



**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**SCHOOL OF PSYCHOLOGY**

*Family Functioning, Peer Pressure and Aggression: In Some Selected High Schools in Shaggar  
City, Burayyu Administration*

IFA EBISA

June, 2023

Addis Ababa, Ethiopia

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A Thesis Submitted to the School of Psychology, College of Education and Behavioral Studies, Addis Ababa University in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Social Psychology

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## **ACRONYMS**

FF= Family Functioning

PP= Peer Pressure

AG= Aggression

GAM= General Aggression Model

FAD= Family Assessment Device

FES= Family Environment Scale

## ABSTRACT

*The objective of this study was to examine the association among family functioning, peer pressure, and aggression in selected high schools in Shaggar City, Burayyu Administration. A sample consisting of 372 adolescents (225 females and 147 males) ranging in age from 15 to 25 years was randomly selected from four schools through stratified random sampling and simple random sampling method. The participants responded to the Family Assessment Device (FAD), the Peer Pressure Scale and Modified Aggression Scale. Descriptive analysis (frequency, mean, and standard deviation) and inferential statistics (Pearson correlation, linear regression, independent t-test, and one-way ANOVA) were used to analyze quantitative data, and thematic analysis was used to analyze qualitative data. The findings showed that (1) there was moderate level of aggression, and family functioning while peer pressure was high level among the students. (2) According to the correlation's findings, aggression and peer pressure are significant, positive, and strongly correlated. In addition, there was a significant, negative, and weak relationship between family functioning and aggression. (3) Peer pressure accounted for 76.5% of the variance in aggression. (4) The ANOVA's results showed there was a statistically significant difference in family functioning with respect to the educational level of the mothers of the respondents. Likewise, there was a difference that was statistically significant in peer pressure with respect to the father's occupation among respondents. The results also showed that there was a difference that was statistically significant in peer pressure and aggression with respect to income. The implications of the study were discussed.*

Key Words: Family Functioning, Peer Pressure, Aggression, Adolescent

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

In today's world, aggression appears as one of the top global concerns. Since World War II, the aggression rate has climbed rather than decreased in many developed and developing countries. This demonstrates that aggressive conduct is on the rise globally, particularly among adolescents. According to Hubbard, McAuliffe, Morrow, and Romano (2010), aggressive behaviors are major issues in childhood and adolescence, and a variety of factors support their development (Coie & Dodge, 2006).

In Africa, aggressive behavior is prevalent. According to Chukwujekwu (2011), the percentage of students engaging in aggressive behavior ranged between Nigeria and South Africa, from 27.6% to 65.5% (Stols et al., 2013). Physical fighting among Egyptian students was one of their biggest problems. Youssef et al. (1999) found that 4.4% of students who went to the emergency room at the students' hospital in Alexandria needed care for injuries they had received in physical fights. Aggressive behavior has been prevalent in Ethiopia. According to Tadele Fayso (2019), fighting, bullying, and indirect aggression are the main problems among high school students in Meskan woreda. Majority of secondary school pupils in Ethiopia, according to Teshome (2013), do not act in accordance with expected school rules and regulations. Due to this, student behavior issues have emerged as challenges of educational system and have had a significant negative impact on the learning process, especially at the level of high school. Apart from education, the problem challenges the peaceful coexistence of Ethiopians. As a result, aggressive behavior is a problem of peaceful co-existence among nations and nationalities in Ethiopia. Aggression has been studied along with different variables. For example, aggression and peer pressure, aggression and parenting style, aggression and self-efficacy, aggression and school functioning, and aggression and substance use. The present study focuses on the relationship among family functioning, peer pressure and aggression.

Every person's physical and mental development depends heavily on the family, which is the basic societal unit. The ability of the social system to function normally is thus significantly influenced by family. As a result, a family's function is determined by both social necessity and internal characteristics (Dia- & Wang, 2015). The social and structural elements of the entire family environment are referred to as family functioning. Family functioning refers to how members interact and relate to one another, with particular emphasis on the level of unity and conflict, liveness, and efficiency. Healthy family functioning can occur in a home environment characterized by open communication, well clear roles, coherence, and sound emotion regulation. Families who encounter a lot of fight, chaos, and lowly emotional and behavioral control, on the other hand, tend to function poorly as a unit (Alderfer, 2008). The explanations for how adolescents and their parents emulate one another have been based on theories of family functioning, particularly those that emphasize social learning. This idea sought to ascertain whether or if young people learn aggression through copying other young people, including their parents, siblings, and role models.

Peer pressure is another significant aspect in how aggressive behavior appears. Teenagers spend more time and communicate more successfully with their peers than they do at earlier developmental stages (Liu, 2005). Impacts and burdens teenagers feel from their classmates were defined as Peer pressure (Adriaansz, 2002). Unavoidably, youths seek to their peers for support, motivation, and acceptance. Peer pressure can result in both good and bad things. Peer pressure and teen aggression were found to be significant and positively correlated, according to Pung et al., (2015). According to Yavuzer et al., (2014), peer pressure is a reliable predictor of teenage aggressiveness. Peer pressure also contributes to clashes and disputes brought on by violent behavior, excessive hostility, drinking, smoking, and drug abuse. Adolescence is a transient stage of life that children experience when they reach the age when they are moving from childhood to maturity (Adeniyi & Kolawole, 2015). Because of this, people are more vulnerable to temptation in social situations. According to Bonein and Denont-Boemont (2013), people are more inclined to engage in activities like sleeping and eating during class or work hours when socializing with others.

The Social Learning Theory, among other theories like cognitive theory, script theory and behavioral theory, is pertinent to this study since it looks at how peer pressure and family functioning connect to aggressive conduct in high school kids. The Social Learning Theory asserts that people pick up social skills by participating in social interactions, observing others, and imitating what they observe. Social learning theory (Bandura, 1977; Mischel, 1973) contends that people acquire aggressive behavior as they learn other challenging social behaviors: through observation or first-hand experience. By addressing the expectations and beliefs that underpin social behavior, Bandura offers useful explanations for aggressiveness in learning theory (Anderson & Bushman, 2002). As a framework for comprehending both reactive and proactive aggression and violence, Anderson and Bushman (2002) combined some of the aforementioned theories on aggression (such as the cognitive neo-association theory, the social learning theory, the script theory, the social interaction theory, and the excitation transfer theory) into one social cognitive model, the General Aggression Model (GAM). The General Aggression Model (GAM) developed by Anderson & Bushman (2002), incorporates older concepts, accounts for the broadest range of hostile events. GAM investigates the biological, social, cognitive, psychological, and developmental influences on aggressive behavior. As stated by GAM's proximal practices, individual and environmental factors have an impact on thoughts, feelings, and arousal, that in turn have an impact on decision-making processes, which have an impact on behavioral results like aggressive or nonaggressive. Aggression in range of environments, such as the influences of media aggression, marital aggression, intergroup aggression, the effect of temperature and pain, and the implications of worldwide climate change, have all been understood using GAM. The consequences of peer pressure on reckless behavior, such as regular khat usage and dangerous sexual behavior have been the subject of numerous researches in the Ethiopian context (Amsale and Yemane, 2012). Achenef et al., (2017) meta-analysis of 31 researches with 43,695 respondents found that the main factor associated with an increase in risky sexual behaviors was peer pressure. Research findings on the relationship among family functioning, peer pressure, and aggression were very rare in Ethiopia. Therefore, the objective of the study is to examine the relationship among family functioning, peer pressure, and aggression among some selected high school students in Shaggar City, Burayyu Administration.

## **1.2 Statement of the Problem**

Aggression in Oromia region, Shaggar City, Burayyu Administration is widespread according to researcher observation and some documents. As a researcher who taught in one of Shaggar City's high schools from 2010 to 2013, he observed aggressive behavior among students, teachers and parents. As he has been observed, some students were drop out of the school because of aggressive behavior. Therefore, aggression is the major problem that needs a solution in the Shaggar City, Burayyu Administration. The Burayu conflict was a series of inter communal conflicts that took place from September 14 to September 16, 2018, in the Oromia region of Ethiopia, in the former Burayu city. The fight between some people from Oromo and some Southern Peoples (nations) clashed in and around Burayu town in Oromia region. Some peoples from Oromo and Southern people civilians were slain in numbers, and others were detained as well (Nizar Manek and Ermias TASFAYE, 2018). Due to this problem, many people lost their lives and were injured, a lot of materials were damaged, the economy of the town declined, many young people were jailed and social cohesion was declined.

Burayu was one of the strategically targeted and quickly expanding regions, and it occasionally saw strikes and protests, according to Abebe (2018). Additionally, it is under intense social, political, and economic pressures that could trigger aggressive conduct. There were demonstrations going on around Burayyu from time to time. Many people were arrested and properties were destroyed. Particularly, lack of social justice leads them to aggression. Students are participating in the situation because they model the behavior around them. Further, Ayele (2006) conducted a study Merty and Wonji secondary schools in Ethiopia and found a wide range of disciplinary issues as well as contributing causes of student misconduct. Consequently, about eighteen different sorts of often observed student behavioral issues that have been discovered, with the first five being the most problematic ones: tardiness, truancy, exam cheating, disruptive behavior in the classroom, and failure to complete homework. The following issues received the second-highest ranking: lack of respect for teachers, aggressive among classmates, pressure or coercion, calling teachers by their first or last names, and violating the commands.

Furthermore, research conducted in our country, notably in Addis Abeba, by Asfaw (2016), Debisa (2015), Beyene (2016), and Trunesh (2015) reveals that behavioral issues are viewed as disciplinary issues, and they encouraged the schools to follow their rules and regulations firmly. Results from Oromia (Gemachu, 2010) demonstrate a significant and positive correlation between participant bullying behavior and peer group influence. This suggests that when there is more peer pressure, individuals behave more like other peers. Students also endanger one another as a result of insufficient parental supervision, as well as other prejudices and preconceptions that have evolved in society at large and in the households of school-age teenagers in particular. This refers that family functioning is correlated with aggressive behavior. A study on marital disagreement (family situation) and aggression in teenagers was done by Cummings et al. in 2004, conflict was found to be linked to children's immediate aggressive responses, which results in aggression and negativity in kids.

Between the ages of 16 and 18, Allen et al. (2012) found that teenagers who had a stable attachment to their parents had good social perception, while those who had an insecure attachment to their parents demonstrated an increase in violence. It was shown that peer influence, specifically through connections, interactions, communications, linkages, and control within peer groups, was a key component in the frequent observations of adolescent aggressiveness. Adolescent students are regularly exposed to peer norms and beliefs that are more likely to promote aggressive conduct during social interactions with peers (Alгаа, 2000). According to the majority of peer pressure research (Brown, Clasen, & Eicher, 1986), teenagers who engage in antisocial behavior are expected to do so.

Despite the high incidence of aggression in Shaggar City, Administration, no studies on aggression have been done, especially on the connection among family functioning, peer pressure, and aggression among high school students in Shaggar City, Burayyu Administration. Due to this gap in knowledge, the researcher is interested in examining the relationships among aggression, peer pressure, and family functioning among high school pupils in Shaggar City, Burayyu Administration.

Based on problems presented above, the next leading research questions were prepared;

1. What is the level of family functioning, peer influences and aggression among high school students?
2. What is the nature of the relationship among family functioning, peer pressure and aggression?
3. To what extent does family functioning and peer pressure contribute to aggression independently?
4. Are there statistically significant differences in family functioning, peer pressure and aggression with respect to demographic variables?

### **1.3. Objective of the Study**

The general objective of this study was to examine the relationship among family functioning, peer pressure, and aggression in some selected secondary schools in Shaggar City, Burayyu Administration. Specifically, the study was to:

- Identify the level of family function, peer pressure and aggression.
- Identify the relationship among family functioning, peer pressure and aggression of students
- Examine the independent and joint contribution of family functioning and peer pressure to aggression.
- Examine differences in family functioning, peer pressure and aggression with respect to demographic variables

### **1.4 Operational Definitions of Terms and Constructs**

**Aggression:** aggression is defined in this study as any type of activity carried out by someone whose immediate purpose is to injure another person who wishes to avoid such harm as measured by the modified Aggression Scale developed ( Orpinas, 1993)

**Family:** is a group of two or more individuals who reside together, have a kid or children in common, and who are connected by blood, marriage, adoption, or other consensual partnerships (Bahadur & Dhawan, 2008)

**Family functioning:** is family members' well-being and performance in terms of problem-solving, communication, roles, emotional engagement, emotional responsiveness, behavior control, and overall functioning as measured by Epstein et al., (1983) McMaster Family Assessment Device.

**Family Structure:** Family Structure is defined as the parental union status in a household (Crossnoe & Cavanaugh, 2010).

**Peer:** Peers are described as persons who are similar to one another in terms of their age, upbringing, and social standing (Guzman, 2007).

**Peer pressure:** is the deliberate encouragement of others to change their attitudes, values, or behaviors in order to conform to the norms of their peers as measured by Peer Pressure Questionnaire ( Sunil Saini & Sandeep Singh, 2016).

In this study, aggression is considered a dependent variable, while family functioning and peer pressure are regarded as independent variables.

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

Results of the study will have theoretical and real-world implications. In terms of practical implications, this study's findings may allow government agencies and multi-sectorial responses to put into place prevention education initiatives that specifically target the violent tendencies of this demographic. Additionally, this discovery is significant because it makes institutional counselors and teachers aware of their obligations to monitor and supervise their children by emphasizing how pressure and family functioning play a significant part in aggressive conduct peer. This is crucial to reducing students' aggressive conduct. The study will also be useful for social psychologists and others who provide guidance and counseling to students by identifying the degree to which peer and family functioning influence students' violent behavior and encouraging non-violent behavior in students. Through the delivery of nonviolence education and training, this will also encourage the institution to address the issue of the prevalence of aggressive conduct among students and develop a mitigating mechanism to reduce its effects.

With regard to its practical relevance, current study will be beneficial in developing instruction for kids on how to defend themselves against any violent behavior and in raising awareness of peer pressure to foster abilities for resisting peer pressure. College students in the research area will benefit from the introduction of youth-friendly reproductive health services thanks to this study. As a result, this study will present the current status of student aggression, and the many parties involved in high school aggression will use the findings to take the necessary action. Lastly, the findings of this study will help as a guide for future academics who are interested in carrying out research on this topic.

### **1.6. Scope of the Study**

The relationship among family functioning, peer pressure and aggression was the focus of this study. Additionally, this study was restricted to selected high schools in Shaggar City. For the purposes of this study, Shaggar City was chosen for a variety of reasons. First, the researcher observed family functioning, peer pressure and its effects on students' aggressive conduct when he was employed at a high school in Shaggar City.

Second, the researcher observed that most parents in the neighborhood worked as factory employees or as merchants, were largely illiterate, and had busy daily schedules that made it challenging for them to supervise their children. This problem leads adolescents to peer influences and aggressive behavior.

Third, the researcher's has working relationship with the school administrators in the targeted area was made data collection more easily. Fourth, as personal observations of the researcher and some literature indicated aggressive behavior is more prevalent in Shaggar City than in Addis Ababa or surrounding towns. Aggression in Shaggar City manifests itself in several ways, including demonstrations, ethnic strife, political instability, property devastation, and human fatalities. These infrastructure, economic, and political issues greatly contribute to violence. High school students were chosen since they were in the crucial adolescent period. They spend the most time away from their parents at this time, which gives them plenty of chances to engage with, shape, and be shaped by their peer or classmates.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter examines the body of research on aggression, including how peer pressure and family functioning relate to it. It begins with a conceptual review—a quick overview of the empirical data on school-age teenagers aggression and the effects of peer pressure and family functioning on youths aggressive conduct. The theoretical foundation for the investigation is also presented in this chapter. The conceptual framework that served as the study's direction was then developed from a literature review.

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

##### **2.1.1 Concepts of Aggression**

An aggressive behavior is one that tends to injure, destroy, or damage something or someone. In situations involving individuals, it may be designed to cause bodily or mental harm. Conflicts among people of equal status resulted from aggressive behavior (Roland & Idsoe, 2001). The World Health Organization (WHO) stated in 2002 that "aggression, such as kicking, hostile, and biting, is a major problem for modern civilizations because the bodily, emotional, mental, and societal effects of aggressive acts are thoughtful, extensive, and long-term."

Even in modern society, aggressiveness carries a bad stigma. When under pressure, a person may exhibit aggressive behavior. But there is one area where social psychologists almost always agree: violence is a reaction to specific environmental circumstances. According to Baron and Richardson (1994), "aggressive behavior is any type of behavior geared toward harming or injuring another person (P.7).

World Health Organization (2002), defined aggression as the intentional use of force that endangers oneself or another, is directed against people or public, and causes mental and bodily harm as well as deprivation (P.23). According to Nelson (2006), there is likelihood that

aggressive behavior will be seen if there is a conflict of interests between people. Aggressive behavior, respectively, are adjectives used to describe undesirable feelings or actions.

Aggression and violence seem to be the same thing, yet violence implies more devastation and intensity. Animal behavior is less frequently described as violent as human conduct. Violence is characterized as overly negative hostility. The words "behaviors by individuals that intentionally threaten, attempt, or inflict physical harm on others" were added to Reiss and Roth's definition in 1993 (P.2). Aggression and violence can be distinguished in this situation. Violence undoubtedly includes aggression, but some types of aggression are directed for conserving and defending the individual rather than threatening or harming others.

Aggression that aims to do serious injury, such as death, is referred to as violence. Aggression is always violent, yet aggression often manifests itself nonviolently. For instance, shoving another child off of a tricycle is aggression, yet many instances of hostility do not involve violence. In this study, aggressiveness is defined as any action taken with the express purpose of harming someone who is attempting to prevent such harm as measured by the modified Aggression Scale developed by Orpinas (1993).

### **2.1.2 Instruments of Aggression**

Most research on aggression is quantitative. A few researchers looked qualitatively at aggressive behavior. Moreover, aggression was the subject of certain quantitative and qualitative studies. In this study aggression was examined on both a quantitative and qualitative level. Aggression has been assessed using a variety of techniques. Perhaps the most standard approach has been to employ rating scales that are accomplished by either the child's mother or the teacher. One well-known example of such a grading system is the Child Behavior Checklist (Achenbach, 1994).

Another popular technique for measuring aggressiveness is self-report measures, in which the participant fills out a survey to score various violent attitudes and behaviors. The Buss-Durkee Hostility Inventory (Buss & Durkee, 1957) may be the most well-known. Aggressive behavior can also be detected by observers. For instance, nurse raters evaluate 4 different types of ward

conduct in patients with mental illnesses using the Overt Aggression Scale (Yudofsky, 1986). A subtype scale that may categorize various forms of aggressiveness can also be used to quantify aggression. In recent times, Raine et al., (2004) discovered a short self-report tool (the Reactive-Proactive Aggression Questionnaire) with a reading age of 8 years can reliably and validly assess proactive and reactive aggression.

Using self-report measures, such as the Self-Reported Delinquency (Elliott et al., 1983) and the Psychopathy Checklist Revised (PCL-R), a rating scale developed to measure traits of psychopathic personality disorder, it is also possible to assess aggression and aggressive-related measures in the justice system. The clinical tool that is most frequently used to evaluate psychopathic behavior is the PCL-R (Hare, 1991). Last but not least, antagonism can be measured using medical projective tests like the Thematic Apperception Test (Murray, 1957; Wodrich & Thull, 1997).

A 71-item self-report scale called the Children's Inventory of Anger (Finch et al., 1987) gauges children's perceptions of their own anger in a variety of circumstances. Although research has revealed that there is little association between children's replies and teachers' assessments of aggressiveness, psychometric studies have demonstrated the validity and reliability of the Children's Inventory of Anger (Wolfe et al., 1987).

Another self-report test for wrath is the State Trait Anger Expression Inventory (STAXI; Spielberger, 1988a). The scale is composed of two extra trait-anger subscales (Angry Temperament and Angry Reaction) and six of the scale's 44 components: State Anger, Trait Anger, Anger-In, Anger-Out, Anger Control, and Anger Expression. The STAXI is a reliable psychometric test that is simple to administer and an excellent choice for teenagers, according to Feindler (1995).

The Children's Anger Response Checklist (CARC; Feindler, Adler, Brooks, & Bhumitra, 1993) measures the emotional, behavioral, and thought dimensions of anger in accordance with Novaco's (1975) definition of anger. This extensive checklist tests the feelings, actions, and thoughts that children and teenagers might have in response to ten imaginary incidents that might cause them to get furious. The CARC also has subscales for perceived unfairness, self-blame,

emotional reactivity, and physiological responses. In addition it has subscales for behavioral and cognitive assertiveness, behavior and thought submission, perceived unfairness, and self-blame. The CARC is a suitable tool for examining some flaws in the aggression response.

Dolan (1989) developed a high-risk behavioral assessment for parental aggressiveness. Through the use of nine objects, it gauges how frequently classmates or friends taunt, scold, or otherwise act badly toward their parents. Proactive Aggression—Fast Track (Teacher Checklist) (Dodge & Coie, 1987) generated this. It comprises six components that assess how teachers view aggressive behavior on both a proactive and reactive basis from students. Internal harmony: Reactive aggression ( $r = 0.94$ ) and proactive aggression ( $r = 0.91$ ) (Corrigan, 2003).

Buss and Perry created the BPAQ, sometimes known as the Buss-Perry Aggression Questionnaire, in 1992. There are 29 statements in it, and it asks responders to rate their agreement with each one on a 5-point Likert scale, from "strongly disagree" to "disagree," from "strongly agree" to "agree." Antagonism, fury, rage, and physical aggression make up its four subscales. Despite measuring four distinct aspects of aggression, the scale only generates one overall score. The test typically takes 12 minutes to complete, although there is no set time limit. The test-retest reliability coefficient for the complete scale was determined by the authors to be .80. The BPAQ is a short, straightforward questionnaire that has been successfully utilized in research contexts to identify aggressive behavior (Festus; Tajudeen & Owoidoho, 2011).

In this study, Modified Aggression Scale created by Orpinas (1993) and Modified by Bosworth & Espelage (1995) was adopted or used. It is well organized and established. Its name indicated that the instrument was modified. It has 22 questions and consists of four subscales: fighting, bullying, anger, cooperative/caring behavior. The item is measured on five point rating scale starting from 1 = Never, 2 = 1 or 2 times, 3=3 or 4 times, 4= 5 or more times. Researcher selected modified aggression scale from other aggression scale, because it is the most psychometrically sound of all aggression scales.

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

### **2.1.3. 1 Social Learning Theory**

The significance of seeing and imitating the behaviors, attitudes, and emotions of others was emphasized strongly in Bandura's (1977) social learning theory. This hypothesis sought to ascertain whether or not young people learn about violence through emulating other young people, such as their parents, siblings, and role models.

Aggression is induced by unpleasant stimuli and cognitive based motivation, sustained by internal and external strengthening connected to expected outcomes, and taught through social learning and encouraged performance (Bandura, 1986). Social Learning Theory is related to this study since it looks at how social pressure and familial circumstances relate to high school students' aggressive behavior. Human conduct can be taught by other people's acts, involvement, modeling the behavior of people one identifies with, and also by reacting to the results of one's own activities, claims the Social Learning Theory. The probability that a person would repeat a particular activity in the future depends on whether they receive incentives or penalties for it.

All of the social learning theory's tenets apply to this study because the majority of the interactions and activities among the students themselves have a substantial impact on their level of violence behavior in the long run. High school adolescents learn by seeing what others do, imitate the violent tendencies or orientations of those they associate with, and last but not least, respond to the repercussions of sex indulgence or abstinence by acting aggressively or not at all. Further, The General aggressiveness Model (GAM) has used to understand aggressiveness in a range of contexts, such as the effects of media violence, marital aggression, intergroup aggression, the effects of pain and temperature, and the implications of global climate change.

### **2.1.3.2 Ecological Model of Bronfenbrenners**

The other best theory to use as a tie-in with the study's variables is Bronfenbrenner's environmental models of human growth (Bronfenbrenner, 1994). Bronfenbrenner stressed the significance of a person's development and conduct being influenced by several levels of their environment. He focused primarily on how children's settings, or "micro systems," affect them. The micro system includes the child's local surroundings, including family, peers, educators, and

coworkers. The social elements inherent in the micro system have a substantial influence on children's and adolescents' pro-social predispositions (Lam, 2011). For instance, a longitudinal study (Carlo et al., 2011) revealed that adolescents' perceptions of expectations from teachers, parents, and peers for prosocial activity and their perceived threats of punishment associated to pursuing prosocially goals were pursuit as well as to reasons for behaving prosocial.

According to Bronfenbrenner (1994), the ecological system also consists of macrosystems, mesosystems, and exosystems in addition to the microsystem. The mesosystem deals with the connections between those found under the microsystems, such as those between home-based and school (Bronfenbrenner, 1994). Exosystem, on the other hand, is made up of 16 linkages and processes that occur between two or more settings, at least one of which does not contain the developing person, but where things happen that have an indirect influence on processes in the setting where the developing person is currently living (e.g., for a child, the relation between the home and the parents workplace; for a parent, the relation between the school and the peer group from the neighborhood). Scholars emphasized on the role of parents in the choice and relationships of their children's friends and the impact of these socialization agents on children's prosocial conduct in connection to these ecological systems (Hastings et al., 2007).

The fourth category of system that Bronfenbrenner identified is a macrosystem. With a preference for the certainty systems, bodies of information, material resources, customs, ways of living, occasion structures, risks, and life-course options that are ingrained in each of these larger systems, these systems are the general organization of micro, meso, and exosystems that characterize a particular culture or subculture (Bronfenbrenner, 1994). It is widely recognized that a person's actions, motivations, attitudes, and morals are influenced by their values (Lam, 2011). This is known as the cultural component. This shows that there are significant cultural and national differences in prosocial activity, such as volunteering.

## **2.2 Family Functioning: Concepts, Assessments and Theories**

### **2.2.1 Concepts of Family Functioning**

The family is the cornerstone of society and an essential environment for a person's physical and mental development. It affects each member's growth and is essential for the social system to function properly. A person's change process during youth and later in life is significantly influenced by the experiences they have growing up at home-based with their family in broad and their parents in specific (Jayanagraja, 1985).

Family functioning implies how members of a family interact, relate to, and cope with one another. The degree of union, liveness, adaptation, and resilience are taken into consideration, along with communication preferences, family traditions, established roles and boundaries, and these and other factors (Winek, 2010). Every time a family experiences hardship, difficulty, trauma, or a life change (whether for the better or worse), they must go through an adjustment period. During this transition period, the family structure as a general must adjust and improve how it functions (Olson & Gorall, 2003).

Healthy family interactions have a big impact on adolescents' emotional intelligence. According to Nagra (2014), people who are socially intelligent seem to have more patience, cooperation, sensitivity, recognition, tactfulness, confidence, sense of humor, a rich and meaningful existence, and these attributes. They also appear to have higher social problem-solving abilities. The family situation of the youth should be encouraging and cooperative as a result.

According to Beavers and Hampson (2000), two traits that could be utilized to conceptualize family functioning are family competency and family style. The capacity of the family to change through time while still functioning as a unit is known as family competency. Family style refers to the manner and caliber of intergenerational communication. According to the model, a family is considered to be healthy and functioning if it has a coordinated structure, the ability to adjust to changes, and interaction that has stylistic quality.

Family functioning is defined in the current study as the well-being and performance of family members in terms of their problem-solving, communication, roles, emotional involvement,

affective responsiveness, behavioral control, and general functioning as measured by Epstein et al.'s McMaster Family Assessment Device from 1983.

### **2.2.2 Assessment of family functioning.**

The assessment of family functioning focused on questionnaire and interview. So, the researcher summarize different family functioning scales.

The McMaster Family Assessment Device (FAD), created by N.B. Epstein et al., (1983), was used in this study. A 33-item self-report questionnaire, it measures problem solving, communication, roles, affective responsiveness, affective engagement, behavioral control, and general functions. A 4-point Likert scale is used to rate each item, with low score showing greater functioning. Studies in the current review made full use of the FAD. This measure's validity and reliability have both been well investigated. In a recent evaluation of evidence-based assessments of family measures, Alderfer and colleagues gave the FAD the designation of "well-established." A prominent model called the Family Assessment Device (FAD) was chosen from among several of these models due to its well-developed validity and reliability, clinical acceptance, and cross-cultural acceptability.

By Moos (1986), the family environment scale (FES) was developed. It contains 90 questions with the choice of a "Yes" or "No" response. System maintenance, personal development and relationship dimensions are the three subgroups of dimensions that are evaluated by the measure. The association and system keep dimensions generally explain inside family functioning, whereas the personal development dimensions principally depict the associations between the family and the bigger societal setting. For all subscales, the test-retest reliability (2-month interval) varies from .68 for independence to .86 for cohesiveness. Regarding validity, the authors create construct and discriminant validity for FES indices. The scale is divided into 10 categories, each of which rates 10 different social and environmental aspects that have an impact on families. The test consists of 90 Yes/No questions in total, and there is a 30-minute time limit. Cohesion, expressiveness, fight, individuality, achievement Orientation, intellectual-Cultural Emphasis, active-Recreational Emphasis, Moral-Religious Emphasis, organization, and control are the 10 dimensions, in that order.

The Family Adaptation Partnership Growth Affection (APGAR) scale was created by Smilkstein et al. in 1982 to assess family functioning. There were three possible answers for each of the five questions (0 meant rarely, 1 meant occasionally, and 2 meant almost usually). It does this by asking questions like, "Are you happy with the period you and your family use together?" to gauge the cohesiveness and adaptability of family functioning. Cronbach's alpha reliability scores were 0.80. Maximum Likelihood Model (MLM)-based confirmatory factorial analysis (CFA) revealed that the model had a great fit to the data [ $\chi^2 = 40.41$ ,  $df = 4$ ,  $p < 0.001$ , CFI = 0.996, RMSEA = 0.033]. (0.025, 0.043).

Another tool for assessing family functioning is the Family Assessment Measure (FAM) designed by (Jackson, 1974; Skinner, 1981). Seven fundamental themes are covered by the FAM assessment: responsible, communication, feeling expression, participation, behavior, morals, and rules. FAM evaluates these factors at 3 different levels: Test the binary association among couples scale (42 items), assess the individual role in the family (50 items), and consider family as a system of common tool (50 items) (42 items). Different perspectives on family functioning are offered by each scale.

Matheny et al., (1995) designed Confusion, Hubbub and Order Scale. It is a 15 items self-reported scale developed to assess home disorganization and confusion, originally used with children and adolescents. It provides the assessment of the environment-related lack of routine, misperception, and sound. A high score on the scale presents a more disordered, confused, and disturbed home.

Tool measuring life satisfaction (Diener et al., 1985). To measure a person's overall cognitive evaluation of their level of pleasure with life, a short five-item scale was created. Typically, a respondent can finish it in just one minute. People respond using a Likert-style scale. Higher life satisfaction is reflected in test results that are high. The content of this scale, which contains a single factor and good internal consistency (.83), is suitable for a variety of groups.

Multidimensional Scale for Perceived Social Support (MSPSS; Zimet et al., 1988) was designed to measure family. It consists of twelve self-rated items on a seven-point Likert- scale, ranging from 1 (very strongly agree) to 7 (very strongly disagree). MSPSS was designed to assess the

perception of an individual by judging his surrounding from 3 main perspectives (e.g., family, peers, and known others). In the present study sub-scale of family support consisting of four items is used. A high score on the scale shows a high level of family support.

Subjective Happiness Scale was created SHS was designed to measure participants' general level of happiness. It is a brief 4-item self-report scale. The responses are measured on 7 points Likert-type scale. Three items have forward scored while one has reverse scoring. A total score is found by summing up the score. High scores on the measure reflect more happiness. The scale was developed by (Lyubomirsky & Lepper, 1999). The SHS was created to gauge participants' overall satisfaction. It is a short, 4-item measure for self-report. The replies were scored using a 7-point Likert scale. One item has reverse scoring, while the other three have forward scoring. The score is added together to produce the final score. High scores on the test indicate greater satisfaction.

### **2.2.3 Theories of Family Functioning**

The research's guiding model was the McMaster Family Functioning Model. The McMaster family functioning model was first developed by Epstein in 1987 (Miller, et al., 2000). He views the family as the cornerstone of society and holds that the purpose of the family is to foster the development of its members' physical, mental, social, and other aspects. In order to understand the fundamental function, the family structure must perform a number of tasks, including fundamental ones (meeting an individual's material needs for food and clothing), developmental ones (adjusting to and fostering member growth and development), and crisis ones (handling various family emergencies).

This family structure fosters the improvement of the family and its member by requiring cooperation from all members to fulfill various family chores. Depending on how successfully they are able to perform their core obligations, there are six different types of families, in this viewpoint. The first of the six categories is problem solving. Families work together to find solutions to issues that threaten their ability to function effectively as a unit. Information shared directly amongst family members is referred to as communication. The behavior patterns developed by family members to carry out family functions are referred to as family roles. The

level of the family members' emotional reaction to stimuli is referred to as their "affective response." Affective participation describes how much a family member cares and pays attention to other family members and their actions. Behavior control refers to various behavior management techniques used in various household situations. The McMaster family functioning mode hypothesis examines whether families function properly based on the aforementioned six performance abilities.

The McMaster Family Assessment Device (FAD) subscales are used in the current investigation. The McMaster Family Functioning Mode Theory served as the basis for this scale. Because it builds on decades of research and clinical work with families done from a family systems perspective, it is a thorough and systematic multidimensional approach for the assessment and treatment of family functioning.

## **2.3 Peer Pressure: Concepts, Assessments and Theories**

### **2.3.1 Concepts of Peer Pressure.**

Peer pressure is when a peer group exerts direct or indirect pressure on another person to shift their ideas, belief, or actions in order to change to the group's accepted norms. Cliques with uncertain membership or engagement in formal involvement groups where people are members, like political parties and labor unions, are examples of social groupings that are negatively impacted. A person who is subject to peer pressure may or may not wish to be a part of these organizations at his or her discretion, but they frequently succumb to its impact. They similarly identify dissociative groups they do not interest to associate with, in which case they act in a manner that is disrespectful of that group's customs (Shruti, 2017).

According to academic definitions, peer pressure is the pressure that a friend, teenagers, or peer group exerts on another person in an effort to persuade them to shift their behavior, attitude, or morality in order to adhere to the behaviors of their friend(s) or group (Clasen & Brown, 1985). Guzman (2007) asserts that peer pressure is more nuanced than stereotype of the negative effects of peers. The effects of peer pressure can be good or bad (Arnett, 2007; Guzman, 2007). Peer pressure can both motivate youth to involve in risky and dangerous behaviors as well as inspire them to study harder, volunteer for charitable and community organizations, play sports, and

engage in other beneficial activities (Hastings et al., 2007). Normative social influence is one example of Peer pressure. We are swayed in this way because we desire other people's approval. As a result, we display particular behavioral patterns in an effort to meet other people's expectations. Depending on how valuable their opinion is to them and how well-known or liked they are, they will copy them in an effort to win their favor (Essays, 2018).

Hartney (2011), defined peer pressure is the influence that friends may have on one another. Peer pressure is when members of a similar community group—such as those who are the same age, grade, or position—apply emotional or mental pressure to another person to behave similarly to themselves (Weinfied, 2010). According to Jones (2010), peer pressures as the capacity of those with comparable social status or ages to affect those who are of a similar age. Peer pressure is often linked to teens, yet it has an impact on persons of all ages. As youngsters become more independent from their families or other adults, the level of peer influence typically rises.

The lowest levels of awareness of the effects of conformity- and peer-driven pressure are frequently found in preschoolers. Peer pressure, however, increases as people socialize more frequently outside of the house and become more aware of others (Palmer, 2008). Early adolescents are more susceptible to negative peer pressure than their older peers, according to studies (Pruitt, 1999). He went on to say that adolescents are particularly prone to being negatively influenced by their peers because they are still developing their own personal values, understanding of interpersonal interactions, and behavioral consequences. They may be willing to behave against their better judgment at this point since they frequently strive for social approval. By the seventh and eighth grades and throughout high school, the impacts of peer pressure are typically very noticeable. Peer interaction and the allure of peer identity grow as youngsters develop into teenagers. Teenagers start to go through significant physical, responsive, and social changes, and they start to question the value of parental advice and adult standards. Teenagers find it comforting to ask people who understand and empathize with them for advice (Faqs.org, 2014).

### **2.3.2 Assessment of Peer pressure**

It was Clasen and Brown (1985) that developed the Peer Pressure Inventory (PPI). It assesses how peer groups affect five behaviors known as PPI subscales: engagement with friends (such as staying with friends, following school social events and parties, attracted with people of the opposed sex, etc.), school participation (such as extracurricular activities), family participation, conform with peer rules (such as appropriate clothing and grooming, musical preferences, etc.), and misbehave (i.e. drug use). It was a seven-point scale with unique reliability and scoring procedures that demonstrated the degree and nature of respondents' feelings of peer pressure.

The Manifestation of Aggression Scale (R. A. Singh, 1986), which contains 50 items, is utilized. It measures aggressive inclinations against social norms as well as reactionary attitude, irritability, and the desire for domination. There are only two options: "right" or "wrong". Except for items 34, 42, and 45, every correct answer gets a score of 2, while every incorrect answer gets a score of 1. The reliability for gauging hostility is determined to be 0.78.

The peer pressure questionnaires created by Sunil Saini and Sandeep Singh (2016) was used in the current investigation. It contains 25 items and is scored on a five-point likert scale, with Strongly Disagree being the lowest score and Agree being the highest (5). Examples include the following: I occasionally skip classes because my friends pressure me to; I am powerless to resist going on a late-night party with friends; I ignore parental advice and go on dates with friends; I occasionally act on the advice of my friends; and I experience pressure to chat on the internet for extended periods of time. Compared to other tools this instrument is extensively deployed to measure the susceptible threat of youths toward harmful peer pressure and it emphasizes on the individual itself as my personal evaluation of different documents and researches.

### **2.3.3 Theories of Peer Pressure**

The social learning theory is applicable to the current study. According to the hypothesis, delinquent peer pressure is one of the causes in criminal peer socialization that contributes to later juvenile delinquency. Additionally, it makes the claim that a teenager's behavior is typically influenced by their personality and environment. By just imitating their classmates, adolescents may come across and pick up maladaptive behavior.

## **2.4 Empirical Evidence on Aggression, Peer Pressure and Family Functioning**

### **2.4.1 Aggression**

According to the World Health Organization (2002), the intended use of force to threaten oneself or another while working against a group or society can result in psychological and bodily suffering as well as deprivation. Fighting, bullying, and indirect aggression were all prevalent among teenagers in Jimma zone, according to a cross-sectional study by Kinde, G. et al., [2006] that examined the aggression types, aggression severity, the forecasters of aggression, and the system teachers use to control aggressions.

According to a different study by Alemayehu (2012), discipline is one of the core elements that is crucial to the operation of the educational system. This study looked at the severity of behavioral difficulties in Ethiopian-Japanese Hidasse Secondary School. Discipline problems and an increase in the difficulty of teaching result from a student breaking school rules. The findings showed that corrective problems within the research have on occasion gotten worse and that symptoms of the problem include frequent absences, excessive alcohol and tobacco usage, daydreaming, fighting, cheating, skipping classes, and inattentive behavior (Amogne, 2014).

Within a year, there were a total of 13 violent occurrences at schools that resulted in fatalities, according to Post Primary School Service Commission (2013). Another study (Obi & Obikeze, 2013) found that in Anambra State, Nigeria, boys were more likely to involve in at least one violent altercation (72.9%) than girls (27.1%).

Thomas and Bierman (2006) investigated how classroom hostility affected kids' propensity for aggressive behavior issues. The study looked at the demographic characteristics, including school context factors and child ethnicity, related with exposure to high classes of aggression in a longitudinal sample of 4,907 kids. On child aggressiveness, the developmental effects of various temporal patterns of exposure to high-violence classrooms were assessed. Studies found that African American kids were more likely than other students to experience high-aggressive classroom environments when they attended major metropolitan schools that catered to socioeconomically disadvantaged students.

Adolescence is considered to be the most significant of the periods when looking at research connected to violence, therefore there is a risk of the emergence of aggressive behaviors, according to Bac and Ozben's (2011) study. It is claimed that teenagers' propensity for aggression rises as they come to see themselves as inconsequential. Similarly, it was found that 75% of adolescents had either witnessed or been exposed to aggression in the home, school, or media during this time, and that had a tendency to incite violent impulses and aggression as a means of problem-solving (Ayan, 2007; Korkut-Owen, 2008; Miller and Pedro, 2006). Data gathered over the course of one year by Young et al., (2009) during their study of a middle school in Northern Virginia revealed that 94% of grade seven and 48% of grade eight had bullied others, and that 95% grade seven and 72% of grade eight had replied that they did not know how to reduce both direct and indirect aggression.

A social environmental approach to acknowledge teenagers aggression proposes that schools, which are an important setting for adolescent development, may have both good and detrimental effects on how people learn and employ aggressive behaviors. 14% of adolescents in the European Union who are 13 years of age or older participate in physical altercations, according to the Health Behavior in School-Aged Children (HBSC) research (C. Currie, 1998). 34.4% of high school students in the United States—roughly 16 years old—had been involved in a violent conflict, according to the Youth Risk Behavior Survey (YRBS) (R. Lowry et al., 2001).

#### **2.4.2 Peer Pressure**

Before children fully create an adult identity and as they become independent from their parents or other caregivers, peer influence tends to increase. Preschoolers often have the lowest levels of awareness of peer pressure and conformity-driven impact. Peer impact grows though as there are more social encounters outside the family and as people become more aware of others (Palmer, 2008).

Young adolescents are more vulnerable to harmful peer pressure than older adolescents, according to studies (Pruitt, 1999). Adolescents, he continued, are specifically susceptible to negative peer influence because they are still forming their own values and understanding of interpersonal relationships and behavior repercussions.

According to research done in Ethiopia by Yeshimebrat, Alemayehu, and Firew (2013) at Bahir Dar University, female students who have nearby relationships and are school-oriented are more likely to graduate from high school than those who don't. This suggests that peer and educational support are crucial for female students who want to complete their higher education and pursue non-traditional career pathways (Merten, 1997). Additionally, they found that female students' academic performance in higher education institutions is significantly impacted by peer and teacher support.

According to Asrat's research from 2017, peer pressure was examined as one component that influences students' academic achievement. Of the 20 government school students surveyed, 30 (56.6%) and 23 (43.3%) indicated that peer pressure has a moderate impact on their academic achievement. While 28 (77.5%) and 3 (9.3%) of private school pupils, respectively, indicated that peer pressure has a moderately negative impact on their academic achievement.

According to Belay's (2008) study, peer pressure was a major contributing element in the first sexual contact. Furthermore, Amsale and Yemane (2012) found a substantial relationship between risky sexual conduct and perceptions of peer sexual activity. Furthermore, Asmamaw (2010) discovered a strong correlation between khat use and peer pressure in his research of high school students in Eastern Ethiopia.

Peer pressure causes of aberrant conduct among schoolchildren, claim Deepika & Prema (2017). When a person's behavior is abnormal, their academic performance automatically suffers as well. Additionally, this study shows that teenage girls are more susceptible to peer pressure than teenage boys. The period range of 16 to 18 is when kids are more likely to act out than the other younger groups. Peer pressure and automatic thoughts were successful predictors in the regression analysis for both male and female teenagers, according to Yavuzer et al. (2014). Additionally, it was found that the link between aggression and both male and female adolescents' self-esteem was totally mediated by automatic thoughts. The impact of peer pressure on adolescent misconduct in schools was examined by Chimwamurombe (2011). The findings indicated a strong correlation between adolescent misconduct in schools and peer pressure. Additionally, misconduct was positively predicted in both privileged and underprivileged institutions, with the latter having a substantially greater impact.

Peer pressure is often defined as tries by peers to convince kids to involve in some activity (e.g., delinquency, aggression; Padilla-Walker & Bean, 2009) and has been assessed broadly to encompass multiple types of behavior (Ngee Sim & Fen Koh, 2003). Peer pressure may also be described as when people one's own age pressure someone to do something or not do something, regardless of the person's own inclinations (Ryan, 2000). Because they are more likely to use a lot of time with a particular group and may not be mature enough to handle peer pressure, it happens more commonly among teenagers (Christner, 2008). Peer pressure is typically related with risk-taking behaviors among teenagers because these behaviors—including misbehavior, drug addiction, and sexual activity—often take place in the presence of peers. Peer pressure on young people to engage in positive activities, such as charitable service or academic accomplishment, can also have positive effects (Kellie, 2013).

According to a study by Mrug et al. (2004), adolescents become more violent if their peers engage in aggressive and antisocial behaviors. Additionally, it has been discovered that teenagers should act aggressively if they wish to advance in society. According to studies (Ryan, 2000; Santor et al., 2000; Steinberg, 1999), one of the main causes of observed aggression behavior in childhood and youth is peer pressure. Peers convince each other to participate in anti-social behavior, according to Keenan et al., from 1995.

### **2.4.3 Family Functioning**

Family factors have a significant impact on the physical and mental functioning of children and teenagers with chronic pain (Palermo et al., 2005). These family facets, which are ingrained in the family framework, include parenting, family dynamics, and parent-child connections. Healthy family functioning can occur in a home environment characterized by open communication, well known roles, coherence, and sound emotion control.

People receive the correct socialization and support they require from their families in all parts of their lives, including protection from risky behavior of all kinds, such as premarital sex and other harmful sexual behavior. Peers, parents, and extended family members are essential in helping and supporting young people in making safe decisions about their health and welfare, according to a joint UNAIDS, WHO, and UNICEF assessment from 2002. The family is the most useful institution in a child's socialization. In this setting, parents are heavily involved in parenting their

kids. As stated by Thornton & Camburn (1987), parents serve as examples for children since they both directly and indirectly pass along their moral code as part of the socialization process. Proper guidance, monitoring and support of the family can have an influence on adolescents' behavior.

By monitoring, mentoring, and maintaining open communication, parents can successfully support their children's healthy adolescent development, according to Simpson's summary of more than 300 studies (cited in Markham et al., 2003). Because the family is the main source of norms and role models, Miller et al., (1999) noted that a person's family characteristics may have an impact on his or her sexual conduct.

As a result, it's probable that a person's current beliefs and behavior will be influenced by their family in the future (Bakker & Winter, 2002). Due to this, academics have spent a lot of effort examining how families affect adolescents' sexual behavior. The correlation between adolescent sexual behavior and familial traits has been demonstrated by these studies.

Families are the recent and most direct microenvironment to influence a child's psychological development, thus they will have a big impact on how students develop. Suzhi emerges via interactions between individuals and their immediate settings, in accordance with the psychological suzhi theory (Zhang et al., 2011). Families will have a big impact on the development of students' psychological suzhi since they are the most recent and direct microenvironments to influence children's psychological development (Zelege, 2013). Suzhi emerges via interactions between individuals and their immediate settings, in accordance with the psychological suzhi theory (Zhang et al., 2011).

Good family communication, like family support and parental affection, protects youngsters from being victims of cyberbullying and improves their internal self-concepts. Similarly, past results (Brighi et al. 2012; Sasson et al., 2015) highlighted the link between family functioning and online victimization. In this regard, several writers have asserted that deterioration in family functioning is, in part, responsible for the persistence of cyberbullying and increased victim susceptibility (Buelga et al. 2016; Navarro et al. 2015).

## **2.5 Empirical Findings on the Relation among Family Functioning, Peer Pressure and Aggression**

### **2.5.1 Family Functioning and Aggression**

Ajay and Sona (2016) looked into the connection between violence in senior secondary school students and their household environments. Five family environment dimensions—cohesion, conflict, acceptance and caring, independence, and active recreational orientation—were revealed to be significantly inversely related to senior secondary school students' hostility.

According to Okorodudu (2010), teenage hostility is caused by their upbringing or family background. She argues that a teenager who continues to live in a home devoid of love and care from their parents will surely be inclined to commit violent acts. Children whose parents transmitted signals condoning violent conduct exhibited higher levels of aggression, according to Solomon et al., (2008).

The potential protective influence of such signals was also touched on in a qualitative study in which children recognized parental messages in favor of non-aggression as a factor keeping them from responding violently to hostile peer interactions (Farrell et al., 2010). The findings show that parental messages advocating non-aggression may buffer the association between aggressive behavior and poor peer connections.

Yizhen and Junxia (2006) looked into the association among familial characteristics and children's and adolescents' aggressive behaviors. The results indicated a strong correlation between parental childrearing attitudes and behaviors, family structure, parental education, father's occupation, and students' interpersonal interactions and aggression in both children and adolescents.

A study on marital conflict (family environment) and violence in adolescents was done by Cummings et al. in 2004. Conflict was found to be linked to children's quick aggressive responses, which results in hostility and negativity in kids. Adolescents who felt their parents were authoritarian exhibited greater overall aggressive conduct, according to Rudo and Doulop's research from 1998.

In an intergenerational study by Eichelsheim et al. (2010), the researchers discovered that hostile parent-child interactions make kids more aggressive. Additionally, it was discovered that hostility in people of both sexes is closely associated to interpersonal disputes. Lack of clear outlooks for behavior, parents' failure to watch over and oversee their kids, and excessively strong, harsh, or unreliable punishment are all examples of poor family management techniques. Children who are exposed to these subpar family management techniques are more likely to engage in drug use, delinquency, violence, teen pregnancies, and drop out of school (Clark, 2009).

In an intergenerational study by Eichelsheim et al. (2010), researchers discovered that hostile parent-child interactions make kids more aggressive. Additionally, it was discovered that hostility in people of both sexes is closely associated to interpersonal disputes.

Researchers discovered that parents' negative emotions were linked to a higher likelihood in kids. The things that kids observe have an impact on their personalities. Children's ability to solve social problems is influenced by how they see their parents behave in social situations, particularly when those parents are aggressive (Dodge, Bates, & Pettit, 1990; Goodman, Barfoot, Frye, & Belli, 1999; MacBrayer, Milich, & Hundley, 2003). Children's aggressive behavior, which has been demonstrated to be a significant predictor of crime and delinquency in later life, is impacted by witnessing violence in the home (Hotton, 2003).

### **2.5.2 Peer Pressure and Aggression**

Aggression in general and peer pressure are related. For instance, Smokowski, Guo, Cotter, Evans, and Rose (2016) found that in a racially and culturally diverse sample of sixth through eighth graders, self-reporting peer pressure was positively connected with self-reporting aggressive behavior. In a similar vein, Cotter and Smokowski (2017) found a positive correlation between self-reported aggressive behavior and self-reported peer pressure in a female sample of sixth through eighth grade students. They did not discover any longitudinal evidence to substantiate the relationship between violent conduct and peer pressure, though. These results imply that peer pressure is positively correlated with general measures of aggressive conduct among middle school pupils.

Few researches have examined the relationship between young people's physical aggressive behavior and peer pressure for physical aggression (such as fighting). There has been some research on the connection between general peer pressure and general aggressiveness. Farrell, Mays, Henry, and Schoeny (2011) discovered a positive correlation between physical aggressiveness and peer association with the delinquent crowd. Furthermore, in a middle school sample of predominantly African-American students, Farrell, Thompson et al., (2017) found that peer delinquent behavior was positively connected with adolescents' self-reported physical violence but not with teacher reports. According to a longitudinal study by Zhu et al., (2017), high levels of peer relationship with criminals in the grade eighth forecast high levels of self-reported physical aggression in the ninth school.

Teenagers become more violent if their classmates exhibit aggressive, antisocial, and high-status behaviors, claims a 2004 study by Mrug et al. Teenagers should act aggressively if they want to succeed in society, it has also been found. Peer pressure has been identified by researchers as one of the primary contributors to violent conduct in children and adolescents (Ryan, 2000; Santor et al, 2000; Steinberg, 1999). Peers may also unintentionally influence adolescents' behavior by appearing to advocate fighting and nonviolence. The beliefs of the people in their immediate environment, such as peers or close friends, have a significant impact on adolescents' behavior (Crick & Dodge, 1994).

Studies (e.g., Pederson et al., 2017) have looked at the relationship among perceived help for particular behaviors, such as aggression and drug use, and the consequent externalizing problems. Farrell et al. qualitatively examined the association between violent behavior and perceived support for fighting and non-aggression in 2010. They discovered that teenagers' decisions to react violently to peer provocation were mostly motivated by perceptions of friends' support for fighting. Contrarily, it was talk over as a factor that enhanced the possibility that an adolescent would react non-aggression to peer provocation if they felt their peers' support for it. The necessity to find elements that can shield teenagers from these harmful impacts is highlighted by the impact of peer relationships on aggressive conduct during adolescence.

Few researches have examined the relationship between young people's physical aggressive behavior and peer pressure for physical aggression (such as fighting). There has been some research on the connection between general peer pressure and general aggressiveness. Particularly, some young people claimed that peer pressure made them more likely to react physically aggressively to peer provocation.

In a sample of mostly African American sixth through eighth grade children, Farrell, Thompson, and Mehari (2017) discovered that, after adjusting for other peer characteristics, self-reported peer pressure for fighting was strongly correlated with both self- and teacher ratings of physical violence. A comparable sample provided longitudinal evidence for this connection. In particular, Thompson, Mehari, and Farrell (2019) found that, despite the small impacts, self-reported peer pressure for physical aggressiveness at Time predicted self- and teacher-reports of physical aggression three months later. Collectively, these results imply that peer pressure to fight is a substantial predictor of physical aggressiveness.

### **2.5.3 Peer Pressure and Family Functioning**

Adolescents usually rely on their peer networks more than their parents and other family members as their main sources of direction, social engagement, and leisure activities. The peer group is a home of affection, empathy, understanding, and exploration. The two fundamental developmental goals of teenagers—figuring out who they are and accepting a self that is different from and independent of their parents—are also accomplished in this environment, which is supportive (Clark, 2009). Some qualitative research lends credence to the hypothesis those parental statements endorsing nonviolence may keep children from the negative impacts of peer influence.

The qualitative research conducted by Farrell et al. (2010) examined the factors that influenced how adolescents handled conflict. Teenagers made the claim that parental messages endorsing peaceful resolution of conflicts could prevent them from retaliating violently, despite peer pressure. Additionally, some young people reported that their parents' warnings to them about the negative consequences of acting aggressively (such as getting arrested) convinced them to

refrain from doing so. This suggests that teens who hear parental signals advocating nonviolent resolutions to peer dispute may be less vulnerable to the harmful effects of peer influence.

Given the ongoing significance of parents during adolescence, kids who are more likely to act aggressively can benefit from having parents who advocate for amicable solutions to disputes with their peers. Thomas (2011) stated that having a solid link with parents allows for this, giving the teenager the option to experiment with many identities while having an emotional "safe foundation" to fall back on. In order for the teenager to feel secure and at ease and be able to freely explore their environment, this first identity, which is developed during childhood, is essential (Bowlby, 1978). Studies show that adolescents who are classed as securely attached often have high level of confidence and self-esteem than adolescents who are classified as insecurely attached (Eliciker, Englund, & Sroufe, 1992). Thomas (2011) went on to say that young individuals who are at ease in unfamiliar situations and are not afraid to talk to strangers can likely attribute their confidence to a strong attachment link.

As kids become older, their attachment systems mature along with them. A generalized sense of attachment security or insecurity unrelated to any particular relationship develops during middle childhood as the affection system becomes more generic and attachment behaviors like proximity seeking and safe haven seeking start to occur in a variety of relationships (Mayseless, 2005). Around the middle of childhood, children begin forming deep relationships with persons other than their parents or primary caregivers (Ainsworth, 1989). The bonds between peers get stronger as a person approaches adolescence. Children who are young adults change their attachment priorities from the primary caregiver to other individuals as they get older.

Smith (1976) found in prior studies that teens commonly ask their parents for advice on moral issues and life choices, but that if their parents are unsupportive, they are more inclined to seek out peer opinion. Hirschi (1969/2002) discovered that children who have closer ties to their families are less likely to act out in antisocial ways as teenagers. Just as a kid's first exposure to a moral code is often experienced through socialization by parents, attachment to parents is crucial when it comes to building a system of moral values and a conscience (Grusec, 2006).

Securely linked adolescents are more inclined to trust their parents' judgment and consider how their actions or decisions might be seen by their parents before engaging in antisocial behavior. Secure attachments can be beneficial to a child's growth, whereas insecure attachments can have the opposite impact, according to study (Bell, Forthun, & Sun, 2000; Parker & Benson, 2004). Results like autonomy, peer interaction competency, self-esteem, reduced risk behaviors, and enhanced coping mechanisms have all been connected to outcomes of positive attachment connections between parents and adolescents.

However, it is still unclear how these attachment relationships during adolescence, when the teenager begins forming deep ties with peers, affect moral principles. It can be claimed that some attachment relationships are more crucial or important than others, such as those with parents or peers. However, when peer relationships get stronger during adolescence, the effects of parents on teenage moral values appear to be lessened, and peers often take the position of parents as the main source of moral value influence (Pardini, Loeber, & Stouthamer-Loeber, 2005).

## **2.6 Variation in Family Functioning, Peer Pressure and Aggression as a Function of Demographic Variables.**

According to numerous studies (Broidy et al., 2003; Peterson, Esbensen, Taylor, & Freng, 2007; Frisell, Pawitan, Langstrom, & Lichtenstein, 2012; Topitzes, Mersky, & Reynolds, 2012; Zheng & Cleveland, 2013), males generally display higher aggression than females. However, this study does not always include Latino samples. In a recent study of Latino adolescents, for instance, girls reported more aggressive behavior than boys did (Smokowski, Rose, & Bacallao, 2009). Given the dearth of studies on gender disparities in violence among Latino teenagers, more research is required. There is a gender difference in delinquent behavior, according to studies (Kalb & Williams, 2003; Mears, Ploeger, & Warr, 1998). Men engage in delinquent behaviors more frequently than women. Higher male risk exposure may lead to higher sensitivity to externalizing behaviors including battery and gang involvement (Fagan, Lee Van Horn, Hawkins, & Arthur, 2007). Guys are also more prone to associate with and be negatively affected by peers that engage in criminal activity (Mears et al., 1998; Piquero, Gover, MacDonald & Piquero, 2005).

However, a number of studies contest the idea that men and women behave aggressively differently, concentrating instead on the distinctions between social, direct, and indirect aggression (Björkqvist, 1994; Owens, Shute, & Slee, 2000). Thus, the research has given more and more emphasis to the prevalence of social animosity among females. Studies have shown that men and women are equally hostile, while men are more physically aggressive and women prefer indirect violence (Archer & Coyne, 2005; Björkqvist, 2018). According to gendered differences in socialization, men are associated with aggression and women with passivity (Heimer & De Coster, 1999). Girls who act inappropriately are ostracized, which leads to feelings of guilt and depression and serves as a deterrent to future criminality (Heimer & De Coster, 1999; Hay, 2003). Males may be encouraged to express themselves aggressively. However, little parental involvement and support are associated with both male and female criminality (Simons, Lin, Gordon, & Conger, 2000).

Because they are more subject to familial limitations than men are, women may have fewer opportunities to engage in criminal activity from a societal perspective (Hay, 2003; Svensson, 2003). Studies suggest that differences in parental bonding may account for diversity in delinquency because aggressive definitions and subsequent criminal behavior are learned through varying degrees of emotional bonding for females and more direct parental restrictions like supervision for males (Heimer & De Coster, 1999; Worthen, 2010).

Despite the fact that boys are more likely than girls to engage in these behaviors, the rates of aggressive and delinquent conduct among females are not statistically significant. According to certain estimates, the difference between delinquent behavior among boys and girls is closing (Hoyt & Scherer, 1998; Poe-Yamagata & Butts, 1996). The ratio of boys to females who were arrested for serious crimes decreased from 7.4 to 1 in 1983 to 3.5 to 1 in 1998. Health and Human Services Department of the United States, 2001. In Anambra State, Nigeria, boys were found to be 72.9% more likely than girls to get into at least one violent fight, according to another study (Obi & Obikeze, 2013).

Aggression typically begins in childhood and fades into adolescence. This downward trend has been demonstrated to exist in several research (e.g., Bongers, Koot, Ende, & Verhulst, 2003;

Miner & Clarke-Stewart, 2008; Williams et al., 2009). In view of past research demonstrating that violent behavior can be utilized as a coping mechanism for acculturation stress, Smokowski and colleagues (2009) hypothesized that violent behavior would follow a constant or rising trend in Latino youths. However, the results of the study did not support this notion; instead, the trajectory of Latino youths was best described as having a strong negative trend.

One of the many negative developmental effects that have been connected to family poverty during childhood and adolescence is aggression. For instance, in a longitudinal study that tracked children from birth through early childhood, family wealth was found to be a major predictor of an increasing trajectory of excessive physical violence (Tremblay et al., 2004). Another study that examined within-child relationships between family income and childhood externalizing disorders found that children experienced fewer externalizing symptoms when their families' incomes were relatively high (Dearing, McCartney, & Taylor, 2006). Family income and aggressive behavior appear to be related in Latinos as well. Family structure must be considered when discussing delinquency because single-parent households are highly linked to problematic behaviors (Barrett & Turner, 2006; Eitle, 2006). African-Trinidadian families are more likely to have a higher percentage of single-parent/matrifocal households than other ethnic groups in the Caribbean (Furstenberg, 2007). Furthermore, parenting practices vary among ethnic groups.

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

Aggression is a worldwide problem that needs deep study. The use of physical force or a real threat against oneself, another person, or a group or community that results in injury, death, or psychological harm is a manifestation of aggression. Aggression can be considered the behavior that leads the subject or community to commit violent acts. Aggressive behavior, like the use of physical aggression, is a significant worldwide problem because it has serious personal and social consequences. Adolescents are exposed to aggression in their communities, in their families, and in the media. Aggression is linked with peer pressure, which exists in everyone's life. Peer pressure is very high in adolescents because they are at a critical stage in their lives. Adolescents are encouraged to act violently by peer pressure. A key contributing factor to violence is the state of the child-family interaction. When family relationships are not strong or

supportive, the impact of violence becomes more difficult. When parents are less attentive to their kids, the kids may resort to their friends for emotional support, which could result in aggressive conduct. They frequently seek for a group that embraces them, regardless of whether that organization engages in illicit or harmful behaviors.

### 2.7.1 Conceptual Framework of the Study

The conceptual framework for the present study was peer pressure and family in relation to aggressive behavior. Independent variables in this study were peer pressure and family functioning. Likewise, socio-demographic variables like age, sex, educational level, family structure, and income are incorporated as independent variables. The dependent variable of present study was aggression. When peer pressure increases, the chance of engaging in aggressive behavior may increase or decrease. Further, when family functioning is good or bad, it may increase or decrease the probability of engaging in aggressive behavior.

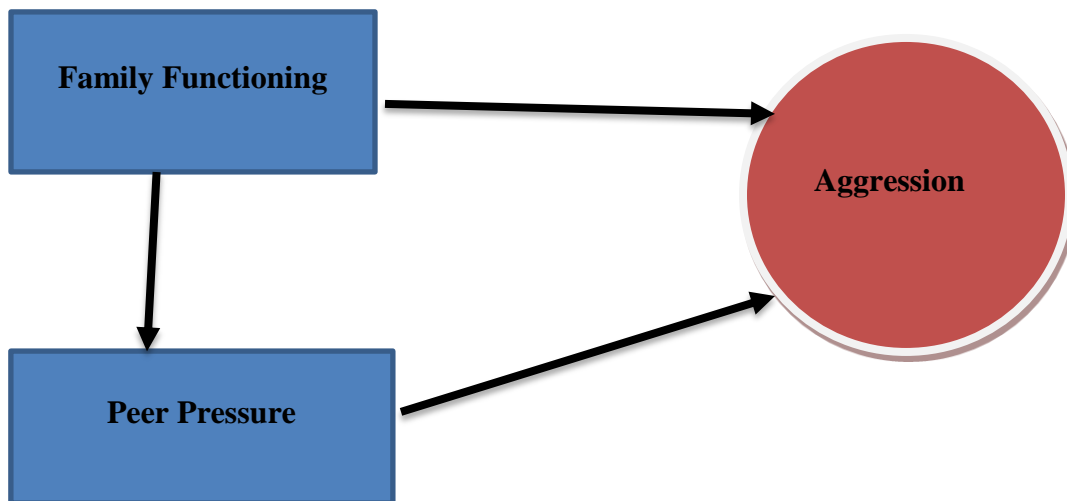


Figure 1: Conceptual Model of the Study (Source: Author)

## **CHAPTER THREE**

### **METHODS**

The study's design, setting, data sources, sampling, instrument creation and validation, data collection, a pilot study, and data processing methods are all covered in this chapter, along with a discussion of ethical considerations.

#### **3.1 Design of the Study**

For the present study, a mixed-methods research approach was used. This approach was chosen primarily to enable the blending of combining qualitative and quantitative research into a single study at various stages of the research process, including the stages of research question formulation, interpretation, collection of data, analysis of data, and sampling (Greene, 2008; Johnson & Onwuegbuzie, 2004; Kadushin, Hecht, Sasson, & Saxe, 2008; Marsland, Wilson, Abeyasekera, & Kleih, 2001; Shaffer & Serlin, 2004; Thurmond, 2001). The ability to generalize results from a larger sample to the entire population and to fully comprehend a phenomenon through in-depth analysis of a smaller sample are additional advantages of a mixed-methods research approach (Bazeley, 2004; Onwuegbuzie & Collins, 2007; Onwuegbuzie & Leech, 2006). Furthermore, it permits data integration and analysis to take place almost immediately (Bryman, 2006; Rocco, Bliss, Gallagher, & Perez-Prado, 2003). The convergence parallel design of the mixed methods study was used. Convergent parallel design mixed approaches is used to convergently combine or merge quantitative and qualitative data in order to provide a thorough study of the research problem. In this approach, the researchers usually gather both types of data simultaneously, give equal weight to each method, maintain the independence of the data analysis, combine the results during the overall interpretation, and look for convergence, divergence, contradictions, or relationships between the two sources of data.

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

##### **3.2.1 Study Area**

The Sheggar City administration, which is a part of the old Oromia Special Zone that encircles Addis Abeba, was where the study was conducted. Burayyu is located 10 km from Addis Abeba

on the main way from Addis Ababa-Ambo-Nekemte-Asosa in the west. It is a significant living region for peoples. The population is expanding rapidly. In 1977, there were just 4138 people living there. However, in 1999, this figure dramatically increased to 63,873. There are currently 334,797 residents in the city (Burayu Communication affairs Bureau, 2019). As the population grew, they spread out to locate farmland, and the forest was cleared. Girazmach Roobii Kallacha, the local landowner and ruler, established Burayu in 1946.

In the latter half of the 18th century, an Oromo Tulama named Gosa Gulale (Gulalae Clan) seized control of Burayu and the surrounding area. In the region of Qachare, the tribe established the Gada system for self-government (Burayu Communication Bureau, 2019). "Buraayuu" name originates from the black tree known as "Buraayyu" that was once discovered there. Burayu City sits between 2450 and 2600 meters above sea level. In the city, there are two historical landmarks: Anfoo and Irreecha Malka Atete. There are also five (5) other tourist attractions nearby, including Gafarsa Dam, Dire Gujee, Galiima Anfoo, and Kolobo woodland . Additionally, the city served as a hamlet for a variety of young people from other Oromia zones, resulting in a high number of young people living there compared to the city's capacity. It was extremely risky for security because these young people are unemployed.

### **3.2.2 Population**

In 2022/23, the Burayyu Education Bureau reported that there were 7 private high schools in addition to 5 government high schools. As a sample, the present study selected four schools by using the purposive sampling technique. The main goal of using purposive sampling was to identify the schools best suited to answer research questions. Accordingly, two high schools from the government and two high schools from the private sector were selected. Consequently, it is required to draw a sizeable and representative sample from the study population.

The study was conducted on high school students of administration who were enrolled in grades 9–12 and attended four schools (two private and two government schools) in the 2023 academic year. There are a total of 5278 students enrolled in the chosen high schools, 2075 of whom are

male and 3203 of whom are female. There are 856 students in private schools and 4,422 students in public schools.

### 3.3 Sample and Sampling Techniques

#### 3.3.1 Sample size

The formula suggested by Yemane (1967) was used to calculate the sample size for the current study. The researcher used this formula to provide more accurate results as it takes into account the level of precision, population size, and variability in the population. In the case of a finite population, it is also a more straightforward formula to determine sample sizes, and it enables inferences and conclusions from the survey to be applied to the entire population from which the sample was obtained.

$$\text{Sample Size (n)} = \frac{N}{1 + N(e)^2} = \frac{5278}{1 + 5278(0.05)^2} = 372$$

Where, n =sample size

N= population

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

By using this formula, about 372 participants were selected. Consequently, the study included 154 participants from Burayyu high School, 157 participants from Dirre high School, 38 participants from Unity high School, and 22 participants from Progress high school.

#### 3.3.2 Sampling Techniques

The study participants were chosen using two different types of sampling approaches. Students from each grade level were chosen using a stratified sampling process. A proportional stratified random sampling strategy was utilized to select the sample teenagers from the whole population of the designated high schools and across grade levels because stratification was based on

schools, grade levels, and sex. Finally, simple random sampling was used to select the desired number of samples from each section by using the lottery method. Each person in the population has an exact equal probability of getting chosen using this sampling technique. Researchers assign each person a number using a random number generator or random number tables, and then choose a portion of the population at random. From each class (section), female and male students were randomly recruited using the class roster.

The collected sample size was first used to calculate the fraction of the sample size for each school. The pupils' gender and grade levels were used as a stratum for computing the proportion once the school share had been calculated. Each secondary school has four grade levels (9–12). Using the computed sample, the necessary sample of research subjects was selected from each stratum (grade) using a proportionate-to-size allocation technique. Following that, the gender distribution was maintained when participants were chosen for each grade level. Following the receipt of the student list from the schools, respondents were chosen at random from each grade using a simple random sampling technique.

Proportionate Stratified Random Sampling Technique was used to choose the 372 students from the 5278 total students enrolled in the four high schools and preparatory schools across all grade levels since stratification was done based on the schools and grade levels.

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

For instance, percentage Stratified Sampling Technique applied to Burayyu high school

$$\frac{2190 \times 372}{5278} = 154 \text{ students}$$

Percentage Stratified Sampling Technique of Dirre high school;

$$\frac{2234 \times 372}{5278} = 158 \text{ students}$$

Percentage of Stratified Sampling Technique of Unity High School

$$\frac{539 \times 372}{5278} = 38$$

5278

Percentage of Stratified Sampling Technique of Progress High School

$$\frac{315 \times 372}{5278} = 22$$

5278

Finally, 372 participants from the four identified high schools were included in the samples. The following table calculates and presents the percentage of sample pupils according to grade levels:

Table 1

*Population and Sampling of the Study*

Schools	Grade	Population of the study			Samples		
		Male	Female	Total	Male	female	Total
Burayyu Secondary School	9	290	430	720	20	30	50
	10	210	450	660	15	31	46
	11	150	370	520	11	26	37
	12	80	210	290	6	15	21
	Grand Total	730	1460	2189	52	102	154
Dirre Secondary School	9	274	416	690	19	29	48
	10	215	335	550	15	24	39
	11	261	281	542	19	20	39
	12	181	271	452	13	19	32
	Grand Total	931	1303	2234	65	92	158
Unity Secondary School	9	72	76	148	5	5	10
	10	68	71	139	5	5	10
	11	64	66	130	5	5	10
	12	62	60	122	4	4	8
	Grand Total	266	273	539	19	19	38
Progress Secondary School	9	40	46	86	3	3	6
	10	37	42	79	3	3	6
	11	36	40	76	2	3	5
	12	35	39	74	2	3	5
	Grand Total	148	167	315	10	12	22

The study participants were chosen from each grade after getting the student list from the schools by using simple random sampling techniques and the researcher requests attendance records from the homeroom teachers. There were roughly equal amounts of men and women in the

sample size. In light of this, the researcher employed a class list of students from each part across grade levels at each school by using a random number.

As a sample for qualitative data, the present study selected 10 students by using the purposive sampling technique. The main goal of purposive sampling was to identify the students best suited to answer research questions. Accordingly, six students from the government and four students from private schools were selected. The researcher gave Pseudo name for participants. Accordingly, p1, p2, p3, p4, p5, p6,p7, p8, p9,p10 was given for each participants.

### **3.5 Data Gathering Tools**

Questionnaires and interviews were used in this study to collect data from participants. The questionnaire is composed of three scales (family functioning scales, peer pressure scales, and aggression scales).

#### **3.5.1 Family Functioning Scales**

The Family Assessment Device (FAD), a 33-item questionnaire adapted from the McMaster Model of Family Functioning (Epstein et al., 1983), was used to assess family functioning. The family functioning scale consists of seven subscales, and each one has an own reliability range (0.72-0.92). The subscale's components include general functioning, communication, behavior management, roles, affective engagement, affective responsiveness, and problem solving. Epstein et al. (1983) gave validity data that appears good and has since been validated for huge sample sizes. They discovered that the FAD is effective in separating clinical families from non-clinical families and has predictive validity for a number of clinically relevant outcomes in children and adults. 53 nonclinical people were given the FAD together with two other well-known self-reported family evaluation measures, the Family Unit Inventory and FACES II, to determine the FAD's concurrent validity (Miller et al., 1985). See Appendix A for more details.

The FAD is scored by adding up the endorsed responses (ranging from 1 to 4) for each subscale (items with negative wording are reversed), and dividing by the total number of items in each scale. Consequently, the range of the individual scale scores is 1.0 (highest functioning) to 4.0

(poor functioning). The overall score is calculated by adding the scores for each item. The FAD score is calculated by adding up the endorsed responses (which can range from 1 to 4) for each subscale (items with negative wording are reversed), and dividing by the total number of items in each scale. The individual scale scores therefore vary from 1.0 (best functioning) to 4.0 (poor functioning). The sum of the individual item scores is used to determine the overall score.

The FAD score is calculated by adding up the endorsed responses (which can range from 1 to 4) for each subscale (items with negative wording are reversed), and dividing by the total number of items in each scale. The individual scale scores therefore vary from 1.0 (best functioning) to 4.0 (poor functioning). The sum of the individual item scores is used to determine the overall score.

According to Eipstein et al. (1983), high levels of experience are identified as those with scores between 145 and 212, individuals who achieved a score of 1 to 71 are considered to have experienced a low level, while those who scored 72 to 144 are considered to have experienced a moderate level. Low ratings indicate the best functioning, whereas high values indicate worse functioning.

### **3.5.2 Peer Pressure Scale**

A peer pressure question developed by Suni Saini and Sandeep Singh (2016) was used to measure peer pressure. The questionnaire consists of 23 items scored using a 5-point Likert scale ranging from 1 (The score of each item is added to form the total score. Individuals scoring less than or equal to 55 are identified as those who experienced low peer pressure. Individuals who scored 56 to 72 experienced a moderate level of peer pressure, while those who attained a score greater than 72 experienced a high level of peer pressure, as suggested by Suni Saini and Sandeep Singh (2016). The Cronbach's alpha reliability is 0.79, and the test-retest reliability is estimated. Face validity, content validity, predictive validity, and concurrent validity are estimated.

The survey consists of 23 items, each of which is rated on a 5-point Likert scale with 1 (strongly disagree) to 5 (strongly agree) (see Appendix B). The overall score is calculated by adding the

scores for each item.. According to Suni Saini and Sandeep Singh (2016), low level of peer pressure was experienced by individuals those who scores less than or equal to 55 individuals with scores between 56 and 72 had a moderate level of peer pressure, while those with scores over 72 experienced a high level of peer pressure. When test-retest reliability is evaluated, it is 0.79 according to Cronbach's alpha. For face validity, content validity, predictive validity, and concurrent validity, estimates are made.

### **3.5.3 Aggression Scale**

Researcher used the Modified Aggression Scale created by Orpinas (1993) and improved upon by Bosworth & Espelage (1995). Fighting, bullying, wrath, and cooperative or caring conduct are its four subscales, and it has 15 items total (see Appendix C). Fighting =.75, bullying =.83, rage =.75, and cooperative =.60 were the reliability coefficients for each subscale as determined by Orpinas (1993) and modified by Bosworth & Espelage (1995). The validity of the modified aggression model has also been established, indicating that the scale accurately captures its intended measurement.

Scoring is done by adding up the responses for each subscale. The level of aggression scores was categorized by a researcher. The selected cut-off point was the mean value of overall aggression (59.78). Based on normal distribution below mean, around mean and above mean aggression was categorized into three groups. Those below 53.09 were considered to have a low level of aggression; those between 53.1 to 66.46 were considered to have a moderate level; and those above 66.47 were considered to have a high level of aggression.

### **3.5.4 Interview**

In order to cross-check and enhance the information acquired through surveys, interviews were also conducted. The interview questions were developed by researcher based on the nature of data. Interviewee was selected by using purposive sampling techniques. Interview items contain 14 questions based on the semi-structured interview guideline that the researchers produced. Accordingly, 3 items are on peer pressure; 7 items are on family functioning; and 4 questions are on aggression.

## **3.6 Tool Translation and Validation**

### **3.6.1 Validation of the Questionnaire**

From the perspective of the researcher, the participant, or the readers of an account, validity is the assessment of whether the findings are correct (John, 2009). The survey was translated from English to Afaan Oromo by linguists. In general, two language experts—all native speakers of Afaan Oromo—were involved in the instrument translation process: one lecturer who was instructing English as a foreign language and one seasoned English language teacher with an MA in English language literature. One of these linguists worked on the forward translation, the other on the reverse translation, and together they revised and made sure the two versions of the instruments were equivalent.

### **3.6.2 Reliability**

To determine the internal consistency of the data collection tools, a pilot study was conducted on 60 students of Gara Guri high school in Lemi Kura subcity (see Appendix E).

#### **3.6.2.1 The Procedures and Results of Reliability Indices**

Cronbach Alpha was used in the current study to determine the reliability of the questionnaire scales. Gliem (2003) proposed the following rule of thumb for the interpretation of Cronbach's alpha coefficient: .9 is excellent, .8 is good, .7 is acceptable, .6 is questionable, .5 is poor, and .5 is unacceptable.

Similar to this, Du Plessis and Hoole (2006) suggested that a scale's Cronbach alpha score of .70 be considered acceptable and indicative of its reliability. The data gathered from the pilot research participants were entered into the SPSS 26.00 package in order to calculate the Cronbach alpha reliability index. Then, the Cronbach's Alpha coefficient was calculated for each questionnaire subscale (See Table 2).

Table 2

*Reliability indices (alpha) of the scales in Pilot (n=60) and Main study (n=372)*

No	Variables	Pilot Study		Main Study	
		K	alpha	K	alpha
1.	Over all Family Functioning	33	0.973	33	0.972
2.	Over all Peer Pressure	23	0.875	23	0.860
3.	Over all Aggression	15	0.956	15	0.952

As a result, as Table 2 indicates the reliability in terms of Cronbach's alpha of pilot study was calculated to be .973 for overall family functioning scales, .875 for overall peer pressure scales, and .956 for overall aggression scales. Similarly, Cronbalch's alpha of main study was calculated to be .972 for overall family functioning, 0.86 for overall peer pressure, and .952 for overall aggression.

### **3.6 Data Gathering Procedures**

A letter of support from the School of Psychology at the College of Education and Behavioral Studies at Addis Ababa University was acquired prior to the data collecting. Once the instruments have been approved and the directors of schools have given their permission, the data collection process was beginning. Then, data was collected from four high school of Sheggar City, Burayyu administration. Also, the data was collected by a researcher and one assistance researcher for one week (23-30 March, 2023). Before the data collection, orientations were given to the students in each class and questionnaires were distributed by choosing and arranging appropriate time for the students to fill their response on the questionnaires. With the cooperation of the coordinator, the research participants were settled in one outside of classroom and received the questionnaires to respond. This process has been done for one week until the required number of data is completely collected.

The researcher made an effort to define violence, peer pressure, and family functioning because it was crucial for the validity of the answers that they would provide. They were also urged to speak honestly about their circumstances without worrying about violating others' privacy. The respondent was helped by clarification on points that were unclear to them when responding to questions. They disperse and take separate seats so that everyone can answer privately and impartially. The schools fully cooperated in setting aside free time so that the researcher could distribute the questionnaire.

The questionnaires were completed in front of the researcher, which allowed the study to clarify and explain each item. The surveys are verified to determine if they were properly filled out and submitted when the participant has finished them. 99% of the questionnaire was completed and collected since participants were given enough time and detailed instructions on how to complete it.

### **3.8 Data Analysis Techniques**

#### **3.8.1 Descriptive Statistics**

By providing succinct descriptions of the sample and data measures, descriptive statistics aid in describing and understanding the characteristics of a particular data set. In the current study, descriptive statistics including mean, standard deviation, and percentage were utilized to analyze levels of aggression, peer pressure, and family functioning. To put the data into perspective, the major goal of descriptive statistics in this study is to give details about a data set and condense the vast volume of data into a few meaningful nuggets of knowledge.

#### **3.8.2 Analysis of Correlation and Regression**

In this study to identify the relationship between variables, Pearson correlation was used. Regarding the assumption of correlation a researcher checked the assumptions. Accordingly, there was linearity between variables; data are approximately normally distributed, in terms of Skewness and Kurtosis: and there was no outlier present in the data.

The hypothesis that family functioning and peer pressure significantly predict aggressive behavior was tested using hierarchical multiple regression analysis because it enables the researcher to test both the independent and joint contributions of the predictor variables to the criterion variable (Ferguson & Takane, 1989). The researcher uses regression for forecasting an effect of independent variable on dependent variable i.e. family functioning and peer pressure on aggression. Also to know the contribution of family functioning and peer pressure to increase aggression. The assumptions of regression were checked by a researcher. Accordingly, the data were approximately normally distributed, the relationship between variables was linear, and dependent variable was a scale.

### **3. 8.3 One-Way ANOVA**

The means of three or more separate groups were compared by using a one-way ANOVA to see if there were any statistically significant differences between them. Since the independent variable has more than two levels or three different groups or categories, the researcher used a one-way ANOVA. The assumptions of one-way ANOVA were checked by a researcher. Accordingly, the dependent variable was ratio, the dependent variable was approximately normally distributed in the population at each level of the independent variable; and the variability in the difference between any pair of groups was the same as the difference between any other pair of groups.

### **3.8.4 Independent Sample T-Test**

Lastly, an independent sample t-test was used to examine the sex difference. The independent sample t-Test was checked by a researcher. Accordingly, the observations in one sample were independent of the observations in the other sample; samples were approximately normally distributed, both samples have approximately the same variance (Homogeneity of variance); both samples were obtained using a random sampling method, and there were no outliers.

### 3.8.5 Qualitative Data

For qualitative data 10 students were selected by purposive sampling methods. Then, qualitative (thematic) data analysis was combined and complemented. By transcribing and coding the informants' comments, we may examine the qualitative data obtained from interviews and pinpoint its main themes. Thematic analysis was used to examine qualitative data because it helps categorize data and find, examine, and describe patterns (themes) within the data (Bazeley, 2004; Braun & Clarke, 2006).

Table 3: Research Question and Data Analysis Techniques

Research questions	Statistical Analysis
1. What is the level of family functioning, peer pressure and aggression among high school students?	Descriptive statistics like mean and standard deviation
2. What is the nature of the relationship among family functioning, peer pressure and aggression?	Pearson-Product Correlation
3. To what extent do family functioning and peer pressure contribute to aggression independently and jointly?	Linear Regression
4. Are there statistically significant differences in family functioning, peer pressure and aggression with respect to demographic variables?	One-Way ANOVA and Independent t-test

### **3.8 Ethical Considerations**

The study and its participants are owed an ethical duty by the researcher. There were ethical considerations made while the researcher interacted with the respondents. The researcher respected the respondents' rights, needs, values, and preferences (Creswell, 2009). To earn each student's confidence and trust, the researcher made sure to explain the purpose of the study to them in advance. Before anyone participating in the research, the researcher first made sure they everyone understood the purpose and goals of the study as well as the steps they needed to take.

Second, it was made clear to every participant that their involvement was entirely voluntary and that they had the choice to discontinue at any moment for personal or other reasons. Each student gave their written agreement to take part in the study once it was made clear that all information would be treated in confidence.

Prior to receiving information about the study and participating in it, every ethical issue was discussed with students. Respondents acknowledged that they could opt out of being recorded at any moment. All responders agreed to be interviewed on tape as a consequence. The respondents were also given a pseudonym to protect their privacy and identities while disclosing the results.

## CHAPTER FOUR

### RESULTS

In this chapter, the key research questions were used to organize and presented the study's findings. As a result of the suggestion provided by the convergent parallel design of the mixed method research which used in the current study, the analyses of the quantitative and qualitative data were carried out independently. Accordingly, prevalence of aggression, level of variables, relationship between variables, effect of variables and significance difference between variables with respect to family functioning, peer pressure and aggression were presented. Similarly, qualitative results were also presented.

#### 4.1 Quantitative Data Analysis Results

##### 4.1.1 Level of Family Functioning, Peer Pressure and Aggression among Adolescents

The 1<sup>st</sup> research question of present study has examined the level of family functioning, peer pressure and aggression among high school students. The mean distribution of respondents' rate on level of family functioning, peer pressure and aggression were presented as the following table.

Table 4

*Mean Level of Family Functioning and Peer Pressure (N=372)*

Variables	Minimum	Maximum	Mean	Standard deviation
FF	44.00	125.00	97.19	22.52
PP	45.00	104.00	86.19	13.33
AG	21.00	75.00	59.78	13.38

Note: FF= Family Functioning, PP = Peer pressure, AG= Aggression

As indicated in Table 2, the average level of family functioning was 97.19. According to Family Assessment Device (FAD) scale (1983), individuals scoring 145 to 212 are identified as those who experienced high family functioning, participants who scored 72 to 144 identified as a moderate level of family functioning while those who attained a score 1 to 71 experienced a low level of family functioning. In the present study, individuals score 97.19. Therefore there was moderate level of family functioning.

Further, the average level of peer pressure was 86.1882. According to peer pressure scale (2016), low level of peer pressure was experienced by individuals those who scores less than or equal to 55, individuals with scores between 56 and 72 had a moderate level of peer pressure, while those with scores over 72 experienced a high level of peer pressure. Consequently, there was high level of peer pressure.

Likewise, the average level of aggression was 59.78. Based on the normal distribution, the researcher divided standard deviation by two and add the mean to get high level of aggression ( $13.38/2=6.69$ ,  $59.78 + 6.69=66.78$ ), and to get low level standard deviation was subtracted from mean ( $59.78-6.69= 53.09$ ), to get moderate level around the mean ( 53.1 to 66.78). Accordingly, those below 53.09 were considered as low level of aggression, those between 53.1 to 66.78 were considered as moderate level, and those above 66.78 were considered as high level of aggression. Accordingly, around 39.5 % of participants scored above the mean (66.78), 18.8% participants were scored below the mean (53.09), and 41% of participants were scored between 53.09 to 66.78. Therefore, there was a moderate level of aggression among adolescents.

#### **4.1.3 The Relationship among Family Functioning, Peer Pressure and Aggression**

The current study's 2<sup>nd</sup> research question, has examined by Pearson product correlation among family functioning, peer pressure and aggression.

Table 5

*Zero- order correlations among family functioning, peer pressure and aggression (N=372)*

Correlations	1	2	3
1 Family Functioning	-		
2 Peer Pressure	-.150**	-	
3 Aggression	-.123*	.882**	-

\*p<0.05    \*\*p<0.01

The association between aggression, peer pressure, and family functioning was examined using a Pearson product-moment correlation. There is a strong, positive correlation between peer pressure and aggression, which was statistically significant ( $r=.882$ ,  $P <.01$ ).

Additionally, the results showed a statistically significant weak, negative association between family functioning and aggression ( $r = -.123$ ,  $p .05$ ).

Further, a Pearson product-moment correlation was performed to ascertain the connection between peer pressure and family functioning. Peer pressure and family functioning showed a statistically significant weak and negative correlation.

#### **4.1.4 The Contribution of Family Functioning and Peer Pressure to Aggression**

The 3<sup>rd</sup> research question of the study sought to analyze the contribution of family functioning and peer pressure on predicting aggression among school adolescents. The linear regression analysis of respondents' rate on the contribution of family functioning, peer pressure and aggression have been presented in Table 6

Table 6

*Contribution of independent variables predicting aggression (N=372)*

Mode	R	R Square	Adjusted R Square	std. error of the estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.123 <sup>a</sup>	.015	.012	13.29529	.015	5.682	1	370	.018
2	.882 <sup>b</sup>	.778	.777	6.31925	.763	1268.82	1	369	.000

a. Predictors: (Constant), FF

b. Predictors: (Constant), FF, PP

Note: PP= Peer Pressure, AG = Aggression

As indicated in Table 6, we can see that R-square value is 0.777, which means family functioning and peer pressure predicted 77.7% change in aggression. On the other hand peer pressure and family functioning were predicted aggression 77.7% jointly. However, peer pressure influences aggression 76.5 % independently, but family functioning predicts aggression 1.2%. Also results shows, there was significant relationship among family functioning, peer pressure and aggression ( $P < 0.05$  and 0.01).

Beta value is 0.882, which means the change in peer pressure by eight units will bring change in aggression by 0.883 units. Furthermore, the Beta value is positive which indicates the positive relationship between aggression and peer pressure. In addition, peer pressure has a positive impact on aggression, and family functioning has a negative impact on aggression. In general peer pressure is high impact on aggression than family functioning.

#### 4.1.5 Differences in Family Functioning, Peer Pressure and Aggression in respect to Demographic Variables.

The current study's 4<sup>th</sup> research question, has examined on the statistically significant differences among family functioning, peer pressure, aggression and demographic variables. The Independent Sample T-test and One Way ANOVA analysis of respondents' rate on the statistical significance difference among family functioning, peer pressure, aggression and demographic variables are presented in table 7, but only statistically significant difference among demographic variables and family functioning, peer pressure and aggression have presented.

Table 7

*Summary of Results from One-Way ANOVA (N =372)*

Dependent Variable	Independent Variable		
	Educational level of Mother	Father Occupation	Income
Family Functioning	* 2.29*		
Peer Pressure		.04*	.028*
Aggression			.05*

A One-Way ANOVA demonstrated that a statistically-significant difference between family functioning and educational level of mother of respondents (P=0.035). Further, as a result shows that, there is a statistically significant difference between peer pressure, aggression and income (F=3.06, P=.023 between peer pressure and income and F=2.606, P=.05 between income and aggression). A Tukey post-hoc test revealed between income and peer pressure, with an average difference of .016 (10000-15000 and above 16000, p<.05) and between income and aggression, with an average difference of .030 ((10000-15000 and above 16000, p<.05).

One way ANOVA was computed to test the significance difference between father occupation and family functioning, peer pressure and aggression. The results indicated, there was a statistically-significant difference between peer pressure and father occupation of respondents (F= 2.198, P=.04).

Independent -sample t-tests were used to compare the statistical difference between sex of respondents and family functioning, peer pressure and aggression. According to the findings, there was no statistically significant between family functioning, peer pressure, aggression and sex of respondents.

## **4.2 Qualitative Data Analysis**

Qualitative data was collected from 10 students (6 Male and 4 female). For each student the code was given instead of their name. Accordingly, P1 for the first student from the list, P2, P3----P10 code was given for 10 students consecutively.

### **4.2.1 Over all Family Functioning**

The participants were asked general questions about how their families function. According to the informants' accounts of the interviews, the 7 of the families exhibited behaviors such as being courteous, good mannered, obedient, good role models, honest, quiet, helpful, orderly, cooperative, truthful, hard workers, and respectful. The following passage, which serves as supporting evidence for the statement of the finding described above, was taken from the interview record.

*"There is an agreement between our families. Our families are working cooperatively and honestly. I enjoyed with my family. They always advise us what to do." (P4, P5, P8, P10 interviewee)*

The interview respondents have asked questions about ways of solving problems between families. Reports from the interview informants indicated that the 6 parents of participants are solving the problems through aggressiveness, argumentativeness, resistance, unlawfulness, impoliteness, refusal, and unethical ways.

However, 4 parents of respondents were solving problems in a good manner. The following quotes were taken from the interview records of one student.

Student said that:

*"My parents are solving problems by using different techniques. For examples, through politeness, respect fullness, openness, discussion, participation, inclusiveness, rationality, truthfulness, taking time and positively."*(P9, interviewee).

In general, the majority of the families were not solving problems through discussion and inclusiveness. This implies poor family functioning and they solve problems aggressively. This situation may lead to aggressive behavior. Only a few families are solving problems in a good manner. Families should be role models for their children in order to solve the problem.

The participants were asked questions about ways of communication between families, and the researcher found that the 8 families of participants communicate in the ways of positivity, openness, good manners, freely, enjoyment and happiness.

Regarding completing the given task, the researcher found that the 6 of families completed tasks in ways of understanding each other, being cooperative, sharing, helping each other, etc. The following quotes were taken from five students.

They said that:

*"In our family, we share work for each individual. When our father does something, my mother does another thing, and we do the given tasks for us. Additionally, we complete the task by helping and cooperating with each other. Further, we are happy and enjoy completing the tasks."*(P1, P3, P6, P7, & P10 interviewee)

However, the ways four family's complete tasks are totally undesirable and needs improvement. However, the way families perform tasks was good, except some families.

The respondents were also asked a general question about affective responsiveness and involvement. The results of the interview indicated that the 9 families were honest to each other,

responded emotionally, loved each other, talked freely, cried openly, showed affection and expressed tenderness.

According to interview results from one participant, their families did not show affection, love for each other, and talk freely.

The following quotes were taken from P8 interviewee:

*"My families were reluctant to show affection and love to each other. They don't talk freely and openly. I am not happy to be with my family." As a result, I don't have a willingness to go back to home.*"(P8 interviewee)

In general, 9 families were showing affective responsiveness and some families were not. Furthermore, the families' affective responsiveness and involvement show that there is low influence of family functioning in predicting aggression. This idea is supported by quantitative analysis results linking family functioning and aggression.

The participants were also asked general questions about how their families control their behavior. Reports from the interview informants imply that the 6 families control behavior through discussion, punishments, fullness, and rules. However, some families did not control their behavior. The children lead themselves without the guidance of their family.

#### **4.2.2 Over All Peer Pressure Analysis**

The interview participants were asked questions about how they realize peer pressure. Reports from the interview informants showed that the 8 families of respondents understand peer pressure as an influence that comes from the peer and were influenced by the peers to be aggressive.

This is the quote taken from one student:

*"I always do something wrong to be accepted by my friends. Sometimes I also do things to favor my friends happy. I miss class to spend time with my friends, and I am influenced by my peer to stay long hours on the internet."(P4 interviewee)*

The themes of this student belief show that peers have high level impacts on students. This idea was relevant with quantitative results that show positive correlation between peer pressure and aggression. This indicates the majority of the students were under peer pressure. Similarly, it is also consistent with quantitative analysis that shows a high level of peer pressure.

The participants were also asked to explain how to deal with peer pressure. As per the information inferred from respondents, the majority of the 6 respondents said that:

*It is difficult to deal with peer pressure and hard for us to handle the influences of peer pressure, and to reason about the bad consequences of what we do with peers. Sometimes we show up unnecessary behavior and practice dangerous to get acceptance in our peer group. We act aggressively because of peer pressure. For example, we always fight, bully, anger and destroy properties. (P2,P3,P5,P7,P8,P9 &P10 interviewee)*

(Interview held in April, 2023)

The central idea of those students is peer pressure has impacts on their actions, and it is difficult to deal with peer influences. Peer pressure also leads the students to act aggressively. Hence, it is easy to understand that peer pressure predicts aggression. So the interview result supported quantitative analysis which shows peer pressure predicts aggression by 76%.

#### **4.2.3 Overall Aggression Analysis**

The participants were asked general questions about aggression. As per the information concluded from respondents, the 7 respondents said that:

*“Yes, we always show aggressive behavior. We fought, pushed, kicked, slapped and bullied each other. We got into a physical fight and hurt each other. We were always angry. We experienced aggressive behavior from the school environment, family and peer pressure; specifically we experienced it from our friends.” (P1, P2, P4, P6, P7, P8 & P9 interviewee)*

Additionally, some students said that:

*“We are not aggressive. We don’t show aggressive behavior all the days. We don’t fight with other students. We follow the instructions of our family and school rules and procedures, because we are advised by our parents, we don’t act aggressively.” (P3, P5&P10 interviewee)*

The participants were also asked a general question about factors that lead to aggression. As per the information provided from respondents, the 6 respondents indicated that:

*“School environment, peer pressure, family environment, classroom management, teaching methodologies and class size were mostly leading us to aggression. One of the main causes of aggression was peer pressure.”(P2, P3, P4, P5, P6 & P7 interviewee)*

From the respondents’ responses, the researcher concluded that peer pressure is the most common problem leading to aggression. It is relevant with quantitative result refers there is strong correlation between peer pressure and aggression.

The participants were also asked general questions about how to get physical fight. Reports from the interview informants indicated that the 6 respondents get physical fight if they lose their interests and annoyed by their friends. However, 4 respondents never get into physical fight, even if they're angry.

The participants were asked to explain how often they angry. As per the information inferred from respondents, 5 respondents said that:

"Frequently, we are angry. Sometimes we show our anger physically and we take our anger out on students by insulting, fighting, and pushing." (P2, P3, P4, P4 &P9 interviewee)

#### **4.2.4 Family Functioning, Peer pressure and Aggression**

The participants were asked to explain how peer pressure leads to aggression. As per the information inferred from respondents, 6 respondents indicated that:

*"Peer pressure leads to aggression in many ways. For example: by decreasing self-confidence, distancing from family members and friends, encouraging frustration, and impaired communication skills. Peer pressure influences aggression through frustration, drug use, drinking alcohols and exposure to violent and bullying behavior. (P1, P2, P3,P5, P6, &P8 interviewee)*

The researcher concluded that peer pressure affects aggression. It is in consonance with regression results that show peer pressure predicts aggression by 76.5%. The interview participants were also asked a question about the effect of family functioning and peer pressure on aggression. Reports from the interview informants generally indicated that the 6 respondents said that:

*"Family functioning and peer pressure affect aggression when there are no rules in the family, lack of affection, misunderstanding, encouraging a peer to fight, encouraging a peer to bully someone, and encouraging a friend to drink or try drugs."(P3, P4, P6, P7, P9, & P10 interviewee)*

The interview participants were also asked a question about how family functioning leads to aggression. Reports from the interview informants generally indicated that the 8 respondents were said family functioning leads to aggression when there is disagreement, dishonesty, irresponsibility, disrespectfulness, disobedience, disturbance and lying.

## **CHAPTER FIVE**

### **DISCUSSION**

The key findings of the current study were interpreted in this chapter in relation to the main themes of the research questions and the body of prior literature. This chapter's major goal was to review the present research on family functioning, peer pressure, and aggressive behavior among high school students' with respect to another study. The most important study findings were discussed under each of the research questions. Findings derived from both quantitative and qualitative data were the main issues for the discussion.

#### **5.1 Level of Family Functioning, Peer Pressure and Aggression among adolescents**

According to the study's findings, average levels of family functioning were 97.19, average levels of peer pressure were 86.19, and violence was 59.78 on average. The respondents' levels of aggression, peer pressure, and family functioning were divided into three groups: low, medium, and high. Accordingly, the researcher discovered that while aggression and family functioning were at a moderate level, peer pressure was at a high level. Qualitative data revealed a high level of peer pressure, and moderate level of aggression and family functioning which is consistent with the quantitative findings.

The degree of aggression had a mean value of 169.96 and the family environment had a mean value of 164.62, according to Priyanka's (2019) findings on aggression in relation to the family environment of teenagers from urban and rural areas. It demonstrates both the high level of aggressiveness and the familial setting. Additionally, Tesemma et al., (2019) noted that more than one-sixth of Ethiopian high school and university students consume cigarettes as a result of peer pressure. Students were more likely to smoke cigarettes if they experienced peer pressure from their friends. So, it is necessary to implement school-based intervention programs to lower Ethiopia's high rate of student smoking. This suggests that smoking rates were driven up by significant levels of peer pressure.

Maupeu (2008) also discovered an increase in aggressive behavior among Kenyan secondary school students. Arson and other destructive crimes are typically committed by a group of students who have a history of acting out at school. With a mean total score of 89.87, Dabaghi et al. (2017) calculated the mean score of aggression as 15.22 in the verbal dimension, 24.17 in the hostility dimension, 29.86 in the physical dimension, and 20.63 in the anger dimension. This study suggests that there is a lot of aggression, and that it is crucial to minimize how intense it is. The current investigation's findings and those of earlier investigations were remarkably similar. Farmer (2010) also took a sample of 1,060 Australian schoolchildren. According to his research, 60% of teenagers act aggressively in the classroom. This suggests that Australian schools experienced a lot of hostility. The current study therefore has relevance to the findings of other studies.

However, research by Prashant (1998) demonstrates that 37.8% of the participants had a low level of aggression compared to 27.1%, who had a reasonably high level, making the current results irrelevant. 35.1% of the participants displayed a moderate level of aggression. This is pertinent given that the present study indicates a moderate level of aggression. According to the present and another study, the level of peer pressure and aggression was high and moderate consecutively among adolescents. Consequently, intervention programs are needed to reduce the high prevalence of peer pressure and aggression, and encourage healthy family functioning among students in Shaggar City Administration, Ethiopia.

### **4.3 The Relationship among Family Functioning, Peer Pressure and Aggression**

The results of current study imply that there was strong and positive statistically significant relationship between peer pressure and aggression. This displays that an increase in peer pressure was leading to aggression on the students. Similar to this study, according to South African research (Kimberly, 2012) that looked at secondary school pupils' levels of aggressive behavior, teens tended to act more aggressively when their classmates had a higher negative influence on them. According to the author's 2012 study on the impact of peers on risky behaviors conducted

in Kwa Zulu, Natal, young people may be less likely to involve in such behaviors if their friends don't. The author concluded that peer pressure, which can be exacerbated by peers' violent behavior, is a significant contributor to the emergence of aggression.

Aggression and peer pressure have a somewhat positive and inverse relationship, according to Rajesh and Beenu (2014). However, the results of the current investigation, which indicated a substantial link, are incompatible with this conclusion.

The findings of the current study also indicated a significant relationship between aggression and family functioning. In other words, a dysfunctional household increases the probability of aggressive behavior in adolescents. Similar to this, Amanian shown in his research that family functioning and students' levels of aggression are positively and significantly correlated (Schnurr & Lohman, 2013). So, it is relevant with this study on significant correlation, but irrelevant on direction of relationship. In a different study, Henneberger found a link between parental monitoring and the frequency of aggressiveness and delinquency (Shafii & Safarinia, 2011).

Further, Dabaghi et al. (2017) investigated the link between high school students' violence and family functioning. The findings revealed a strong correlation between the total aggression score and the family functioning score ( $P = 0.0001$ ). Additionally, there was a strong link between aggression and role, behavioral control, emotional response, emotional engagement, and communication aspects ( $P= 0.05$ ) ( $P= 0.001$ ). Peer pressure and aggressiveness among teenagers were found to have a substantial positive association, according to Pung et al., (2015). As a result, the current study was consistent with and supported by earlier research.

In contrast, Priyanka (2019) investigated how the family environment affected aggression in teenagers from both urban and rural locations. The results showed a strong negative association between aggression and family environment. However, the results of the current study, which indicated a weak association, are incompatible with this conclusion.\

Sarbjit (2019) also discovered that there is a negligible negative association between aggression and the family climate of girls in the 10th grade and a negligible positive correlation between aggression and the family climate of boys. In the 10th grade, there was a negligible difference in

violence between the boys and the girls. Ajay and Sona (2016) also looked at the relationship between family environment and aggression in senior secondary school pupils. Five family environment dimensions—cohesion, conflict, acceptance and caring, independence, and active recreational orientation—were revealed to be significantly inversely related to senior secondary school students' hostility. According to a 2011 study by Misbah and Aisha, there is a weak but significant association between parental acceptance and violence. The findings show that there is little correlation between the two factors. Lastly, the correlation between peer pressure and family functioning was negative and significant in present study.

#### **5.4 The Contribution of Family Functioning and Peer Pressure to Aggression**

Regarding the contribution of family functioning and peer pressure to predicting aggression, the results of the present study showed that family functioning and peer pressure predicted a 77.7% change in aggression. However, peer pressure influences aggression 76.5% independently, but family functioning predicts aggression by 1.2%.

Quantitative findings were supported by qualitative data. Adolescence was face challenge to handle peer pressure, according to qualitative assessments. Due to peer pressure, they also quarrel, bully, get angry, and behave aggressively. Similar to the results of this study, studies done in Kenya by Mwaniki and Nyaga (2014) demonstrate that aggression is impacted by family and peers. According to these professionals, teenagers give in to peer pressure because they don't want to be made fun of and because they want to try new activities that are popular among their classmates. As a result of these decisions, adolescents could make bad ones. Among addition, Okorodudu (2010) investigated the factors that lead to aggressive behavior among secondary school pupils in River State, Nigeria. According to his studies, as kids become older, they start to succumb to social pressure as they lose their parental orientation and begin to rely more on their friends. This implies a strong connection between aggressive conduct and peer pressure that necessitates the use of potent intervention techniques.

According to studies, peer pressure is the best predictor when it comes to determining how aggressive teenagers are (Yavuzer et al., 2014). Prashant (1998) also looked into how family and

peer relationships affected aggression. The results showed that family conflict had a 7.8% impact on latent aggressiveness and family organization had a 4.8% impact. The cumulative result is 12.6%. Peer victimization has been found to be a powerful indicator of future aggressive behavior (Ttofi, Farrington, & Losel, 2012, for example). Similar results were discovered by Yu et al. (2017) in a sample of 13 to 18-year-old Dutch teens. According to a different study (Powers and Bierman, 2013; Eldeleklioglu, 2007), peer pressure is a predictor of aggression. This implies that shifts in aggression toward other nations can be anticipated by family and peers.

In a similar vein, Wakolia et al., (2016) discovered a link between aggressive behavior and peer pressure. Additionally, similar findings were made by Kumar and Varma (2016) and Ofodile & Ofole (2018). According to Lin et al. (2018), peer victimization and violent behavior are related to delinquent peer association to some extent. Additionally, Thompson, et al. (2019) discovered that various peer behavior aspects individually contributed to the emergence of teenage aggressiveness. As a result, the current study was relevant to previous studies and existing literature. However, contrary results were discovered by Djohari and Hernawati (2018) and Malonda et al., (2019), demonstrating that peer pressure has no direct impact on aggression. In general, peer pressure causes hostility to rise across the nation. So, it requires programs of intervention from interested bodies.

#### **5.4 Differences in Family Functioning, Peer Pressure and Aggression with respect to Demographic Variables.**

The results of the present study showed that there is a statistically significant relationship between family functioning and education level of mother's. Similar to this study, According to Rawls' (2013) research, various facets of parental involvement were strongly correlated with the mother's level of education. A connection was found between lower levels of active parental involvement and parent education, according to additional research by Kohl et al. (2000). They discovered that parent education was positively connected with involvement at home, communication between parents and teachers, teacher perception of parents' value of education, and parent involvement at school.

Furthermore, Bowen and Lee (2006) found that parents with a 2-year degree or higher reported more parent-child discussions about education at home, being more involved in their children's education, and having higher expectations for their children's education. However, they found that neither time management nor the frequency of homework help was significantly affected by parental education. As a result, the current study had support from other studies.

Study result also indicated that there was statistically significant difference between peer pressure and father occupation. Similar to the research of Sijtsema et al.,(2014) found a strong association between behavioral issues in children and the educational attainment and employment of their fathers. Additionally, Dabaghi et al., (2017) showed a correlation between aggression and having a separate room ( $P= 0.011$ ), father's education ( $P= 0/007$ ), father's work ( $P= 0.04$ ), and family income status ( $P= 0.041$ ).

Current study also showed there was statistically non-significant between family functioning, peer pressure, aggression and sex of respondents. Similar to this study, Kumar and Varma (2013) discovered no statistically significant differences between boys and girls on measures of violence, family attachment, and family care. These values are 0.378, 0.613, and 0.47, respectively. Additionally, it was discovered that there are substantial differences between boys and girls with regard to parental behavior and peer pressure, with respective p values of 0.003 and 0.020. So, present study was supported by literature.

Further the study showed that there is statistically significant between peer pressure, aggression and income. Similar to the findings Dabaghi et al.,(2017) found there was a significant relationship between aggression and father's occupation ( $p = 0.04$ ), and family income status ( $p = 0.041$ ). Further Sijtsema's research showed that there is a statistically significant relationship between aggression and socioeconomic status (Karami et al., 2012).

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

The present study's summary, conclusions, and suggestions were presented in this chapter. The important points in the summary, conclusion, and recommendations were based on the research questions and its findings.

#### **6.1. SUMMARY**

The objective of present study was to examine the relationship among family functioning, peer pressure and aggression in chosen secondary schools in Shaggar City, Burayyu Administration.

The current study was guided by Social Learning Theory which examines how peer pressure and family functioning relate to high school students' aggressive behavior and General Aggression Model looks at how social, cognitive, psychological, developmental, and biological factors affect aggression.

To address the research problem, the study formulated the following research questions:

- What is the level of family functioning, peer pressure and aggression among high school students?
- What is the nature of the association (i.e., direction, strength and statistical significance) among family functioning, peer pressure and aggression?
- To what extent do family functioning and peer pressure contribute to aggression independently and jointly?
- What extent do family functioning and peer pressure contribute to aggression independently and jointly?
- Are there statistically significant differences in family functioning, peer pressure and aggression with demographic variables (i.e., sex, family structure, parents' educational level, occupation and income)?

The study employed a mixed method approach (both quantitative and qualitative). Simple random sampling and stratified sampling methods were used to choose samples. Accordingly, 372 samples were selected from four Shaggar City, Burayyu Administration high schools, and 10 participants were selected for interviews purposefully. Data was gathered using a questionnaire and interviews. Thematic analysis was utilized to study qualitative data, while descriptive and inferential statistics were employed to analyze quantitative data. Responses from the 372 participants were collected and coded into SPSS version 26 for further analysis.

Further, in present study, the level of family functioning and aggression was moderate, but peer pressure was high. Regarding the relationship among family functioning, peer pressure, and aggression, the results showed that there was a significant positive and strong association between peer pressure and aggression. This shows that an increase in peer pressure would lead to aggression among the students. Further, results of the current study indicated that there was a significant negative but weak relationship between family functioning and aggression. Again, the results of the study imply that there was a significant negative and weak association between peer pressure and family functioning. The outcome of the study also indicated that peer pressure predicted a 76.5% change in aggression. It shows that peer pressure influences aggression more than other variables.

The findings demonstrated that there was a statistically significant relationship between family functioning and the educational level of the mother. Further present study indicated there was a statistically significant relationship between father occupation and peer pressure. It shows father's occupation was only significant with peer pressure. Further, the results showed that there was a statistically significant relationship between peer pressure, aggression and income. Regarding the significance difference between sex, family functioning, peer pressure, and aggression, the results showed that there was a statistically non-significant difference between sex, family functioning, peer pressure and aggression.

## 6.2. CONCLUSION

Based on the present study's objectives and findings, the researcher comes to the following conclusions:

First, results revealed that the level of family functioning and aggression was moderate level, but peer pressure was high level.

Second, present findings were implying that there was a positive and significant relationship between peer pressure and aggression. This means when peer pressure increases, aggression also increases. When peer pressure decreases, aggression also decreases. Further results of the present study indicated there was a significant negative but weak relationship between family functioning and aggression.

Third, the results showed that peer pressure predicted a 76.5% change in aggression. This means that there was high peer pressure among adolescents in Burayyu High School, and peer pressure predicts aggression.

Fifth, the findings demonstrated that there was a statistically significant difference between family functioning and the educational level of the mother. Six, the present study showed that there was a statistically significant relationship between father occupation and peer pressure. This means that the father's occupation was only significant under peer pressure.

Seventh, results showed that there was a statistically significant relationship between peer pressure, aggression and income. Last, the results of the current study showed that there was a statistically non-significant relationship among family functioning, peer pressure, and aggression and sex of respondents.

This study contributed for academic community research by expanding a person's knowledge and competencies of the subject and career horizons. Further make a remarkable change in the teaching and learning process. Likewise, it is a tool for increasing knowledge and promoting

learning, providing a comprehensive understanding of various issues and raises community awareness, and assisting in achieving business leadership.

Further, the study contributed for policy makers by providing evidence that is robust, ethical, stands up to scrutiny and can be used to inform policy making. It should adhere to principles of professionalism, transparency, and accountability and auditability. This study also contributed for psychology by giving information, gather evidence for theories, and contribute to developing knowledge in a field of study.

### **6.3 RECOMMENDATION**

The researcher forward the following recommendations in light of the discussions of the key findings presented above and the conclusions reached:

First, families and schools should be concerned about the students. If family and schools avoid or neglect the students, they automatically move to their friend for help and affection, and sometimes they engage in anti-societal acts with peers. Interview result of present study showed there was high peer pressure.

Second, family functioning has to healthy and strong so that anyone in the family can enjoy life with hope. This is because in the present study, family functioning was associated with peer pressure and aggression. Also, family functioning predicts aggression 1.2 %. If family functioning is not helpful and healthy, disagreement will occur between the families.

Third, teachers, psychologists, and practitioners work on students to design and provide sufficient orientation program to students and their families on the problem so that students and parents gain more information about the effects of peer pressure and aggression. In present study peer pressure predict aggression 76.5%.

Fourth, the study showed that there is strong, positive and significant relationship between peer pressure and aggression. Therefore, administrators, professionals, psychologists, and teachers are advised to work on students' self-confidence that helps to develop clear views on their personal positions. Fifth, psychologists, teachers, and practitioners working with students are advised to encourage the children to develop positive think concern about others, which might result in an increase in positive feelings about themselves as well as with others, helping them to communicate well and minimize aggression and aggression.

Sixth, future research must increase the scope of the present study by including other contextual factors influencing aggression, such as bullying, social media, non-violence, attitude, perception, and drug abuse, so as to deliver a comprehensive picture of aggression.

Seventh, result of the study indicated there was high level of peer pressure and aggression. Therefore, the government can set the example by creating programs and laws that outline the issue and enforce unambiguous rules for both preventative and corrective action.

#### **6.4 Limitation of the Study**

The major objective of this study was to examine the relationship among family functioning, peer pressure, and aggression in selected secondary schools in Shaggar City Administration. To achieve this objective, the study faced some limitations. The study has limitations and shortcomings. The major factors that contributed to the limitations of the study were presented as follows:

First, the study was conducted only in the Shaggar City, Burayyu Administration. Second, because the ideas of family functioning, peer pressure, and aggression, specifically in Ethiopia, are new, there is a dearth of related literature or comparable studies in the field. Third, in Oromia, written literature on the concepts of family functioning, peer pressure, and aggression is almost rare. This also restricted the researcher's ability to supplement the study with sufficient local literature review.

Third, 40 participants were not return the papers and some of them handled it inaccurately. A researcher was compelled by this circumstance to make numerous trips to the schools, which required more time to receive the papers back. This in turn had an impact on the researcher's official position. In summary, the study makes no promises to be comprehensive due to the aforementioned flaws and restrictions. Instead, it could act as a catalyst for additional research in the field.

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## **Annexes**

### **Appendix A: English Version of the Questionnaire**

**Addis Ababa University**

**College of Education and Behavioral Studies**

**School of Graduate Studies**

**School of Psychology**

Questionnaire for Students

Dear students:

This research is conducted on "Family Functioning, Peer Pressure, and Aggression in the Case of Some Selected High Schools of Shaggar City Administration. The purpose of this questionnaire is to gather data for research purposes only. So you are kindly requested to carefully provide the necessary information. I confirm that the information collected from you will be used only for research purposes and that your response will be kept confidential. Therefore, this study can be successfully accomplished only when you complete all the items honestly. This questionnaire consists of four different parts: the first is about your family's functioning; the second is about peer pressure; the third is about aggression; and the last is about socio-demographic questions.

Thank you for your cooperation

**Part I. Instruction:** The following statements deal with the family in which you are currently living. Please read each statement carefully and provide the appropriate responses that show your family's functioning using the four-point scale indicated below.

Key: 4: Strongly agree 3: Agree 2: Disagree 1: Strongly disagree

No	Statements	1	2	3	4
1	We usually act on our decisions regarding problems				
2	We resolve most emotional upsets that come up.				
3	We confront problems involving feelings.				
4	We try to think of different ways to solve problems.				
5	When someone is upset the others know why				
6	We are frank with each other.				
7	We don't talk to each other when we are angry.				
8	When we don't like what someone has done, we tell them.				
9	We make sure members meet their family responsibilities.				
10	There's little time to explore personal interests.				
11	We discuss who is to do household jobs.				
12	If people are asked to do something, then need reminding.				
13	We are generally dissatisfied with the family duties assigned to us.				
14	We are reluctant to show our affection for each other.				
15	Some of us just don't respond emotionally.				

16	We don't show our love for each other				
17	We express tenderness				
18	We cry openly.				
19	If someone is in trouble, the others become too involved.				
20	You only get the interest of others when something is important to them.				
21	We are too self-centered.				
22	We get involved with each other only when something interests us				
23	We show interest in each other only when they can get something out of it personally.				
24	You can easily get away with breaking the rules.				
25	We know what to do in an emergency.				
26	We have rules about hitting people.				
27	We don't hold any rules or standards.				
28	There are rules about dangerous situations.				
29	Planning family activities is difficult because we misunderstand each other.				
30	In time of crisis we can turn to each other for support				
31	We cannot talk to each other about sadness we feel.				
32	We can express feelings to each other.				
33	Making decisions is a problem for our family.				

**Part II. Instruction:** The following statements are concerned with your interaction with your friends. Read each statement carefully and answer the appropriate statements by marking a ‘tick’ (✓) in the given circle in front of each statement.

Key: 1= strongly disagree    2= Disagree    3. Undecided    4. Agree    5. Strongly agree

No	Statements	1	2	3	4	5
1	Sometimes I miss classes because my friends urge me to do so					
2	I go for a date with my friend despite parental warnings.					
3	Sometimes I do things because my friends want me to do so.					
4	I feel pressure by my friends to chat long hours on internet.					
5	Sometimes I do something wrong just to be good on friends view.					
6	I cannot say ‘NO’ to my friends even if my parents do not agree.					
7	There is always a peer on me pressure for dating.					
8	At times I feel peer pressure to smoke.					
9	Sometimes I do violent acts to keep up with peers.					
10	I know my limits when with friends					
11	I find it difficult to escape from peer pressure.					
12	Sometimes I have to undergo peer pressure to be liked in a group					
13	Many times I put off my important assignments for friends’ party					
14	Sometimes I have to appease my peers by doing things that I don’t					

	want to do.					
15	To maintain a status in a peer group, sometimes I pressurize my parents to buy an expensive item.					
16	I do not take advice from my parents about peer group activities.					
17	It is difficult to think about the negative consequences of what we do with peers					
18	There is no harm in doing one wrong with friends when we do a number of good things with them.					
19	It is very difficult for me to deny friend's request to drink in a party or on other occasions.					
20	Sometimes I do risky and harmful acts to get acceptance in the peer group.					
21	When I feel uncomfortable in a group I do not know how to say NO.					
22	I usually compromise with peers' request for a movie, party, etc.					
23	At times I feel peer pressure to be aggressive					

**Part III. Instruction:** The following statements ask you about your habit in the last 30 days. Please read each statement carefully and indicate how many times you did this activity or task in the last 30 days using the five point scale indicated below.

Key: 1= No opportunity 2= Never 3= 1 or 2 time 4= 3 or 4 times 5= 5 or more time

No	Statements	1	2	3	4	5
1	I encouraged other students to fight					
2	I pushed, shoved, slapped, or kicked other students					
3	I got into a physical fight because I was angry					
4	I teased other students.					
5	I said things about other students to make other students laugh (made fun of them).					
6	I called other students names.					
7	I threatened to hit or hurt another student					
8	I frequently get angry					
9	I was angry most of the day					
10	I was mean to someone when I was angry					
11	I took my anger out on an innocent person					
12	I helped someone stay out of a fight					
13	I cooperated with others					
14	I protected someone from a “bully.”					
15	I gave someone a compliment					

#### Part IV: Socio-Demographic Questions

Instruction: For the following questions write the necessary responses by filling on the black spaces or putting a tick mark (✓) in the boxes. Please give your responses by encircling the number with the appropriate answer.

1. Name of your school \_\_\_\_\_
2. Sex:      A. male            B. Female
3. Grade    A. 9          B. 10          C. 11          D. 12
4. Your Age \_\_\_\_\_ Years
5. With whom are you living now?  
A. Mother and father          B. Mother          C. father          D. friends          E. Grandmother  
    F. Grandfather          G. Other relatives          H. Other (Specify) \_\_\_\_\_
6. What is the educational level of your father?  
A. Illiterate          B. Basic education          C. primary (grades 1-8)          D. grades 9-10  
E. Grades 11-12          F. Diploma graduated          G. Degree graduate and above
6. What is the educational level of your mother?  
A. Illiterate          B. Basic education          C. primary (grades 1-8)          D.  
grades9-10          E. Grades 11-12          F. Diploma graduated          G. Degree graduate  
and above
9. Your father/male guardian's occupation: \_\_\_\_\_
10. Your mother/female guardian's occupation: \_\_\_\_\_
11. What is the overall income of your family per month in Birr?  
A. 1000-5000          B. 6000-1000          C. 1, 0000- 15000          D. Above 1,5000

## **APPENDIX B**

### **YUNIVARSIIITI FINFINNEETTI**

#### **SAGANTAA QORANNOO DIGIRII LAMMAAFFAA**

#### **KOLLEEIII BARNOOTAA FI QORANNOO AMALAA**

#### **MUUMMEE SAAYKOLOOJII**

Gaaffii barattootaan Guutamu

Kabajamtoota Barattootaa,

Kaayyoon qorannoo kanaa waa'ee walitti dhufeenya haala maatii, dhibbaa hiriyyaa fi amala lolaa yookiin doorsisa gidduu jiru irratti odeeffannoo sassabbachuu ta'a. Kaayyoon gaaffii kanaas odeeffannoo dhimma qoraannoo kanaaf barbaachisuu sassabuu dha. Akka isin of eggannodhaan odeeffannoo barbachisuu naaf guuttan jaalalaan isin gaafadha! Odeeffannoon isin kennitan icciitii dhaan qabamee qorannoo qofaaf kan ooluu dha. Deebiin ati keennitus dhimma qorannoo qofaaf kan oluu fi icciitiin kan kawwaamuu dha.

Kanaafuu, qorannoon kun galma gahuu kan danda'u yoo isin iftoominaa fi amantummadhaan gaaffilee gaafatamtan guuttan qofaa dha. Gaaffileen kun kutaalee afur qaba. Kutaan tokkoffaa waa'e maatii wajjin jiraattan kan ilaallatuudha; Kutaan lammaffaa waa'e dhibba hiriyyaati; Kutaan sadaffaa waa'ee amala lolaa fi dorsiisati; Kutaan araffaan waa'e odeeffannoo waligalaati.

Hirmaannaa keesaniif galatoomaa!

**Kutaa Iffaa:** Qajeelfama: Gaaffiwwan armaan gadii waa'e maatii amma wajjin jiraachaa jirtu kan ilaallatuu dha. Maaloo siriitti dubbisiiti deebii sirrii ta'e iskeeloota gaditti kennaman arfaniin deebisi. Himoota hundaaf deebii kennuu fi fuuldura lakkobsa kenname jalatti 'tick' (✓) gochuun dirqama.

- |                             |                            |
|-----------------------------|----------------------------|
| 1. Tasa itti walii hin galu | 3 Ittan walii gala         |
| 2. Itti walii hin galu      | 4. Bay'een itti walii gala |

No	Himoota	1	2	3	4	5
1	Yeroo aarru waliin hin dubbannu.					
2	Rakkoo nutti dhufu irra caalaan ni furra.					
3	Namni tokko yeroo aaru maaliif akka aaree ni beekna					
4	Rakkoo furuuf karaa addaa addaa yaalla.					
5	Waan namni hojjate yoo nutti hin tolle itti himna.					
6	Jaalalaa waliif qabnu walitti hin argisiisnu.					
7	Yeroo baay'ee rakkoo ilaalchisee murtoo goonu irratti hundoofnee sochoona.					
8	Rakkoowwan miira hirmaachisu nu mudatu.					
9	Miseensonni maatii itti gaafatamummaa isaanii akka rawwatan ni taasifna.					
10	Ifatti ykn dhoksaa malee boonya					
11	Hojii mana keessaa eenyu akka hojjetu ni mari'anna.					
12	Namoonni waan tokko akka hojjetan yoo itti himame, sana booda yaadachiisuu barbaachisa.					
13	Akka waliigalaatti hojii maatiin nuuf ramadetti hin quufnu ykn hin gammadnu.					

14	Iftoominaan waliitti dubbanna.					
15	Seera cabsuun salphaatti jalaa bahuu ni dandeessa.					
16	Jaalala keenya waliif hin ibsinuu.					
17	Garaa waliif ni laafna					
18	Fedhii dhuunfaa ibsachuuf yeroon hin jiru					
19	Namni tokko yoo rakkate warri kaan ni gargaaru.					
20	Fedha namoota biroo kan argattu yeroo wanti tokko isaaniif barbaachisuu qofa.					
21	Garmalee of giddu galeessa godhanna ykn Bay'ee ofittooo dha.					
22	Yeroo wanti tokko nu hawwatu qofa wal bira dhabbanna					
23	Yeroo isaan yaada dhunfaa keessaa ba'uu danda'an qofa fedhii waliif argisifna.					
24	.Muraasni keenya miiraan deebii hin kenninu.					
25	Yeroo balaan tasaa uumamu maal gochuu akka qabnu ni beekna.					
26	Miira keenya waliif ni ibsinaa.					
27	Seera ykn ulaagaa tokkollee hin qabnu.					
28	Waa'ee balaa hamaaf seerri ni jira.					
29	Waan wal hin hubanneef hojii maatii karoorfachuun ulfaataa dha.					
30	Waa'ee nama rukutuu seera qabna.					
31	Yeroo rakkoo deggersaaf gara waliif goona.					
32	Waa'ee gadda nutti dhaghamu waliin hin haasofnu.					

33	Murtoo kennuun rakkoo maatii keenyaati.					
----	-----------------------------------------	--	--	--	--	--

**Kutaa 2ffaa:** Qajeelfama: Gaaffiwwan armaan gadii waa'e dhiibba hiriyya kan ilaallatuu dha. Maaloo siriitti dubbisiiti deebii sirrii ta'e iskeeloota gaditti kennaman shananin deebisi. Himoota hundaaf deebii kennuunis tokkoon tokkoon hima fuuldura geengoo kenname keessatti 'tick' (√) gochuun dirqama.

1. Tasa itti walii galu      2. Jechuu hin danda'u      3. Walii hin galu  
4. Ittan walii gala      5. Bay'een itti walii gala

No	Himoota	1	2	3	4	5
1	Yeroo tokko tokko hiriyoonni koo akkan godhuf waan na kakaasaniif barnoota irraa hafe.					
2	Maatiin na dhorkus hiriyaa koo waliin wal arguuf nan deema.					
3	Yeroo tokko tokko hiriyoonni koo waan barbadaniif waan tokko nan godha.					
4	Interneetii irratti sa'atii dheeraa chat gochuuf dhiibbaan hiriyoota kootin narratti godhama					
5	Yeroo tokko tokko hiriyoota koo biraatti gaarii ta'uuf qofa waan badaa nan hojjedha.					
6	Warri koo walii galuu baatanis hiriyoota kootiin 'LAKKI' jechuu hin danda'u.					
7	Yeroo hunda jaalala jalqabuuf dhiibbaan hiriyaa ni jira.					
8	Yeroo tokko tokko tamboo xuuxuuf dhiibbaan hiriyaaan narratti taasifama.					
9	Yeroo tokko tokko hiriyoota koo wajjin wal simsiisuuf gocha jeequmsaa nan hojjedha.					
10	Yeroo hiriyoota koo wajjin jiru daangaa koo nan beeka.					
11	Dhiibbaa hiriyaa jalaa miliquun natti ulfaata.					

12	Yeroo tokko tokko garee tokko keessatti jaallatamuuf dhiibbaan hiriyaan narra gahuu qaba.				
13	Afeerra hiriyyaa koo kabajuuf hojii manaa koo fi hojiiwwan biroo yeroo biraatti nan dabarsa				
14	Hiriyyoota koo gammaachisuuf jecha waantan gochuu hin barbannee nan hojjedha..				
15	Hiriyyoota koo biratti ittin sadarka argachuuf maatii koo meeshaa qaalii ta'e akka na bitan dhiibbaa nan taasisa.				
16	Dhimma hiriyyaa koo ilaallatu irratti gorsa maatii koo irraa hin fudhadhu.				
17	Waan hiriyyoota keenya wajjin hojjennu miidha inni fidu yaaduun rakkisaa dha.				
18	Hiriyyootaa wajjin waan gaarii baay'ee yeroo hojjennuu badii tokko rawwachuun miidhaa hin qabu.				
19	Gaaffii hiriyyaan koo akkan dhuguuf na gaafatan diduun natti ulfaata.				
20	Yeroo tokko tokko hiriyyaa biratti fudhatama argachuuf gocha miidhaa geessisu nan hojjedha				
21	Yeroo miirri badaa natti dhagahamu hiriyyoota koon akkamitti LAKKI akkan jedhu hin beeku.				
22	Gaaffii hiriyyootni koo fiilmii, affeerraa fi k.k.f irratti yoo na gaafatan ittin walii galaa.				
23	Yeroo tokko tokko akkan lola keessa senuuf hiriyyoonni koo dhiibban narratti taasisuu.				

**Kutaa 3ffaa:** Qajeelfama: Gaaffiwwan armaan gadii waa’ee amala lolaa yookiin doorsisaa kan ilaallatuu dha. Maaloo siriitti dubbisiiti deebii sirrii ta’e iskeeloota gaditti kennaman shananin deebisi. Himoota hundaaf deebii kennuunis tokkoon tokkoon hima fuuldura geengoo kenname keessatti ‘tick’ (✓) gochuun dirqama.

1. Bay’ee walii hin galu

2. Jechuu hin danda’u

3. Walii hin galu

4. Walii galuu

5. Bay’ee Walii Gala

Lakk.	Himoota	1	2	3	4	5
1	Yeroo baay’ee nan aara.					
2	Barattoota nan dhiiba, nan dhidhiita, nan dha'a, ykn nan rukuta.					
3	Aarii koo nama qulqulluu irrattan ba’e					
4	Barattootatti qoosera					
5	Barattoota kofalchisuuf waa’ee barattoota biroo waa jedheera					
6	Nama tokkoof galata galcheera					
7	Nama tokkoo akka inni lola dhaabuf gargareera					
8	Barattoonni biroo akka isaan lolaan nan jajjabeessa					
9	Guyyaa hedduun aaree ture.					
10	Yeroon aaru nama tokkotti gara jabeessan ture					
11	Sababan aareef walldhabdee qaamaa keessa seene					
12	Barataa biraa akkan rukutu ykn akkan miidhuf doorsifameera.					
13	Namoota biroo waliin tumsa godheera.					

14	Nama tokko “qoosaa” irraa eegeen ture.					
15	Barattoota biroo maqaa waame					

**Kutaa 4 ffaa.** Odeeffannoo Waliigalaa.

Qajeelcha: Gaaffiiwwan armaan gadiitif deebii sirrii ta’e iddoo duwwaa irratti guutuun yookiin saanduqa keessatti (✓) kaa’un deebisi.

1. Maqaa mana barumsaa \_\_\_\_\_
2. Saala            1. Dhiira     2. Dhalaa
3. Kutaa            A. 9     B. 10     C. 11     D.
4. Umrii \_\_\_\_\_
5. Amma eenyu wajjiin jiraacha jirta?
  - A. Abbaa fi Haadha     B. Haadha     C. Abbaa     D. Hiriyyaa     E. Akaakayyuu Abbaa     F. Akaakayyuu Haadha     G. Firoota kan biroo     H. Kan biraa (adda baasi) \_\_\_\_\_
6. Sadarkaa baruumsaa Abbaa keetii natti himii?
  - A. Hin barannee     B. Baruumsa xiqqoo qaba     C. Sadarkaa 1ffaa (kutaa1-8)     D. Kutaa 9-10     E. Kutaa 11-12     F. Dippiloomaa     G. Digirii fi isa ol
7. Sadarkaan baruumsaa Haadha keetii natti himii?
  - A. Hin barannee     B. Baruumsa xiqqoo qaba     C. Sadarkaa 1ffaa (kutaa1-8)     D. Kutaa 9-10     E. Kutaa 11-12     F. Dippiloomaa     G. Digirii fi isa ol
9. Abbaan kee hojiin isaa maali? \_\_\_\_\_
10. Haatii kee maal hojjeetti? \_\_\_\_\_
11. Galiin maatiin kee ji’aan argatan meeqa ta’a ?
  - A. 1000-5000     B. 6000-1000     C. 1, 0000- 15000     D. Above 1,5000

## APPENDIX C

### INTERVIEW FOR STUDENTS

The purpose of this interview will be to gather data about family functioning, peer pressure, and aggression for research purposes only. This interview consists of open-ended questions for a better understanding of the problem.

#### Part I: Family Functioning

1. Tell me about how your family functions. How do your families function?
2. How do your families solve problems?
3. How does your family communicate with each other?
4. How do you complete tasks in your family?
5. Tell me about your family's affective responsiveness.
6. How do your parents show emotional involvement?
7. Tell me about your family's behavioral control.

#### Part II: Peer Pressure

1. How do you see peer pressure?
2. How do you deal with peer pressure?
3. What do you do if your friends push you to be aggressive?
4. What would you do if your friends did something that you disagreed with?

#### Part III: Aggression

1. Are you aggressive? If you are, describe it through a story or experience that you had. If you aren't, then explain why you're not.
2. What are the different factors that lead you to be aggressive?
3. Tell me about your cooperative or caring behavior.
4. How do you get into a physical fight?

5. Tell me about your anger.

#### Part IV: Family Functioning, Peer Pressure, and Aggression

1. In what way do you think peer pressure leads you to aggressive behavior? What is the effect of peer pressure on aggression?
2. What are the effects of family functioning and peer pressure on aggression?
3. In what way do you think family functioning leads you to aggressive behavior?

### **APPENDIX D**

#### **AF-GAFFII BARATTOOTAA**

##### **Kutaa 1 ffaa: Waa'ee Maatii**

1. Waa'ee maatii keetii natti himi? Maatiin kee akkamitti hojjetu?
2. Maatiin kee akkamitti rakkoo furu?
3. Maatiin kee akkamitti waliin haasa'u?
4. Maatiin kee keessatti akkamiin hojii kee xumurta?
5. Maatiin kee akkamitti miiraan deebii kennuu?
6. Maatiin kee akkamitti hirmaanna miiraa taasisu?
7. Maatiin kee akkamitti amala keessan to'atu?

##### **Kutaa 2 ffaa: Dhiibba Hiriyyaa**

1. Dhiibba hiriyyaa akkamitti ilaalta?
2. Dhiibba hiriyyaa akkamitti dandamachuu dandeessa?
3. Akka ati looltuuf hiriyyoonni kee yoo si kakasaan maal goota?
4. Wanta ati itti walii hin galle hiriyyoonni kee yoo hojjetan maal goota?

### **Kutaa 3 ffaa: Amala lolaa**

1. Amal lolaa qabda? Akkamitti qabaachuu dandeesse? Yoo hin qabdu ta'es maaliif hin qabdu?
2. Akka ati loltuu yookiin nama kan biraa miituuf wantoonni si kakasan maalfaadha?
3. Amala nama gargaaruu ni qabda? Yoo qabaatte natti himi?
4. Amala aarii qabda? Natti himi?
5. Lola qaama keessa akkamitti seenuu dandeesse?

### **Kutaa 4ffaa: Waa'ee Maatii, Dhiibba Hiriyyaa fi Amala Lolaa**

1. Akkamiitti dhiibban hiriyyaa gara amala lolaatti geessu danda'a? miidhaan dhiibban hiriyyaa amala lolaa irratti qabu maali?
2. Miidhaa dhiibbaan hiriyyaa fi maatiin amala lolaa irratti qabu maali?
3. Akkamiitti haalli maatii gara amala lolaatti geessu danda'a?

## **APPENDIX E**

### **PILOT REPORT**

In this pilot report, issues like the purposes of the pilot study, samples and characteristics of the pilot test, procedures and results of reliability indices and the results of the pilot study were given with implications for the main study.

#### **1. Pilot Testing Procedures**

##### **1.1 Purposes of the Pilot Study**

This pilot study was carried out to assess the effectiveness of the data collection tools, identify and address their shortcomings, and determine the reliability of the questionnaire scales. Due to this, Du Plessis and Hoole (2006) suggested that a pilot test would allow the researcher to determine the reliability of the scale, ensure that the questionnaire's length, language, and instructions were adequate to complete the questionnaire, and determine the initial response rate.

The goal of the pilot study was to get feedback on the survey's structure and content as well as to determine the instrument's level of reliability. For the pilot test, a questionnaire was administered to 60 participants, as well as interviews with five students at Gara Guri Secondary School, which is located in Lemi Kura Subcity around Derartu Tulu Square.

Participants were requested for their free consent to engage in this study prior to the administration of data collection tools, and as a result, their participation in the pilot project was contingent upon their agreements. The participants were made aware of the purpose of the study and what was expected of them during the entire pilot project, in which the researcher himself assisted and oversaw the administration of the instruments.

## 1.2 Samples and characteristics of pilot test

There were five students selected for the interview. The interview took place over the course of a 2-hour session. In addition, 60 individuals who were deemed to share traits with the main study populations participated in the pilot test for the questionnaire scales. Although there are various differences of opinion regarding the size of the group to be chosen, Neuman (1997) advises that a small set of samples (n 20) are typical in a pilot study. Consequently, of the 60 participants, 35 were men and 25 were women. The respondents were between the ages of 15 and 25 (mean age: 20). In terms of grade levels, 20 respondents were from grade 9, 15 respondents were from grade 10, 12 respondents were from grade 11 and 13 respondents were from grade 12. In order to select participants researcher used purposive sampling techniques (See table 8 below for details).

Table 8.

### *Summary Statistics of the Pilot Study Participants*

Variable	Label	Figure	%
Sex	Male	35	58
	Female	25	42
Age	Minimum	15	25
	Maximum	25	42
	Average	20	33
Grade	Grade 9	20	33
	Grade 10	15	25
	Grade 11	12	20
	Grade 12	13	22
	Total	60	

### **1.3. The Procedures and Results of Reliability Indices**

Cronbach Alpha was used in the current study to determine the validity of the questionnaire scales. Gliem and Gliem (2003) offered the following general guideline for interpreting Cronbach's alpha coefficient: A score of .9 is considered great, .89 is good, .79 is acceptable,  $\leq .69$  is unsure,  $.5 \leq a \leq .59$  is subpar, and a score of  $\leq .5$  is considered unsatisfactory.

Similar to this, Du Plessis and Hoole (2006) suggested that a credible scale should have a Cronbach alpha level of .70. Data from the pilot research participants were entered into the SPSS 26.00 software to calculate the Cronbach alpha reliability index. Then, the Cronbach's alpha coefficient was determined for each questionnaire subscale. The dependability in terms of Cronbach's alpha was therefore estimated to be .973 for family functioning measures, .875 for peer pressure scales, and .956 for aggressiveness scales.

From the above analysis, four items were identified as poorly functioning.. In addition, items with low item-total correlations were carefully scrutinized for ambiguity in the language and syntax of the questions based on the examination of the pilot data. In order to employ those things for the main study, careful adjustments and enhancements were made to them by restructuring, editing, and rephrasing them in a more logical and understandable way.

## **2. Results from Qualitative Data**

The researcher began his data collection by interviewing 10 students of Gara Guri high school on "Family Functioning, Peer Pressure and Aggression." The interview helped him to obtain important information regarding Family Functioning, Peer Pressure and Aggression. The Pseudo name was given for each student. Accordingly, X1,X2,X3,X4,X5,X6----X10 were the code given for students.

### **2.1 Analysis of Family Functioning**

The interview participants were asked a general question about how their families functioned. Reports from the interview informants generally indicated that the 6 of

respondents families function in a good manner, are respectful, and listen to each other. This is a quote taken from 2 respondents:

*"Our families function by listening and respecting each other. Each member has the right to make a decision."* (X2, X2 interviewee)

Regarding ways of solving problems between families, interview participants have asked questions about ways of solving problems between families. Reports from the interview informants indicated that 8 of respondent's parents are solving the problems in ways that are disrespectful, irresponsible, and aggressive.

Further in the interview, participants asked questions about ways to communicate between families. The results of the interview show that the 7 of families communicate in a positive and open way. Only a 3 parents communicate in disrespectful and negative ways.

Regarding how to complete tasks between families, the results of the interviews with the informants generally indicated that the 8 of families completed tasks through sharing and cooperation. However, 2 families completed tasks through discussion and sharing.

The following quotes were taken from one student:

*"My families are not agreeing on completing tasks. They always cause conflict between family members. Only a few members complete tasks."*(X8 interviewee)

Further in the interview, participants were asked a general question about affective responsiveness and involvement. The 7 of respondents indicated that our families love each other, show affection, respond emotionally, and are emotionally involved.

Lastly, the interview participants were asked a general question about ways to control behavior between families. Reports from the interview informants generally indicated that the 6 of families control behavior through agreement and discussion. But some families were not controlling and guiding their children.

## **2.2 Analysis of Items that Measured Peer Pressure**

The interview participants were asked a general question about how they see peer pressure. Reports from the interview informants generally indicated that the 7 of respondents see peer

pressure as an influence coming from the peer, and they were influenced by the peer to be aggressive and do bad things to please friends.

Regarding how to deal with peer pressure, the results of the interview indicated that the 7 of respondents were at risk of dealing with peer pressure and needed help to prevent peer influences. They were encouraged by their friends to do bad things. Further, it is difficult for respondents to think about the negative consequences of peer pressure.

### **2.3 Analysis of Aggression**

The participant was asked a general question about whether they were aggressive or not. As per the information inferred from the respondents, the 8 of the respondents were aggressive. They always fought, bullied, insulted, and pushed each other, and they experienced aggressive behavior from their peers. Further in the interview, participants were asked a general question about factors that lead to aggression. As per the information inferred from the respondents, the 9 of the respondents indicated that peer pressure is the major factor leading to aggression.

Regarding physical fights, the interview informants generally indicated that the 6 of respondents get into physical fights when annoyed by their friends. Further, the interview participant was asked to explain their anger. As per the information inferred from the respondents, the 8 of the respondents indicated that they were always angry.

### **2.4 Analysis of Family Functioning, Peer pressure and Aggression**

The participant was asked to explain how peer pressure leads to aggression. As per the information inferred from respondents, the 8 of the respondents said that by decreasing self-esteem, increasing frustration, and exposure to violence, Also, the interview participants were asked a question about the effect of family functioning and peer pressure on aggression. Reports of the interview informants generally indicated that the 6 of respondents said that when there is a lack of affection, misunderstanding, or encouragement, a peer bullies someone.

Further in the interview, participants were asked a question about how family functioning leads to aggression. Reports from the interview informants generally indicated that the 8 of respondents said that family functioning leads to aggression when there is disagreement, disturbance, and lying.

### **3. Implications of the Pilot Study Results for the Main Study**

Analysis of the questionnaire indicated high internal reliability for the three scales (family functioning Cronbach's alpha =.973, peer pressure =.875, and aggression =.956) in the pilot study. Then, the questionnaire was adopted as it was found reliable enough to apply to the study population. Important lessons were learned and applied to the main study from the instrument administration procedures and the data from the pilot test. One of the most important conclusions from the primary study's instrument validation results was that the instruments (interviews and questionnaire scales) were regarded as valid and acceptable and could be utilized as evaluation tools. According to the findings of a pilot research, all of the questionnaire scales looked to have appropriate and acceptable internal consistency, indicating that they may be used for actual data collecting. Last but not least, evaluating the hypotheses of the model statistical tools used for pilot data analysis also yielded significant learning. One of the lessons learned in this regard was the importance of testing model assumptions before selecting whether to analyze quantitative data using parametric or non-parametric tests. Another finding from the testing of model assumptions was the necessity of data screening in order to ensure accurate data entry and to find missing values as well as extreme data values.

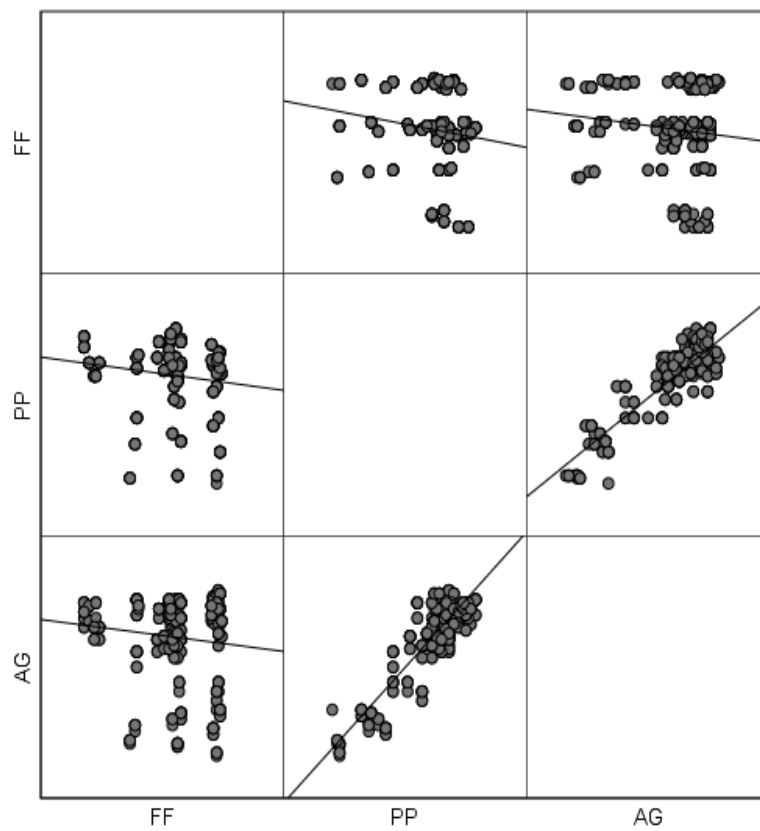
The primary study should thus make an attempt to incorporate field notes with audio records in order to boost the validity and reliability of data transcriptions. This was the important lesson learned from the field experience. Another significant takeaway from the primary study was the requirement for proper orientation of the participants regarding the need of delivering accurate answers for each item of the questionnaire and the serious negative effects of responding slowly on the caliber of the research. It also seems crucial to train data collectors to correctly comprehend each participant's history before to data collection and to administer questionnaire scales in accordance with that background and research ethics.

## APPENDIX F

### ASSUMPTIONS OF VARIABLES

Figure 2

*Linearity among Family Functioning, Peer Pressure and Aggression*

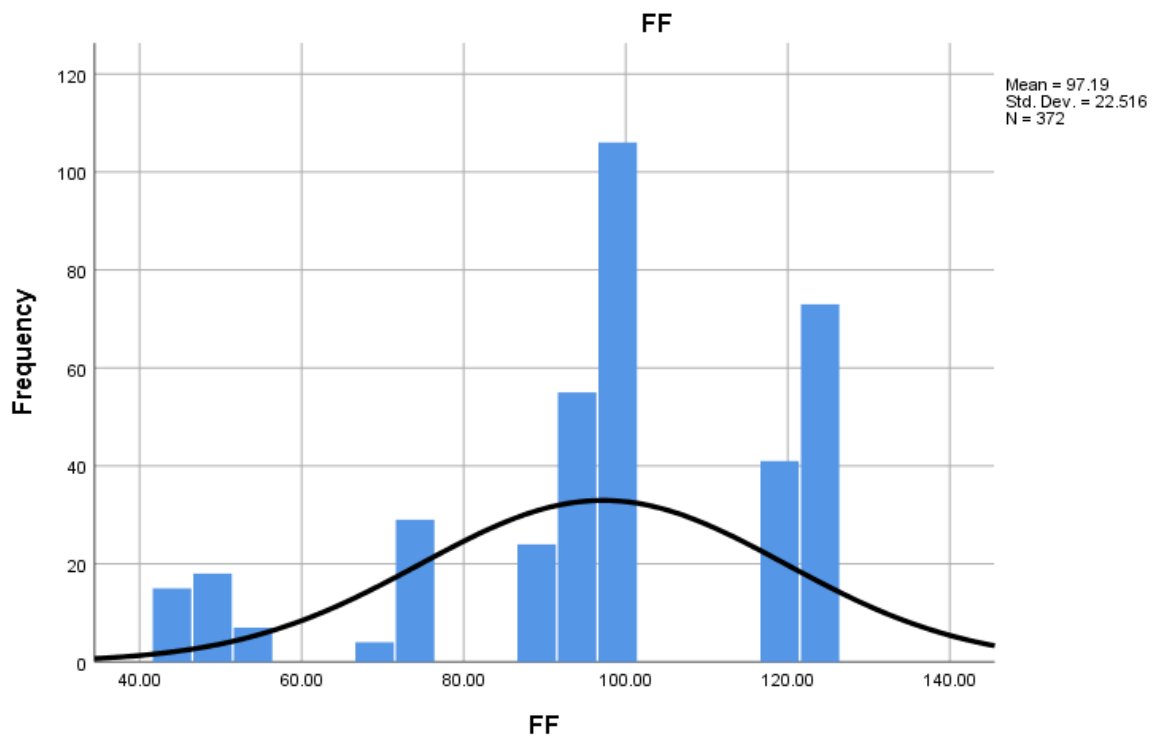


As a figure shows that, there was linearity among family functioning, peer pressure and aggression. Assumption of variable was checked and it is free from violation.

## 2. Normality assumption among Family functioning, Peer Pressure and Aggression

Figure 3

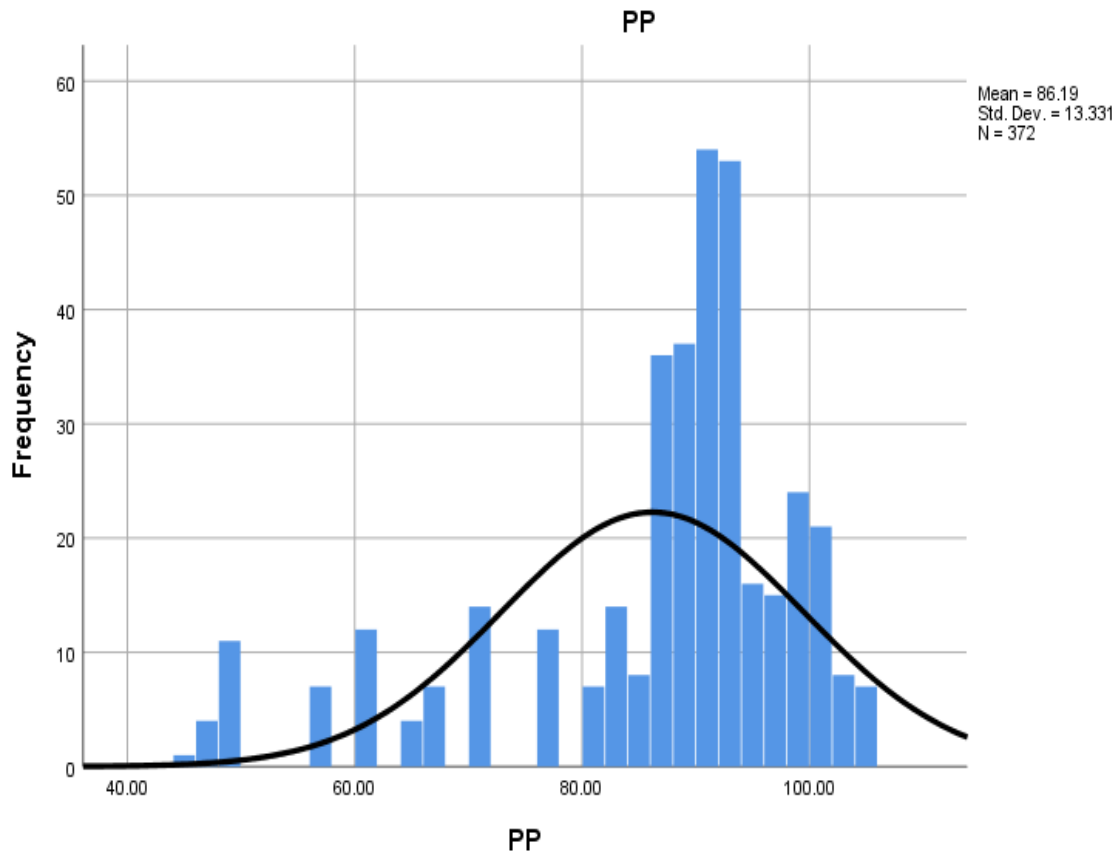
*Normality Assumption of Family Functioning*



As figure 2 indicates, family functioning was approximately normally distributed and it is free from violation of assumption.

Figure 4

*Normality Assumption of Peer Pressure*



According to figure 3, Peer Pressure was approximately normally distributed. The assumption was checked and no violation observed.

Figure 4:

*Normality Assumption of Aggression*

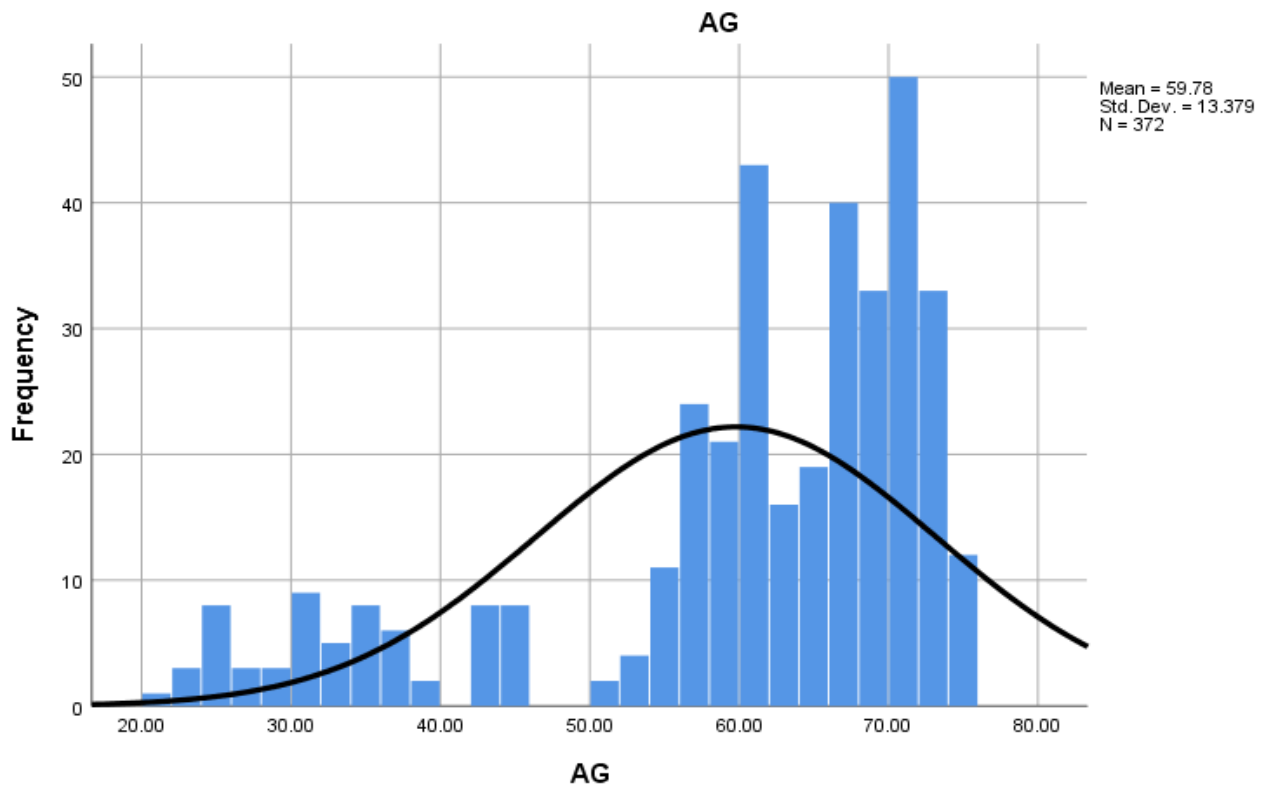


Figure 4 showed that aggression was approximately normally distributed. The linearity and normality of variable was checked and free from violation of assumption.