

MODERATING ROLE OF GENDER IN THE INFLUENCE OF PEER PRESSURE ON ADOLESCENTS' SEXUAL ADVENTURISM IN GHANA

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Abstract

The rationale behind this study was to assess moderating role that gender plays in the influence of peer pressure on adolescents' sexual adventurousism in Ghana. A total of 525 adolescents whose ages range between 12 and 19 in junior high schools were selected using the multistage sampling approach. The Youth Sexual Intention Questionnaire (YSI-Q) and the Peer Pressure Scale (PPS) were used for data collection. The data were statistically analysed using standard deviation, mean, multiple regression, multivariate linear regression, simple moderation analysis and three-way interaction moderation analysis. The results revealed that the level of peer pressure and sexual adventurousism were high among the respondents. Peer pressure and gender significantly and independently predicted sexual adventurousism. Gender served as a significant moderator in the relationship between peer pressure and sexual adventurousism. Based on the findings, it was recommended that teachers and parents provide educative platform at school, home and the media in order to inform adolescents on peer pressure and sexual issues.

Keywords: Adolescents, Gender, Ghana, Peer Pressure, Sexual Adventurism

Introduction

Adolescence is a transitional stage of physical and psychological development. Adolescence is usually associated with the teenage years which is characterised by major pubertal and biological changes which include changes to the height, sex organs, muscle mass, and weight as well as major changes in brain structure and organization.

Adolescence is a time of sexual maturation, that manifests in social interactions. While adolescents may involve in casual sexual activities, most sexual experiences during this developmental period takes place within romantic relationships (Manning, Longmore, & Giordano, 2000).

Adolescence is the time when most teenagers begin to identify and understand their sexual identity. Adolescents' social development is greatly influenced by their interactions with their family, friends, and other people in their social circle. For young individuals, the emergence of sexuality that comes with adolescence presents basic issues. These include becoming accustomed to a sexually maturing person's altered appearance and functioning, learning to deal with one's sexual desires, confronting one's sexual values and attitudes, engaging in sexual behaviour, and incorporating these experiences, attitudes, and feelings into a developing sense of self (Manning et. al., 2000). The challenge is underscored by the unfamiliar excitement of sexual arousal, the attention associated with being sexually attractive, and the new level of physical intimacy and psychological vulnerability brought by sexual encounters (Manning, et. al., 2000).

United States of America for instance, adolescents engage in physically intimate behaviours even if they do not have sex. (Miller, Norton, Kurds, Hills, Schranefeldt, & Young, 1997). It is important to emphasise that teenagers who have intense sexual impulses are typically ignorant of them since they cannot be immediately observed. However, manifestations of certain teenage behaviours seen in residences, classrooms, playgrounds, etc. might serve as markers of adolescent experiences. One tool teens use to understand their maturity and cope with the changes that trouble them is sexual experimentation (Slater & Robinson, 2014). Teenage pregnancy is one of the effects of this exploration that stands out (Jayakody, Sinha, Tyler, Khadr, & Viner, 2011).

Teenage pregnancy has been a major concern in Ghana (Ayibani, 2013). Teenage pregnancy has become a social and an educational predicament due to the number of school- going girls becoming pregnant. It is common to see some girls pregnant during the Basic Education Certification Examination (BECE). In the Eastern Region, 33 females failed to write exam due to pregnancy in 2009 BECE. Brong Ahafo's Regional Education Directorate revealed that 77 girls were found pregnant during the Basic Education Certificate Examination (BECE) in 2010, 111 girls in 2011; by 2012, those numbers had increased to 170 (Ayibani, 2013). Adolescents between the ages of 12 and 19 years contribute 6.6% of the total fertility in Ghana. Furthermore, 12% of adolescent girls between the ages of 15 and 19 have had a child (GSS, 2014).

Peer pressure is the direct influence one person or group has on another or the result of a person being persuaded to follow their friends by altering their behaviour, beliefs, or attitudes to match those of the powerful person or group. It causes a person to change as a result of sensing an impact from a buddy or peer group (Steinberg & Monahan, 2007). When young people are persuaded by their peers to engage in desirable behaviour, such as giving to charity or performing well in school, peer pressure may have a beneficial impact. As you become older, peers become less significant. Students from all ethnic origins engage in risky behaviours like fighting, truancy, drug usage, theft, sexual activity, and cigarette smoking due to peer pressure. Once more, peer group beliefs and attitudes have a stronger effect than parental values (Steinberg & Monahan, 2007).

Peer pressure is usually related with acts of adolescent risk taking since these activities normally takes place in the company of peers (Steinberg, Monahan, and Kathryn, 2007). Connection with friends who take part in risky behaviours has been shown to be a strong predictor of an adolescent's own behaviour (Spear, Hila, Kulbok, and Pamela, 2001). In Gaborone Botswana, a 17-year-old girl who was involved with a 37-year-old, was quoted as saying "It is all about peer pressure, we compete with the type of hair styles, the type of vehicles our boyfriends drive and the amount of money they have and type of cell phone," (Leclerc- Madlala, 2013, p. 18).

For the teenager who is maturing sexually, parents and peers are two conflicting socialisation sources (Sennott & Mollborn, 2011). The majority of teenagers engage in sexual behaviour out of curiosity, a drive to fit in, and because of peer pressure (Jayakody et al., 2011). Teenagers who lack information from reliable sources on sex sometimes resort to readily accessible sources like their friends for information (Bogani et al., 2014). Peers are a significant source of influence for teenagers, according to the idea of social learning (Brechwald & Prinstein, 2011; Veenstra, Dijkstra, Steglich, & Van Zalk, 2013). According to Erik Erikson, the teenage stage concentrates around peers, groups, and the creation of an acceptable identity; according to Sigmund Freud, sexual energies centre around the genitalia at this time (Veenstra et al., 2013).

Sexual Adventurism

People experience and express their sexuality through human sexual action, sexual practise, or sexual behaviour. People engage in a variety of sexual behaviours with varied degrees of frequency and for a number of reasons, ranging from activities conducted alone (e.g., masturbation) to acts performed with another person (e.g., sexual intercourse, non-penetrative sex, oral sex, etc). (Leitenberg & Henning, 1995). Adolescents participate in a wide range of sexual behaviours, including fantasising and self-stimulation, as well as many sorts of intercourse such as sexual fantasy, masturbation, and sexual intercourse. A sexual fantasy, also known as an erotic fantasy, is a mental image or pattern of thought that increases libido and can trigger or increase sexual arousal (Leitenberg & Henning, 1995). The most common dreams involve oral sex, romantic sex, sexual power or irresistibility, and rape (Davis, Shaver, & Vernon, 2004). While women are more likely to think about an imagined partner or a sexual encounter they have never had before, males are more likely to daydream about past sexual interactions. Regardless of sexual orientation, male fantasies tend to be more visual in nature and descriptive in their anatomical descriptions. They also tend to involve more casual sex encounters and visual sexual pleasure (Birnbaum, 2007). Women's imaginations tend to be more emotionally and connectively intense, with a stronger emphasis on mental sexual stimulation. Women are more likely than males to express romantic sexual dreams including deep connection and sensitivity, such as seeing their male partners as heroic rescuers (Birnbaum, 2007).

The most common adolescent sexual behaviour, erotic fantasy plays several different functions for teens. In addition to establishing pleasurable sexual pleasure and communicating sexual desires, they provide insight into sexual wants and preferences and a chance to "practise" sexual interactions (Katchadourian, 1990). Masturbation is the term used to describe the act of stimulating one's genitalia for the goal of arousal or other types of sexual pleasure, usually to the point of orgasm (Coleman, 2012). To stimulate, one

may use their fingers, hands, sex equipment like vibrators, everyday objects, or a combination of these. Sexual activity can be replaced by mutual masturbation. Studies have revealed that masturbation is common in humans of all ages and both sexes, even though there is variation (Coleman, 2012). A need for sexual release, such as masturbation, may result from seeing pornography, having sexual thoughts, or being exposed to other erotic stimuli. Occasionally, people may masturbate while utilising devices that imitate sexual activity (Coleman, 2012). Using pressure, drink, or drugs to force someone into having sexual intercourse with you against their will is known as sexual coercion. The act of exerting pressure to engage in sexual activity may include physical, emotional, or verbal coercion (Struckman-Johnson, Struckman-Johnson & Anderson, 2003).

Gender refers to social or cultural distinctions related to male or female. Gender identity is the degree to which one recognises as being either feminine or masculine (Diamond, 2002). Children notice their gender roles in their earliest years, understand and perform these roles through socialization, which happens through four major agents: education, family, peer groups, and mass media. Socialization into closely specified gender roles bring about the classification of females and males. Sociological perspective gives a valuable picture for explaining how and why gender inequality takes place in our society. Gender role refers to society's idea of how women and men are supposed to act and how they should behave based on standards or norms created by society (Diamond, 2002).

Peer pressure experienced by adolescents varies significantly depending on their gender, with females reporting noticeably stronger demands to conform to their groups' speaking habits and fashion preferences. Boys and girls also reported experiencing varying levels of pressure in other aspects of their lives, which may reflect distinct priorities and values for each gender (Maughan-Brown, 2012). Boys tend to view virginity as a shame, whereas girls often view it as a gift. Girls said in conversations that they thought bestowing their virginity upon someone was like bestowing upon them a very valuable gift. Because of this, they typically demanded something in return, such as greater emotional closeness or their friends' virginity. Due to the fact that they frequently did not feel as though they were receiving what they had hoped for in return, they frequently thought that their power in the relationship had been diminished. They felt as though they had given something up and that their effort had not been recognised (Carpenter, 2002).

Studies on sexual behaviors persistently finds differences by gender. Males are possible to have first sexual intercourse at a younger age, more frequent sexual intercourse, and a total larger number of sex partners (Petersen and Hyde, 2010). On the contrary, females have first sexual intercourse at an older age and a lesser reported number of sex partners (Christopher and Sprecher, 2000). This research highlights the clear gender differences in sexual behavior beginning in adolescence. Males report more permissive belief towards casual sex and extramarital sex as opposed to females who report lower levels of fear, anxiety, or guilt connected with premarital sexual relations (Petersen and Hyde, 2010).

Studies indicate that gender differences with reference to sexual attitudes may emanate from early episodes and learned gender roles. Females are trained to be more pre occupied with interpersonal relationships and relationship status. Hence, females are more conventional in their sexual attitudes desiring the intercourse to happen in a committed relationship against a non-committed environment. Women were obviously to be inspired to have sexual intercourse due to emotional value for their partner and were more probably to submit to unwanted sexual relations as a way of relationship maintenance (Christopher and Sprecher, 2000).

Purpose of the Study

This study examined the influence of peer pressure on sexual adventurousism among adolescents in Ghana. It also investigated the moderating role of gender in the influence of peer pressure on sexual adventurousism among adolescents in Ghana. Specifically, the study:

1. Explored the levels of peer pressure among adolescents.
2. Explored the levels of sexual adventurousism among adolescents.
3. Examined the relationship between peer pressure and adolescents' sexual adventurousism.
4. Determined the role of gender in the relationship between peer pressure and adolescents' sexual adventurousism.

Research Questions

1. What are the levels of peer pressure among adolescents in Ghana?
2. What are the levels of sexual adventurousism among adolescents in Ghana?

Hypotheses

The following hypotheses have been formulated to further guide the conduct of the study:

H_{01} : There is no significant relationship between peer pressure and adolescents' sexual adventurousism.

H_{02} : Gender does not significantly moderate the relationship between peer pressure and adolescents' sexual adventurousism.

Methodology

Descriptive survey design was used for this study. This design was selected due to the fact that it lends itself to gathering data from a larger population, and providing descriptive and inferential information on the main variables of the study. It also helps to gather data that focuses on the current status of affairs (Fraenkel & Wallen, 2006). Accessible population was all public Junior High School students between the ages of 12-

19 years chosen from the Northern, Ashanti and Central regions of Ghana, and that the total number was 2,492. The study focused on nine schools (three from each geographical zone). The total number of students within these nine schools was 2,492. The sample size was determined based on the estimate provided by Creswell (2012). To Creswell, for survey research, a minimum sample of 350 should be used. According to Creswell, this minimum sample is based on the size needed for statistical procedures guarantee that the researchers use a good estimate of the features of the population. Creswell (2014) however, suggested that it is necessary for adjustment to be made in sample sizes for the sake of generalization and in cases where the sample consists of several subgroups. Therefore, based on Creswell (2014) suggestion, the researchers increased the sample size by 50%. This gave rise to a sample size of 525 from the original sample of 350. Two major instruments were used for data collection. Sexual adventurism had a standardised scale title Youth Sexual Intention Questionnaire (YSI-Q), developed by Muhammad, Shamsuddin, Amin, Omar, & Thurasamy (2017), with a psychometric property of .93 was used. YSI-Q's sexual intention subscale has 9-items, attitude has 10 items and self-efficacy has 11 items with responses ranging from "untrue of me", "somewhat untrue of me", "somewhat true of me" to "true of me". For peer pressure, researchers-designed scale titled Peer Pressure Scale (PPS) with a psychometric property of .80 was used. PPS was designed based on a review of relevant literature, in addition to expert ideas of specialists in the field of Counselling. The PPS is a 22-item which measures the level of peer pressure of adolescents on a four point, Likert-type scale ranging from "untrue of me-1", "somewhat untrue of me-2", "somewhat true of me-3", and "true of me-4". A benchmark of 2.5 was set to ascertain if peer pressure was high or low. Therefore, a mean score of 2.5 or higher indicates that the level of peer pressure experienced by adolescents in Ghana was high, whilst a mean value below 2.5 depicted low level of peer pressure among adolescents. Hypothesis One which states that "there is no significant relationship between peer pressure and adolescent sexual adventurism" was tested using Multivariate Linear Regression. Hypothesis Two which states that "gender does not significantly moderate the relationship between peer pressure and adolescents' sexual adventurism" was tested using simple moderation analysis (Hayes PROCESS). Moderation analysis was conducted to ascertain if a third variable (i.e., gender in the case of this study) could strengthen or weaken the relationship between a predictor (i.e., peer pressure) and an outcome variable (i.e., adolescents' sexual adventurism) (Hayes, 2013).

Results

Research Question One: What are the levels of peer pressure among adolescents in Ghana?

The study examined the level of peer pressure among adolescents in Ghana. Mean scores above 2.50 indicated that there were high levels of peer pressure among adolescents in Ghana and mean values below 2.50 portrays low levels of peer pressure among adolescents. Details of the analysis are provided in Table 1.

Table 1: Level of Peer Pressure among Adolescent in Ghana

Statements	Mean	SD	Level
My friends encourage me to engage in sexual activities.	3.55	.86	High
I engage in sexual activities to gain respect from my friends	3.45	.93	High
I go along with the sexual demands of my friends just to make them happy	3.43	.93	High
When my friends are having sex with their partners, I feel pressured to do same.	3.38	.97	High
My friends give me plans of having sex with my boy/girlfriend	3.37	1.01	High
My friends approve of my sexual behaviour.	3.32	.95	High
I sometimes try to engage in the sexual acts that my friends engage in	3.32	.99	High
I feel pressured by my peers to have sex.	3.32	1.01	High
I don't want my friends to laugh at me so I give in to their pieces of advice on sexual activities.	3.32	1.01	High
Having friends who are sexually active is fun.	3.31	1.03	High
I have learnt sexual acts from my peers	3.25	1.07	High
There are things about sex that my friends tell me that I want to try.	3.22	1.11	High
I enjoy talking about sexual activities with my friends	3.18	1.05	High
My friend introduced me to sexual activities.	3.18	1.10	High
I enjoy watching pornography with my friends	2.78	1.09	High
I feel obliged to do what my friends do	2.70	.98	High
I feel I belong to a great group when I engage with them in sexual activities.	2.60	.93	High
My best friend encourages me to get into sexual relationship.	2.55	.94	High
I give in to sexual relationships to be accepted by my friend.	2.50	.88	High
Having sex gives me the opportunity to be like my friend.	2.49	.83	Low
Mean of Means	3.11	.35	High

Source: Field Survey (2019)

Table 1 displays the level of peer pressure among adolescents in Ghana. All in all, peer pressure regarding sex was discovered to be high among adolescents ($M=3.11$, $SD=.35$). the highest ranked peer pressure item was “*My friends encourage me to engage in sexual activities*” ($M=3.55$, $SD=.86$). This was followed in second place by “*I engage*

in sexual activities to gain respect my friends” ($M=3.45$, $SD=.93$). Additionally, respondents “go along with the sexual demands of my friends just to make them happy” ($M=3.43$, $SD=.93$). Moreover, respondents declared that “when their friends are having sex with their partners, *they felt pressured to do same*” ($M=3.38$, $SD=.97$). It shows that almost all the items had mean scores of 2.50 or higher. The only item for which low level of pressure was indicated was “having sex gives me the opportunity to be like my friend” and even the mean for that ($M=2.49$, $SD=.83$) was only slightly below the cut-off point (criterion value) of 2.50 Hence, it was a low level of peer pressure.

Research Question Two: What are the levels of sexual adventurism among adolescents in Ghana?

Sexual adventurism was examined from three dimensions: intentions, attitude, and self-efficacy to perform sexual activities. Mean scores greater than 2.50 indicate high level of sexual adventurism construct (i.e., sexual intentions, attitudes, and self-efficacy) while mean scores lower than 2.50 depict low sexual adventurism. Tables 2 to 4 presents the outcome.

Table 2: Adolescents’ Level of Sexual Intentions

Statements	Mean	SD	Level
I would engage in sexual activities for money and other gains	3.60	.81	1 st
I constantly look for sexual opportunities	3.37	1.00	2 nd
I propose or accept proposals because I want to satisfy my sexual desires	3.30	1.06	3 rd
I intend to touch private part of the opposite sex when there is the opportunity	3.26	1.06	4 th
Most times, I want to have sex if I find a partner who is willing to do so with me	3.19	1.10	5 th
I desire to engage in sexual activities	3.19	1.12	6 th
I have plans of engaging in sexual acts (e.g., kiss, fondle, etc)	3.07	1.16	7 th
I would like to engage in sexual activities to see how it feels like	2.97	1.18	8 th
I have plans of knowing more about sex	2.91	1.22	9 th
Mean of Means	3.20	.76	High

Source: Field Survey (2019)

Table 2 points out adolescents’ level of sexual intentions as one of the dimensions of sexual adventurism. Sexual intentions of adolescents were generally high ($M=3.20$, $SD=.76$). It was found that “*I would engage in sexual activities for money and other*

gains” ranked highest ($M=3.60$, $SD=.81$), follow by “*I constantly look for opportunities to engage in sexual activities*” ($M=3.37$, $SD=1.00$) was third. The minimum mean value was that of the “*I have plans of knowing more about sex*” ($M=2.91$, $SD=1.22$). These values arose by virtue of the cut-off points as explained earlier in this report.

Table 3: Adolescents’ Attitude towards Sexual Behaviours/Activities

Statements	Mean	SD	Rank
I feel like masturbating	3.45	.93	1 st
I feel addictively drawn to certain sexual activities	3.43	.91	2 nd
I feel I should not live without sex	3.35	1.05	3 rd
I feel good engaging in sexual acts	3.33	1.01	4 th
I have strong sexual desires I have to satisfy	3.25	1.06	5 th
I like watching pornographic materials	3.22	1.08	6 th
My sexual energy needs not to be controlled	3.21	1.08	7 th
I wish I know more about sexual activities than I do know already	3.06	1.15	8 th
I often feel like having sex	2.74	1.26	9 th
Engaging in sexual activities is all that matters	2.45	.91	10 th
Mean of Means	3.25	.81	

Source: Field Survey (2019)

Table 3 highlights the attitude of adolescents towards sexual activities. The overall mean score of 3.25 revealed that adolescents have a positive attitude towards sexual activities ($M=3.25$, $SD=.81$). The respondents specified that “*they sometimes feel like masturbating*” ($M=3.45$, $SD=.93$) and “*feel addictively drawn to certain sexual activities*” ($M=3.43$, $SD=.91$). Respondents affirmed that, “*they had strong sexual desires they have to satisfy*” ($M=3.25$, $SD=1.06$) and “*often feel like having sex*” ($M=2.74$, $SD=1.26$). However, the respondents objected to the idea that “*engaging in sexual activities is all that matter*” ($M=2.45$, $SD=.91$). This is the second dimension of the sexual adventurism scale; that is the attitude towards sex dimension.

Table 4: Adolescents’ Perception of their Efficacy to Engage in Sexual Activities

Statements	Mean	SD	Rank
I have a boyfriend/girlfriend I have sex with	3.40	1.01	1 st
I sometimes decide to find someone with whom to engage in sexual activity	3.37	.98	2 nd
Once I feel like having sex, I have to do it	3.31	1.06	3 rd
Sex is something I have to taste at this stage	3.31	1.07	4 th
Having sex is something I easily do	3.44	.98	5 th
Sex is a duty I must perform	3.28	1.10	6 th

I plan sexual activity with my boyfriend/girlfriend	3.25	1.12	7 th
I lose all power to protect myself when sexually approached	3.23	1.08	8 th
I am unable to say no to sex	3.22	1.08	9 th
I am sexually active	2.92	1.23	10 th
I have decided to have sex with more than one person at a time	2.37	.88	11 th
Mean of Means	3.19	1.05	

Source: Field Survey (2019)

Results in Table 4 bring to light the adolescents' perception of their efficacy to engage in sexual activities. It was declared that, predominantly, adolescents have high level of efficacy to engage in sexual activities ($M=3.19$, $SD=1.05$). The level of efficacy to engage in sexual activities that had the highest mean value was "*I have boyfriends/girlfriends whom I have sex with*" ($M=3.40$, $SD=1.01$). This was followed by the statement '*I sometimes decide to find someone with whom to engage in sexual activity*' which was ranked second. The third place was "*once I feel like having sex, I have to do it*" ($M=3.31$, $SD=1.06$). The statement with the least mean value ($M=2.37$, $SD=.88$) was "*I have decided to have sex with more than one person at a time*". This is the third dimension of the sexual adventurousness scale; that is the efficacy to engage in sexual activities dimension.

Hypothesis One

H₀₁: There is no significant relationship between peer pressure and adolescents' sexual adventurousness.

This hypothesis examined the relationship between peer pressure and adolescents' sexual adventurousness. A Multivariate Linear Regression analysis was conducted to test this hypothesis. The criterion was sexual adventurousness (sexual intents, attitude towards sex, and self-efficacy) and the predictor was peer pressure. Before this analysis, a correlation matrix was conducted to check for the linearity assumption and as there was a single predictor, multicollinearity assumption was not tested. The autocorrelation assumption was tested and met after attaining d value of 1.9 (Durbin Watson test).

Table 5: Correlation Matrix of Peer Pressure and Sexual Adventurism Dimensions

	Peer Pressure	Sexual Intent	Attitude	Efficacy
Peer Pressure	1			
Sexual Intent	.692**	1		
Attitude	.655**	.812**	1	
Efficacy	.655**	.750**	.784**	1

**Significant, $p<.001$ (2-tailed).

Results in Table 5 bring to light details on the relationship between peer pressure and dimensions of sexual adventurousness. A statistically significant linear relationship was discovered between peer pressure and dimensions of sexual adventurousness. This indicates that the linearity assumption has not been violated, revealing that the multivariate linear regression could be conducted. Taking peer pressure and sexual intentions, for instance, a moderate positive relationship existed between the two, $r=.692$, $p<.001$. Again, a strong positive relationship between peer pressure and attitude towards sexual activities was found, $r=.812$, $p<.001$. Furthermore, a positive and moderate relationship was discovered between peer pressure and adolescents' efficacy in engaging in sexual activities, $r=.655$, $p<.001$.

Table 6: Multivariate Analysis

Effect		Value	F	df	Err. df	Sig.
Intercept	Pillai's Trace	.101	18.719*	3	500	.000
	Wilks' Lambda	.899	18.719*	3	500	.000
	Hotelling's Trace	.112	18.719*	3	500	.000
	Roy's Largest Root	.112	18.719*	3	500	.000
Peer Pressure	Pillai's Trace	.527	185.327*	3	500	.000
	Wilks' Lambda	.473	185.327*	3	500	.000
	Hotelling's Trace	1.112	185.327*	3	500	.000
	Roy's Largest Root	1.112	185.327*	3	500	.000

Overall Model: $F(1, 502) = 460.430$, $p<.001$. $R^2 = .521$; *Significant, $p<.05$

The multivariate analysis that highlights on the effect of peer pressure on the composite of sexual adventurousness is displayed in Table 6. The overall model was found significant, $F(1, 502) = 460.430$, $p<.001$. The result showed that peer pressure is a significant predictor of sexual adventurousness, $F(3, 500) = 185.327$, $p<.001$. This indicates that peer pressure significantly contributes to adolescents engaging in sexual adventurous behaviours. Further analysis revealed that 52.1% of the variations in sexual adventurousness was explained by peer pressure ($R^2 = .521$).

Table 7: Univariate Analysis of the Relationship between Peer Pressure and Sexual Adventurism Dimensions

Criterion	Predictor	B	Std. Error	T	Beta	Sig.	R^2
Sexual Intent	Intercept	-14.79	2.047	-7.22*		.000	
	Peer Pressure	.78	.036	21.46*	.87	.000	.477
Attitude	Intercept	-7.36	2.066	-3.56*		.000	
	Peer Pressure	.71	.036	19.40*	.77	.000	.427

Efficacy	Intercept	-10.59	2.43	-4.37*	.000	
	Peer Pressure	.83	.043	19.45*	1.06	.000 .428

Source: Field Survey (2019); *Significant, $p < .05$

Table 7 shows the result of the univariate analysis on the relationship between peer pressure and dimensions of sexual adventurousness. It was found that peer pressure is a significant predictor of adolescents' intentions to engage in sexual activities, $t(500) = 21.46$, $b = .78$, $p < .001$. Nearly 47.7% of the variations in adolescents' intentions to engage in sexual activities is accounted for by peer pressure.

Additional analysis showed that peer pressure significantly predicted attitude towards sexual activities, $t(500) = 19.40$, $b = .71$, $p < .001$. It was evident that about 42.7% of the variances in attitude towards sexual activities was explained by peer pressure. Peer pressure was found to be a significant predictor of adolescents' efficacy to engage in sexual activities, $t(500) = 19.45$, $b = .83$, $p < .001$. The analysis revealed that peer pressure accounts for 42.8% of the variations in adolescents' efficacy to engage in sexual activities.

Hypothesis Two

H₀₃: Gender does not significantly moderate the relationship between peer pressure and adolescents' sexual adventurousness.

The study also hypothesized that gender will not significantly moderate the relationship between peer pressure and adolescents' sexual adventurousness. This hypothesis was tested using moderation analysis by Hayes. The analysis used 5,000 bootstrap samples at 95% confidence interval. Peer pressure was the predictor variable, gender was the moderators, while sexual adventurousness was the criterion variable. Table 8 and 9 highlight the results.

Table 8: Moderating Role of Gender in the Relationship between Peer Pressure and Sexual Adventurism

Model	Effect	Boot SE	t-value	Boot LLCI	Boot ULCI
Constant	-20.11	7.306	-2.753	-39.32	-2.06
Peer Pressure	2.030	.132	15.368	1.71	2.37
Gender	-18.466	11.255	-1.641	-41.33	6.58
Peer Pressure* Gender	.436	.199	2.196	.007	.835

Overall Model: $F(3, 500) = 200.86$, $p < .001$, $R^2 = .547$

Table 8 details how gender influences the link between peer pressure and sexual experimentation. The whole model was determined to be significant, $F(3, 500) = 200.86$, $p < .001$. Peer pressure, gender, and the interaction term (peer pressure*gender) were found to account for about 54.7% of the variations in sexual adventurousness, according to further study. Peer pressure and sexual adventurousness were found to be significantly moderated by

gender [$b=.436$, $SE=.199$, $BootCI(.007-.835)$]. To fully understand the moderating role, the interaction specifics must be given.

Table 9: Conditional Effects of the Focal Predictor

Gender	Effect	Boot SE	t-value	Boot LLCI	Boot ULCI
Male	2.90	.325	8.93	2.26	3.54
Female	2.47	.148	16.62	2.17	2.76

Interaction: $F(1, 500)=4.82$, R^2 change=.004

The results in Table 9 highlights on the exact role of gender in moderating the relationship between peer pressure and sexual adventurousness. Interestingly, the results revealed that the effect of peer pressure on sexual adventurousness is high in male adolescents, $b=2.90$, $SE=.325$, $BootCI$ (2.26-3.54) than in female adolescents, $b=2.47$, $SE=.148$, $BootCI$ (2.17-2.76). The graph gives a clear explanation for this result.

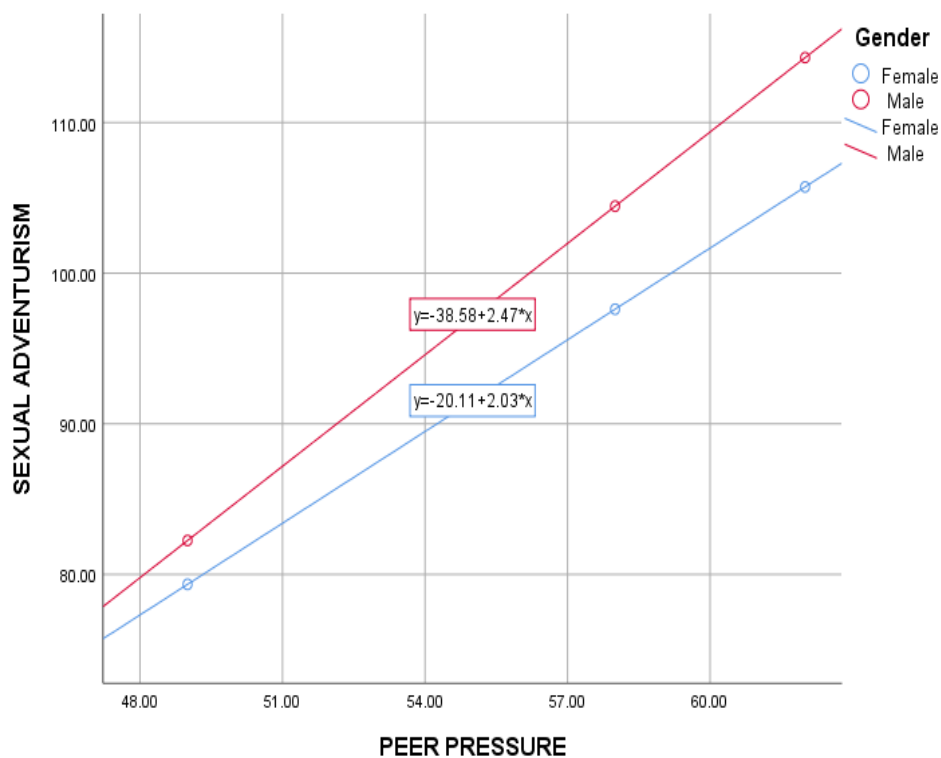


Figure 1: Moderating role of gender in the relationship between peer pressure and sexual adventurousness

The graph clearly illustrates how gender acts as a moderator in the link between peer pressure and sexual adventure (Figure 1). The graph demonstrates how peer pressure has an impact on both male and female teenagers' sexual adventure. However, this impact is stronger in men than in women. The fact that the top line, or red line, is steeper than

the bottom line, or blue line (in males), is proof of this (females). In that Question One's findings on peer pressure and Question Two's findings on sexual adventurism were both high, this result may be related to the outcomes of both questions (Question Two).

Discussion

Teenagers in Ghana were shown to be very susceptible to peer pressure. Peers have been demonstrated to have an impact on adolescents' sexual behaviour. The results are consistent with two-year longitudinal research conducted by the Population Council in New Delhi and the International Institute of Population Science in Mumbai, which included 55,000 youngsters between the ages of 15 and 29. "Youth in India: Situation and Needs" was the title of the research. The study offered fascinating insights into how young people think. Parents' approval is crucial, but so is having friends. Many were averse to mixing with people of the opposite sex out of concern about upsetting their parents. About one in six adolescents showed indications of stress, and it has been acknowledged that stress is a significant part of their young lives. Males are more likely to worry about their employment and finances than females are. Youth are also lacking the cautious attitude associated with youth. Women complain about the lack of educational chances; 11.2 percent of men and 14 percent of women identify as depressed (Times of India, 2009). This explains why it was discovered that peer pressure was high at this point in their development. The findings of this study back up those of Misra (2006), who used a sample of 14-18 year old boys and girls to analyse the needs of adolescents in the Bageshwar District of Uttaranchal. Misra discovered, according to the findings of this study, that teenagers aged 14 to 18 value friendship and prefer to spend more time with friends. Botsari (2005) and Palmqvist and Santa Virta (2007) found similar results, demonstrating that peer pressure is considerable during the teenage stage.

The results also revealed that the level of sexual adventurism was high among adolescents in Ghana. The adolescents were found to be high on intentions to engage in sexual activities, attitude towards sex, and efficacy of the adolescents to engage in sexual activities. The finding agrees with that of a study by Miller, Monson, and Norton (1995) who found that, approximately 70% of college students surveyed indicated they have been sexually coerced and 33% of them admitted to having used sexually coercive behaviours against their partners. College students who have been sexually coerced, roughly 70% stated they knew their perpetrators, explaining that the perpetrators were either a friend, boyfriend/girlfriend, or an acquaintance. In 59% of the instances, the victim had previously agreed to sexual activity with their perpetrators, 40% of which consented on the day of the coercive incident (Miller, Monson, & Norton, 1995). Despite the fact that this study used adolescents and Miller et al. used university students who were of higher age, both results pointed to the fact that pupils/students of school-going age were exposed to engaging in sexual behaviours and activities.

Similar to the findings of this study, the sexual acts reported by victims of sexual coercion that were most frequently used in the Miller et. al. (1995) study, included kissing and vaginal intercourse. The strategies that perpetrators disclosed utilizing most regularly were emotional manipulation, alcohol and drugs, and lying. The perpetrators also stated

that their main aim for committing sexual coercion was their intense sexual arousal. These authentic reports indicate that sexual coercion is not about power, but about sex (Miller, Monson, & Norton, 1995). The results of this study support those of a study by the Sexual Information and Education Council of the United States (SIECUS, 1997), which found that rates of sexual coercion were primarily high among girls who initiated sex before the age of 13: one-fifth reported that their first intercourse was involuntary, while the other half said that it was voluntary but unwelcome. Research conducted during the 1980s has generated a plethora of knowledge about many viewpoints on adolescent sexual behaviour, notably intercourse. Starting a relationship is a regular occurrence for teenagers since by the time they reach the 12th grade, more than two-thirds of US teens have experienced their first sexual encounter (SIECUS, 1997).

Moreover, the study finding reveals that peer pressure is a strong predictor of teenagers' level of sexual adventurousness. This study found that peer pressure influences teenagers' intentions to engage in sexual activities, attitudes regarding sexual behaviours, and efficacy to engage in sexual activities. This highlights the perils of peer pressure in encouraging adolescent students to engage in sexually adventurous behaviour. It must be acknowledged that teenagers at this age are prone to making plenty of acquaintances in their local communities, churches, and schools. As a result, these teenagers focus their activities on their pals. They are influenced by friends to partake in particular activities. According to the findings, teenagers' sexual adventurousness is only likely to increase if their peers persuade them to participate in sexual behaviours. Peer pressure still exists in today's society due to the widespread use of social media and other forms of technology. Peers may be persuaded to engage in certain behaviours, such as sending sexually suggestive items. This conclusion can be explained by the fact that most adolescents start to recognise and understand their emotions during adolescence. Adolescents' social development is greatly influenced by their interactions with their family, friends, and other people in their social circle. The results of this study are consistent with those of Owen (2002), who claimed that peer pressure drives youth to participate in socially unwelcome behaviours. According to Owen (2002), teenagers are happier when they are with peers their own age as opposed to adults. Teenagers are trying to separate themselves from their parents and develop a sense of independence, which causes friction between them and their parents to rise during this time. This was explained by Collins and Larsen (1992) and Reese-Weber (2000) who pointed out that young adolescents easily conform to behavioural patterns of their peers.

Furthermore, the result from this study showed that gender significantly modifies the link between sexual adventurousness and peer pressure. The impact of peer pressure on sexual adventure is stronger for male teenagers than for female adolescents, according to a post hoc study. This shows that, compared to female adolescents, male adolescents are more likely to have peer pressure readily influence their sexually adventurous behaviours. In other words, male teenagers are more likely to be encouraged by peers to engage in sexual behaviours and activities. This finding is not very noteworthy, and it tends to support and reflect teenage concerns about gender and sexuality. Men are more likely to experience their first sexual encounter at a younger age, to engage in sexual activity more frequently, and to have more sex partners overall, according to previous studies (Petersen

& Hyde, 2010). According to Collin (2009), while adolescents create more friends overall at this stage, males make more friends and are more susceptible to the influence of those friends. This explains why young men are more vulnerable to peer pressure than young women. In our contemporary societies, parents tend to give more pieces of advice to their female adolescents than their male adolescents, consistently letting them be aware of bad friends. In a typical Ghanaian community for example, girls are taught to be conservative and are protected by parents due to the high possibility of becoming pregnant. For male adolescents, little advice is given to them and due to this, male adolescents can leave home and come back anytime they want without being questioned or punished for their youthful escapades. Therefore, it can be said that in reality male adolescents are often safeguarded from the type of strict scrutiny that female adolescents are often subjected to. For instance, it is easy to hear a parent instructing her daughter not to take seriously any man who makes a so-called complimentary remark about her beauty; that rather, she should point out to such a man that her parents had already told her so. It is believed that such instructions and expressions contribute to limiting the influence of peers on females in engaging in sexually adventurous behaviours.

Conclusion

The results of the study led to the following deductions. Adolescents are said to be subject to a lot of sexual peer pressure. It has been discovered that adolescents are very effective at engaging in sexual activity, have strong sexual goals, and a good attitude towards it. Sexual adventure is significantly predicted by peer pressure. Male adolescents were shown to have higher levels of sexual adventure than female adolescents, and gender is a strong predictor of adolescents' sexual adventure. It was shown that male teenagers are more affected by peer pressure than female adolescents are while engaging in sexual adventure.

Recommendations

According to the study's findings, adolescents frequently experience peer pressure about sex. Again, male adolescents are more likely than female adolescents to experience the negative effects of peer pressure on sexual adventurism. In order to educate teenagers about peer pressure and sexually related concerns, it is advised that teachers and parents give educational platforms at school, at home, and in the media. Male adolescents were found to exhibit greater levels of sexual adventurism than female adolescents, according to the study, which also showed that adolescents' levels of sexual adventurism were high. The development of tactics that would allow teenage students to channel their sexual impulses into worthwhile endeavours, such as physical exercise, creativity, and reading of non-sexual story book, is advised for guidance and counselling coordinators. Once more, to create techniques that would aid in lowering the high degree of sexual escapade by understanding what spurs their cravings, such as pornography, and making a concerted attempt to avoid watching them. By teaching adolescents to replace their negative sexual thoughts with more positive ones, find healthy ways to occupy their time, such as taking

up a new hobby or trying a new sport activity, and spend more time with others, counsellors can also help adolescents avoid turning to masturbation to satisfy their strong sexual urges.

Teenagers are recommended to seek assistance from school counsellors to help them deal with the concerns of peer pressure and sexual adventure based on the findings that sexual adventurism and peer pressure are prevalent among teenagers.

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