

# **ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION & BEHAVIORAL STUDIES**

**SCHOOL OF PSYCHOLOGY**



**Social Media Use, Peer Pressure and Aggression: The Case of Secondary School  
Students, in Addis Ababa, Ethiopia.**

**By: Aster Getachew**

**October, 2023**

**Addis Ababa, Ethiopia**

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**SCHOOL OF PSYCHOLOGY**

**Social Media Use, Peer Pressure and Aggression: The Case of  
Secondary School Students, in Addis Ababa, Ethiopia.**

A Thesis Submitted to the School of Psychology in Partial Fulfillment of the  
Requirements for the Degree of Masters of Arts in Social psychology

**By: Aster Getachew**

**Advisor:**

**Mitiku Hambisa Abdisa (PhD)**

**October, 2023**

**Addis Ababa, Ethiopia**

**Addis Ababa University**

COLLEGE OF EDUCATION & BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

**Social Media Use, Peer Pressure and Aggression: The Case of  
Secondary School Students, Addis Ababa, Ethiopia.**

**By: Aster Getachew**

Approval of the Board of Examiners

Advisor

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Examiner

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

External Examiner

Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

## DEDICATION

This thesis is dedicated to my precious and loving children, Yemariyam Yonas and Amen Yonas. You gave me the push I needed to finish this thesis while making significant sacrifices. I adore you from the bottom of my heart!

## Acknowledgments

First and foremost, I would like to praise and thank God, the almighty. He has shown me the wisdom to do things in life, and given me the strength and encouragement throughout all the challenging moments of completing this thesis.

I would like to express my heartfelt appreciation and gratitude to my advisor, Mitiku Hambisa (Ph.D.), for his patience, motivation, and vast knowledge. I value his technical and professional advice, as well as his consultation. His thoughtful advice and brilliant comments saw me through the entire process of writing my thesis.

My heartfelt gratitude also goes to Ato Zelealem Amare (CEO of One Planet International School), for his humble posture and never-ending understanding during the three years it took to complete this work.

I'm thankful to my colleagues: Muluneh Degu, Bethlehem Yasin and Paul Alexander who helped me in providing the necessary materials and assistant that the research needs. My truthful thanks also go to all concerned persons who co-operated with me in this regard.

Finally, I'd like to thank my children, Yemariyam Yonas and Amen Yonas, as well as my entire family, for their bravery, unwavering support, and understanding while I was conducting research and writing my thesis. Your prayers for me have kept me going so far.

## Table of Contents

<b>CHAPTER ONE</b> .....	1
1. Introduction .....	1
1.1. Background of the Study .....	1
1.2. Statement of the Problem.....	3
1.3. Research Questions:.....	4
1.4. Objective of the Study .....	4
1.5. Significance of the Study .....	5
1.6. Delimitation of the Study.....	5
1.7. Conceptual and Operational Definition of Terms.....	6
<b>CHAPTER TWO</b> .....	7
Review of Related Literature .....	7
2.1. Aggression: Basic Concept, Assessment and Theories/ Models .....	7
2.1.1. Basic Concept of Aggression .....	8
2.1.2. Assessing Aggression.....	8
2.1.3. Theories/Models of Aggression .....	11
2.1.3.1 Social Learning Theory .....	11
2.1.3.2 Instinct Theory .....	12
2.1.3.3 Drive Theory.....	13
2.1.3.4 Socio - Cultural Anthropological Theory .....	13
2.2. Peer Pressure: Basic Concepts: Assessment and Theories/Models.....	14
2.2.1. Basic Concept of Peer Pressure.....	14
2.2.2. Assessing Peer Pressure .....	15

2.2.3. Theories/Models of Peer Pressure.....	17
2.2.3.1 Erikson Thoery .....	17
2.2.3.2 Social Identity Theory .....	18
2.3. Social media use::Basic Concept of Social Media.....	19
2.3.1.Basic Concept of Social media .....	19
2.3.2. Assessing Social Media.....	20
2.3.3. Theories/Models of Social Media use .....	22
2.3.3.1 Social Cognitive Theory .....	22
2.3.3.2 Dependency Theory .....	23
2.4. Emperical findings on level of Social media use, Peer Pressure and Aggression.....	25
2.4.1 Level of Aggression among Adolescents .....	25
2.4.2 Level of Peer pressure among Adolescents .....	26
2.4.2.Level of Social media usage among Adolescents .....	28
2.5 Emperical findings on relations among Social media use, Peer Pressure and Aggression	28
2.5.1 Emperical findings on the relations between Social media use and Aggression,..	29
2.5.2 Emperical findings on the relations between Peer Pressure and Aggression.....	29
2.5.3 Emperical findings on the relations between Social media use and Peer Pressure	31
2.6. Variables in Social media use and Aggression with respect to Demographic variables...	35
2.7 Summery and Implication of reviewed literature.....	37
<b>CHAPTER THREE</b> .....	<b>40</b>
3.Methods.....	40
3.1 Resarch design .....	40
3.2. Site and Population of the study .....	40
3.3. Sample and Sampling Techniques .....	41
3.4. Data Collection Instruments .....	42
3.4.1 Aggression Questionnaire .....	42

3.4.2 Social Media Questionnaire .....	42
3.4.3 Peer Pressure Questionnaire .....	43
3.4.4 Tool Translation and Validation .....	43
3.5. Data Collection Procedures .....	44
3.5.1 Pre data Collection Phase .....	45
3.5.2 Data Collection Phase .....	45
3.5.3 Data Entry and Analysis Phase .....	45
3.6. Techniques of Data Analysis .....	46
3.6.1. Descriptive Statistics .....	46
3.6.2 Correlational and Reggresional Analysis .....	46
3.6.2.1 Correlation Analisis.....	46
3.6.2.2 Multiple Reggression .....	46
3.6.3. Multivariate Analysis of variable (MANOVA) .....	47
3.6.4. Qualitative Data Analysis.....	47
3.7. Ethical Considerations .....	47
<b>CHAPTER FOUR</b> .....	48
Result .....	48
4.1 Response Rate.....	48
4.1.1 Demographic Charactersitics of the Participants.....	48
4.2, Levels of Aggression, Peer Pressure and Social Media Usage.....	50
4.3. The Relationship among Aggression, Peer Pressure and Social Media Usage..	52
4.4. Explained in Aggression by Social Media Usage and Peer Pressure.....	53
4.5. Difference in Aggression, Peer Pressure and Social Media Usage with respect to Demographic Variables.....	54
<b>CHAPTER FIVE</b> .....	59
Discussion.....	59

5.1. Levels of Social Media use, Peer Pressure and Aggression among Adolescents.....	59
5.2. The nature of relationship among Social Media Use, Peer Pressure and Aggression behavior.....	60
5.3 Contributionn of Social Media Use, Peer Pressure and Aggression behaviour.....	61
5.4. Statistical Significance of Social Media Use, Peer Pressure and Aggression with respect to the Demographic Characterstics.....	62
<b>CHAPTER SIX</b> .....	64
Summary,Conclusion and Recommendation .....	64
6.1. Summery of key findings .....	64
6.2. Conclusion .....	64
6.3. Recommendation .....	64
<b>REFERENCES</b> .....	67
<b>APPENDIX A</b> .....	95

## List of Acronyms

PPSQ-r	The Peer Pressure Scale Questionnaire Revised
PPSQ	Peer Pressure Scale Questionnaire
PSMU	Problematic social media usage
AQ	Aggression Questionnaire
SMQ	Social media Questionnaire
DSMIM	Differential Susceptibility to Media Impacts Model
IES	Internet Effect Scale
PCA	Principal Component analysis
CI	Coefficient Interval
SC	Standardized Coefficient
USC	Unstandardized Coefficient

## List of Tables

Table 1 Reliability Test Scores.....	39
Table 2 Socio-demographic characteristics.....	43
Table 3 Correlation among Socio-demographic Characteristics and Variables.....	43
Table 4 ANOVA table for general linear regression of aggression with gender.....	43
Table 5 Correlation between aggression and living condition.....	45
Table 6 Correlation between Social media usage and living condition.....	46
Table 7 Correlation between peer pressure and living conditions.....	47
Table 8 Correlation between aggression and social media usage.....	48
Table 9 Correlation between social media usage and peer pressure.....	49
<b>Table 10</b> Correlations among aggression, social media use and peer pressure.....	50
<b>Table 11</b> Correlations among aggression, social media use and peer pressure.....	50
Table 12 Standard Regression Model summary for Aggression with Social Media use and Peer Pressure.....	50
Table 13 Regression Coefficient of Aggression on Social Media Use and Peer Pressure.....	51

## ***Abstract***

*Social media usage, peer pressure, and aggression have been global concerns for the past year and a half and are expected to continue in the coming years. Adolescence is influenced by it and has a higher risk of acquiring aggression. It has been witnessed that there were interventions tried by stakeholders to alleviate its consequence on secondary student/ adolescence, but the most important one is to understand how adolescence is aggressive with social media usage and peer pressure. So the primary goal of this study was to look into the relationship among social media use, peer pressure, and aggression. The study employed a quantitative research approach and a correlational research approach. The primary goal of this study was to look into the relationship between social media use, peer pressure, and aggression. The questionnaires were composed of three scales that were distributed to 403 random samples of secondary school students in Addis Ababa City. All participants filled out the questionnaire appropriately. The collected data was analyzed using descriptive statistics such as frequency, mean, and standard deviation, Pearson product momentum correlation, multivariate analysis of variance (MANOVA), and standard multiple regression. The result indicated that first, peer pressure and aggression had a moderately positive relationship ( $r = .285, P < .001$ ). Second, social media use and aggression had a moderately positive relationship ( $r = .267, P < .001$ ). Likewise, aggression was found to be predicted significantly by peer pressure and social media use, which jointly accounted for 28.9% of the variance, respectively. Moreover, by using multivariate analysis of variance (MANOVA), statistically significant results were found in aggression, peer pressure, and social media use with respect to demographic variables such as gender, education, family income, living conditions, and monthly income. The implications of the findings were discussed. The study recommends that the Addis Ababa City Administration Education Office identify the risk factors and design an intervention model for preventing the targeted study population from school-related hazards.*

***Key Words: Aggression, Social Media, Peer Pressure,***

## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the Study

Social media has become an essential element of individuals' lives, including students, in today's world of communication. Its use is growing significantly more than ever before, especially in the post-pandemic era, marked by a great revolution happening in the educational system (Fedotova, 2019). Recent investigations of the use of social media show that approximately 3 billion individuals worldwide are now communicating via social media (Johnson and Brown, 2018). This growing population of social media users is spending more and more time on social network groupings, as facts and figures show that individuals spend 2 hours a day, on average, on a variety of social media applications, exchanging pictures and messages, updating status, tweeting, favoring, and commenting on many updated socially shared information with peers (Brown and Lee 2020).

According to Smith et al. (2018), peers can also play a role in adolescent aggression pressure, as it can lead to conformity and the adoption of aggressive behaviors. However, it is important to note that not all peer pressure is negative, and positive peer pressure can encourage prosocial behaviors. The study conducted by Carlson (2017) found that social media use among adolescents was associated with feelings of connectedness to family and peers. However, the study also identified the displacement of face-to-face socializing as a potential negative consequence of social media use. Another study by Koroleva (2015) found that social media use can lead to feelings of social anxiety, which can in turn lead to poor decision-making and the adoption of aggressive adolescent behavior.

As mentioned by the study Fossati et al., (2003) Adolescent aggression is a recurring personality trait that persists from adolescence to adulthood. When observed in children, numerous investigations have demonstrated that aggression is a stable trait and a good predictor of later adult behavior (Fossati et al., 2003). Such aggressive behavior, which is usually visible, can range from mild to severe and can be directed at oneself or others.

According to Laura et al.'s (2020) research, aggression increases throughout adolescence in the United States, with 51% of their sample displaying high levels. Similarly, physical and psychological bullying is associated with high levels of aggression risk in adolescence across 40 countries in Europe and North America (Lynne et al., 2011)

According to Yavuzer, et al, (2014) aggression is more common during adolescence because of the interaction between the ways that individuals behave. Weerman's, (2009) study showed that when adolescents leave their home and go to school in the wider society; they start to build attachments and make friends through play. Likewise, Chauhan (2007) found at this age that adolescents start to think like their friends and realize that there are other values, viewpoints, and regulations in addition to their parents This shows that peers have more credibility, authority, influence, and power during adolescence than at any other stage of life (Weerman, 2009). Similarly, in Ethiopia the Zeray (2019) study indicated that, physical violence, verbal aggression, and indirect hostility were prevalent among adolescents/students in secondary schools.

Based on social learning theory, human behavior can be changed by environmental influences (Bandura, 1977). The influence of social media, peer pressure and aggression are worldwide problems, particularly for developing countries where these became more of a challenge than ever. The daily use of social media by people has increased so much that it is slowly injecting an infection into adolescents' aggressive behavior. Social media use has also been associated with cyber bullying and cyber abuse by anonymous users online, which leads to problems of self-esteem, privacy, etc. Social media and social networks have a significant impact on the adolescents' aggressive behavior in the current period, and such technology is gradually becoming a daily part of every adolescent's life in modern society (Raghavendra, et al, 2018).

In line with the above theory, (Zeray, 2019) suggested that aggression in schools is a widely apparent problem that extends to social media use. The benefits of social media are widely acknowledged, but various concerns have been expressed concerning the negative effects of social media platforms that distribute hostile content of adolescents's aggressive behavior (Okeke & Elizabeth, 2021). Adolescents benefit from social media in a variety of ways, including the ability to empower themselves and access more

knowledge than ever before. Adolescent peer groups and social interactions shape young people's self-confidence and social abilities. However, if social media is not managed properly, it might lead to a rise in real-world violence and hostility among teenagers. The impact of social media on aggressiveness in peer groups is on the individual who is exposed to the information, and the effect is strong enough to be classified as a recognized danger. This content on social media platforms has practically rendered adolescents, virtual natives, with many of them spending several hours of the day (Unachukwu, et al, 2019). These social media platforms include; Facebook, Instagram, Twitter, LinkedIn, Pinterest, and YouTube has particularly used for interactions (Ngonso, 2019).

In addition to social media, the impacts of peer pressure can lead to a decrease in self-confidence, distancing from family and friends, or an increase in depression and anxiety, which can eventually lead to adolescents engaging in self-harm or having suicidal thoughts and in return it aggravates adolescent aggression raises special concerns. A study conducted on the influence of peer pressure on adolescents' aggressive behavior, shows that there is substantial support for the relation between peer pressure and adolescents' aggressive behavior (Jasmine, 2020). Peers are those with whom you can compare yourself on an equal footing and individuals we would like to attend an event with, friends, family members, or other acquaintances (Rajesh, 2017).

Thus, the aim of this study is to examine the relationship among social media use, peer pressure, and aggression among secondary school students (adolescents) in line with their underlining factors.

## **1.2. Statement of the Problem**

As the spread of social media usage and peer pressure increases over time, social, psychological, and health problems are inevitable at all levels, from individuals to the globe as a whole. Though the risk looks evenly distributed, adolescence has a higher risk of aggression (Okeke & Elizabeth, 2021). A study Russia by Muarifah et al. (2022) indicated aggressive behavior, including physical and acid attacks, is a significant cause of worldwide adolescent morbidity and mortality, with it being prevalent on both mass media and social media, potentially accounting for up to 5.5% of adolescent mortality.

The consequences of aggressive behavior are a major public health concern that can lead to detrimental health impacts like injury, mental health, and social problems. According to a study conducted among 16-year-old school students, the significant predictors of aggression were social media usage and peer pressure (Okeke & Elizabeth, 2021). Likewise, the Raghavendra et al. (2018) study shows that adolescent aggression determinants are collectively impacted as a result of biological, psychological, and social predictors and need to be focused on in interventional strategies.

In Ethiopia, the most prevalent types of aggression violent conduct include verbal, physical and indirect aggression. Furthermore, 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, among the many factors that contribute to the aggressive behavior of adolescence, social media use and peer pressure are indicated (Zeray, 2019).

In line with this transition and behavior of adolescence, the possibility of being influenced and pressurized by others is inevitable. Among the various elements that contribute to aggressiveness, social media has been one of the tools used to propagate negativity and misinformation online, leading to a rise in adolescent aggressive behavior (Wiedeman, et al, 2015).

Recently, our country had faced difficulties in implementing the Oromo flag and national anthem in secondary schools in Addis Ababa, which was exacerbated by social media. Furthermore, the Addis Ababa Police Department reported that the scenario that resulted in school aggression was caused by certain students who were confused and mobilized a majority of students who were unaware of the situation (Apanews, 2022). With social media, it has become nearly impossible to avoid bad news and negative influences on our lives.

Adolescents' aggressions can help researchers identify whether some adolescents are particularly vulnerable to such effects as well as offer insight into different underlying processes. This study focuses on a vital social-context variable in adolescence perceived peer pressure and investigates its role in the Social media violence-aggression relationship. Peers provide an important source of social information during adolescence,

a time in which peer influence increases while parental influence declines (Berndt, 1979).

Peer norms, which are defined as adolescents' perceptions of the frequency and approval of aggression in the peer group (Brechtwald & Prinstein, 2011), can affect adolescents' aggressive behavior by influencing the behavior of their peers. Thus, the student researcher tries to address the levels of social media use, peer pressure, and aggression among adolescents, the nature of the relationship among social media use, peer pressure, and aggressive behavior, the extent to which social media use and peer pressure explain aggression, and statistical differences across the demographic characteristics.

Therefore, studying the relationship amongst aggression, social media use, and peer pressure on adolescents concurrently seems very important. As a result, this research is intended to seek answers for the following research questions.

### **1.3. Research Questions:**

This study attempted to answer the following research questions:

- 1) What are the levels of social media use, peer pressure and aggression among adolescents?
- 2) What is the nature of the relationship (i.e., direction, strength, statistical significance) among social media use, peer pressure and aggression behavior?
- 3) To what extent do social media use and peer pressure explain aggression independently and jointly?
- 4) Are there statistically significant differences in social media use, peer pressure and aggression with respect to the demographic characteristics (i.e., age, sex, family structure, and educational level, living Condition and thier income)?

### **1.4. Objective of the Study**

The major purpose of the proposed study is to examine the relationship among social media use, peer pressure and aggressive behavior among secondary school students, in Addis Ababa, Ethiopia. Specifically, this study intended to:

- Assess the level of social media use, peer pressure and aggressive behavior.

- Distinguish the nature of the relationship (i.e., direction, strength, statistical significance) among social media use, peer pressure and aggressive behavior.
- Investigate the extent to which social media use and peer pressure explains aggression independently and jointly.
- Examine differences among social media use, peer pressure and aggressive behavior with respect to the study of participant's demographic characteristics (i.e., age, sex, family structure, education level, living condition and their income)

### **1.5. Significance of the Study**

First of all, the results of this study help the student researcher and other researchers in the area to comprehend how peer pressure, social media use, and aggressive behavior have influenced secondary school students' behavior.

Secondly, the study's findings will help teachers in realizing the methods and abilities to deal with all instances of aggressiveness among adolescents in schools, in addition the study has implications for parents who want to protect their kids from peer pressure and unwise social media use.

Thirdly, the study will indicate social media use can have both positive and negative consequences on aggression and could make adolescence vulnerable to making risky decisions or choices.

Finally, administrators and policy makers may also get inputs to enact policy guidelines on social media usage and related aggressive behavior as they are largely in charge of enforcing regulations, managing the flow of necessary resources, creating policies and serve as a reference document on the area of investigation.

### **1.6. Delimitation of the Study**

There are many high schools in Addis Ababa in the study area; however, the current study is being conducted in three government and three private secondary schools with

the intention of examining the relationship and level of social media use, peer pressure, and aggression.

The researcher only focuses on three private and three government entities in terms of time, human resources, and financial resources.

Demographically, students of this grade level (age group 15 - 18) are targeted because they are highly exposed to social media use and get influenced by others (Anderson, 2017). Lastly, there are a number of demographic and socio economic variables such as age, sex, family structure, educational level, and monthly income. In order to compare and contrast the levels of aggression in all schools, private and government high schools are used in the study to focus in particular on social media use, peer pressure, and aggression related to high school students. Three variables are chosen considering the fact that these schools represent different parts of the city which can enable the student research to see the patterns across various localities

### **1.7. Conceptual and Operational Definition of Terms**

- Social media: refers to the means of interactions among adolescents in which they create, share, and/or exchange information and ideas in virtual communities and networks as determined by Melani & Anthony Andrew's 2017 completion of a social media questionnaire from a sample of public secondary school students.
- Peer pressure: stress or strains someone feels from friends and school mates of one's age and social group in order to be liked or respected by them. The Peer Pressure Scale Questionnaire Revised (PPSQ-r) which is an instrument developed in 2016 by Saini and Singh was used to measure peer pressure susceptibility among adolescents.
- Aggressive behavior: the intentional use of physical force that cause damage to objects, self or others as measured by the Aggression Questionnaire which is an instrument developed by (Buss & Perry, 1992) with 33-item questionnaire rated on a 5-point scale.

- Secondary school students (adolescents): are in the middle of the educational hierarchy, between primary and tertiary school. This research was designed for students in the 15–18 years range who are at the middle of their adolescence stage.

## **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE**

The aim of this chapter is to review different literatures relating to aggression, peer pressure, and social media use to discuss the relationship among them. This review of the literature will provide the theoretical background for the study and different empirical findings.

### **2.1. Aggression: Basic Concepts, Assessment and Theories/Models**

#### **2.1.1 Basic Concept of Aggression**

According to Zirpoli (2008), aggression is a developmental trait that begins early in life and frequently continues into adolescence and adulthood. Aggression is a consistent personality trait that lasts from childhood through adolescence and into adulthood. Many studies have shown that it is a stable trait, and that when observed in children, it is a good predictor of later adult criminal behavior. (Fossati, et al 2003). The manifestation of such emotion is known as aggressive behavior, which is usually overt, varies from mild to severe, and can be directed against oneself or others around.

The study by Nelson (2006) shows that when there is a dispute among adolescents, aggressive behavior is more likely to be observed. Aggression and aggressive behavior are generally used to refer to negative emotions and behaviors, respectively. They are regarded as antisocial behavior, which is morally, ethically, or legally unacceptable (Moeller, 2001).

However, according to Poggenpoel and Myburgh (2002) aggression can manifest itself in both positive and negative ways. When used for individual and collective well-being, it is constructive; when used for individual and collective distortion, it is destructive. If an adolescent's anger is accompanied by aggression, negative consequences may result in physical harm. Long-term consequences could include peer difficulties (Pope & Bierman, 1999), early-school-withdrawal, future anti-social behavior (Kupersmidt & Coie, 1990), and substance abuse (Moss & Kirisci, 1995).

Furthermore, Kinde et al. (2006) discovered that physical aggression, verbal aggression, and indirect aggression were prevalent among adolescents in secondary schools when

they investigated the types of aggression, the magnitude of aggression, predictors of aggression, and methods that teachers use to control aggressions in secondary schools..

### **2.1.2 Assessing Aggression**

According to the World Health Organization (2002), Aggression is the intentional use of or physical power that jeopardizes oneself or another person. It is carried out against a community or group of individuals and results in psychological and physical harm, as well as deprivation. Berkowitz (2006) explained Aggression is referred to as behavior aimed at harming or injuring another living being, where the other person is motivated to avoid the harm. This study identifies three different types of aggression using the direct-indirect and verbal aggression (Bjorkvists, 1992). Direct, indirect, and verbal aggression: Children who engage in direct aggression usually show it physically, such as hitting, kicking, punching, biting, and so on. Exclusions, social isolation, spreading rumors, telling others' secrets, and other forms of indirect aggression are examples. Verbal aggression manifests itself through the use of foul language, abusing others, threatening them, calling them names, and so on.

In the USA in the year 2000, more than 400000 Youths aged 10–19 were injured as a result of violent acts (Center of Disease and Control, 2004). Similarly Youssef et al. (1999) revealed that in the Egypt of Alexandria students 4.4% of injuries resulting from physical fighting by the cause of Aggression. Likewise, Umukoro et al., (2013) study indicated, Aggressive behavior can cause serious harm, including physical and emotional injuries, with long-term negative consequences for both the victim and the aggressor. Men were more physically and verbally aggressive than females, but women were more angry than men, according to Bus & Perry (1992). Men have a significantly higher score on physical aggression, verbal aggression, and hostility, but not on anger (Cohn 1988).

In Ethiopia, a study by Tadele Fayso (2019) found physical aggression, verbal aggression, and indirect aggression among adolescents in jima secondary schools. Similarly, aggression in schools is a visible phenomenon that occurs across cultures and races. So, in schools, children have many opportunities and are exposed to a variety of stimuli and cues to demonstrate their learning. Students exhibited more indirect

aggression, followed by verbal and physical aggression, but all direct forms of aggression were observed behaviors or learn new ones.

According to developmental theory, adolescents who spend a lot of time in aggressive high school classrooms have a stronger impact on their aggressive behavior, which is known as the primacy effect (Thomas et al., 2011). Furthermore, according to a social field theory model (Kellam et al., 1998) that argues for the primacy effect, it is critical for a child to face new behavioral demands at the school entry level, such as adjusting to peers, teachers, rules, and regulations. Children who master these demands are able to move smoothly and develop appropriate social, emotional, and cognitive abilities, as opposed to children who fail to achieve these adjustments in their early stages of schooling and continue the same maladjustment throughout elementary school and beyond (Alexander, et al 1993; Hamre & Pianta, 2001; Perry & Weinstein, 1998).

There are numerous causes of adolescent aggression; adolescents are frequently subjected to aggression from their peers at school, which often occurs in tandem with aggression at home and aggressive behavior in the community outside of school. According to Chetty (1997), it has been observed that children who are exposed to aggression are more likely to become victims or perpetrators of antisocial behavior. These children are likely to become deviants, delinquents, and public nuisances unless they receive consistent parental intervention. Biological, psychological, social, and cultural factors are the determinants of behaviors (Chetty 1997). Adolescence is a time of many emotional and behavioral changes; some of these changes are questionable one recent issue that has sparked on the change behavioral and emotional change is related to the media usage among high school students (Savrun, 2000). Similarly, Increased aggressive behavior may be associated with developmental changes in typically developing adolescents (e.g., increased physical strength and spending more time with peers) (United Nations Children's Fund (UNICEF), 2011).

In addition to the previously mentioned behavioral issues, aggression in secondary school requires special attention, because it has a significant impact on students' proper development in school and later in life, several researchers, including Beck (2004), Block and Keyes (1992), have found that children who are aggressive at a young age

exhibit delinquent behavior in adulthood when compared to those who are not aggressive.

In a different note, Animal research has largely contributed to the development of subtyping patterns of aggressive behavior in considering human aggression, whose roots are both in psychology and biology (Fontaine, 2007). Humans and some primates, on the other hand, may exhibit forms of aggression that are qualitatively different from those of other animals (Weierstall & Schauer, 2010). The perpetration of violence or the intentional infliction of harm on a victim for the purpose of experiencing violence-related satisfaction defined as appetitive aggression. One aspect of such aggression is found in humans and Hominini species, and it is exemplified by the victim's exposure to violence cycles. However, this specific type of aggression has yet to be thoroughly researched (Archer, 1988).

There is currently no universally accepted definition of aggression (Gabriel & Killias, 2006). The instrumental and reactive dichotomies are two broad categories of aggression (Anderson 2002). Even if psychological and physiological findings indicate a critical difference between these two, the question of whether such a distinction should be categorical or dimensional remains unanswered (Bushman & Anderson, 2001). Human aggressive behavior, for example, can be classified as either instrumentally used behavior in anticipation of preferred rewards (Bushman, 2002) or reactive behavior in response to a specific threat and in defense of oneself, property, or other people (Anderson & Carnagey, 2002). This dichotomy has proven useful in guiding psychological research and in developing prevention and treatment programs for abnormal behavior (Vitiello & Stoff, 1997).

The most widely used instrument for the Assessment of aggressive behavior is the Aggression Questionnaire by Buss and Perry (1992). Dienes self-rating 29-item instrument was derived from the Hostility Inventory, developed by Buss and Durkee (1957), and contains four scales including physical aggression, verbal aggression, anger, and hostility. Answers for each item are assessed on a 4-point Likert scale.

The Aggression Questionnaire has been used in a variety of studies and has shown good psychometric properties (Collani & Werner, 2005). A questionnaire that also takes the instrumentally reactive dichotomy into account is the Reactive–Proactive Questionnaire, developed by Raine and colleagues (Raine et al., 2006). It has been designed to provide a brief, but reliable and valid measure for the use in civil child and adolescent samples. It contains 13 items of each scale, and its construct validity has been demonstrated by a confirmatory factor analysis. However, there are no instruments that are able to account for the more extreme forms of aggression and violence in conflict and war.

Based on the above Assessment, the current Study tried to use the most widely applied instrument related to aggressive behaviours. It was developed by Buss and Perry (1992), consisting 29-items questionnaires (rated on a 5-point Likert scale ranging from 1 (Not at all like me), 2 (A little like me), 3 (Somewhat like me), 4 (Very much like me), to 5 (Completely like me). The questionnaires are close-ended items. Questions that are closed-ended are common because they provide a wider range of responses and are easier to process. Similarly, Samani's (2008) study found that the Aggression Questionnaire Scale of Buss and Perry is a cross-culturally reliable and valid instrument. The study comprised 220 students (102 males and 118 females), and the results wurden calculated using internal consistency, test-retest, and split-half procedures.

### **2.1.3 Theories/Models of Aggression**

#### ***2.1.3.1 Social Learning Theory***

Aggression, according to social learning theorists, can be acquired directly or indirectly (Concise Encyclopedia of Psychology 1996). Childhood pushing and shoving, as well as adolescent fighting, are examples of direct experiences (Concise Encyclopedia of Psychology 1996). Adult violence is one form of indirect experience through which aggression can be acquired, because aggressive children come from aggressive, unstable, and frustrated families (Corvo & Williams 2000). Once the aggressive behavior is mastered, the individual will learn how to openly initiate and maintain such acts. If a child's aggression, which develops through trial and error, is reinforced, it increases their likelihood of developing aggression.

The theory also implies that individuals' neurophysiologic characteristics enhance their aggressive behavior. It asserts that the genetic, hormonal, central nervous system, and the resulting physical characteristics all influence an individual's ability to aggress and likelihood to learn specific forms of aggression (Concise Encyclopedia of Psychology 1996). Theorists of social learning argue that their theory provides the most theoretically sound, empirically supported, and pragmatically useful view of aggression. Above all, it is testable and provides logically consistent sets of constructs with increasing demonstrable Validity. It is obvious that aversive events, modeling influences, incentive inducements, instructional control, delusional control, and environmental control can all influence the actual outburst of aggression (Concise Encyclopedia of Psychology 1996).

#### ***2.1.3.2 Instinct Theory***

Famous instinctivists include Sigmund Freud, Lorenz, Mclean, Thorndike, James, and McDougall (Petersen & Davies, 2005). Aggression, according to these theorists, arises from an animatum fighting instinct. That is, aggressive energy is generated spontaneously within a person more continuously and constantly. Once accumulated, this energy must be expressed independently of the individual's choice (Petersen & Davies, 2005). According to the Concise Encyclopedia of Psychology (1996), aggressive energy inexorably accumulates and must be expressed. It implies that aggressors cannot be held accountable for their aggressive behavior because the behavior is expressed involuntarily. They may not have proper control over it.

#### ***2.1.3.3 Drive Theory***

Proponents of this theory, such as Leonard Berkowitz and Seymour Feshbach (in Concise Encyclopedia of Psychology 1996), assert that aggressors are likely to be people

who have been victims of aggression at some point in their lives. According to Berkowitz, frustration causes anger, which in turn causes one to be ready to respond aggressively. He concludes that aggression-relevant cues (stimuli such as places, people, and objects), which are also relevant to current or previous anger instigators, can enhance or stimulate a person's aggression.

#### ***2.1.3.4 Socio-Cultural Anthropological Theory***

Malinowski, Mead, Benedict Kardiner, Bandura, and Buss (1994) are among the great scholars of the aforementioned theory. These sociocultural anthropologists discovered that any type of deprivation causes behavioral, neurochemical, and neurophysiological changes. When a group of people, such as a tribe, is cut off from the rest of the world, a spiritual and cultural void is created. Finally, the group's mental health suffers. The group members would gradually become more vicious and aggressive to one another, to the point where they would engage in cannibalism, as happened with the Kwakiutles of America's northwestern coast (Baron & Richardson 1994).

All over the world men slipped into aggressive preying on their own species, with the neighboring tribes living in an unending round of death and revenge. The graphic evidence on the world map proves that warfare among the primitive people was both endemic and on occasion, internecine (Encyclopedia of Social Learning 1994). Human's preoccupation with aggressive behavior dissociated them from their social and cultural realities and thus made them more vulnerable to environmental influences. Encyclopedia (1994) states that people's intimacy with their institutional forms will beget a healthy existence, i.e. it would be less aggressive, and vice versa. Isolation induces Aggression. People who suffer from the isolation syndrome would experience trauma and subsequently aggressive behavior, out of parental neglect. Isolated people may fight instinctively, because their mental health is lowered. Therefore, both the people's sound spirituality and culture may compensate for unfulfilled realities.

In general, the above theory guides the current study in terms of social learning, drive, socio-cultural anthropological and instinct theories. Social learning suggests adolescent learn aggressive behaviors by watching others and being reinforced over time. Drive

theories suggest aggression is motivated by external desires, while socio-cultural anthropological theory suggests isolation syndrome may result from trauma or parental neglect. Lastly, Instinct theory suggests individuals may fight out of instinct due to compromised mental health.

## **2.2. Peer Pressure: Basic Concepts, Assessment and Theories/Models**

### ***2.2.1 Basic Concept of Peer Pressure***

The term "peer" is derived from the Latin *par*, which means "equal." When we are on the same level as someone, we are considered peers. Peers are those with whom we want to attend an event, whether they are friends, family, or other peers with whom we work and go to school. Peers are known children our age, such as those in the same grade, church, sports team, or community. Our interactions with these peers are also influenced by how they act, dress, and participate in activities (Cedric & Jenny, 2007). Furthermore, as we gain independence, our peers naturally play a larger role in our lives. We may spend more time away from home due to school or other activities (Rajesh, 2017).

Erik Erikson (1989) believes that adolescence is a critical period for individuals to figure out their sense of self to prevent confusion about their identities; this period is distinguished by an intense focus on their powerful acquaintances. The phenomenon, also known as "peer pressures," is prevalent among people of identical ages and places. Peer pressure can be positive or negative subject to the circumstances. Workers in the same factory, for example, may experience positive peer pressure, while small children may face similar pressures. Peer pressure can also affect ethnic groups. Peer pressure, on the other hand, is especially powerful among adolescents, influencing their character and ethical growth. Besides, Adolescence is a moment of major change, with fast physical, cognitive, emotional, and social alterations. Adolescents make vital choices about their dedication to scholars, especially family, norms, and guidance from parents. Their drive, involvement, and achievement in school and in life are influenced by the surroundings in which they make these decisions. (Ken R. 2016)

In a similar note, Peer pressure is the determination and motivation of peers that compels a person to do a certain thing, and adolescence is an age in which peers have a lot of

influence and authority over young people; thus, continuous time spent with peers may give rise to significant or harmful increases in inappropriate conduct (Santor et al., 2000). Similarly, due to inconsistencies in the setting and members, problems with measurement develop when giving peers as the root cause of these impacts. Peer effects on adolescent disruptive behavior growth have been noticed in educational institutions, residential settings, and naturally occurring groups such as gangs (Clark 2009).

### **2.2.2 Assessment of Peer Pressure**

Parents and adolescents become physically distant from one another during adolescence. This usual distancing is manifested as a decline in emotions and affection, a rise in parent-adolescent conflict and aggression, and an increase in the amount of time adolescents spend with peers. As a result, many adolescents spend more time with their peers than with their parents or other family members (Coleman, 1991), because they regard the peer group as more important when relationships with family members are not close or favorable (Muuss, 2000). Therefore, if parents are mostly unavailable, they may seek emotional support from their peer group, regardless of whether the group is involved in illegal or negative activities. Peer groups, on the contrary, encourage the development of behavioral norms and typically develop a culture that manifests itself in aspects such as language, dress, hairstyle, sports, and drinking habits (Gray, 1991).

Peers, whether intentionally or unintentionally, have an impact on one's life. This is due to the amount of time spent with them. Peer pressure can also be described as ongoing learning that has a positive and negative effect on an individual. Peer pressure is frequently guided by an approach of "what everyone else is doing," out of general curiosity, or possibly to be in the same group as others, when we see friends shopping together at malls or when activities such as smoking and drinking are on the rise, we can see peer pressure ongoing. It influences not only actual purchases but also attitudes such as retailing and spending capacities among teenagers (Shruti, 2017).

Peers have a large and diverse impact on actions, including whether to participate in aggressive behavior, act acts of kindness, follow styles and trends, educate themselves, choose a specific profession, or adopt new technology (such as social media, YouTube,

and Facebook). In order to comprehend how peer influence works, it is helpful to differentiate between two types of peer influence: both direct and indirect (Calvaio-Armengol and Jackson, 2008).

Adolescents are particularly vulnerable to peer pressure since they are at an age when being impulsive is more prevalent than anticipated due to the mind not having developed effectively and still being in the development stage (Shruti, 2017). Adolescents, in particular, face an abundance of issues related to obedience and peer pressure. They find themselves caught between their need to be recognized as unique individuals and their desire to belong to a group where they feel safe and approved. As a consequence, adolescents oppose the values of their family or the community as a whole while feeling pressured to conform to the values of their social circle (Essays, 2018).

However, Adolescents are not people who are passive and whose behaviors are simply a result of peer pressure. As a result, adolescent behavior in a set of peers must be viewed as a process that incorporates the distinctive features of adolescents, their views, beliefs, and attitudes that they offer from their main sources of socialization at school, with factors that contribute to peer choice and directly to peer behavior in the context of a specific situation. Ricija, N., and Manzoni, M.L. (2013) found that accountability for behavior varies from person to person within their community members, from society to society, and from culture to culture at some point, and that it is valued across groups (Weisner, 2002). And also, individuals learn responsibility from their members through intensive interaction; responsibility is considered the characteristic of someone who follows through with and completes obligations (Weisner, 1992).

In the Ethiopian context, studies conducted on the impact of peer pressure on negative responsibility behaviors such as aggressive behaviors on adolescent (Amsale and Yemane, 2012) and regular use of social media (Ayalew et al., 2015). A meta-analysis conducted by Achenef et al. (2017) on 31 studies with 43,695 participants revealed that peer pressure was the main factor associated with an increase in aggressiveness and social media addiction.

The Peer Pressure Scale Questionnaire-Revised (PPSQ-r) is adopted from an instrument developed by Saini and Singh (2016) to measure peer pressure susceptibility among adolescents. This is the revised version of the first version of the questionnaire, which was developed in 2010 comprising 24 items rated on 5 – point Likert scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Can't say), 4 (Agree) and 5 (Strongly Agree).

The above survey included 143 chosen secondary school students as respondents. The respondents ranged in age from 13 to 18 years old, with a mean age of 15 (SD = 1.316). One component was extracted using Principal component analysis (PCA), and one item was eliminated due to insufficient factor loading. With a Cronbach's alpha of 0.932, the 24 retained items demonstrated high reliability. The PPSQ-r Malay version has a mean score of 42.88 (SD = 16.57) (Singh and Singh, 2011).

### **2.2.3 Theories/Models of Peer Pressure**

#### **2.2.3.1 Erikson theory**

This aspect of Erikson's theory has been researched by numerous psychologists. For instance, Steinberg and Monahan (2007) investigated the impact of peer pressure on risky behaviors during adolescence which is characterized by a conflict between developing a sense of self and feeling uncertain about one's identity, at this period Peer pressure a significant role during this stage as adolescents seek to establish their identities and fit in with their peers. They may feel pressure to conform to social norms, engage in risky behaviors, or adopt certain roles and identities to gain acceptance and avoid feelings of isolation.

Additionally, the impact of peer relationships on identity formation during adolescence was studied by Smith (2021), he discovered that, depending on the nature of the relationships among peers and the particular norms and values that the peer pressure can have both positive and negative effects on the development of an individual's identity. He also highlights the importance of social interactions and relationships in shaping individual development.

#### **2.2.3.2 Social Identity theory**

The social identity theory of Tajfel (1979) explains how individual's identification with a social group affects their behavior and self-concept. According to social identity theory, people are more likely to follow the norms and behaviors of their peer group in the context of peer pressure if they want to preserve a positive social identity. Paulus' (1984) analysis of the connection between peer pressure and the social identity theory, people conform to group norms in order to win social acceptance and prevent rejection. He contends that people are driven to uphold a positive sense of self, which causes them to imitate the attitudes and behaviors of their peer group. Terry and Hogg (1996) conducted a study that demonstrated how individual's social identity can influence their susceptibility to peer pressure.

They found that individuals who strongly identified with a particular social group were more likely to conform to the group's norms, even if those norms were in conflict with their personal beliefs. Furthermore, Wann & Branscombe (1990) has shown that individuals are more likely to conform to peer pressure when they perceive their group membership to be threatened. The reason is that individuals are motivated to protect and enhance their social identity, which can lead them to conform to the behaviors and attitudes of their peer group in order to maintain a positive group image.

In general, the above theory guides the current study in terms of Erikson's theory of peer pressure has been extensively studied, with studies revealing its impact on risky behaviors and identity formation during adolescence. Peer pressure can lead to conformity to social norms, risky behaviors, or adopting certain roles to gain acceptance and avoid isolation. Smith (2021) found that peer relationships can have both positive and negative effects on identity development. Tajfel (1979)'s social identity theory explains how individuals' identification with a social group affects their behavior and self-concept. People conform to group norms to win acceptance and prevent rejection, driven by a positive sense of self. Terry and Hogg (1996) found that individuals who strongly identified with a social group were more likely to conform to group norms, even if they conflicted with personal beliefs.

Thus, the theory guide that follows present research, how peer pressure influences risky behaviors and adolescent identity formation. To fit in and avoid being alone, people who

are under peer pressure may engage in risky behaviors, conform to social norms, or take on particular roles. Peer interactions can affect identity development in both good and bad ways.

### **2.3. Social media use: Basic Concept of Social Media**

#### ***2.3.1 Basic Concept of Social Media***

Social media Refers to online platforms and tools that allow individuals and organizations to create, share, and exchange information, ideas, and content. These platforms may include social networking sites, such as Facebook and Twitter, as well as video-sharing sites, such as YouTube, and photo-sharing sites, such as Instagram. The use of social media has become increasingly prevalent in recent years, with many adolescents using these platforms to connect with others, share information, and promote their products or services (Daniel and Jerome, 2016).

According to Helbergat, et al (2016) social media is an internet-based gadgets that promote interaction and communication the definition refers to web-based application technology that allows individuals to develop, connect, and exchange material in a digital environment through multi-way communication. The availability of social media has enabled young people to convey their views, feelings, and personal information, as well as images and videos. Individuals, groups, and sets of people utilize networked tools to consume, generate, and exchange material, which is referred to as social media. As a result, it encompasses both huge platforms like Facebook, Skype, We Chat, and What Sapp, as well as individual online and blog sites (Anderson, 2017).

The most significant and life-changing technology of the 21st century is the adoption of social media as a major component of entertainment and educational activities (Anderson, 2017). We live in a digital age when one may connect to any area of the world in a matter of seconds or minutes by utilizing any social media network. There is hardly any element of young people's lives that has not been influenced by social media. The media, without a doubt, provides the fastest and most efficient method for adolescents to receive and share information, education, and entertainment, as well as to create and maintain friendships. Everything teenagers see or hear in the media during

their adolescence has an impact on them in some way. Positive parenting role models suggest that we restrict our children's exposure to violent activities in their best interests. Unfortunately, violence is one of Nigeria's most popular types of entertainment, particularly in films (Okeke et al., 2021).

### ***2.3.2 Assessment of Social Media***

Early childhood usage of computers and smartphones contributes to adolescents living on the Internet, which has a significant impact on human life. Adolescent maturation is aided by social media, which fosters self-awareness, identity formation, and self-determination (Koroleva, 2015). Researchers frequently regard social networks as a distinct institution of socialization because they assist adolescents in expanding their social environment and developing self-awareness. As a result, there is a growing appreciation for the role of digital technologies in shaping human behavior (Koroleva, 2016; Sobkin & Fedotova, 2019).

Mingle and Adams (2015) carried out a study on social media engagement and performance in school in Ghanaian secondary schools. Participants use social media mainly for entertainment (12.3%), interacting (30.5%), making acquaintances (41.4%), and discussing educational issues among themselves (15.8%). Friendship-building was identified as the primary reason students use social media networks. Morello (2014) discovered that the vast majority of students use social media to stay in contact with friends and to like/share videos. Social media is used for educational purposes by only 17.6% of students. In broad terms, adolescents use social media to communicate with friends and family, watch videos, like/share images and pictures, exchange thoughts and data, and get connected to educational resources.

The study by Talatu and Umar's (2018) research, there has been a growing concern about secondary school students' use of social media and its impact on their daily lives, education, and actions over the past few decades. Adolescents today have an addiction to social media, and the digital world has increased the pressure on them. Previously, distances made it difficult for individuals to converse and freely exchange opinions, but

now, even across national and religious boundaries, the flow of knowledge and information continues thanks to the new internationalization of social media.

Similarly, Carlson (2017) and Cohen-Amalgor (2011) found that Facebook is a platform for young and old people to share, exchange, and comment on various networks. Its primary goal is to keep the world connected, but it has also become the fourth meal of the day for younger generations, despite prevalent problems such as unwelcome remarks and images. Yet, social media lacks control processes and editorial regulations that filter all contributions prior to distribution, along with the peer pressure that impacts one another. Studies show that social media is a sphere of cyberbullying and aggression, that influences adolescents at the educational level for these and other reasons (Carlson, 2017).

Another study found that adolescents have their own motivations for using social media, according to Lenhart et al. (2007). Searching for people, browsing other users' profiles, updating one's own profile, and following other users' activities and analyzing their posts have been the most common activities on social networking sites. According to various research findings, social media has numerous facts that entice students to use it for a variety of purposes. In the study by Charlene et al. (2007), adolescents primarily use social networking sites to communicate with one another (Khan, 2013). It was also noted that social networking websites provide a convenient way for people to meet new people, even if the contact is both real and virtual. High school students use these websites to

In addition, Melani and Anthony created the social media questionnaires (SMQ) in 2017 and Mathews Bogale updated them in 2019. Matthews updated this questionnaire using an eight-item Likert-type social media use measure. Data from 147 adult social media users was collected online to validate the eight-item Likert-type Social Media use measure. The instrument validation process included an internal evaluation, reliability fundamental elements of exploratory analysis of factors, and multidimensional scaling. Cronbach's Alpha values for all eight items on the scale were acceptable (Alpha = 0.78). According to the findings of this study, it is worthwhile to continue using the Social

Media Use Scale to identify adolescent preferences for social media platforms such as Twitter, Facebook, Google+, and other comparable tools (Gerald, 2012).

### **2.3.3. Theories /Models of Social Media use**

#### ***2.3.3.1 Social Cognitive Theory***

The theories of social cognitive observational learning have been used in media research to study how media characterizations affect cognitive and psychological processes and how they affect learning and observed behaviour: social cognitive hypothesis, people interact with media content to either learn new information or change their mental representations of information they already know. The presentation model, as stated by Bandura (2002) and cited in Lernner and Stienberg (2004), has an impact on the attributes that are noticed, learned, or practiced. According to this viewpoint, kids who regularly watch models on social networking sites and see behaviours that are praised or not penalized are more likely to copy those behaviours.

Additionally, this concept contends that media has an impact on students' worldviews and behaviours. The social learning theory (Bandura, 1997) states that three factors, including the individual learner, the peer group, and the environment, can affect how well people learn. For instance, the social learning theory for behaviours, also known as social cognitive learning, supports the importance of learning through modelling and observation. To add to that, this theory essentially describes how environmental and cognitive factors interact to influence a person's learning and behavior patterns. Individual learners, peers, and circumstances are three aspects that may have an impact on a person's learning results, according to the Social Learning Theory. This theory, also known as social cognitive learning, highlights the importance of learning through observation and modelling.

Furthermore, it explains how environmental and cognitive components work together to influence an individual's learning and behaviour patterns (Bandura, 1997). Social Learning Theory views learning as a social process where individuals take the initiative to regulate their own learning and actively construct knowledge by acquiring, The Social Learning Theory posits that an individual's learning outcomes are potentially influenced

by three factors: individual learners, peers, and situations. This theory, also known as social cognitive learning, highlights the significance of learning through observation and modelling. It explains how environmental and cognitive components work together to shape an individual's learning and behavior patterns (Bandura, 1997).

Social Learning Theory Views Learning is a social process in which people take charge of their own education and actively create knowledge by gathering, producing, and arranging data (Yu et al., 2010). According to this hypothesis, a person's observations and interactions with peers and situations, such as picking up on cultural norms, policies, and other aspects of the environment, have an impact on their cognition and behaviour. A person's interactions with the environment might also have an impact on their behaviour. As a result, a person's interactions with peers, the social support they receive from peers, and their comprehension of context play a critical role in determining how well they learn (DeAndrea, Ellison, LaRose, Steinfield, & Fiore, 2012).

#### ***2.3.3.2 Dependency Theory***

The Dependency Theory investigates how media influence society by employing a dependence model based on how much people rely on social media. According to (Rokeach and Defleur, 1976), as cited in Alpizar, 2010), the degree of audience reliance on media information is an important consideration in understanding how and why media messages may affect audience perceptions, feelings, or actions. In accordance with this framework, as societies and platform of social networking platforms enhance, the media will be more accountable for fulfilling specialized and distinct information tasks. Dependency is defined as a relationship in which the fulfillment of one's need or goal is contingent on the imagination of another party. This indicates that reliance on media information is pervasive and widespread in society.

This necessitates an adolescent mirroring the behaviors of his or her peers as well as what is appropriate in the community they live in. they may seek out the knowledge they require through social networking in order to integrate in and become acquainted. Moreover, to maintain their relationships, adolescents communicate through social media because not only is this method of conservation socially acceptable, but also it can

additionally fortify existing relationships. Engaging in social media is not to rely on it but rather to add value to the maintenance of relationships. The need is to be connected as well as to benefit from social media, which may lead students to rely on a specific medium. According to Sun et al. (2008), it is reasonable to define Internet dependency as a relationship reflecting one's reliance on the Internet to achieve goals. People rely on the Internet for information, entertainment, and interpersonal connection. Traditionally, researchers viewed media dependencies as evidence of a person's reliance on media to have fun, learn, and understand.

In general, the theories listed above are used in social media research to investigate how social media characterizations affect cognitive and psychological processes, learning, and observed behavior. According to the social cognitive hypothesis, people interact with social media content in order to learn new information or to change their mental representations of existing information.

The current theories guide the study by determining how much adolescents rely on social media. The degree to which an audience relies on social media information is an important consideration in determining how communication from media may influence adolescent thoughts, emotions, or actions. Thus, the current study demonstrates that social media dependency reflects one's reliance on social media for education or entertainment.

## **2.4 Empirical Findings on Level of Social Media Use, Peer Pressure and Aggression**

### ***2.4.1 Level of Aggression among Adolescents***

In recent years, adolescent aggression has become increasingly concerning; these individuals are not only violent but also engage in unethical behavior. Malaysia, a developed Southeast Asian country, is one of these countries, with aggressive-related behaviors (e.g., bullying, physical fighting) reported in 28% of adolescents (Mat et al, 2014), compared to 13.3% of Dutch adolescents (Jansen et al, 2011). Similarly, Bentley (1996) investigated the prevalence of bullying and victimization in secondary schools, as well as students' attitudes toward aggression. A total of 379 Calgary students in grades 9 through 12 were polled. According to the results of the bully/victim questionnaire,

21.3% were bullied and 11.6% "sometimes" bullied others. The victims tended to be the samples shows adolescents students. In addition, Adolescent aggression has become a growing source of concern. Both boys and girls were vulnerable to bullying from both males and older students. The most common form of bullying was verbal abuse, and there was no significant relationship between gender and either direct or indirect forms of bullying. Bullies tended to be older students, primarily boys. Furthermore, the belief measure revealed that bullies were more likely to endorse certain aggression-supporting beliefs than victims and students who were neither victims nor bullies.

Thomas and Bierman (2006) studied the consequence of aggression on the development of aggressive behavior problems in adolescents was investigated, the study examined the demographic factors associated with exposure to high-aggression classrooms, including school context factors and child ethnicity, in a longitudinal sample of 4,907 children. The developmental impact of different temporal patterns of exposure to high-aggression classrooms on child aggression was investigated. Analyses revealed that African American adolescent students attending large urban schools that served socioeconomically disadvantaged students were more likely to be exposed to highly aggressive classroom contexts than other students.

Disciplinary issues are the most common problems that interfere with education in most secondary schools. In actuality, most secondary school students in Ethiopia do not follow school rules and are aggressive. As a result, disciplinary issues among students have become one of the challenges confronting the education system, and they have had a significant impact on the teaching and learning process, particularly at the high school level (Teshome, 2013). Nowadays, Schools at all levels of education are increasingly concerned about their students' disciplinary issues. Parents, teachers, administrators, and other stakeholders in the education system are growing more worried about students' behavioral problems. Due to the fact that first and foremost, if students' behavior is not clearly understood, or identified, and the necessary intervention is not prepared and implemented, the overall teaching and learning process becomes ineffective (Hyman & Snook, 2000).

Another study, conducted by Alemayehu (2012) to examine the extent of disciplinary problems in an Ethio-Japanese Hidasse secondary school, claimed that discipline is one of the key components that play an important role in the school structure. disciplinary action problems arise when a student refuses to follow the school's rules, and a lack of it makes teaching more difficult. The findings revealed that the study's disciplinary issues have been getting worse over time, ranging from frequent absenteeism to drinking alcohol and smoking cigarettes. The manifestations of the problem include daydreaming, quarreling, cheating, missing classes, and inattentive behavior (Amogne, 2014).

Ayele (2006) discovered an extensive number of disciplinary issues and the root causes of student misconduct in his research. As a result, approximately 18 types of frequently observed student discipline issues have been identified, with the first five most serious ones being tardiness, truancy, cheating during examinations, disrupting the classroom, and not doing homework. The second most common challenges were disrespect for teachers, fighting among one another, extortion or coercion, calling teachers by their names or nicknames, and disobeying their teachers' orders.

#### ***2.4.2 Level of Peer Pressure among Adolescents***

Peer pressure is a prevalent feeling during adolescence. It's an ordinary component of life, yet you don't think about it while it's happening. While most of us tend to believe that it only affects certain types of adolescents, and it is a common part of life, particularly for young people. however, Peer pressure is defined as the encouragement or discomfort instilled within one person by another in the same social group, with the goal of eliciting compliance. So it is essentially peer pressure to do something (usually harmful) for oneself and others. In most cases, compliance is essentially the pressure felt by other age-mates to achieve something (Babu & Daspurkayastha, 2020).

In addition to the amount of time pre-adolescents and adolescents spend with their parents and peers in their free time, the researchers discovered that boys from higher socioeconomic classes had a greater emphasis on peer groups, whereas girls of the same age preferred dynamic relationships. Boys were more frequently seen in public with their peer groups than girls because they had more freedom of movement in peer groups. Girls tended to spend more time at home. Interestingly, the researchers discovered that teenage

females from lower socioeconomic classes received the most parental attention from their parents regarding peer interactions. Boys and girls transmitted group norms in different ways. Although peer pressure is not always negative, the term "pressure" implies that pressure is applied (Bruce, 2012).

The study by Hesborn (2016) Adolescence is a period of transition in developmental and social domains, which may be associated with behavioral issues. Aggressive behavior, which is defined as a behavioral and sentimental trait that may be distressing to others, might be an issue of mental health for young adolescents. There is some evidence that adolescent girls have a high incidence of psychological disorders and behavioral problems. Aggressive behavior in adolescent girls is associated with serious consequences in various cultures and countries, and its negative effects have been documented.

However, Women's aggressive behavior has received little consideration or concern. Some studies indicated that girls might display aggressive behavior similar to males; nevertheless, studies on aggression in females show up to be confined, and more research is needed (Heizomi et al., 2021).

Globally, exposure to aggression is a widespread phenomenon, according to a study of a United States sample, which indicates that around one third of all children are victims of some form of violence and approximately 90% witness violence at least once during their lifetimes. The credibility, authority, power, and influence of peers are greater during adolescence than at any other time in life (Weerman, 2009).

According to Chauhan (2007), when adolescents leave their family and join school and the larger community, they start to form connections and friendships through play. At this age, children begin to think like their peers and understand that there are other opinions, principles, and rules other than those set by their parents and they discover that the peer group has an important impact on the social growth of teenagers because it establishes "rituals" for acceptable behavior." Adolescents, like those who are closest to them, are likely to imitate the behavior or dress of their idols through observation and imitation (Chauhan, 2007).

Likewise, Weerman (2009) the impact generated by a peer group in encouraging a person to change his or her attitudes, values, or behavior in order to adhere to group norms is referred to as peer pressure. Adolescent learners' connection to their peer group frequently outweighs their individual level of independence and self-reliance (Hesborn, 2016). Peer groups provide young people with the opportunity to feel accepted and free to speak about issues that are important to them, as well as the opportunity to learn specific skills that may not be available in other social relationships (Dewey, 2008).

In Ethiopia, According to Alemnesh, (2014), Peer pressure can be divided into two types: positive and negative. Peers educate their friends on social norms; those who are socially uncomformable can learn how to fit in and connect with others by observing and imitating other adolescents. Similarly, self-assured adolescents can serve as excellent role models and mentors to others. A positive peer group into which the adolescent fits well and which can help to raise her or his self-esteem may deter the adolescents from engaging in dangerous or risky activities. Furthermore, adolescents who believe their friends are engaging in risky behavior are more likely to participate in risky behavior themselves. Peers have a substantial impact on their friend behavior (Amsale & Yemane, 2012). Negative peer pressure, on the other hand, develops when an individual is persuaded by his or her peers to do something socially unacceptable that he or she is unwilling to be involved in or that wouldn't be in his or her best interests (Alemnesh, 2014).

#### ***2.4.3 Level of Social Media among Adolescents***

According to Weerman (2010), online bullying and inappropriate use of social media have a negative impact on the well-being of adolescents, particularly girls, who are more likely to be victims of cyberbullying. excessive and inappropriate use of social media (including social networking sites and instant messaging apps) may worsen the trend, as can volatile emotions, extroversion, and a lack of consciousness. As stated by Anderson (2016), cyber assault is characterized as a deliberate action aimed at causing damage to another person or persons via computers, mobile phones, and other electronic devices, and regardless of its recurrence, it is viewed negatively by the victim.

The greatest likelihood of being victimized online has been found to happen among the ages of 14 and 18 and has been linked to challenging online social networking usage (PSMU). In terms of the latter, unlike agreement on what cyber aggression and cyberbullying are, adolescent interest in PSMU has gradually increased over the last decade. Although there is no agreement on what PSMU is or how it should be measured, it has been linked to an increased risk of symptoms of depressive health complaints, anxiety, lower life satisfaction, and social isolation. Given the potential harm to adolescent mental and social health, it should be a top priority for the government to increase understanding of both PSMU and cyber aggression, as well as to identify any risks.

Among the most likely known variables, social support, in its various forms (school, family, or peer support), has been demonstrated previously to be beneficial. In fact, the environment in which adolescents grow up, when combined with particular personality characteristics, can be a beneficial indicator of their well-being. Furthermore, peer interaction has been shown to play an important part in adolescent well-being. When young people are encouraged in their daily choices, they are less vulnerable to difficult situations that can foster possibly harmful behaviors (Joannah, 2018).

## **2.5 Empirical Findings on relations among social media use, peer pressure and aggression**

### ***2.5.1 Relations between Social Media Use and Aggression***

In regards to social media use, studies have shown that unnecessary and troubling use of platforms for social media can lead to more aggressive behavior. Doe et al. (2017) discovered, for instance, that adolescents who spent an excessive amount of time on social media platforms exhibited higher levels of aggressiveness than those who used social media moderately.

According to Dingle and Lubman (2015), we live in an age of information where one is able to link to any part of the planet in a matter of minutes or seconds using any social media platform. There is almost no aspect of adolescent life that has not been influenced by social media. Social media, without any doubt, offers the quickest and most effective means for adolescents to receive and disseminate information, education, entertainment,

and even establish and sustain friendships. Everything adolescents see or hear in the media early in their lives has an impact on them. Positive parenting role models suggest that we limit our children's exposure to violent acts in their best interests.

Johnson and Adams (2019) examined the role of peer pressure as a moderator in the relationship between social media use and aggression; they discovered that peer pressure played an important role in amplifying the effect of social media on aggressive behavior. Adolescents who had higher levels of peer pressure were more likely to be aggressive after viewing aggressive content on social media.

Unfortunately, Violence is a prevalent form of entertainment in Nigeria, particularly in films. According to Anderson (2016), media violence simply describes events and storylines in which at least one character acts aggressively toward at least one other character. Thus, even if there is no blood, gore, or screaming in pain, movies, television programs, and video games in which characters fight, for instance, in fighting or boxing, say mean things about each other (often referred to as relational aggression), or kill bad guys are all examples of media violence. Anderson concludes that, by the above definition, most modern games are violent video games. Television violence is commonly used to refer to all forms of violence seen on television screens. It includes material that has been broadcast over the internet.

Adolescence is an age of turmoil, unpredictability, and increased risk-taking, which may give rise to aggressive behavior. Adolescents with familial issues may use social media to avoid issues, which could result in aggressive behavior (Strasburger, Wilson, & Jordan, 2013). Adolescence is a period of physical and psychological development that usually happens between teenage years and becoming an adult. Adolescence is a stage of life in a person's growth that occurs between growing up and becoming an adult and is caused by physical alterations known as puberty. Adolescents are a source of concern for many people around the world, including the individual, parents, teachers, and caregivers. The adolescent stage is a critical period in human development, as many harmful and frequently harmful behaviors occur (Merikangas & Mcclair, 2012).

Adolescence is characterized by numerous physiological and physical changes, as well as a period that involves complicated psychological maturation and development. The

adolescents gradually wean themselves from parental dependence and grow a high level of social interaction. In addition, Adolescents dedicate a significant amount of time to consuming social media by watching TV, playing online games, and surfing the internet. The media jeopardizes the general population by inducing an increase in real-world violence and aggression. We frequently witness students engaging in behaviors such as hitting, fighting, and bullying. We define aggressive behavior as tantrums, arguments, hostility toward parents or school authorities, bullying behaviors such as beating and pushing younger students, threatening younger students, and so on. What adolescents see on social media will undoubtedly have an impact on their behavior, either positively or negatively.

### ***2.5.2 Relations between Peer Pressure and Aggression***

According to Smith et al. (2018) peer pressure has been linked with aggression among adolescents; they discovered that increased social media use, particularly in the context of internet-based interactions among peers, may increase peer pressure and result in greater levels of aggression. This might be because of the constant interaction with aggressive content on social media platforms, such as online harassment or violent videos. Peer pressure has also been identified as a significant contributor to aggression. Smith et al. (2015) discovered that adolescents, who were subjected to Peer pressure, particularly from aggressive peers or social circles, were more likely to take part in aggressive behavior themselves.

Another study by Weerman (2010) aggression is the most important and pressing issue confronting adolescents today. Regardless of common education, autonomy, freedom of thought and expression satisfaction of basic needs and wants, and improvements in social and economic circumstances, aggression is on increasing. The adolescent period endures 10 to 19 years and is marked by a series of significant shifts. Adolescents are frequently unable to deal with the drastic changes in their physical and psychological health that occur. Psychological problems arise during this period as a result of struggling relationships with parents, teachers, peers; and academic underachievement in comparison to high expectations; all of these are frequently linked to aggression, either directly or indirectly.

Peer pressure, on the other hand, contributes a more significant part to the psychosocial development of adolescents. Peer pressure can have both positive and negative effects. Positive effects include improved focus and self-confidence, while negative effects include illegal conduct and aggression. Peers have more trustworthiness, power, authority, and impact throughout adolescence compared to at any other time in life (Weerman, 2010). Adolescents may pick up aggression from their peers. The majority of adolescents comply with it out of fear of rejection by their peers. They engage in unacceptable conduct in order to gain acceptance (Whitmore, 2011).

In Ethiopia, Ayalew et al. (2015) studied peer pressure mainly for the purpose of the possibility of harm; however, adolescents are certainly impacted by others in a positive as well as negative manner with equal frequency.

### ***2.5.3 Relations between Social Media Use and Peer Pressure***

In contemporary society, social media has become an essential part of the lives of adolescents. Research findings show that adolescents in the US use the Internet and social media in all age groups. According to a 2018 study by the Pew Research Center, 92% of adolescents use the internet every day, and they use at least four different social media platforms on average. The study found that social media has a negative impact; the majority (45%) of adolescents thought it was irrelevant because it had no positive or negative effects.

Several studies suggest that when considering the combined contribution of social media use and peer pressures on aggression, these factors can interact and amplify each other's effects. For example, Johnson and Brown (2018) study suggested that individuals who were subjected to peerpressure were more likely to engage in aggressive behavior through online platforms.

Furthermore, Brown and Lee (2020) also investigated the moderating role of social media use in the relationship with peer pressure; they discovered that excessive social media use served as a catalyst, reinforcing the link between peer pressure and aggression. Adolescents who spent more time on social media were more vulnerable to peer pressure and, as a result, were more likely to engage in aggressive behavior.

On a similar note, Hoxby (2001) stated that peer pressure studies have shown that peer relationships can play a significant role in shaping behavior during adolescence. Lavy and Schlosser (2007) discovered a number of moderators of peer influence, lending support to these mechanisms as well as the power of contextual and relationship factors in shaping adolescent outcomes. In addition, Sund (2009) reports that similar studies have begun to have a major influence on public policy, emphasizing the dangers of intentional affects that can result the uncontrolled use of social media.

According to Ellison and Fudenberg (1995), the choices made by users are frequently influenced by the choices of their peers. as well as, Kaijanto (2018) stated that influencers may impact adolescents' decisions to make specific choices by encouraging peer- approved decisions. This, in turn, has an additive effect, where the more extensive and influencer's peer group is, the more consistent the group's opinions and decisions become. Like wise, the issue develops when adolescents lack the ability to tell the difference between the influencer's commercial and personal opinions. Plus, those who follow may feel pressured to support those who are influential.

The findings of the PEW Research Center (2018) online bullying has an enormous effect on victims, who suffer from anxiety, depression, social isolation, and even self-harm as a result. The use of social media has additionally enhanced access to self-harming activities, such as adolescent aggression behaviors. Violence and propagating rumors were also significant worries expressed by adolescents who believed social media had a negative impact on their age group, based on the PEW survey. In their study, Sherman et al. (2016) used "likes" as a "quantifiable social endorsement" to assess the way users view their peers' postings. Brown et al. (2008) focused on "behavioral reinforcement." Adolescents may get immediate comments on their actions and posts thanks to social media, which leads to the adoption and maintenance of socially desirable behaviors.

Sherman (2016) discovered that regardless of dangerous conduct, adolescents are more likely to "like" shares with more likes from peers. Neuroimaging studies revealed increased activity in the brain when observing widespread posts, implying increased diligence. In addition, when adolescents saw their personal pictures or shared them with more likes, their brains showed dull activity, indicating behavioral encouragement. The

study also discovered that when adolescents saw social media pictures or shares showing hazardous conduct, their brains demonstrated dull activity, implying that they viewed such activities as pleasurable and engaged in them.

Additionally, a study Eggermont and Frison (2016), peer pressure on social media has become an important source of stress for adolescents, with professionals disputing that the permanent measures on social media separate it from actual life peer pressure. Adolescents frequently feel compelled to conform to their peer group, fearing judgment and being pressured to forget their past. By revealing them to disturbing and provocative content social media also normalizes risky behaviors like drug use. As a result, adolescents may become more vulnerable to negative influences because they are unaware of the potential risks. As a result, educators and parents have to be conscious of the possible risks of social media use.

A study conducted in Ethiopia on the impact of peer pressure on negative responsibility behaviors such as aggression and regular use of social media revealed that peer influence has focused on its potential negative impact similarly; adolescents are undoubtedly influenced in both positive and negative directions by their peers (Ayalew et al 2015).

## **2.6 Variations in Aggression, Social Media Use and Peer Pressure as a Function of Demographic Variables**

Research literatures indicated that aggression, social media and peer pressure, influenced by demographic characteristics of adolescents, such as age, gender, education level, family structure and family income, with a number of studies demonstrated in recent years. A Meta analytical review by Archer John (2004), On sex differences in aggression in real-life circumstances, where they addressed self-assessments and peer observations on overall physical, verbal, direct, and indirect forms of aggression, as well as personality traits of anger, it was discovered that males tend to engage in physical and direct aggression more frequently, while females tend to use indirect methods more frequently.

In addition, Dorothy Seals and Jerry young (2003), studied the prevalence and relationship of bullying and victimization to gender, grade level, cultural background, and self-esteem in students in grades 9 and 10 reveals that girls use verbal aggression,

whereas boys use physical aggression. In regard to social media usage, aspects such as cyberbullying, parent-child relationships, internet addiction, and the impact of using social media on sleep disruption and academic performance have received adequate attention (Kausar, 2016).

A study carried out on the impact of social media usage in Pakistan, using the Internet Effect Scale (IES) to assess the impact of various factors such as adolescent social media usage, internet abuse, interpersonal problems, and peer pressure, as well as the repercussions they have. The studies' findings revealed that males were more addicted to social media than females (49.6%) and (32%), respectively. Furthermore, female academic performance was more strongly influenced by social media use than male academic performance (Talatu & Umar, 2018).

According to Lipsey and Derzon (2000) findings, there is a strong relationship between peer pressure and family size, and family size is one of the major indicators of peer pressure. Based on the aforementioned study, large family size is one of the factors associated with adolescent delinquency as a result of poor parental supervision. It 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.

Furthermore, one of the predictor variables of peer pressure is family income. For those who are subjected to peer pressure, the majority of students' family income is low. In accordance with Evans et al. (2002), a lack of financial backing can also make it more difficult for mothers and fathers to support each other in parenting. They also claimed that many poor parents neglect their adolescent children by failing to participate in their activities. They had no idea where their children were. When parents are financially stressed, they are less involved, less nurturing, harsher, and less consistent in their discipline.

Girls are the most influenced by their peers, and they suffer from peer pressure that is sometimes greater than that experienced by boys. They must dress nicely and wear fashionable clothes, or they will be rejected by their peers. Media pressure, in addition to peer pressure, is a source of stress for girls (Shied, 2005). In fact, the media tries to give all girls the same standard beautiful body with no distinction. Most adolescent girls have

a role model with a perfect body, and they want to be like her and have the same attractiveness that she gets from her body. As a result of this, and as explained by Harvey (2002) leading to eating pathologies like bulimia and anorexia. The pressure to own a perfect body often leads to eating whatever crosses their way, and the obsession with a perfect body makes eating a crime.

## **2.7. Summary and Implications of Reviewed Literature**

In the related literature that was reviewed for this study, the essential notions, assessment, and theories of social media use, peer pressure, and aggression in adolescents were critically discussed. According to Dingle & Lubman (2015) The media, with no doubt, presents the youth with the easiest and most successful means of acquiring and disseminating information, education, entertainment, and even building and maintaining friendships; however, violence is one of the most popular forms of entertainment. Anderson (2016) argues that media violence is characterized as situations as well as story lines in which at least one character acts aggressively towards at least one other character.

Furthermore, adolescent aggression may be learned from their peers. Most adolescents conform to it out of fear of rejection by their peers. Children and teenagers may learn aggression from their peers if they engage in inappropriate behavior for approval. (Whitmore, 2011). Peer pressure has a greater impact on adolescents' psychosocial development. It can have both positive and negative effects. Peers have more credibility, authority, power, and influence during adolescence than at any other time in life (Weerman, 2010).

The other major discussion point of this research review of related literature is the Level of Social Media Use, Peer Pressure and Aggression. Adolescent aggression has become more and more concerning over the past few years; adolescent aggression causes raising issues. Besides, they're violent and unethical (Thomas and Bierman, 2006). Likewise, Peer pressure is a widespread adolescent emotion in which peers motivate or discomfort one another in the same social group in order to achieve an intended result, often resulting in harmful actions toward one another. In terms of compliance, it is merely the obligation felt by peers to achieve a particular issue (Babu & Daspurkayastha, 2020).

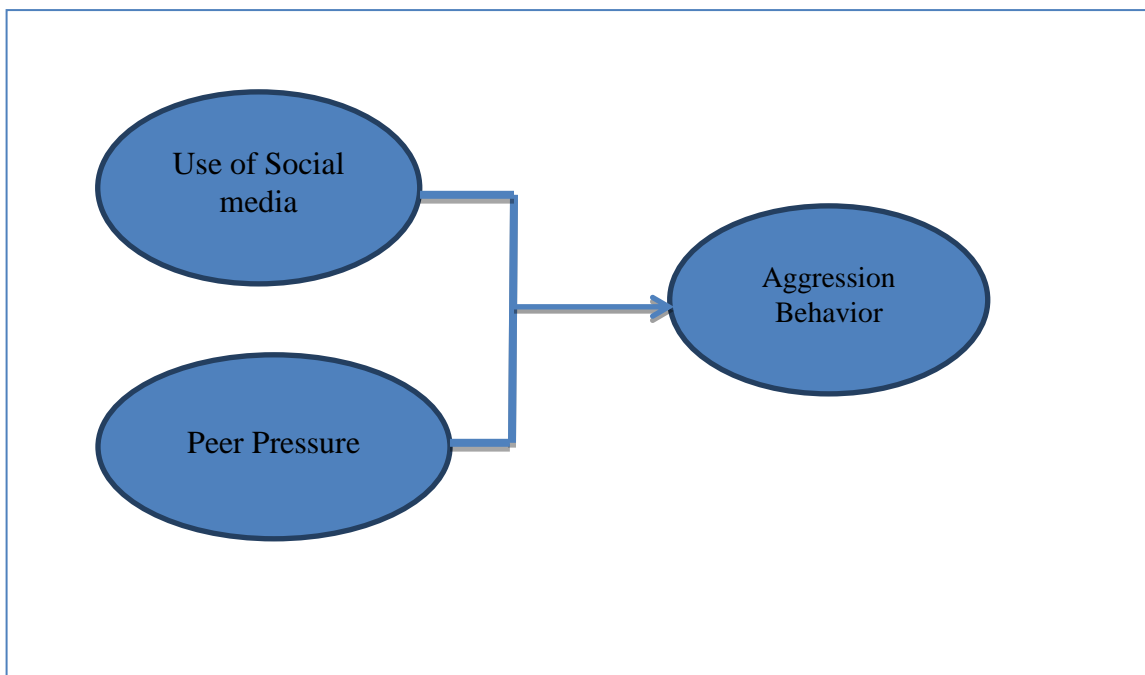
Albert Bandura proposed social learning theory, which emphasizes the importance of observing, modeling, and imitating the behaviors, attitudes, and emotional reactions of others. The Social learning theory examines how environmental and cognitive factors interact to influence human learning and behavior after concluding that behaviorism alone could not explain everything about learning. He believed that behavior and environment were mutually reinforcing and we could control our own behavior through self-regulation. Self-regulation entails self-observation, judgments about us and our surroundings, and self-response. He also developed his social learning hypothesis after observing changes in a child's behavior as a result of witnessing an adult act aggressively. In addition, McLeod (2011) argued that behavior is learned through observational learning from the environment.

As a result, social learning theory describes how an observer's behavior changes after observing the behavior of a model. The positive or negative presentation of observed behavior may influence the observer's self-response and judgments about our surroundings and us. (McLeod, (2016). Bandura, 2017).

As a final point, many developing countries, including Ethiopia, have conducted studies on peer pressure, social media use, and aggression. According to Alemnesh (2014), adolescents who are socially insecure can learn how to fit in and connect with others by observing and imitating others. Peers have a significant influence on their friends, and the findings showed that disciplinary issues in the study occasionally worsened and covered a wide range of behaviors (Amsale & Yemane, 2012). **Furthermore, adolescents who believe their peers are engaging in risky behavior are more likely to engage in risky behavior themselves.** Furthermore, Ayele (2006) conducted a study that revealed numerous disciplinary issues as well as the underlying causes of adolescent aggression. As a result, there are various types of commonly observed adolescent misbehavior that have been identified. However, all of the research did on peer pressure, aggression of adolescents separately but there is no such adequate research on social media usage, peer pressure and aggression in adolescence. Therefore the study to be fulfilled the gap and then find the right intervention methods of social media usage, peer pressure and aggression in adolescence.

**Figure 1**

*Conceptual framework of aggression, social media usage and peer pressure*



*(Source: Bandura, 1977) synthesis by own (2023)*

Bidirectional relationships are used to demonstrate that data is reciprocal between related forms and to illustrate the connection between the three interconnected factors that support the surrounding the use of social media, peer pressure, and aggressive behavior among adolescent in the relevant Addis Abeba, Ethiopia, school.

## CHAPTER THREE

### METHODS

This chapter covers a thorough explanation of the research design, site of the study, the study population, data gathering tools, sample and sampling techniques. The description of tools, data collection and data analysis procedures as well as ethical issues will be present. The survey instruments will be adapted from existing close-ended questions AQ (Aggression questions), SMQ (Social media questions) and PPSQ-r (Peer Pressure scale questions revised) as well as open ended interview questions.

#### **3.1. Research Design**

The study used a Quantitative-methods research design specifically explanatory sequential design. The research was conducted using a correlational research, which aims to identify and potentially measure relationships between variables. It was useful for analyzing the connection between secondary school students' use of social media, peer pressure, and aggression.

By improving our understanding of how or why a specific phenomenon is occurring and making predictions for the future, an explanatory sequential design tends to uncover the why of the events in this study. Its results and conclusions constitute the deepest level of knowledge. The premise of using this design for this study is to examine the relationship between social media, peer pressure, and aggression among secondary school students.

#### **3.2. Site and Population of the Study**

The sample for this study was selected from the sample population of 403 secondary (grades 9–12) school students in government and private schools in Addis Ababa were selected using convenient sampling, male (213) and female (190), out of which 37% (150) students from Menelik Secondary School, 34% (137) from Beshale Secondary School, 14% (56) from Misrak Goh, 5% (20) from Vision Academy, 5% (20) from Meraf Academy, and 5% (20) from One Planet International School.

To take diverse socioeconomic status, three private and three government secondary schools in Addis Ababa are selected using proportionally according to the school population. The rationale for choosing this proportion of government and private schools is to fairly analyze the levels and patterns of the relationships among the selected variable (i.e. aggression, social media use and peer pressure) in two similar levels but, in different contexts. Three variables are chosen considering the fact that these schools represent different parts of the city which can enable the student research to see the patterns across various localities.

The schools' names are Menelik, which has a total of 3200 students; Beshale, 3000; Misrak Goh, 1200; Vision, 500 Meraf, 437; and One Planet, 413 students, respectively. Menelik, Beshale, and Misrak Goh are selected from government schools, and Vision, Meraf Academy, and One Planet International Schools are selected from private schools. These schools are located in different sub-cities of Addis Ababa. Beshale and Meraf are found in Lemi Kura Sub-city; Menelik is found in Arada Sub-city; Misrak Goh is in Yeka Sub-city; Vision Academy and One Planet International Schools are located in Bole Sub-city. According to the City Government of Addis Ababa Education Bureau Education Statistics annual report (2021/22), the total number of secondary school students in Addis Ababa is 227,477 out of which 101,005 are male and 124,472 are female.

### **3.3. Sample and Sampling Techniques**

For ease of use, Krejcie and Morgan (1970) developed standard tables for estimating sample size for a given population, and the sample size for this inquiry is determined using their standard approach for N population sizes greater than 75,000, which are 384. With the non-return rate and incomplete items in mind, a 5% oversample was used in the sampling. As a result, the sample size for this study is 403 people. To obtain a formal or statistically representative sample, a probability sampling technique, specifically the simple random sampling method, is used. In this sampling method, each adolescent has an exact equal chance of being chosen.

However, the sample size is determined by the student researcher's inclusive and exclusive criteria. For inclusive criteria: currently enrolled or a student, secondary school

student, age range between 15 and 18 years old with proportion of their respective population size to investigate the gender difference on the relationships of the variables, availability and accessibility of internet and smartphone, use of social media, member of peer groups, in other words, more than one friend were considered.

Sample size was determined using the table from (Krejcie, and Morgan, 1970) the table was below here.

### **3.4. Data Collection Instruments**

To collect the required data, the student researcher used questionnaires developed consisting of four parts. The first part contained socio-demographic questionnaires, and the second part consisted of items used to assess common aggressive behaviors. The third part is comprised of items to measure peer pressure and the fourth part included items used to measure social media use.

#### **3.4.1 Aggression Questionnaire (AQ)**

Aggression Questionnaire was used to collect data related to aggressive behaviors. It was developed by Buss and Perry (1992) consisting 29-items (rated on a 5-point Likert scale ranging from 1 (Not at all like me), 2 (A little like me), 3 (Somewhat like me), 4 (Very much like me), to 5 (Completely like me).

According to Samani (2008) report the Buss and Perry aggression questionnaire scale is a cross-culturally valid and reliable instrument in The study involved 220 students (102 men and 118 women), and test-retest, split-half, and internal consistency procedures were used to calculate the results. .97 Cronbach's alpha.

#### **3.4.2 Social Media Questionnaire (SMQ)**

The social media questionnaires (SMQ) are developed from Melani & Anthony in 2017 and updated by Mathews Bogale in 2019. Matthews used eight item Likert-type social media use measure to update this questionnaire. To verify the eight-item Likert-type Social Media use measure, data from 147 adult social media users was collected online. Internal consistency reliability analysis, principle components exploratory factor analysis, and multidimensional scaling were used as part of the instrument validation process. All eight items on the scale had acceptable Cronbach's Alpha values (Alpha =

0.78). According to this study, it is worthwhile to continue using the Social Media use scale for adolescent's favorites for social media platforms like Twitter, Facebook, Google+, and other comparable tools Gerald (2012).

### **3.4.3 Peer Pressure Scale Questionnaire (PPSQ)**

The Peer Pressure Scale Questionnaire-Revised (PPSQ-r) is adopted from an instrument developed in 2016 by Saini and Singh to measure peer pressure susceptibility among adolescents. This is the revised version of the first version of the questionnaire, which was developed in 2010 comprising 24 items rated on 5 – point Likert scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Can't say), 4 (Agree) and 5 (Strongly Agree).

From 143 secondary school students who were chosen as respondents ages ranged from 13 to 18 years old, with a mean age of 15 (SD = 1.316). Principal component analysis (PCA) was used to extract one component, and one item was eliminated for having insufficient factor loading. The 24 items that were kept showed high reliability, with a Cronbach's alpha of 0.932 (Singh and Singh, 2011).

### **3.4.4 Tool Translation and Validation**

A pilot survey was conducted on 43 participants from two schools (i.e., one private and one government school) before the main study data was collected. The major purpose of the pilot study was to examine the psychometric properties of items and tools. The reliability of the instruments was estimated using Cronbach's alpha analysis. The reliability test for questionnaires related to aggression was 0.739; social media usage indicated 0.789; and peer pressure resulted in 0.901. The summary of the reliability test score of the present study showed as follows:

**Table 1*****Reliability Indices (alpha) of the scales in Main Study (N=403)***

<b>Scales/Subscales</b>	<b>Main Study</b>	
	<b><u>K</u></b>	<b><u>Alpha</u></b>
Aggression Questionnaires	19	0.713
Social Media Use Questionnaires	15	0.751
Peer Pressure Questionnaires	24	0.817

**3.5. Data Collection Procedures**

The research was conducted after getting a supportive letter from Addis Ababa University College of Education and Behavioral Studies, School of Psychology. The data gathering procedure is started after getting the approval of instruments and permission from the school official. The researcher used two assistants to provide students with detailed orientation on the purpose of the study, the tools, and the response process using the direct delivery and retrieval system to the questionnaire. Finally, the researcher and the assistants meticulously collected and recorded all of the data

The collected data was entered and coded into a computer with the help of the statistical package for social science (SPSS Version 26). This study analyzed the data in the form of descriptive statistics (frequency, percentage, mean, and standard deviation), Pearson correlation, standardized multiple regression, and multivariate analysis of variance.

**3.5.1. Pre Data Collection Phase**

The first phase named pre-data collection phase where pillars of data quality will conjure up to create a good opportunity to turn on rest of the process smooth. Measures were taken in adapting instruments by using clearly defined terms to bestow same meaning for all participants. Forward- backward translation was done as questionnaires were prepared first in English then translated to Amharic. Three language experts (two MA

students in teaching Amharic and one PhD students in teaching English as a foreign language) were involved in the process of instrument translation,

These experts were required to review the items in terms of clarity of the instrument or questionnaire items, to assess the appropriateness of the questionnaire items for collecting the required information from the subjects, to assess the extent to which the questionnaire items cover the research topic, to translate the language utilization version, and to make recommendations for amendments or additions, if any, to make the instrument a more valid one. The validators kindly fulfilled the above requests, thereby making the instruments genuine for this study.

### **3.5.2. Data Collection Phase**

For the purpose of managing the response of participants, the researcher used self – report of questionnaire scales by those who can read and write in order to feel it in appropriate way. Generally, the questionnaire was administered, in all benches, in a face to face approach in hall, where the main researcher was personally available at each stage of data collection along with assistant data enumerators to elaborate the purpose of the questionnaire and did clear out any doubts that the participants might raise on some items of the questionnaire.

### **3.5.3. Data Entry and Analysis Phase**

The final phase data entry and analysis phase was denoted by coding; codes were given to the original document that is similar to the entered one which helped to ease the search when there is discrepancy or data entry error so that it can be corrected by referring the original copy, minimum and maximum values and missing values were also checked to look for entry errors.

### **3.6. Techniques of Data Analysis**

The collected data was entered and coded into computer through the help of statistical package for social science (SPSS Version 26). The data was analyzed using the form of descriptive statistics (frequency, percentage, mean and standard deviation), Pearson correlation, standardized multiple regression and multivariate analysis of variance.

#### **3.6.1 Descriptive Statistics**

In order to examine the levels of aggression, social media use and peer pressure, descriptive statistics were used. These are mean scores and standard deviation. In addition, descriptive statistics such as frequency and percentage were used to describe the socio-demographic characteristics of the participants.

#### **3.6.2 Correlational and Regression Analysis**

##### ***3.6.2.1 Correlation Analysis***

In this study, the Pearson correlation coefficient was used to examine the relationship among social media use, peer pressure and aggression. Correlational data analysis aims to examine the relationship among social media use, peer pressure and aggression in the case of secondary school students' dimensions. The Pearson correlation coefficient is used to test statistical hypotheses. Specifically, we can test whether there is a significant relationship between two variables.

##### ***3.6.2.2 Multiple Regressions***

In this study, the standardized multiple regression was used because there are two independent variables (predictors) and one dependent variable with interval level. The predictor variables entered into the regression equation at once. In addition, when a researcher wants to predict the value of the variable based on the value of two or more other variables and the predicted variable is called the dependent variable or sometimes the outcome, target or criterion variable. Pearson Correlation coefficient for the research question number 3 for the reason that the variables are measured on continuous interval level, there are no missing data on both variables and each observation in the data set has a pair of values.

#### **3.6.3 Multivariate Analysis of Variance (MANOVA)**

An analysis of variance with multiple dependent variables is known as a multivariate analysis of variance. In this study, MANOVA was used to determine whether independent variables had an impact on the dependent variables, either individually or in combination. Because the dependent variables had two or more interval levels and the independent variables had two or more levels, multivariate analysis of variance was primarily used in this study.

#### **3.6.4 Qualitative Data Analysis**

Qualitative research aims to advance knowledge through participant selection, data analysis, and research consistency, using participants who provide insights into research questions. The goal is to interpret data and themes, ensuring data authenticity and understanding. In this regard, twelve open-ended interview questions were used to gather data from students, school director, and guidance counselors, to understand relationships between aggression, social media usage, and peer pressure among adolescents.

#### **3.7. Ethical Considerations**

The researcher received a letter of introduction from Addis Ababa University, School of Psychology. Participants of the study were informed about the objectives of the study emphasizing that the data used only for the intended academic purpose. In this study the researcher or data collectors strictly respected and agreed consent along with the respondents. Similarly, the researcher ensured that the respondents have freedom to choose whether to be participating or not in the study. The proposed conditions for anonymity and confidentiality should be given a thought, and made very clear to the participants. Participants had been given a clear understanding of the issue a study would address before being asked to participate in. In addition, the identity of the informants would not be linked with "their" views. Information of participants, such as their name and responses gathered by the researcher, would not be shared with others without the informants' knowledge.

## CHAPTER FOUR

### RESULTS

In this section, the data collected through questionnaire is presented in frequency tables, charts and figures. The data presented in different forms are analyzed and interpreted in relation to the reviewed literature and statistical values. The socio-demographic aspects of the respondents are presented in frequency table. Aggression, social media usage and peer pressure are also presented in comparison to the socio-demographic aspects to indicate the relationships and extents of these variables to the socio-demographic characters of respondents. Lastly, the relationships among aggression, social media usage and peer pressure are presented and analyzed accordingly.

#### **4.1 Response Rate**

The study focused on a sample size of 403 respondents from which all filled in and gave back the questionnaires making a response rate of 100%.

##### **4.1.1 Demographic Characteristics of the Participants**

The Demographic Characteristics of the Participant was age, gender, educational background, including their mothers and fathers, family income per month in Ethiopia currency, and living condition. The purpose of this background information was to test the statistical significance of aggression, peer pressure, and social media, as the authors indicated in Lynne-Landsman et al. (2011) and Laura (2020). In addition, the purpose of this socio demographic information was to find out the characteristics of the respondents and show the distribution of the population in the study, as shown in the findings presented below.

The study involved 403 participants: 211 (52.4%) males and 192 (47.6%) females. Most of the study population, 303 (75.2%), was in the age group of 14–17 years, and 100 (24.8%) were in the age group of 18–20 years. The majority of the study participants had secondary education; 191 (47.1%) were in grades 9–10 and 212 (52.9%) were in grades 11–12 (see Table 2).

*Table 2 Demographic Characteristics of the Participants (N = 403)*

Variable	Label	Frequency	%
Gender	Male	211	52.4
	Female	192	47.6
Age	14- 17 years	303	75.2
	18-20 years	100	24.8
Education	Grade 9-10	191	47.1
	Grade 11-12	212	52.9
Father's Education	Unable to read & write	5	1.2
	Able to read & write	27	6.7
	Primary Education	88	21.8
	Secondary Education	67	16.6
	Diploma	73	18.1
	Degree	93	23.1
	Master	50	12.4
Mother's Education	Unable to read & write	9	2.2
	Able to read & write	67	16.6
	Primary Education	90	22.3
	Secondary Education	66	16.4
	College Diploma	54	13.4
	Bachelor Degree	46	11.4
	Master Degree	71	17.6
Family Income	Under 3000	11	2.7
	3001-5000	97	24.05
	5001-15000	158	39.22
	15001- Above	137	34
Living Condition	Parents	193	47.9
	Father only	38	9.4
	Mother only	57	14.1
	Father & step mother	17	4.2
	Mother & step farther	11	2.7
	Others	87	21.5

## 4.2. Levels of Aggression, Peer Pressure and Social Media Usage

The first research question of the present study made inquiries regarding the level of aggression, peer pressure, and social media usage. This section presents the findings from these analyses. Results are presented separately for levels of aggression, peer pressure, and social media usage.

**Table 3**

*Means and Standard Deviation of Aggression Survey scores (N=403)*

<b>Sub Scale</b>	<b>Mean</b>	<b>Std.</b>
Physical Aggression	30.5434	6.38484
Verbal Aggression	28.7692	5.03113
Total Aggression	59.3127	9.56187

As shown in Table 3, out of the total of 403 respondents, the physical aggression mean score was  $30.54 \pm 6.38$  SD. Similarly, the verbal aggressions mean score shows that  $28.76 \pm 5.03$  SD. This result indicates that physical aggression is greater than verbal aggression.

**Table 4**

*Means and Standard Deviation of Peer pressure Survey scores (N=403)*

<b>Sub Scale</b>	<b>Mean</b>	<b>Std.</b>
Direct Peer Pressure	33.1421	6.07070
Indirect Peer Pressure	45.4892	8.33771
Total Peer Pressure	78.6237	13.51981

As shown in Table 4, out of the total of 403 respondents, the indirect peer pressure mean score was  $45.48 \pm 8.33$  SD. Similarly, the mean score of direct peer pressure indicated  $33.14 \pm 6.07$  SD. This means that indirect peer pressure was highly dominant compared to direct peer pressure in secondary school.

**Table 5****Means and Standard Deviation of Social Media Usage Survey Scores (N=403)**

<b>Sub Scale</b>	<b>Mean</b>	<b>Std.</b>
Educational SM	13.1960	2.57017
Entertainment SM	37.1307	5.90931
Total Social Media U.	50.2789	6.90636

As shown in Table 5, out of the total of 403 respondents, the mean score for entertainment was  $37.13 \pm 5.90$  SD. similarly, the mean score of educational social media usage indicated  $13.19 \pm 2.57$  SD which means that in secondary school, adolescents used social media for the sake of entertainment rather than education.

**4.3 The Relationship among Aggression, Peer Pressure and Social Media Usage**

The second research question of the present study is whether there is a statistically significant relationship among aggression, peer pressure, and social media usage. Based on the research question, the researcher analyzed the relationship among aggression, peer pressure, and social media usage in secondary schools in Addis Ababa, as shown below the table.

Table 6

*Summary of Correlations among Aggression, Social Media Use and Peer Pressure(N=403)*

	Peer Pressure	Social Media Usage
Aggression	.267**	.285**
Peer Pressure		.288**

\* =  $p < 0.05$  (2-tailed), \*\* =  $p < 0.01$  (2-tailed)

The above table shows that aggression and peer pressure positively correlated and the relationship was statistically significant. The correlation coefficient was moderately for aggression ( $r = .267$ ,  $P < .001$ ). In similar ways the correlation coefficient between aggression and social media usage was moderately correlated ( $r = .285$ ,  $P < .001$ ). The relationship was statistically significant and also peer pressure and social media positively moderately correlated and the relationship was found statistically significant ( $r = .288$ ,  $P < .001$ ).

#### 4.4 Variances Explained in Aggression by Social Media Usage and Peer Pressure

**Table 7**

**Model Summary for Aggression with Social Media use and Peer Pressure (N=403)**

Model 1	Unstandardized Coefficients		Standardize Coefficients	T	Sign p-value
	B	Std.error	Beta		
(Constant)	41.471	4.102		10.110	.000
Peer pressure	.125	.039	.172	3.247	.001
Social Media Usage	.161	.073	.117	2.203	.028

Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics					
				R Square	R Square Change	F Change	df1	df2	Sig. F Change
1	.234a	.055	.049	9.57046	.055	10.497	2	364	.000

Note. Field Survey, April 2023, (n=403)

The third research question of the present study is the proportion of the variance of aggression explained by social media and peer pressure jointly and separately. One of the assumptions made in the present study was aggression can predict by two factors such as social media and peer pressure. To test the assumption of standardized regression model used the result shown that 17.2% of the variance of peer pressure use can be accounted for aggression predictor ( $F(1, 60) = .172$ ,  $P < .01$ ). Furthermore, social media

use predictor ( $F(1, 60) = .117, P < .01$ ) this also indicated that 11.7 % of the variance social media use could be accounted to predict aggression. The two predictor variables also significantly predicted aggression scores jointly the adjusted R square = .049,  $F(1, 60) = 10.497, p < .00, F \text{ square} = .000$  Generally, the two-predictor variables together accounted for 28.9% social media use and peer pressure independently explained 17.2% and 11.7 % of the variance in aggression scores respectively.

In order to find the contribution of each independent variable to dependent variable included in the model, we have to notice the value of standardized coefficient, the greater value of Beta and less value of significance level ( $< .05$ ) of each independent variable show the strongest contribution to dependent variable (Pallant, 2005). Looking at the unique individual contributions of the predictors, the result shown that social media use in  $\beta = .117, t = 2.203, p = < .002$  with 95% confidence interval between .043-.484 and the peer pressure  $\beta = .172, t = 3.247, p = < .001$  with 95 % CI between -.177 and .241 positively predict aggression.

#### **4.5 Difference in Aggression, Peer pressure and Social Media Usage with Respect to Demographic Variables**

The fourth research question of the present study made inquiries regarding significant differences in Aggression, peer pressure and media usage with respect to demographic variables (i.e. age, gender, level of education and living condition etc.). This Section presents findings from these Analyses. Results are presented separately for overall aggression, peer pressure and social media usage. As evident in Table 8 Tests of Between – Subject Effects and table 9 indicated the four univariate main effects and interactional effects, age, education and salary statistically significant result was obtained two main effects.

Accordingly, statistically significant results were found in reason for becoming Age and Gender produced statistically significant interactional effect in reason for Social media usage total score ( $F = (7.02) p < .000$ ), Age and education produced statistically significant interactional effect in reason for aggression total score ( $F = (3.23) p < .041$ ),

Age and Monthly income produced statistically significant interactional effect in reason for aggression, peer pressure and social media usage total score (F= (4.41) p < .000), (F= (2.81) p < .000) & (F= (5.40) p < .000),

**Table 8 Tests of Between – Subject Effects**

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Age * Gender	Social media usage	573.166	4	143.291	7.022	.000
Age * Educ	Aggression	312.176	2	156.088	3.234	.041
Age*Month incom	Aggression	4688.098	22	213.095	4.415	.000
	Peer Pressure	5263.685	22	239.258	2.846	.000
	Social media usage	2424.314	22	110.196	5.400	.000
Gender * Edu	Social Media usage	682.689	3	227.563	11.152	.000
Gender*Month income	Aggression	951.649	6	158.608	3.286	.004
	Social media usage	1362.061	6	227.010	11.125	.000
Edu*Month income	Aggression	4247.282	10	424.728	8.800	.000
	Social media usage	2226.419	10	222.642	10.911	.000
Age*Gende* Month income	Social media usage	498.479	2	249.239	12.214	.000

gender and education produced statistically significant interactional effect in reason for social media usage total score (F= (11.15) p < .000), gender and Monthly income produced statistically significant interactional effect in reason for aggression and social

media usage total score ( $F= (3.28) p < .004$ ) & ( $F= (11.12) p < .000$ ), education and Monthly income produced statistically significant interactional effect in reason for aggression and social media usage total score ( $F= (8.80) p < .000$ ) & ( $F= (10.91) p < .000$ ) in similar way age , gender and monthly income produced statistically significant interactional effect in reason for social media usage total score ( $F= (12.21) p < .000$ ).

*Table 9 Multivariate Tests*

Effect	Value	F	Hypothesis df	Sig.
Age	.715	5.164	18.000	.000
Gender	.964	3.291 <sup>b</sup>	3.000	.021
Education	.821	4.441	12.000	.000
Month income	.708	4.567	21.000	.000
Age * Gender	.880	2.859	12.000	.001
Age * Edu	.946	2.453 <sup>b</sup>	6.000	.024
Age * M.incom	.402	4.212	66.000	.000
Gender * Edu	.873	4.057	9.000	.000
Gender * M.income	.676	6.103	18.000	.000
EdS * M.incom	.518	6.422	30.000	.000
Age*Gender * M.inco	.891	5.155 <sup>b</sup>	6.000	.000

## CHAPTER FIVE

### DISCUSSION

In this chapter, an attempt will be made to interpret and draw meaning from the major findings of the present study in light of the main themes of the research questions and the existing body of literature. First, the levels of aggression and peer pressure media usage. Second, the relationship between aggression and peer pressure media usage. Finally, aggression, peer pressure and social media usage as a function of demographic variables.

#### **5.1. Levels of Social Media Use, Peer Pressure, and Aggression among adolescents**

The first research question of the present study was an investigation into the level of social media use, peer pressure, and aggression among secondary school students in Addis Ababa. Based on the above findings, social media usage was 50.2%, peer pressure was 78.6%, and aggression was 59.3%. This means that in Ethiopia, Addis Ababa secondary school students are highly exposed to peer pressure, aggression, and social media usage.

The above findings, supported by empirical and theoretical evidence, for instance, the study by Shurti (2017), explain indirect peer pressure: no one is singling you out, but the environment you're in may influence you to do something. Direct peer pressure is when a person uses verbal or nonverbal clues to persuade someone to do something. Another study confirmed that Archer John (2004) Gender-wise; male adolescents commonly manifest aggression, while verbal aggression is commonly experienced by female adolescents. Physical aggression was more common in males. However, females made greater use of indirect means of aggression. As indicated above, physical aggression is greater than verbal aggression, and it is above average in the total sample. This entails that the level of aggressive behavior is high, particularly in the masculine gender.

In addition to the above-presented data and reviewed literature, it was clearly observed that there is a high extent of aggression, social media usage, and peer pressure in adolescents. Statistically significant relationships are observed. For instance, a study conducted by Lynne et al. (2011) and Laura (2020) has discovered that in the US, aggression rises throughout adolescence, with 51% of their sample exhibiting high levels

of aggressive behavior by the end of middle school. Zeray (2019) has also indicated, in the context of our country, by stating that physical violence, verbal aggression, and indirect hostility were prevalent among adolescents in secondary schools students.

On the other hand, one of the aggravating factors of aggression is the use of social media that has been growing at a very alarming rate. It was indicated by (Raghavendra, et al, 2018) that social media and social networks have a significant impact on the aggressive adolescent behavior of the current period, and such technology is gradually becoming a daily part of every adolescent life in modern society. The negative aspects of social networking sites have received adequate attention, such as cyber bullying, parent-child relations, internet addiction, and the impact of social media use on sleep disruption and academic performance. Social science scholars have further warned that if social media usage is not managed properly, it might lead to a rise in real-world violence and hostility among teenagers, apart from aggressive behavior amongst individuals.

Another factor that triggers the development of aggressive behavior in adolescents is peer pressure; Adolescents share feelings and behavioral patterns more within their own groups than any other of their social groups. As stated by Hesborn (2016), the attachment to the peer group often overpowers the adolescent learner's individual degree of self-reliance and independence. It is in peer groups that young people feel accepted and feel free to speak of things important to them and the groups provide the opportunity for learning specific skills that may not be available in other social relationships.

In similar way Archer John (2004) study found physical aggression is greater than verbal aggression and gender-wise; male adolescents commonly manifest aggression, while verbal aggression is commonly experienced by female adolescents, and physical aggression was more common in males. However, females made greater use of indirect means of aggression. As indicated above, physical aggression is greater than verbal aggression, and it is above average in the total sample. This entails that the level of aggressive behavior is high, particularly in the masculine gender.

## **5.2. The Relationship among Social Media Use, Peer Pressure and Aggressive Behavior**

The general objective of this research was to investigate the relationship among social media usage, peer pressure, and aggression in the secondary schools of Addis Abbaba. The results of the present study revealed that aggression and peer pressure were positively correlated and that the relationship was found to be statistically significant. The correlation coefficient between aggression and peer pressure was moderately correlated ( $r = .267$ ,  $P < .001$ ). In similar ways, the correlation coefficient between aggression and social media usage was also moderately correlated ( $r = .285$ ,  $P < .001$ ). Therefore, the relationship was found to be statistically significant.

In a similar way, the above result is supported by different literatures and theories, for instance. Social learning theorists assert that the actual outburst of aggression can be influenced by aversive events, modeling influences, incentive inducements, instructional control, delusional control, and environmental control (Concise Encyclopedia of Psychology, 1996). Additionally, a meta-analysis conducted by Achenef et al. (2017) revealed that peer pressure was the main factor associated with an increase in aggressiveness and social media addiction.

According to Smith et al. (2018), social media use has been found to be positively associated with peer pressure and aggression among adolescents. He discovered that increased social media use, especially in the form of online peer interactions, can amplify peer pressure and lead to higher levels of aggression. This could be due to the constant exposure to aggressive content, such as cyberbullying or violent videos, on social media platforms. Another study by Johnson and Adams (2019) investigated the mediating role of peer pressure in the relationship between social media use and aggression. They found that peer pressure played a significant role in intensifying the impact of social media on aggressive behavior. Individuals who experienced higher levels of peer pressure were more likely to exhibit aggression after being exposed to aggressive content on social media.

Furthermore, Brown and Lee (2020) explored the moderating effect of social media use on the relationship between peer pressure and aggression. They found that excessive

social media use acted as a catalyst, strengthening the association between peer pressure and aggression. Adolescents who spent more time on social media were more susceptible to peer pressure and were more likely to engage in aggressive behavior as a result.

### **5.3. Contributions of Social Media Use and Peer Pressure in Explaining Aggression**

In the present study The third research question of the present study is the proportion of the variance of aggression explained by social media and peer pressure jointly and separately. One of the assumptions made in the present study was aggression can predict by two factors such as social media and peer pressure. To test the assumption of standardized regression model used the result shown that 17.2% of the variance of peer pressure use can be accounted for aggression predictor ( $F(1, 60) = .172, P < .01$ ). Furthermore, social media use predictor ( $F(1, 60) = .117, P < .01$ ) this also indicated that 11.7 % of the variance social media use could be accounted to predict aggression. The two predictor variables also significantly predicted aggression scores jointly the adjusted R square =.049,  $F(1, 60) = 10.497, p < .00, F\text{ square} = .000$  Generally, the two-predictor variables together accounted for 28.9% social media use and peer pressure independently explained 17.2% and 11.7 % of the variance in aggression scores respectively.

In order to find the contribution of each independent variable to dependent variable included in the model, we have to notice the value of standardized coefficient, the greater value of Beta and less value of significance level ( $< .05$ ) of each independent variable show the strongest contribution to dependent variable (Pallant, 2005). Looking at the unique individual contributions of the predictors, the result shown that social media use in  $\beta = .117, t = 2.203, p = < .002$  with 95% confidence interval between .043-.484 and the peer pressure  $\beta = .172, t = 3.247, p = < .001$  with 95 % CI between -.177 and .241 positively predict aggression.

Adolescents' aggressive behavior is found to be highly aggravated by the social media engagement with very high statistical significance. This clearly means adolescents share emotionally charged contents, which drives them to gradually develop aggressive behavior. It is also found that most adolescents develop aggressive behavior as a result of influences from their peers. Significant correlation was observed from the data that

patterns of aggressive behavior are shared as moods and group belongingness to their groups. Peer groups influence each other in developing such behavior as to keep their place in the group and maintain their status. As social media usage is further concerned, it was clearly indicated that adolescents go to social media to communicate with their peers, and the peers influence each other by using these platforms. In other words, this means the extent of peer pressure and social media engagements exacerbates each another. The more time adolescents spent on social media, the more they would be exposed to peer-pressure.

In terms of social media use, research has highlighted that excessive and problematic use of social media platforms can contribute to increased aggression. For example, a study by Doe et al. (2017) found that individuals who spent excessive time on social media platforms tended to exhibit higher levels of aggressive behavior, when compared to those who used social media moderately.

Peer pressure, on the other hand, has also been identified as a significant factor contributing to aggression. A study conducted by Smith et al. (2015) revealed that individuals who experienced peer pressure, especially from aggressive peers or social groups, were more likely to engage in aggressive behavior themselves.

When considering the joint contribution of social media use and peer pressure on aggression several studies suggest that these factors can interact and amplify each other's effects. For instance, a study by Johnson and Brown (2018) discovered that individuals who experienced peer pressure to behave aggressively were more likely to engage in aggressive behavior through online platforms.

#### **5.4. Statistical significances of social media use, peer pressure and aggression with respect to the demographic characteristics**

The findings of the present study indicated that all the three measures of (aggression, peer pressure, and social media usage) With regard to demographic variables Age, education, gender and monthly income produced statistically significant interactional effect in the aggression, peer pressure, and social media usage.

The above findings supported by empirical and theoretical literatures, for instance Lipsey and Derzon (2000) study, indicated, age, gender and educational, monthly income are Major Predictor Variables of Peer-Pressure and Aggression on Adolescents, similar to Evans. Et al (2002) shows that financial resources, educational background and tools for adolescence aggression and social media usage, likewise Sheid (2005) study shows adolescent girls have, in most cases, a role model who has a perfect body, so they want to be like her and possess the same attractiveness that she gets from her body. In similar way the participants of the study respondents confirm the above findings.

In addition to this Lipsey and Derzon (2000) study, indicated family, age, gender and educational back ground, are Major Predictor Variables of Peer-Pressure and Aggression on Adolescents, similar to Evans. Et al (2002) shows the financial resources, educational background and tools for adolescence aggression and social media usage. Likewise, Sheid's (2005) study shows adolescent girls have, in most cases, a role model who has a perfect body, so they want to be like her and possess the same attractiveness that she gets from her body.

The Jerry Young (2003) study shows that slight differences have been observed between male and female genders' aggressive behavior; males tending to be more aggressive than females. Nevertheless, no statistically significant differences have been obtained on age of respondents and their families' educational background on the three major variables. Regarding their family structure, a huge gap has been observed between individuals living with both parents and individuals living with a father and step mother in their social media engagements. Indicating that adolescents living with their father and step mother spend the majority of their time on social media usage considering it as a relief from an unhealthy relationship with their step mother. Similar results were also found on adolescents' vulnerability to peer pressure. Adolescents who live with their father and step mother, and who live in very conservative families, are identified as more vulnerable to peer pressure than others. Similarly, adolescents with low income family status are found to be smore influenced by peer pressure than others just to keep their smooth interactions and status with their peers.

In this study physical aggression, verbal aggression and indirect aggression is found to be significantly different across genders. Boys are more physical aggressive than girls. But, girls are more verbally aggressive and have more indirect aggression than boys. Although, there is no gender difference in anger aggression and hostility aggression between boys and girls. Physical fights among boys are very common and they include hitting and boxing but physical fights among girls, are found very rarely. On the other hand, verbal disputes are quite common among females. This study is similar to Buss and Perry's (1992) study in that men have higher physical aggression than women, but it differs in that men were more verbally aggressive than females; however, Cohn's (1988) study of women found them to be angrier than men. However, this finding is consistent with the study, which discovered that men have a significantly higher score on physical aggression, but it is not consistent with Cohn's (1988) findings, which discovered that men have a significantly higher score on verbal aggression and hostility.

This finding is also supported in the study, of Bjorkqvists (1992), in the age cohort of 15 year olds found that boys again scored significantly on physical aggression, while girls in this age scored significantly higher in indirect aggression. In a meta-analytic review of 148 studies on child and adolescents' direct and indirect aggression by Card et al (2008), results confirmed the prior findings of gender differences favoring boys in direct aggression and trivial gender differences in indirect aggression. A similar study by Datta et al (2012), studying the magnitude and the types of aggressive behavior in school children also shows that physical direct aggression is commonly seen in boys, whereas girls are more into displays of verbal indirect passive aggression.

## CHAPTER SIX

### CONCLUSIONS AND RECOMMENDATIONS

This chapter generally summarizes the study as a whole, the chapter includes summary of the study, summary on the selected samples and sampling techniques, conclusions, implications of the study, limitations of the study and the researcher draws the following, conclusions and recommendation

#### 6.1. Conclusion

In light of the purposes of the study and the discussion of the results made above, the researcher draws the following conclusions: First, the results of the study implied that 59.51% of secondary students are aggressive. The study results revealed that most adolescents are vulnerable to related risks.

Different researchers suggest that social media use, peer pressure, and aggression are intricately linked. Social media use can increase exposure to aggressive content, intensify peer pressure, and subsequently lead to higher levels of aggression. As well, aggression is highly related to social media usage and peer pressure, with one influencing the other. Particularly, social media usage and peer pressure develop aggressive feelings and actions in adolescents at the secondary school level.

Second, results showed that peer pressure and social media usage were found to be significantly associated with and predict aggression behaviors. This means that as peer pressure and social media usage increase, aggression will increase. In the same direction, as peer pressure and social media usage decrease, aggression will decrease. Similarly, the study indicated that peer pressure and social media usage are associated with aggression at Addis Ababa Secondary School. That means aggressive behaviors of adolescents are developed from social media engagements and as a result of peer pressure, and this behavior inspires adolescents to be addicted to social media and highly influenced by their age groups. Additionally, social media was found to be the most easily accessible platform for adolescents to influence each other and as a hiding place from different hassles at home. It was also witnessed by respondents that this had an influence on their personal academic and related achievements.

Third, the results of the present study revealed that social media use and peer pressures both have independent and joint contributions to aggression. This means that when social media use and peer pressure intersect, the effects may be compounded, leading to even greater levels of aggression. And also, social media use and peer pressure explain aggression independently and jointly to a very high extent, with one influencing the other. Social media use and peer pressure both have independent contributions to aggression. Excessive use of social media can be associated with higher levels of aggression, while peer pressure, particularly from aggressive peers, can also increase the likelihood of engaging in aggressive behavior. Furthermore, when social media use and peer pressure intersects, the effects may be compounded, leading to even greater levels of aggression.

The final research question of the current study was the statistically significant differences in peer pressure, social media usage, and aggression with respect to demographic variables. From the results obtained from the present study It is evident from the research that demographic variables such as age, gender, educational level, and monthly income indicated statistically significant differences in peer pressure, social media usage, and aggression. Irrespective of previous research, this study found that statistically significant differences were found based on age, gender, education, and monthly income.

## **6.2 Recommendations**

The researcher makes the following recommendations based on the discussions of the major findings presented above and the conclusions reached. As adolescents are the next generation, and the generation cannot be built by a single individual or stakeholder, this study recommended the following solutions to all concerned bodies, namely policy makers, parents, teachers, and school principals.

- The benefits of social media are undeniable; the disadvantages outweigh the benefits when used correctly. As a result, in order to reduce inappropriate social media use, the researcher advises policy makers that adolescents under the age of 18 should be prohibited from using social media, and at this age social media should only be used for educational purposes in the presence of their parents or teacher. Also, regarding

the impact of peer pressure, a legal framework should be prepared, and the pre-conditions for students to take training should be facilitated.

- It is known that only 3.5 % of the total students who were taking exam for higher education have passed the national 12th-grade results in the last two years. Along with this, due to social media usage adolescence has lost concentration which needs strict supervision by their parents; particularly, parents should control their children's electronic device. They must also have to openly discuss with their children about social media, peer pressure and related consequences. Parents also need to work closely with the school principals and counselors to understand their children's challenges, which are exacerbated by the rapid pace of technological advancement and peer pressures.
- Teachers should lead by example and demonstrate responsible social media use themselves, and spend more time with adolescents than anyone else, specially, encouraging breaks from social media and setting guidelines on screen time can help balance online and offline activities, Promoting critical thinking and verifying information can develop young people's ability to discern reliable sources. Therefore, they need to help their students to shape their future visions apart from equipping them with the class based theoretical lessons. This includes sharing experiences, advising on how to cope up with the modern pace of technologies and how to manage peer influences. Additionally, teachers have to watch out the emotions of their students in a class and outside of the class.
- School principals should take the lead in initiating educational school events programs and organizing different seminars on adolescents' self-management and responsibilities so that students can be engaged in awareness creation programs and avoid the negative influences of social media and peer pressures. Additionally, they have to create a workable platform on which parents can be communicated about the progresses and challenges of their children before hand and make all necessary commitment and also the ministry education office give attention and preparing intervention design

### **6.3 Limitations of the Study and Futures Research Directions**

The study researched only three public and three private schools in Addis Ababa, Due to the fact that it took more time, expertise, and financial resources. On the field of research topic there was insufficient locally conducted research that was comprehensive enough to address the relationship between social media use, peer pressure, and aggression. The other challenge of the study was that there were only two facilitators involved in the data collection, which made it more difficult and time-consuming and required more resources from the researcher.

## References

- Abecassis, M., Hartup, W. W., Haselager, G. J. T., Scholte, R. H.J., & Van Lieshout, C. F. M. (2002). Mutual antipathies and their significance in middle childhood and adolescence. *Child Development*, 73(5), 1543–1556. <https://doi.org/10.1111/1467-8624.00489>
- Alexander, K. L., Entwisle., D, R.,& Dauber, S. L. (1993). First grade classroom behaviour: Its short- term and long-term consequences for school performance. *Child Development*, Vol 64; 801-814.
- Cherie A. and Berhane, Y. (2012). Peer Pressure Is the Prime Driver of Risky Sexual Behaviors among School Adolescents in Addis Ababa, Ethiopia, *World Journal of AIDS*, Vol. 2(3), 2012,159-164. <https://doi.org/10.4236/wja.2012>
- Archer, J. (2004). Sex Differences in Aggression in Real-World Settings: A Meta-Analytic Review. *Review of General Psychology*, 8(4), 291–322. <https://doi.org/10.1037/1089-2680.8.4.291>
- Babu, & Daspurkayastha. (2020). Study on levels of peer pressure among adolescents. *The International Journal of Indian Psychology* ISSN 2348-5396 (Online) | ISSN: 2349-3429 V(8),Issue DIP: 18.01.079/20200803, DOI: 10.25215/0803.079 <http://www.ijip.in> © 2020.
- Bandura, A. J. (1977). *Social learning theory*. Englewood Cliffs: NJ:Prentice Hall.
- Beazley, P. (2004). Issues in mixing qualitative and quantitative approaches to research. In J. G. R. Buber, *Applying qualitative methods to marketing management research* (pp. 141-156). UK: Palgrave Macmillan.
- Berkowitz, M. W. (2006). Moral education and character education: Their relationship and roles in citizenship education. *Journal of moral education*, 35(4), 495-518.

- Berndt, T. J. (1979). Developmental changes in conformity to peers and parents. *Developmental Psychology*, 15(6), 608–616. <https://doi.org/10.1037/0012-1649.15.6.608>
- Biancoli, R. (2000). On impediments to process of individuation. *International Forum of Psychoanalysis*, 9(3/4):227-238.
- Bjorkqvist, K., Lagerspetz, K. M., & Osterman, K. (1992). The Direct and Indirect Aggression scale (DIAS). Finland: Abo Akademi University, Department of Social Sciences.
- Brechwald, W. A., & Prinstein, M. J. (2011). Beyond Homophily: A Decade of Advances in Understanding Peer Influence Processes. *Journal of research on adolescence: the official journal of the Society for Research on Adolescence*, 21(1), 166–179. <https://doi.org/10.1111/j.1532-7795.2010.00721>.
- Brown, B.B., Bakken, J.P., Ameringer, S. W., & Mahon, S.D. (2008). "A *comprehensive conceptualization of peer influence process in adolescence*". In R.J. Prinstein & K.A. Dodge (Eds.). *Understanding peer influence in children and adolescents* (pp. 17-44).
- Brown, R., & Lee, C. (2020). The moderating effect of social media use on the relationship between peer pressure and aggression. *Journal of Youth Studies*, 23(7), 878-893.
- Bruce, S. (2012, August 31). Recent Findings on Peer Group Influences on Adolescent Substance Use. *J Prim Prev*, pp. 191–208.
- Buss, A. H., & Perry, M. (1992). The Aggression Questionnaire, *Journal of Personality and Social Psychology*, 63(3), 452–459. <https://doi.org/10.1037/0022-3514.63.3.452>
- Carson, et al. (2000). *Abnormal Psychology and Modern Life*. (11th ed.). New York: Allyn & Bacom.

- Cathryn, A. G. (2022). *Assessing and treating aggression in children and adolescents*. New York: <http://dx.doi.org/10.21037/pm-20-109> Brooklyn, NY.
- Cedric & Jenny. (2007). Peer Group Pressure within and outside School. *British Educational Journal Article* Vol. 23, No. 1, 61-88.
- Chauhan, S. (2007). *Principles and techniques of guidance*. New Delhi: Vikas Publishing House.
- Cohen T. (1988). *Statistical power analysis in the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum. communication: A priming perspective. *North American Journal of Psychology*, 6(3):484-Concise.
- Connor, D. N. (2019). Maladaptive aggression: with a focus on impulsive aggression in children and adolescents . *Child Adolescent Psychopharmacology*, 29-91.
- Corvo, K., & Williams, K. (2000). Substance abuse, parenting styles and aggression: An exploratory study of weapon carrying students. *Journal of Alcohol and Drug Education*, 44(1):13-27.
- Csikszentmihalyi, M. (2022, July 7). *Adolescence Encyclopedia*. Retrieved January 23, 2023, from Britannica: <https://www.britannica.com/science/adolescence>
- Dewey, P. (2008, May 30). *Social Influence in Perception*. Retrieved April 4, 2010, from Museum Stuff: [http://www.museumstuff.com/learn/topics/Muzafer\\_Sherif](http://www.museumstuff.com/learn/topics/Muzafer_Sherif)
- Doe, J. K., Smith, A. B., & Johnson, C. D. (2017). The impact of social media use on aggression. *Journal of Social Psychology*, 42(3), 123-135.
- Ehrenreich, S. E., & Underwood, M. K. (2016). Adolescents' internalizing symptoms as predictors of the context of their Facebook communication and responses received from peers. *Translational Issues in Psychology*, 2(3), 227– 237. <https://doi.org/10.1037/tps0000077>
- Eunice, W. (2015). *The effect of peer pressure: a case study of the public service*. Nairobi: Doi C50/63042/2011.

- Eziyi, O. (2005). The Effects of Self-Control and aversive training therapies in the reduction of aggressive behavior among secondary school students. *Journal of Counseling and Communications*, 218.
- Evans, G. W., & English, K. (2002). The environment of poverty: Multiple stressor exposure, Psycho-physiological stress and socio-emotional adjustment. *Faqs.org*, (2014) Peer Pressure. Available at <http://www.faqs.org/health/topics/>.
- Fikkers, et al. (2016). The role of perceived peer norms in the relationship between media violence exposure and adolescents' aggression. *Media Psychology*, 4-26.
- Fossati, A., Maffei, C. Acquarini, E. , DiCeglie, A. (2003). Multi group confirmatory component and factor analyses of the Italian version of the aggression questionnaire. *European journal of psychological assessment*, 19 (1), 54-65.
- Gerald, K. (2012). Antinatalism, Asymmetry, and an Ethic of Prima Facie Duties. *South African*
- Güroğlu, B., Haselager, G. J. T., van Lieshout, C. F. M., & Scholte, R. H. J. (2009). Antagonists in mutual antipathies: A person-oriented approach. *Journal of Research on Adolescence*, 19(1), 35–46. <https://doi.org/10.1111/j.1532-7795.2009.00580.x> *Journal of Philosophy* 31 (1), 94-103.
- Hatice, P. (2021, Hatice, P. (2021). The Relationship between Adolescents' Level of Aggression and their Participation in Social Activities: *International Journal of Caring Sciences* [www.internationaljournalofcaringsciences.org](http://www.internationaljournalofcaringsciences.org) Original Article Volume 14 Issue 1| Page 205). The Relationship between Adolescents' Level of Aggression and their Participation in Social Activities. *International Journal of Caring Sciences*, 205.
- Heizomi, et al. (2021, October 30). Factors Affecting Aggressiveness among Young Teenage Girls: A Structural Equation Modeling Approach. *Investing Health Psychology Educ.* 2021, pp. 1350-1361.

- Hesborn, C. (2016). Peer Influence on Aggressive Behaviour of Adolescents in Secondary Schools in Bungoma County. *International Journal of Arts Humanities and Social Sciences (IAHSS)* Volume 1 Issue 3, 59 - 66.
- Jasmine, C. (2020). *The Influence of Peers on Adolescents' Physical Aggression: The Moderating Roles of Parental Messages Supporting Fighting and Nonviolence*. Virginia: Commonwealth University.
- Johnson, E., & Adams, M. (2019). Understanding the mediating role of peer pressure in the relationship between social media use and aggression. *Computers in Human Behavior*, 93, 259-267.
- Johnson, M. A., & Brown, S. R. (2018). The interplay of social media use, peer pressure, and aggression. *Cyber psychology, Behavior, and Social Networking*, 21(5), 309-317.
- Joannah, W. (2018). Aggressive behavior. *International Journal of Environmental Research and Public Health*, ISSN: 1660-4601.
- Kausar, S. (2016). The impact of the internet, multimedia and virtual reality on behavior and society. *Cyber psychology & behavior*, 297 -307.
- Kinde, G., & Mekonnen, S. (2006). Types, magnitude, predictors and controlling mechanisms of aggression in secondary schools of Jimma zone. *Ethiopian Journal of Education and Science* 2(2): 52-61.
- Krejcie, and Morgan. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 607-610.
- Kupersmidt, J.B., Coie, J.D. (1990). Pre adolescents' peer status, aggression, and school adjustment as predictors of externalizing problems in adolescence. *Child Dev* 61:1350–1362.
- Laura, et al. (2020). How can adolescent aggression be reduced. *Clinical Psychology Review*, 1-5.

- Laursen, B., Bukowski, W. M., Nurmi, J., Marion, D., Salmela-Aro, K., & Kiuru, N. (2010). Opposites detract middle school peer group antipathies. *Journal of Experimental Child Psychology*, 106(4), 240–256. <https://doi.org/10.1016/j.jecp.2010.03.001>
- Lipsey, M.W., and Derzon,J.H (2000).The correspondence of family features with problem Aggressive, criminal and violent behavior. Institute for Public Policy Studies: Nashville.
- Männikkö, N., Ruotsalainen, H., Miettunen, J., Marttila-Tornio, K., & Kääriäinen, M. (2020). Parental socioeconomic status, adolescents' screen time and sports participation through externalizing and internalizing characteristics. *Heliyon*, 6(2), e03415. <https://doi.org/10.1016/j.heliyon.2020.e03415>
- Maxwell, J. A. (2005). *Qualitative research design: An interactive approach* (2nd Ed.). California: Thousand Oaks CA: SAGE Publications.
- McLeod, (2016). Bandura. (2017, February 16). Social Learning Theory. Retrieved February 14, 2022, from *Psychology*, Vol.8 No.3: <http://www.simplypsychology.org/bandura.html>
- Moeller, T. G. (2001). *Youth aggression and violence: A psychological approach*. Mahwah, NJ. Lawrence. Erlbaum Associates, Retrieved from <http://www.questia.com/read/106225815/> youth- aggression-and violence-a-psychological - approach.
- Muarifah, et al. (2022). Aggression in Adolescents: The Role of Mother-Child Attachment and Self-Esteem. *Behavior Science* (p. 147). Basel: PMCID.
- Nelson, R J. (2006). *Biology of aggression*, New York. Oxford University Press. Retrieved from *Nonviolent material disputes. Communication Quarterly*, 38:361-371.

- Ngonso, B. (2019). Effect of social media on teenagers and youths. *Nigerian Global Media Journal*, 165.
- Pope, A.W., Bierman, K.L. (1999). Predicting adolescents peer problems and antisocial activities: the relative roles of aggression and dysregulation. *Dev Psychol* 35:335–346.
- Parker, J.G., Rubin, K. H., Earth, S. A., Wojslawowicz, J.C. (2006) peer relationships, child development, and adjustment: A developmental psychopathology perspective. In D. Cicchetti & D.J. Cohen (Eds.), *Developmental psychopathology: Vol. 1. Theory and Methods* (2nd ed., PP 419-493). Hoboken, NJ: Wiley.
- Pearson, J. L., Ialongo, N. S., Hunter, A. G., & Kellam, S. G. (2004). Family structure and aggressive behavior in a population of urban elementary school children. *Journal of the American Academy of Child and Adolescent Psychiatry*, 33(4), 540–548. <https://doi.org/10.1097/00004583-199405000-00012>
- Raghavendra, et al. (2018). “I like talking to people on the computer”: Outcomes of a home-based intervention to develop social media skills in youth with disabilities living in rural communities. *Disabil: Res. Dev.*
- Raghavendra, et al. (2018). “I like talking to people on the computer”: Outcomes of a home-based intervention to develop social media skills in youth with disabilities living in rural communities. *Disabil: Res. Dev.*
- Rajesh, B. (2017). *Dealing with Peers. School adolescents.* ResearchGate.
- Sajithra K, & Dr. Rajindra Patil. (2013). *Social Media – History and Components.* [www.iosrjournals.org](http://www.iosrjournals.org) (pp. 69-74). *IOSR Journal of Business and Management.*
- Samani, S. (2008). Study of Reliability and Validity of the Buss and Perry's Aggression Questionnaire. *IJPCP* 2008; 13 (4), 359-365.

- Seals, D., & Young, J. (2003). Bullying and victimization: prevalence and relationship to gender, grade level, ethnicity, self-esteem, and depression. *Adolescence*, 38(152), 735–747.
- Semahegn, Agumasie & Dessie, Yadeta & Assefa, Nega & Canavan, Chelsey & Berhane, Yemane & Fawzi, Wafaie. (2021). Physical fighting among adolescents in eastern Ethiopia: a cross-sectional study. *BMC Public Health*. 21. 10.1186/s12889-021-11766-w.
- Singh and Singh. (2011). Big Data Analytics. International Conference on Communication, Information & Computing Technology (p. 1). Mumbai India: IEEE.
- Smith, A., Johnson, B., & Adams, C. (2018). The impact of social media on peer pressure and aggression among adolescents. *Journal of Adolescent Psychology*, 42(3), 256-265.
- Smith, R. L., Jones, P. Q., & Brown, K. L. (2015). Peer pressure and aggression: A comprehensive examination. *Journal of Youth Studies*, 18(6), 789-804.
- Steinberg, L. (2007). Age differences in resistance to peer influence. *Developmental Psychology*, 43(6) PMID: 18020830; PMCID: PMC2779518, 1531-1543.
- Tadele Fayso. (2019) .Aggressive Behaviour in Secondary Schools of Mesken Woreda: Types, Magnitude and Associated Factors. *Psychol Behav Sci Int J*. ;10(5): 555800. DOI: 10.19080/PBSIJ.10.555800002.
- Talatu, & Umar,. (2018). Formerly Journal of Educational Policy and Entrepreneurial Research. *Journal of education & entrepreneurship*, ISSN: 2408-6231 (Online) Vol. 5, N0.2, 36-46.
- Tam, K. P., & Lee, S. L. (2010). What values do parents want to socialize in their children? The 113 role of perceived normative values. *Journal of Cross-Cultural Psychology*, 175- 181.

- Thomas S., Duane E., Karen L. Bierman(2011).The impact of classroom aggression on the development ofaggressive behavior problems in children, DOI:10.1017/S0954579406060251. Dev. Psychopathol. 2006 spring; 18(2): 471–487.
- Umukoro, S., Aderemi, A., (2013) Aggression and Violent Behavior. A comprehensive review of its Neurochemical mechanisms and management, DOI:10.1016/j.avb.2012.11.002 18(2):195-203
- Unachukwu, et al. (2019). Unachukwu, G. C., Ebenebe, R. C., & Nwosu, K. C. Developmental psychology and education (3rd edition). Enugu: Timex Printing and Publishing Nigeria.
- United Nations Children’s Fund (UNICEF). (2011). The state of the world’s children 2011: adolescence an age of opportunity. New York, NY: UNICEF.
- Valkenburg, & Peter,. (2013). The differential susceptibility to media effects model. Journal of Communication, 63(2), 221–243.
- Vollet, J. W., George, M. J., Burnell, K., & Underwood, M. K. (2020). Exploring text messaging as a platform for peer socialization of social aggression. Developmental Psychology, 56(1), 138-152. <https://doi.org/10.1037/dev0000848>
- Weerman, L. (2009). Global assessment of school aggression and its impact on society. Journal of abnormal child psychology, 187-201.
- World health organization. (2002).World report on Violence and Health, E.G. Krug, L.L. Dabbery, J.A.mercy, A.B. Zwi, R. Lozano. (Eds) Geneva.
- Wiedeman, et al. (2015). Factors influencing the impact of aggressive and violent media on children and adolescents: Aggression and Violent Behavior. University of New Haven, 191-198.

- Yavuzer, et al. (2014). The role of peer pressure, automatic thoughts and self-esteem on adolescents' aggression: Eurasian Journal of Educational Research, 61-78.
- Youssef ,R.M., M.S., Kamel, M.L. (1999).Violence schoolchildren in Alexandria.East Mediterr Health J 5:282–298.
- Zirpoli, T.J. (2008). Excerpt from Behavior Management: Applications for Teachers, Pearson/Merrill Prentice Hall, Upper Saddle River journal of psychological assessment, 5 (1) 335-346
- Zeray, T. (2019). Aggressive Behavior among Addis Ketema Preparatory School Students: Magnitude and Contributing Factors. Addis Ababa: Addis Ababa University.

## Appendix A1-: English Version of the Data Gathering Tools

Addis Ababa University

College of Education and Behavioral Science

School of psychology

Department of social psychology

The purpose of this questionnaire is to fulfill thesis for master's degree in social psychology from Addis Ababa University. And its aim is to investigate the social media, peer pressure and aggression relationship and contributing factors on selected High school students. 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. The information you give will be used only for the purpose of this research work
2. The information is given based on your willingness.

### **Appendix A 1: Questionnaire for social media use, peer pressure and aggression**

**Part I: Instructions:** Please read all the statements carefully and give the first natural answer as it comes to you. It is compulsory to answer all the statements by marking a 'tick' (✓) in the given box in front of each statement.

1. Not at all like me
2. A little like me
3. Somewhat like me
4. Very much like me
5. Completely like me

No	Items	Response				
		1	2	3	4	5
1	I may hit someone if he/she provoked me.					
2	Sometimes I can't control my emotion to hit someone.					
3	If somebody hits me, I hit back.					

4	Someone has pushed me so far that I hit him or her.					
5	If I have to involve in a violence to protect my rights, I will.					
6	I have threatened people I know.					
7	I get into fights more than most people.					
8	When I become so mad, I may break things.					
9	My friends say that I argue a lot.					
10	I can't stop myself from getting into argument when people disagree with my ideas.					
11	I tell my friends openly when I disagree with them.					
12	I often find myself disagree with people.					
13	When people annoy me, I may tell them what I think about them.					
14	I get angry very quickly, but cool down quickly.					
15	I am a calm person.					
16	Some of my friends think I am a hothead.					
17	Sometimes, I get very angry for silly reasons.					
18	I have a challenge to controlling my temper.					
19	When I do not get what I want it can be known from my face.					

**Part II: Instructions:** Please read all the statements carefully and give the first natural answer as it comes to you. It is compulsory to answer all the statements by marking a 'tick' (✓) in the given box in front of each statement.

1. Does not apply    2. Rarely    3. Sometimes    4. Frequently    5. Always

St.1	Statement	Scale				
		1	2	3	4	5
1	I usually have unlimited access to social media					
2	I engage in academic discussion on social media and this has improved my academic performance					
3	I use social media to disseminate knowledge to my classmates					
4	Using social media networks mostly affects my academic performances.					
5	Online social networks distract me from my duties.					
6	I spend more time online than reading.					
7	Do you neglect household duties to spend more time online?					
8	Do people around you complain to you about the amount of time you spend online?					
9	Do you become defensive or secretive when anyone asks you why you are online?					
10	Do you forget disturbing things of your life by entertainments of social media?					
11	Do you feel that life without the social media would be boring, empty, and joyless?					
12	You yell, or act annoyed if someone disturbs you while you are online?					
13	Do you lose sleep due to staying late on social media?					
14	Do you feel depressed, moody, or nervous when you are offline?					

**Part III Instructions:** Please read all the statements carefully and give the first natural answer as it comes to you. It is compulsory to answer all the statements by marking a 'tick' (✓) in the given box in front of each statement.

1. Does not apply   2. Rarely   3. Sometimes   4. Frequently   5. Always

No	Items	Response				
		1	2	3	4	5
1	Sometimes I miss classes because my friends ask me to do so.					
2	I can't say no to a late-night party with my friends.					
3	Even though my parents forbid it, I go on a date with a friend.					
4	Sometimes I do things because my friends want me to do so					
5	I stay online for long hours because of my friends.					
6	At times I do something wrong just to look good in the eyes of my friends.					
7	I cannot say 'NO' to my friends even if my parents do not agree					
8	My friends always force me for dating.					
9	Sometimes, I may smoke because of my friends.					
10	Sometimes I do violent acts to keep good relationships with my friends					
11	In close relationships, we have to accept pressures of friends.					
12	I know my limits when I interact with my friends.					
13	I find it difficult to escape from peer pressure.					
14	To be liked in a group, I sometimes have to accept peer pressure.					
15	Many times I do not do my homework and other important assignments for friends' party.					
16	Sometimes I have to make my friends happy by doing things that I don't want to do.					
17	I sometimes pressurize my parents to buy an expensive item in order to maintain my status in a peer group.					
18	I do not listen to my parents when it comes to peer group activities.					
19	It is difficult to think about the negative consequences of what we do with peers.					
20	Among many good things, doing one wrong with friends do not have any harm.					
21	It is very hard for me to refuse a friend's invitation to drink at a party or on other occasions.					

22	I sometimes commit risky and harmful acts in order to gain acceptance from my friends.					
23	When I feel uncomfortable in a group I do not know how to say NO.					
24	I usually accept my friends request for a movie, party, etc.					

### Back Ground Information About the respondent

**Part IV: Instructions:** Please read all the statements carefully and give the first natural answer as it comes to you in addition, please write the number of your choice only on the space provided.

<u>Roll No</u>	<u>Question/Statement</u>	<u>Alternatives</u>
1. Age	----- Years.	
2. Sex	1. Male <input type="checkbox"/>	2. Female <input type="checkbox"/>
3. Grade	1. 9 <sup>th</sup> <input type="checkbox"/>	2. 10 <sup>th</sup> <input type="checkbox"/> 3. 11 <sup>th</sup> <input type="checkbox"/> 4. <input type="checkbox"/>
	12 <sup>th</sup>	
4. With whom are you living currently?		
	1. With my father & mother <input type="checkbox"/>	5. With my mother and step father <input type="checkbox"/>
	2. with my father only <input type="checkbox"/>	6. With my grandfather and grandmother <input type="checkbox"/>
	3. with my mother only <input type="checkbox"/>	7. With my relatives (like, uncle, aunt, etc.) <input type="checkbox"/>
	4. with my father and step mother	8. If other _____
5. Your father's educational level		
	1. Unable to read and write <input type="checkbox"/>	5. Diploma <input type="checkbox"/>
	2. Able to read and write <input type="checkbox"/>	6. Degree <input type="checkbox"/>
	3. Elementary School <input type="checkbox"/>	7. Master's <input type="checkbox"/>
	4. High school <input type="checkbox"/>	8. Doctorate (PhD) <input type="checkbox"/>

**6. Your Mother's educational level**1. Unable to read and write 2. Able to write and read 

3. Elementary

4. High school

5. Diploma 6. Degree 7. Masters **7. Your family monthly income**1. Below 3000 3. from 5001-10,000 5. from 15001 – 25000 7. from 50001-100000 2. From 3000-5,000 4. From 10,001-15,000 6. From 25001 -50000 8. Above 100,000

**APPENDIX B: - Amharic Version of the Data Gathering Tools**

**አዲስ አበባ ዩኒቨርሲቲ**

**የሳይኮሎጂ ኢንስቲትዩት**

**በተማሪዎች የሚሞላ መጠይቅ**

ይህ መጠይቅ የተዘጋጀው በተወሰኑ የአዲስ አበባ ሁለተኛ ደረጃ ት/ቤቶች በአፍላ ዕድሜ ላይ በሚገኙ ተማሪዎች ላይ የሚታየውን ጠበኝነት ከማህበራዊ ሚዲያ እና አቻ ግፊት ጋር ያላቸውን ግንኙነቶች ለማሳየት የተዘጋጀ የዳሰሳ ጥናት ለማካሄድ ነው። በመሆኑም መጠይቁን በጥንቃቄ በመሙላት የምትሰጡት መረጃ ለጥናቱ መሳካት በጣም ወሳኝ በመሆኑ እባካችሁ እውነተኛ መገለጫችሁን በመሙላት ተባበሩኝ።

ለምያደርጉልኝ ትብብር በቅድሚያ ላመሰግን እወዳለሁ!!

ማስታወሻ

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

**Appendix B1-**

**ክፍል አንድ:-** ከታች በዝርዝር የተጠየቁትን ጥያቄዎች በጥንቃቄ ካነበባችሁ በኋላ ትክክኛውን መልስ በተሠጠው የሊካርት ስኬል መሰረት ከእያንዳንዱ ጥያቄ ፊት ለፊት ባለው ሳጥን ውስጥ ( √ ) ምልክት በማድረግ መልሱ።

1. ከእኔ ባህሪ ጋር በፍፁም አይሄድም ።
2. ከእኔ ባህሪ ጋር በጥቂቱ ተመሳሳይነት አለው ።
3. ከእኔ ባህሪ ጋር ከሞላ ጎደል ተመሳሳይነት አለው ።
4. ከእኔ ባህሪ ጋር በጣም/ከፍተኛ ተመሳሳይነት አለው ።
5. ከእኔ ባህሪ ጋር ሙሉ በሙሉ ተመሳሳይነት አለው ።

ተ.ቁ	ዝርዝር መግለጫዎች	መልሶች				
		1	2	3	4	5
1	አንዴ ሰው ካበሳጨኝ ልመታው እችላለሁ					
2	አንዳንድ ጊዜ የብስጩነትና ሰዎች ጋር የመጣላት ባህሪዬን መቆጣጠር አልችልም					
3	አንዴ ሰው ከመታኝ ምላሹን እስጣለሁ					
4	ከአሁን ቀደም የሆነ ሰው መብቴን ስለነካ ተጣልቸዋለሁ።					
5	መብቴን ለማስከበር ስል መማታትን ጨምሮ ማናቸውንም እርምጃዎች እወስዳለሁ					
6	በቅርብ የማቃቸው ሰዎችን አስፈራርቼ አውቃለሁ					
7	ከአብዛኛው ሰው በበለጠ ሁኔታ ገብ እና አካሊዬ ጥቃት ለማድረስ እፈጥናለሁ።					
8	በፈጸምኳቸው ነገሮች እጅግ በጣም ተፀፅቼ እና አዝኜ አውቃለሁ።					
9	ክርክር እና ጭቅጭቅ እንደምወድ ጓደኞቼ ይነግሩኛል።					
10	ሰዎች በሐሳቤ ካልተስማሙ ተከራክሪ የማሳመን ልምድ የለኝም					
11	በጓደኞቼ ሐሳብ ሳልስማማ ስቀር በነገሩ ላይ እንዳልተስማማው ወድያው በግልፅ አሳውቃለሁ					
12	ብዙ ጊዜ ከሰዎች ሐሳብ ጋር አልስማማም					
13	ሰዎች ሲያበሳጨኝ በትክክል ስለእነሱ ያሉኝን አመለካከት በግልጽ እነግራቸዋለሁ።					
14	ቶሎ እቆጣለሁ ነገር ግን ቶሎ እረጋጋለሁ።					
15	በጣም የተረጋጋሁ ሰው ነኝ					

16	አንዳንዴ ዓደኞቹ ቁጡ ሰው እንደሆንኩ ያስባሉ					
17	አንዳንዴ ያለ በቂ ምክንያት እበላጫለሁ					
18	ንዴቴን መቆጣጠር ይከብደኛል።					
19	ንዴቴ እንዳይታወቅብኝ ጥረት ባደርግም በቀላሉ በፊቴ ላይ ይታያል።					

**ክፍል ሁለት:**

**መመሪያ:** ከታች በዝርዝር የተጠየቁትን ጥያቄዎች በጥንቃቄ ካነበባችሁ በኋላ ትክክኛውን መልስ በተሠጠው የሊካርት ስኬል መሰረት ከአያንዳንዱ ጥያቄ ፊት ለፊት ባለው ሳፕን ውስጥ ( ✓ ) ምልክት በማድረግ መልሱ።

- 1. ከእኔ ባህሪ ጋር በፍፁም አይሄደም
- 2. አልፎ አልፎ
- 3. በየተወሰነ መልኩ
- 4. በተደጋጋሚ
- 5. ሁልጊዜ

ተ.ቁ	ዝርዝር መግለጫዎች	መልሶች				
		1	2	3	4	5
1	ማህበራዊ ሚዲያ (Social Media) በቀላሉ የማግኘት እድል አለኝ					
2	በማህበራዊ ሚዲያ (Social Media) ላይ ትምህርታዊ ውይይት እካፈላለሁ እና ይህም ትምህርቴን አሻሽሏል					
3	ማህበራዊ ሚዲያ(Social Media) ለክፍል ዓደኞቹ እውቀትን ለማካፈል እጠቀምበታለሁ።					
5	ማህበራዊ ሚዲያ (Social Media) ከብዙቶ መጠቀሜ በትምህርቴ ላይ ተጽእኖ አሳድሮብኛል።					
6	ማህበራዊ ሚዲያ (Social Media) አጠቃቀሜ ሌሎች ስራዎችን በትኩረት እንዳልሰራ አድርገኛል።					
7	ማህበራዊ ሚዲያ (Social Media) ላይ የማሳልፋቸው ሰዓቶች በማንበብ					

	ከማሳልፈው ሰዓት ይበልጣል ::					
8	ማህበራዊ ሚዲያ (Social Media) መጠቀሚያ በትምህርቱ ላይ ምንም መሻሻል እንዳይኖር አድርጎታል።					
9	የማህበራዊ ሚዲያ (Social Media) ቆይታዎ የቤት ውስጥ ሥራዎችን ምን ያህል ችላ እንዲሉ አድርጎታል?					
10	በማህበራዊ ሚዲያ (Social Media) አጠቃቀም በህይወቶ ላይ ያሉ ሌሎች ሰዎች ምን ያህል ያማርራሉ።					
11	ማህበራዊ ሚዲያ(Social Media) እየተጠቀሙ ምን እያደረግህ እንደሆነ ሲጠይቁህ ምን ያህል ጊዜ ተከላካይ ወይም ሚስጥራዊ ትሆናለህ?					
12	በማህበራዊ ሚዲያ (Social Media) በሚያዝናኑ ሀሳቦች ስለ ህይወትዎ የሚረብሹ ሀሳቦችን ምን ያህል ጊዜ ይረሳሉ?					
13	ህይወት ያለ ማህበራዊ ሚዲያ (Social Media) ምን ያህል አሰልፎ፣ባዶና ደስታ የሌለው ነው ብለው ያስባሉ፤					
14	ማህበራዊ ሚዲያ(Social Media) እየተጠቀሙ ሰው ቢረብሹ ምን ያህል ይጮሁሉ፤ይበሳጫሉ					
15	ማህበራዊ ሚዲያ (Social Media) በመጠቀም ምክንያት ምን ያህል ጊዜ እንቅልፍ ያጣሉ?					
16	ኢንተርኔት ባለመኖሩ ምን ያህል ጊዜ የጭንቀት ወይም ፍርሃት ይሰማዎታል?					

**ክፍል ሶስት፡**

መመሪያ፡ ከታች በዝርዝር የተጠየቁትን ጥያቄዎች በጥንቃቄ ካነበቡ በኋላ ትክክኛውን መልስ በተሠጠው የሊካርት ስኬል መሰረት ከእያንዳንዱ ጥያቄ ፊት ለፊት ባለው ሳፕን ውስጥ ( ✓ ) ምልክት ያድርጉ።

- 1. ከእኔ ባህሪ ጋር በፍፁም አይሄደም
- 2. አልፎ አልፎ
- 3. በየተወሰነ ጊዜ
- 4. በተደጋጋሚ
- 5. ሁልጊዜ

No	Items	Response				
		1	2	3	4	5
1	አንዳንድ ጊዜ ዓደኞቹ ሲገፋፉኝ ከትምህርት ቤት እንቀራለን					
2	ዓደኞቹ ለሻይ አንሂድ ካሉኝ መቃወም አልችልም					
3	ዓደኞቹ ቀጠሮ ካስያዙኝ ቤተሰቦቼ ቢከለክሉኝም አልቀርም					
4	አንዳንድ ጊዜ ነገሮችን የማደርገው ዓደኞቹ እንዳደርግ ስለሚፈልጉ ነው።					
5	አንተርኔት ላይ ረጅም ሰዓት የምቆየው በዓደኞቹ ግፊት ነው					
6	አንዳንድ ጊዜ በዓደኛዎች እይታ ጥሩ ለመሆን ብቻ የተሳሳተ ነገር አደርጋለሁ					
7	ወላጆቹ ባይስማሙም እንኳን ዓደኞቹ ከጠየቁኝ እምቢ ማለት አልችልም					
8	የፍቅር ዓደኝነት ለመመሥረት ሁልጊዜ የእኩዮች ግፊት አለ					
9	ከእኩዮቹ ሲጋራ እንዳጨስ ግፊት ይሰማኛል					
10	አንዳንድ ጊዜ ከእኩዮቹ ጋር ለመስማማት የጥቃት ድርጊቶችን አደርጋለሁ።					
11	ከእኩዮቹ ጋር ባለኝ የቅርብ ግንኙነት የሚመጣብኝ ጫና ትክክል ነው					
12	ከዓደኞቹ ጋር ስሆን ገደብዬን አውቃለሁ					
13	ከእኩዮች ተጽዕኖ ለማምለጥ ይከብደኛል					

14	አንዳንድ ጊዜ በቡድን እንድወደድ የጓደኞቹን ግፊት መቀበል አለብኝ።					
15	ብዙ ጊዜ የቤት ስራዬን እና ሌሎች አስፈላጊ ስራዎችን ከጓደኞቹ ለመሆን ስል አልሰራም።					
16	አንዳንድ ጊዜ ማድረግ የማልፈልገውን ነገር በማድረግ እኩሎቼን ለማስደሰት እሞክራለሁ					
17	በእኩሎቹ ቡድን ውስጥ ያለኝን ደረጃ ለመጠበቅ አንዳንድ ጊዜ ወላጆቹን ውድ ዕቃ እንዲገዙ ጫና አደርጋለሁ።					
18	ስለ ጓደኞቹ ከወላጆቹ ምክር አልወስድም።					
19	አንዳንድ ጊዜ ከእኩሎቹ ጋር የማደርገው ነገር ውጤቱ አስቸጋሪ ነው.					
20	ከብዙ መልካም ነገር ውስጥ ከጓደኞቹ ጋር አንድ ስህተት መሥራታችን ምንም ጉዳት የለውም።					
21	በተለያዩ አጋጣሚዎች ከጓደኞቹ የሚመጣውን የመጠጥ ግብዣ እምቢ ማለት አልችልም					
22	አንዳንድ ጊዜ በእኩያ ቡድን ውስጥ ተቀባይነት ለማግኘት አደገኛ እና ጎጂ ድርጊቶችን አደርጋለሁ።					
23	ከጓደኞቹ ጋር ሆኔ ጥሩ ስሜት ካልተሰማኝ እንዴት ብዬ እንደምነግራቸው አላውቅም					
24	አብዛኛውን ጊዜ ከእኩሎቹ ለሳይ ፤ ለፊልም፣ ለፓርቲ፣ ወዘተ ጥያቄ እስማማለሁ።					

**☐☐ል አራት**

**ስለመረጃ ሰጪው አጠቃላይ መረጃ**

1. ዕድሜ ቁጥር ይሞላ -----
2. ፆታ 1. ወንድ  2. ሴት
3. የትምህርት ደረጃ 1. 9ኛ  2. 10ኛ  3. 11ኛ
4. 12ኛ . ከማን ጋር ነው የምትኖረው?

- 1. ከአባቴና ከናቴ ጋር
- 2. ከአባቴ ጋር ብቻ
- 3. ከእናቴ ጋር ብቻ
- 4. ከአባቴ እና እንጆራ እናቴ ጋር
- 5. ከእናቴና እንጆራ አባቴ ጋር
- 6. ከአያቶቼ (ሴት አያቴ፣ ወንድ አያቴ ጋር)
- 7. ከዘመዶቼ

(ለምሳሌ:- አጎቴ፣ አክስቴ፣ ወዘተ) ጋር

8. ሌላ ከሆነ ይገለጽ፣ \_\_\_\_\_

	9. የአባት-ህ/ሽ	9.
የእናት-ህ/ሽ	(የአሳዳጊ አባት-ህ/ሽ)	(የአሳዳጊ
<u>እናት-ህ/ሽ</u>		<u>የትምህርት</u>
<u>ደረጃ</u>	<u>የትምህርት ደረጃ</u>	<u>የትምህርት</u>
<u>ነው?</u>	<u>የትኛው ነው?</u>	<u>የትኛው</u>

- |                              |                          |                          |
|------------------------------|--------------------------|--------------------------|
| 1. ምንም ትምህርት የለውም            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. መሰረታዊ ትምህርት               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. አንደኛ ደረጃ (ከ1ኛ እስከ 8ኛ ክፍል) | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. ሁለተኛ ደረጃ (9ኛ ወይም 10ኛ ክፍል) | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. የኮሌጅ ዲፕሎማ                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. የመጀመሪያ ዲግሪ                | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. ሁለተኛ (ማስተርስ) ዲግሪ          | <input type="checkbox"/> | <input type="checkbox"/> |

ሌላ ከሆነ ይገለጽ \_\_\_\_\_

## 8. የቤተሰብህ/ሽ የወር ገቢ መጠን?

1. ከ3000 በታች 2. ከ3001-5000 3. ከ5001-10,000 4. ከ10,000-15,000 5. ከ15,001-25,000 6. 25,001-50,000 7. 50,001- 100,000 8. ከ 100,000 በላይ-----

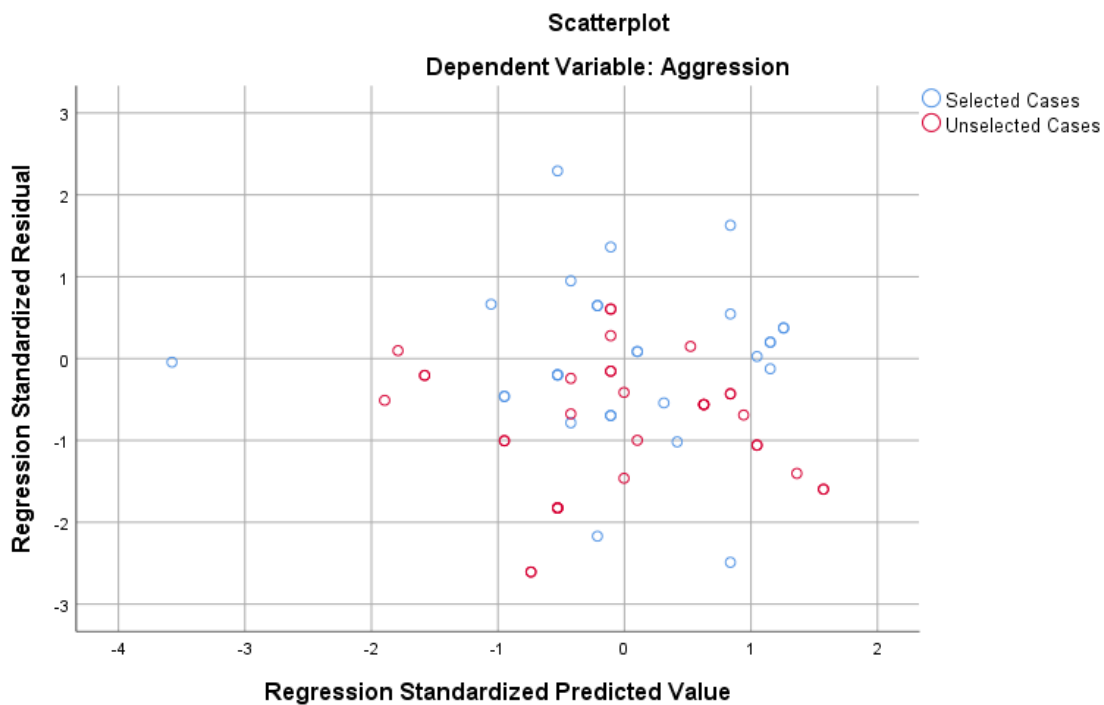
### Appendix C:-Sample size determination table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

### Appendix D: Results of Statistical Assumptions Tests



Note -: The Panel A scatter plot depicting the correlation between regressions standardized residual of aggression for comparing selected and unselected cases.

**Appendix E: descriptive statistics of, M & SD of each social media use, peer pressure and aggression among adolescents**

	N	Minimum	Maximum	Mean	Std. Deviation
Sometimes I miss classes because my friends urge me to do so.	403	1	5	3.25	1.264
I cannot resist going for a late night party with friends	403	1	5	3.18	1.186
I go for a date with my friend despite parental warnings	403	1	5	3.07	1.181
Sometimes I do things because my friends want me to do so	403	1	5	3.18	1.160
I feel pressure to chat long hours on internet	403	1	5	3.31	1.159

Sometimes I do something wrong just to be good on friends view	403	1	5	3.14	1.189
I cannot say 'NO' to my friends even if my parents do not agree	403	1	5	3.23	1.140
At times I feel peer pressure to smoke.	403	1	5	3.08	1.191
There is always a peer pressure for dating	403	1	5	3.41	1.185
Sometimes I do violent acts to keep up with peers.	403	1	5	3.21	1.222
In close relationships, we have to approve pressures of peers.	403	1	5	3.07	1.148
I know my limits when with friends.	403	1	5	3.39	1.207
I find it difficult to escape from peer pressure.	403	1	5	3.19	1.109
Sometimes I have to undergo peer pressure to be liked in a group.	403	1	5	3.24	1.119
Valid N (list wise)	403				

I usually have unlimited access to social media	403	1	5	3.58	1.203
I engage in academic discussion on social media and this has improved my academic performance	403	1	5	3.06	1.164
Addiction to online social media networks is a problematic issue that affects my academic life	403	1	5	3.41	1.165
I make use of social media to disseminate knowledge to my classmates	403	1	5	3.14	1.190

Online social networks distract me from my duties	403	1	5	3.52	1.076
Hours spent online can never be compared to the number of hours I spend reading	403	1	5	3.61	1.250
There is no improvement in my result since I become engaged into the social media networking sites	403	1	5	2.98	1.175
How often do you neglect household chores to spend more time online?	403	1	5	3.21	1.082
How often do others in your life complain to you about the amount of time you spend online?	403	1	5	3.33	1.156
How often do you become defensive or secretive when anyone asks you what you online?	403	1	5	3.51	1.077
How often do you block out disturbing thoughts about your life with soothing thoughts of the internet?	403	1	5	3.61	1.190
How often do you fear that life without the social media would be boring, empty, and joyless?	403	1	5	3.21	1.189
How do you snap, yell, or act annoyed if someone bothers you while you are online?	403	1	5	3.30	1.181
How often do you lose sleep due to later night logins?	403	1	5	3.50	1.098
Valid N (list wise)	403				

## Appendix E: Pilot study report

### Introduction

The primary objective of this pilot study was to examine the reliability and relevance of the tools prepared to gather data for the main study. Furthermore, this pilot study was conducted to help the student researcher to expect possible problems in collecting data for the actual research and make all necessary adjustments.

### Methods

Participants included 43 students aged from 14 - 20 years (addressed through questionnaire) from one private (Harmony Hills Secondary School) and one government (Kokebe Tsibah Secondary School) in Addis Ababa as shown in the table below.

Table 1. Distribution of respondents across schools

Name of School	Number of Participants			Grand Total
	Male	Female	Total	
Kokebe Tsibha Secondary School (Government)	11	14	25	43
Harmony Hills Secondary School (Private)	10	8	18	

Source: Field Survey, 2023

A 5 level Likert scale was used to indicate the levels of participants' behavior in relation to the indicators of aggression, social media usage and peer pressure. The major reliability of this scale is tested using 'Cornbrash's Alpha as indicated in the following Table 2.

### Table 2: Reliability Statistics

Table 2.1: Reliability Statistics of Aggression

	Cronbach's Alpha	N of Items		
<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
AQ1	32.40	70.964	.276	.733
AQ3	31.58	68.969	.345	.725
AQ4	32.35	71.669	.247	.736
AQ5	31.55	65.433	.439	.713
AQ7	32.57	69.738	.286	.732
AQ14	31.73	69.230	.298	.731
AQ15	31.73	65.794	.456	.711
AQ16	31.55	65.690	.435	.713
AQ17	31.85	65.515	.423	.715
AQ18	31.63	67.779	.370	.722
AQ19	31.75	64.603	.476	.708
AQ20	31.85	67.977	.390	.720
	.739	12		

Table 2.2: Reliability Statistics of Social Media Usage

<b>Reliability Statistics</b>				
	Cronbach's Alpha		N of Items	
	.789		11	

<b>Item-Total Statistics</b>				
	Scale Mean if	Scale Variance if	Corrected	
	Item Deleted	Item Deleted	Item-Total	Cronbach's Alpha if
			Correlation	Item Deleted
SQ1	34.05	58.339	.431	.774
SQ4	34.19	60.499	.332	.786
SQ5	33.71	57.965	.493	.767
SQ6	33.62	55.900	.621	.752
SQ7	34.12	54.742	.660	.747
SQ8	34.40	63.271	.286	.788
SQ9	34.48	59.768	.463	.771
SQ10	34.19	58.890	.503	.766
SQ11	33.95	62.485	.346	.782
SQ12	33.90	61.503	.351	.782
SQ14	33.67	60.569	.403	.777

Table 2.3: Reliability Statistics of Peer Pressure

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.901	20

<b>Item-Total Statistics</b>				
	Scale Mean if	Scale Variance if	Corrected	Cronbach's Alpha
	Item Deleted	Item Deleted	Item-Total	if Item Deleted
			Total Correlation	
PQ1	64.27	236.751	.566	.895
PQ2	64.90	243.540	.422	.899

PQ3	64.95	237.998	.512	.897
PQ4	64.83	237.295	.571	.895
PQ5	64.90	234.890	.522	.896
PQ6	64.78	237.576	.504	.897
PQ7	64.63	240.488	.517	.896
PQ8	64.17	238.695	.573	.895
PQ9	64.73	234.351	.567	.895
PQ10	64.73	235.651	.505	.897
PQ12	64.95	237.548	.482	.898
PQ13	65.00	243.650	.385	.900
PQ15	64.24	235.539	.617	.894
PQ16	64.80	240.111	.441	.899
PQ17	64.20	239.861	.606	.895
PQ18	64.46	241.655	.475	.897
PQ19	64.44	240.052	.555	.896
PQ20	64.39	235.394	.674	.893
PQ21	64.56	240.702	.492	.897
PQ23	64.05	233.848	.704	.892

Source: Field Survey Analysis, 2023

Aggressive behavior was analyzed from gender perspective to measure whether either of the gender group is more aggressive than the other or not. Independent samples t-test was used to serve this purpose as indicated in Table 3 below.

Table 3. Parameters of aggressive behavior and social media usage Vs. gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Aggression	Male	21	2.9952	.55043	.12011
	Female	22	2.6636	.36523	.07787

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Aggression	Equal variances assumed	4.612	.038	2.339	41	.03166	.33166	.14183	.04524	.61809

	Equal varian ces not assum ed			2.317	34.534	.3316 6	.14315	.04092	.62240
--	---	--	--	-------	--------	------------	--------	--------	--------

Source: Field Survey Analysis, 2023

Respondents were asked to rate their own aggressive behavior, social media use and exposure to peer pressure, and the results shown in Table 4 below summarized the result.

Table 4. Respondents' view on their own aggressive behavior, social media usage and peer pressure

<b>Statistics</b>				
		Aggression	Social Media Use	Peer Pressure
N	Valid	43	42	42
	Missing	0	1	1
Mean		2.8256	3.3079	3.4129
Std. Error of Mean		.07457	.09976	.10880
Median		2.8083 <sup>a</sup>	3.2952 <sup>a</sup>	3.5667 <sup>a</sup>
Std. Deviation		.48899	.64652	.70512
Variance		.239	.418	.497
Range		2.30	3.27	3.13
Percentiles	95	3.7050 <sup>b</sup>	4.1600 <sup>b</sup>	4.1639 <sup>b</sup>
a. Calculated from grouped data.				
b. Percentiles are calculated from grouped data.				

Source: Field Survey Analysis, 2023

The attempt made to investigate the relationship among aggressive behavior, social media use and peer pressure using Spearman's rho correlation has resulted into the data indicated in the following Table 5.

Table 5. Correlation among aggression, social media use and peer pressure

Correlations					
			Aggression	Social Media Use	Peer Pressure
Spearman's rho	Aggression	Correlation Coefficient	1.000	.325*	.235
		Sig. (1-tailed)	.	.018	.067
		N	43	42	42
	Social Media Use	Correlation Coefficient	.325*	1.000	.352*
		Sig. (1-tailed)	.018	.	.011
		N	42	42	42
	Peer Pressure	Correlation Coefficient	.235	.352*	1.000
		Sig. (1-tailed)	.067	.011	.
		N	42	42	42
*. Correlation is significant at the 0.05 level (1-tailed).					

Source: Field Survey Analysis, 2023

The relationship between aggressive behavior and living conditions participants was also analyzed clearly as shown in Table 6 below.

Table 6. Aggression vs. Living Conditions of Respondents

Table 6.1: Correlations				
			Living conditions of respondents	Aggression
Spearman's rho	Living conditions of respondents	Correlation Coefficient	1.000	.266*
		Sig. (1-tailed)	.	.042
		N	43	43

	Aggression	Correlation Coefficient	.266*	1.000
		Sig. (1-tailed)	.042	.
		N	43	43
*. Correlation is significant at the 0.05 level (1-tailed).				

Table 6.2: Descriptive Statistics			
Aggression			
Living Conditions of Respondents	Mean	N	Std. Deviation
with my parents	2.5677	7	.42322
with my father only	2.6500	5	.63443
with my mother only	2.7900	10	.43640
with my father and step mother	3.1000	1	.
with my mother and step father	3.3250	2	.10607
with my parents and grand parents	2.8850	15	.46539
with my siblings	2.7000	2	.21213
Other	3.9500	1	.
Total	2.8256	43	.48899

Source: Field Survey Analysis, 2023

## Results

All (100%) participants were recruited from one private and one government schools in Addis Ababa maintaining almost an average proportion of respondents' gender (i.e. 48.8% male and 51.2% female). Very high completion rates in a random sample and high reliability with greater internal consistency (.739 for aggression, .789 for social media usage and .901 for peer pressure) were observed using Cronbach's Alpha analysis (Table 2, above). Across aggression outcomes, medium effect sizes were observed with

the average mean score of 2.82 calculated from 20 summated data with relatively minimum standard error of 0.074 and with positive correlations with social media usage and peer pressure (i.e. with correlation coefficient of 0.325\* and 0.235\* respectively). The social media use outcomes indicated almost high sizes effect with the average mean score of 3.31 calculated from 15 summated data with relatively higher standard error of 0.09976 whereas, a high sizes effect also observed across the outcomes of peer pressure with an average mean score of 3.4129 calculated from 24 summated data with relatively higher standard error of 0.1088. Positive standard deviation is observed across the three major variables (i.e. 0.48899 on aggression, 0.64652 on social media usage and 0.70512 on peer pressure) which indicate all responses tend to be above the mean scores. The independent samples test indicated that males are more aggressive than females showing a statistically significant difference between the mean scores of  $p=0.024 < 0.05$  (the standard significance level) where  $t - \text{score} = 2.339$  with 4.612 degrees of freedom (Table 3, above). Living conditions of respondents is positively correlated to aggressive behavior with correlation coefficient of 0.266\* with a mean square score of 0.365 indicating adolescents who lives with their mother and step father are more aggressive than others with standard mean score of 3.3250 followed by adolescents who lives with their father and step mother (mean score = 3.100) having a significant difference 0.140 above the mean between groups (Table 6, above).

### **Obstacles**

Challenges were encountered during the data collection period. These challenges were categorized as participants related and tools related.

#### **Participant Related**

Some of the recruited study participants lack patience to properly read the questionnaires and give reliable responses. Most of them also tend to give responses discussing with their peers and demanded consistent orientation and supervisions. It was challenging to get equal representatives from each grade level as the data collected during instructional and tea break time.

#### **Tools Related**

Some terms in the questionnaire are challenging to understanding as their Amharic versions cannot be exactly equivalent to the English version. For instance, the term 'I am

calm' was translated to its Amharic version 'chimit' was rarely understandable by respondents since many of them were asking for the meaning of the term. As a result, 8 questions from aggression questions, 4 questions from social media use and 4 questions from peer pressure questions were identified poorly functioning using Cronbach's Alpha reliability analysis. In addition, number of questions under each variable was somehow many and challenging to finish in a shorter time frame.

### **Conclusions**

All cases of the study appeared feasible. Preliminary findings suggest it may be important to go beyond total duration and consider additional factors and context when examining the association between aggression, social media usage and peer pressure on the behaviors of adolescents. Data collection tools particularly, questionnaire need some amendments to improve the turnout of the poorly functioned questions for the main study. A future longitudinal study using similar tools with some modifications on the questions will be conducted with a larger and more generalizable sample.