያዘውንቁጥር ብቻፃፉት::

ከ ች የተዘረዘሩትን ያችና ተዛማጅ ነገሮች ምን ያህል ትጠቀማህ/ሚያለሽ?		1. ብዙ ጊዜ	2.አልፎ አልፎ	3.ጥቂት ጊዜ	4. ምንም ጊዜ
64	ጫትመቃም				
65	ሲጋራ ማጨስ				
66	አልኮል መጠጣት				
67	ሌሎች አደንዛዥ ዕቃዎች መጠቀም				
የአቻ ቡድንህ/ሽ አባላት ምን ያህል ያችና ተዛማጅ ነገሮችን ይጠቀማሉ		1.ብዙዎች	2. የተወሰኑ	3.ጥቂቶች	4. ምንም
68	ጫትመቃም				
69	ሲጋራ ማጨስ				
70	አልኮል መጠጣት				
71	ሌሎች የተለያዩ አደንዛዥ ዕቃዎችን መጠቀም				

ክፍልሰባት:- የቤተሰብ ግንኙነትን በተመለከተ

መልሱን የያዘውን ቁጥር ብቻ ፃፉት		1.አፍተኛ	2. የተወሰነ	3.ዝቅተኛ	4.ምንም
72	ከቤተሰብህ/ሽ ጋር ያለህ/ሽ ግንኙነት				
73	ከቤተሰብህ/ሽ ጋር ስለ አልኮል፣ጫት፣ሲጋራ ና ሌሎችአደንዛዥዕቃዎችየም ደርጉትውይይት				
74	ቤተሰብህ/ሽ ለአንተ/ቺ የሚያደርገው ክትትል				
75	ከቤተሰብህ/ሽ ጋር ስለ ዓደኛ/አቻ የም ደርጉትውይይት				
76	በአብዛኛውበቤተሰብ ውስጥግልፅ ውይይት የም ደርገው/ጊው	1. ከአባት ጋር	2.ከ ናት ጋር	99.ሌላ ይፃፍ-----	

Addis Ababa University

Institute of psychology

This questionnaire is prepared to assess peer pressure among adolescent students in selected secondary and preparatory schools of Addis Ababa. Therefore, your genuine response is very crucial for the success of the research.

I would like to thank you in advance for your cooperation!

Remarks:

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

Part one: Socio demographic variables

Instruction: Write the number of your choice only on the space provided

Roll No	Question/ statement	Alternatives	Answer
1	Age	Write the Number _____	
2	Sex	1. Male 2. Female	
3	Grade	1. 9 th ,section ----- 2. 10 th " ----- 3. 11 th " ----- 4. 12 th " -----	
4	What is your religion?	1. Orthodox 2. Protestant 3. Catholic 4. Muslim 99. Others specify-----	
5	Birth order	1. First 2. Second 3. Third 99. Other specify -----	
6	With whom are you living currently?	1. With my parents 2. With my father only/ my mother only 99. other specify -----	
7	Family size	Write the Number _____	
8	Your father's educational level	1. Unable to read and write 2. Able to write and read 3. Elementary - junior school completed	

		4. Secondary school completed 5. Above secondary	
9	Your mother's educational level	1. Unable to read and write 2. Able to write and read 3. Elementary- junior school completed 4. Secondary school completed 5. Above secondary	
10	Your family monthly income	1. Below 500 birr 2. From 501-1000 birr 3. Above 1000 birr 4. Other specify-----	

Part two: Peer pressure

	By choosing yes or no write only the number of your choice	1.Yes	2. No
11	Did you perform negative thing that is not common to you influenced by your peer?		
If you say yes for question 11, how many of the following activities you accomplished. (multiple response)		1.Yes	2. No
12	1. Having boy/girlfriend		
	2. Having pre- marital sex		
	3. Having homosexuality		
	4. Having sex by forcing others		
	5. Having transaction sex		
	6. Having sex with payment		
13	1. Smoking cigarette		
	2. Drinking alcohol		
	3. Chewing khat		
	4. Use different substances		
	5. Visiting party houses		
14	1. Changing dressing style		
	2. Changing communication style		
	3. Changing hair style		
15	1. Copying examines		
	2. Skipping from school		
	3. Holding school uniform with hand		
	4. Changing school uniform on the road		
	5. Be late comer in the school		
	6. Drop out of school		

Part three:-Peer group information

	Write the number of your choice only on the space provided	Alternatives	Answers
16	How many members are there in your peer group?	Write the Number	
17	Sex of your peer group members	1. Male only 2. Female only 3. Both male and female	
18	How much time within a day you usually spend with your peers?	1. Above 5 hours 2. From 2-5 hours 3. From 1-2 hours	
19	How did you join to your peer group?	1. By family problem 2. By friends pressure 3. By economical problem 4. Being alone 99. Other specify-----	
	For practices you do with your peer group, write only the number of your choice on the space provided	1. Yes 2. No	Answer
20	Discussion about education, study, doing homework and assignments together		
21	Participating in different school clubs		
22	Participating in social activities		
23	Participating in religious activities		
24	Helping family at home		
25	Being together play and relaxing		
26	Discussion about opposite sex love		
27	Involving sexual activity		
28	Visiting party houses ,drinking alcohol, smoking, chewingkhat etc.		
29	Discussing about skipping from school and copying examines		

Part four: Educational involvement

Instruction: write the number of your choice only under the given alternatives.

Personal education involvement		High(3)	Medium(2)	Low(1)
30	Your education result comparing to your class students			
31	Your interest for education			
32	Your motivation to do your homework properly			
33	Your interest to study			
34	Your class participation			
35	Handling of educational materials for example exercise book, books and others			
Peer's education involvement				
36	Value for education given by your peers			
37	Your peer's discussion concerning to education and helping each other			
38	Your peer's admiration of an outstanding student and trying to do best like them.			

39	Your peer's interest for doing homework and assignments together			
40	Your peer's movement about future educational plan and career choice			
41	Your peer's handling of educational material for example exercise book, books and others			
42	Your peer members who dropped out of school	Write the number -----		
Personal respect of the rule and regulation of the school				
43	Arriving at school on time			
44	Wearing of school uniform properly			
45	Attendance at school			
Your peer group members respect of the rule and regulation of the school				
46	Your peer's arrival at school on time			
47	Your peer's wearing of school uniform properly			
48	Your peer's attendance at school			

Part five: Sexuality and peer group's value

	By choosing yes or no, write the number of your choice only under the alternatives	1. Yes	2. No	
49	Do you have boyfriend/ girl friend?			
50	How many boyfriends /girlfriends do you have?	Write the number -----		
51	Did you start sex?			
	If you say yes for question number 51, do from question 52-58			
52	In which age you started sex?	Write the number -----		
53	Have you ever had sex with your boy/girlfriend?			
54	Have you ever had sex with a casual partner?			
55	Have you ever had sex with payment?			
56	Have you ever had sex with the same sex/gender?			
57	Have you ever had sex by forcing others?			
58	Have you ever had sex been forced?			
From question number 59-63 try to answer by saying agree, I am not sure or disagree				
A person from your peer group members gets value		Agree	I am not sure	Disagree
59	Who has boyfriend/ girlfriend			
60	Who is modernized (“Arada/tsede”)			
61	Who started sex			
62	Who commits sex with different persons			
63	Who have had sex by forcing others (aggressor)			

Part six: Substance use

Instruction: write the number of your choice only under the given alternatives

	How much time you use this substance and related things?	1.Most of the time	2.Sometimes	3.Few times	4.None
64	Khat				
65	Cigarette				
66	Alcohol				
67	Other substance				
How many of your peer group members use		1.Many of them	2.Some of them	3.Few of them	4.None of them
68	Khat				
69	Cigarette				
70	Alcohol				
71	Other substance				

Part seven: Family relationship

Instruction: Write the number of your choice under the alternatives.

	Family relationship	1.High	2. Some extent	3.Low	4.No
72	Your communication with your family				
73	Discussion with your family about Khat, cigarette, alcohol and other substances				
74	Your family follow up to you				
75	Discussion with your family about your friends or peers				
76	With whom do you usually discuss openly?	1.With father	2.With mother	99. others specify--- -----	

Guiding Questions for Focus Group Discussion

A. For Teachers

1. To what extent negative peer pressure is affecting secondary and preparatory school students? In terms of early sexual activities, using substance, low academic involvement and facing disciplinary problems.
2. Which students are more susceptible for peer pressure male or female?
3. What are the main reasons that students join to unwanted peers?
4. What could be done to manage problems with peer pressure on secondary and preparatory school students?

B. For Students

1. Are there students who are pressurized by their peers negatively (for example use substances, involved in early sexual activities, result low academic performance, show disciplinary problems)?
2. Which students are more susceptible for peer pressure male or female?
- 3 What are the major common reasons that students join to unwanted peers?
4. What needs to be done to manage problems with peer pressure on secondary and preparatory school students?

ለቡድን ውይይት የቀረቡ ጥያቄዎች

ሀ. ለመምህራን

1. መልክም ያልሆነ የአቻ ግፊት በሁለተኛ ደረጃና መሰናዶ ተማሪዎች ላይ

ምን ያህል ተፅዕኖ ያደረሰ ነው? በተለይም

- የተለያዩ አደንዛዥ ዕቃዎች በመጠቀም
- የፍቅር ግንኙነት በመጀመር
- የበህሪ ችግር በማሳየት
- ትምህር ቸውን በመቀነስ ዙሪያ

2. ለአቻ ግፊት የበለጠ ተጋላጭ የሆኑት ተማሪዎች ወንዶች ወይንስ ሴቶች?

3. ተማሪዎች ከማይፈለጉ አቻዎች ጋር የሚገጥሙበት ዋናወቹ ምክንያቶች ምንድን ናቸው?

4. ከአቻ ግፊት ጋር በተያያዘ ለሁለተኛ ደረጃና መሰናዶ ተማሪዎች የሚያጋጥማቸውን ችግር ለመቅረፍ ምን መደረግ አለበት?

ለ. ለተማሪዎች

1. በአቻ ተፅኖ ምክንያት

- የተለያዩ አደንዛኝ ፅፅዎችን የሚጠቀሙ
- የፍቅር ግንኙነት የጀመሩ
- የባህሪ ችግር የሚያሳዩ
- የትምህርት ውጤት የውየቀነሰ ተማሪዎች አሉ?

2. ለአቻ ግፊት የበለጠ ተጋላጭ የሆኑት ተማሪዎች ወንዶች ወይስ ሴቶች?

3. ተማሪዎች ከማይፈለጉ አቻዎች ጋር የሚገጥሙበት የተለመዱ ዋና ዋና ምክንያቶች ምንድን ናቸው?

4. ከአቻ ግፊት ጋር በተያያዘ ለሁለተኛ ደረጃና መሰናዶ ተማሪዎች የሚያጋጥማቸውን ችግር ለመቅረፍ ምን መደረግ አለበት?

Sample size of respondents based on each sections from each school

No.	Name of the school	Grade	Sections	No.stud ents	Sample size F	Sample size M	Total	Owner of the school
1	Kokebetsiba	9	1	55	4	2	6	
			3	53	3	3	6	
			5	58	4	3	7	
			7	56	4	3	7	
	Total			222	15	11	26	
		10	2	55	4	2	6	
			4	60	3	3	6	
			6	53	3	2	5	
			8	58	3	3	6	
	Total			226	13	10	23	
		11	1	50	3	2	5	
			3	48	2	2	4	
			5	52	3	2	5	Governmental
			7	50	3	2	5	
	Total			200	11	8	19	
		12	2	50	3	2	5	
			4	52	3	2	5	
			6	48	3	1	4	
			8	50	3	2	5	
	Total			200	12	7	19	
2	Ethio- parents	9	1	44	4	3	6	
			3	40	3	3	7	
	Total			84	7	6	13	
		10	2	43	4	3	6	
			4	42	3	3	7	
	Total			85	7	6	13	
		11	1	45	4	3	7	Private
			3	44	3	4	7	
	Total			89	7	7	14	
		12	2	40	4	3	7	
			4	42	3	4	7	
	Total			82	7	7	14	
3	Frehiwot no. 2	9	1	60	4	4	8	
			3	56	4	3	7	
			5	58	4	3	7	
			7	60	4	3	7	
	Total			234	16	13	29	
		10	2	60	4	3		Governmental
			4	62	4	4		
			6	58	4	3		
			8	60	3	4		
	Total			240	15	14	29	
		11	1	64	2	2	4	
			3	62	2	1	3	
			5	65	2	1	3	
			7	65	2	1	3	
	Total			256	8	5	13	
		12	2	60	3	2	5	
			4	62	3	2	5	

			6	58	3	2	5	
			8	60	3	1	4	
	Total			240	12	7	19	
4	KidistSilassieC atedral	9	1	58	3	2	5	
			3	56	2	2	4	
	Total			114	5	4	9	
		10	2	56	3	2	5	
			4	52	2	2	4	
	Total			108	5	4	9	Church
		11	1	60	3	2	5	
			3	54	2	3	5	
	Total			114	5	5	10	
		12	2	54	3	2	5	
			4	56	3	3	6	
	Total			110	6	5	11	
5	Ayertena	9	1	58	3	3	6	
			3	60	3	3	6	
			5	62	3	3	6	
			7	56	3	2	5	
	Total			236	12	11	23	
		10	2	68	6	6	12	
			4	70	7	5	12	
			6	69	7	5	12	
			8	65	6	5	11	
	Total			272	26	21	47	Governmental
		11	1	72	7	5	12	
			3	68	7	4	11	
			5	70	7	5	12	
			7	70	7	5	12	
	Total			280	28	19	47	
		12	2	60	5	4	9	
			4	58	6	3	9	
			6	69	7	4	11	
			8	51	5	3	8	
	Total			238	23	14	37	
Grand Total					240	184	424	