Psychosocial Predictors of Attitude towards Premarital Sexual Practice among First Year Students of Injbara University

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PSYCHOSOCIAL AND DEMOGRAPHIC PREDICTORS OF ATTITUDE TOWARDS PREMARITAL SEXUAL PRACTICE AMONG FIRST YEAR STUDENTS OF INJBARA UNIVERSITY

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Declaration

This is to certify that the thesis entitled “Psychosocial predictors of attitude towards premarital sexual practice among first year students of Injbara University”, submitted in partial fulfillment of the requirements for the degree of Master of Art, in social psychology Department of psychology, Bahir Dar University, is a record of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during the course of this investigation have been duly acknowledged.

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Approval of Thesis for Defense

I hereby certify that I have supervised, read, and evaluated this thesis/dissertation titled “Psychosocial Predictors of Attitude towards Premarital Sexual Practice among First Year Students of Injbara University by Bezawit Alem Mekete prepared under my guidance. I recommend the thesis be submitted for oral defense.

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As members of the board of examiners, we examined this thesis entitled “Psychosocial Predictors of Attitude towards Premarital Sexual Practice” among First Year Students of Injbara University by Bezawit Alem Mekete. We hereby certify that the thesis is accepted for fulfilling the requirements for the degree of “Masters in social psychology”.

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ABSTRACT

Adolescence is a stage in life that is considered very turbulent as the psychological, social and physiological changes that accompany this period predispose young people to risky sexual behavior. The objective of this study was to assess psychosocial predictors of attitude toward premarital sex among Injibara university first year students. Correlational design was used and the target population of this study consists of 1698 adolescent students. 280 students were selected as sample using simple random sampling method and also availability sampling technique was used. Hence, 280 adolescent students (147 males and 133 females) participated in this study. Relevant data were collected using questionnaire. The data were quantitatively analyzed using (inferential statistics) logistic regression, one sample t test and independent sample t test. This study indicate that level of and exposure to peer pressure among first year university student having the experience of premarital sex have below average level of self-esteem (t= -46.93, p=.000) and have been exposed to higher level of peer pressure (t= 26.11, p=.000). Study suggests that male first year students with the experience of premarital sex have higher level of self-esteem and exposure to peer pressure than their female counterparts. Self-esteem negatively predicted attitude towards premarital sex. Therefore researcher recommended opening effective counseling office and gender based guidance to first year students and finally researcher recommend the university administrators to see seriously how adolescent student are get life skill training before starting teaching learning process.

Key words; self-esteem, peer pressure, psychosocial and attitude towards premarital sex
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CHAPTER ONE: INTRODUCTION

1.1. BACKGROUND OF STUDY

Adolescents are vulnerable population to engage in pre-marital sex. According to Sylvester, Reuben & Okeke (2016) Adolescence is a stage in life that is considered very turbulent as the psychological and physiological changes that accompany this period predispose young people to risky sexual behavior. One of the most important details in life that extremely need prudent and careful decision by adolescents is whether to engage or not in engage pre-marital sexual intercourse, since the action to be done is a big part of person’s life in the future (Bocar, 2016).

In another study North Eastern Ethiopia, about half, of the youths have ever had early sex (Seme & Wirtu, 2008). One study in East Wollega, Dessie and Jigjiga University students of Ethiopia showed that the main factors that influence early sexual intercourse were falling in love, desire to practice sexual intercourse, peer pressure being female by gender, chewing Khat, drinking alcohol, watching pornographic materials at age less than 18 years and being less connected with parents (Seme & Wirtu, 2008). On the other hand, adolescents who were living with friends, relatives, and fiancé were, more likely to have early sexual practices than their counterparts (Meschk Bartholomae and Shannon, 2000). Similarly in a study of South West Ethiopia, age at early sexual practice was positively associated with lack of comprehensive knowledge on HIV, alcohol use and chat use (Tasew, 2011). Although a key aspect of normal adolescent development, there may be costs associated with becoming a member of a group of people. Some have considered peer pressure the “price of group membership” (Clasen & Brown, 1985), which research has linked to a variety of potential problems, including substance abuse.

An attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. While attitudes are enduring, they can also change. (Ojedokun & Balogun, 2008) revealed that premarital sexual permissiveness of students differed by gender. Male students reported more favorable attitudes toward premarital sexual permissiveness than female students. Besides gender, premarital sexual permissiveness is strongly influenced by living arrangement, with male and female students living alone reported favorable attitudes toward premarital sexual permissiveness, followed by male and female students living with fellow students and female and male students living with friends. However, male and female students living with guardian
and parents reported the least favorable attitudes towards premarital sexual permissiveness. In general, premarital sexual permissiveness is comparable on level of study and residential area of both male and female students.

Gender is an important factor in understanding attitudes towards pre-marital sexual intercourse (Smith, Guthrin & dakler, 2005), a fact which is consistent with findings from Asian countries. Whereas premarital sexual activity for boys is considered a socially acceptable rite of passage, girls tend to be labeled and stigmatized, and are often blamed for sexual encounters that result in pregnancy and sexually transmitted infections (Kaljee, Green & Riel, 2007). It is likely that both girls and boys internalize subtle and overt messages about gender roles from friends, family and society which, in turn, shape different attitudes and beliefs about sexual initiation. However, the how gender influences the attitudes and beliefs about gender–distinct sexual initiation has not been studied, especially in jnjbara university first year students.

Youths are in a state of rapid physical and psychological change. They have curiosity and urge to experience new phenomena (Lewis 2007). Nevertheless, youths are exposed to different circumstance like fears, worries and different desires, they feel shame to get advice and guidance from their parents and elders WHO (2015). Over a life cycle approach, youths and their communities need to know about reproductive health so that; they can make informed decisions about their reproductive health and sexuality (Baryamutuma & Baingana, 2011).

Cross sectional study shows that early age at first sexual practice is now common around the world and has been found to pose both social and public health problems especially in the developing countries including HIV, STIs, unwanted pregnancy, induced abortion and Human Papilloma Virus infection different factors contribute to these problems (Girma, Hailu, Ayana & Ketema, 2015).

According to Tilahun & Ayele, (2013) majority of the study participants experienced sexual initiation and the independent predictors of early sexual initiation were lack of employment, poor comprehensive knowledge on HIV, alcohol and khat use. Becoming a member of peer pressure is another social factor to involve in premarital sex of the primary developmental tasks of adolescence (Bourne, 1978; Coleman &Hendry, 1990); Peer groups influence adolescent socialization and identity by allowing young persons to explore individual interests and
uncertainties while retaining a sense of belonging and continuity within a group of friends (Erikson, Hartup, Steinberg& Silverberg, 1987).

Belonging to a group requires conformity to group interests and desires, which may not be strictly a matter of individual preference. For many young persons, sexual activity may represent efforts to “conform to the norms of the group and to demonstrate commitment and loyalty to other group members” (Newman, 1976). Despite the large number of studies examining peer pressure, most research has focused on examining how peer pressure is related to well-being and risk behavior, rather than on identifying the key features of peer pressure that account for these relations. Indeed, the manner in which peer pressure has been defined and operationalized has varied greatly across studies. Peer pressure is often operationalized simply as the extent to which behavior among friends is correlated (Ide, Parkerson, Haertel, and Walberg, 1981; Robin and Johnson, 1991) rather than the degree to which individuals feel pressured to act or think in certain ways (Brown et al., 1986).

As cited by Darius, Chan & Shu, (1998) other studies also attempt to identify psychosocial correlates of premarital sex attitudes and behavior, such as religious beliefs (Clouse, 1973; Cochran and Beeghley, 1991), urbanism (Wilson, 1995), social influences (Christopher, Johnson, and Roosa, 1993), and perceived AIDS risk (Ishii-Kuntz, Whitbeck and Simons, 1990).

In many studies, it is unclear to what extent peer pressure is distinguishable from related constructs such as peer sexual activities Example Brown et al (1986). As a result, the manner in which peer pressure is related to potential risk factors and psychosocial problems is somewhat unclear. Garrison, Smith, & Besharov, (1994) with 69% of female adolescents and 64% of male adolescents aged 18-19 having had experienced sexual intercourse although never married. (Abma, Martinez, Mosher, & Dawson, 2004), specific concerns for unmarried sexually active individuals are apparent.

Several studies have shown that casual sex influences self-esteem positively. Example Walsh (1991) conducted a study regarding the relationship between self-esteem and sexual behavior in college students. The study showed that women who had high self-esteem had a higher number of sex partners than women with low self-esteem.
One of the most well-validated measures of peer pressure was developed and validated by Brown and Clasen (Brown, Clasen, and Eicher, 1986; Clasen and Brown, 1985). The Peer Pressure Inventory (PPI) was designed to assess the perception of peer pressure in a number of domains, including peer social activities, misconduct, conformity to peer norms, involvement in school, and involvement with family. Peer pressure was defined explicitly as “when people your own age encourage you to do something or to keep from doing something else, no matter if you personally want to or not” (Brown, 1986). Clearly, the central feature of most notions of peer pressure is that individuals are motivated to act and think in certain ways because they have been urged, encouraged, or pressured by a peer to do so. However, there are a number of related concepts from which peer pressure should be differentiated. Brown and his colleagues (Brown et al., 1986) differentiated peer pressure from peer conformity. For Brown and his colleagues, peer pressure represents an attitude or perception, whereas peer conformity represents a behavioral disposition.(Brendt, 1979) in which “a couple of your best friends” urge participation in a certain activity and the participant is portrayed either as reluctant to join peers in the activity or as eager to engage in that activity.

Although a large number of studies have examined peer influence to engage in premarital sex, peer conformity and self-esteem independently few studies have evaluated the degree to which psychosocial predictors are related to or are different from more general tendencies to premarital sex. In addition, acting and thinking in certain ways because of peer pressure is conceptually distinct from acting in certain ways because of a desire to be popular with others. Clearly, both constructs are likely to be related; however, peer pressure implies one is being urged to do something, whereas wanting to be popular need not involve feeling pressured by a peer. That is, peer pressure concerns the influence of individuals in the group with which one identifies and of which one wants to be a member; being popular involves being recognized or liked by a group of individuals.

According to Park (2015) attitude is not taught, rather it is caught. As such, various factors influence attitude formation and sexual attitude formation among adolescents in not exception. Attitude formation has been largely linked with social factors since man as a social animal is affected by everything around him. The family background one hails from, the kind of friends
one keeps, the nature of movie one watches and the nature of book one reads go a long way in shaping his attitude.

(Geckil & Dundar, 2011) reported an important association between self-esteem and health risk behaviors of adolescents in their study. Specifically, they found that adolescents who scored low on self-esteem had higher scores for health risk behaviors. A key argument has been that low self-esteem places the individual at a high risk for taking part in risky behaviors such as risky sexual activities, including having unprotected sex and not limiting sexual partners (Lejuez, Simmons, Aklin, & Daughters, 2004). Similarly, evidence abound that low self-esteem is strongly linked to unsafe sexual behavior among adult residents of a drug treatment program (Wild, Bhana, & Lombard 2004). Another study utilizing a large cross-sectional sample of South African adolescents observed that low self-esteem was linked to a number of risky behaviors including unprotected sex (Wild, Bhana & Lombard, 2004). According to England & Bearak (2014) Women face more negative judgment than men when they are known to engage in casual sex, and they also report less interest in casual sex than men.

Generally, adolescents who engage in premarital sex face a lot of problems. The effects of premarital sex must be clear to the young ones. To do this, first, there is the need to investigate both psychological and social correlates of attitude towards premarital sexual practices among adolescents. So this study was play an important role in creating awareness about attitude towards this risky sexual practice and to find out psychological or social predictors are more relate to attitude towards premarital sex. Since large numbers of adolescents are involved in unprotected sexual activities with their teenage, studying premarital sexual behavior beginning from teenagers is necessary.

Therefore, the main purpose of this study was to explore psychosocial predictors of attitude towards premarital sex and related to sexual practice among adolescent students in Injibara University.

1.2. Statement of the problem

Premarital sex, defined as voluntary sexual intercourse between unmarried persons, is increasing worldwide (Shahid and Wahab, 2017). It is unsafe because, most youths have no enough awareness on how to prevent and how to get guidance services on reproductive anatomy,
physiology, sexually transmitted infection (STI), and Human Immune Virus (HIV) (Abdissa, Addisie & Seifu, 2015).

Beyene and Seid (2014) revealed that as a result of premarital sex, university students are exposed to serious problems including unsafe sex with its consequences and emotional scar. Though, universities are institutions where sufficient information and formal educations are provided to adolescents, premarital sexual practice among college students have been increasing worldwide (Alebachew, 2016). Globally, 35.3 million people are diagnosed with HIV/AIDS of which youths account 2.1 million. Among 2.3 million new HIV infections, youths (15–24 years) account more than half (Habtamu, Direslgne & Hailu 2015).

Illegal abortions, risk of HIV infections and school dropout are the bad consequences of pre-marital sex in sub-Saharan Africa (Gage and Meekers, 1994). Up to 25% of 15–19 years, old youth’s exercised sex before age 15. Generally in Ethiopia, the prevalence of premarital sex is increasing (Oljira, Berhane & Worku, 2012). A study conducted in Eastern part of Ethiopia and Lalibella Town reported that above one-fourth of the school youths were exposed to premarital sex (Desale, Argaw & Yalew, 2016). Another study which is done in west Showa Zone reported that about 60% of university youths were exercised premarital sex (Endazenaw & Abebe, 2015).

Different scholar’s identified inconsistent factors which were positively or negatively associated with premarital sexual practice. Some of these factors includes age of students, sex, residence, educational level, peer pressure, having pocket money, substance use, alcohol drink, watching pornography movie, living arrangement, discussion with parents about sexual issues, having peers who are experienced sex, self-image and fall in love and access to religious and life skill education (Oljira, Berhane & Worku, 2012).

According to Allison Claire Rayburn (2007) the occurrence of premarital sexual behaviors for adolescents and adults alike has become increasingly more accepted in today’s society (Garrison, Smith, & Besharov, 1994) with 69% of female adolescents and 64% of male adolescents aged 18-19 having had experienced sexual intercourse although never married (Abma, Martinez, Mosher, & Dawson, 2004), specific concerns for unmarried sexually active individuals are apparent.
The trending sexual activity of adolescence at younger age increased in the world. Sub-Saharan Africa remains the most affected region in the global AIDS epidemic. Sexual debut was reported as early as 12 to 13 years (deribew, 2009). Therefore this study will investigate the psychosocial predictors of premarital sexual practice among first year university students by the variables of peer pressure, self-esteem and attitude towards premarital sex researcher is consider as a predictor of pre-marital sexual practice.

Many researches have been conducted regarding the effects or consequences of premarital sex on adolescent student’s example studies of (Gage and Meekers, 1994). This study examined psychosocial predictors of attitude towards premarital sexual practice experienced first year student in Injibara University. The research conducted was also give to find out predictors between the male and female university students in the practice of premarital sex among them.

The important role of this study was focused on predictor’s factors of attitude towards to engage pre-marital sex rather than its consequence many studies were focused on the consequences. Example studies of (Musa & Abdullah 20013). Female students are more vulnerable than male students because female students in some instances think of sex as a way to show care, affection and love, with the possibility of marriage in future. They perceive sex as a sign of commitment in a relationship. The consequences as revealed by the study include unwanted pregnancy, STIs/HIV/AIDs, drug and alcohol consumption and abortion, all of which are hereby seem to have biological effect in nature. The psychological consequences identified include depression, phobia, guilt, regrets, bondage and stress. The social consequences are loss of family support, loss of self-respect, corruption of character, poor academic performance and alienation from peers, particularly roommates (Musa & Abdullah 20013).

According to Injibara University Gender Office and Counseling Service Office report student school dropout due to premarital sex, in relationship problem who have premarital sex and unwanted pregnancy are high in the study area among youths however, prevalence of premarital sexual practice and its associated factors among university students in the study area was not dealt yet. Thus, this study aimed to determine psychosocial factors of attitude towards premarital sex among university youths in Injibara University, west gojam, Ethiopia.

It is therefore imperative to investigate the psychosocial and demographic predictors of premarital sexual practice among university students. Drawing on the theoretical literature and
empirical findings covered before the following conceptual framework was developed. Example of some studies related with developed conceptual frame work, (Geckiland Dundar, 2011) who reported that adolescents who scored low on self-esteem had higher scores risk sexual behaviors. (Barnes, 2007) research suggested that negative peer influences in sexual activity is stronger for girls than boys. (Ojedokun & Balogun, 2008) reported that besides gender, premarital sexual permissiveness is strongly influenced by sex.

![Figure 1 Conceptual framework depicting psychosocial predictors of attitude towards premarital sex](image)

*Figure 1 Conceptual framework depicting psychosocial predictors of attitude towards premarital sex*

*The study attempts to answer the following questions.*

1. What is the level of self-esteem and exposure to peer pressure of first year university students who have the experience of premarital sex?

2. Are there sex differences in level of self-esteem and exposure to peer pressure among first year university students with the experience of premarital sex?

3. To what extent to do demographic and psychosocial variables predict attitude towards premarital sex?
1.3. Objective
1.3.1 General objective of this study

The main objective of this study is to assess the psycho social predictors of attitude towards premarital sexual practice among students in Injibara University.

1.3.2 Specific objective of the study

1. To determine the level of self-esteem and exposure to peer pressure of first year university students who have the experience of premarital sex.

2. To investigate if there is sex differences in level of self-esteem and exposure to peer pressure among first year university students with the experience of premarital sex.

3. To investigate the extent to which demographic and psychosocial variables predict attitude towards premarital sex.

1.4. Significance of the study

This study will be very important as a practical and theoretical for; the beneficiary, of university to create awareness for adolescents like life skill training, teenager to get comprehensive knowledge, and further researcher in the following, it provides information for university students about the role of demographic and psychosocial factors in the attitude towards premarital sex. It gives a meaning full understanding for all responsible bodies to take positive measure on the problem. For other research will be used as a literature

1.5 Scope of the study

This study was conducted in Injibara University, in Amhara region. why researchers want to conduct in first year students and why others do not researcher was selected first year students expect if seniority increase students self-management ability, they might not urged or forced by their peers to do something because they are matured to decide, first year students may be more vulnerable to premarital sex than senior students.

More over easy to access for the data that was collected. And also high amount of adolescent existed researcher choose university first year students researcher to conduct finding in psychosocial predictors was factors to practice premarital sexual behavior among adolescents.
1.6 Operational Definition of key terms

**Psycho social predictor’s** means in this study the self-esteem and peer pressure of first year Injibara university students.

**Demographic** means being male and female in this study

**Attitude towards premarital sex** means the students negative or positive outlying towards before mirage of sexual practice of first year Injibara university students.
CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Meaning and development of adolescent’s premarital sexuality

Different development theories express teen age autonomy as process during which adolescents shift their emphasis from parents to peer (Stenberg and Silverberg, 1986). This is seen as a normal and healthy part of ego development during the early adolescent period. According to Erik Erikson (1950), adolescents from their identities and primarily concerned with what they appear to be in the eye of others as compared with what they feel. Sexuality is an instinct imprinted into the genes of each living creature. Attraction to the opposite sex has been the key factor behind reproduction and survival of each species. Most of the species are born with only seasonal sexual necessities. They mate and reproduce only at limited times a year. Human beings, on the other hand, have active sexual instincts throughout his/her life; right from the very day he/she discovers his/her sexuality in pre-adulthood. This instinct has found overpowering the cultural advancement we have gained over the past. Sexuality is only sexuality for all other animals, but human beings have restricted forms of sexuality like pre-marital sexuality and extra-marital sexuality. The main reason behind introducing this restriction is that unlike all other animals we live in a civilized society with strict norms of morality and cultural obligations. The society always long for mature relationships and mutual respect between each member of this society. The main goal behind bringing in the sexual restrictions is that each member of this society should be treated with dignity and not as instruments of fulfilling lust, (1970).

The overall development of the adolescents are shaped by many factors, however sexual development is normal and seemingly vital part of adolescence as it involves not only the physical changes but also the formation of one’s individualities, perspective, attitudes, expression of intimacy and the defining experience with in sexual and romantic framework (Adeyemo & Williams, 2009), other studies have identified the influence of a number of individual and family factors on adolescent sexual behavior such as individual and family factors on adolescent sexual behavior such as individual psycho social factors and age at first intercourse (Warner & Welson, 2002).

A longitudinal study of male and female adolescent participant participants in un urban, STD and pregnancy intervention program found that teens who reported having friends who favor post
poning the initiation of sexual intercourse were more likely themselves to delay the onset of sexual intercourse (Carvaja et al., 200). Similarly, earlier perceived peer sexual initiation in a sample of black and hispanic teens Whitaker and Miller (2000). Like sibling, friends are socializing agents, who set standards of conduct and serve as role models, thus shaping the development of sexual attitude and norm East Feliset al. (1993)

As colarusso (1992) states with regard to sexual development, same young people have difficulty developing from the early stage. This may be because they are able to detect their own sexuality from their parents. As a consequence they may engage in unsupportive sexual fantasies which fail to direct them to appropriate non incestuous partners.

2.2 Nature and type of adolescent premarital sexual behavior

According to Grabber and Brooks (2002) sexual desire and arousal, sexual investigation, and the development of a sexual identity are more visible in adolescence. These events may occur at a result of puberty, how ones friends and family respond to a more adult like appearance, social mores regarding time and place spent with romantic partner, and cultural messages that shape ones view of oneself as asexual being. As Coles & Stokes (1985) states asexual fantasy, also called an erotic fantasy, is mental image or design of thought those stirrings a person’s sexuality and can create or improve sexual arousal. A sexual fantasy exists in entirely in a person mind and can create by the person’s imagination mental recollection or thought.

Katchadourian (1990) Erotic fantasies help several important functions for adolescents: laterally with creating pleasant sexual stimulation and expressing sexual desires and preferences and are an opportunity to rehearsed sexual encounters. Premarital sex or otherwise called ‘Casual Sex’ is sexual activity that is practiced by people before marriage. Premarital sex was considered a sin and taboo till approximately the 1960’s, after which the view changed and was more widely accepted, especially in the western cultures. Premarital sex has been a topic of great concern since the 1900’s.

Srishti & Ayesha (2018) revealed that ‘Students Perception on Premarital Sex’ was conducted on participants who were in their late adolescence, most of them did not agree with indulging in premarital sex. Further it was found that, males learnt about sexual information through mass media and females through school or peer groups. Premarital sex may be caused due to many emotional factors such as self-confidence, self-esteem, lust, love, trust, jealousy, fear,
conformity and many more. These factors can cause a person to indulge in premarital sex and/or could even cause them to continue indulging in premarital sex. Other reasons that may be considered are contraception, reduced parental supervision, more women in the work force and decline of marriage. With regard to religion, a study in 2014 showed that premarital sex was considered a sin predominantly by the Muslim nations like Malaysia, Jordan, Egypt and Pakistan. In the Roman Catholic Church, sex was considered a sin that can be forgiven through confession. There is a major difference in opinion among males and females towards premarital sex. Studies have been conducted on gender difference among adolescents in three different Asian cities, where it has shown that males are more open minded to premarital sex than females.

2.2.1. Masturbation
Adolescents develop a strong sense of personality and learn more about the way in which their bodies task including sexual functioning (Calderon and Johnson, 2000). by the time of this stage girls and boys become aware of their erogenous potential sexual made up become more common and clear during adolescents often during masturbation (Johnson & Kolodny, 2002). They become more interested, worried, or even anxious, about masturbation as they become more sexually aware. Because girls and boys often hear a lot of unclear information about masturbation from peer and other sources, they may need help understanding that masturbation is a positive sexual behavior. They may need assurance that masturbation is away to experiment in a safe, controlled, and unembarrrasing context (Muglia & Knowles, 2004)

2.2.2 Sexual intercourse
Some studies have indicated that around half of sexually activate teens have had sexual partners. The majority of adolescents experience intercourse by age 18. in recent national surveys, 50 percent of 9th -12th graders reported they had sex (Blum, 2000; (CDC, 2000). The likelihood of intercourse increases with age, so that by 12th grade; approximately two-thirds of students have had sex (CDC, 2000). This is likely an underestimate, as school based surveys exclude high school dropout and youth enrolled in alternate native schools, who are more likely to be sexually active.

(Jessor & Jessor, 1997), the focus is placed on individual’s unconventional attitudes or traits and social bonds. Hence, sexual intercourse has been expected and found to be more common among young people with certain unconventional dispositional traits and among those who are relatively
lacking in social bonds to conventional institutions (Stool Miller, 1996). Because of these linkages between sexual behavior, individual dispositions (e.g. unconventional attitudes) and lack of social bonds, adolescent’s sexual behavior has been expected to cover with other problem behavior, including such behaviors as alcohol use, aggression, and delinquency.

According to (Donenberg, 2003) research on early sexual activity among adolescents, there are three social context variables that motivate adolescents to engage in early sexual practices: parental hostile control, negative peer influence, and positive peer influence. Parents usually feel tense when their adolescents develop strong attachment to their peer. De Guzman (2007) states, many parents worry that their teens might fall under negative peer influence or reject their family’s value and beliefs, as well as be pressured to engage in high risk and other negative behaviors. Both positive and negative peer influence expose adolescents to the behaviors their friends engage in. for example, share their previous sexual experience with their peers and encourage them to experiment in behaviors that they themselves already engage in. This is affected by the closeness of a particular friendship and the gender of adolescent’s friends.

2.2.3 Oral Sex
In a study sponsored by Seventeen Magazine and the Kaiser Family Foundation, 26% of the adolescents surveyed stated that oral sex was always or usually part of a dating relationship, and 23% stated that oral sex was always or usually part of a causal relationship (Kaiser Family Foundation & Seventeen Magazine, 2002). According to a national survey of adolescents and young adults, 40% of males and 32% of females aged 15-17 reported participating in heterosexual oral sex Hoff, Greene, & Davis (2003). Twenty-four percent of the adolescents stated they had had oral sex to avoid having sexual intercourse Hoff et al (2003). Among young adults aged 18-24, 73% of males and 58% of females reported having had oral sex; the marital status of the young adults, however, was not clearly defined Hoff et al ( 2003). Another study of premarital sexual behavior found that by engagement, 87% of males reported giving and receiving oral sex. Also, 74% of females claimed that they had received oral sex, and 72% of females claimed that they had given oral sex Roche & Ramsbey (1993).

2.2.4 Casual Sex
Casual sex has been defined in multiple ways in several different studies (Bieda, Kathryn, 2008). For instance, Townsend (1995) referred to casual sex as being coitus devoid of an affectionate
relationship, whereas Paul et al. (2000) defined casual sex as being a hookup, a one-time sexual event that may not involve coitus between people who just met or people who met recently but are not friends.

Herold, Maticka-Tyndale, and Mewhinney, 1998) proposed that casual sex is same day coitus where there is no commitment (either present or past) in any degree with a partner who was encountered earlier that day. Although most definitions of casual sex are similar, they are not identical, and the disparities that exist between these definitions in multiple studies can lead to different results (i.e., some women may admit to engaging in casual sex when they have never engaged in casual sex due to the definition provided being too loose). Having standard, operationalized definitions across multiple studies would create cohesiveness in the field, potentially creating a better understanding of the percentages of individuals who engage in casual sex, and how casual sex affects well-being.

Throughout Western society, intimacy before marriage and sexual attitudes has been shifting since the 1960s Tanfer & Cubbins (1992). This has been especially observed on college campuses, although not all college students engage in casual sex or sexual behaviors; many individuals choose to abstain from these behaviors for a variety of reasons (e.g., beliefs, in a committed relationship, morals, and religion). However, Paul and Hayes (2002) stated that numerous students in college are engaging in permissive sexual behaviors, which is when students may begin exploring their sexuality Simon (1993). This exploration is nothing new; in 1975, Lewis and Burr looked at sexual permissiveness in college students. Results indicated that 6% of 1564 female students from a variety of universities in the US professed that they had engaged in sexual intercourse on the first date.

Later, Weaver and Herold (2000) found that out of 230 female participants, 13% stated they had casual sex (involving coitus) and 36% stated they engaged in coital activity with someone whom they were casually seeing or were otherwise uninvolved with emotionally. Meanwhile, Paul et al. (2000) found that out of 555 participants, 169 men and women engaged in hookups involving sexual intercourse and 266 experienced hookups without sexual intercourse. The authors remarked that although men represented the majority of the hookups 10 involving sex, 33.3% of women admitted to engaging in sex within the context of a hookup. Paul et al. suggested that one reason for these findings might have been that the women who participated in casual sex may
have had sex with multiple men. However, it can also be suggested that there may be few women who report engaging in this type of behavior because they might not feel comfortable doing so, raising the question of whether an impression management bias may have been present. There is also evidence that memory may play a role in the accuracy of a participants response. For instance, Paul et al. noticed that some participants in the study required a friend’s help to recall events from the previous night, as they could not remember all the details of their experiences. It is unclear as to whether these results stemmed from alcohol or drug use.

While anal sex is commonly associated with male homosexuality, research shows that not all gay males engage in anal sex and that it is not uncommon in heterosexual relationships. Types of anal sex can also be a part of lesbian sexual practices Newman (2004). People may experience pleasure from anal sex by stimulation of the anal nerve endings, and orgasm may be achieved through anal penetration – by indirect stimulation of the prostate in men, indirect stimulation of the clitoris or an area of the vagina (sometimes called the G-spot) in women, and other sensory nerves (especially the pudenda nerve Rosenthal & Martha (2012). However, people may also find anal sex painful, sometimes extremely so, which may be primarily due to psychological factors in some cases. As with most forms of sexual activity, anal sex participants risk contracting sexually transmitted infections (STIs). Anal sex is considered a high-risk sexual practice because of the vulnerability of the anus and rectum. The anal and rectal tissues are delicate and do not provide lubrication like the vagina does, so they can easily tear and permit disease transmission, especially if a personal lubricant is not used. Anal sex without protection of a condom is considered the riskiest form of sexual activity (Hales, 2008) and therefore health authorities such as the World Health Organization (WHO) recommend safe sex practices for anal sex.

Strong views are often expressed about anal sex. It is controversial in various cultures, especially with regard to religious prohibitions. This is commonly due to prohibitions against anal sex among males or teachings about the procreative purpose of sexual activity (Bullough, 1994). It may be considered taboo or unnatural, and is a criminal offense in some countries, punishable by corporal or capital punish men. By contrast, anal sex may also be considered a natural and valid form of sexual activity as fulfilling as other desired sexual expressions, and can be an enhancing or primary element of a person's sex life.
2.3. Attitude towards premarital sex

Srishti & Ayesha (2018) revealed that ‘Students Perception on Premarital Sex’ was conducted on participants who were in their late adolescence, most of them did not agree with indulging in premarital sex. Further it was found that, males learnt about sexual information through mass media and females through school or peer groups. Premarital sex may be caused due to many emotional factors such as self-confidence, self-esteem, lust, love, trust, jealousy, fear, conformity and many more. These factors can cause a person to indulge in premarital sex and/or could even cause them to continue indulging in premarital sex. Other reasons that may be considered are contraception, reduced parental supervision, more women in the work force and decline of marriage. With regard to religion, a study in 2014 showed that premarital sex was considered a sin predominantly by the Muslim nations like Malaysia, Jordan, Egypt and Pakistan. In the Roman Catholic Church, sex was considered a sin that can be forgiven through confession. That being said, there is a major difference in opinion among males and females towards premarital sex. Studies have been conducted on gender difference among adolescents in three different Asian cities, where it has shown that males are more open minded to premarital sex than females. This study focuses on the psycho social predictors of premarital sex on adolescents. Adolescent age group is the most probable to indulge in premarital sex than any other, because they are in the phase of their life where they may experience distress, or they find the need to satisfy and conform to their peer groups and experiment and experience aspects of the adult life.

According to Martin, Spector & Martin, (2003) approximately half of adolescents reported a positive attitude toward premarital sex, with 27.0% and 22.6% reporting negative attitudes and no opinion, respectively. After 1975, the idea among high school seniors that cohabitation is a good way to understand a romantic partner before getting married increased dramatically over the next 20 years Waite & Gallagher (2000). Cohabitation is particularly more socially acceptable when the expectation of a future marriage is present, allowing cohabitation to be perceived as a stage of the courtship process Skinner et al., (2002). Much of the stigma that was associated with cohabitation in previous years may be lifted from the individuals currently engaging in cohabitation Yankelovich, (1981). Cohabiting couples tend to make a strict distinction between themselves and a married couple Waite & Gallagher (2000). The lines
between a dating relationship and cohabitation, however, may be a little more difficult to define. According to Seltzer (2004), it is sometimes difficult for a couple to define themselves as either cohabiting or not cohabiting. The term semi cohabiting has been assigned to the relationship status of these types of couples Arnett (2004). Semi cohabiting describes a relationship when a couple maintains separate residences, but essentially live together at one residence or the other. This ambiguity of relationship status may ease couples into an increasing acceptance of cohabitation.

Based on the review of previous studies above, male University students would report significantly higher level of premarital sexual permissiveness than female University students. An explanation for this according to the social role theory Eagly (1987) is that gender roles influence beliefs and social behavior of individuals. According to the theorist, men and women would behave differently in social situations and take different roles, because the society places different expectations on them. For example, some societies prohibit or discourage sexual behaviors in women but encourage the same sexual behavior in men. This position has also been buttressed by Ajuwon, Olley, AkinJimoh & Akintola (2004), who posited that men are believed within African context to initiate and take the lead when it comes to sexual advances, and most often they are the predators in incidents of sexual coercion and rape. In other words, it is an unwritten code for men to be sexually experienced than women, thus men who are nonconformist are seen as deviants. This has also been supported by research, for example, in a survey of male promiscuity, gender bias, and systems that influence adolescent sexual behavior, Dankonski, Payer, & Steinberg (1996) found that there was the cultural expectation that females were supposed to say sex occurs within close relationships, while males were "permitted" to engage in casual sexual behavior. "Society has a greater tolerance of male deviation from social norms" Ingram (1992); however, for "urban males," sexual activity may have been considered normative while abstinence may have been considered non-normative (Stanton, Black, Kaljee & Richard, 1993).

2.4. Predictors of premarital sex and reasons to engage premarital sex

2.4.1 Self-Esteem

was initially discussed by William James. Since then the field of self-esteem research has continued to grow rapidly and with this growth came an increase in the understanding of self-esteem as a complex and intricate facet in psychology. There are several theories regarding self-esteem. For instance, Carl Rogers and Abraham Maslow considered self-esteem to be a necessity for human well-being. Terror Management Theory posits that self-esteem acts as a safeguard between the knowledge that one lives, yet must die in order for people to progress through life (Mruk).

Mark Leary’s Sociometer Theory states that self-esteem is a monitor for people’s social acceptance and belonging and that everyday behaviors are observed to ensure that a person is accepted; should self-esteem be low, behaviors are regulated to assist acceptance in the future, thereby raising self-esteem. These theories and others are varied in their approach and understanding of self-esteem as a concept and suggest that there are several factors and dynamics that influence self-esteem. In addition, self-esteem is a multifaceted concept and can involve a variety of components (e.g., values, belongingness, success, and failure), can be in various levels (e.g., low or high), and consists of two types (e.g., state and trait; Self-esteem has been measured in relation to a variety of topics that range from psychiatric disorders to being rejected by peers.

Self-esteem can be measured relative to an individual’s sexual behavior as shown by multiple studies Ethier et al (2006); Rehbein-Narvaez, Garcia-Vazquez, & Madson, 2006; Walsh, (1991). Although self-esteem can be examined as both a state and a trait (state self-esteem is the day-to-day shift or change in self-esteem, whereas trait self-esteem is a person’s general level of self-esteem over time; Leary & Baumeister (2000), in relation to casual sex, trait self-esteem is of primary interest in the current study. Unfortunately, research on the relationship between self-esteem and casual sex has produced inconsistent results, similar to the research on attitudes and sexual desire mentioned previously. Several studies have shown that casual sex influences self-esteem positively. Walsh (1991) conducted a study regarding the relationship between self-esteem and sexual behavior in college students.

The study showed that women who had high self-esteem had a higher number of sex partners than women with low self-esteem. However, it was noted that when divided by experience (virgins and no virgins), self-esteem was equal.
Gentzler and Kerns (2004) reported similar results, finding that women who had more sexual partners had higher self-esteem than women with fewer sexual partners. Finally, Perlman (1974) gathered data from men and women who claimed to have either high or low numbers of sexual partners; unfortunately, these data were only analyzed between sexes and not within. However, when examining the data, it appears that self-esteem was higher for women with more sex partners than for women with fewer sex partners. These studies indicate that women who have multiple sexual partners can experience higher self-esteem than those who have fewer sexual partners. Indeed, as society progresses and attitudes toward sexuality relax (Tanfer & Schroot 1992), perhaps this relaxation in attitudes will lead women to embrace intercourse to suit their desires and take control of their sexuality.

Weaver and Herold (2000) noted that 25% of the 140 women who engaged in casual sex in their study claimed that they did so to increase self-esteem and that 24% of the 54 women who had not had intercourse thought that they would have better self-esteem if they did engage in casual sex. Similar results were found in a study conducted by Regan and Dreyer (1999), who found that 10 out of 41 women (24.4%) who engaged in casual sex reported feeling “attractive/desirable”. While arguably this was not labeled as self-esteem, it can be considered a facet of self-esteem as the engagement in these behaviors increased the self-perceived worth of the individual. These women engaged in casual sex to increase self-esteem or to feel attractive. Some may conclude that these women were lonely and therefore felt a need to belong Leary, (Tambor, Terdal, & Downs, 1995). As this was not addressed in these studies, however, one cannot assume that this was indeed true. There is an alternate hypothesis that these women experienced increased self-esteem as they enjoyed the control they had in their sexual relationships. Perhaps these women desired sex more and when they engaged in sex, the result was an increase in self-esteem. Several studies, however, have shown either a negative relationship between casual sex and self-esteem, or no relationship between these factors. Herold and Mewhinney (1993), in their survey commented that several women mentioned that casual sex had a negative effect on their self-esteem; however, this was not officially measured in this study and was mentioned only as a side note. Paul et al.’s (2000) study regarding hookups indicated that people who had not hooked up had higher self-esteem than those who had hooked up, regardless of whether those who hooked up did or did not have sex. Furthermore, (Grello, Welsh & Harper 2006) determined that women who had more sexual partners were more likely
to suffer from increased depression than women who had few sexual partners or were virgins. Although self-esteem was not measured, it is understood that as depression and low self-esteem are closely related, Man, (Gutiérrez & Sterk, 2001) low levels of self-esteem are assumed present in the women studied. In addition to these results, some studies found no significant relationship between self-esteem and casual sex. Ethier et al. (2006) conducted a study at clinics and care centers to examine further the relationship between self-esteem and sexual behavior and found no significant relationship between having multiple partners and self-esteem.

In addition, Clark (2006) concluded that, regardless of being rated as restricted or unrestricted in socio sexuality, women did not exhibit significant differences in self-esteem. Furthermore, Mikach and Bailey (1999) found similar results of the no significant relationship between self-esteem and number of sexual partners in women and various factors are suspected to predict premarital sexual relationship among young people and psychological factors of self-esteem and attitude towards premarital sex are considered worth studying among the population. Attitude towards premarital sex is potent factor in premarital sexual relationships. Adolescents’ attitude towards premarital sex, to a great extent determines their behavior regarding sexuality vis-à-vis becoming sexually active or becoming abstinent.

Park (2015) revealed that attitude is not taught, rather it is caught. As such, various factors influence attitude formation and sexual attitude formation among adolescents is no exception. Attitude formation has been largely linked with social factors since man as a social animal is affected by everything around him. The family background one hails from, the kind of friends one keeps, the nature of movie one watches and the nature of book one reads go a long way in shaping his attitude.

2.4.2. Peer pressure

Liu (2005) define peers as group of people in a similar developmental situation, with the same states, and with shared similar behaviors, so that members of such groups demonstrate loyalty and a sense of belonging to group. In adolescence, peers are the young people spend time with and interact with them. In (Brown and Clasens, 2000) research on adolescence peer pressure include peer popularity and conformity and peer influence and being popular and being accepted by friends is important for young people as is being comfortable with friends. Abusive behavior, mostly from boy to girls, is part of peer culture which stresses power.
According to Barnes (2007) research suggested that negative peer influences in sexual activity is stronger for girls than boys. Girls are under stronger peer influences with regard to sexual activity. Peer pressure can be either expressed or implied. In expressed peer pressure, an individual is challenged directly to comply with existing norms. Studies show that both peers are inclined to take risks they do not want to take because they believe the risky behavior will increase their standing in the eyes of their peers and assure their acceptance in the group Cotterell (2007).

Implied peer pressure is more subtle and can be harder to combat. For example, a group of peers may make fun of the way another peer is dressed up, pressuring members of their group to dress only in one acceptable style. Often young people who look, dress, or act differently, or who have significant interests that differ from those of their age group become outcasts because of the pressure groups place on their members not to associate with anyone unlike themselves Perkins (2003). This can lead the rejected person to feel desperate and depressed. Adult peer pressure can be challenging when an individual is trying to fit in a certain group given the fact that resources are a key factor here. It is all about the social class of an individual in the society which is as a result of the socialization process that one was exposed to Erikson stated that the primary psychosocial task of middle adulthood-ages 45-65 years is to develop generatively or the desire to expand one's influence and commitment to family, society and future generations Clausen (1968). In other words the middle adulthood is concerned with forming and guiding the next generation. The middle adult who fails to develop generatively, experiences stagnation, self-absorption with its associated self-indulgence and invalidism. Studies show that most adult peer pressure is about not taking action because, as one get older they fear change. Not only do they fear change for themselves, but also for their friends because if they change we might have to change too (Bibb and Darley, 1968).

Peer groups are among the most influential social forces affecting adolescents” behavior in sexual risky behavior like clothing, hairstyle, music, and entertainment to more important decisions concerning short and long term education plans. During the formative adolescent years peers are arguably even more important than the parents, teachers, and counselors and the peer influenced decisions of youth can have long lasting consequences Coleman, (1966). Peer group effects are a distinct class of influences arising from social interactions a broad term which
encompasses any type of individual behavior that involves interdependence with the behavior or characteristics of others.

2.4.2.1. Peer influence on adolescent sexual behavior

According to Erik Erikson psychosocial development specified the important role that peers play during adolescence, and that they are recognized as a form of support in while young people are searching for an identity. During adolescence, peer relationships occupy a major part of adolescent lives. As peer are undergoing the same developmental experience and are at the same stage, other young people feel easy and comfortable about sharing their opinions with each other. Since adolescents want to be popular and accepted by their peers advice and similar suggestions from peers are usually taken. It can be seen that many young people pursue a fashion style and care about their body image.

Davis and Harris (1982) explained that same sex peers are major source of information about sex, and peers provide setting (e.g. Cars parties) where sex can occur same sex friends may influence the perceived acceptability of sexual practice ,and sexuality experienced friend may serve as models. Finally, romantic partners provide opportunities for sexual experimentation and may also exert pressure for sex. Neufeld and Mate (2005) said research has shown that over the last 50 years peer pressure has emerged as the chief source of values and behavioral influence for adolescents, replacing the influence of adult. Along with this new trend has come arise in antisocial behavior. Gifford-Smith, Dodge, Dishion & MCcord, (2005) argued that the level of deviance varies between peer groups, the negative actions of one member of a group will increase the probability of other members taking part in similar behavior more strongly than community, school ,or family characteristics.

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

Girls are the most influenced by peers and they suffer from the pressure put on their backs which is sometimes more than the pressure boys have. They have to dress nicely and they have to wear fashionable clothes because if they do not, they will be rejected by their friends. For girls, there is another kind of pressure added to peer pressure which is media pressure Sheid (2005). In fact, media tries to give a standard beautiful body to all girls without any distinction. Adolescent girls have, in most case, a role model who has a perfect body, so they want to be like her and possess the same attractiveness that she gets from her body. As a result, and as it is explained by Harvey (2002) girls undergo many eating pathologies such as bulimia which is mainly due to the stress to own a perfect body and since it is difficult and even impossible, they start eating whatever crosses their way. In fact, adolescents care a lot about their appearance in the teen age; however, peers add more pressure that in most of times influence youth’s identity and make them loose their choice and their personal way of expression. Appearance is one of the most indicators that show whether the adolescent has a way of expression that comes from a strong personality or not. Therefore, if it is influenced by outside factors and manipulated, this will give a strong indication that the youth is lacking independence and a strong personality.

Moreover, there is a strong relationship between appearance and self-esteem during adolescence. Since adolescents pay more attention to others’ feedback and appearance is the link between the self and the others, each remark about appearance goes directly to the self-Morrison, Kalin, & Morrison (2004). Accordingly, adolescents get their self-esteem from their peers and never forget their comments. Peer pressure then plays an important role in the process of identity development since adolescents get their body image model from their peers. In fact, peers try to get their own appearance and oblige each member to conform to rules.

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

Indeed, during adolescents, teenagers spend a big proportion of their times with friends and the parents are not aware of the danger friends represent. They think that since their children are happy with the friends they have chosen, there is no problem with that. However, parents do not know that their children are undergoing a brain-washing that changes all the beliefs and morals for which they spent years to teach them to their children (Morrison and Kalin, 2004). In fact, parents spent many years teaching their children morals and help them to feel happy about their identity, parent’s social status, and appearance. Conversely, peers try to get them rid of their beliefs and thoughts and start to model their own identity and personality, especially that they are hidden from their families.

However, the problem that rises with peer pressure in relation to attitudes and behavior is that adolescents influence each other in a negative way and let them lose their values and even believe in things they would not accept before. For instance, peers can influence adolescents’ religion and make him or her convert to another religion without the agreement of their parent and sometimes the parents do not even know about this issue. Accepting others ideas can be explained by Lawrence Kohlberg’s Cognitive Development Approach to Adolescent Morality and precisely in the Interpersonally Normative Morality stage. During this stage adolescents give more importance to the others expectations and pleasance of others rather than “goodness.” This stage explains well why adolescents gives more importance to their peers’ approval than parents views because they see that the moral support from people of the same age is more credible than from aged people.

This influence in behavior adds to the behavioral disorders that adolescents have namely “Oppositional Defiant Disorder (ODD), a pattern of negative, defiant, and disobedient behavior”, “or Conduct Disorder, where adolescents repeatedly and persistently violates rules and the rights of others, [especially parents] without concern or empathy.” “Focus Adolescent Services,” (2000). As a result, if these disorders are added to the peer pressure, the adolescents will be manipulated and will never be the real person he or she is. Besides, and more dangerous than this, if these disorders are not treated the time they appear, the adolescents will accumulate them in their psychology and will give other psych traumatic disorders later. Indeed, adolescents need
to be in a precise context in order to develop their own identity. Peer pressure as previously explained is one of these contexts, but the problem with peers is that they influence adolescents in a negative way.

They introduce them to drug abuse which has given social drawbacks such as violence and delinquency. Besides, it gives personal disadvantages such as addiction, health problems, and mental disorders. Appearance is also affected in this critical stage by the peer’s pressure. In fact, peers influence adolescents’ appearance by limiting their own choices and providing them with small room to express them and impose their personality. The last aspect which is also influenced by peers is adolescents’ attitudes and behavior. Adolescents have to conform to the group and also they have to adapt their thoughts according to the group’ ones. This is very negative because peers break down all what the parents are constructing from the birth of their child.

Peer pressure is one of the most dangerous aspects of adolescence to which teenagers are exposed. Consequently, parents should care more about their adolescents until they overcome this critical age. They should be helpful to their children and they should talk to them as friends not as authoritative parents because adolescents are convinced more when they are with an open-minded person who shows both understandability and kindness. Otherwise, adolescents will encounter crisis and will hide them in their psychology and as explained by Lawrence Kohlberg, and these disorders will appear lately with more psych traumatic trouble.

2.4.3. Sexual Desire
Sexual desire may be viewed as an “interest in sexual activity” Spector, Carey & Steinberg (1996). (Regan & Berscheid, 1999) elaborated upon this definition, saying desire could be “the wish to obtain a sexual object that one does not now have or to engage in a sexual activity in which one is not now engaging.” In addition, Spector et al. further stated that sexual desire cannot be measured by behavior alone and requires that cognition be considered the principal concept to be observed (e.g., want for sex). Thus, the desire to have sex can be comprised of cognition in addition to behavior; desire does not mean you will have sex; rather, sexual desire indicates that you want to engage in sex. Some researchers have attempted to investigate desire’s relationship to sexual activity in order to clarify the role it plays in casual sex. Again, results have been mixed. (Simpson & Gangestad, 1991) conducted a study to determine whether desire
and socio sexuality were related using behaviorally based questionnaires (e.g., assessing frequency of sex), concluding that there was no relation or connection between the two concepts. However, (Ostovich & Sabini, 2004) found the opposite results. In two studies using a predominantly behavioral measure, they assessed participants on drive, socio sexuality, and a variety of other sexuality measures and found that higher sex drives in women were related to more unrestricted socio sexuality.

In fact, Regan and Dreyer (1999) found that 29.3% (12 out of 35) of female participants who engaged in a casual sex relationship did so because they desired it. Similar to this, Sloggett & Herold (1996) found that women who felt sex was more important also claimed that they thought they had higher sexual desire than their peers. Based on the results of the above-mentioned research, it appears that there is a relationship between sexual desire and socio sexuality, although Simpson and Gangestad (1991) reported different results. In addition, both studies used predominately behavioral measures thereby not addressing the cognitive component of drive. There is also tentative evidence that casual sex may be related to desire as well when considering Regan and Dreyer’s (1999) study. As a result, further research needs to be conducted to clarify what desire’s influence is on casual sex and whether socio sexuality and desire can predict casual sex behavior with a more cognitively focused desire questionnaire.

The development of the adolescents are shaped by many factors, however sexual development is normal and seemingly vital part of adolescence as it involves not only the physical changes but also the formation of one’s individualities, perspective, attitudes, expression of intimacy and the defining experience with in sexual and romantic framework (Adeyemo and Williams, 2009), other studies have identified the influence of a number of individual and family factors on adolescent sexual behavior such as individual psycho social factors and age at first intercourse (Warner & Welson, 2002). Types of adolescent sexual behavior in this study were masturbation, sexual intercourse oral sex and casual sex are experienced by university students.

Sexual desire and arousal, sexual investigation, and the development of a sexual identity are more visible in adolescence. These events may occur at a result of puberty, how ones friends and family respond to a more adult like appearance, social mores regarding time and place spent with romantic partner, and cultural messages that shape ones view of oneself as asexual being.
There are numerous social and psychological predictors of premarital sex but in this study researcher focus on attitude towards premarital sex, self-esteem and peer pressure. Park (20015) revealed that attitude is not taught, rather it is caught. As such, various factors influence attitude formation and sexual attitude formation among adolescents is no exception. Attitude formation has been largely linked with social factors since man as a social animal is affected by everything around him. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior. The family background one hails from, the kind of friends one keeps, the nature of movie one watches and the nature of book one reads go a long way in shaping his attitude. According to Leary & Baumeister (2000), self-esteem is an internal, personal observation of one’s worth. Peer groups are among the most influential social forces affecting adolescents’ behavior in sexual risky behavior like clothing, hairstyle, music, and entertainment to more important decisions concerning short and long term education plan.
CHAPTER THREE METHODS

3.1. Research design
The Correlational design aim to find out if there are differences in the characteristics of a population depending on whether or not its subjects have been exposed to an event of interest in the naturalistic setting Friedman & Wyatt (2006). The purpose of this design in this study is to assess psychosocial predictors of attitude toward adolescent’s premarital sexual practice of Injibara university students. To achieve this correlational design was employed. This design helps in addressing the psycho social predictors of attitude toward premarital sexual practice and to answer basic research questions and describes what happened in the area under investigation.

3.2. Population, Sample size and Sampling Technique
The target populations of this study was all first year university student and there are 1698 first year students exist among those there are 893 social science students and 805 natural science students from those 488 female natural science student and 317 male student According to the information given by the registrar, there are 893 social science first year students learning in Injibara University. From those, the number 367 of female students and the rest students are males or 526.

In order to get fair representation of the total population and to determine the number of participant the simple random sampling methods was used to select 280 first year Injibara university student from 1698. 280 students were taken as a sample in this study among those 133 female and 147 male students. To select sample students, availability sampling techniques was employed. The sample size of this study was determined by using Yamane (1967) formula.

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

Where; \( n \) =is sample size, \( N \) =is total population, \( l \) = is constant and \( e \) is compromise margin of error; (in social science there is 95% confidence level, and \( e=0.05 \))

\[ n = \frac{1698}{1 + 1698(0.0025)} = 323 \]

So, the sample size of this study was 323 first year students. But due to corona virus epidemic there are 280 students were available when researcher conduct this study and participate in this study. Table 1 shows the demographic characteristics of the research participants.
<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>147</td>
<td>52.5</td>
</tr>
<tr>
<td>Female</td>
<td>133</td>
<td>47.5</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>18</td>
<td>33</td>
<td>11.8</td>
</tr>
<tr>
<td>19</td>
<td>132</td>
<td>47.1</td>
</tr>
<tr>
<td>20</td>
<td>83</td>
<td>29.6</td>
</tr>
<tr>
<td>21</td>
<td>26</td>
<td>9.3</td>
</tr>
<tr>
<td>22</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never Married</td>
<td>280</td>
<td>100</td>
</tr>
<tr>
<td>Other status</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Age at sexual debut</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>16</td>
<td>12</td>
<td>4.3</td>
</tr>
<tr>
<td>17</td>
<td>42</td>
<td>.15</td>
</tr>
<tr>
<td>18</td>
<td>89</td>
<td>31.8</td>
</tr>
<tr>
<td>19</td>
<td>93</td>
<td>33.2</td>
</tr>
<tr>
<td>20</td>
<td>38</td>
<td>13.6</td>
</tr>
<tr>
<td>21</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>Missing</td>
<td>1</td>
<td>.4</td>
</tr>
<tr>
<td><strong>Sexual partner</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquaintance</td>
<td>85</td>
<td>30.4</td>
</tr>
<tr>
<td>Friend</td>
<td>195</td>
<td>69.6</td>
</tr>
<tr>
<td><strong>Partner number</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>259</td>
<td>92.5</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>Type of sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vaginal penetration</td>
<td>279</td>
<td>99.6</td>
</tr>
<tr>
<td>Kissing</td>
<td>1</td>
<td>.4</td>
</tr>
</tbody>
</table>
3.2. Data collection instrument

Questionnaires were used in this study to collect the information regarding to attitude towards psychosocial predictors; exposure to peer pressure, self-esteem and attitude towards premarital sexual practice of university students, and demographic characteristics of the participants.

A questionnaire consists to assess the sexual history of adolescents, the questionnaire was assess the participants’ premarital sexual practice, number of sexual partner, reason for initiation of sexual intercourse and types of sexual practice and number of sexual partners. To check reliability of the scale researcher was conducted pilot test among 30 first year injibara university students, when researcher before starting the main data collecting and check the appropriateness of questionnaire.

3.2.1. The Perception of Peer Pressure Scale (PPPS)

The Perception of Peer Pressure Scale (PPPS) developed by Manzoni, Lotar, and Ricijas (2011) was adapted and used for this research to assess the extent to which peers influenced adolescents’ behavior. The PPPS scale contains 14 items descriptive of concrete behavior. Participants are asked to rate each item on a four-point Likert scale ranging from “0 – Not true at all“ to “3–completely true“, with higher scores indicating greater peer influence. As reported by Manzoni et al (2011), internal consistency of the PPPS scale, as indexed by Cronbach’s alpha, was high, \( \alpha = .83 \).

3.2.2. The self-esteem scale

SES was developed by Rosenberg (1965) and used for this research to assess the self-worth of adolescents’ behavior. The SES scale contains A 9-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be unidimensional. (SES)All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. Items 2, 5, 6, 9 are reverse scored. “Strongly Disagree” was scored 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem. According to Rosenberg the pattern of functioning of the items was examined with respect to their content, and observations are offered with implications for validating and developing future personality instruments. Reliability of the self-esteem scale, as indexed by Cronbach's alpha, was \( \alpha = .77 \).
3.2.3. Attitude towards premarital sexual practice scale

The Sexual Attitude Inventory by Eysenck (1971) was used as the main source of data collection for the present study. Out of the original 94 questions, only those questions pertaining to premarital coitus were used. The participants were asked to respond to the questions with 'Yes', 'No'. While yes was scored 1 no was scored 0. Items 1.4, 1n4 5 were scored in a reversed direction. Internal consistency of the attitude towards premarital sex scale, as indexed by Cronbach's alpha, was high $\alpha = .97$. The scales of reliability were found to be;

<table>
<thead>
<tr>
<th>Items</th>
<th>Cronbach’ alpha result of pilot study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception peer pressure scale</td>
<td>0.83</td>
</tr>
<tr>
<td>Self-esteem scale</td>
<td>0.77</td>
</tr>
<tr>
<td>Attitude towards premarital sex scale</td>
<td>0.97</td>
</tr>
</tbody>
</table>

3.3. Procedures of Data collection

First, letter of cooperation was taken from Psychology Department at time of proposal development. To be accepted by the participant and the organization then having received the letter, the researcher asked permission of university academic president by explaining the purpose of the study. Then I contact the registrar to give the number of students who are first year, according to registrar information 65% of students were comes from Injibara area. Researcher were going to the university willingness for collecting the data after that researcher make some orientation about with the participant before that collect the data and then starting by distributing the questionnaire which was prepared.

3.4. Data analysis

After collecting data researcher use done sample t-test was used to determine level of self-esteem and exposure to peer pressure. To determine sex differences in self-esteem and exposure to peer pressure independent samples- t tests were used. Whereas binary logistic regression was used to determine the psychosocial predictors of attitude towards premarital sexual practice.
3.5. Ethical consideration

Research ethics is one of the integral part of the research act, each and every activity of the research actively should kept or embodies with the research ethical consideration. The research activities in this study are also striving to respect and put up with by the following ethical issues. Relationship for the purpose of trust worthy information and to the research process effective relation with the respondent was collaborative, truthful, and friendly based. Avoided biased, be confidentiality researcher respect the privacy of the respondent.
CHAPTER FOUR: RESULTS AND DISCUSSION

4.1. Results

This chapter contains the analysis and interpretation of the data obtained from 280 students in Injibara University first year students who participated in the study. It includes age, sex; study year, sexual status, premarital sexual intercourse, age at first sexual intercourse, relationship with the first sexual partners, number of sexual partners, type of sexual practice, adolescents feelings or worth of the self, adolescent’s perception of peer pressure and attitude towards their premarital sexual practice.

The present study had three fold aims. The first was determining the level of self-esteem and exposure to peer pressure of first year university students who have the experience of premarital sex. The second aim of the study was to investigate if there are sex differences in level of self-esteem and exposure to peer pressure among first year university students with the experience of premarital sex. Whereas the third aim was to investigate the extent to which demographic and psychosocial variables predict attitude towards premarital sex. One sample -test was run to determine the level of self-esteem and exposure to peer pressure of first year university students who have the experience of premarital sex. The results are shown in Table 2

Table 2  Level of self-esteem and exposure to peer pressure among first year university students having the experience of premarital sex

<table>
<thead>
<tr>
<th>Variables</th>
<th>Observed Mean</th>
<th>SD</th>
<th>Test Value</th>
<th>Df</th>
<th>T</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem</td>
<td>15.30</td>
<td>2.57</td>
<td>22.5</td>
<td>279</td>
<td>-46.93</td>
<td>.000</td>
</tr>
<tr>
<td>Peer Pressure</td>
<td>22.73</td>
<td>4.31</td>
<td>21</td>
<td>279</td>
<td>26.11</td>
<td>.000</td>
</tr>
</tbody>
</table>

Table 2 indicates that Level of self-esteem and exposure to peer pressure among first year university students having the experience of premarital sex have below average level of self-esteem (t= -46.93, p=.000) and have been exposed to higher level of peer pressure (t= 26.11, p=.000).

To test sex differences in self-esteem and peer pressure independent samples t-tests were run. The results are presented in Table 3
Table 3 Sex differences in Level of self-esteem and exposure to peer pressure among first year university student having the experience of premarital sex

<table>
<thead>
<tr>
<th>Variables</th>
<th>Sex</th>
<th>Mean</th>
<th>Sd</th>
<th>Df</th>
<th>T</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Esteem</td>
<td>Male</td>
<td>15.86</td>
<td>2.86</td>
<td>263.98</td>
<td>3.98</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>14.68</td>
<td>2.04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Pressure</td>
<td>Male</td>
<td>29.06</td>
<td>4.77</td>
<td>256.14</td>
<td>5.83</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>26.26</td>
<td>3.17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 reveals that there is a significant difference in self-esteem between males (Mean = 15.86, SD = 2.86) and females (Mean = 14.68, SD = 2.04), t = 3.98, p = .000. Similarly significant difference in exposure to peer pressure between males (Mean = 29.06, SD = 4.77) and females (Mean = 26.26, SD = 3.17), t = 5.83, p=.000. This shows male first year students with the experience of premarital sex have higher level of self-esteem and exposure to peer pressure than their female counterparts.

As attitude towards premarital sex was classified into two favorable and unfavorable, binary logistic regression was run. The predictors were sex, self-esteem, and peer pressure while the outcome variable was attitude towards premarital sex. Before the regression was run, the assumptions of linearity of the logit and absence of multi collinearity were tested. It was found out that these assumptions were tenable (see appendix B). The results of Binary Logistic regression that was run following the tenability of the assumptions are presented in Table 4

Table 4 Regression of attitude towards premarital sex on sex, self-esteem, and peer pressure

<table>
<thead>
<tr>
<th>Variables</th>
<th>B</th>
<th>S.E.</th>
<th>Wald</th>
<th>Df</th>
<th>Sig.</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex(1)</td>
<td>-.131</td>
<td>.328</td>
<td>.158</td>
<td>1</td>
<td>.691</td>
<td>.877</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>-.142</td>
<td>.062</td>
<td>5.332</td>
<td>1</td>
<td>.021</td>
<td>.868</td>
</tr>
<tr>
<td>Peer Pressure</td>
<td>.012</td>
<td>.038</td>
<td>.091</td>
<td>1</td>
<td>.763</td>
<td>1.012</td>
</tr>
<tr>
<td>Constant</td>
<td>3.176</td>
<td>1.656</td>
<td>3.679</td>
<td>1</td>
<td>.055</td>
<td>23.949</td>
</tr>
</tbody>
</table>

$\chi^2 =8.936$, df=3, p = .03

Cox & Snell R Square = .028, Nagelkerke R Square = .041

Table 4 shows that the full model containing the three predictors (sex, self-esteem, and peer pressure) was not statistically significant $\chi^2(3, \text{N}=280) =8.936$, p = .03. The model explained
only 3.1% (Cox & Snell R Square) and 4.8% (Nagelkerke R Square) of the variance in attitude towards premarital sex. The model also classified 79.6% of the cases correctly (see appendix C). Table 3 further shows that only self-esteem emerged a unique significant contributor to the model with odds ratio of .887. This suggests for every unit of increase in self-esteem respondents are .64 times less likely to have favorable attitude towards premarital sex. This shows self-esteem negatively predicts attitude towards premarital sex.
4.2. Discussion and Implication

Study indicates that first year university student having the experience of premarital sex have below average level of self-esteem. This result was related with (Geckiland & Dundar, 2011) who reported that adolescents who scored low on self-esteem had higher scores for health risk behaviors. A key argument has been that low self-esteem places the individual at a high risk for taking part in risky behaviors such as risky sexual activities, including having unprotected sex and not limiting sexual partners (Lejuez, Simmons, Aklin, & Daughters, 2004). Similarly, evidence abound that low self-esteem is strongly linked to unsafe sexual behavior among adult residents of a drug treatment program Wild, (Bhana, & Lombard, 2004).

The other finding of the present study was that first year university student having the experience of premarital sex have been exposed to higher level of peer pressure. This result aligns with results of (Davis and Harris, 1982) who explained that same sex peers are major source of information about sex, and peers provide setting (e.g. Cars parties) where sex can occur. Same sex friends may influence the perceived acceptability of sexual practice, and sexuality experienced friend may serve as models. Similarly (Neufeld and Mate, 2005) said research has shown that over the last 50 years peer pressure has emerged as the chief source of values and behavioral influence for adolescents, replacing the influence of adult.

The present study revealed that there is a significant difference in self-esteem between males and females in favor of sex. This somewhat contradicts with the study of (Gentzler and Kerns, 2004) the study showed that women who had high self-esteem had a higher number of sex partners than women with low self-esteem. Similarly significant difference in exposure to peer pressure between males and females was obtained favoring males. However, contrasting to the findings of the present study (Barnes, 2007) research suggested that negative peer influences in sexual activity is stronger for girls than boys.

The third finding of the present study was that self-esteem emerged a unique significant contributor of attitude towards premarital sex with odds ratio of .868 which suggests for every unit of increase in self-esteem respondents are .64 times less likely to have favorable attitude towards premarital sex. This partially agrees with Weaver and (Herold, 2000) who noted that 25% of the 140 women who engaged in casual sex in their study claimed that they did so to increase self-esteem and that 24% of the 54 women who had not had intercourse thought that
they would have better self-esteem if they did engage in casual sex. Similar results were also found in a study conducted by (Regan and Dreyer, 1999), who found that 10 out of 41 women (24.4%) who engaged in casual sex reported feeling “attractive/desirable”. While arguably this was not labeled as self-esteem, it can be considered a facet of self-esteem as the engagement in these behaviors increased the self-perceived worth of the individual. These women engaged in casual sex to increase self-esteem or to feel attractive. Some may conclude that these women were lonely and therefore felt a need to belong (Leary, Tambor, Terdal, & Downs, 1995).

In the present study sex failed to predict attitude towards premarital sex. In contrast, previous studies such as (Ojedokun and Balogun, 2008) revealed that male students reported more favorable attitudes toward premarital sexual permissiveness than female students. In contrast, according to (England and Bearak, 2014) women face more negative judgment than men when they are known to engage in casual sex, and they also report less interest in casual sex than men.

That gender in the present study was not predictor of such an attitude may be due to other factors that may affect the attitude which are not considered in the present study researcher may expect in the study area peoples have negative attitude towards premarital sex especially for females, girls who have engaged premarital sex face many problems around age midr such as stigmatized by society, may no married timely, she has no more confidence about themselves, may depart by their parents more over above 60% of students were comes from Injibara area this may other factors and researcher was not consider in the present study it needs further investigation. (Ojedokun & Balogun, 2008) reported that besides gender, premarital sexual permissiveness is strongly influenced by living arrangement, with male and female students living alone reported favorable attitudes toward premarital sexual permissiveness, followed by male and female students living with fellow students and female and male students living with friends. However, male and female students living with guardian and parents reported the least favorable attitudes towards premarital sexual permissiveness. In general, premarital sexual permissiveness is comparable on level of study and residential area of both male and female students. On the other hand, adolescents who were living with friends, relatives, and fiancé were, more likely to have early sexual practices than their counterparts (Meschk, Bartholomae & Shannon, 2000). Similarly in a study of South West Ethiopia, age at early sexual practice was
positively associated lack of comprehensive knowledge on HIV, alcohol use and chat use (Tasew, 2011).

In the present study peer pressure did not emerge significant predictors of attitude towards premarital sex. So Researcher may expected the participants background or the resident of student and their parenting style is not consider in this study and also behavior of participants was other factors and it needs also further investigation due to those variable and others the result of this study contrast with other studies.
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

An attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. While attitudes are enduring, they can also change. Perception of peer pressure is the force of exertion between students in encouraging persons to engaging sex before marriage. The main objective of this study was to assess the psycho social predictors of attitude towards premarital sex. In order to get relevant data, researcher takes 280 students by using simple random sampling and availability sampling techniques was employed. The instrument that the researcher used for this study was questionnaires which include demographic questionnaire, self-esteem scale, the perception of peer pressure scale, attitude towards premarital sex; the data collected through the questionnaires were analyzed using inferential statistics by binary logistic regression, one sample t-test and independent t-test. The major findings of this study were first year university student having the experience of premarital sex have below average level of self-esteem and have been exposed to higher level of peer pressure.

There is a significant difference in self-esteem between males and females. Similarly significant difference in exposure to peer pressure between males and females. These shows male first year students with the experience of premarital sex have higher level of self-esteem and exposure to peer pressure than their female counterparts. In addition base on results of binary logistic regression self-esteem was found to negatively predict attitude towards premarital sex and researcher recommend in the following way; The university administrators see seriously how adolescent student are get life skill training before starting teaching learning process.

5.2. Conclusions

According to the analysis of result and discussion of the study, researcher concludes that level of self-esteem was low and exposure to peer pressure high among first year university student having the experience of premarital sex. Study shows male first year students with the experience of premarital sex have higher level of self-esteem and exposure to peer pressure than
their female counterparts. And Among the psychosocial variables considered only self-esteem was found to be a negative predictor of attitude towards premarital sex.

5.3. Recommendations
Based on the findings, the following recommendations were made:

1. The Injibara University work in collaboration with the curriculum designers in the university to plan how best the adolescents who are first year could be helped on sex and sex related matters through the knowledge of adolescents’ reproductive health.

2. The Guidance Counselors in Injibara University work hard to create awareness through pastoral and group counseling to re-orientate the university students on the issues and problems of premarital sex.

3. If it is possible, the university administrator gives awareness about the impact of peer influence on adolescent, the self-worth and sexual practice.
   The university should open effective counseling office and gender based guidance especially to first year students.

4. The university makes efforts to ensure that the students are engaged in safe sex and their engagement in sex does not interfere with their educational goals.

5. The university administrator should see seriously how adolescent student are get life skill training before starting teaching learning process.

6. The researcher recommend that it is better the Injibara university administer give peer to peer counseling and awareness training for students and take effective measures that affect the sexual behavior of adolescents.

7. Finally the researcher recommends that more comprehensive studies on the predictors of premarital sex be done including demographic and psychosocial variables not covered in the present study.
References


Anal Sex Safety and Health Concerns”. WebMD. Retrieved August 19, 2013. Often referred to simply as anal sex, anal intercourse is sexual activity that involves inserting the penis into the anus.


Musa Abdullahi & Abdullah Umar (2013) Consequences of Pre-Marital Sex among the Youth. *Journal Of Humanities And Social Science, 10*(1), PP 10-17


Appendices

Tools of Data Collection

Appendix A. English Version of Instruments

Dear respondents! Here are lists of questionnaires with different section, to be conducted in partial fulfillment of MA Degree in social psychology by student from university of Bahir dar. Your response are completely confidential .your name not be written on this questionnaire, and will never be used in connection with any information you provide. Your honest response to these questions will help to better understand the psycho social predictors on adolescent’s premarital sexual practice. I would greatly appreciate your help in responding to this question.

Part 1: Personal Information

The following questions relate to your personal information. For questions having options, please answer the questions by encircling the number given to the option. For question 2 and 3, provide your answer on the blank space given.

1. What is your sex?
   a. Male    b. Female

2. What is your age? __________

3. What is your year of study? ___________

4. What is your marital status?
   a. Never married
   b. Married
   c. Divorced
   d. Widowed
Part 2: Questionnaire Assessing Sexual History of Adolescents

The following question relate to your sexual history. For questions having option, please answer the question by circling the number given to the option. For question 2 and 5, provide your answer on the blank space given.

1. Have you ever had premarital sexual intercourse?
   a. Yes  
   b. No

2. What was your age at first sexual intercourse? _______________

3. What was your relationship with the first sexual partner?
   a. Acquaintances
   b. Friend
   c. Fiancé
   d. Spouse
   e. Relatives
   f. Specify if other than mentioned a-e. _______________

5. How many sexual partners do you have at present? __________

6 what type of sexual practice do you experience. You can choose more than one.
   a. Vaginal
   b. Kissing
   c. Oral sex
   d. Anal sex
   e. Masturbation
Part 3: The self-esteem scale

Instructions
Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree or disagree with each statement.

4 = strongly agree

3 = agree

2 = disagree

1 = strongly disagree

<table>
<thead>
<tr>
<th>Items</th>
<th>Response Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4  3  2  1</td>
</tr>
<tr>
<td>1</td>
<td>On the whole, I am satisfied with myself</td>
</tr>
<tr>
<td>2</td>
<td>At times I think I am no good at all.</td>
</tr>
<tr>
<td>3</td>
<td>I feel that I have a number of good qualities.</td>
</tr>
<tr>
<td>4</td>
<td>I am able to do things as well as most other people.</td>
</tr>
<tr>
<td>5</td>
<td>I feel I do not have much to be proud of.</td>
</tr>
<tr>
<td>6</td>
<td>I certainly feel useless at times.</td>
</tr>
<tr>
<td>7</td>
<td>I feel that I'm a person of worth, at least on an equal plane with others.</td>
</tr>
<tr>
<td>8</td>
<td>All in all, I am inclined to feel that I am a failure.</td>
</tr>
<tr>
<td>9</td>
<td>I take a positive attitude toward myself.</td>
</tr>
</tbody>
</table>

Part 4: The Perception of Peer Pressure Scale (PPPS)

The statements in the following table are the ways young people might behave in relation to different areas of life. These behaviors can be influenced by peers.

Read each statement carefully and decide how much your peers influenced you to behave the way expressed in each statement by indicating how much each one is true by circling a number assigned to your choice from the four response alternatives given at the right. There are no right or wrong answers; just give your own honest opinions.
0 = Not true at all
1 = A little true
2 = Quite true
3 = completely true

<table>
<thead>
<tr>
<th>Items</th>
<th>Response Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My friends expect me to...</strong></td>
<td>Not true at all</td>
</tr>
<tr>
<td>1 Do things that my parents disagree with.</td>
<td>0</td>
</tr>
<tr>
<td>2 Have sex.</td>
<td>0</td>
</tr>
<tr>
<td>3 Watch pornographic materials.</td>
<td>0</td>
</tr>
<tr>
<td>4 Avoid active participation in class.</td>
<td>0</td>
</tr>
<tr>
<td>5 Break an agreement with my parents because of them.</td>
<td>0</td>
</tr>
<tr>
<td>6 Talk negatively about my parents.</td>
<td>0</td>
</tr>
<tr>
<td>7 Oppose my parents.</td>
<td>0</td>
</tr>
<tr>
<td>8 Smoke cigarettes.</td>
<td>0</td>
</tr>
<tr>
<td>9 Drink alcohol.</td>
<td>0</td>
</tr>
<tr>
<td>10 Go with them and steal something.</td>
<td>0</td>
</tr>
<tr>
<td>11 Skip classes at school.</td>
<td>0</td>
</tr>
<tr>
<td>12 Try drugs.</td>
<td>0</td>
</tr>
<tr>
<td>13 Hang out with peers I don’t like.</td>
<td>0</td>
</tr>
<tr>
<td>14 Change dressing and hairstyle.</td>
<td>0</td>
</tr>
</tbody>
</table>

Part 5 The Attitudes towards pre-marital sexuality scale (ATPS)

Here is a list of statements dealing with your attitudes towards premarital sex about yourself.

Please indicate yes or no with each statement.

Yes  No
1. Virginity is a girl's most valuable possession
2. It wouldn't bother me if the person I married was not a virgin
3. Young people should learn about sex through their own experience
4. One should not experiment with sex before marriage
5. It is better not to have sex relations until you are married
Appendix B. Amharic Version of Instruments

አማርኛ ያስስሸጥ ያስማት ይሸጠ

እንወገር እንወገር ያስስሸጥ ያስማት ይሸጠ

1. ከፇ ለፋሌ
2. ከፇ ለፋሌ
3. ከፇ ለፋሌ ለፋሌ ይሸጠ? ከፇ ለፋሌ
4. ከፇ ለፋሌ ለፋሌ ይሸጠ? ከፇ ለፋሌ
ክፍሌ 2- የተደረገ ወረቀ መስጠት እድሜ
አስፈልጉ የማይፈልጉ ከስር መስጠት ይገባል። ከክፋል ወረቀ ይገባል ከስር ያለውበት የማይደረገ የማይፈልጉ፣ ሊሆን 2 እና 5 በተሰጡት ዉስጥ ይገባል እስከ ይታረክሩ።

1. ከወረቀ ምስጠት የሚከተለት ምስጠት ይታረክሩ እስከ ሊሆን? ሊሆን እስከ ሊሆን

2. ከወረቀ የሚከተለት ይታረክሩ እስከ ይታረክሩ ከስር በሚጠየቅ ይህ ከስር? __________

3. ከወረቀ የሚከተለት ይታረክሩ እስከ ይታረክሩ ከስር በሚጠየቅ ይህ ከስር? ሊሆን እስከ ሊሆን

ፅ. ሊሆን

ፇ. እስከ

ሬ. ያለው

ፇ. እስከ ይታረክሩን ከስር __________

5. ሊሆን ይታረክሩን ከስር ይላስ መስጠት ከስር ከሆን? _________

6. ሊሆን ይታረክሩን ከስር ይላስ መስጠት ከስር ከሆን? ከስር ከሆን ይታረክሩን ከሆን? ሊሆን እስከ ሊሆን

ፅ. ሊሆን

ፇ. እስከ

ሬ. ያለው

ሬ. እስከ ይታረክሩ

ሬ. እስከ ይታረክሩ
እንወገድ:

3 - የታመሄ እና የሚካካ ሳይሆን የሚገኝ መሆኑ

|| ፈጠራስ ይግባኝ ይህ ይግባኝ ይህ ይግባኝ
|---|---|---|---|
| 1 | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ
| 2 | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ
| 3 | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ
| 4 | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ
| 5 | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ
| 6 | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ
| 7 | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ
| 8 | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ
| 9 | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ | ይግባኝ ይህ ይግባኝ ይህ ይግባኝ
አንወር የሚታወስ ከማህበር

\[ \begin{array}{|c|c|c|c|} 
\hline
\text{ቁጥር} & \text{ጥሪዎች} & \text{አስተሳሰብ} & \text{በሚቀጥሇው} \\
\hline
0 & የማስታወቂያ ከላይ & የማስታወቂያ ከላይ & የማስታወቂያ ከላይ \\
\hline
1 & የማስታወቂያ ከላይ & የማስታወቂያ ከላይ & የማስታወቂያ ከላይ \\
\hline
2 & የማስታወቂያ ከላይ & የማስታወቂያ ከላይ & የማስታወቂያ ከላይ \\
\hline
3 & የማስታወቂያ ከላይ & የማስታወቂያ ከላይ & የማስታወቂያ ከላይ \\
\hline
\end{array} \]

\[ \begin{array}{|c|c|c|c|} 
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\text{ገበያ} & \text{አንወር የሚታወስ ከማህበር} & \text{ወጣቶች} & \text{ከተሇያዩ የህይወት ዝርዎች} \\
\hline
1 & የሚጠብቁትን መሌሶች & የሚጠብቁትን መሌሶች & የሚጠብቁትን መሌሶች \\
\hline
2 & የሚጠብቁትን መሌሶች & የሚጠብቁትን መሌሶች & የሚጠብቁትን መሌሶች \\
\hline
3 & የሚታወቂያ ከላይ & የሚታወቂያ ከላይ & የሚታወቂያ ከላይ \\
\hline
4 & የሚታወቂያ ከላይ & የሚታወቂያ ከላይ & የሚታወቂያ ከላይ \\
\hline
5 & የሚታወቂያ ከላይ & የሚታወቂያ ከላይ & የሚታወቂያ ከላይ \\
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<td>1</td>
<td>2</td>
<td>3</td>
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<td>2</td>
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<td>1</td>
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<td>1</td>
<td>2</td>
<td>3</td>
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<td>0</td>
<td>1</td>
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