



Wolkite University

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**PEER INFULENCE ON ADOLECENTS SEXUAL
BEHAVIOUR THE CASE OF STUDENTS OF YABERUS
PREPARATOR SCHOOL**

A RESEARCH SUBMITTED IN PARTIAL FULFILLMENT FOR THE
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Contents

ACKNOWLEDGMENT	i
CHAPTER ONE	1
1. INTRODUCTION	1
1.1 BACKGROUND OF THE STUDY	1
1.2 STATEMENT OF THE PROBLEM	3
1.3 RESEARCH QUESTION	4
1.4 OBJECTIVE OF THE STUDY	5
1.4.1 GENERAL OBJECTIVE	5
1.4.2 SPECIFIC OBJECTIVE.....	5
1.5 SIGNIFICANCE OF THE STUDY	5
1.6 Scope of the Study	6
1.7 Limitation of the study	6
1.8 ORGANIZATION OF THE PAPER	6
CHAPTER TWO	8
2. LITERATURE REVIEW	8
2.1 Peer influences on adolescent sexual behavior:	8
2.2 SEXUAL BEHAVIOR	9
2.3 SEXUAL ENGAGEMENT	9
2.4 FACTORS AFFECTING SEXUAL BEHAVIOR	9
2.4.1 SCHOOL ENVIRONMENT	10
2.4.2 FRIENDS AND PEERS	10
2.4.3 ALCOHOL USE.....	10
2.5 ACADEMIC ACHIEVEMENT	11
2.6 DATING	11
2.7 CONCEPT OF PEER	11
2.8 CONCEPTS OF ADOLESCENCE	12
2.9 CONCEPTUAL FRAMEWORK OF THE STUDY	12
CHAPTER THREE	14
3. RESEARCH DESIGN AND METHODOLOGY	14
3.1 Research Design& Approach	14
3.2 THE RESEARCH PROCESS	14
3.3 STUDY AREA	14

3.5 SOURCES OF DATA.....	15
3.6 POPULATION OF THE STUDY	15
3.5 Sample Size	15
3.7 SAMPLING TECHNIQUES AND PROCEDURES	15
3.9 METHOD OF DATA COLLECTION.....	16
3.10 METHOD OF DATA ANALYSIS.....	16
3.11 RESEARCH ETHICS	17
CHAPTER FOUR	18
4. DATA ANALYSIS AND PRESENTATION	18
4.1 Introduction	18
4.1 Discussion.....	28
CHAPTER FIVE.....	30
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	30
5.1 Summary.....	30
5.2 Conclusion.....	30
5.3. Recommendation.....	31
REFERENCES.....	32

List of tables

<u>Table 4.1 Age composition</u>	18
<u>Table 4.2 Grade Composition of the Respondents</u>	19
<u>Table 4.3 Sex Composition</u>	19
<u>Table 4.4 Birth order</u>	19
<u>Table 4.5 peer pressure</u>	20
<u>Table 4.6 Respondents use of substance and peer pressure</u>	20
<u>Table 4.7. Number and percentage of respondents who changed their dressing, communication and hair style by the influence of their peers</u>	21
<u>Table 4.8 Number of peer members, reason to join peer group</u>	22
<u>Table 4.9 Respondents practices with their peer group members.</u>	23
<u>Table 4.10 Level of Respondents Sexual Behavior</u>	24
<u>Table 4.11 Number of boy/girlfriend and Respondents sex started and age of sex started</u>	25
<u>Table 4.12 peer group values</u>	26
<u>Table 4.13 Results of Being Influenced by Peer Pressure</u>	26

List of figure

Figure 1. Conceptual frame work on risk sexual behavior and associated factors among high school and preparatory.

ABSTRACT

The objective of the study was to assess peer influence on adolescents sexual behavior the case of Yabrus preparatory school. The total number of the population in this research was 650. Among those 74 participants participated in this study. Data collected by using questionnaires to assess the issue under the study. the data was quantitative analyzed. .The researcher selects this topic because of peer pressure and many students influenced by sexual behavior, so that i became interested to investigate research in this area. The significance of this was serving as general source of information and knowledge for students about peer influence on adolescents sexual behavior. The data contained was analyzed by using percentage. The data collection procedure was followed the following steps such as provide about the questionnaire and assess the sample voluntarism. The findings of this study indicate that there are many factors that urge students to engage the sexual activity. And the major cause of students sexual activity in Yabrus preparatory school is due to the influence of peer pressure. The major effect peer pressure on the students sexual behavior is educational problem like, lack of concentration in the study time and drop out of school. Based on the findings the following recommendation of this study was the researcher recommends that it is better the school administer give peer to peer counseling and awareness training for students and take effective measure that affect the sexual behavior of adolescents. It is better that the school administrator should prevent peer influence that affect the sexual behavior of students. This study indicates that as an immediate intervention is needed so as to manage problems among adolescent students related with negative peer pressure.

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND OF THE STUDY

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

Adolescence is a time of many changes like hormonal, biological, physical changes of puberty cognitive factors and social factors the new meaning to sexuality (Santrok, 2005).

According to Erikson (1950) defined adolescent as a child aged 12-21 years old. The adolescent at this age faces a lot of due to biological change (Erikson, 1950)

Hall storm and stress model of adolescence describes adolescence as a stage in life that is characterized by a high level of emotional turmoil and stress, due to the hormonal disruption associated with puberty, Hall (1904).

Sexual behavior refers to what a person does sexually for young person, who is experiencing confusing and exploring their sexual feeling (Santrock, 2000).

The effect of sexual behavior being a normal transition sexual activity during adolescence can serve as a risk factor for an array of problematic behaviors; perhaps most obviously it can have immediate health consequence such as sexually transmitted diseases and pregnancy (AHI, 2003).

Adolescence have almost an instable curiosity about the mysteries of sex. The wonder whether they are sexually attractive how to behave sexually and what the feature holds for their sexual live must adolescence eventually manage to develop matured sexual identity. Even though as adult can there are always time of vulnerability and confusing along life sexual journey. (Santrock, 2005).

Adolescence is a critical age in which people need to undergo sexual development. Many health risks and complications secondary to unprotected sexual activity among adolescents have been documented by the World Health Organization (WHO), for which interventions should be implemented promptly. Recent data indicated that 1.2 billion people in the world are adolescents aged 10-19 years.

Building and sexual experimentation takes place. Adolescents are slightly at an increased level of vulnerability for different health conditions including sexually transmitted diseases when compared to the adult population. Risky sexual behavior is characterized by different hazardous behaviors such as premarital sex, multiple sexual partners, and unprotected sex. Such hazardous sexual behaviors are reported to end up with unpleasant health outcomes like HIV/AIDS, unwanted pregnancies, and unsafe abortions.

In Sub-Saharan Africa, it was reviewed that 25% of 15-19 years old adolescents reported sex before age

Ethiopia is one of the sub-Saharan African countries where the young population is densely found. Many studies reveal that the magnitude of risky sexual behavior is high in the youth. The consequences of risky sexual behavior developed during youth life may affect the sexual behavior in adult life, such as increasing the risk of acquiring and transmitting sexually transmitted infections, and predisposing to unwanted pregnancies. In Ethiopia, secondary school is a new environment where many young people from various primary schools join and expand the social network in which they may develop new sexual behavior. Majority of students enrolled in secondary school are at their teenage stage where identity

1.2 STATEMENT OF THE PROBLEM

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

To engage in risky sexual behavior and to be sexually active Consequences such as unwanted pregnancy or sexually transmitted diseases Disease - if you do not use these substances. Based on research (2008), peer pressure is the most important factor that motivates first sexual intercourse meet up. In addition, Amsale and Mane (2012) pointed out that risky sexuality. Behavior was significantly related to perceptions of peer involvement.

At the time of adolescent age the teenagers start to avoid their parents and become close with their peers. They engage with much practice with their peers. Most of teens become affected by peer influence and the faces many challenges like depression, stress, emotion disturbance

Wensch (2008), stated that student who are affected by peer influence on adolescent sexual behavior faces many challenges especially on academic achievement perhaps students are busy in pursuing sexual intercourse and dating. This implies that students face with time problem to study and to different academic related activity.

To conduct this research because when a child turns into puberty, there are many changes, especially biological, physical and hormonal changes. And also adolescence, cognitive factors and social conditions. At this stage, teenagers spend more time with their peers than with their family, making friends, so they do a lot of activities.

To find out the effect of peer pressure and sexual behavior in adolescents. Understanding the above and other characteristics, the researcher wants to conduct research on the influence of peers on the sexual behavior of adolescents at Yaberus Preparatory School.

The study is conducted on the influence of peers on the sexual behavior of adolescents, and although there are previous researchers who have mentioned the issue, there are still gaps because the previously presented data are not enough to correct the problem. This study is the first study that has been studied in this area. Or Yaberus Preparatory School.

1.3 RESEARCH QUESTION

This research questions the following main issues to be assessed, to be answered after the study and used for recommendation and conclusions finally. The assessment is done in line with the issues in the order they are set throughout the data collection, data analysis, and result setting

- 1) Does peers sexual perceptions represent good image for adolescents sexual behavior?
- 2) Do students of Yaberus preparatory school have awareness about the effect of peer influence on adolescent' s sexual behavior?
- 3) What are the factors that lead students to engage on sexual related activity?

1.4 OBJECTIVE OF THE STUDY

1.4.1 GENERAL OBJECTIVE

The main objective of this study is to examine the impact of peer influence on adolescent' s sexual behavior in case of Yaberus preparatory school students.

1.4.2 SPECIFIC OBJECTIVE

1. To describe how peers sexual activity represent good image or risky sexual behavior among adolescents.
2. To identify whether or not students of Yaberus preparatory school have awareness about the effect of peer influence on adolescent' s sexual behavior.
3. To identify the most influential factors that initiate students to have sexual activity.

1.5 SIGNIFICANCE OF THE STUDY

The successful accomplishment and the investigation of this study have a number of importance' s for the beneficiary, community, teenager, and researchers in the following way.

Provided sufficient information for Yaberus preparatory school teenager about the effect of peer influence on adolescent sexual behavior.

It is important to provide helpful information to the reader towards the effect of peer influence on adolescent sexual behavior.

- ✓ It gave a meaningful understanding for all responsible bodies to take positive measurement on the problem.
- ✓ Gave peer to peer counseling and awareness training for students and take effective measure that affect the sexual behavior of adolescents
- ✓ Helped the school administrator prevent peer influence that affects the sexual behavior of students.
- ✓ It gave information or data for other researchers.

1.6 Scope of the Study

The scope of this study is generalized at Wolkite, Shewa, Ethiopia. The study is limited to the Yabrus preparatory school Grade 11 and 12 natural science students. The study is conducted about peer influence on adolescence sexual behavior.

1.7 Limitation of the study

The following are the major limitations of the study:

- ✓ Some respondents did not give the required full information.
- ✓ The respondents were not getting at required time.
- ✓ They refuse to respond.
- ✓ It was shortage of finance and shortage of time.

1.8 ORGANIZATION OF THE PAPER

The paper consists of five chapters with details and important data analysis, conclusion and recommendations under each chapter. The study consists of five chapters including the data analysis section. The study consists of abstract, acknowledgement, conclusion and recommendations.

Chapter One: Introduction

It contains the background of the research. It also describes in detail the statement of the problem, research questions, objectives of the study, significance of the study, scope and limitations of the study and organization of the paper.

Chapter Two: Literature Review

This section covers literature review, peer influences on adolescence sexual behavior and Sexual Behavior, Sexual Engagement, Factors Affecting Sexual Behavior, Academic Achievement, Dating and Concept of peer and Concepts of adolescence, conceptual framework of the study

Chapter Three: Research Methodology

This chapter includes the research type, methodology with the research approach and method, study area, source of data, population of the study, sampling techniques and

process, sample size determination formula, method of data collection, method of data analysis and research ethics

Chapter four: data analysis and presentation

This chapter includes the introduction and discussion

Chapter five: will consists summery, conclusion and recommendation of the study.

CHAPTER TWO
2. LITERATURE REVIEW

Adolescence is a transitional phase between childhood and adulthood, and during this period, individuals experience significant physical, emotional, cognitive, and social changes. At this stage, teenagers seek independence and see themselves as adults, and social interactions and peer influences play a significant role. Peer influences can affect adolescents' sexual behaviors because they are a vital source of information and support, especially in the absence of parental guidance. This literature review examines the role of peer influences on adolescent sexual behavior.

2.1 Peer influences on adolescent sexual behaviour:

Peer influence can refer to peers' attitudes, behaviors, and norms, which can shape adolescents' sexual behavior. According to a study by Upadhyay and others (2016), adolescent sexual behaviors influence peer norms, which, in turn, influence their sexual behaviors. Therefore, peer influences can be positive or negative, depending on the norms and attitudes the adolescent is exposed to. If peers support positive sexual behaviors, such as using condoms, delaying sexual debut, and having sex in safe and consensual circumstances, then adolescents are likely to adopt these behaviors. On the other hand, if peers engage in risky sexual behaviors, such as having unprotected sex, having multiple sexual partners, and early sexual debut, adolescents may also adopt these behaviors. For instance, a study by Gage and others (2018) found that peer norms significantly affected adolescent sexual behavior. The study found that adolescents who had peers who approved of early sexual debut had a high likelihood of engaging in early sexual debut. Conversely, adolescents who had peers who disapproved of early sexual debut were less likely to engage in early sexual debut. The study emphasized the need for positive peer norms to promote healthy adolescent sexual behavior.

Peer pressure is another significant factor that can influence adolescent sexual behavior. Peer pressure can refer to peers' efforts to persuade or influence adolescents to engage in risky sexual behaviors. In a study by Henry and others (2015), peer pressure was the leading cause of risky sexual behavior among adolescents. The study found that

adolescents who experienced peer pressure to engage in risky sexual behaviors, such as having unprotected sex, reported higher rates of risky sexual behaviors.

2.2 SEXUAL BEHAVIOR

Sexual behavior refers to what a person does sexually for young person, who is experiencing confusing and exploring their sexual feeling. Their sexual may be assigning with orientation or feeling of extraction. There are a number of factors which influence young person sexual behavior including family value , peer pressure, media image , sexual desire, cultural and societal expectation (Dandurt, Orr ,Tarnish and Santrock,2000).

2.3 SEXUAL ENGAGEMENT

Adolescent have almost an instable curiosity about the mysteries of sex. The wonder whether they are sexually attractive how to behave sexually and what the feature holds for their sexual live must adolescent eventually manage to develop matured sexual identity. Even though as adult can there are always time of vulnerability and confusing along life sexual journey (Santrock, 2005).

Sexual engagement is participating in activity related to sexual intercourse such as outer course (sexual stimulation without region as participation) safe sex (sexual especially sexual inter course with the use of measures Such as condom) for play mutual sexual feeding replay they may fell for sexual intercourse.

2.4 FACTORS AFFECTING SEXUAL BEHAVIOR

Adolescent have strong need to be liked and accepted by friends. The larger peer groups which can result pleasurable feeling when accepted are extreme. Stress and anxiety when excluded and disparaged by peers to many adolescents have they are seen by peer is the most important aspect of their live (Santrock, 2005).

Peers are the people you associated with who are about your age during ten year, peer friend ship are usually the most important kind. Because teamwork for other approval they sometimes want to do. Peer pressure can be good if it encourage you to do something positive. But if it is bad encourage you to go against your own value negative(Kelly - Plate and tubing ,1997).

2.4.1 SCHOOL ENVIRONMENT

School environment is threaded that connect the multitude of activities on campus, but in many cases rests thus almost invisible yet every one experience its influence a safe clean and well maintained school with a positive psychological climate and culture can foster school connectedness' which in turn boast student and strafe health as student educational achievement (Taylor,2010).

2.4.2 FRIENDS AND PEERS

Like siblings, friends are “ socializing agents, who set standards of conduct and serve as role models, thus shaping the development of sexual attitudes and norms (East, Felice et al. 1993). A study of minority adolescents found that the number of sexually active girlfriends was positively associated with permissive sexual attitudes, intentions for future sexual activity, and no marital childbearing (East, Felice et al. 1993). Other risk behaviors have an impact as well. When teen’ s friends are not attached to school, have poor grades, abuse drugs or engage in delinquent behaviors, there is a greater likelihood that the teen will become sexually active at an early age (East, Felice et al. 1993; Brewster 1994; Bearman, Bruckner et al. 1999; Kirby 2001).

2.4.3 ALCOHOL USE

The consumption of alcohol and drug is related to change in sexual decision making and association with increased likely hood of engagement in more risky sexual behavior (Cambal, Apostoco, and Mendes 2009).

Alcohol use was significantly associate with engagement in sexual behavior and intention to engage in sexual behavior.

Within the above factor affecting sexual behavior like school environment student between the age and 18 year expected to learn in school. Their primary job in society and it is possibly one thing that was prepared them to become productive member in their adult years , so that in order to student for learning are external they deal with social or cultural value although may determine by the school environment as well the

teachers and administer that each of them. Still another important factor falls up on the student' s ability and willingness to learn (Tylor, 2010).

2.5 ACADEMIC ACHIEVEMENT

Academic success is crucial for children and adolescent to grow into adult who fully participate in economic, social and civic association of contemporary society. Supersizing from early adolescent school being abdicate many consequents for the present and the future live young people(Elmore,2009).

There are many factor that may promote hinder academic competence achievement. Socio economic factors that students come from various background from those background some of may come from strong family structure in which the parents are professionally educated, While other students come from a single parent household with limited educational background. What single parent house hold have limited educational background, other students come from affluent night hood with most likely have more educational support and resource to help them through school (Trylor,2012).

2.6 DATING

Dating allow two people to explore how a male female relationship to work new felling of attraction and affecting on are examined .close relationship can turn to romantic interest dating can be a challenge at any age but during ten years these may be especially true(Kelly - Plate and Eubaks,1999).

Dating is another factor adolescent academic work due to the fact they spent much of their time to other activities rather than studying their education. It can affect the academic performance of students when it is miss used.

2.7 CONCEPT OF PEER

Concept of peer according to (Salvador, 2009) a peer is a person who is equal to another in ability qualification, age, background, and social states. Peer is a person who belonged to the same age group or social group. The study on United States of America College

students were the most common influenced by peer pressure were students (Hill and Esilva, 2005).

2.8 CONCEPTS OF ADOLESCENCE

Adolescent is conceptualization as a period of from dependent child hood to self-sustaining adulthood. Based on these perspective adolescents is there for a process and not just a particular period of social changes.

(Obidoa and Ifelunn, 2010) stated that adolescent is a period of when individual no longer depend on parent to take desertions. At this stage the individual can think about his personal idea and handles such ideas the individual is able to perform the following mental functions logical reasoning, abstract thinking, increase understanding, ability to generalize for facts and increase independent decision among others .

2.9 CONCEPTUAL FRAMEWORK OF THE STUDY

A conceptual framework is used to illustrate what a researcher expected to find through his research, including how the variables considered might relate to each other. The research has a conceptual framework to be followed and as an indicator of the variables, analysis and map.

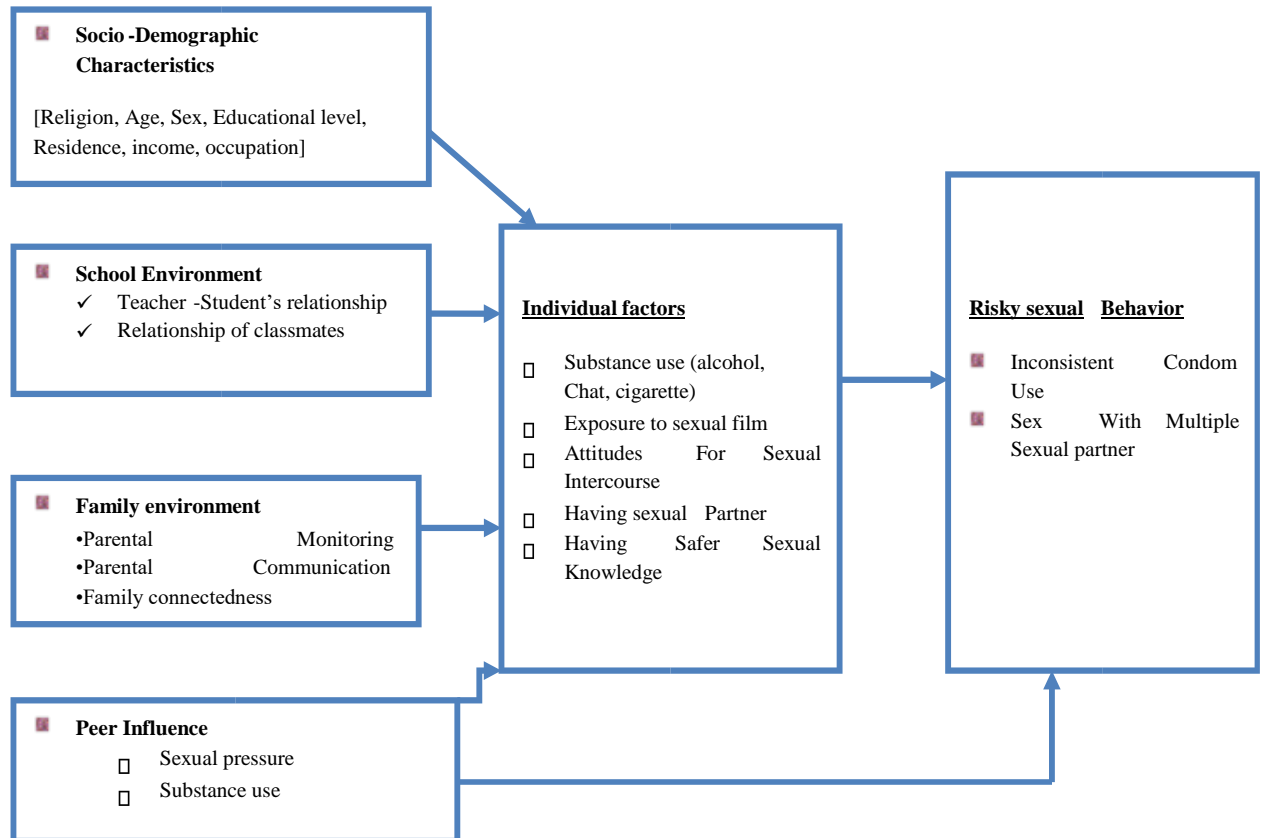


Figure 1. Conceptual frame work on risk sexual behavior and associated factors among high school and preparatory

CHAPTER THREE
3. RESEARCH DESIGN AND METHODOLOGY
3.1 Research Design & Approach

Research is the systematic method consisting of enunciating a problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions towards the concerned problem or in certain generalizations for some theoretical formulation. Kothari (2004). Therefore, research methodology is a way which brings all the research processes together and leads the researcher to accomplish the objectives of the study.

The research methodology is the system or approach in which the research is conducted to collect data, to analyze the data and draw conclusion. All the components of the research methodology are detailed in the following sections.

In this research I used descriptive types of design. Descriptive research design is a type of research design that aims to systematically obtain information to describe a phenomenon, situation, or population. More specifically, it helps answer the what, when, where, and how questions regarding the research problem rather than the why.

The design concerns with arranging and describing the characteristics of situational events. The researcher used both qualitative and quantitative approach. In qualitative approach the research were concerned with subjective assessment of attitudes, opinion, behavior and qualitative phenomena. In quantitative approach the research were based on the measurement of quantity, numbers and statically terms.

3.2 THE RESEARCH PROCESS

The research undertook the following serious of steps: problem identification, literature review, research design, data collection, data analysis and result interpretation and reported on practical measures that could alleviate the target problem.

3.3 STUDY AREA

The study conducted at Wolkite town it emphasizes on Yaberus secondary and preparatory school. Wolkite is located 113 km away from Addis Ababa

3.5 SOURCES OF DATA

The researcher used primary and secondary data sources to collect relevant data. The data sources of the study are the students of Yaberus Preparatory School and the secondary data source is collected from different written sources such as books, official documents and related journals as well as the Internet services.

3.6 POPULATION OF THE STUDY

The target population for this study was Yabrus Preparatory students in eleventh and twelfth grades.

The total number of those students is 650 and out of these 314 students are in class eleven and 336 students are in class twelve. Out of eleven students, there are 125 male students and 189 female students. Out of twelve students, there are 167 male and 169 female students.

3.5 Sample Size

Including all students was time consuming and it was necessary to sample them or select a sample. The researcher randomly selected students from the total to collect relevant data. The researchers draw the sample size recording to the following formula taken from (Yemanes formula 1967) to estimate the sample size.

$$n = \frac{N}{1 + N(e)^2}$$

Where N= total population

e= error determined (margin of error 5%)

n= sample size

$$n = \frac{N}{1 + N(e)^2} = \frac{650}{1 + 650(0.1)^2} = \frac{650}{7.5} = 87$$

3.7 SAMPLING TECHNIQUES AND PROCEDURES

Taking a subset from chosen sampling frame or entire population is called sampling. Sampling can be used to make inference about a population or to make generalization in

relation to existing theory. In essence, this depends on choice of sampling technique. Hamed Taherdoost. (2016)

The sampling technique that was used in the study is simple random sampling technique. Because this technique give equal chance to the students being selected.

3.9 METHOD OF DATA COLLECTION

Data collection is Process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.

There are many methods of collecting primary data including questionnaires, interviews, focus group interviews, observation, survey, case-studies, experimental method and statistical method etc.

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. Syed Muhammad Sajjad Kabir(2016). In this research interview administered/supported questionnaire method was used as the data collection method.

3.10 METHOD OF DATA ANALYSIS

The methods used by the researcher are descriptive methods. Descriptive methods were used to describe, analyze and interpret the data collected. Therefore, the researcher used percentages and tables to analyze the collected data, because percentages are suitable descriptive research methods to solve the research objective.

Data analysis and research interpretation involves examining, classifying, tabulating, testing, or otherwise combining mixed evidence, including the initial problem statement. The analysis of the data depends on specific research problems and questions.

Regarding data analysis, it refers to the analysis of the data collected from the questionnaire survey. Data analysis methods and techniques are useful for obtaining information such as metrics, facts and figures.

3.11 RESEARCH ETHICS

Research ethics is about doing what is morally and legally right in research. The researcher has taken sole responsibility for the safety, dignity, rights and security of the participants in the research conducted by the researcher.

Fabrication, cheating, fraud, misrepresentation of research data are unethical and collaborative work, trust, accountability, respect and fairness are ethical norms. Copyright, patent policies, data sharing policies and confidentiality are also strictly prohibited.

In general, honesty, objectivity or impartiality, caution, transparency, confidentiality, social responsibility, non-discrimination, competence, legitimacy and avoidance of treason were the basic ethical considerations. The author of this article assumed such responsibilities, including the University of Wolkite's ethics policy, at the time.

CHAPTER FOUR
4. DATA ANALYSIS AND PRESENTATION
4.1 Introduction

The major object of this study was to examine peer influence on adolescents' sexual behavior the case of Yabrus preparatory school.

Preparatory school students. A total of 87 questionnaires were distributed,

Out of 87 questionnaires distributed to Administration office, only 74 of them are returned back. So, in this chapter the information gathered from the respondents is analyzed as follows.

The demographic table of respondents that shows sex, age, place of birth, religion, and grade level

TABLE 4.1 AGE COMPOSITION

Age	Frequency	Percentage%
17-20	60	81%
20-23	11	15%
Above 23	3	4%
Total	74	100%

As shown in table 4.1 among the respondents most students are the age of seventeen up to twenty the other respondents are found between twenty up to twenty-three were as least of the respondents included above age of twenty three.

TABLE 4.2 GRADE COMPOSITION OF THE RESPONDENTS

Grade	No of respondents	Percentage%
11	39	53%
12	35	47%
Total	74	100%

As shown in table 4.2 show that the students who are including in the adolescents age group in preparatory school level ,39(53%) of the respondents are grade eleven and 35(47%)are grade twelve.

TABLE 4.3 SEX COMPOSITION

Sex	No of respondents	Percentage%
Female	40	54%
Male	34	46%
Total	74	100%

As shown in table, 4.3 it shows 40(54%) of the respondents were females and 34(46%) of the respondents were males. This implies that the percentage of female respondents is greater than the percentage of male respondents.

TABLE 4.4 BIRTH ORDER

Birth order	No of respondents	Percentage%
First	20	27%
Second	15	20%

Third	27	37%
Other	12	16%
Total	74	100%

As shown in table 4.4 regarding birth order, the majority of the respondents 27 (37%) are third born followed by first born 20(27%). second born 15(20%) and the other born are 12(16%).

TABLE 4.5 PEER PRESSURE

Item	Categories	Frequency (%)		Total
		Yes	No	
Did you perform negative thing that are not common to you influenced by your peer?	Male	16(21.6)	24(32.5)	40(54.1)
	female	14(18.9)	20(27)	34(45.9)
	Total	30(40.5)	44(59.5)	74(1000)

As indicated on table 4.5. 30(40.5) of respondents reported that they performed something that is not common to them influenced by their peers

TABLE 4.6 RESPONDENTS USE OF SUBSTANCE AND PEER PRESSURE

Item	Frequency	Male	Female	Total %
khat	Yes	15(20.2)	0	15(20.2)
	No	19(25.7)	40(54.3)	59(70.7)

cigarette	Yes	5(6.7)	0	5(6.7)
	No	29(39.2)	40(54.1)	74(100)
Alcohol	Yes	16(21.6)	5(6.8)	21(28.4)
	No	18(24.5)	35(47.3)	54(73)
Other substance	Yes	2(2.7)	0	2(2.7)
	No	32(43.2)	40(54.1)	72(97,3)

As shown in table 4.6 among the 74 respondents who are under peer pressure 21(28.4%) use alcohol, 15(20.2%) use khat, 5(6.7%) use cigarettes, 2. (2.7%) use other substance.

TABLE 4.7. NUMBER AND PERCENTAGE OF RESPONDENTS WHO CHANGED THEIR DRESSING, COMMUNICATION AND HAIR STYLE BY THE INFLUENCE OF THEIR PEERS

variables	categories	Frequency		Total frequency%
		Male	Female	
Dressing style	Yes	14(18.9)	33(44.6)	47(63.5)
	No	20(27)	7(9.4)	27(36.5)
	Total	34(45.9)	40(54)	74(100)
communication style	Yes	21(28.3)	29(39.1)	50(67.5)
	No	13(17.5)	11(14.8)	24(32.5)
	Total	34(45.9)	40(54)	74(100)

Hair style	Yes	20(27)	29(39.1)	49(66.2)
	No	14(18.9)	11(14.8)	23(31.1)
	Total	34(45.9)	40(54)	74(100)

As shown in table 4.7 among the respondents who performed things that are not common to them by the influence of their peers, 47(63.5) changed their dressing style by the pressure of their peers, of which 14(18.9%) are male and 33(44.6%) female. Regarding communication style 50(67.5), of the respondents approved that they changed their communication style by their peers influence. Of them 21(28.3%) are male and 29(39.1%) are females. On the other hand 49(66.2) of the respondents who are under peer pressure changed their hair style. Of these 20(27%) are male and 29(39.1%) are females. Based on the information on table 4.7, the percentage of female respondents who changed their dressing style (44.6%), communication style (39.1%) and hair style (39.1%) by the pressure of their peers is higher comparing to males dressing (18.9%), communication (28.3%) and hair style (27%)

TABLE 4.8 NUMBER OF PEER MEMBERS, REASON TO JOIN PEER GROUP

	categories	Frequency %
Number of peer members	1-3	17(23)
	4-6	57(77)
	total	74(100)
Reason to join peer group	by family problem	4(5.4)
	by friends pressure	55(74)
	by economy problem	9(12.1)

	being alone	6(8.1)
	Total	74(100)

As shown in table 4.8, among respondents who are under peer pressure, the percentage of respondents who have peer members 4-6 (77%) is higher than from those who have 1-3 (23%).

Concerning to reason to join peer group, the majority of the respondents among those who are under peer pressure, 55(74%) of them reported that they joined to their peers group because of their friends pressure followed by economical problem 9(12.1%), being alone 6(8.1%) and family problem 4(5.4%)

TABLE 4.9 RESPONDENTS PRACTICES WITH THEIR PEER GROUP MEMBERS.

Variables	categories	Frequency (%)		Total Frequency %
		Yes	No	
Peer group practices	Discussion about education with peer group	27(36.5)	47(63.5)	74(100)
	Participation in different school clubs	19(25.7)	55(74.3)	74(100)
	Participation in social activities	25(33.8)	49(66.2)	74(100)
	Participation in religious activities	20(27)	54(73)	74(100)
	Helping family at home	40(54)	36(47)	74(100)
	Involvement in sexual activity	20(27)	54(73)	74(100)
	Utilization of party houses, alcohol,	21(28)	53(72)	74(100)

	tobacco, khat			
	Discussion about skipping from school and coping exams	48(64.9)	26(35.1)	74(100)

As indicated on table 4.9, the majority of the respondents who are under peer pressure are not involved in activities of school clubs 55(74.3%), religious 54(73%), sexual activity 54(73%), party houses, alcohol, tobacco, khat, 53(72%), social 49(66.2) education 47(63.5%) and helping family 36(47%), coping exams 26(35.1%)

On the other hand, among respondents who are under peer pressure 48(64.9%) of the respondents reported that they discuss about skipping from school and coping exams, 40(54%) of the respondents about helping family at home, 27(36.5%) of the respondents about discussion about education with peer group 25(33.8%) of respondents about participation in social activities and 21(28%) of respondents about utilization of party houses, alcohol, tobacco, khar. According to the above table 4.9 information, the majority respondents who are under peer pressure discuss about the discussion about skipping from school and coping exams, use of substances and visiting party houses rather than discussing about education, social issues, religious issues, helping of family at home and participation of school clubs. From the practices of respondents with their peer groups, followed by skipping from school and coping exams 48(64.9).

TABLE 4.10 LEVEL OF RESPONDENTS SEXUAL BEHAVIOUR

Item	Alternative	Frequency	Percentage
Do you have boy/girlfriend?	Yes	28	38%
	No	46	62%
	Total	74	100%

As shown in table 4.10 the majority of the respondents, 46(62%) from the total sample have not boyfriends and girlfriends, were 28(38%) of the respondents from the total sample have boyfriends and girlfriends.

TABLE 4.11 NUMBER OF BOY/GIRLFRIEND AND RESPONDENTS SEX STARTED AND AGE OF SEX STARTED

Variables	categories	Frequency (%)		Total frequency
		sex		
		Male	Female	
Number of boy/girlfriend	0	21(28.3)	25(33.7)	46(62.2)
	1	11(14)	15(20.2)	26(35.1)
	2	2(2.7)	0	2(2.7)
	Total	34(45)	40(55)	74(100)
Respondents sex started	Yes	10(13.5)	3(4)	13(17.5)
	No	24(32.4)	37(50)	61(82.4)
	Total	34(45)	40(55)	74(100)
Age of sex started	15	2(2.7)	0	2(2.7)
	16	3(4)	0	3(4)
	17	5(6.7)	3(4)	8(10.7)

As indicated on table 4.11, 26(35.1%) of respondents have only one boy/girlfriend and 2(2.7%) have two boy/girlfriend the rest 46(62.2%) of respondents do not have any boy/girlfriend. Regarding respondents sex starting, of those students who are under peer pressure 13(17.5%) of them started sexual activities and 62(82.4) did not start sexual

activities. Concerning to respondents age of sex started the majority of them started at the age of 17.

TABLE 4.12 PEER GROUP VALUES

Variables	Categories	Frequency (%)			Total Frequency (%)
		agree	I am not sure	disagree	
A person from your peer group members get respect	Who has boy/girl friend	27(36.3)	19(25.6)	28(37.8)	74(100)
	Who is modernized/ arada /tsede	30(40.5)	15(20.5)	29(39.2)	74(100)
	Who started sex	2(2.7)	20(27)	52(70.2)	74(100)
	Who commits sex with different persons	0	10(13.5)	64(86,5)	74(100)
	Who have had sex by forcing others	0	0	74(100)	74(100)

As shown on table 4.12 respondents agreed that a person from the peer group get value who is modernized/ arada/ tsede 30(40.5%), who has boy/girlfriend 27(36.3%), who started sex 2(2.7%). Based on the information from peer group values students get special value those who are modernized, who has boy/girlfriend and who started sex stood first second and third respectively. Students who have more than one sexual partners and also aggressor are given positive value by students.

TABLE 4.13 RESULTS OF BEING INFLUENCED BY PEER PRESSURE

No	item	Alternative	Frequency	Percentage%
1	Unwanted pregnancy	Yes	2	2.7%
		NO	72	97.4%

		Total	74	100%
2.	Reduce self-seem	Yes	25	33.7%
		NO	49	66.3%
		Total	74	100%
3.	Having poor image at institution	Yes	18	24.3%
		NO	56	75.7%
		Total	74	100%
4.	Drop out from school	Yes	5	6.7%
		NO	69	93.3%
		Total	74	100%
5.	Having poor academic performance	Yes	29	40%
		NO	45	60%
		Total	74	100%
6.	Lack of concentration in the study	Yes	50	67.6%
		NO	24	33.4%
		Total	74	100%

Table 4.13 shows that, 2(2.7%) of respondents said yes for unwanted pregnancy 72(97.3%) of the respondents are not influenced unwanted pregnancy.

The table show that, 25(33.7%) of the respondents are influenced are the results of reduced self-esteem and 49(66.3%) of the respondents are not influenced by reduced self-esteem.

The table show that, 18(24.3%) of the respondents are having poor image at institutions 56(75.7%) of the respondents are not having poor image at institutions.

The table show that, 5(6.7%) of the respondents are influenced dropout from school 69(93.3%) of the respondents are not influenced drop out from school.

The table show that, 29(40%) of the respondents having poor academic performance 45(60%) of the respondents are not influenced or the results of having poor academic performance.

The table show that, 50(67.6%) of the respondents are influenced by lack of concentration in the study time 24 (33.4%) of the respondents are not influenced by lack of concentration in the study time. This indicates that lacks of concentration in the study are the main consequence of the student.

4.1 Discussion

Peer pressure aggravate their sexual behaviors, but in our reason physical developments and growth of their age or maturity stage have not much important factors for sexual behavior, rather peer pressure were main case of the research finding.

In contrast according to Santrock 2005, adolescent have a strong need to be linked and accepted by friends. The largest peer groups which can result pleasurable feelings when accepted are extreme. Stress and anxiety when excluded and dis disparage by peer to many adolescents have they are seen by peer is the most important aspects of their lives (Santrock2005). Peer are the people you associated with who are about your age during the ten year.

Peer friend ship is usually the most important kind; because team works for other approval they sometime does something want to do. Peer pressure can be good if it

encourage you to do something positive. But if it is bad encourage you to go against your own value negative. (Kelly-plate and tubank, 1997).

This study indicates that the overall prevalence rate of peer pressure on adolescent sexual behavior among Yabus preparatory school were very high.

This finding is consistent with the study on United States of America, College students were the most common influenced by peer pressure. (Hill and Esilva, 2005). In this study finding researchers recommended that creating awareness among the school community on the negative impact of peer influence on their sexual behavior, strengthen counseling services.

Particularly Yabus preparatory school administrator should take have peer pressure affects the sexual behavior of adolescents through psychological educational and health wellbeing, in addition to taking strong action against peer pressure on adolescents sexual behaviors is one of the strategies that minimize the problem.

According to (Dandurr, Orr, Tranishand and Santrock 2000) sexual behavior for a person does sexually for young person, who is experimenting, confusing and exploring their sexual feeling, This sexual may be assigning with orientation or feeling of extraction. There are a number of factors which influence young person sexual behavior including family value, peer pressure, sexual desires, cultural and social expectation. In this study the major effect of peer pressure on adolescent sexual behavior was lack of concentration at the time of study, having poor academic performance, dropout of school, reduce self-esteem and unwanted pregnancy.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main objective of this study was to assess the peer influence on adolescences sexual behavior in the case of students at Yabrus preparatory school wolkite town.

The study was conducted by using questionnaire, on 74 students by using simple random sample technique. And the result was analyzed by using both qualitative and quantitative designs or by using tables and percentage.

The school administer should give awareness about the impact of peer influence on adolescents sexual behavior and opened effective counseling office should be recommended in this study.

5.2 Conclusion

Peer influences play a significant role in adolescent sexual behavior. Positive peer norms can promote healthy adolescent sexual behaviors, while negative peer norms can lead to risky sexual behaviors. Peer pressure can also influence adolescent sexual behavior negatively. Therefore, adolescents need to learn positive sexual behaviors from their peers and build strong resistance to negative peer pressure.

Peer influence is the most influential factor for adolescents that force students to be engaged in sexual activity. The general objectives of this study are to examine the impact of peer influence on adolescents' sexual behavior in Yabrus preparatory school students, In order to achieve the desired goal knowing the impacts of peer influence on adolescences sexual behavior. Most of the students who are under peer pressure are in the age group 17-19 is the late puberty stage. Alcohol is the most commonly used substance by high school and preparatory school students and is more common for males than females.

The major cause of students' sexual activity in Yabrus preparatory school is due to the influence of peer pressure.

The major consequence of peer pressure on the students sexual behavior is educational problem like, lack of concentration in the study time and drop out of school and peer pressure discuss about the discussion about skipping from school and coping exams, use of substances and visiting party houses rather than discussing about education, social issues the collected data or information, the researcher concludes that there are sexual activities in Yabus preparatory school and the main cause of these sexual activities is peer influence on adolescents sexual behavior. This factor is basically problematic for the students, mainly affecting educational well- being of the student.

5.3. Recommendation

Based on the findings the researcher would like to recommend as follows.

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

- Parents should create good relationship with their children and school teachers in order to get information about their children overall behavioral conditions.
- It should be opened effective counseling office to students
- Better to teach the student about the cause and effect of peer influence.
- The school administrator should see seriously how peer influence affects the students psychological, educational and health well- being.
- Particularly Yabus preparatory school administrators should take seriously how peer pressure affects the sexual behavior of adolescents through psychological, educational, and health well-being. In addition taking strong action against peer influenced on adolescent sexual behaviors one of the strategies that minimize the problem.

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APPENDIX; QUESTIONNAIRES

WOLKITE UNIVIERSTY

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

Dear participant

The main purpose of this questionnaire is to know your feeling about your peers influence on sexually related behavior. Dear respondents you are kindly requested to give your genuine response. The information will keep confidential and used only for the purpose of the study.

Part one; Personal background

1. Age_____

2. Grade 11 12

3. Sex M F

4. Birth order 1 First

2 Second

3 Third

4 Other specify_____

Part two; Peer pressure

5. Did you perform negative things that are not common to you influenced by your peer?

Yes No

6. If you say yes for the above question tick on the provided space how many of those activities you accomplished.

I. Having boy/girlfriend_____

Having pre-marital sex_____

Having homosexuality_____

Having sex by forcing others _____

Having transaction sex _____

Having sex with payment _____

Un wanted pregnancy _____

II. Smoking cigarette _____

Drinking alcohol _____

Use different substances _____

Visiting party houses _____

III. Changing dressing style _____

Changing communication style _____

Changing hair style _____

Part three; Peer group information

Write the number of your choice only on the space provided

7. How many members are there in your peer group? _____

8. Sex of your peer group members

A. Male only B. Female only C. Both male and female

9. How did you join to peer group?

A. By family problem B. By friends pressure

C. By economical problem D. being alone E. Other
specify _____

For practices you do with your peer group write only the number of your choice on the space provided

10. Discussion about education, study, doing homework and assignments together

Yes No

11. Participating in different school clubs.

Yes

No

12. Participating in social activities

Yes

No

13. Participating in religious activities.

Yes

No

14. Helping family at home.

Yes

No

15. Being together play and relaxing.

Yes

No

16. Discussion about opposite sex love.

Yes

No

17. Involving sexual activity.

Yes

No

18. Visiting party houses, drinking alcohol, smoking, chewing khat etc.

Yes

No

19. Discussing about skipping from school and copying examines.

No

Part four: Sexuality and peer group' s value

	By choosing yes or no write the number of your choice only under the alternatives	1, Yes	2, No
20	Do you have boyfriends/girlfriends?		
21	How many boyfriends/girlfriends do you have?	With the number	
22	Did you start sex?		
	If you say yes for question number 22. Do from question 23-29		
23	In which age you started sex?	With the number	
24	Have you ever had sex with your boy/girlfriend?		
25	Have you ever had sex with a casual partner?		
26	Have you ever had sex with payment?		

27	Have you ever had sex with the same sex/gender?			
28	Have you ever had sex with by forcing others?			
29	Have you ever had sex with been forced?			
	From question number 30-34try to answer by saying agree, I am not sure or disagree			
	A person from your group members gets value	Agree	I am not sure	Disagree
30	Who has boyfriend/girlfriend			
31	Who is modernized (‘ arada/tsede’)			
32	Who started sex			
33	Who commits sex with different persons			
34	Who have had sex by forcing others (aggressor)			

Part five: Items related to peer influence on adolescence sexual behavior

This part deals with presenting questionnaire about the effects of abiding to peers influence on adolescents life

To what extent did you experience the following effects are the result of being influenced by your friends

NO	Items	YES	NO
1	Un wanted pregnancy		
2	Reduce self-esteem		

3	Having poor image at institution		
4	Drop out from school		
5	Having poor academic performance		
6	Lack of concentration in the study		