

Original Research Article

Peer Pressure as a Determinant for Young People's Sexual Behaviour in the University of Buea

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Abstract

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This study investigated peer pressure as a determinant for young people's sexual behaviour in the University of Buea. The study adopted the mixed method design whereby data was collected using a questionnaire. The sample constituted 90 second year students from the Department of Educational Psychology. Data were analysed descriptively by calculating frequencies and percentages and inferential statistics was computed using the Pearson product moment correlation. The findings revealed a strong relationship between drinking and clubbing and young people sexual behaviour ($R = 0.561$, $p = 0.05$). Equally there is a strong relationship between intimate relationships and young people sexual behaviour ($R = 0.498$, $P = 0.05$). Similarly there exists a strong relationship between sexual language and young people's sexual behaviour ($R=0.702$, $P= 0.05$). The study showed that young people in the University of Buea sexual behaviours are greatly influenced by their peers through drinking and clubbing; intimate relationships and use of sexual language. Since young people depend on peer support in the University environment they tend to engage in the activities and behaviours which peers practice. It is therefore important for parents and psychologists to counsel and oriented peers on appropriate behaviours before they enrol in the university and even when they are in the university parents and guidance should regularly talk with them and advise them on healthy sexual behaviours.

Keywords: Peer pressure, Adolescence, Young people, Sexual behaviour, Drinking and clubbing, Intimate relationships, Sexual language

INTRODUCTION

Young people have the tendency of making friends, moving in pairs or in groups and they equally form cliques or gangs which they are often together chatting on all sorts of things. It is common among university students to find young people belonging to a network of friends as well as they meet and interact more often with other young people in their lectures and on campus as well as in their residential area. Young people join groups for diverse reasons and the groups they join tend to influence them positively or negatively as they interact with members of the group. When adolescents come to the university they need to adapt emotionally as they are away from home. Also, they need to be accepted by peers and feel comfortable in the school environment as

well as in the university neighbourhood. The young adults struggle to adjust their behaviour such that they would be socially accepted by peers as well as they want to feel secured and belong among their peers by conforming to group norms.

Review of Literature

Peer Pressure

Peer pressure is the influence exerted by a peer group or an individual encouraging other individuals to change their attitudes, values or behaviour's in order to conform

to group norms (Treyner, 2009). Peer pressure is not always a bad thing amongst university students because peer groups can actually have a very positive influence on individual's behaviour as it helps them to study, read together, complete assignments and even tutor others as such improving on their academic achievement. In some young people, a peer group can be a source of security, a learning opportunity and a source of encouragement among others. The difference between negative and positive peer pressure is the impact it has on the person.

According to Undergraff (2001) adolescents spend more than half of their time in the company of their peers; as such peers play an influential role in the adolescents' lives. He added that credibility, authority, power and the influence of peers are greater during adolescence than any other time in life. Similarly, Omeogun (2002) stated that the peer group is the unit of social life during adolescence; as such, the adolescent's personality is influenced by his/her social life and his/her group. The main values of the peer culture are social participation, group loyalty and individual achievement (Osarenren, 2002). According to Osarenren (2002), peer group influence has seven essential functions. These functions are: a replacement for family (though only to a certain extent); a stabilising influence; a source of self-esteem; a source of behavioural standards; security in numbers; opportunities for practice; and opportunities for modelling.

Peer relationships tend to be a powerful positive or negative influence. This influence can take place when members of a group are compelled to do something they would not otherwise have attempted or when they are stopped from doing something they would have liked to do. Omeogun (1996) suggested that when friends smoke, they urge others to start smoking as well. Similarly, Adams (1994) and Omeogun (1996) both indicated that one of the most common observations of adolescents is that they tend to be highly conforming to the styles, behaviours and attitudes of their peer groups. In order to be accepted by his/her peer, he/she tends to conform to group behaviours and norms. Thus, the peer group can provide both positive and negative influences on an adolescent depending on the type of group he/she belongs to. It is the type of group that an adolescent belongs to that determines his/her sexual behaviour.

Peer groups remain a very essential part of an individual because they have several benefits to an individual (Treyner, 2009). Young people view peer groups as a safe place to meet like-minded individuals, allows them to take positive risks and test out values and opinions of others (Hibbard and Buhrmester, 1998). They equally test out their strengths and limitations, feel safe and boost their self-confidence. Moreover young people explore new and positive things including music, other interesting activities, feel understood and accepted by others going through the same phase as such they improve their ability to make personal choices (Omeogun, 2002). However, young people in the university are away

from home, they feel free and are no longer monitored or controlled by parents. Some believe and feel that they are big enough to explore and to catch fun with their peers by living a pleasurable life of clubbing, dating and following all sorts of fashion or latest dressing styles (Henrich et al., 2006). They tend to belong in different cliques and gangs that manifest a whole lot of behaviours that are admired by most youngsters.

Young people in the university always want to belong and to engage in behaviours which peers engage into and the prominent change in behaviour of young people is witness in their sexual behaviour. Erickson (1968, 1959) theory of Identity crisis depicts adolescents as a period of stress versus storm where by most young people want to be accepted by their peers. At this stage the young person suffers from an identity crisis and would want to behave in ways that please his/her peers. Likewise in the university community most young people engage in behaviours in order to identify themselves with peers and also seek to be accepted by their peers. Treyner (2009) pointed out that during adolescence, social determinants from outside the family become greater, with major influences of peers, wider social groups and the media becoming particularly important. Erikson (1959) pointed out that adolescents were particularly susceptible to social influences given their developmental stage and developing brain as they are exposed to peers and tend to behave in ways acceptable by peers.

Conceptualising sexual behaviour of young people in the university

The years in which an individual attends university is a unique time in one's life; it is a time to grow and become independent while working through a pattern of behaviours in which are acceptable to the university milieu. Crocket, Raffaelli, and Shen (2006) pointed out that adolescents in the university environment interact and socialise with other peers as such acquiring knowledge, values and norms which shapes and guide their behaviour. When socialization is favourable to deviant behaviour, the individuals get involved with learning the new definitions, attitudes, behaviours, skills and vocabularies favourable to that particular behaviour. Forming of relationships with like-minded individuals and also creating a deviant identity are all commitments the individual must be willing to endure. Similarly, the adolescents engage in sexual relationships and at times multiple sex partners because it is considered normal among peers (Crocket et al., 2006).

The socialization of male and female individuals varies significantly. Mazengai and Worku (2009) stated that young men and boys receive many contradictory messages about health, sex, smoking, violence and drinking. Courtenay (2010) pointed out that men are

taught at a young age that males are to be stronger, tougher and more robust than females. Women may have been socialized to internalize distress, while men have been socialized to externalize distress, leading to increased drinking behaviour in men (Cooper et al., 1992). Young people who begin having intercourse at younger ages are more likely to engage in sexual intercourse with casual partners and to have multiple and concurrent partnerships (Uchudi et al., 2010).

Furthermore as young people interact within their peers they use all sorts of sex language and they discuss about their sexuality and even encouraging other peers to date and explore their sexuality. Adolescents employ different sexual slangs to send messages to one another within their peer group (Poppen, 1995). This however influences the sexual behaviour of the adolescents. Also, Mazengai and Worku (2009) pointed out that young adults manifest a common culture of alcohol consumption, clubbing and hanging out in drinking joints at night with peers. This phenomenon of drinking and hanging out in drinking joints as well as clubbing is common among students in the University of Buea. According to Jaccard et al. (2005) alcohol consumption influence adolescents' sexual drive and urges which causes them to engage in sex with strangers or acquaintances. Therefore adolescents engage in all sort of sexual behaviour which is facilitated by their peers and alcohol consumption.

Theoretically the social cognitive theory of Albert Bandura (1989) explains how adolescents or young people observe, pay attention to behaviours of peers and eventually imitate or model the behaviours. Also peers learn sexual behaviours through their interactions with peers and they internalise the behaviours which are accepted within the peer group. Equally, since most young adults are still developing emotionally and have some sort of low self-esteem they tend to depend on their peers approval and acceptance. Therefore adolescents engage in sexual behaviours within their peer group because they have a low self-esteem and in turn behave in a way that they would be accepted by peers.

Also the size and composition of adolescents' peer networks influence their involvement in sexual activity (Jaccard et al., 2005). Having opposite-sex friends is positively associated with initiating sexual activity between waves in bivariate analyses, but this effect vanishes in multivariate analysis. This outcome suggests that having opposite-sex friends may have no independent effect on sexual activity among adolescents in these settings (Mazengai and Worku, 2009). However, Jaccard et al. (2005) argued that a larger number of friends is associated with increased odds of having multiple sexual partners in all our models, but only among members of the younger cohort. The association between number of friends and multiple partners may indicate that the peer network is a primary source of potential partners (Lashbrook, 2000). Those who have more friends may

meet more potential partners and have greater opportunity to form sexual relationships. It is unclear, however, why this association would pertain only to younger adolescents.

Statement of the problem

Adolescents spend an increasing amount of time each day in the company of their peers; particularly young adults in the university milieu who are actually independent of parental control. They take decisions on basically everything they engage into since they live away from home and eventually depend on peers or some older sibling for support and care. Omoegun (1995) posited that young people have a tendency to want to associate with members of their own age group. As a result of this association with members of their own age group, the decisions of the age group influence the decisions of individuals who belong to the group. Adolescents experience some physical and physiological changes during the period of development that cause them to encounter numerous risks in their daily lives. Mazengai and Worku (2009) pointed out that the quest for peer acceptance is manifested in the way they dress, speak, walk and in their general interests so that they can fit in with the group. Therefore, peers are often publicly blamed for the onset of risk behaviours ranging from substance use to risky sexual activities. Equally arise in antisocial behaviour of adolescents has been witnessed within the university milieu. Gifford-Smith, Dodge, Dishion and McCord (2004) showed that friends play an important role in both harmful and positive activities of adolescents. Oni (2007) further revealed that peer pressure predisposes adolescents to many forms of deviance, including alcoholism, formation of intimate relations, gangsterism, robbery and violent secret cult activities. This indicates that, peers play a crucial role in an adolescent's development by shaping their normative beliefs and interpretations of information regarding sexual behaviours. Given the foregoing, it can be expected that some of the sexual behaviour manifested by young adults in the University of Buea and the society in general results from peer influence on the young people. This study was therefore designed to assess the extent of peer pressure influence on young people sexual behaviour in the University of Buea, with a particular focus on students living in the Molyko in the Buea Municipality.

METHODOLOGY

The area of study was the University of Buea in the South West Region of Cameroon and Data was collected from students in the Departments of Educational Psychology, the Faculty of Education. The study employed a

Table 1. Distribution of respondents to clubbing and its effect on sexual behavior

Indicators	Agreed		Disagreed	
	n	%	n	%
I always go clubbing with my friends	50	55.6	40	44.4
I often hang out to drink with friends	70	77.8	20	22.2
I go drinking at least twice a week with my friends	61	67.8	29	32.2
I hang out with my girl/boyfriend to drink with other friends	38	42.2	52	57.8
I drink alcohol often when I am with my friends	53	58.9	37	41.1
Since I started going out with my friends, I have had different sex partners	44	48.9	46	51.1
I have had a one night stand after drinking and clubbing	30	33.3	60	66.7
I get tipsy and enjoy sex after drinking and clubbing	38	42.2	52	57.8
I met my boy/girl when we were drinking and clubbing	29	32.2	61	67.8
I often spend the night with my boy/girlfriend after drinking and clubbing	55	61.1	25	38.9
Multiple response set (MRS)	468	52.0	422	48.0

quantitative research design to obtain the opinion of respondents on the issues under investigation (Kumar, 2005). The questionnaire survey was used to obtain quantitative data. Data was collected for the study within two weeks. The population of the study constituted students of the Faculty of Education of the University of Buea. The target population of this study was made up of 360 second year (Level 300) students from the Department of Educational Psychology (Admission and Records Office, Faculty of Education, 2018). The sample constituted 90 students made up of 60 (66.7%) females and 30 (33.3%) males.

The purposive sampling technique was used to recruit respondents who gave consent for the study. The questionnaire was structured into sections based on the objectives of the study. It consisted of statements rated on a four point Likert scale (Strongly agreed = 4, agreed = 3, disagreed = 2 and strongly disagreed = 1). The questionnaires were given to four lecturers in the Faculty to ensure face validity and the lecturers equally judged the content of the questionnaire and content validity index (CVI) was appreciated mathematically at $CVI = 0.93$. A pilot study was carried out on ten students from the Department of History in the Faculty of Arts from the University of Buea to check reliability and suitability of the instruments used. Then the reliability of the instruments was calculated using Cronbach's alpha coefficient ($\alpha = 0.83$) for the questionnaire. Data was analysed descriptively by calculating frequencies and percentages of each indicator on a theme and inferential statistics was computed by using Pearson Product Moment Correlation coefficient to ascertain the relationship between variables.

FINDINGS AND DISCUSSIONS

Clubbing and its effect on the sexual behaviour of young people in the University of Buea

The findings here provide information on the effect of

clubbing on the sexual behaviour of students in the University of Buea.

From table 1 above majority (77.8%) respondents agreed that they often hang out to drink with friends while some (22.2%) disagreed. Also most (55.6%) respondents agreed that they always go clubbing with their friends while some (44.4%) disagreed. Still bulk (67.8%) respondents agreed that they go drinking at least twice a week with their friends while some (32.2%) disagreed. Again some (42.2%) respondents agreed that they went out with their boyfriend/girlfriend with other friends to drink while most (57.8%) disagreed. Again greater part (58.9%) respondents agreed that they drank alcohol often when they were with friends while some (41.1%) disagreed. Moreover some (48.9%) respondents agreed that since they started going out with friends to drink alcohol they have had different sex partners while most (51.1%) disagreed. Likewise some (33.3%) respondents agreed that they have had a one night stand after drinking and clubbing while majority (66.7%) disagreed.

Still some (42.2%) respondents agreed that they get tipsy and enjoy sex after drinking and clubbing while most (57.8%) disagreed. Similarly, some (32.2%) respondents agreed that they met their boy/girlfriend when they were drinking and clubbing while majority (67.8%) disagreed. Furthermore majority (61.1%) respondents agreed that they often spent the night with their boy/girlfriend after drinking and clubbing while some (38.9%) disagreed. These findings indicate that most (52.0%) respondents agreed that drinking and clubbing has an influence on their sexual behaviour. The Pearson product moment correlation coefficient computed as on table 2 below further indicates the effect of drinking and clubbing on sexual behaviour of young people in the University of Buea.

The results on table 2 below indicated that drinking and clubbing has a strong correlation ($r = 0.561$, $p = 0.05$) influence on young people's sexual behaviour. The strong positive correlation revealed that young people's sexual behaviour increases with an increase in drinking and clubbing as they engage in different sexual activities as

Table 2. Predicted effect of drinking and clubbing on young people sexual behaviour

		Drinking and Clubbing	Sexual behaviour
Drinking and clubbing	Pearson Correlation	1	.561**
	Sig. (2-tailed)		.000
	N	90	90
Sexual behaviour	Pearson Correlation	.561**	1
	Sig. (2-tailed)	.000	
	N	90	90

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

Table 3. Distribution of respondents according to intimate relationship and sexual behaviour

Indicators	Agreed		Disagreed	
	n	%	n	%
I have a permanent boy/girlfriend whom all my friends know	78	86.7	12	13.3
My friends do not judge one who has more than one sex partner	68	75.6	22	24.4
I belief in having sex only with a person I love	70	77.8	20	22.2
My friends do not care much about being a virgin	70	77.8	20	22.2
I am dating because all my friends are dating	81	90.0	09	10.0
My friends hooked me up with my boy/girlfriend	29	32.2	61	67.8
I often call or text my boyfriend/girlfriend to discuss intimately	65	72.2	25	27.8
I like kissing and holding hands with my boy/girlfriend	32	35.6	58	64.4
I hope to get married soon with my boy/girlfriend	38	42.2	52	57.8
For people of my age, sex is expected if you're in a boy/girlfriend relationship	30	33.3	60	66.7
Multiple response set (MRS)	561	62.3	339	37.7

they meet different friends or sex partners in drinking spots or clubs. This shows that as young people go out to drink they meet other peers or the group increases and new peers are met with whom they consequently establish relationships with them.

The effect of intimate relationships on the sexual behaviour of young people

The finding here brings out the effect of intimate relationships on young peoples' sexual behaviour in the University of Buea.

From table 3 above majority (86.7%) respondents agreed that they have a permanent boyfriend/girlfriend whom all their friends know while few (13.3%) disagreed. Also many (75.6%) respondents agreed that their friends do not judge peers who have more than one sex partner while some (24.4%) disagreed. Still many (77.8%) respondents agreed that they belief in having sex only with a person they love while some (22.2%) disagreed. Alike most (77.8%) respondents agreed that their friends do not care much about being a virgin while some (22.2%) disagreed. Likewise majority (90.0%) respondents agreed that they were dating because all their friends were dating while few (10.0%) disagreed. Moreover some (32.2%) respondents agreed that they were hooked up with their boyfriend/girlfriend by friends while some (67.8%) disagreed. Similarly majority (72.2%)

respondents agreed that they often call or text their boyfriend/girlfriend to discuss intimately while some (27.8%) respondents disagreed.

Again some (35.6%) respondents agreed that they like kissing and holding hands with their boyfriend/girlfriend while majority (64.4%) respondents disagreed. Equally some (42.2%) respondents agreed that they hope to get married soon with their boyfriend/girlfriend while majority (57.8%) respondents disagreed. In the same way some (33.3%) respondents agreed that for people of their age, sex expected if there are in a boyfriend/girlfriend relationship while majority (66.7%). The multiple responses set indicate that majority (62.3%) respondents agreed that they intimate relationships affects young people sexual behaviour while some (37.7%) disagreed. To further determine the effect of intimate relationship on young people sexual behaviour the Pearson product moment correlation coefficient was computed as indicated on table 4 below.

The computed Pearson correlation ($r = 0.498$, $p = 0.05$) revealed that there is statistical enough evidence which shows that intimate relationships has an effect on young people's sexual behaviour in the University of Buea. The strong positive correlation indicates that intimate relationship has a strong effect on young people sexual behaviour. Therefore an increase in intimate relationships of peers would lead to an increase in the sexual behaviour of young people in the University of Buea.

Table 4. Predicted effect of intimate relationships on young people sexual behaviour

		Intimate relationships	Sexual behaviour
Intimate relationships	Pearson Correlation	1	.498**
	Sig. (2-tailed)		.000
	N	90	90
Sexual behaviour	Pearson Correlation	.498**	1
	Sig. (2-tailed)	.000	
	N	90	90

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

Table 5. Distribution of respondents according to sexual language and sexual behaviour

Indicators	Agreed		Disagreed	
	n	%	n	%
My friends often discuss what they do with their boy/girlfriend	83	91.1	07	08.9
My friends often gist about how their boy/girlfriend kiss	76	84.4	14	15.6
We often discuss about sex and orgasm with friends	84	93.3	06	06.7
I like discussing how my boyfriend/girlfriend behaves during sex with peers	86	95.6	04	04.4
We have different code names for sex like doing, tuma, dicking	76	84.4	14	15.6
My friends and I often discuss nice lovemaking postures	54	60.0	36	40.0
We often discuss techniques to enjoy good sex	32	35.6	58	64.4
I like watching porn with my friends and trying out styles	40	44.4	50	55.6
My boyfriend/girlfriend likes that we should always try what friends say	38	42.2	52	57.8
My friends and I often discuss about boys/girls we like to date	46	51.1	44	48.9
Multiple response set (MRS)	615	68.3	285	31.7

The effect of sexual language on the sexual behaviour of young people

The finding here brings out the effect of sexual language on young peoples' sexual behaviour in the University of Buea.

From table 5 above, majority (91.1%) respondents agreed that their friends often discuss what they do with their boyfriends/girlfriends while very few (08.9%) disagreed. Also most (84.4%) respondents agreed that their friends often gist about how their boyfriends/girlfriends kiss while few (15.6%) disagreed. Likewise majority (93.3%) respondents agreed that they often discuss about sex and orgasm with friends while very few (06.7%) disagreed. Equally almost all (95.6%) respondents agreed that they like discussing how their boyfriend/girlfriend behaves during sex with peers while very minute (04.4%) disagreed. In the same way majority (84.4%) respondents agreed that they have different code names for sex such as doing, *tuma*, *pocking and kumingsome* (15.6%) disagreed.

Alike majority (60.0%) respondents agreed that they often discuss nice lovemaking postures with friends while some (40.0%) disagreed. Similarly some (35.6%) respondents agreed that they often discuss techniques to enjoy good sex while majority (64.4%) respondents disagreed. Still some (44.4%) respondents agreed that they like watching porn and trying out styles with their friends while most (55.6%) disagreed. Moreover some

(42.2%) respondents agreed that their boyfriend/girlfriend likes that they should always try out what friends say while most (57.8%) disagreed. Furthermore majority (51.1%) respondents agreed that they often discuss about boys/girls they like to date with friends while some (48.9%) disagreed. The multiple responses set reveals that majority (68.3%) respondents agreed that sexual language influences young people sexual behaviour in the University of Buea. The findings were further buttressed using the Pearson product moment correlation coefficient indicated on table 6 below.

The computed Pearson correlation ($r = 0.702$, $p = 0.05$) revealed that there is statistical enough evidence which shows that sexual language has an effect on young people's sexual behaviour in the University of Buea. The strong positive correlation indicates that sexual language has a strong effect on young people sexual behaviour. Therefore an increase in the sex language used by peers would lead to an increase in the sexual behaviour of young people in the University of Buea.

The findings revealed that peer pressure greatly influence the sexual behaviour of young people through drinking and clubbing, formation of intimate relationships and the use of sexual language. Peer pressure enabled young people to often hangout for drinking with peers, got involved in drinking alcohol, hooked up with boyfriend/girlfriend, started dating, had different sex partners, had one night stands, got tippy and had sex and

Table 4. Predicted effect of sexual language on young people sexual behaviour

		Sexual language	Sexual behaviour
Sexual language	Pearson Correlation	1	.702**
	Sig. (2-tailed)		.000
	N	90	90
Sexual behaviour	Pearson Correlation	.702**	1
	Sig. (2-tailed)	.000	
	N	90	90

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

spent night at boyfriend/girlfriend place after drinking and clubbing. This means that as young people interact and hang out with peers in drinking joints and clubs the peer group size increases exposing the peers to new peers as such increasing the cycle of interaction. Also Crocket, Raffaelli, and Shen (2006) found out that through peer interaction young people get hooked up and are even get involved in multiple sexual relationships. Similarly, Bandura (2001) social cognitive theory explains that people observe behaviours, learn the behaviours and imitate the behaviours. Therefore young people through their interaction observe sexual behaviour of other peers and eventually engage in similar behaviours.

Furthermore peer pressure influences young people to form intimate relationships. It was revealed that peers see dating as a normal behaviour. Equally friends do not judge peers who had more than one sex partner, though they belief in having sex only with a person they loved. Moreover peers do not care much about being virgins as such they date because all their friends were dating; hooked up with their boyfriend/girlfriend through friends and they often call or text their boyfriend/girlfriend to discuss intimately. In the same way, Mazengai and Worku (2009) found out that young people get involved in intimate relationships because their peers were involved and they find the relationship and sexual involvement to be normal among peers since no judgment on sexual activities of peers is involved.

Peers equally influenced young people to get involved intimately by kissing and holding hands with their boyfriend/girlfriend and through the intimate relationships they hoped to get married soon with their boyfriend/girlfriend. Still young people pointed out that with people of their age; sex is expected if there are in a boyfriend/girlfriend relationship. Likewise, Jaccard, Blanton and Dodge (2005) revealed that adolescents get involved in sexual relationship because everyone in the peer group is involved sexually and it tends to be a normal activity among peers.

Moreover through peer pressure young people get involved in sexual language as they often discuss what they do with their boyfriends/girlfriends; friends often gist about how their boyfriends/girlfriends kiss; they often discuss about sex and orgasm with friends; they like discussing how their boyfriend/girlfriend behaves during

sex with peers; they have different code names for sex such as doing, *tuma*, *pocking and kuming*. Correspondingly, Bandura (2001) social cognitive theory explains that people pay attention, observe and reproduce behaviours of interest to them. Therefore young people acquire sexual behaviours through sexual language and they intend put into practice what they have heard from peers.

Additionally peers often discuss nice lovemaking postures with friends and techniques to enjoy good sex; they like watching porn and trying out styles with their friends and that they like trying out with their boyfriend/girlfriend sex postures and things friends say and they often discuss about boys/girls they like to date with friends. Equally, Osarenren (2002) revealed that peer group influence provided a source of behavioural standards; security in numbers; opportunities for practice; and opportunities for modelling to the young people as they learn and put into practice what other peers do.

CONCLUSION AND RECOMMENDATIONS

Findings from this study revealed that peer pressure influence through drinking and clubbing, intimate relationship and use of sexual language influences the sexual behaviour of young people in the University of Buea. As peers hang out to drink and club they meet more peers who manifest same behaviours as them as such they get involved in sexual relationships with peers from the larger group. Similarly through drinking and clubbing they get involved in casual sex, one night stands and even establish permanent intimate relationships with peers they met while drinking. Also peers are influenced to form intimate relationships as they see all members of the group involved in dating, multiple sex partners accepted within group, peers do not pass judgement on others and sexual relationships are accepted by peers. Moreover through the use of sexual language young people develop interest in sexual relationships, learn sexual attitudes and even put into practice what they like by trying them out with their friends and sex partners. It is therefore important that young people are properly counselled and guided by parents and psychologists or health advisors on proper and acceptable healthy

behaviours. Workshops and counselling sessions on proper behaviours should be constantly organised to help students acquire proper behaviours and help them overcome peer influence.

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