



Wolkite University
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**SOCIAL AND ACADAMIC RELATED CAUSE AND CONSEQUENCES OF
STUDENTS DEVIANT BEHAVIOR IN WOLKITE UNIVERSITY CASE
STUDY ON 2012 GRAGUATING STUDENTS**

**A SENIOR ESSAY REPORT SUBMITTED TO THE DEPARTMENT OF
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Abstract

In recent years, instances of student's deviant behaviors have become more serious. Students of higher educational institutions are at high risk of deviant problem. Deviant behavior is one of socio economic problem. However, deviance in all segments of all societies it is highly spreading among students of higher education. Therefore, the focus of this study is investigated the causes and consequences of student's deviant behaviors in Wolkite university in case of 2012 graduating students. The general objective of this study was assessing the causes and consequences of student's deviant behavior in Wolkite University 2012 graduating students. The specific objective of study was to identify the cause, to identify the common student's deviant behavior and to describe the consequences of student's deviant behavior in the campus. Cross sectional survey, study design has used for this study. The study approach is qualitative and supported by quantitative approach. The sampling technique is snowball and purposive sampling technique and the sample size 97 respondents. The researcher also used 12 samples purposively for the purpose interview and FGD 4are key informants. From these 2 are student union representative2are university students discipline office 8 focus group discussion participants for students. As source of data the primary data was used these are gathers through questionnaires and interview and FGD. The secondary sources of data were gathering from different written materials and internet sources. The data was analyzing quantitatively by using different statistical tools and qualitatively by interpreting and explaining by using appropriate statements. The finding of this study shows that the cause of students deviant behavior are peer pressure, environmental factor and family factor and common students deviant behavior are chewing chat ,alcoholism drug abuse and the consequences are social consequences, psychological consequences ,health consequences and academic related problem such as decreasing academic performance. Finally, on the basis their finding of the study the appropriate conclusion and recommendation for further action was forwarding for concerning bodies.

Key words: -deviance, deviant behavior, cause, consequence

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CHAPTER ONE

1. Introduction

1.1 Background of the study

Education is about learning skills and knowledge, it also means helping people to learn how to do things and support them to think about what they learn and it is the process of facilitating learning, or the acquisition of knowledge, skill, values, beliefs, and habits. Educational methods include teaching, storytelling, discussion and directed research. Education is seen a way off or enhancing the socioeconomic development of countries by creating awareness and exposing the students tone wide as and to utilize those ideas properly, as matters of fact it is important that students have to be taught norms values of a given social system. University is a place where students learn together after they finish their preparatory school. In campus students who have, different behaviors' and which are come from ethnic group from different socio economic background and religion (Bellon 2011).

Deviant behavior refers to behavior is not approved by the society. For students, this includes cutting classes or not following class and school regulations, etc. Some researchers have intended to find if schools are effective in modifying deviant behavior. They have probed into teenagers with deviant behavior in correction schools, demonstrating that their behavior significantly improves (Shirasa& Azuma, 1961:291).

Deviant behavior is the subjective assessment of problem producing behavior committed an in

individual or group that interferes with the enjoyment of life or essential role performance of oneself and deviance is a violation of establishing contextual cultural or social norms. Deviant behaviors are unacceptable behaviors or action that violates social norms and cultural norms. Student's deviant behaviors include cheating exam or other materials left from class etc. There are some causes of student's deviant behavior among university students. These are family structure, social factors, Personal factor, macro environmental actor and consequences are mental illness, becoming ritualizes and retreats dropout from university, missing class and low commitment and decreasing academic performance (Kujoth 2015). Deviant behavior is any behavior or act violates the social norm against the tolerance of society and the action is harm full by the society.

Globally student's deviant behaviors are different from place of residence. Recent trends indicate that student's deviant behaviors among university have dramatically increased in developing countries (Goode 2013).

In Africa detailed information about student's deviant behaviors among university is lacking with the absence of reliable data bases in most countries although countries such as Tanzania, Zambia South Africa begging to collect information to map future trends.

Nevertheless, there is evidence of increasing law breaking among young people increase as much higher rate than in the developed north. This includes in particular violent behavior, drug offences and gang activity (Laselt 2010).

However, some studies have demonstrated that family is an important factor for students' deviant behavior. The loss of parental attachment will lead to deviant behavior. In addition, students from broken families tend to have anti-social behavior (Murray & Farrington, 2005:1269). Some research has indicated that family factors significantly influence the deviant behavior of teenagers (Cheng, 2001:246).

In addition, research has demonstrated that deviant behavior related to parental supervision (Laser, Luster, &Oshio, 2007:1463). A research conducted in Boston, U.S., supports the above finding. Weaker parental attachment and low parental supervision related to deviant behavior (SampsonLaub, 1994:523). Teacher discipline and the parent-child relationship all related to deviant behavior (Cauffman, Farruggia, &Goldweber, 2008:699).

The prevalence of student's deviant behaviors are various from country to country. Regarding the case of our country Ethiopia no surprising the problem of student's deviant behaviors is dramatically

increasing. Social studies indicate that deviant behaviors like chewing chat, smoking cigarette and drug abuse are widely practices among high school college and university students (Gezahegn 2014). The study by Gelaw Y. and A. Haile-Amlack (2004), reveals that no question that deviant behavior among adolescents can be extremely harmful leading to decreased academic performance increased risk of contracting HIV and others sexuality transmitted diseases or other psychiatric disorders such as helplessness sleepiness furthermore is exposes students to legal consequences or jeopardizes this enrollment at the university. Thus, this study was attempts assessing causes and consequences of student's deviant behaviors in Wolkite University in case of 2012 graduating students.

1.2 Statement of the Problem

Deviant behavior is posing serious threat learning in most university or school some anti-social behavior in school are charged by bullying extortion and subordination others include adolescent's aggression or act of violent behavior against other student's stuff. The problem of student deviant behavior among colleges or university students remains an important part of research. Evidence shows that alarming prevalence rate of deviant behavior in student population. The university experience is a special as it provides students with first opportunities to be a part of larger group of peer without parental supervision (Sellinger 2012).

The prevalence of student's deviant behaviors like chat, drug abuse is undeniably high in higher education institution of Ethiopia. The study by Gelaw.Y and A. Haile–Amlak (2004) reveals that the prevalence of problem among secondary school students in southwestern Ethiopia was 64.9%. The study by W. Deressa and A. Azazh, substance use and its predictors among undergraduate students and the other study by Gezahegn T, Andualem D. substance use and associated factors among university students in Ethiopia. The finding of this study also shows that student's deviant behavior such as drug abuse is high in higher education institution.

In fact, it is becoming more obvious in many universities that the student an exhibiting behavior and action that shows severity of the problem today. Previous studies from various setting indicate relatively high rate of student's deviant behavior among higher education institution. Among the few studies from university and colleges in Ethiopia finding shows high rate of the problem among students (Gezahegen2014).

As mentioned in the above those researchers have been carried out research on the causes and consequences of student's deviant behaviors. But, there methodology is manly quantitative method, quantitative data collection method is not sufficient obtain good information. So, now the researcher

will use qualitative approach and support by quantitative approach to obtain good information in the issue. Next to that the researchers try to identify the prevalence and common deviant behaviors in the study area. In addition to this, as far as my knowledge is concern there is no research carried out in this area. However, this does not mean that the above research findings reveal similar situation in the case of Wolkite University. The issue of students deviant behavior is very complex due to the fact that is contributing factors, consequences, scales and its types are varies across time to time, countries, from one community, region and state to one another.

Therefore, an attempt has made to fill the above mentioned in gaps. Thus, the researcher was focus on grasp social and academic causes and consequences of student's deviant behaviors in Wolkite University the case of 2012 graduating students.

Research questions

- What are the social and academic causes of student's deviant behaviors in the study area?
- What are the common student's deviant behaviors in the study area?
- What are the consequences of student's deviant behaviors in the study area?

1.3 Objective of the study

1.3.1 General objective of the study

The general objective of this study was assessing the social and academic causes and consequences of student's deviant behaviors in Wolkite university specifically 2012 graduating students.

1.3.2 Specific objective

- ✓ To identify the social cause Wolkite University 2012 graduating students.
- ✓ To identify academic causes of student's deviant behaviors in Wolkite University 2012 graduating students.
- ✓ To identify the common student's deviant behaviors in Wolkite University 2012 graduating students.
- ✓ To describe the consequences of student's deviant behaviors in Wolkite

University 2012 graduating students.

1.4 Significance of the Study

The study would have the following significances. It is becoming the major reason for decreased academic performance and in competence of the students. This marks it difficult of achieve social and economic developments in the country is some measure is not taken. Since deviance is one among other major social problems.

It is essential for the department of sociology especially to sociology of deviance course an input and to find out sociological solution about the problem of deviant behavior. It was using as important as base line information to help stake holders know the magnitude of the problem and examine strategies for intervention towards control and prevention.

The finding of the study would have political significances to formulate a sound policy in relation to deviant behavior and contribute to source of knowledge stakeholders in related area. This study also serve as a base for other researcher who has interest to conduct study on the issue and it would hopeful contribution in the development of literature concerning deviant acts.

1.5 Scope of the Study

This study was conduct at Wolkite University students specifically 2012 graduating students. This study also delimited to the concept of social and academic cause and consequence of students deviant behavior and focus on different factors related to the cause of student's deviant behavior. Regard to the study participants this study involves all students with deviant behavior who are learning in Wolkite University 2012 a graduating student.

1.6 Limitation of the study

Limitations of this study have characteristics of design or methodology that impacted or influenced the application or interpretation of result the study (USC Libguides reference book 2004)In the research researcher fright many problems and challenges were faced on the ongoing process of the study challenge sits results some of which includes: Some of respondents involuntary to give response was one challenge the researcher was facing in the study area. Some of the study participants are not willing to give adequate information. The other limitation of researcher was regarding to scope that means my study is focus only on Wolkite University 2012 graduating students .And the other

challenges that researcher faced were:- inadequate reference books , Problem in writing the study, grammatical and alphabetical error etc.

1.7 Organizational of the paper

This study is composed of five chapters. The first chapter consists of introduction and under introduction includes background of the study, statement of the problem, objective of the study, research question, and significance of the study, scope of the study, definition of the term and limitation of the study. The second chapter is review of related literature. The third chapter consists methodology study design, study approach, sampling technique, sample size, target population, types and sources of data, method of data collection, method of data analysis and ethical consideration. The fourth chapter contains data analysis and discussion. The last chapter contains conclusion and recommendation.

1.8 Conceptual definition of the term

Cause:-is the reason or motive for some human action.

Consequence:-theeffectresultoroutcomeofsomethingisoccurringearlier.

Behavior: -the way in which on acts or conducts oneself especially towards other.

Deviance:- any behavior that violates social norms.

Deviant:-individualwhoactsagainstthesocialnormsinwhichheorshelivesin

Deviant behavior:-is antisocial behavior opposite or contrary to normal social practice

CHAPTER TWO

2 Review of Related Literature and Theoretical frame work

The aim of this chapter is to assess the related literature review about the social and academic causes and consequences of student's deviant behaviors that provides finding and conclusion. This study was providing researcher motivation that was justifying a good progress toward the implement the study. In this study, the researcher used variable approach to present the review literature and studies categorized by their variable and theoretical framework states under this chapter.

2.1 Definitions of the deviant behavior

Deviant behavior is an unacceptable behavior or action that is unorthodox social norms and cultural norms. An individual with this behavior deviates from what is truly acceptable in the society or expected in a normal pattern. A specific standard is called in which supposed to act a predictable manner. Deviant is a deviation of these norms. Although it can be interpreted in many ways a social are different from one culture to another (Erdwin, H2014) past behaviors of deviant labeled individual are reinterpreted in accordance with their label (Steven2013).

2.2 Common types of Deviant Behavior among University Students

Amanuel (2007) argued that not all university students become involved in deviant behavior. Some other are conform to norms in response to certain forces that control and regulate human behaviors. However, in many researcher sit has been observed that quite number of university students participate in deviant behaviors illegal, drug chewing chat, smoking cigarette and alcohol use as the most common types of deviant behaviors which are seen among university students.

The concept of drug refers with a chemical base. However, beyond this generally nothing distinguishes any deviant from non-deviant of drug use. On other hand, using of alcohol during teenage and young adult hood or during period of school is also common phenomenon in many of societies (Sellinger2012).

It is highly observed in high-income countries (WHO), even so the problem is said to be increasing in developing countries and sub-Saharan countries like Kenya and Ethiopia. In Kenya for example there is drinking prevalence of 30% were found reported and an alcohol use prevalence of 39% were found among high school students and of the young segments of Ethiopian population university students are high risk of using alcohol and others drugs which are used by students to overcome life styles

(TirunchandTsegaye and Steven 2013).

2.3 Causes of student's deviant behavior

The act of becoming deviant is a gradual process of changing attitudes and behaviors. As these, it is desirable to examine the basic approaches to understand why people engage in deviant acts. The reason why university students engage in deviant acts like drinking alcohol, drug abuse, chewing chat is almost similar to why other people do so. The common causes are peer pressure, social structure, psychological factor and environmental factors. Additionally, students act in deviant behavior as to increase pleasure or to decrease emotional or physical pain or gain a sense of belonging socially as a response to a high level of peer pressure in their campus life (Clarizo 2014).

2.3.1 Social structure

Deviant act is attributed to social structure in which the offenders reside rather than the individual's internal tendencies. As to them, the primary aim of their work is to discover how some social structures exert definite pressure up on certain persons in the society to engage in non-conforming conduct they further depicted that if we can look groups peculiarly subject to such pressures. We should find high rates of student's deviant behavior in these groups. Not because the human beings comprising the mass are compounded of distinctive normally to the social situation in which they find themselves (Adler 2010).

2.3.2 Parenting and parental Attachment

Some literatures underline the importance of parenting and parental attachment for children to be deviant or not. Children who are deviant usually have poor relationships with their parents and low parental supervision, in many of the homes that yield delinquents. There is a lack of family routine, inconsistent discipline in which parents yell, threaten and bad but not follow through. Handan has an inability to deal with family problems. Families and university are also not well informed about how to prevent students from misbehaving and hardly the deviant behavior that happens in university and some students have little or no interaction with family members (Kaplan 2015).

2.3.3 Peer pressure

Peer pressure is individuals who are attracted and forced by their friends to engage in violent and other illegal and offensive activities. Peer pressure plays a significant role in influencing many adolescents into deviant's behavior. This is because peer pressure is a fact of teenage and youth life. As they try to depend less on parents, they show more dependency on their friends. Friends reinforce drug habits through driving them into this group activity encourages them to carry on drug using and fostering their denial of the problem (Goode 2013).

2.3.4 Macro environmental factor

Macro-environmental factors that influence student's deviant behavior include advertising, legislation and law enforcement and the availability of the problems. The high prevalence of such student's behavior in university students mostly related to the availability of the problem. Another aspect of the macro environment is society social and psychological problems among adolescents caused by rapid changes in society increases in family conflict and breakdown increasing poverty high youth unemployment, youth homelessness and growing education process (Laselt2010).

2.3.5 Mental problem

As stated by numerous studies have investigated the influence of psychological distress and psychiatric disorders on student's deviant behavior, Psychological distress including, low self- esteem and depression. A tendency for student's deviant behavior higher rates of emotional or psychiatric problem than other students (ClinarBand Mayor F 2012).

2.4.1 Becoming Ritualizes and Retreats

Some of the university regulation that area formulated to control students from deviation themselves sometimes have devastating effects on the learner's autonomy or academic motivation been forcing students to stay in a very narrowed and administered setting. Adler (2010) discussed the implication of ritualism on the subject as to them syndrome of the social ritualistic is both familiar and instructive high ambitions in invite frustration and danger various lower aspirations produce satisfaction and security. Adler (2010) also showed the divesting effect of retreaters on the subject. As to their view it happens when the culturally prescribes goals and their behavior does not accord with the institutional norm. The complete order maintained but the frustrated and hand disappear individual who cannot copewiththisorderdropsout. Defeatism quietism and resignation are man if tested in escape mechanisms which ultimately lead him to escape from the requirement of the society (Adler2010).

2.4.2 Dropout from University and Juvenile Delinquency

Students who show deviant behavior in university are likely to drop out and engage in juvenile delinquency and discussed how delinquency in university will lead to student's dropouts from university. As to him most factors that different graduates from drop out a represent before these teens drop out. Dropout is not an event as much as it is the result of a long process of stimulation and poverty (Kaplan2012).

2.4.3 Decreasing academic performance

The declining grades absenteeism from class or other activities and increases potential for dropout of school, low level of commitment to education and higher absence of rates appear to be related to their behavior of students among university and college. Cognitive and behavior problem of the students may interfere with their academic performance and also present obstacles to learning for their classmates(Clarizo201).

2.4.4 Physical problem

Injuries due to accidents such as, physical disabilities and diseases and the effects of possible over doses are among health related consequences of students. Many students who act this behavior are places themselves at risk of contracting HIV/AIDS or other sexuality transmitted diseases. This may include the actual use of psychoactive substances or behavior resulting from poor judgment impulse control while experiencing the effects of mood–altering substances (Kaplan2012).

2.4.5 Mental problem

Mental health problem such as depression, developmental age, apathy, with drawl and other psycho socially functions frequency are linked to student's deviant behavior. Students who act deviant behavior are higher risk than conformity for mental health problems including depression, conduct problems personality disorder and suicidal thoughts (Clarizo2014).

2.4.6 Families

In addition to personal hardships student's deviant behavior may result in family, students and parents are profoundly affected by their student's behavior involvement and drain family causes many interrelated problems to the families (Goode2013)

2.5 Theoretical Explanation of Deviant Behavior

2.5.1 Sociological Theories of Deviance

2.5.1.1 Symbolic interaction

The symbolic interaction perspective is a major framework of sociological theory. This perspective relies on the symbolic meaning that people develop and rely up on in the process social interaction. Although symbolic interactions traced is origin s to max Weber's assertion that individuals act according to their interpretation of the meaning of their world. Symbolic inter action theory analyzes society by addressing the subjective meanings that people that people impose on objects, events and behaviors. Subjective meanings given primary because it believes that people behave based on what they believe and not just on what is objectively true. Other researchers argued that society thought to be socially constructed through human interpretation. People interpret one another's behavior and interpretations that form the social bond. These interpretations called the definition of the situation (Ginott2010).

2.5.1.2 Social control theory

Social control theory developed by Travis Hirschi is a type of functionalist theory that suggests deviance occurs when a persons or groups attachment to social bonds is weakened. According to this view people care about what others think of them and conforms social expectations because of their attachment to others and what others expect to them. Socialization is important in producing conformity to social rules and it's when conformity is broken that deviance occurs. Social control theory focuses on how are attached or not to common values systems and what situation breaks people's commitment to these values. This theory also suggests that most people probably feel some impulse towards deviant behavior at some time, but their attachment to social norms prevents them from actually participants in deviant behavior (Clinnard.B,andMeyor, F,2011).

2.5.1.2 Social control

2.5.1.3 Theory of Differential Association

The theory of differential association is a learning theory that focuses on the process by which individuals come to commit deviant or criminal acts. According to the theory created by Edwin H. Sutherland, criminal behavior is learned through interaction and communication. People learn the values, attitudes, techniques, and motives for criminal behavior. Differential association theory emphasizes the interaction intensity and frequency people have with their peers and others in their environment. According to this theory, deviance is a learned behavior like other human behaviors. The greater the frequency, duration, and intensity of their immersion in a deviant environment, the more likely it is that they will become deviant (Clarke 2014).

CHAPTER THREE

Research Methodology

3.1 Description of the Study Area

Wolkite University is one of the third generation public higher educational institutions which were founded in January 2004E.C. It is located 165km north of Addis Ababa in SNNP, Gurage zone at wolkite town, on the area of >150 hectares in Gubrye sub-city. Furthermore, the university has opened its branch campus at Butagirra town (Gurage Zone). For the first time, the university graduated 64 students were graduated in regular program in 2006E.C. Currently,(2012E.C) the university have 46 regular departments with eight (8) corresponding regular colleges. The total number of students educated in Wolkite University 13711 students(Wolkite University registrar office).

3.2 Study design

The design of this study is cross sectional survey design because it is the most common use to gather in social research and status design and to gather information on a population at a single point of time. A cross sectional survey design entails the collection of data on relatively large of cases and single point of time.

3.3 Research Approach

In this study a qualitative study approach was used and supported by quantitative study approach because of qualitative approach deviant behavior is qualitative by nature and in order to get deep information from the respondents and fulfill these data is which may not may be gathered quantitatively and more clear and accounts of small groups and set out to encounter social phenomena as they naturally occur. The reason supported by quantitative approach to see socio demographic variable of the respondents and explaining the phenomena that those data reflects and explored statistical techniques.

3.4 Target population

The target population of this study was 2878 Wolkite University specifically 2012 graduating students.

3.5 Sampling Technique

Sampling is the method used to select a given number of objects or things from a given population. Sampling technique is mechanism by which the sampling unites of the study was selecting from the sampling frame of the population (Babbie2010). The selection of the sampling researchers in turn affects the cost and time. So researcher will use non-probability sampling technique.

From non-probability the researcher used purposive and snow ball sampling technique? The reason will use purposive sampling technique it reflects a group of sampling techniques that will to base on judgment of the researcher and helps the researcher to get reliable information from reliable and proper body. The other reason use purposive sampling technique because in purposive sampling technique the researcher select only those individuals that yield the most information about the topic under investigation. The reason why researcher-selected snowball sampling technique is those individuals would be deviants individual and it is difficult to get them because they may hide themselves.

3.6 Sample Size

For the purpose of this study researcher was considered total population 1964 men and 914 women; total (2878), 2012 graduating student in Wolkite University then, From 2878 available respondents that was collected thorough questionnaire, interview, observation and focus group discussion the sample size was include 97 respondents. According to Marshall and Rossman,(2006), the researchers have to choose methods that are practical, cost effective , time efficient, culturally sensitive and that help to get adequate information as much as possible. By taking this thing in consideration, the researchers used Purposive sampling samplings.

Use this sample size determination formula to know the numbers of sample to be choose from the target populations (women in Wolkite town).

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

n=represents sample size

N= total population

$$e = \text{percent of error} = 0.1 * 0.1 = 0.01$$

$n = 2878/1 + 2878 (0.01)$

$n = 2878/28.78 = 97$

97= it represent sample size

3.7 Type and Source of Data

The researcher was used both primary and secondary data sources

3.7.1 Primary Source of Data: - the primary data sources are the first hand information that directly collected from the respondents. These are achieving the questionnaire that includes both open-ended and close-ended questions. The researcher also used interview to collect the primary data because of the nature of the topic needs interview and additionally interview facilities for the unclear understanding of the questionnaires and enables to collect unfulfilled response of the questionnaires of the respondents.

The researcher would get primary data through use of open ended and close-ended questionnaires. Interview and FGD from student's deviant behavior in Wolke University 2012 graduating.

3.7.2 Secondary Source of Data

In this study, the researcher was used secondary data sources to support the finding of the study and other related materials or sources that are relate to the topic. The researcher would get gain from published and unpublished materials such as book, thesis journal and internet page to make the study reliable and relevant.

3.8 Methods of data collection

The researcher were used mixed research approach of data collection instrument because to increase and assure the reliability of that is questionnaires and interview, observation and FGD

3.8.1 Questionnaires:-is survey instrument in which uniform information extracts from the same respondents (Babbie2010). The questionnaires was used by the researcher consists of questions and items such as prompts for the purpose of gather information from 97 respondents and facilities the study data and to collect data within short period of time. And it represent a formal and written set of both close-ended questionnaires which refers to fixed chance questions through which only from the given alternative and open-ended questions which allow respondents to will answer suggestions by their own words concern to their suggestions explanations and will comments depend upon the given questions.

3.8.2 Key Informant Interview

Key informants were used to investigate more deeply about the causes and consequences of identify student's deviant behaviors. The student union representative and university discipline committee used as a key informant of the study. In this study researcher was used four key informants two are student's union representative and two are university students discipline committee or office.

3.8.3 Observation:-observation is another major method of data gathering to get valuable and authentic information because what are students say and to may sometimes contradict with each other. In this case direct observation was the best solution through this the researcher observe the causes and consequences of student's deviant behavior in the study area.

3.8.4. Focus Group Discussion

Focus group discussion is referring to the discussion that the respondents or the study population are discussed on the issue raises by the researcher base on his objectives. And all the relate response are record what the FGD participant are discuss. Under qualitative research approach FGD very important because peoples are collect together they might be (8-12) in numbers discuss on the issue that is being raise by the researcher are when they discuss in group they may get something new and develop something what they known before. In this study, researcher discusses with small number that is 10 discussants because unavailability of the students at the time. Moreover, the discussion will moderate by the researcher generate various among the discussants on issue was related to their understanding of deviant behaviors, the major causes of the student's behavior, common types, and consequences of student's deviant behavior.

3.9. Method of Data Analysis

Data analysis the process of looking at summarizing the data with aim to extract important or useful information from the developed questions (Babbie2010).the researcher both used qualitative and quantitative data analysis methods.

3.9.1. Quantitative data analysis:-the researcher use survey a quantitative data analysis is ways because survey is a quantitative by its highly detailed structure and results was easily collecting and presenting statistically. The researcher used descriptive statistic because it involves frequency, tables and percentage and all steps of statistics such as collect, organize and interpret.

3.9.2. Qualitative data analysis: -the researcher used interview their data analysis section includes Qualitative expression and analyzed present and interpret to use statement and description of the qualitative.

3.10 Ethical Consideration

In this study, the following ethical issues were taken in to account all stages of research because to conduct research ethical issues are very indispensable the initial stage in data collection process was began by asking their willingness to give the required information after announcing the objective purpose and significance of the study. In these study the researcher were adhere to standard of social science research. The research obtains ethical clam from Wolkite University College of social sciences and humanities department of sociology. The researcher was obtaining in permission from Wolkite university in form consents from the study participation no data on the names and others identity of the respondents are recorded. In addition, the researcher applies ethics of research the conduct scientific and ethical research. Some of the ethics of research are:-the researcher never insures the respondents who have involuntary to cooperate with us for respondents and the researcher were confident. The respondent not be forced to participant in a research the participation and response they give must be voluntary, the researcher was respecting Respondent's right and dignity in conducting the research. The researcher also promises to keep respondents answer secretly.

CHAPTER FOUR

4. DATA ANALALYSIS, INTERPRETATION

AND PRESENTATION

This chapter deals with presentation analysis interpretation and discussion of the data. That was collected thorough questionnaire, interview, observation and focus group discussion the sample size was 97 respondents. The researcher also used 12 samples purposively for the purposive of interview and focus group discussion form these four (four) key informants and 8 are participants for focus group discussion. After collecting the necessary data, both qualitative and quantitative method of data analysis is used. The quantitative data was analyzing and presented by using (table frequency and percentage) and the qualitative data was analyzed and presented by statement .The data collected from Wolkite University, concerning the causes and consequences of student deviant behavior college of social science and humanities graduating students. The analysis begins with analysis and interpretation of the socio–demographic background of the respondents, common type of student’s deviant behavior and consequences of student’s deviant behavior.

4. 1 Socio-Demographic Characteristics of the respondents

Table 1 Background information of the respondents

No	Back ground of respondents		Frequency	Percentage
1	Age	18-21	60	61.85%
		22-25	37	38.14%
		25 and above	-	-
		Total	97	100%
2	Sex	Male	50	48.45%
		Female	47	51.54%
		Total	97	100%
3	Religion	Orthodox	40	41.23%
		Islam	25	25.77%
		Protestant	20	20.61%
		Catholic	12	12.37%
		Other	-	-
		Total	97	100%
4	Occupation	Investor	8	8.24%
		Government employee	35	36.08%
		Non-government employee	15	15.46%
		Merchant	20	20.61%
		Farmer	15	15.46%
		Other such as driver	4	4.12%
		Total	97	100%
5	Living area	Rural	47	48.45%

		Urban			50	51.54%
		Total			97	100%
6	COLLAGE		Male	female	30	30.92%
		Engineering	17	13		
		Social science & Agriculture science	10	9	19	19.58%
		FBE	9	6	15	15.46%
		Literature & art	5	7	12	12.37%
		English language	6	4	10	10.30%
		Health science	4	3	7	7.21%
		Total	3	1	4	4.12%
		Total	54	43	97	100%

Survey,2020

According to table1, No.1 the largest age group of respondents, 60(61.85%) ranges 18-21 followed by the age group of 22-25 of which 37 (38.14%) respondents respond. Researcher concludes that in this stage, (18-21) peoples are more knowledgeable, they are familiar with different technology, and their interests to test and to face something new high or they are sensitive to different actions, but those actions are not acceptable within the society.

According to the above table No.2 50 (51.54%) of the respondents are male and 47 (48.45%) of the respondents are female. From the above table it is clear that most respondents were male which cover above half of the respondents. According to feminism theory the reason for male become more drug adductors than female is they are aggressive in nature, female exhibit's one behavior and males exhibit's different behavior on a given test. The trait cannot measured on the same scale (Hampson kimura 2013)

As indicated on table No.3 the majority of the respondents were followers of orthodox Christianity which constitutes about 40 (41.23%) followed by Islam 25 (25.77%) respondent's protestant with 20 (20.61%) and catholic 12 (12.37%) respectively.

As table No.4 shows that the majority of the respondent's parents are Government Employee 35 (36.08%) followed by 20(20.61%) respondent's parents are merchant's 15 (15.46%) farmer 15 (15.46%) Non- Government employee Investor 8 (8.24%) and four (4.12%) are other employed.

Therefore, from the above table the researcher concluded that the majority of the respondents in the campus are those parents occupation is government employee and followed by merchants. In supporting the above raised idea, one of my key informants said, *"most of the time government employer children are more deviant than other the main reason is based on their parent's income and status children apply different action.* Moreover, the result of FGD also support this argument one of FGDS participants stated that parents occupation takes major reason for their children behavior.

According to the above table No.5 show that the majority of the respondents 50 (51.54%) are from urban area and 47 (48.45%) are from rural area of the country. The result of FGDS support this issue and one of FGD participants stated that The student's place of residence or origin is more deviant activity is occurred that students are also engaged in deviant act than the other. And also the rural and urban area also the other for student's deviant behavior. Students who come from urban area engaged in deviant behavior than who come from rural area.

Therefore, urbanization and deviance have positive relationship but this is not always true. (Fallon, James 2013).Environmental factor means the grater the frequency duration and intensity of their immersion in deviant environment the more likely it is that they will become deviant that the environment where students came is the most factors for student's deviant behavior. Therefore, from these the researcher concludes that majority of respondents are come from urban.

As it can be seen from the Table, No.6 the majority of the respondents are Engineering students 30 (30.92%) Followed by Social science & humanity 19(19.58%), Agriculture science 15(15.46%) and FBE, 12(12.37%) Art & literature 10(10.30%)), English language 7(7.21%) Health science&4(4.12%) The researcher concluded that majority of respondents are Engineering students followed by Social science & Humanity students.

4.2 Questionnaires related with cause of students deviant behavior

Table:-2 Respondent’s information about the cause of student deviant behavior

Asked question	Response	Frequency	Percentage
What are the causes of Student’s deviant behavior in the campus?	Peer pressure	33	34.02%
	Environmental factor	21	21.69%
	Lack of knowledge	16	16.49%
	Social factor	27	27.83%
	Other	-	-
	Total	97	100%

Source:-survey, 2020

As it can see from table 2, above the majority of the respondents 33 (34.02%) responded that the most common for student’s deviant behavior are peer pressure. A respondent’s response next to the peer pressure Social factor 27(27.83%) environmental factor 21(21.69%) lack of knowledge 16(16.49%) are among the major cause of student’s deviant behavior respectively. The information obtained from informants show that the causes of student’s deviant behavior are peer pressure, environmental factor, Lack of knowledge and social factor. In supporting the above arguments one of my informant said that: *“parents are not taking that their students behavior they did not contribute a thing that they won’t have them how to behave or advise them they won’t have also practice that behavior at the campus because majority of them is behaving students didn’t have respect any one at all”*.

The other key informant said that:

“If they have practiced respecting other at home or anywhere they would also have experience that respecting and good behavior activities at the campus. Furthermore, FGDs result also support the above raised issue for instance; one of FGDS participant disclosed that: “The cause for the behavior is peer pressure, weak interaction between the students and the family and academic adjustment problem such as tension and soon.”

According to differential association theory criminal or deviant behavior technique and motive for criminal behavior and states that individuals learn deviant behavior from those close to them who provide models of and opportunities for deviance (Kramer, Kirsten 2011). So according to this theory the researcher analysis that peer pressure and environmental factor is the most factor for student’s deviant behavior. Peer pressure plays significant role in influencing many adolescent intodeviantbehavior.

4, 3 Respondent's information about the common types of student deviant behavior

Table.3 Common student deviant behavior in Wolkite university 2012 graduating students

Asked question	Response	Frequency	Percentage
What are the common Types of student's deviant behavior showed in the campus?	Smoking cigarette	17	17.57%
	Alcoholism	20	20.61%
	Chewing chat	30	30.92%
	Cheating on exam and test	12	12.37%
	drug abuse	11	11.34%
	Other such as Absenteeism	7	7.21%
	Total	97	100%

Source:-survey, 2020

According to table 3 in the above the most common types of student's deviant showed in Wolkite university 2012 graduating student as respondents say are chewing chats 30 (30.92%) next to that alcoholism, 20(20.61%) smoking cigarette, 17(17.57%) cheating on exams& test, 12(12.37%) and drug abuse, 11(11.34%) Absenteeism and 7 (7.21%) respectively.

In supporting the above idea one of the key informants said that: *“The students a deviant act of smoking at the campus cheating on exam and tests hooting in the class and also by drinking alcohol disturbing after is the main bad behavior or acts of the students Some of them replied in the students have a habit of fighting with others and not coming to class and being late were the problem of the students”*.

Furthermore, on the focus group discussion one of FGDS participant stated that: alcohol, chewing chat, and smoking cigarette, illegal drug use chatting on exam and test are the major student's deviant behavior that is most practiced by the students in the university. The researcher may conclude that chewing chat is the most common types of student's deviant behavior in the campus because chat is more availability and affordable around the campus. In addition, the second alcoholism also the major one that practiced by the students in the campus.

4.4 Respondent's information factor for student's deviant behavior

Table 4 Factor for student deviant behavior in 2012 Wolkite university graduating students

Asked question	Response	Frequency	Percentage
What is the factor for Student's deviant behavior the campus?	Family factor	30	30.92%
	Socio-economic status	15	15.46%
	Psychological factor	20	20.61%
	Academic adjustment problem	22	22.68%
	Other (such as genetic factor)	10	10.30%
	Total	97	100%

Source:-survey, 2020

As clearly show table 4. 30 (30.92%) responded that the most common for students deviant behavior in the campus are family factor as per respondents responses next to family factor, 22 (22.68%) that academic adjustment problem, 20 (20.61%) psychological factor and 15 (15.46%) socio-economic factor and 10 (10.30%) other factor such as genetic factor are among the major factors of student deviant behavior presenting respectively. As result family factor is the most factors for student's deviant behavior for example students who have loose attachment with their parents engage in deviant act than who have family and have good attachments with their family and the other major factor for student's deviant act is academic adjustment problem that means for reducing tension over loads of the assignment and soon.

In supporting the above issue, one informant said that:

“Parent is the basic factor of student's deviant behavior. Students from poor parents are more likely to show deviant behavior than students from middle or well-to-do families.”

The other informant says students who have friends of juvenile delinquents outside the campus are more likely to practice deviant behaviors in the campus. On the focus group discussion, the participants also say that: The major causes of student's deviant behavior are their inability of students to control their impulses because of age factors, poor parental supervision, less support and loose attachment with parents, inefficiency of the strategies employed. Researcher concludes that family factor is the most common followed by academic adjustment problem.

4.4 Respondent's information about students deviant behavior

Table ,4 deviant behavior student in 2012 Wolkite university graduating students

Asked question	Response	Frequency	Percentage
Is there any students misbehavior in the campus?	Yes	80	82.47%
	No	17	17.52%
	Total	97	100%

Source:-survey, 2020

As show in the above table 10 at 80 (82.47%) yes while 17 (17.52%) the respondents said no as an illustration most of the time there is students misbehavior in the campus but sometimes get from the respondents is not occurred in the campus.

4.5. Consequences of Student's Deviant Behavior

Table 5: - Respondent's information about the Consequences of Student's Deviant Behavior in Wolkite University 2012 graduating student

Asked question	Response	Frequency	Percentage
What are the consequences of student's deviant behavior in the campus?	Economic	21	21.64%
	Social problem	35	36.08%
	Psychological	18	18.55%
	Personal problem	12	12.37%
	Health problem	11	11.34%
	Other	-	-
	Total	97	100%

Source:-survey, 2020

As shown table 5 above the majority of the respondents say the consequences of student's deviant in the campus are social problem 35 (36.08%) and followed by psychological problem 18 (18.55%) and economic problem 21(21.64%)andhealthproblem11(11.34%) and personal problem12(12.37%) as represent from the respondents. The result from the one informant shows that:

“The consequences of student's deviant behavior are social problem such as, lack of respect from other friend's psychological problem such as depression, stress and health consequences such as mental problem and disease such as HIVAIDS and other related problem”.

Additionally, one of focus group discussion participants stated that the consequences of their behavior are psychological consequences mood disorder, feeling of hopelessness, lack of meaning in life and behavioral consequences such as impolite behavior and in anti-social behavior and get in conflict with their friends.. From these the researcher concluded that the major consequences of student's deviant behavior is social problem such as poor communication, non-assertiveness and psychological problem is also another consequence of student's deviant behavior.

4.6 Respondent's response about social consequences of student's deviant behavior in the campus

Asked question	Response	Frequency	Percentage
What are the social consequences for deviant behavior in the campus?	Low respect from the	42	43.29%
	High stigma and	30	30.92%
	Be coming retreats and	15	15.46%
	Other such as poor	10	10.30%
	Total	97	100%

Source:-survey, 2020

From the above table 6 we can understand as respondents say 42(43.29%) said lowers from the society the major consequences of the behavior 30 (30.92%) said high stigma and discrimination 15(15.46%) says becoming ritualizes and retreats 10(10.30%) other consequences such as poor communication and weak social life as respondents says. Therefore, the researcher conclude that one of the most social consequences that students face is low respect from the society and second consequences that affect students are high stigma and discrimination.

As one of informant, state that: *“there are many social and psychological consequences that student faced such as damaged interpersonal relationship and devaluating social norms and values and psychological consequences such as frustration ,lack of self-confidence, lack of self-awareness and felling offer. “*

Furthermore, the result of FGD also supports the above raised issue one of FGDS participant disclosed that *“The social consequences of student deviant as the participant's responded, poor communication, non-assertiveness, weak social life, poor socialization, devaluating social norms and values, high stigma and discrimination becoming retreats and ritualize.*

4.7 psychological consequence of deviant behavior student

Table .7 Respondent’s response about psychological consequence of student’s deviant behavior in Wolkite University 2012 graduating student

Asked question	Response	Frequency	Percentage
What are the psychological Consequences for your deviant behavior in the campus?	Feeling fear	15	15.46%
	Lack of self-awareness	27	27.83%
	Lack of self-esteem	20	20.61%
	Lack of self-confidence	35	36.08%
	Other	-	-
	Total	97	100%

Source:-survey, 2020

According to the above table 7 the majority of the respondents 35(36.08%) says lack of self-confidence next to that lack of self-awareness, lack of self-esteem, feeling fear 27(27.83%)20(20.61%) and 15(15.46%) respectively. The researcher concludes that the most psychological consequences that students face in the campus are lack of self-confidence that means their level of awareness is very low. In supporting, the above idea one informant states *“there are major psychological consequences of student’s deviant behavior such as frustration, lack of self-confidence, lack of self-awareness and felling fear”*.

Moreover, the result of FGD also support the above issues and FGDS participants stated that The health risk of student’s deviant behavior can also be psychological in nature ,for example depression, lack of self-confidence, stress, memory or concentration problem, low self-esteem, frustration and lack of meaning in life.

4.8 Personal consequence of deviant behavior students

Table:-8 Respondents response to personal consequence face student’s behavior in 2012 Wolkite University graduating students

Asked question	Response	Frequency	Percentage
What is the personal consequence faces due to your deviant behavior?	Behavioral consequences	20	20.61%
	Decreasing academic	37	38.14%
	Increasing criminal	25	25.77%
	Physical problem	15	15.46%
	Other	-	-
	Total	97	100%

Source:-survey, 2020

According to the above table 8 37(38.14%) respondents says that face decreasing academic performance .as per respondent’s response then exits increasing criminal activity 25 (25.77%) and followed by 20 (20.61%) and behavioral problem and the last one says 15(15.46%) physical problem. The information obtained from informant also supporting the above idea they stated “*The consequences of student’s deviant behavior are poor performance in academic and they are more likely to dropout from campus and engage in delinquent activities.*”

The result from the other informants shows that behavioral consequences is another consequence such as insulting other students or campus police getting to physical conflict saying cruel things to other, doing impulsive that regret them later shouting in the campus dorm or around class.

On the focus group discussion in the question that effects of student deviant behavior on the academic performance of the students, the students say that: *Their students are performing badly result in gain low pass rate and fail and they further commented that it leads to poor concentration during the lesson. Therefore, the researcher conclude that decreasing academic performance is one of the most academic related problem that face by the students in the campus and the other consequences that student faced is increasing criminal activities and behavior problem.*

One of key informant said:

“There are two measures take to control student’s deviant behavior one is the preventive measures include orientation to the students on campus regulation, counseling and guidance, discipline committee and teachers.” Moreover, the second one is corrective measures “which are mostly used depend on the type of deviant behavior committed by students and it can be from strong warning to dismissal from the campus”.

One of the informants said that:

“They took measures to control the students from engaging in bad activities sand practices for many times like advising them, tell them what to do and how to manage their behavior”. The campus suggested that preventive and rehabilitative control of students mechanism than, punitive approach for better control of students deviant behavior. The other key informants said, “The role of their friends is put at top to prevent them by giving advice about the effect of the problem.”

As the information obtained from the participants suggest that the ability to create a suitable environment by lowering the number of students and continuous orientation for students not to associate with delinquent’s youth and students feel responsible for their own learning.

4.9 Finding

The findings are almost similar concerning the causes, common students’ deviant behavior and consequences of student’s deviant behavior such as alcohol, drug abuse as far as the case of university and college students are concerned. The findings of this study with its possible comparison with the findings of other similar previously done study presented.

Regarding the causes of student’s deviant behavior among Wolkite University 2012graduating students, The findings revealed that, the major cause are, peer pressure, academic adjustment related factors, psychological, social factor, environmental factor and socio economic factors. The findings of this study show that peer pressure and environmental related factors are the major cause for student’s deviant behavior among college and university students. Similarly, aspirate participant’s responses, peer pressure are the major cause student’s deviant behavior in the university.

A significant number of participants also responded that another reason why students engage in deviant act is academic related factors, tedious campus life is among the major cause of student's deviant behavior. When we came to common types of student's deviant behavior the participants responded that, alcohol, chewing chat, and smoking cigarette, illegal drug use chatting on exam and test are the major student's deviant behavior that is most practiced by the students in the university. According to social control theory, deviance occurs when a persons or groups attachment to social bond weakened. People alter their behavior when they know that someone else has observed it. So according these theory the cause of students deviant are the bond that interact with the society so we analysis that family factor and social factor are the cause for students deviant behavior. Therefore, as conclusion family factor and social factor are the basic cause for student deviant behavior based on these to reduce deviance behavior by creating strong interaction or strong bond with attachment between student family and another major consequence is academic and academic related consequences as stated by the participant responded that student deviant behavior result in academic consequence such as low academic achievement and even dismissal from the campus as result of poor academic performance. Behavioral consequence is another major consequence of students deviant behavior in the campus as replied by the respondents behavioral consequences include, saying cruel thing to other, doing impulsive things that regret them later and shouting in the campus, dorm or around the class.

As the researcher can get the analysis from the above most of the time there is similarity between the qualitative and quantitative data analysis regarding to the cause, common type and consequences of students deviant behavior in the campus regarding the cause of student deviant behavior both data analysis shows that peer pressure, family factor and social factor are the most for causes of students deviant behavior and regarding to common types of students deviant behavior both analysis show that chewing chat, alcoholism and cheating on exam and test smoking cigarette are the most commonly deviant act in the campus and regarding to the consequence of analysis show that social problem, psychological problem and behavioral consequences are the major consequences of students deviant behavior in the campus.

CHAPTER FIVE

5. Conclusions and Recommendations

5.1 conclusions

Based on the finding of the study the following conclusions were made:

As majority of the participants responds the most common causes of student's deviant behavior among Wolkite University College of social sciences and humanities graduating students are peer pressure, environmental factor, socio economic factors and psychological factors. The most commonly used deviant behaviors are alcohol, chewing chat, illegal drug abuse, smoking cigarettes, and cheating on exam and test. As participants responded that, the common consequences of student's deviant behavior are health consequences, academic consequences (low academic achievement, dropout) and psychological consequences depression, low self-esteem, lack of self-confidence and social consequence slow respect from the society, high stigma and discrimination and weak social life.

In many case students has typically affected by the problem of deviant behavior like drug and alcoholism in many aspects as indicated in chapter four. Students who engage in deviant behavior affect the freedom of students who are non-deviant. As a result, it is necessary to focus on students to reduce student's deviant behavior in many ways like for example, by encouraging or supporting clubs and much need to done in order to increase the awareness in concerning about student's deviant behavior and its effects. My finding suggests that educating student's about the dangers of the problem and increasing university rule and regulation or policy to prevent students from their behavior.

Generally as the finding of the study shows in the above there are different cause of student's deviant behavior such as peers pressure, social factor, family factor and academic adjustment related factor and soon and the common students deviant behavior such as alcoholism, chewing chat, cheating on exam and test, and the consequences of students deviant such a social consequences, psychological problem and social problem and health problems of the cause and consequences of students deviant behavior is more associated with social control theory and differential association theory of deviance.

5.2 Recommendation

Based on the major findings of the study there searcher would like to forward the following recommendations for different concerned bodies/stakeholders/.

For students

- ✓ As that of recreational centers, clubs should play a great role in reducing student's deviant behavior at the campus. On the one hand they can be a time spending place for students where they get leisure time and on the other hand they can be learning centers such as, music ,dramas arts and educating students concerning about the impacts of student's deviant behavior.

For Wolkite University

- ✓ To handle student's deviant behavior Wolkite university should have to establish clubs with in their time setting
- ✓ Guidance and counseling should give advice and crating awareness for the impact of student's deviant behavior.
- ✓ Students want to enjoy as recreational sites where they get leisure time, absence of recreational center they pass their time in deviant act, so by opening recreational site like, qualified lounge those university stakeholders, such in reducing the impacts or effects of student's deviant behavior.
- ✓ As that of recreational centers, clubs should play a great role in reducing student's deviant behavior at the campus.

For parents:

- ✓ Parents should monitor and check their students at least by communicating through phone.

For Researchers

- ✓ Researcher should conduct study on the causes and consequences of student deviant behavior in campus and take possible measurement to tackle the problem.
- ✓ At the last as recommendation and as advice, the researcher recommended repeatedly that prevent student's deviant behavior.

WHAT ABOUT GOVERNMENT AND OTHER ORGANIZATIONS LIKE NGOs??

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APPENDIX

Dear respondent:-

I am a Wolkite University under graduate sociology students. In this time, I was carrying out a research on the causes and consequences of student deviant behavior in Wolkite University in case of 2012 graduating students. In order to fulfill my under graduate study, I need your free will to giving reliable information for the sake of achieving my objective.

The researcher was like to assure you that the answers you give would be strictly confidential. The purpose of preparing these questionnaires is to obtain information about the causes and consequences of student's deviant behavior in Wolkite University in case of 2012 graduating students.

This Questioner is a research instrument consisting of a serious of questions for purpose of gathering information from respondents' only for academic purpose. I sincerely request your cooperation in completing this questionnaire.

Thank you for your cooperation in advance General Instruction

No need of write your name

- **Instruction: circle your answer**

Write your answer on the space provided for open-ended questionnaires.

Section one: - Back ground information of the respondents

1. Age 1. 18-21 2. 22-25 3. 25 and above

2. Sex 1. Male 2. Female

3. Religious back ground

1. Orthodox 3.Muslim

2. Protestant 4.Catholic

if other please specify.....

4. Parents occupation (more than one answer can be possible)

1. Government Employee 2. Farmer 3. Merchants

4. Non-government Employee

if other please specify.....

5. Where you come from?

1. Rural 2. Urban

6. Collage

1. Social science and humanity 2. Engineering 3. Health science

4. FBE 5. Agricultural science 6. English Language 7. Literature & art

Section Two-questionnaires related with cause of student's deviant behavior

1. What are the causes of student's deviant behaviors in Wolkite university 2012 graduating students ? (More than one answer can be possible)

1. Peer Pressure 3. Lack of knowledge

2. Environmental factor 4. Social factor

if other please specify-----

2. What are the common types of student's deviant behavior showed in Wolkite university 2012 graduating students? (More than one answer can be possible)

1. Smoking Cigarette 3. Chewing

2. Alcoholism 4. Cheating on exam and test

If other please specify

3. What is the factor for student's deviant behavior in Wolkite university 2012 graduating students? (More than one answer can be possible)

1. Social factor 2. Economic factor

if other, please specify-----

4. Is there any student's deviant behavior in Wolkite university 2012 graduating students?

1. Yes 2. NO

5. If your answer question number “4” is “yes” what kind of deviant behavior are there? -----

6. What are the other causes that lead to student’s deviant behavior in Wolkite university 2012 graduating students?

Section three- questionnaires related with the consequences of student’s deviant behavior

1. What are the consequences of student’s deviant behavior in Wolkite university 2012 graduating students? (More than one answer can be possible)

1. Economic problem 3. Social problem 5. physical problem
2. Health problem 4. Personal problem 6. Psychological problem

if other please specifies-----

2. What are the social consequences for your behaviors in Wolkite university 2012 graduating students? (More than one answer can be possible)

1. Low respect from society 3.High stigma and discrimination
2. Becoming ritualizes and retreats if other please specify -----

3. What are psychological consequences for your deviant behaviors in Wolkite university 2012 graduating students? (More than one answer can be possible)

1. Felling fear 2. Lack of self-awareness
3. Lack of self-esteem 4. Lack of self-confidence if other, please specify-----

4. What are personal consequences due to your deviant behavior? (More than one answer can be possible)

- 1. Behavioral problem
- 2. Physical problem
- 3. decreasing academic performance if other please specify-----

Dear my informants:-

I am studying bachelor degree in Wolkite University. Now I am going to conduct study on the causes and consequences of student's deviant behaviors in Wolkite University in case of 2012 graduating students. Here there are interviews in the question of question format. The aim of this interview is to get appropriate information about the cause and consequences of student's deviant behavior in Wolkite University in case of 2012 graduating students. So you're kindly requested to give necessary information.

Interview guide line questions for representative of student's union and University Students discipline office

1. What do you think are factors that contribute for student's deviant behavior in Wolkite university 2012 graduating students?
2. What are common student's deviant behaviors showed there in Wolkite University 2012 graduating students?
3. How do you describe the consequences of student s deviant behavior in the campus?
4. How do you see the trends of student's deviant behavior in the campus?
5. What do you think are mechanisms to prevent student's deviant behaviors before it occurs? In addition, what do you do after it occurs in the campus?
6. What measures did the university have been taking to settle student's deviant behavior?
7. Lastly if there is anything you want to add regarding to student's deviant behavior in Wolkite University 2012 graduating students.

Focus Group Discussion Guide Line for Students

- How do you explain the problem of student's deviant behavior?
- What do you think are major cause for student's deviant behavior in the campus?
- What are student's deviant behaviors in the campus?
- What do you think are mechanisms to prevent student's deviant behavior?

