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

**THE RELATIONSHIP BETWEEN PEER PRESSURE AND RESPONSIBLE
BEHAVIOR AMONG STUDENTS: THE CASE OF TWO SECONDARY
AND PREPARATORY SCHOOLS IN ADDIS ABABA**

BY

AZALECH TEFERA

JUNE, 2019

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**A THESIS SUBMITTED TO THE SCHOOL OF PSYCHOLOGY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES, ADDIS
ABABA UNIVERSITY, IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
SOCIAL PSYCHOLOGY**

JUNE, 2019

ADDIS ABABA UNIVERSITY
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Declaration

I declares that this thesis is my original work, has never been presented in any other University including AAU before. All the resources and materials used here are fully acknowledged.

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Acknowledgement

First and foremost, I would like to extend my sincere thanks to Dr. Moges Ayele, my advisor for his unreserved guidance, comments and support through the whole research processes. I am very grateful for his commitment, suggestions, and constructive feedbacks throughout my entire research activities.

Then, I am pleased to extend my heartfelt gratitude to all students from two selected secondary and preparatory schools for their willingness to participate in the study, and the two school administrators, unit leaders, and teachers for their overall coordination and co-operation in the data collection process. I wish to express my gratitude to staffs of information desk in Bole sub-city for providing important information about secondary and preparatory schools for this thesis work.

Finally, I would like to thank my families and friends for their unreserved encouragement and moral support.

Abstract

The objective of this study was to find out the relationship between peer pressure and responsible behavior of secondary and preparatory school students in Bole sub-city, Addis Ababa. One hundred fifty five boys and one hundred seventy six girls (totally 331) from two conveniently selected secondary and preparatory schools completed scales pertaining to peer pressure and responsible behavior. Descriptive survey research design and quantitative study approach was employed to conduct the study. Samples were drawn based on proportionate stratified systematic random sampling. Descriptive statistics such as frequency and percentage with tables, mean, median, standard deviations, one sample t –test, independent sample t - test, Pearson product-moment correlation, and multiple regression were used to analyze the data. The findings revealed that, compared to the hypothetical average score, students were generally low in the three dimensions of responsible behavior (i.e. personal responsible ($t = -14.516$, $p = .000$), peer responsible ($t = -6.713$, $p = .000$), & community responsible ($t = -8.622$, $p = .000$)), while their peer pressures were high ($t = 33.157$, $p = .000$). Female student's responsibility behavior were significantly lower than male students in dimensions of responsibility behavior ($t = -3.16$, $p = .002$), personal ($t = -4.63$, $p = .000$), community ($t = -4.219$, $p = .000$), and overall responsibility ($t = -5.194$), but not in peer pressure ($t = -.912$, $p = .363$). Whereas, there were statistically significant grade level differences among the secondary and preparatory school students in personal responsibility, peer responsibility and peer pressures except community responsibility behavior ($t = -2.845$, $p = .005$). Age has significant and positive relationship with personal ($R = .156$, $p < .05$), and community ($R = .132$, $p < .05$) dimensions of responsibility behavior, whereas, age has no associations with peer responsibility behavior and peer pressure. Finally, age (0.283), gender (0.265), grade level (-0.277) and peer pressure (0.146) were found to be the significant contributor variables that affect adolescents responsibility behavior. It is recommended that the implementation and evaluation of intervention aimed at enhancing children's responsible behaviors should consider student's age, grade level and gender. Since peer pressure was found to be significant factor for responsibility behavior, using this pressure positively may affect their responsibility behavior positively. So, practical and effective strategies should be designed to mobilize students (for example using clubs and other student unions).

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Acronyms

PPI	Peer Pressure Inventory
RBS	Responsibility Behavior Scale
SD	Standard Deviations
SPSS	Statistical package for social science
STDs	Sexually Transmitted Diseases
YRS	Youth Roots School

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

As the strength of the relationship between mother and adolescents decrease, the adolescents become more vulnerable to peers. Researchers feel this is true because when adolescents did not have a strong relationship with their family, where they would have to resort to peers as the main source of support. Otherwise, a strong mental relationship may lead the adolescent to support the values of their families more than those of their peers (Farrell & White, 1998).

During adolescence, parents and adolescents become more physically and psychologically distant from each other. This normal distancing is seen in decreases in emotional closeness and warmth, increases in parent-adolescent conflict and disagreement, and an increase in time adolescents spend with peers. Therefore, many adolescents spend more time with peers than with parents or other family members (Coleman, 1991), because they value the peer group as the more important context when the family relationships are not close or supportive (Muuss, 2000).

If the parents are largely unavailable, they may turn or incline to their peer group for emotional support, even if the group is involved in illegal or negative activities conversely, peer groups support to establish norms of behavior and normally develop a culture that manifests itself in aspects like language, dress, hairstyle, sports, and drinking habits (Gray, 1991).

Knowingly or unknowingly peers tend to influence one's life. This is because of the time spent with them. Peer pressure can also be said as a continuous learning having a positive, negative or normative impact on an individual. Peer pressure is often guided by an approach of "what everyone is doing" or out of general curiosity or maybe by a motive of being in the league as others. Peer pressure in buying can be seen when we see friends shopping together at malls or when activities such as smoking and alcohol are increasing. It does not only affect the actual purchase but also influences the attitude such as retailing and spending capacities of teens (Shruti, 2017).

Peers' influence on decision is large and varied, which includes choices to engage in criminal behavior, smoke, perform charitable acts, follow styles and trends, educate selves, select a certain profession, adopt a new technology or buy a given product. In understanding how peer influence operates it is useful to distinguish between two different ways in which peers affect decisions: passively and actively (Calvao-Armengol and Jackson, 2008).

Teenagers and adolescents are more vulnerable to peer pressure because of the age where being gullible is more than expected because the mind hasn't matured properly and is still in the development stage (Shruti, 2017). Teenagers especially face many issues related to conformity and peer pressure. They are pulled between the desire to be seen as individuals of unique value and the desire to belong to a group where they feel secure and accepted. As a result, teenagers reject family or general society values, while feeling pressure to conform rigidly to the values of their peer group (Essays, 2018).

However, adolescents are not passive persons whose behavior is simply a response to peer influence. It is therefore necessary to view the behavior of adolescents in a group of peers as a process which combines the characteristics of adolescents, their attitudes, values and beliefs that they bring from their primary sources of socialization (family, school, neighborhood), factors that contribute to the choice of company of peers and directly to peer behavior in the context of a certain situation Ricijaš, N., and Manzoni, M.L. (2013)

Responsibility behavior differs from individual to individual within their community, individual to individual with others community members, society to society, culture to culture at some point; which is valued across community (Weisner, 2002). Individuals learn responsibility from their community members through intensive interaction, responsibility considered as the characteristic of being someone who follows through with and completes obligations (Weisner, 1992).

In Ethiopian context, there are many studies conducted on the impact of peer pressure on negative responsibility behavior such as risky sexual behaviors (Amsale and Yemane, 2012) and regular khat chewing (Ayalew, et al., 2015). A Meta-analysis conducted by Acheneff, et al. (2017) on 31 studies with 43,695 participants revealed that peer pressure was the main factor associated with an increase in risky sexual practices.

However, it is difficult, at least to the knowledge of the researcher, to find out studies conducted on the positive effect of peer pressure on responsible behavior in Ethiopian context. Therefore, the present study was conducted with an assumption that peer group pressure might create constructive impacts on adolescent behavior.

1.2. Statement of the problem

Adolescence is a time of transformation in many areas of an individual's life. In the midst of these rapid physical, cognitive, emotional, and social changes, youth begin to question adult standards and the need for parental guidance. It is also a time for individuals to make important decisions about their commitment to academics, family, and perhaps religion. Young adults begin to ask questions such as, "Is school important to me?" and "How do I want to spend my time?" The choices that adolescents make regarding their motivation, engagement, and achievement in school (and in life) and the satisfaction they obtain from their choices depend, in part, on the context in which they make such choices (Ryan, 2000).

In this period a young person is torn between dependence on parents and greater independence, search for the self and building of self-esteem. The wish to be accepted in a group very often involves conforming, even when it means giving up one's desires and attitudes.

Adolescents are particularly vulnerable to feeling pressure from their peers. A number of research documents reveal on peer pressure among youths, it has dual impacts; it could be positive or negative. Ken, (2016) also stated that adolescents are particularly vulnerable to negative peer pressure. Peer pressure is often a major reason to engage in risky behavior like drug abuse, alcohol usage, reckless driving, crime and tobacco use which can lead to accidents, teenage pregnancies, STDs and even death (Ken, 2016). It is because of they are at a stage of development that have not yet established their own values or understanding about human relationships or the consequences of their behavior. They are also typically striving for social acceptance at this stage and may be willing to engage in behaviors that will allow them to be accepted that are against their better judgment.

On the other hand, peers can also exert extraordinary influence over each other into the formation of certain behaviors, among which is responsibility behavior (Golden, 1978). Responsibility is one aspect of behavior which is crucial in the social life or social development

of adolescents (Winter, 1992). Responsibility conceptually is related with a range of constructs such as, moral development, empathy, altruism, and pro-social values and behaviors. Also, it implies feeling accountable for one's decisions and actions, reliable and dependable to others, and empowered to act on issues within one's control (Weisner, 2002).

However, researches were conducted on the negative aspects of peer pressure more than positive peer influence. Both researchers and practitioners largely focused on negative aspects of peer pressure and accordingly on manifestation of socially unacceptable behavior. For example according to Brown & Clasen (1985), negative peer pressures are strongly associated with substance addictive behavior, and develop antisocial or misbehavior in general. Although the negative influence of peers is over-emphasized, more can be done to help teenagers experience healthy and responsible behavior. The role of peer relations can also be seen in a positive light and not only as encouragement for risk behavior, weak working habits, neglect of school obligations and behavior that neither parents nor the public deem acceptable.

Generally, the present study was conducted to identify gaps considering the relationship between peer pressure and responsible behavior among students. On the other hand, although peer pressure is usually conceived of as primarily negative influence acting on adolescents, different researchers on the area agree that peer group pressure can have positive influence as well, and it can act on adolescents at any age, depending on their level of contact with others (Jian, Chian, & Perfetti, 2003).

Moreover, it is also possible to assume that little attention has been given to identify and appreciate the constructive features of peer group pressure among secondary and preparatory school students. Therefore, the specified reasons have led and motivated the researcher to conduct a study on peer group pressure among adolescents and to show its constructive contributions for the development of adolescent responsibility behavior among secondary and preparatory school students.

1.3. Research Questions

This research was aimed at answering the following research questions:

1. What is the level of peer pressure and responsibility behavior among secondary and preparatory school students?
2. What is the relationship between positive peer pressure and responsible behavior among students?
3. Does student's peer pressure and responsible behavior vary across gender?
4. What is the effect of age on student's responsible behavior and peer pressure?
5. Is there any grade level difference regarding responsibility behavior and peer pressure?

1.4. Objective of the study

1.4.1. General objective

The major purpose of the present study was to assess the relationship between peer pressure and responsible behavior of the students at Youth Roots and Beshale secondary and preparatory schools in Addis Ababa, Ethiopia.

1.4.2. Specific objectives

The specific objectives of this study are:

- To measure the level of peer pressure and responsibility behavior among secondary and preparatory school students
- To explore the relationship between positive peer pressure and responsible behavior among high school and preparatory school students
- To examine the gender difference in terms of peer pressure and responsible behavior
- To examine whether peer pressure and responsibility behavior vary across age levels
- To find out the effect of grade level on peer pressure and responsibility behavior among students.

1.5. Significance of the Study

As the objective of the present study is to assess the relationship between peer pressure and responsible behavior among students in two schools (one private and one government school), the finding of the present study will have the following significances:

The first beneficiaries: the concerned body in the two schools, Youth Roots Secondary and Preparatory School and Beshale secondary and preparatory schools will get information on the relationship between peer pressure and responsible behavior among students in their respective school. It will be the input to design behavioral modification programs to increase student's responsibility. Students will also learn increase responsible behavior.

The second beneficiaries of the study are researchers. The findings of the present study will benefit researchers in drawing clear insights about the relationship between peer pressure and responsible behavior among students. And then they can get additional information from the finding of the study. The study will also contribute to the effort of filling the knowledge gap in the area.

1.5. The scope of the study

Youth Roots Secondary and Preparatory School (private school) and Beshale secondary and preparatory school (government school) both schools are found in Bole sub city, Addis Ababa, Ethiopia. Only regular secondary and preparatory school students attaining in the two schools in the year 2011 E.C/2018/19 G.C. were scope of the study. Regarding the conceptual scope, the relationship between positive peer pressures on responsibility behavior was focus of the study. It did not see the negative effect of peer pressure.

1.6. Operational definition

Peer pressure: the direct influence on pupils by peer or students encouraging other individuals to change their attitude, values or behaviors in order to conform to the peer norms.

Responsible behavior: considering how one's actions will affect people and situations around you.

Peer responsible behavior: student behavior related to responsibility to participate in school activities.

CHAPTER TWO

LITERATURE REVIEW

2.1. Adolescence and Peer

According to Erik Erikson (1989) adolescence is the age in which people must set up an identity to escape identity diffusion and confusion. At this age, adolescents give much importance to their friends who have a power over them. This phenomenon is called “peer pressures.” Peer group is a term commonly used by psychologists to describe people of a similar age, often when talking about adolescents. There is peer pressure in different ages and different places. For instance, workers at the same factory have peer pressure which is positive because each one of them tries to do his or her best at work. There is peer pressure among small kids; they try to do the same gestures and have the same toys and there is also peer pressure in ethnic groups. Finally, there is peer pressure among adolescents which is the most important kind since it influences the adolescents’ personality and intervenes in the development of their morality (Nouhad, 2006).

Adolescence is a time of transformation in many areas of an individual’s life. In the midst of these rapid physical, cognitive, emotional, and social changes, youth begin to question adult standards and the need for parental guidance. It is also a time for individuals to make important decisions about their commitment to academics, family, and perhaps religion. Young adults begin to ask questions such as, “Is school important to me?” and “How do I want to spend my time?” The choices that adolescents make regarding their motivation, engagement, and achievement in school (and in life) and the satisfaction they obtain from their choices depend, in part, on the context in which they make such choices (Ryan, 2000).

Clark (2009) stated that the word peer describes a special relationship between two or more people. These people have something in common, whether it is age or a certain interest or skill. Peer pressure may be also defined as the insistence and encouragement of the same age group individuals to make or force the individual to do something (Santor, et al, 2000).

Adolescence is not only an era during which peers hold high value and exert strong influence over individual youths, it is also an era during which youths spend an inordinate amount of time

with peers. The combination can be dramatic, even lethal, growth in deviant behavior when the peer context is unstructured and valuing of deviance. Measurement issues in assigning peers as the causal agent of these influence loom, however, because of several confounds among the nature of the setting and the members within that setting. Peer effects on growth in adolescent deviant behavior have been documented in schools, neighborhoods and housing settings and naturally-occurring groups such as gangs (Ken R. 2016).

2.2. Peer pressure

Peer pressure refers to the influence exerted by a peer group in encouraging a person to change his/her attitudes, values in order to conform to group norms. Peer pressure is also defined as when people of one's own age encourage or urging the person to do something or to keep from doing something else, no matter if the person personally want to do it or not (Ryan, 2000). It is more common among adolescence because most young people are likely to spend large amount of time in a fixed group and they may lack maturity to handle pressure from friends (Christner, 2008).

Peer pressure is an example of normative social influence. This form of influence stems from our need to be liked by others. That is why we will follow certain behavioural patterns in order to conform to others' expectations. Depending on how influential or popular a person or group is and how important their approval is for one, they will follow suit just so that they are liked by them (Essays, 2018).

Peer pressure as a social phenomenon where a pressure is exercised by members of a society and a social group which influence on a person's behavior, personality, though, beliefs but not necessarily negative effect on person's behavior however, to some extent the peer pressure has positive and negative effects on the individual personality, and attitude (Shurti, 2017). Peer pressure is the direct or indirect influence that is exerted on a peer group, observers or individual that encourages others to change their attitudes, values, or behaviors to conform to groups as a socially acceptable behavior under it. Social groups affected include membership groups, in which individuals are formally involved and are members like that of political parties and trade unions, or social cliques in which membership is not clearly defined. A person affected by peer pressure may or may not want to belong to these groups on his personal discretion but tends to

get influenced. They may also recognize dissociative groups with which they would not wish to associate, and thus they behave adversely concerning that group's behaviors (Shruti, 2017).

According to Hartney, (2011) peer pressure refers to the influences that peers can have on each other. Peer pressure is emotional or mental forces from people belonging to the same social group (such as age, grade or status) to act or behave in a manner similar to themselves (Weinfield 2010).

Jones, (2010) defined peer pressure as the ability of people from the same social rank or age to influence another of same age, bracket peer pressure is usually associated with teens although its influence is not confined to teenagers alone. Mature adults, teens, young adults and children can be seen doing things in order to be accepted by their peers. Peer pressure is commonly associated with episodes of adolescent risk taking (such as delinquency, drug abuse, sexual behaviors), because these behavior commonly occur in the company of peers. It can also have positive effects when youth are pressured by the peer toward positive behavior such as volunteering for charity or excelling in academics (Kellie, 2013).

2.3. Characteristics of Peer and Peer Pressure

Peers are as “belonging to the same societal group especially based on age, grade, or status similarly, research demonstrated that peers tend to resemble each other concerning individual characteristics. This is called homophile and is captured in the notion that “birds of a feather flock together” In younger life phases, peer groups tend to be homogeneous concerning individual characteristics such as gender, age, socioeconomic status, and ethnicity. For instance, children and adolescents tend to segregate into groups of the own gender and age. This homogeneity decreases from middle adolescence. In adulthood, peer networks become much more gender-integrated than in adolescence. Similarly, age homogeneity decreases with the decreasing influence of institutions that create opportunities for contact with peers of the same age, such as school. Other stratifying individual variables are socioeconomic status and ethnicity (Titzmann&Silbereisen, 2009). Some data even suggests that peers tend to be homogeneous in personality, attitudes, and behavioral characteristics, but evidence is less consistent than for age or ethnicity In sum, the importance of specific individual peer characteristics (e.g., gender, age, and ethnicity) changes over the lifespan Therefore, they may be useful to describe peers in a

given life phase, but they do not qualify as defining criteria across the lifespan (Reitz, Zimmermann, Specht&Neyer, 2014).

2.4. Nature and Development of Responsible Behavior

2.4.1 Concepts of Responsible behavior

Responsible behavior is that which can be directly sensed, such as seen or heard. Often people's "descriptions" of behavior include inferences ("He is aggressive," "She is lazy"). Instead, describe the behavior itself. Say, "He kicked the chair" rather than "He was aggressive" or "She turned in only one of five assignments" rather than "She was lazy." The problem with inference is that it includes the prescription before the facts are known and allows for misinterpretation. In one case we know of, instructors regarded a grossly overweight student as behaviorally disruptive in class. His actual in-class behavior was within normal ranges, but the instructors made false generalizations from his physical appearance. The inverse problem is also common. A very attractive student may be given more leeway than is appropriate, encouraging misbehavior in other students. Examine the labels you give to students, and rephrase them as objective behaviors rather than categories. Objective behaviors can be recorded by an inanimate recording device, such as a video camera. If you have trouble with rephrasing, you might be making an inference (Kuhlen Schmidt, & Layne, 1999).

2.4.2 Characteristics of Responsible behavior

As per Eman, (2005) responsibility behavior is a multifaceted phenomenon that takes many dimensions and stems from a number of interacting variables. Accountability, reliability, and maturity are independence, in doing for the self are some of the characteristics of responsibility are dependability & conscientiousness and also found to have strong consistent associations with individuals academic performance, productivity, health behaviors, and lower rates of misbehavior (Firew, 1994).

Responsibility is matured individuals in terms of accountability it could be emotional and social. This indicates that without the ability to accept responsibility one could not be taken as emotionally and socially matured (Garrison, Kingston, & Bernard, 1967).

Responsibility proceeds in every moment of decision and presupposes freedom. Thus, if the society does not give the adolescent a wide measure of freedom, it can hardly expect him to grow in responsibility and self – direction. The adolescent’s sense of responsibility shows itself in various ways, such as adjusting his/her wants and needs to those of others, or taking pleasure in doing small tasks which give satisfaction to others (Roberts, Wood, & Smith, 2005).

2.5. Features of Peer Pressure

2.5.1 Positive Features of Peer Pressure

Although peers are typically cast as solely negative agents in adolescent development, the fact is that the peer group as a context and specific peers as relationship partners exert mostly positive influence on adolescent development (Brown et al., 2008). Peers provide normative regulation (Eder, 1995) which defines, clarifies, maintains, and enforces norms for behavior in dyadic and group settings. Peers also provide a staging ground for the practice of social behaviors, leading to social cognitive competence and experimentation with roles, leading to identity development.

The positive aspects help young people in their transition from almost complete dependence on parents to independence of thought and actions. Peers help a young person to adapt to individuals or other groups, share success and failure, learn communication and empathy assess oneself and others, and through criticism and judgment peers face the individual with his or her own behavior. Peers support each other in periods when they are faced with a multitude of new experiences and when they struggle for independence.

A positive peer group that teen fits into well and can help boost her/his self-esteem; it might prevent her/his from engaging in harmful or risky behaviors (Burack, 1999). Besides, positive peer pressure encourages adolescents to study hard and to be competent at school and can also help them think more creatively (Oak, 2002-2009). He also stated that students with friends who like school, get good grades, and are interested in school are more likely to graduate high school.

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

It keeps youth participating in religious activities, going to meetings and playing on sports teams, even when they are not leaders. It keeps adults going to religious services, serving on community committees and supporting worthwhile causes. The peer group is a source of affection, sympathy and understanding; a place for experimentation; and a supportive setting for achieving the two primary developmental tasks of adolescence; identity - finding the answer to the question "Who Am I?", and autonomy - discovering that self as separate and independent from parents. It is no wonder, then, that adolescents like to spend time with their peers (Herbert, 2014).

Dyadic friendships afford opportunities for the development of skills in reciprocation, turn-taking, and cooperation. Trust and security develop here, just as they do in parent-infant relationships. Romantic relationships have some similarities to dyadic friendships but also enable the learning of cross-sex norms and intimacy. Peergroup interaction enables the development of deference, respect, and understanding of status. Adolescents may find themselves at the top, middle, or bottom of a dominance hierarchy that depends on context-specific competence in athletics or academics or on income. Adolescents might also be popular, rejected, neglected, controversial, or average among their peer group (Kupersmidt & Dodge, 2004).

2.5.2. Negative Features of Peer Pressure

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

They can encourage each other to skip classes, steal, cheat, use of drugs or alcohol, or become involve in other risky behaviors. Majority of adolescents with substance abuse problems began using drug or alcohol as a result of peer pressure. Negative peer pressure may influence in various ways like joining group who drink alcohol, smoke cigarette and Indian hemp among others. It may also lead to the decision to have a boyfriend/girlfriend; Peer pressure indulges youth into loitering about in the streets, watching films and attending parties during school hours, taping as alternative to stealing which may eventually graduate into armed robbery (Arief, 2011).

It may make an adolescent to do what he/she never wanted to do, lead negative lifestyle and loss of individuality. The consequence of negative peer pressure is very serious. Just as Manahar (2012) rightly puts it, “No matter what form it comes peer pressure erodes the individuality of the child and retards personal growth”. Manahar also emphasized on the negative effect of peer pressure as it kills individuality and gives rise to a set of people who are merely clones of each other. Moreover, he claimed that the loss of individuality can be the biggest setback anyone can suffer in his or her entire life. The pressure to fit in and be accepted by peers can cause a heavy amount of stress on adolescents.

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

The most common effects of negative pressure are indulgence in smoking, drugs, alcohol and early sexual activities. If the negative peer pressure is not timely taken care of, it can damage the future life of the teen in a major way leading to behavioral and psychological disorders, not to forget the physical harm ensuing from it. Lamsaouri (1994-1995) noted that peers pose an influence that is a common source for negative activities for students like experimentation with drugs, drinking, vandalism and stealing. They also noted that some students often perceive the school as another symbol of adult authority, full of restrictions and rules, and quite often they decide to dropout. It is worth mentioning that individual students who hold negative views towards school adopt to drop out of school bring emotional frustration and shatter the expectations people had in them for their future success.

Drug abuse is an illustration of the dangerous negative effects that peer pressure has on adolescents. According to Lamsaouri (1994-1995) the cause of substance over use among peers

is that everyone else is using it and there is no problem to use it. This is the answer of all adolescents that are caught overusing drugs. Another reason for which adolescents abuse of drugs is the pressure peers have on each other. All peers in the same group are obliged to do the same thing and conform to the rules of the group. Therefore, adolescents start using drugs even if they are convinced that they are harmful for their health. Besides, over using drugs, for peers, means that adolescents are strong and they can break down general rules that they learnt from their parents or their teachers. In general, adolescents, use drugs to full fill their need of belonging since it's a source of self-esteem for teens. In fact, Haynie (2002) find out that adolescents get their self-esteem from the group they are belonging to and they cannot imagine themselves outside that gathering. Without a group, youths have a low self-esteem and they are powerless. They see friends or peers as a vital component in their life without which they cannot live.

Appearance is another example of negative effects that peer pressure has on adolescents. Peers often push their friends to change their appearance. This is a negative aspect because it leads youth to lose their identity and dissolve within the group. They become dependent on their peers' choice and stuck to their judgments (Lamsaouri, 2005). Members of the same peer wear the same clothes and they are often unique ones and reveal an idea or a view that the peers hold or share. They can wear hip-hop clothes if they are fan of hip-hop, or they can wear a gang fashion that shows that they are violent and they belong to another gang group. Besides, all peers try to wear the same clothes and they cannot wear something different. If they do so, they will be hardly criticized by their friends which lead them to have low self-esteem in addition to the adolescence' crisis they are living.

The last aspect that concerns negative effects of peer pressure is manipulating adolescents' attitudes and behavior. Adolescents like to hang out with friends from their age because they have similar ideas and they feel comfortable with each other. The sense of belonging is the most salient aspect that pushes adolescents to conform to a group and share thoughts and beliefs that sometimes harm the youths' identity (Haynie, 2002). Parents always hear youths saying my friends did this, so I have to do like them or my friends think this way, so I have to think like them. Thus, peers influence a lot each other in what concerns thoughts and beliefs.

2.6. Grade Level Differences in Peer Pressure

The degree of peer group pressure in general, differs with age and maturity level (Newman & Newman, 2007). This infers that adolescents with different grade levels and then they perceive differently regarding peer group pressure. Similarly, Clasen and Brown (1985) claimed in their studies that early school adolescents are more willing than later school adolescents to conform to peer pressures concerning peer group mores and social interactions.

The amount of perceived peer group pressure is different adolescent with adolescence in terms of grade level. For instance, Brown (1982) suggested that regarding the content of several peer group pressures will vary across group's members' it could be age or grade levels

According to Bourne, 1978 report on peer pressures toward adolescent which revolve peer related issues would increase with grade level, despite the fact that peer pressures toward adolescent's including in family members associated matters and conformity to group norms decline to encourage achievement of an autonomous sense of self and intimate attachment to peers, rather than to parents.

Beside, Brown, 1982 reported about perceived peer pressures toward involvement of peer related matters and misconduct would increase across grade levels, whereas peer pressures toward conformity to peer group norms and involvement of family members' connected matters would diminish.

Additionally, Brown (1985) recommended that the strength or direction of several peer pressures differed significantly by grade level. For example, peer pressures to drink alcohol shifted from a relatively negative pressure (against drinking) among 7th grade students to the highest source of peer pressure among twelfth grade males students. And also he recommended that peer pressures toward substance user and sexually active were stronger in later grades as relatively.

The above literatures mention regarding peers and the impacts of peers pressure particularly adolescence. Additionally the literature intensively discussed about nature and development of responsibility behavior in line with peers pressure. Therefore, peers pressure has the power to provide adolescents both favorable and unfavorable behaviors which directly or indirectly affect their responsible behavior. The objective of the present study will to examine the relationship

between peer pressure and responsible behavior among secondary and preparatory school students.

2.7. Gender Differences in peer pressure

Girls are the most influenced by peers and they suffer from the pressure put on their backs which is sometimes more than the pressure boys have. They have to dress nicely and they have to wear fashionable clothes because if they do not, they will be rejected by their friends. For girls, there is another kind of pressure added to peer pressure which is media pressure (Sheid, 2005). In fact, media tries to give a standard beautiful body to all girls without any distinction. Adolescent girls have, in most case, 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. As a result, and as it is explained by Harvey (2002) girls undergo many eating pathologies such as bulimia which is mainly due to the stress to own a perfect body and since it is difficult and even impossible, they start eating whatever crosses their way. Others experience anorexia which is characterized by eating whatever they get because they are obsessed by a perfect body and eating is considered as crime for them.

2.8. Theoretical Review

The review showed that peer pressure is the ability of people from the same social rank or age to influence another. It can be positive or negative pressure. Peer pressure has a much greater impact on adolescent behavior than any other factor. It can lead to experimentation with drugs, alcohol, skipping school and cultism etc.

Adolescence is a transition period from dependent childhood to self-sustaining adulthood. Based on this perspective adolescence is therefore a process and not just a particular period of social changes. Adolescence is seen as a time of transformation in many areas of one life. It is also a time for individuals to make important decisions about their commitment to family and perhaps academics. Academic performance is the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation.

According to Social learning theory, it is assumed that adolescent behavior is in general, a function of their personality and the environment. This is to portray that the environmental circumstances existing in the life of an adolescent can influence the behavior and perception of

the adolescent and environmental circumstances can also be modified by behavior. Adolescents may develop and experience maladjusted behavior simply by watching peer and imitating them. Social learning theory of Bandura and social control also has direct relationship with the present study, since the theories emphasizes the importance of reinforcement and placing of bond in classroom learning. The pickle jar theory talks of the approach that will make one manage his time which will make him do well in his academic performance.

2.9. Empirical Studies on Peer Pressure and Responsibility Behavior

Ricijašand Manzoni(2013) studied the characteristics of young people with regard to their susceptibility to peer pressure, and the definition of those characteristics that contribute the most to explain susceptibility to peer pressure. The result of this study showed that almost 40% of the variance explained by susceptibility to peer pressure specified blocks of predictor variables (range of 1.2% - 12.7%). The most important predictors of peer pressure were perception of pressure and sex. If the experience of pressure (subjective feelings about the expectations of peers) is higher, the susceptibility to peer pressure is also higher. Male gender is an important predictor of increased susceptibility to peer pressure. The second group of significant predictors is related to the relationship with the parents, and especially applies to the relationship with the mother. Psychological control and permissiveness of mothers was positively associated with susceptibility to pressure, and monitoring was negative associated. A third set of significant predictors that explain susceptibility to peer pressure talks about anxious attachment to friends. Young people who see themselves as less susceptible to peer pressure achieve higher scores on measures of general perception of self-worth. Increase in age increases the susceptibility to peer pressure.

Yavuzer et al (2014) examined the effects of peer pressure, automatic thoughts and self-esteem variables on the aggression levels of male and female adolescents and the results of this study showed that in the hierarchical multiple regression analysis for female and male adolescents, it was found that peer pressure and automatic thoughts were effective predictors in explaining adolescents' aggression levels. Furthermore, it was found that automatic thoughts fully mediated the relationship between self-esteem and aggression for both male and the female adolescents.

Chimwamurombe (2011) studied the influence of peer pressure on adolescent misbehavior in schools. The result showed that a significant positive relationship between peer pressure and adolescent misbehavior in schools. In addition, misbehavior was also positively predicted in both advantaged and disadvantaged schools, with disadvantaged schools being significantly more influential.

A study on drug use among adolescents was done by Farrell and White (1998). The sample consisted of student at six high schools in northern, California and in Wisconsin participant completed self-report questionnaires during three consecutive years; 1987-88, 1988-89. A sample of adolescents that were predominately black was used. In this study, the subject showed a strong positive relationship between peer pressure and the frequency of drug use, in which the relationship was found to be stronger among girls than boys. Also the level of mother-adolescent distress has a strong moderating influence on the relationship between peer pressure and drug use.

In Ethiopian context, a cross-sectional study was done among randomly selected school adolescents in Addis Ababa, Ethiopia to identify the factors associated with adolescent risky sexual behavior. Data were collected by an anonymous self-administered questionnaire. According to the finding, risky sexual behavior was significantly and very strongly associated with perception of peers' involvement in sexual intercourse. This study demonstrated that peer pressure is the most important factor associated with risky sexual behavior among school adolescents in Addis Ababa. The study recommended that reducing sexual behavior among school adolescents should target adolescents as a group rather than individually (Amsale and Yemane, 2012).

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the research design, sources of data (target population,) study site, sample and sampling techniques, data collection instruments, data collection procedures, data analysis procedures and ethical issues.

3.1. Research Design

The purpose of the present study was to assess the relationship between peer pressure and responsible behavior among students at Youth Roots School and Beshale Secondary and Preparatory Schools, Addis Ababa, Ethiopia. Descriptive survey research design was employed to conduct the study.

Quantitative study approach was employed in order to achieve the goals of the study. In the present study which has two variables for independent variables including gender, age and peer pressure, and for dependent variable counting responsible behavior. The reason why the researcher used the quantitative research design is because the quantitative design can address the relationship between peer pressure and responsible behavior of the students and related issues in two respectively schools (one government and the other private school).

3.2. Study Site

The area of the study was conducted in Youth Roots Secondary and Preparatory and Beshale Secondary and Preparatory Schools found in bole sub-city, Addis Ababa. All regular secondary and preparatory students assigned in the two schools by the academic year of 2011 E.C (2018/19 G.C) were the focuses of the study.

3.3. Study Population

The target populations of this study were students of grade 9 to 12 at Youth Roots Secondary and Preparatory and Beshale secondary and preparatory school. By the academic year, there were 2272 regular students who were attending their education in selected schools one private and the other governmental school. Those target individuals were on middle and late adolescent age (14

to 21) students stay away from their parents. The reason for choosing secondary and preparatory students was that they are on the critical adolescence period. (I.e. middle & later). This period leads them to stay away from their parents the most; in turn it provides them enough opportunities to interact, influence, and be influenced by their peer groups or classmates. As a result, they adapt and develop (positive) constructive and (negative) destructive behaviors and show dependency on it, and also exercise behaviors which parents do not normally approve of.

Table 1: Population distribution by school, grade level and sex

School	Grade	Sex		Sum
		Female	Male	
Youth roots schools	9	25	30	55
	10	18	34	52
	11	25	33	58
	12	22	32	54
	Total	90	129	219
Beshale	9	305	289	594
	10	350	300	650
	11	182	152	334
	12	278	197	475
	Total	1115	938	2053
Grand total		1205	1067	2272

Source: School Record Offices

3.4. Sample size and techniques

Due to data management and resource issues, it was somehow impossible conducting the research in all students in the study area. Therefore, taking a sufficient and representative sample from the study population is necessary. The sample size of the study was determined based on Yemane (1970), formula:

$$\text{Sample Size } (n) = \frac{N}{1 + N(e)^2} = \frac{2272}{1 + 2272(0.05)^2} = 344$$

Where, n =sample size

N= population

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

Applying this formula, about 344 respondents were needed.

Two types of sampling techniques were employed to select the study participants (respondents). Stratified sampling technique was used to determine student participants from each grade levels. To select the sample students from the total population of the specified high schools and across grade levels, proportional stratified random sampling technique was implemented, because stratification were made based on schools and grade levels. Followed this, to get the respondents included in the sample, Systematic Random Sampling Technique was implemented and the Kth interval were fixed from the ratio of the population size.

3.5. Sampling Procedures

First, the proportion of sample size for each school was calculated using the obtained sample size. After calculating the school share, gender and grade levels of the students were used as a stratum for determining the proportion. There are 4 grade levels in each Secondary School (9-12). The required sample study subjects were calculated by using proportional to size allocation technique from each stratum (grades) by using the calculated sample. Then the gender allocation was maintained while the selection of individual participants in each grade level. After obtaining of the list of students from the schools, the participants were selected from each grade by using systematic random sampling method.

To select the 344 students out of 2272 students enrolled in the two specified high schools and preparatory schools across grade levels, Proportionate Stratified Random Sampling Technique was implemented, because stratification was made based on schools and grade levels.

$$\text{School Proportion} == \frac{\text{Total number of students (9 -12) of the school}}{\text{Total number of population}} \times \text{Sample Size}$$

Proportion Stratified Sampling Technique of Youth Roots Secondary and Preparatory school.

$$\frac{219 \times 344}{2272} = 33 \text{ students}$$

Proportion Stratified Sampling Technique of Beshale Secondary and Preparatory School

$$\frac{2053 \times 344}{2272} = 310 \text{ students}$$

Finally, 344 students from the two specified secondary and preparatory schools were included in the samples. As indicated in figure 1, 33 of the respondents were from Youth Roots Secondary and Preparatory, the rest 311 were from Beshale Secondary and Preparatory School

The proportion of sample students based on the grade levels are calculated and presented as follows:

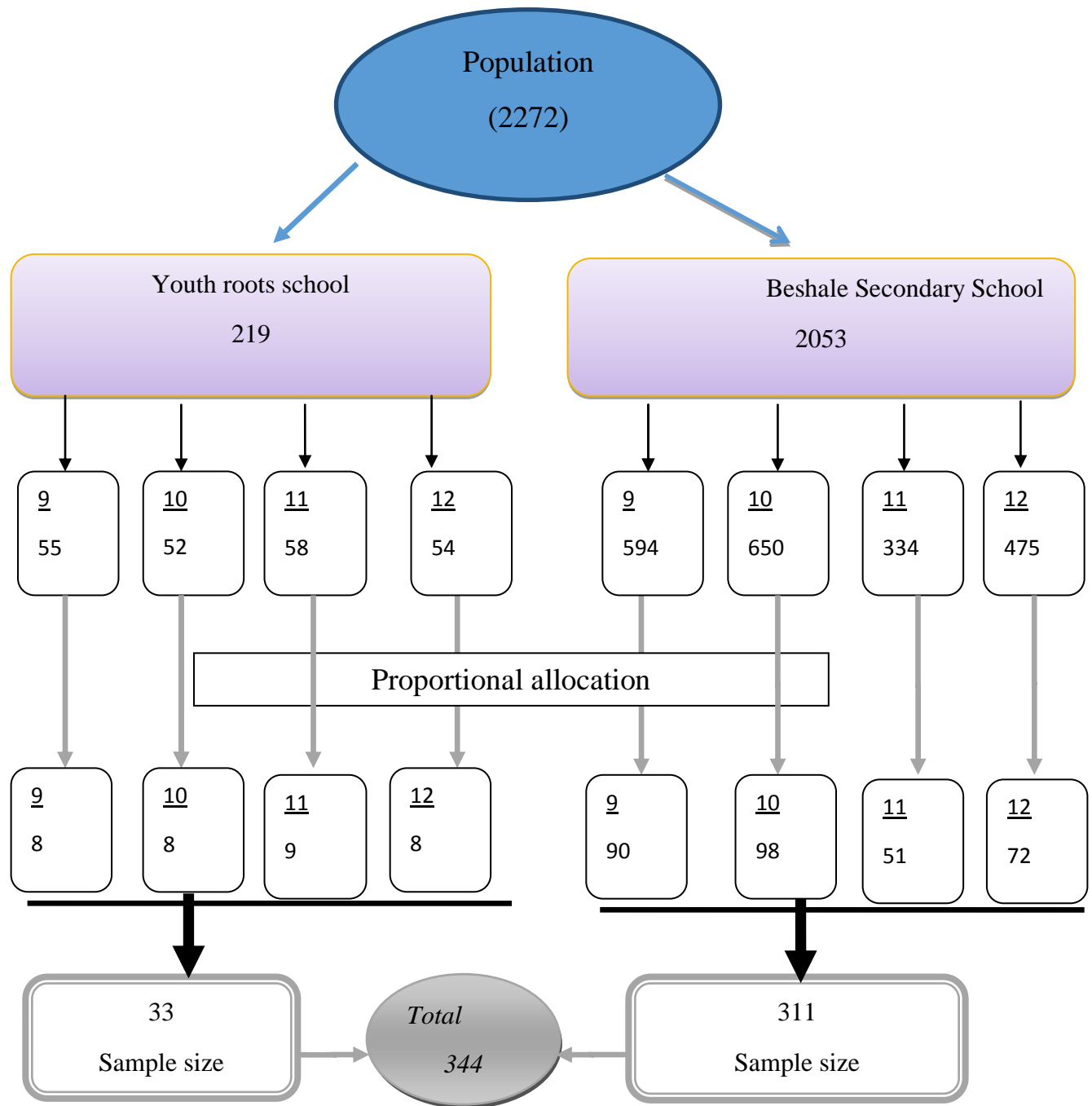


Figure 1: Sampling Procedure

Expected sample from each Grade level = Number of students in each grade level X School Proportion

Total number of students (9 -12) of the school

After obtaining of the list of students from the schools, the participants were selected from each grade by using systematic random sampling technique was implemented and the k th interval was fixed from the ratio of the population size. (I.e. $N = 2272$) to the sample size. (I.e. $n = 344$), where $k = N/n = 7$

The researcher has taken attendance sheet of students from the home room teachers based on the sample size students were selected by simple random sampling technique. The sample size consisted of approximately equal proportion of sexes. Therefore, the researcher used a class list of students from each section across grade levels of each school, and every 7th name on the class list of each section was selected followed by beginning with lottery method to select the first participant, until the expected number of students was obtained from each grade level.

3.6. Data collection instruments

Data for the study were obtained from a self – report questionnaire administered to the selected sample students. The researcher adopts and uses the peer pressure inventory which was developed by Clasen and Brown (1985) and responsibility behavior scale for the study to assess the relationship between peer pressure and responsible behavior of students at Youth roots school and Beshale secondary and preparatory Schools.

1. Peer Pressure Inventory

The Peer Pressure Inventory (PPI) was developed by Clasen and Brown (1985). It measures peer group influence in five areas of behaviors which were identified as subscales of PPI: involvement with peers (i.e. spending free time with friends, attending parties and school social events, interacting with the opposite sex, etc.), school involvement (i.e. academic and extracurricular), family involvement, conformity to peer norms (i.e. in dress and grooming, musical tastes, etc), and misconduct (i.e. drug and alcohol use, sexual intercourse, & minor delinquent activities). It was a seven – point response scale indicated the degree and direction of pressure respondents felt from friends and had original reliabilities and scoring procedures.

Nebiyou (2015) conducted an evaluation on the 53 items to explore whether they were appropriate to measure peer group pressure among adolescents whose ages were between 14 and 20 in Ethiopian cultural setting. The reason for identifying the items which measure peer group pressure in our context was that it was more helpful for examining the constructive and deconstructive aspects of peer group pressure in line with the development of responsibility behavior. Finally, 30 items which measured peer pressure were chosen from the 53 items.

Since the peer pressure inventory with 30 items measured adolescent's behavior. The data obtained from the respondents were coded separately as follows; 0 = No pressure, 1 = Little, 2 = Somewhat, and 3 = Lot for the positive peer group pressure. The scoring process of the peer pressure result was obtained by summing each of the obtained item response scales of the instrument with number of items of the instrument. For example, peer pressure scale had four – point scales (i.e. 0, 1, 2, and 3). If someone answers 2 for the ten community responsibility dimension, his total score for the community dimension will be 60 (2*30). Thus, the ideal minimum and maximum score of peer pressure are 0 and 90.

2. Responsibility Behavior Scale

The responsibility behavior scale (RBS) was the other instrument used to collect the data. The responsibility behavior scale (RBS) was adapted from Emanu (2005) instruments, in fact some of the items were originally developed by Firew (1994) in such a way that responsibility behavior of adolescents would have three dimensions (i.e. personal, peer, and community). In the scale, each dimension was again divided into three components (i.e. responsibility to property, responsibility to work and responsibility to possession of some constructive interests) and had original reliabilities.

It is a four – point scale with response categories “strongly agree”, “agree”, “disagree”, and “strongly disagree” and had 36 items, of which 13 items measured personal responsibility, 13 items measured peer responsibility, and the remaining 10 items measured community responsibility of adolescents whose ages were between 14 and 21.

In the adaptation processes, prior to employing the instruments for the research purpose, the researcher has conducted a pilot test to explore whether they were appropriate to measure responsibility behavior and peer pressure of adolescents whose ages were between 14 and 21 in the research area.

In order to score the responsibility behavior result, it was obtained by summing each of the obtained item response scales of the instrument with number of items of the instrument. For example, the Responsibility Behavior Scale had four – point scales (i.e. 1, 2, 3, and 4). If someone answers 3 for the ten community responsibility dimension, his total score for the community dimension will be 30 (3*10). Thus, the minimum and the maximum scores of community responsibility are 10 and 40.

3.7. Data collection procedures

Before the data collection, support letter from Addis Ababa University College of Education and Behavioral Studies, School of Psychology was obtained. The data gathering procedure had started after getting the approval of instruments and the permission from the directors of Youth Roots Secondary and Preparatory School and Beshale Secondary and Preparatory School. The questionnaire was translated by language experts from English to Amharic. Also backward translation was conducted with the other language expert to check whether the forward translation is correct or not.

Having the list of students in each grade level, participant students were selected using systematic sampling method. Orientations were provided for the students in each class before the data collection. Finally, at all stages of data collection procedures the researcher followed and guided by the ethical rules and principles of the study in order to validate, reliable and relevant data generated for research consumption as well as reassured confidentiality in kept, mitigated risky, participant rights in terms of participation or withdrawal at any point.

3.8. Pilot Test

A pilot study was conducted to check the reliability of the instruments. Fifty students were selected randomly to participate in the pilot study. Forty six students (24 female and 22 male)

students filled and returned properly. Four students have terminated the participation in the meanwhile. Both PPI and RBS questionnaires were administered.

All the items of the Responsibility Behavior Scale had four response categories (i.e. strongly disagree, disagree, agree, & strongly agree), whereas all the 30 items of dimensions of PPI had four response categories (i.e. no influence, a little, somewhat, & a lot) for each dimension of peer group pressure.

As shown in the table below (Table 2), the values of Cronbach’s alpha reliability test for the personal reliability, peer reliability, community reliability, total reliability and positive peer pressure were 0.805, 0.769, 0.743, 0.818, and 0.775. Therefore, since all of the scores are above 0.7, it is possible to say that all the instruments of responsibility behavior and peer pressure are reliable or consistent. But there were some errors in translating the instruments from English to Amharic language. Based on the pilot result, these errors were corrected by the language translators that were translated the instruments earlier.

Table 2: Reliabilities of Responsibility Behavior Scale and PPI

Dimensions	Number of items	Original Reliability of items	Reliability obtained after piloting items
Personal responsibility	13	0.76	.805
Peer Responsibility	13	0.81	.769
Community Responsibility	10	0.79	.743
Total responsibility behavior	36	-	.818
Positive peer pressure	30	-	.775

3.9. Data Analysis procedures

The collected data were reorganized and analyzed in line with the objectives of the study. The data have been cleaned and entered to SPSS version 20 for analysis. Before the analysis, the negatively stated statements were reversed to positive in order to match the scale. In this process descriptive statistics including frequency and percentage with tables, mean, median and standard

deviation were used to analyze the demographic data and scores of responsibility behavior and peer pressure. One Sample t – test was used to compare the sample and hypothetical means of the respondents thereby to label the responsibility behavior and peer pressure as high or low. Independent samples t – tests was computed to examine the mean differences among gender and grade level (high school and preparatory) of students in the rating of the three dimensions of responsibility behavior and the peer pressure. And also, Pearson correlation also computed to examine relationship between age and dimensions of responsibility behavior and peer pressure. Finally, linear regression was computed to see the effect of independent variables (age, gender, grade level and peer pressure) on the dependent variable (responsibility behavior).

3.10. Ethical Issues

The study was conducted after getting support letter from Addis Ababa University, College of Education and Behavioral Studies School of Psychology to Youth Roots Secondary and preparatory School and Beshale Secondary and Preparatory Schools respectively. Before the data collection, orientation was given in order to explain the objective of the study and the procedure. In addition a verbal consent was obtained from the study participants to confirm their willingness for participation. Moreover, the respondent has notified that they should have the right to refuse or terminate at any point. The questionnaires were formulated in anonymous way (they are not in a position to call by name rather code). The information provided by the respondents has kept confidential and anonymous.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter reports the findings of the effect of school level peer pressure on student responsibility behavior. The first section presents descriptive statistics including participants' demographic characteristics, school level peer pressure, and student responsibility behavior with its dimensions. The second section reports the peer pressure and responsibility behavior across demographic characteristics. The third part of the data analysis covers regression results on the impact of peer pressure on responsibility behavior.

4.1. Characteristics of Respondents

Table 3: Demographic characteristics of respondents

		Frequency	Percent
Gender	Female	176	53.2
	Male	155	46.8
	Total	331	100.0
Age group	14	7	2.1
	15	70	21.1
	16	99	29.9
	17	83	25.1
	18	50	15.1
	19	20	6.0
	21	2	.6
	Total	331	100.0
Grade level	9 th	93	28.1
	10 th	103	31.1
	11 th	58	17.5
	12 th	77	23.3
	Total	331	100.0

Source: Survey data, 2019

Table 3 presents descriptive statistics of the demographic characteristics of study participants in the selected schools. This section gives the demographic information of 331 students from two secondary and preparatory schools in Bole Sub – City participated in the study. Among the

calculated sample size (344), 331 of them filled and returned the questionnaire, with response rate of 96.2%.

Table – 3 above showed that female students were 53.2% of the total and male students were 46.8%. The difference between the percentages of the two sexes was only 7%, reflected almost equal representation of the views of both boys and girls. This is important to reduce a sampling error and it helps to see the gender effect on the study variables.

Regarding on their age, it ranged between 14 and 21 with (M = 16.51, SD = 1.261). Students with the age of 16 (29.9%), 17 (25%), 15 (21%) and 18 (15%) has covered the majority of the students forming 91% of the total students. Regarding grade levels of the students, about 59% were secondary (9 – 10) and the rest 41% were preparatory (11 – 12) students.

4.2. Mean Scores for Dimensions of Responsibility Behavior and Peer Pressure

Table 4: Descriptive statistics of variables

<i>Dimensions</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Peer responsibility	18.00	71.00	30.4259	5.56171
Personal responsibility	19.00	48.00	28.3872	5.13125
Community responsibility	16.00	36.00	23.2538	3.68481
Responsibility overall	62.00	130.00	81.8910	11.27375
Peer pressure	30.00	120.00	73.7730	15.13038

Source: Survey data, 2019

Firstly, a descriptive analysis with mean scores of each dimension of responsibility behavior and peer pressure was calculated as shown in Table 4 above. The mean scores for personal, peer, and community responsibility were (M = 28.38, SD = 5.13), (M = 30.42, SD = 5.56), and (M = 23.25, SD = 3.68) respectively. This indicated that students were similar in their personal, and peer responsibilities. The total (overall) responsibility behaviors score of the respondents was (M= 81.89, SD= 11.27). Secondly, the mean scores of peer pressure is M = 73.77 with SD = 15.13.

4.3. One Sample t – test for the sample and hypothetical means of Responsibility Behavior and Peer Pressure

Table 5: One samplet – test group statistics for dimensions of both RBS and PPI

Item	Dimensions	Mean	Hypothetical mean	Mean difference	T	P
	Peer responsibility	30.4259	2.5×13= 32.5	-2.07407	-6.713	.000
	Personal responsibility	28.3872	2.5×13= 32.5	-4.11280	-14.516	.000
Responsibility	Community responsibility	23.2538	2.5×10= 25	-1.74622	-8.622	.000
	Responsibility overall	81.8910	2.5×36= 90	-8.10903	-12.887	.000
Peer pressure	Peer pressure	73.7730	1.5×30= 45	28.77303	33.157	.000

Source: Survey data, 2019

One sample t – test was conducted to examine statistical differences of the sample means against the hypothetical means of the respondents. First, the hypothetical mean was obtained by multiplying the median of item response scales of the instrument with number of items of the instrument. For example, the Responsibility Behavior Scale had four – point scales (i.e. 1, 2, 3, and 4) with median, 2.5. Therefore, the hypothetical means of the three dimensions (i.e. personal, peer, & community) of the responsibility behavior scale were 32.5, 32.5, and 25 respectively. Second, the Peer Pressure Inventory had four – point scales (i.e. 0, 1, 2, and 3) with median, 1.5. Therefore, the hypothetical means of the peer pressure was 45 as shown in Table – 4 above.

Accordingly, the result of one sample t – test indicated that the sample mean scores of personal (t= -14.516, p= .000), peer (t= -6.713, p= .000), and community (t= -8.622, p= .000) responsibilities were significantly lower than their corresponding hypothetical means score values. That means the obtained responsibility behavior and its dimensions are significantly lower than the hypothesized mean scores. This implies that secondary and preparatory school student’s responsibility behavior is low compared to the expected level. This result is expected because it support the complaint raise by the community as the so called the “*new generation*” (“*yezemenulijoch*”) is getting abnormal (unethical).

Whereas, the sample mean scores of peer pressure were higher than their corresponding hypothetical mean scores ($t= 33.157, p=.000$). This implies that peer pressure is high in secondary and preparatory schools.

4.4. Sex Differences in dimensions of Responsible Behavior and Peer Pressure

Table 6: Independent samples t-test group statistics for dimensions of responsible and peer pressure

<i>Variable</i>	<i>Dimension</i>	<i>Sex</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>p</i>	<i>Mean diff.</i>
Responsibility behavior	Peer	Female	171	29.5146	3.84915	-3.161	.002	-1.92982
		Male	153	31.4444	6.86897			
	Personal	Female	176	27.2045	4.42889	-4.630	.000	-2.55203
		Male	152	29.7566	5.54691			
	Community	Female	176	22.4716	3.38219	-4.219	.000	-1.67034
		Male	155	24.1419	3.82140			
	Overall	Female	171	78.9474	8.70447	-5.194	.000	6.29930
		Male	150	85.2467	12.85434			
Peer pressure	Peer pressure	Female	163	73.0368	14.86602	-.912	.363	-1.58730
		Male	141	74.6241	15.43953			

Source: Survey data, 2019

Independent – samples t – tests were conducted to compare the overall and its dimensions of responsible behavior (i.e. personal, peer, & community) and peer group pressure for males and females. The result indicated that there were statistically significant gender differences in personal, peer, and community responsible. That means male student’s responsible behavior is significantly higher for peer ($t= -3.16, p= .002$), personal ($t= -4.63, p= .000$), community ($t= -4.219, p= .000$), and overall responsibility ($t= -5.194$).

On the other hand, there was no significant gender difference in peer pressure for males and females in their corresponding t – test and p values as shown in Table – 6 above ($t= -.912, p= .363$). This implies that males and females students were not different to each other in their perceived peer pressure.

4.5. Grade Level Differences in Responsible behavior and Peer Pressure

Table 7: Independent sample t-test group statistics for dimensions of responsible behavior and peer pressure scores by grade levels

<i>Variable</i>	<i>Dimensions</i>	<i>Grade level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>T</i>	<i>P</i>	<i>Mean diff.</i>
Responsibility Behavior	Peer	9-10 (secondary)	195	30.6000	5.82246	.692	.489	.43721
		11-12 (preparatory)	129	30.1628	5.15356			
	Personal	9-10 (secondary)	195	27.9897	4.27892	-1.704	.089	-.98018
		11-12 (preparatory)	133	28.9699	6.14341			
	Community	9-10 (secondary)	196	22.7806	3.43404	-2.845	.005	-1.16013
		11-12 (preparatory)	135	23.9407	3.93371			
Overall	9-10 (secondary)	194	81.3454	10.52258	-1.072	.285	-1.37905	
	11-12 (preparatory)	127	82.7244	12.32991				
Peer pressure	Peer pressure	9-10 (secondary)	177	73.2486	13.54015	-.713	.476	-1.25535
		11-12 (preparatory)	127	74.5039	17.13201			

Source: Survey data, 2019

In order to compare the mean scores of dimensions of responsibility behavior and peer pressure for grade levels of students with their corresponding scores, independent – sample t – tests were conducted. The results indicated that, there were statistically significance differences across grade levels on community dimensions of responsibility behavior ($t = -2.845$, $p = .005$). This implies that the preparatory school students (11-12) community dimension responsibility behavior is higher than those of secondary school students (9-10). These indicated that students who were at secondary and preparatory schools were different in their sense of dimensions of community responsibility behavior perceived from their peer groups or classmates. Other dimensions of responsibility behavior and peer pressure are not found to be different across grades levels (Table 7).

4.6. Relationships among Age and Dimensions of Responsible Behavior and Peer Pressure

Table 8: Correlation between Age and Dimensions of Responsible Behavior

	M	SD	Peer	Personal	Community	Overall	Age
Peer	30.4259	5.56171	1	.433**	.349**	.800**	.047
Personal	28.3872	5.13125		1	.495**	.825**	.156**
Community	23.2538	3.68481			1	.718**	.132*
Overall	81.8910	11.27375				1	.125*
Age	16.51	1.261					1

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

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

N= 331

Source: Survey data, 2019

Pearson product – moment correlation was computed to measure the relationship between age and other variables (i.e. responsibility behavior dimensions) are depicted in Table 8. Age of students was significantly and positively correlated with adolescent personal ($R = .156, p < .05$), community ($R = .132, p < .05$) and the overall responsibility behavior ($R = .125, p < .05$). But, there was no significant relationship found between age and peer responsibility ($R = .047, p > .05$). The result of the study shows that age has positive relationship with personal, community and overall responsibility behaviors. That means when age increases, the personal and community responsibility will be increase and the peer responsibility does not.

Table 9: Correlation between Age and peer pressure

	Mean	Std. Deviation	Age	Peer pressure
Age	16.51	1.261	1	.052
Peer pressure	73.7730	15.13038	.052	1

Source: Survey data, 2019

Pearson product-moment correlation was conducted to test the relationship between age and peer pressure. Table 9 indicated that there was no correlation among age and peer pressure (i.e. $R = .052, p > 0.05$). That means age does not affect peer pressure.

4.7. Relationships between Positive Peer Pressure and Responsible Behavior

Table 10: Correlation between Positive Peer Pressure and Responsibility

Dimensions	Mean	SD	Peer	Personal	Community	Overall	Peer pressure
Peer	30.4259	5.56171	1	.433**	.349**	.800**	.117*
Personal	28.3872	5.13125		1	.495**	.825**	.113
Community	23.2538	3.68481			1	.718**	.210**
Overall	81.8910	11.27375				1	.161**
Peer pressure	73.7730	15.13038					1

** . Correlation is significant at the 0.01 level (2-tailed).Source: Survey data, 2019

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

N= 331

In line with the relationships among positive peer pressure and responsible behavior (i.e. personal, peer, and community) of students, Pearson product – moment correlation was conducted and a correlation matrix was prepared as shown in table – 10 above. The result shows that peer pressure has significant relationship with the overall responsible behavior ($r= .161$, $p<.05$). That means peer pressure has positive relationship with responsible behavior. This implies that when positive peer pressure increases, responsibility behavior also increase.

Peer pressure has a statistically significant relationship with peer ($r= .117$, $p <.05$) and community ($r= .210$, $p<.05$) dimensions of responsibility behavior. But, peer pressure has no significant relationship with personal responsible behavior. This implies that when peer pressure increases, peer responsibility and community responsible also increases but it does not affect personal responsible . The relationship of peer pressure and community responsible has higher correlation compared to the other dimentions (Table 10).

4.8. Relative Contribution of Age, Sex, grade level and Dimensions of Peer Pressure

To examine the effect of the predictor variables such as dimensions of peer group pressure, sex, and age on responsible behavior, multiple regression analysis was conducted. The results in Table 11 shows that the correlation coefficient obtained was 0.334. This means that, there exist a significant positive relationship between the predictors and the dependent variable. The table also shows that, the coefficient of determination (R^2) associated with the correlation coefficient was 0.112. This coefficient of determination (R^2) indicates that, 11.2% of students' peer pressure, age, sex and grade level accounted for their responsible behavior. This is an indication that 88.8% of the variation in students' responsible behavior is attributed to other factors.

Table 11: Model Summary

Model Summary							
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	Sig. F Change
1	.334 ^a	.112	.100	10.68566	.112	9.102	.000

a. Predictors: (Constant), peer pressure, age, sex, grade

But, in order to know the relative contribution of the four variables, it was important to test each of the variables independently.

Table 12: Coefficient table of multiple regression analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.061	9.365		5.559	.000
	Sex	5.980	1.285	.265	4.654	.000
	Age	2.516	1.155	.283	2.179	.030
	Grade	-2.773	1.301	-.277	-2.131	.034
	Peer pressure	.110	.042	.146	2.617	.009

a. Dependent Variable: responsibility overall

Table – 12 indicated that peer pressure, age, sex and grade level have significant contributions to the prediction of students' responsibility behavior. The peer pressure contributed significantly to the prediction of responsible behavior. The total variance accounted for by both variables was 28.3 percent of the total 33% of variability on responsibility behavior.

The variable age contributed 0.283, followed by grade level which contributed -0.277 in responsibility behavior. The variable sex and peer pressure were found to be significant contributions to responsible behavior by contributing 0.265 and 0.146 respectively. In other words, age, grade level, sex and peer pressure of the students explained unique variance in responsible behavior.

CHAPTER FIVE

DISCUSSION

In this chapter, the results of the study are discussed based on the data analysis made in chapter four, interpreted and inference drawn from them.

The researcher found that there is high level of peer pressure among students. The experience of high level peer pressure among students could mean that peer group exercised positive influence on their members in this regard. Since the measured peer pressure is positive peer pressure, it supports the view of Brown, B. B. (1982) that, peer pressure may be a positive influence and could help to motivate them to do their best. With the attainment such high percentage of level of peer pressure, it implies that peer pressure has a positive influence on school adolescent's behavior.

As observed from the one sample t – test results, secondary and preparatory students are generally low in the three dimensions of responsibilities (i.e. personal, peer, & community) as compared to the hypothetical average scores. This clearly indicates high school students in our context are at the lower level of in understanding and practicing responsibility towards taking care properties of their own, their friends, and community, engagement in constructive independent work, group, and community development activities, and possessions some constructive interests for personal, friends, and community progresses.

The finding is supported by the real local life contexts in the sense that many of high school students don't show cooperation with others, follow school rules and procedures (i.e. proper dressing of uniform, handling of their identitycards, etc.), exercise honesty as the best policy, participate morning line – up or national anthem ceremony, and respect authority. As indicated in the one sample t – test results conducted, positive peer group pressure was found to be high for the sample. That is, the positive influence that came from adolescents peer group of school or classmate was high in one hand.

As could be observed from the analysis section, the computed independent samples t – test value indicated that males had almost higher mean for personal, peer and community responsibilities compared with their females counterpart. The finding of the study indicated that, there

was difference among male and female students, when they were compared in terms of personal responsibility, peer responsibility and community responsibility.

Emana (2005) reported a result inconsistent with the present finding indicating that adolescents sense of responsibility is not totally related to sex. Corresponding to this finding, Eman (2005) has reported that there were no male and female differences in all dimensions of responsibility behavior.

The finding is consistent with the claim that there is gender difference regarding responsibility. However, the direction is opposite with this study. Hurlock (1978) reported that, females are usually expected to show more responsibility behaviors in the home than males. Males, however, often have some work experiences outside the home as they approach the end of childhood, and this gives them the same kind of training that girls get in the home.

As could be observed from results of Pearson product moment correlation the relationship between age and responsibility behavior was significant at 0.05 alpha levels. That is, students of different age levels differ significantly in personal, and community and overall responsibility behavior. However, it is not related with peer responsibility behavior. These findings are in harmony with the findings of previous studies in western countries (Cochran & Brassard, 1979; Hurlock, 1972). These researchers reported that the development of responsibility behavior is gradual, starting with simple tasks and increasing as the child gets confidence. As a result, older children are more likely to assume responsibility behavior.

This indicates how matured they are in taking care of the properties of their associates; participating in constructive group work, as well as condemning such tendencies and in possess of constructive interests for the progress of their friends. In line with this, Grusec & Redler (1980) stated that, at about the time of transition in the school children's conception of self changes and they begin to acquire the ability to stand off and, view the self from the outside perspective. As a group with a more or less similar background experience, the self-evaluation of children's from authoritative, indulgent, neglectful and authoritarian was also an area of interest in this study.

Results of multiple regression analysis indicated that, age, sex, grade level and peer pressure combined together have significantly contributed 11.2 percent of the variance to responsibility behavior. Similar findings were reported by other investigators (Steinberg, 1993; Patterson and

Loeber, 1994). As stated in the review section of this study, in each of these studies it was found out that there is a correlation between children's age, parenting style and responsibility behavior.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1. Summary

The objective of this study was to find out the relationship between peer pressure and responsibility behavior of secondary and preparatory school students in Bole sub-city, Addis Ababa. To achieve this, the following four basic research questions were raised.

1. What is the level of peer pressure and responsibility behavior among secondary and preparatory school students?
2. What is the relationship between positive peer pressure and responsible behavior among students?
3. Does student's peer pressure and responsible behavior vary across gender?
4. What is the effect of age on student's responsible behavior and peer pressure?
5. Is there any grade level difference regarding responsibility behavior and peer pressure?

Two (one private and one government owned) schools were selected using convenience sampling technique. From these sample schools, 176 females and 155 males totally 331 students were participated in the study based on proportional stratified random sampling technique from grade nine, ten, eleven, and twelve. The data collection instrument consisted of two instruments namely, peer pressure inventory and responsibility behavior scale. Mean, median, standard deviations, one sample t – test, independent sample t - tests, Pearson product moment correlation, and multiple regressions were the statistical techniques employed to analyze the data.

The analysis of the data revealed that, students were generally low in the three dimensions of responsibility behavior (i.e. personal, peer, & community), while their peer pressures were high. There were statistically significant differences among male and female students in dimensions of responsibility behavior (i.e. personal, peer & community) but not in peer pressure. Whereas, there were statistically significance grade level differences among the secondary and preparatory school students in personal responsibility, peer responsibility and peer pressures except community responsibility behavior.

There were significant and positive relationship between age and personal and community dimensions of responsibility behavior and also peer pressure, whereas, age has no associations with peer responsibility behavior and peer pressure. Finally, age, gender, grade level and peer pressure was found to be the significant contributor variable that affects adolescents responsibility behavior.

6.2. Conclusion

In light of the findings obtained in this study, the following conclusions were made. The finding implies that Secondary and preparatory school students are generally low in practicing responsibilities – related activities in the study context. On the other hand they experience high positive peer pressures from their friends or classmates. This shows that positive peer pressure can bring about responsibility behavior and vice versa. Male and female secondary and preparatory students are different in their sense of responsibility behavior while the same in perceived peer pressures. Whereas, there were statistically significance grade level differences among the secondary and preparatory school students in personal responsibility, peer responsibility and peer pressures except community responsibility behavior. There were significant and positive relationship between age and personal and community dimensions of responsibility behavior and also peer pressure, whereas, age has no associations with peer responsibility behavior and peer pressure. Finally, peer pressure was found to be the significant contributor variable that affects adolescents responsibility behavior.

All age, gender, grade level and peer pressure were found to be contributors for responsibility behavior. The study has proved that older adolescents have better attainment of responsibility behavior than younger ones. Parallely, preparatory school students are more responsible than those secondary school students. This finding is similar with a previous study conducted in Ethiopia by Eman (2005), Firew (1994) and Nebyou (2015). The study has proved that positive peer pressure has great contributions for adolescents in developing their responsibility behavior in general.

6.3. Recommendations

Based on the findings of the study, the following recommendations have been suggested.

1. The implementation and evaluation of intervention aimed at enhancing children's responsible behaviors should consider student's age, grade level and gender.
2. Peer pressure was found to be significant factor for responsibility behavior. Therefore, using this pressure positively may affect their responsibility behavior positively. So, practical and effective strategies should be designed to mobilize students (for example using clubs and other student unions).
3. It is advisable to resignthe stereotype of peers or peer groups as a uniformly negative influence on youth, because they discourage deviant activity in favor of school achievement and involvement in sports or other extra – curricular activities.

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APPENDICES

Appendix I: English version of Responsibility Behavior Scale

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

SCHOOL OF PSYCHOLOGY

Questionnaire

Instruction

The main purpose of this questionnaire is to assess and obtain data for the study conducted on the topic “**The Assessment of relationship between peer group pressure and responsibility behavior among secondary and preparatory school students**”. Accordingly, you are one of those students who have been chosen by simple random sampling to complete this questionnaire. Therefore, I would like to encourage you to respond frankly and honestly, since your views on the topic under study shall be kept confidential and used only for the research purposes. I would like to thank you very much for your cooperation in advance.

1. This questionnaire has two parts. Before you start each part, read the direction, listen carefully to the explanation given by the research assistants and complete the questionnaire. Whenever you feel difficulty, raise your hand and ask the person who administers the questionnaire for help.
2. This is not an examination and it is not necessary to be afraid and/or copy the answers of others, nor is it necessary to give responses which you don't believe in, for the reason that inappropriate data will spoil the study.

Part – I: Background Information

1. Sex _____ 2. Age _____ 3. Grade Level _____

Part – II

Below, you are given list of statements that describe activities or behaviors. On the right, you are provided the response categories “strongly agree”, “agree”, “neither disagree nor agree”, “disagree”, and “strongly disagree”. Read each statement and show whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree by putting “√” mark against your choice.

No	Statement Describing Behavior	Strongly agree	Agree	Disagree	Strongly disagree
1	I don't return exercise books from my friends on the exact day (peer responsibility)				
2	I cover my exercise books so that they are kept clean and safe (personal responsibility)				
3	My friends always tell me that I don't keep my clothes clean (personal responsibility)				
4	I often wreck desks and tables which are in my class and I am punished for it (community responsibility)				
5	I lose my exercise books when school is closed (Personal responsibility)				
6	I don't care if I see our school fence broken (community responsibility)				
7	If I lose my books, then I would be happy if my friends lose theirs too (Peer Responsibility)				
8	I sell the materials given to me from my parents and use the money for entertainment (Personal Responsibility)				
9	If I see somebody stealing my friend's belongings, I won't speak about it to anyone (peer responsibility)				
10	I like to draw pictures and lines on the school walls (Community Responsibility)				
11	I like it when the clothes I am wearing are dirty so that I am				

	allowed to change them (Personal Responsibility)				
12	If the properties of my friends unknowingly mix up with mine, I don't return them (peer responsibility)				
13	it is not a big deal to steal or cheat from others if we can't find money to buy sport or school materials ((personal responsibility)				
14	I don't help my friends who are weak (peer responsibility)				
15	I hate people who insult, and look down degrade my friends (peer responsibility)				
16	I would like to work well and make my country prosperous and popular (make a name for my country)- Community Responsibility				
17	I would be happy if the work I do is more beneficial to the people (community Responsibility)				
18	I hate people who insult, and look down/degrade my friends (Peer responsibility)				
19	Both my friends and I should be concerned about the tidiness of our own class, that of the school is none of our business (Peer Responsibility)				
20	I think about what kind of person I should be when I grow up (Personal Responsibility)				
21	If I had a lot of money, I would use it for things I need; it is not my concern to think of others (personal responsibility)				
22	Students who play truant should be punished (Community Responsibility)				
23	Many students come during school cleaning days so I am happy when my friends and I hide and do whatever we want (community responsibility)				
24	If I had a lot of money, I would use it for the things I need; it is not my concern to think of others (Personal Responsibility)				
25	I would be happy if my friends also get the things I have (Peer responsibility)				
26	Many students come during school cleaning days so I am happy when my friends and I hide and do whatever we want (Community Responsibility)				

27	I cut off pages from books if they hold points I need (Community Responsibility)				
28	I like participating in activities like making bridge, cleaning stream in my surrounding (community responsibility)				
29	When the teacher is absent from the class; I am so pleased (personal responsibility)				
30	I would like to be in the same class with my friends next year so that we can study together (peer responsibility)				
31	I would like to remain adolescent because I would have a lot of responsibilities when I grow up (PR)				
32	I don't mind if my friends out rank me as long as I am promoted (personal responsibility)				
33	Whenever I get something good I prefer to use it without the knowledge of my friends (peer responsibility)				
34	I don't want to help others in their studies because if I do, they will outsmart me (peer responsibility)				
35	If my friends get sick and absent from school, I help them in whatever I can (peer responsibility)				
36	If my friends don't have money and I have, we use together (peer responsibility)				

Appendix II: English Version of Peer Pressure Inventory

Instruction

Below, you are given some statements describing positive peer group pressure, which is when your friends encourage you to do something or not to do something else in a positive way. For each statement, read each statement and decide whether friends mostly encourage you to do positively. then, mark an “X” in one of the boxes on the side toward the statement you choose, depending on how much your friends encourage you to do that (“a little,” “somewhat” or “a lot”). If you think there’s no pressure from friends to do any of the statement, mark on the middle (“no pressure”) box.

No		No influence (0)	Little (1)	Somewhat (2)	A lot (3)
1	Study hard or do your homework, etc				
2	Be social, do things with other people				
3	Not try to be “tough,” stay out of fights, etc				
4	Try to do what your parents want you to do				
5	Not to drink beer or liquor				
6	Do many things with your family				
7	Not to be part of one or more of the “crowds” at school.				
8	Not go to school dances or mixers				
9	Get home by the time your parents say you should be				
10	Wear the same types of clothes your friends wear				
11	Not to smoke cigarettes				
12	Spend your free time with your friends				
13	Not shoplift or steal anything				
14	Be as smart as you can be				
15	NOT ask your friends who you should go out with boys /girls (opposite sex)				

16	Be liked by teachers				
17	Wear your hair different than friends				
18	Go out only with someone your friends say is okay to date				
19	Show respect for adults				
20	Not cut classes or skip school				
21	Do what your parents tell you to do				
22	Have the SAME opinion about things as your friends do				
23	Try to get good grades				
24	Not "trash" things or vandalize property				
25	Tell your parents where you go and what you do				
26	Listen to the music, groups your friends think are good				
27	Get along well with your parents				
28	Stay home on weekends				
29	Be nice to teachers				
30	Do things not to impress members of the opposite sex				

Appendix III: The Amharic version of Responsibility Behavior Scale

አዲስ አበባ ዩኒቨርሲቲ

የሥነ-ትምህርት እና ባህሪ ይጥናት ኮሌጅ

የሳይኮሎጂ ትምህርት ቤት

በሁለተኛ ደረጃ እና መሰናዶ ትምህርት ቤት ተማሪዎች የሚሞላ የጽሑፍ መጠይቅ

መግቢያ

የዚህ የጽሑፍ መጠይቅ ዋና ዓላማ ወጣቶች (የሁለተኛ ደረጃ እና መሰናዶ ትምህርት ቤት ተማሪዎች) እርስዎ ላይ የሚኖሩት ግንኙነት አንድ ንገር ለማድረግ ወይም ላለማድረግ የሚደርስባቸውን ደኛዎቹ ተጽዕኖ ወይም ግፊት እና ኃላፊነት የመሸከም ባህሪ ያላቸው (አንድ ሰው ለራሱ የሚሰማው ኃላፊነት፣ ለእኩሮቹ የሚሰማው ኃላፊነት እና ለማህበረሰብ፣ ለት/ትቤት ወይም ለአገር የሚሰማው ኃላፊነት) ዝም ድና በማየት መረጃ ማግኘት ነው። በመሆኑም አንተ/ቺ ለዚህ ዓላማ ከተመረጡ ተማሪዎች አንዱ/ዳኒህ/ሽ። ስለዚህ በተጠቀሰው ጉዳይ ላይ መረጃን ለመሰብሰብ በግል የሚሞላ የየራሳቸው መመሪያ ያላቸው ሁለት የጽሑፍ መጠይቆች ተዘጋጅተዋል።

እያንዳንዱን የጽሑፍ መጠይቅ ከመሙላት ህ/ሽ በፊት መመሪያውን እንድታነብና/ቢናከጥናቱ አስተባባሪዎች የሚሰጠውን መግለጫ በሚገባ በማድመጥ የጽሑፍ መጠይቁን እንድትሞላ/ዩ እጠይቃለሁ። ፡ይህንን የጽሑፍ መጠይቅ በግልጽ ነት እና በአግባቡ እንድትሞላ/ዩ በትህትና እጠይቃለሁ። የምትሰጠው/ጨው መረጃ በሚስጥር የሚያዝና ለጥናታዊ ዓላማ የሚውል ነው።

ለትብብራችሁ በቅድሚያ አመሰግናለሁ።

ክፍል አንድ፡ የግል መረጃ

1. ጾታ _____
2. ዕድሜ _____
3. የክፍልደረጃ _____

ክፍልሁለት፡ መመሪያ

ከዚህበታች የተለያዩ ባህሪያት ንግልጽ የሚችሉ ዝርዝር ዓረፍተነገሮች ቀርበዋል፤ ለመልሶች ሁሉ አራት አማራጮች ተሰጥተዋል። እነሱም

- 4= “በጣም አስማማለሁ”፤
- 3= “አስማማለሁ”፤
- 2= “አልሰማማም” እና
- 1= “ፈጽሞ አልሰማማም”

በመሆኑም እያንዳንዱን ዓረፍተነገር በማንበብ ከተሰጡት አማራጮች ይህን “√” ምልክት በማድረግ ስምዎን ትመጠንህን/ሽንግሉን/ጫ።

ተ. ቁ	ባህሪያት የሚያረፍተነገር	4	3	2	1
1	ከጓደኞቼ የተዋሰኑት ጉዳዮች መመለስ ለሰዓት አልመልስም				
2	ደብተሮቼን ንጹሕ እንዲሆኑ እንዲያበላሹ ሽፋን አደርግላቸዋለሁ				
3	ጓደኞቼ የልብ ስነ ጥናት እንዲያጠብቁ ግዜ ይነግሩኛል				
4	ብዙ ጊዜ በክፍል ውስጥ ያሉትን ወንበር እና ጠረጴዛ ለማበላሸት ቀጣለሁ				
5	ትምህርት ቤት ሲሆን ደብተሮቼን እጥላቸዋለሁ				
6	የትምህርት ቤታችን አጥር ፈርሶባቸው ይሆናል				
7	የእኔ መጽሐፍት ከጠፋ የጓደኞቼም ለጠፋ ደስ ይለኛል				
8	ከቤተሰቦቼ የተሰጠኝ የትምህርት መሳሪያዎች በመሸጥ ዝብት እዝናና በታለሁ				
9	የጓደኛዬ ዕድሜ ሲጠጋቀስ ለማንም አለናገርም				
10	በትምህርት ቤት ግድግዳ ላይ ስዕሎችን እና መስመሮችን መሳሰል ደስ ይለኛል				
11	የለበስኩት ልብ ስራ ሽሽ ደስ ይለኛል፤ ምክንያቱም እንደ ቀይር ይፈቀድልኛል				
12	የጓደኞቼ ዕድሜ ሲጠጋቀስ ለማንም አለናገርም				
13	የስፖርት ወይም የትምህርት ቁሳቁሶችን ለመግዛት ካለቻልኩ በመስረቅ ወይም በማታለል ዝንብ ባገኝ ምንም አይደለም				
14	ጓደኞቼ በትምህርት ደካማ ሆኑም አረዳቸውም				

15	አስተማሪዎችን የቤት ሥራ መሥራታችንን እና አልመሥራታችንን የማይከታተል ከሆነ የቤት ሥራ ይን አልሰራም				
16	መልካም ስራ ሰርጭ ሀገራን ማስጠራት አፈልጋለሁ				
17	የምሰራው ሥራ ሕዝብን የሚጠቅም ቢሆን ደስ ይለኛል				
18	ጓደኞቼን የሚሰድቡ፣ የሚዋርዱ ወይም የሚያንቋሽሹ ሰዎችን አጠላለሁ				
19	እኔም ሆነ ከጥቅም ላይ የሚውሉ ጓደኞቼ ማሰብ ያለብን ስለራሳችን ክፍልን ጽሕፍት ብቻ ነው።				
20	ትልቅ ሰው ስሆን ምንም ዓይነት ሰው መሆን እንዳለብኝ አስባለሁ				
21	የበላሁ በትንሹ ለማጠብ አልፈልግም				
22	ያለፈቃድ ከትምህርት ቤት የሚቀሩ ተማሪዎች መቀጣት ይኖርባቸዋል				
23	ሁኔታዎች ካላስገደዱኝ በስተቀር ከትምህርት ቤት አልቀርም				
24	ብዙ ገንዘብ ቢኖረኝ ለእኔ የሚያስፈልገኝን አሟላበታለሁ እንጂ ስለሌላው አያገባኝም				
25	ለእኔ ያለኝ ሁሉ ጓደኞቼ ቢኖራቸው ደስ ይለኛል				
26	የትምህርት ቤት ጽዳት ቀን ብዙ ተማሪዎች ስለሚመጡ እኔና ጓደኞቼ ተደብቀን የፈለግነውን ብንሰራ ደስ ይለኛል				
27	የምፈልጋቸውን ሐሳቦች የያዙ ገጾችን ከመጽሐፍት ላይ እቀዳለሁ				
28	በሰፊ ራሳችንን በሚደረጉ ድል ድይ ሥራዎች፣ በዮችን ማጽዳት ሥራዎች ላይ መሳተፍ ደስ ይለኛል				
29	አስተማሪ ከክፍል ሲቀርብ ማምደስ ይለኛል				
30	አንድ ላይ ሆነን ማጥናት እንድንችል በሚቀጥል ወግ መትምክን ጓደኞቼ ጋር አንድ ክፍል ብንሆን ደስ ይለኛል				
31	ትልቅ ሰው ስሆን ሀላፊነት ስለሚበዛብኝ ልጅ/ወጣት ሆኖ መቅረትን እመርጣለሁ				
32	ከክፍል ወደ ክፍል ለልጁ እንጂ ጓደኞቹ በክፍል ደረጃ ቢበልጡኝ ምግድ የለኝም				
33	ጥሩ የሆነ ነገር ሳገኝ ከጓደኞቼ ተደብቄ ብጠቀም በትእመርጣለሁ				
34	እኔ የገባኝን ነገር ለሌሎች ማስረዳት አልፈልግም። ምክንያቱም ካስረዳኝ ጌቶች እኔን ይበልጡኛል።				
35	ጓደኞቼ ታመው ከትምህርት ቤት ቢቀሩ በምችለው ሁሉ እረዳቸዋለሁ				
36	ጓደኞቼ ገንዘብ ባይኖራቸው እና እኔ ቢኖረኝ በጋራ እንጠቀማለን				

Appendix IV: The Amharic Version of peer pressure Inventory

ክፍል አንድ፡ መመሪያ

ከዚህ በታች ከጓደኞችህ/ሽ

የሚደርስብህን/ሽን ተፅእኖ ሊገልጹ የሚችሉ አዎንታዊ ዓረፍተኛ ነገሮች ቀርቦ ዋል፡፡ እያንዳንዳቸውን ዓረፍተኛ ነገር በማንበብ አብዛኛውን ጊዜ ጓደኞችህ/ሽ እንድታደርግ/ጊወይም እንዳታደርግ/ጊያሚያበረታቱህን/ሹንም ረጥ/ጪ፡፡ ምርጫህንም/ሽንም “X”

የሚለውንም ልክ ትበመጠቀም ከመረጥከው/ሽው ዓረፍተኛ ነገር ትይዩበት ቀመጡት ሳጥኖች ላይም ልክ ትአድርግ/ጊ፤ ይህም ጓደኞችህ/ሽ እንድትነገር አዎንታዊ በሆነ መልኩ እንድታደርግ/ጊወይም እንዳታደርግ/ጊምን ያህል እንደሚያበረታቱህ/ሽ (በጣም ትንሽ፣ በመጠኑ፣ በጣም ብዙ ወይም) በማለት የሚገልጹት ሳጥኖች ላይ ይሆናል፡፡

ተ.ቁ	ከጓደኞች/ሽ የሚደርሱበት/ሽ ተፅዕኖወይምግፊትምንድህል:-	ምንም	በጣም ትንሽ	በመጠኑ	በጣም ብዙ
1	ጠንክረህ/ሽ እንድታጠና/ኚ ወይምየቤትሰራእንድትሰራ/ሪያደርግሃል/ሻል				
2	ከሌሎችሰዎችጋርተግባቢእንድትሆን/ኚ እና ተባብረህ/ሽ እንድትሰራ/ሪ ያደርግሃል/ሻል				
3	ሃይለኛእንዳትሆን/ኚ፤ ከጥልእንድትርቅ/ቂ ወዘተያደርግሃል/ሻል				
4	ወላጆችህ/ሽ እንድታደርግ/ሪ የሚፈልጉትንነገርእንድታከናውን/ኚ ያደርግሃል/ሻል				
5	ቢራወይምአልኮሎምጠጥእንዳትጠጣ/ጪ ያደርግሃል/ሻል				
6	ከቤተሰቦችህ/ሽ ጋርበመሆንብዙነገሮችእንድትሰራ/ሪ ያደርግሃል/ሻል				
7	በትምህርትቤትውስጥከሚገኙቡድኖችአባልእንዳትሆን/ኚ ያደርግሃል/ሻል				
8	የትምህርትቤትየጭራራ ፕሮግራም ላይእንድትገኝ/ኚ ያደርግሃል/ሻል				
9	ወላጆችህ/ሽ ባስቀመጡትየሰዓትገደብመሰረትወደቤትእንድትገባ/ቢ ያደርግሃል/ሻል				
10	ጓደኞችህ/ሽ የሚልብሱትንየልብስአይነትእንድትለብስ/ሽ ያደርግሃል/ሻል				
11	ሲጋራእንዳታጨስ/ሽ ያደርግሃል/ሻል				
12	የእረፍትጊዜንከጓደኞችህ/ሽጋርእንድታሳልፊያደርግሃል/ሻል				
13	ምንምአይነትስርቆትእንዳትፈጽም/ሚ ያደርግሃል/ሻል				
14	በተቻለአቅምሁሉንበዝተማሪእንድትሆን/ኚ ያደርግሃል/ሻል				
15	ከተቃራኒጾታጋርእንዳታሳልፍ/ፊ ያደርግሃል/ሻል				
16	በመምህራንእንድትወደድ/ጂ ያደርግሃል/ሻል				
17	ከጓደኞችህ/ሽ ጋርየሚመሳሰልየፀጉርአያያዝእና አበጣጠር እንዲኖርህ/ሽ ያደርግሃል/ሻል				
18	ጓደኞችህ/ሽ ከመረጡልህ/ሽ ተቃራኒጾታጋርእንድትሆን/ኚ ያደርግሃል/ሻል				
19	ታላላቆችህን/ሽእንድታከብር/ሪ ያደርግሃል/ሻል				
20	ክፍልትተህ/ሽ እንዳትወጣ/ጪ ወይምከትምህርትቤትእንዳትቀር/ሪ ያደርግሃል/ሻል				
21	ወላጆችህ/ሽ የሚያዙህን/ሽንትአዛዝእንድትሰራ/ሪ ያደርግሃል/ሻል				
22	በተለያዩጉዳዮችላይከጓደኞችህ/ሽ ጋርተመሳሰላላባብእንድትጋ ራ/ሪ ያደርግሃል/ሻል				
23	በትምህርት/ሽ ጥሩወጤትለማግኘትእንድትጥር/ሪ ያደርግሃል/ሻል				
24	ግድግዳላይመጻፍ፣መስኮትመስበርወዘየመሳሰሉትድርጊቶችላይእንዳትሳተፍ/ፊ ያደርግሃል/ሻል				
25	የምትሄድበትን/ጅበትንቦታም ሆነ ወሎህን/ሽንበተመለከተለወላጆችህ/ሽ እንድታሳውቅ/ቂ ያደርግሃል/ሻል				
26	ጓደኞችህ/ሽ የሚወዱትንሙዚቃወይምቡድንእንድትሰማ/ሚ ያደርግሃል/ሻል				
27	ለወላጆችህ/ሽ አስቸጋሪእንድትሆን/ኚ ያደርግሃል/ሻል				
28	በእረፍትቀናትከጓደኞችህ/ሽ ጋርወጥተህ/ሽ እንድትዝና/ኚ ያደርግሃል/ሻል				
29	ከመምህራንጋርጥሩተግባብትእንዲኖርህ/ሽ ያደርግሃል/ሻል				
30	የተቃራኒጾታአባላትትኩረትለመሳብየተለያዩሥራዎችእንዳትሰራ/ሪ ያደርግሃል/ሻል				

Appendix V: SPSS Output

Frequency Tables

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	176	53.2	53.2	53.2
	Male	155	46.8	46.8	100.0
	Total	331	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	7	2.1	2.1	2.1
	15	70	21.1	21.1	23.3
	16	99	29.9	29.9	53.2
	17	83	25.1	25.1	78.2
	18	50	15.1	15.1	93.4
	19	20	6.0	6.0	99.4
	21	2	.6	.6	100.0
Total		331	100.0	100.0	

Grade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	93	28.1	28.1	28.1
	10	103	31.1	31.1	59.2
	11	58	17.5	17.5	76.7
	12	77	23.3	23.3	100.0
	Total	331	100.0	100.0	

One Sample t-test Results

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
peer responsibility	324	30.4259	5.56171	.30898

One-Sample Test

	Test Value = 32.5					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
peer responsibility	-6.713	323	.000	-2.07407	-2.6819	-1.4662

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Personal responsibility	328	28.3872	5.13125	.28333

One-Sample Test

	Test Value = 32.5					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Personal responsibility	-14.516	327	.000	-4.11280	-4.6702	-3.5554

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
community responsibility	331	23.2538	3.68481	.20254

One-Sample Test

	Test Value = 25				
	T	df	Sig. (2-	Mean	95% Confidence Interval of the Difference

			tailed)	Difference	Lower	Upper
community responsibility	-8.622	330	.000	-1.74622	-2.1446	-1.3478

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
responsibility overall	321	81.8910	11.27375	.62924

One-Sample Test

	Test Value = 90					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
responsibility_overall	-12.887	320	.000	-8.10903	-9.3470	-6.8711

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
peer_pressure	304	73.7730	15.13038	.86779

One-Sample Test

	Test Value = 45					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
peer_pressure	33.157	303	.000	28.77303	27.0654	30.4807

Independent samples t-test Tables

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
peer_responsibility	Female	171	29.5146	3.84915	.29435
	Male	153	31.4444	6.86897	.55532
Personal_responsibility	female	176	27.2045	4.42889	.33384
	Male	152	29.7566	5.54691	.44991
community_responsibility	female	176	22.4716	3.38219	.25494
	Male	155	24.1419	3.82140	.30694

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	
peer_responsibility	13.941	.000	Equal variances assumed	322	.002	-1.92982	.61048	-3.13086	-.72879	
			Equal variances not assumed	232.967	.002	-1.92982	.62851	-3.16812	-.69153	
Personal_responsibility	4.188	.042	Equal variances assumed	326	.000	-2.55203	.55121	-3.63642	-1.46765	
			Equal variances not assumed	287.776	.000	-2.55203	.56024	-3.65473	-1.44934	
community_responsibility	2.078	.150	Equal variances assumed	329	.000	-1.67034	.39594	-2.44923	-.89146	
			Equal variances not assumed	309.958	.000	-1.67034	.39901	-2.45546	-.88523	

	Sex	N	Mean	Std. Deviation	Std. Error Mean
peer_pressure	Female	163	73.0368	14.86602	1.16440
	Male	141	74.6241	15.43953	1.30024

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
Peer pressure	Equal variances assumed	.026	.872	-.912	302	.363	-1.58730	1.74062	-5.01258	1.83798
	Equal variances not assumed			-.909	292.19	.364	-1.58730	1.74541	-5.02247	1.84786

Group Statistics

	grade level	N	Mean	Std. Deviation	Std. Error Mean
peer_pressure	9-10 (secondary)	177	73.2486	13.54015	1.01774
	11-12 (preparatory)	127	74.5039	17.13201	1.52022

		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
peer_pressure	Equal variances assumed	5.977	.015	-.713	302	.476	-1.25535	1.76097	4.72067	2.20997
	Equal variances not assumed			-.686	231.030	.493	-1.25535	1.82944	4.85988	2.34918

Group Statistics

	grade level	N	Mean	Std. Deviation	Std. Error Mean
peer_responsibility	9-10 (secondary)	195	30.6000	5.82246	.41695
	11-12 (preparatory)	129	30.1628	5.15356	.45375
Personal_responsibility	9-10 (secondary)	195	27.9897	4.27892	.30642
	11-12 (preparatory)	133	28.9699	6.14341	.53270
community_responsibility	9-10 (secondary)	196	22.7806	3.43404	.24529
	11-12 (preparatory)	135	23.9407	3.93371	.33856

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
peer_responsibility	Equal variances assumed	.946	.331	.692	322	.489	.43721	.63171	-.80559	1.68001
	Equal variances not assumed			.709	296.124	.479	.43721	.61623	-.77553	1.64995
Personal_responsibility	Equal variances assumed	22.451	.000	-1.704	326	.089	-.98018	.57538	-2.11212	.15175
	Equal variances not assumed			-1.595	217.594	.112	-.98018	.61454	-2.19140	.23104
community_responsibility	Equal variances assumed	4.183	.042	-2.845	329	.005	1.16013	.40777	-1.96229	-.35796
	Equal variances not assumed			-2.775	261.992	.006	1.16013	.41808	-1.98335	-.33691

Group Statistics

	grade level	N	Mean	Std. Deviation	Std. Error Mean
peer_pressure	9-10 (secondary)	177	73.2486	13.54015	1.01774
	11-12 (preparatory)	127	74.5039	17.13201	1.52022

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	
peer_pressure	Equal variances assumed	5.977	.015	-.713	302	.476	-1.25535	1.76097	4.72067	2.20997
	Equal variances not assumed			-.686	231.030	.493	-1.25535	1.82944	4.85988	2.34918

Group Statistics

	grade level	N	Mean	Std. Deviation	Std. Error Mean
responsibility_overall	9-10 (secondary)	194	81.3454	10.52258	.75548
	11-12 (preparatory)	127	82.7244	12.32991	1.09410

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	
responsibility_overall	Equal variances assumed	10.617	.001	-1.072	319	.285	1.37905	1.28652	3.91019	1.15209
	Equal variances not assumed			-1.037	239.282	.301	1.37905	1.32959	3.99824	1.24014

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
responsibility_overall	Female	171	78.9474	8.70447	.66565
	Male	150	85.2467	12.85434	1.04955

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	
Responsibility overall	Equal variances assumed	16.269	.000	-5.194	319	.000	-6.29930	1.21292	-8.68563	-3.91297
	Equal variances not assumed			-5.068	256.58	.000	-6.29930	1.24284	-8.74676	-3.85184

Correlation Results

Descriptive Statistics

	Mean	Std. Deviation	N
peer_responsibility	30.4259	5.56171	324
Personal_responsibility	28.3872	5.13125	328
community_responsibility	23.2538	3.68481	331
responsibility_overall	81.8910	11.27375	321
Age	16.51	1.261	331

Correlations

		peer_responsibility	Personal_responsibility	community_responsibility	responsibility_overall	age
peer_responsibility	Pearson Correlation	1	.433**	.349**	.800**	.047
	Sig. (2-tailed)		.000	.000	.000	.396
	N	324	321	324	321	324
Personal_responsibility	Pearson Correlation	.433**	1	.495**	.825**	.156**
	Sig. (2-tailed)	.000		.000	.000	.005
	N	321	328	328	321	328
community_responsibility	Pearson Correlation	.349**	.495**	1	.718**	.132*
	Sig. (2-tailed)	.000	.000		.000	.016
	N	324	328	331	321	331
responsibility_overall	Pearson Correlation	.800**	.825**	.718**	1	.125*
	Sig. (2-tailed)	.000	.000	.000		.025
	N	321	321	321	321	321
Age	Pearson Correlation	.047	.156**	.132*	.125*	1
	Sig. (2-tailed)	.396	.005	.016	.025	
	N	324	328	331	321	331

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

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

Descriptive Statistics

	Mean	Std. Deviation	N
peer_responsibility	30.4259	5.56171	324
Personal_responsibility	28.3872	5.13125	328
community_responsibility	23.2538	3.68481	331
responsibility_overall	81.8910	11.27375	321
peer_pressure	73.7730	15.13038	304

Correlations

		peer_responsibility	Personal_responsibility	community_responsibility	responsibility_overall	peer_pressure
peer_responsibility	Pearson Correlation	1	.433**	.349**	.800**	.117*
	Sig. (2-tailed)		.000	.000	.000	.044
	N	324	321	324	321	297
Personal_responsibility	Pearson Correlation	.433**	1	.495**	.825**	.113
	Sig. (2-tailed)	.000		.000	.000	.051
	N	321	328	328	321	301
community_responsibility	Pearson Correlation	.349**	.495**	1	.718**	.210**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	324	328	331	321	304
responsibility_overall	Pearson Correlation	.800**	.825**	.718**	1	.161**
	Sig. (2-tailed)	.000	.000	.000		.006
	N	321	321	321	321	294
peer_pressure	Pearson Correlation	.117*	.113	.210**	.161**	1
	Sig. (2-tailed)	.044	.051	.000	.006	
	N	297	301	304	294	304

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

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

Descriptive Statistics

	Mean	Std. Deviation	N
Age	16.51	1.261	331
peer_pressure	73.7730	15.13038	304

Correlations

		Age	peer_pressure
Age	Pearson Correlation	1	.052
	Sig. (2-tailed)		.369
	N	331	304
peer_pressure	Pearson Correlation	.052	1
	Sig. (2-tailed)	.369	
	N	304	304

Regression Results

Descriptive Statistics

	Mean	Std. Deviation	N
responsibility_overall	81.6973	11.26110	294
peer_pressure	73.8571	14.96298	294
Age	16.50	1.269	294
Grade	10.36	1.126	294
Sex	1.46	.499	294

Correlations

		responsibility_overall	peer_pressure	age	grade	sex
Pearson Correlation	responsibility_overall	1.000	.161	.100	.048	.276
	peer_pressure	.161	1.000	.063	.072	.066
	Age	.100	.063	1.000	.904	.221
	Grade	.048	.072	.904	1.000	.221
	Sex	.276	.066	.221	.221	1.000
Sig. (1-tailed)	responsibility_overall	.	.003	.043	.206	.000
	peer pressure	.003	.	.140	.110	.128
	Age	.043	.140	.	.000	.000
	Grade	.206	.110	.000	.	.000
	Sex	.000	.128	.000	.000	.
N	responsibility overall	294	294	294	294	294
	peer pressure	294	294	294	294	294
	Age	294	294	294	294	294
	Grade	294	294	294	294	294
	Sex	294	294	294	294	294

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	sex, peer pressure, age, grade	.	Enter

a. Dependent Variable: responsibility_overall

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.334 ^a	.112	.100	10.68566	.112	9.102	4	289	.000	1.757

a. Predictors: (Constant), sex, peer pressure, age, grade

b. Dependent Variable: responsibility overall

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4157.067	4	1039.267	9.102	.000 ^b
	Residual	32998.991	289	114.183		
	Total	37156.058	293			

a. Dependent Variable: responsibility overall

b. Predictors: (Constant), sex, peer pressure, age, grade

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations			Collinearity Statistics		
		B	Std. Error				Beta	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	52.061	9.365		5.559	.000						
	peer pressure	.110	.042	.146	2.617	.009	.161	.152	.145	.992	1.008	
	Age	2.516	1.155	.283	2.179	.030	.100	.127	.121	.182	5.505	
	Grade	-2.773	1.301	-.277	-2.131	.034	.048	-.124	-.118	.181	5.511	
	Sex	5.980	1.285	.265	4.654	.000	.276	.264	.258	.946	1.057	

a. Dependent Variable: responsibility overall

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant)	peer pressure	age	grade	sex
1	1	4.881	1.000	.00	.00	.00	.00	.00
	2	.082	7.716	.00	.05	.00	.00	.96
	3	.031	12.597	.01	.88	.00	.01	.03
	4	.006	29.408	.49	.07	.00	.13	.00
	5	.001	84.212	.50	.00	.99	.86	.00

a. Dependent Variable: responsibility overall

