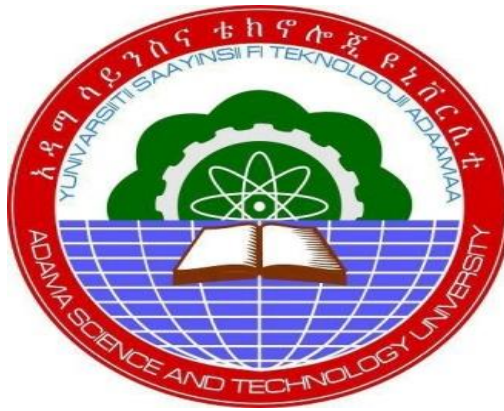




**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF PSYCHOLOGY**

**ASSESSING THE CAUSES AND IMPACTS OF YOUTH ANTISOCIAL
AND VIOLENT BEHAVIOR; THE CASE OF ETEYA SECONDARY
SCHOOL**

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As members of the Thesis Board of Examiners, we certify that we have read the Thesis prepared by Rebuma Kuma: Assessing the causes and impacts of youth antisocial and violent behavior, the case of Eteya secondary school; It is recommended that it should be accepted as fulfilling thesis for the degree of Master of Arts.

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ABSTRACT

The main purpose of this study was to identify the major causes and impacts of youth antisocial and violent behavior in Eteya secondary school. Descriptive survey research method was used. The stratified random sampling technique was employed; this will give each members of the population an equal probability of being selected. The population in the study consisted of 900 students and 42 teachers Eteya secondary school, in Oromia Regional state Government, Arsi Zone, Hetosa Woreda. Based on the sampling plan proposed in the study, a random sample of 269 students and 37 teachers were drawn. The main data gathering instruments/tools used for this study were questionnaire and interview. The major statistical tools used in this study were, frequency, percentage, t-test, multiple regressions, Pearson product moment correlation coefficient, mean and standard deviation. The findings of this study showed that various factors such as school, teacher, family, student and environmental related are the major causes for youth's antisocial and violent behaviors in the school. The findings of this study indicated that a significant positive correlation between youth antisocial behavior and all risk factors that were hypothesized in the study with varying magnitude of correlation coefficient. The study finding indicated that there was no statistical significant different in youth antisocial and violent behaviors' attitudes/opinion between male and female respondents. Multiple regression analysis results also showed that youth antisocial behavior can be predicted by school, teacher, family, student and environmental related factors. The study also examined the major causes for the students violent at secondary school levels and then forwarded possible ways of recommendations.

Key words-*Antisocial behavior, youth, behavior, violence.*

LIST OF ACRONYMS

ASB	Antisocial Behavior
ASPD	Antisocial personality disorder
ESS-	Eteya Secondary School
NCVS-	National Crime Victimization Survey
SES-	Socio-economic status
SPSS-	Statistical Package of Social Science
YAVB-	Youth Antisocial and Violent Behavior
YVB-	Youth violent behavior

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Now a day, youth antisocial and violent behavior has become a great national concern and a top social and political policy issue that has been sensationalized by media coverage of rare but devastatingly violent crimes committed by youth at school. Violence in youth appears in many forms, ranging from the benign, relatively friendly wrestling on the school yard playground, through such varieties as bullying and dating violence, and ranging at the more extreme end to gang-related killings and school shootings with multiple victims (Hennes, 1998). Developmentally, the onset of violence is a childhood and adolescent phenomenon: if a person has not committed a serious violent offense by his or her early twenties, the likelihood he or she will ever do so is quite low.

The increase in media reports of school violence may skew the public's perception of its actual prevalence, since school violence statistics actually show an increasing trend in recent years. Antisocial behaviors, such as noncompliance with adults, lying, stealing, destruction of property in the childhood years, and more serious antisocial behaviors such as illegal drug selling, sexual assault, burglary, and other violent crimes (Elliot J. , 1998). According to (Merriem-Webster: Language center, 2001), antisocial behavior is defined as "*hostile or harmful acts to organized society*" or "*behavior that deviates sharply from the social norm*". (Mayer, 1995) describes antisocial behavior as repeated violations of socially normative behavior,

usually involving aggression, vandalism, rule infraction, defiance of adult authority, and violation of the social norms and mores of society.

Substantial amount of research has been devoted to the factors that may put youth at risk for developing overt antisocial and violent behavior (Allan, Nairne, & Elliot et al., 1998). The following section describes the risk factors and conditions that are related to the development of youth antisocial and violent behavior.

Risk factors associated with youth antisocial and violent behavior are multifaceted, inter-related, and change over time. There is a constant and progressive interplay between the individual (internal risks) and his or her environment, such as family, school, community, and peers (external risks) (Farmer et al., 2001; Hanson & Carta, 1995). However, risk factors for antisocial behavior and violence are not static and their effect changes depending on when they occur in a youth's development, in what context, and under what circumstances (Elliot et al., 1998).

Bauer (1999) describes adolescence as a crucial period for the emergence of a number of problems such as delinquency, lowered social competence, and decreases in academic performance, all of which correlate highly with negative experiences in the family environment. In general, the literature indicates that cohesive or highly connected families appear to provide adolescents with emotional support and security (Berdondini & Smith 1996). Conversely, when there is low family cohesion, a parent with a mental disorder, family violence, inconsistent and poor parenting skills, substance abuse, or violence between siblings, an adolescent were more likely to engage in aggressive behavior (Leschied et al., 2000).

Szyndrowski (2005) observed that around 25 million children throughout the world experience some form of domestic violence each year. This ongoing process of child maltreatment may cause disturbances in their care-taking. Bauer and Shea

(1999) state that extreme measures of discipline may lead to child abuse and child neglect. Child abuse may take verbal, physical, and mental and sexual harassment forms. Under those circumstances, the victim's health and welfare is harmed. Child neglect refers to the parent's failure to provide for the physical, medical, emotional or educational needs of the child by the individual responsible for his/her welfare. Research findings state that family interaction patterns and parental discipline practices strongly affect the development of aggressive behavior in children (Szyndrowski, 2005).

On the other hand, inadequate child rearing practices, disruptions in the family, antisocial parents, child abuse and aggressive interactions between siblings are regarded as risk factors associated with adolescent aggression in secondary school (McAdams & Lambie 2003). Children subjected to coercive disciplinary measures could develop aggressive behavior in their social interactions with others. According to Szyndrowski (2005), maltreated boys are 1000 times more likely to commit violent acts against an adult partner and/or their children. Compared with their non-maltreated peers, they demonstrate bizarre behavior such as disruptiveness. They are often defiant bullies with frequent interpersonal confrontations with peers and educators (Bauer & Shea 1999). They spend more time fighting than learning. Juveniles who were victims of aggression are often imprisoned on charges of homicide, aggravated assault and robbery under aggravating circumstances, because of their increased rates of psychopathology (Akiba, Gerard, Goesling, 2002).

While school violence is experienced and studied extensively in developed countries like Europe, USA and Australia, it is not limited to industrialized societies. Thus, according to Ohasko (1997), violence is occurring at a high rate in

developing countries and its impact on schooling, learning and living is certainly serious, which refutes the commonly-held view that violence is primarily an issue of industrialized countries.

Bauer and Shea (1999) acknowledge that the absence of the father figure in the family may lead to low self-esteem, susceptibility to group influence and juvenile delinquency.

The other risk factor is individual factor that has been linked to later criminal and violent behavior is the youth's antisocial beliefs and deviant attitudes. When youth involved in violent events were asked what factors explained their behavior, many of them justified their behavior by explaining that their personal value system required retaliation against individuals who acted against them in some way (Furlong & Morrison, 2000). A prevailing public attitude is that misbehavior is a moral deficit within the individual (Scott & Nelson, & Liaupain, 1999). However, individuals do not develop in isolation, but rather as integrated organisms that are influenced by factors in several life domains including the individual, family, school, community, and peer groups (Farmer, Quinn, 2001). Thus, a dynamic interrelationship exists between the individual and all of his or her internal and external developmental systems. Hanson and Carta (1995) suggest that risk factor transactions occur because of the interdependence between a child and his or her environment. Therefore, efforts to understand internal (individual) risk factors must include study of external (family, school, community, and peer) factors that influence their appearance (Calhoun, Glaser & Bartolomuci, 2001).

External risk factors are variables present in the environment that create contexts for daily living, specifically the home or family environment, the school setting, the neighborhood or larger community environment, and the persons with whom children associate (e.g., peer groups). Several conditions in the home have been

found to predict early onset and chronic patterns of antisocial behavior in children and youth (McEvoy & Welker, 2000). These factors include parental criminality, harsh and ineffective parental discipline, and lack of parental involvement, family conflict, child abuse and/or neglect, and rejection by parents (Patterson, Forgatch, & Stoolmiller, 1998).

In particular, the modern way of life has abandoned children to a constant barrage of televised mayhem, causing ever-escalating youth violence and other anti-social behavior. Lack of parental supervision is one of the strongest predictors of the development of problems of misconduct and delinquency. The APA found that the causes of youth violence range from child-rearing conditions, ineffective parenting, gender differences, economic inequality, and relations to peers and media influences, among others.

Youths who engaged in violent and impulsive behaviors such as, students reported involvement in some type of fighting or weapon-related behaviors to harm others that may result in injuries or sometime death are likely engaged in variety of complex risk factors (Amornthip, Thanyalak & Anusorn, 2013). The tendency toward violent behavior involvement in young students at middle school level could have led to juvenile delinquent, if they had not been taught how to control their angers or learn on their moral reasoning.

Secondary school learners typically turn to their peers for guidance in matters of dress, identity, social attitudes and “acceptable” behavior (Bauer & Shea 1999). To be accepted in a group, a new member should conform. Carter (2002) observed that groups are often gregarious in nature. If aggression is considered an acceptable norm among the members, it is expected of everyone to conform to its culture. Demonstration of disruptive behavior on others in and out of the classroom may be

a fitting way to gain peer approval or recognition (Gable, Arllen & Hendrickson 1995). Different measures of aggressive behavior provide discrepant pictures of aggressive development. Some of these discrepancies imply that the construct of antisocial behavior itself changes across development. Farrington (1997) suggest that different measures at different ages (for example, fighting at age 8, vandalism at age 12, and homicide at age 18) may be indicators of the same underlying antisocial construct.

In the developing world, youth violence in and around schools has recently become a social plague depriving many young people of life, liberty, and the pursuit of happiness-threatening tens of thousands of children and teenagers with bodily and psychological harm (Sautter, 1995). In Ethiopia, the potential for school violence seems to have come to the fore in the country's major cities and towns. It has now become routine to hear news of incidents of violence taking place in school, and affecting both boys and girls. The open snatching of students' books, ornaments and cash are being reported as common place activities in and around schools. There are also acts of rape, stabbings and intentional killings of helpless school boys and girls. Girl students are dropping out because of excessive bullying and terrorizing and rape (Dereje & Derese, 1997). And the public understands that the current levels of school violence have hampered the teaching/learning process, and contributed considerably to the class repetitions and eventual dropout for many students. In Ethiopia there is few researches done on youth antisocial and violent behavior and few of research was conducted on school violence (Dereje & Derese, 1997). The researcher has observed many youths antisocial behavior and its consequence in the Eteya secondary school and the researcher had worked for more than three years. And there was no research conducted to assess the youth antisocial behavior in this area. So that this study was conducted to identify the

main causes and impacts of youth antisocial and violent behavior in Eteya secondary school and intended to fill the gap.

1.2 Statement of the problem

Youth antisocial and Violence behavior in secondary school is often not a one-off encounter and it is a complex problem. The victimization rate for children and adolescents as well as the rate of involvement in violent crimes other than homicide has dramatically increased over the past decade (Hennes, 1998). Adolescence, 16 to 19 years of age, sustained violent victimization at higher rates than individuals in other age categories NCVS, 1998. The interplay of individual, peer, family and environmental factors speaks to the complexity of the problem of youth violence in society and at school (Dahlberg, 1998). A number of individual risk factors have been identified as contributing to youth violence such as early aggressive behaviors, beliefs supportive of violence, attribution biases and social cognitive deficits.

Dahlberg (1998) identified early aggression as a child as one of the strongest predictors of later aggression or criminal involvement as a teen or young adult. Inadequate child rearing practices, disruptions in the family, antisocial parents, child abuse and aggressive interactions between siblings are regarded as risk factors associated with adolescent aggression in secondary school (McAdams & Lambie 2003:1). A study conducted by Dereje and Derese (1997), revealed that 60% of pupils experienced a high-to-medium level of negative impact by violence on the teaching-learning process and their emotions. More than 40% of the students in this study also reported that they had either repeated classes or dropped out of school due to violence.

The majority of recent research like Amornthip, Thanyalak & Anusorn, (2013) concentrated on youth antisocial behavior either physical or verbal violence and the factors that causing violent behavior in schools and other researchers like Chukumati and Akpen, (2013), also focused on the media effects and antisocial behaviors among youth. But, this research focuses on identifying the main causes and impacts of youth antisocial and violent behavior and forwarding the strategies and mechanism for the intervention of the problem.

1.3 Research Questions

The study was designed to examine the following research questions:

1. What are the main causes for youth antisocial and violence behavior in Eteya secondary school?
2. To what extents do the causes of youth antisocial behavior and youth violent behavior are associated?
3. What are the forms of youth antisocial and violent behavior observed in Eteya secondary school?
4. How youth antisocial behaviors are predicted by factors that causing violent behaviors?
5. What strategies do the schools use to prevent youth antisocial behaviors?

1.4 Objectives of the Study

1.4.1 General objectives

The general purpose of this study was to identify the major causes and impacts of youth antisocial and violent behavior of Eteya secondary school.

1.4.2 Specific objectives

The specific objectives of the study were:

1. To identify the main causes for youth antisocial and violence behavior in Eteya secondary school.
2. To describe to what extents do the causes of youth antisocial behavior and youth violent behavior are associated.
3. To identify the forms of youth antisocial and violent behavior observed in Eteya secondary school.
4. To indicate whether youth antisocial behaviors are predicted by factors that causing violent behaviors.
5. To justify the main strategies to prevent youth antisocial behaviors in the school.

1.5 Significance of the study

This study was carried out in Eteya secondary school with the primary aim of identifying the causes and prevalence of youth antisocial behavior in the school setting and its impact on the students. The study has the following potential benefits:

- It is expected that the beneficiaries (the school communities) of this research would get the information and understanding about youth antisocial behaviors in secondary schools.
- It provides insight to school administrators; principals and teachers on the factors that contribute to youth school violence.

- It provides the need for school counselors to identify antisocial behavior, victimization and help students to interact in more appropriate way with their schoolmates.
- It may help as reference for other researchers who will conduct a study on youth antisocial behavior; and
- It also provides insightful knowledge for the field of the study in general.

1.6 Delimitation of the study

It is better to conduct the study in all woreda's of the Arsi zone secondary schools, but this study was delimited to only the youth or students of Eteya secondary school that are found in Oromia Regional State, Arsi Zone Hetosa woreda that is 150km away from capital city of Addis Ababa. The current study was delimited to identifying the main causes and impacts of youth antisocial and violent behavior.

1.7 Limitation of the study

The study has the following limitations that need to be addressed;

- For more relevant and reliable results, it should have been better if the researcher included representatives of the remaining three secondary school in the woreda; but due to the shortage of time, budget and resources the study was limited to only one secondary school in the woreda.
- It also limited to youths of Eteya secondary school only
- Has limitation to generalizing to other schools in national wise because since the study was conducted only in one school and in one woreda.

1.8 Operational Definition of Terms

1. **Antisocial**- recurrent violation of socially prescribed patterns of behavior like involving in aggression, vandalism, rule fraction, deviance of adult authority, and violation of social norms and mores of society.
2. **Violence**- is "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation.
3. **Secondary school**- in Ethiopian context school where students of grade 9 and 10 attend their academic education and it is transitional period to join preparatory school.
4. **Violent behavior**- having, using or showing great force on other.
5. **Youth**- is a socially constructed intermediary phase, but often means the time between childhood and adulthood. It is also defined as "the appearance, freshness, vigor, spirit, etc., characteristic of one who is young"
6. **Bullying**- behaviors that seek to control or exert power over others through aggressive actions such as name calling, gossiping, or threats directed at a victim.
7. **Intimidation**- the act of making timid or fearful or of deterring by threats on the individuals
8. **Rape**-the act of forcing sexual intercourse upon another person without their consent or against their will

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1. Basic Concepts about Youth Antisocial Behavior

Within a public order enforcement context, ASB (Anti-Social Behavior) is a comparatively recent addition to the common lexicon. However, within psychosocial literature ‘anti-social behavior’ has been a term used for many years as a label for unwanted behavior as the result of personality disorder and is the opposite of pro-social behavior (Lane 1987; Farrington 1997a; Millon et al., 1998). For instance, writing from a psychosocial perspective, (Farrington (1997) has stated that:

“has stated that teenage anti-social behavior in particular, ‘covers a multitude of sins ... such as theft, burglary, robbery, violence, vandalism, fraud and drug use ... bullying, reckless driving, heavy drinking and sexual promiscuity ... heavy smoking, heavy gambling, employment instability and conflict with parents’”(84-85).

This is an exceptionally broad remit. Relatedly, sociopathy and psychopathology are now more commonly regarded under the umbrella term ‘*Anti-Social Personality Disorder*’ (ASPD) (Eysenck, 1994; Squires & Stephen 2005).

People suffering from ASPD may find themselves the subject of such enforcement measures; however, ASB has greater overlap with conceptions of deviancy and delinquency – including some minor forms of criminality. ASB also has a lot in common with incivilities, disorder and ‘quality of life crimes’; terms that describe a ‘cocktail of social unpleasantness and environmental mess found in decaying neighborhoods’ (Burney, 2005).

Middle school students are at a crucial age where bullying behavior is common, which might be either pseudo-delinquency (or temporal delinquency) and convertibility, or true-delinquents (or recidivists) and habituallization (Milson & Gallo, 2006).

Verbal violence is described as attacking, threatening, insulting, taunting, slogging, mocking, bawling, and discriminatory and destructive rumors. *Physical violence* was pushing, shaking, boxing, kicking, scratching, and burning assaulting or attacking with objects including weapons (Moore, 2001; Smith, 2004; Georges, 2009) adds that violence in school includes is considered vandalism.

2.2. Theoretical Consideration of Antisocial Behavior

2.2.1. Instinct Theories

First given scientific prominence by Charles Darwin (1871-1948), the instinct theory of aggression viewed aggressive behavior as an evolutionary adaptation that had enabled animals and then humans to survive better. This instinct presumably developed during the course of evolution because it promoted survival of the species. Because fighting is closely linked to mating, the aggressive instinct helped ensure that only the strongest individuals would pass on their genes to future generations.

Sigmund Freud argued that human motivational forces, such as sex and aggression, are based on instincts. An **instinct** is an innate (inborn, biologically programmed) tendency to seek a particular goal, such as food, water, or sex. In his early writings, Freud proposed the drive for sensory and sexual gratification as the primary human instinct. He called this constructive, life-giving instinct **Eros**. After witnessing the horrific carnage of World War I, however, Freud concluded that a single life force

could not be responsible for so much violence. He proposed, therefore, that humans also have a destructive, death instinct, which he called **thanatos**.

2.2.2 Social Learning Theories

According to social learning theory by Bandura, (1991), aggression is not an innate drive like hunger in search of gratification. People learn aggressive behaviors the same way they learn other social behaviors—by direct experience and by observing others. In social learning theory, the shift is from internal causes to external ones. When people observe and copy the behavior of others, this is called **modeling**. Modeling can weaken or strengthen aggressive responding. If the model is rewarded for behaving aggressively, further aggression (both by the model and by the observer) becomes more likely. If the model is punished for behaving aggressively, further aggression becomes less likely.

2.2.3. The Ecological Theory

The School, Family, Neighborhood and Cultural Context in School Violence

An international system will help both theoretically and practically the role of these nested contexts. In recent years there are many calls urging scholars to move from a focus on individual characteristics of victims and bullies to an understanding of how contexts, both within and outside school, impact school violence (Akiba et al., 2002; Benbenishty and Astor, 2005). Benbenishty and Astor (2005) developed a heuristic model that presents school violence within nested contexts. This model is highly influenced by Bronfenbrenner's (1979) ecological developmental theory that conceives of violence as interplay among several relevant subsystems. Goldstein (1994) describes this type of nested ecological theory as an interactionist theory. This genre of theories considers human behavior as a "duet" between the person's personal traits and contextual and environmental

variables (social and physical). This environment might include other human beings that are involved in the situation in which the behavior occurs (such as other students, teachers), and also includes the physical environment (such as school and class size, school structure).

This ecological approach examines how external contexts in which a school is embedded interact with internal school and student characteristics to influence levels of victimization in schools. These layered and nested contexts include the school (e.g., structural characteristics, social climate and policies against violence), the neighborhood (e.g., poverty, social organization, crime), the students' families (e.g., education, family structure), cultural aspects of student and teacher population (e.g., religion, ethnic affiliation), and the economic, social and political makeup of the country as a whole (Astor, Benbenishty, 2006).

2.3 Factors that Place Youth at Risk for Developing Antisocial Behaviors

Several societal, cultural and individual factors have been associated with violence. These are family related factors or causes, students /individual related factors, school and teacher related factors, poverty, peer influence and others. These risk factors may be related to the socialization process of youth in their families, schools, peer groups and communities.

2.3.1 Individuals or Personal Related Factors

Internal risk factors are described as individual, within the self, and intra-psychic (Roy, 2000). These individual risk factors can be further divided into physical and psychological characteristics. In their meta-analysis of studies involving predictors of youth violence, Hawkins and colleagues (2000) found that physical predictors, such as pregnancy and delivery trauma, low birth weight, low resting heart rate, and brain circuitry dysfunction showed weak but positive correlation to later

violent behavior. On the other hand, the studies of psychological characteristics, such as cognitive deficits, hyperactivity, concentration problems, restlessness, risk-taking, aggressiveness, early involvement in antisocial behavior, and beliefs and attitudes favoring deviancy showed stronger, consistent correlation with violent behaviors in boys. Limited intelligence also has been associated with poor problem-solving skills, poor social skills, and risk for aggression and violence (Calhoun, Glaser, & Bartolomucci, 2001). Studies show the IQ scores of delinquent youth are approximately eight points lower than those of the general population, regardless of race, family size, or economic status (Flannery, 1997). Other cognitive deficits, such as low levels of abstract and moral reasoning and inappropriate interpretation of others' behaviors, have been found to correlate with violent behavior in youth (Kashani et al., 1999).

Another individual factor that has been linked to later criminal and violent behavior is the youth's antisocial beliefs and deviant attitudes. When youth many of them justified their behavior by explaining that their personal value system required retaliation against individuals who acted against them in some way (Furlong & Morrison, 2000). A prevailing public attitude is that misbehavior is a moral deficit within the individual (Scott & Nelson, 1999). However, individuals do not develop in isolation, but rather as integrated organisms who are influenced by factors in several life domains including the individual, family, school, community, and peer groups (Farmer, Quinn, Hussey, & Holahan, 2001).

Thus, a dynamic interrelationship exists between the individual and all of his or her internal and external developmental systems. Hanson and Carta (1995) suggest that risk factor transactions occur because of the interdependence between a child and his or her environment. Therefore, efforts to understand internal (individual) risk

factors must include study of external (family, school, community, and peer) factors that influence their appearance (Calhoun, Glabe & Bertolomucci, 2001).

2.3.2 Family Related Factors

A dysfunctional family environment places youth at greater risk for developing aggressive and violent behaviors. Many youth pattern their actions based on the behavior learned from the environment in which they live. Youths that are associated with a dysfunctional family environment where their parents exhibit antisocial personalities, have a history of criminal behavior, drug or alcohol abuse and physically or emotionally abuse their children, are more likely to follow that pattern of behavior (Dahlberg, 1998). Dahlberg (1998) further stated that parenting practices such as poor monitoring and supervision of children, poor communication, deficiencies in solving problems or negotiating with children, are positively associated with antisocial aggressive and delinquent behavior in youth. The absence of effective bonds and controls over behavior puts children at risk for later violence (Delbert & Elliot, 1994).

The researcher also found that youths who grow up in a dysfunctional family and witness violence in the home are at greater risk of being both a victim and a perpetrator of violence. Dahlberg (1998) defined family violence in the home as child maltreatment, spousal or partner violence and a family climate of physical fighting and hostility. Findings from a longitudinal study by Dahlberg (1998) indicated that while 38% of youth from non violent families report involvement in violent behavior, the rate increases to 60% for youth exposed to one form of family violence; 73% for youth exposed to two forms of family violence, and 78% for youth exposed to three forms of family violence.

Abusive parenting in general and neglect in particular are predictors of later violence for youth (U. S. Department of Health and Human Services, 2001). It has been established for a long time that both criminal parents and delinquent siblings are related to youth offending (Farrington, 1997; Herrenkohl et al., 2000).

Parental use of illicit substances has also been found to be related to children's antisocial behavior. In one study of 1,252 participants from the Minnesota Twin Family Study, Marmorstein, Iacono and McGue (2009) found that young people with alcohol and drug-dependent parents had about two to three times the odds of developing an externalizing disorder by late adolescence compared with young people who did not have alcohol and drug-dependent parents. Such effects may be the result of both genetic and environmental (e.g., being reared by a drug-dependent father) risk influences (Haber, Bucholz, Jacob, 2009).

2.3.3 Environmental Risk Factors

External risk factors are variables present in the environment that create contexts for daily living, specifically the home or family environment, the school setting, the neighborhood or larger community environment, and the persons with whom Children associate (peer groups) several conditions in the home have been found to predict early onset and chronic patterns of antisocial behavior in children and youth (McEvoy & Welker, 2000). These factors include parental criminality, harsh and ineffective parental discipline, and lack of parental involvement, family conflict, child abuse and/or neglect, and rejection by parents (Patterson, Forgatch, & Stoolmiller, (1998)

The impact of these situations on a child's social and behavioral learning is obvious. For example, if the family model for problem-solving emphasizes

aversive and punitive reactions to conflict situations, then the child will more likely use negative behaviors as a means to solve problems encountered outside the home. Patterson and his colleagues have produced a considerable body of research demonstrating how family members may teach children to be aggressive and noncompliant (Patterson, DeBaryshe, & Ramsey, 1989).

Parents of high-risk children may be less involved in their child's education, have lower expectations for achievement outcomes, and have poor relationships with teachers (Wehby, Harnish, Valente, Dodge, & Conduct Problems Research Group, in revision). Because parents of children with behavior problems are likely to have histories of aversive interactions with the school, they may avoid involvement with school personnel on behalf of their children. Other risk factors associated with the family include parental attitudes favorable to violence, poor family management practices, and high family residential mobility (Hawkins, 2000).

Overall, the family's influence on a child's behavior is powerful and stable, as well as generational in scope (Arllen, Gable & Hendniksn, 1994). The literature also suggests that a strong association exists between poverty and youth violence. In fact, low socioeconomic status may be the single most common denominator for risk of behavioral deviation (Scott & Nelson, 1999; Walker & Sprague, 1999b).

The educational system would seem to be an antidote for poor or unstable home environments. Schools generally are thought of as places where children are universally cared for, supported, and nurtured. However, researchers have identified a number of factors in the school that may contribute to youth antisocial and violent behavior. Flannery (1997) listed several school-related risk factors that include: high student/teacher ratios, insufficient curricular and course relevance, and weak, inconsistent adult leadership. Additionally, inappropriate social

behaviors may be learned or reinforced at school while appropriate behaviors are ignored.

Other school factors correlated with youth antisocial and violent behavior include a lack of involvement in school activities by students, the absence of clear rules and school policies governing student behavior, and few allowances for individual differences in the school. For instance, when educators fail to establish clear rules or provide inconsistent consequences to pupils who break rules, students may develop disrespect for school rules and learn to manipulate them to their own advantage (Mayer, 1995). Zero tolerance policies and an authoritarian discipline style that engages staff in power struggles with tend to exacerbate disruptions (Skiba & Peterson, 2000).

Certain physical characteristics found in schools also may contribute to youth antisocial behavior and violence. Overcrowding, poor building design, and portable buildings hamper communication and increase isolation (Flannery, 1997). Over-reliance on physical security measures (metal detectors, locker searches, surveillance cameras) appears to increase the risk of school disorder (Skiba & Peterson, 2000); and a school that appears unkempt adds to the general perception of a lack of order and safety (Schwartz, 1996).

Community factors that put youth at risk for antisocial and violent behavior include poverty and high levels of neighborhood disorganization (crime, drug selling, gangs, and poor housing) (Calhoun, 2001). Communities with a high turnover of residents, that have a large proportion of disrupted or single parent families, and with few adults to supervise or monitor children's and teenagers' behavior also pose risks for the development of youth antisocial and violent behavior (Flannery, 1997; Hawkins et al., 2000). Limited opportunities for youth recreation or employment, the availability of firearms, and violence in the

neighborhood are other risk factors that have been associated with the community (Dobbin & Gatowski, 1996; Loeber & Farrington, 2000).

2.3.4 Peer Related Factors/Influence

The sense of belonging among their peers is a major concern for youth today. Values taught by parents and the norms that society has established will be sacrificed for acceptance and a place of status among peers. Adolescent years are a difficult time in the lives of youth. Young people experience many physical, psychological, and social demands. This marks the point in their life when they begin to distance themselves from their parents and try to establish their identity and self-worth adapt to society's demands for behavioral maturity and prepare for adult roles (Dahlberg, 1998). The functions of peer groups are generally positive on youth and may be regarded by some developmental experts as being a healthy part of life by helping them develop skills to interact with people (Dahlberg, 1998). However, peer relationships can have a negative influence and place youth at risk to aggressive and violent behavior. Negative peer influences are important risk factors in shaping the behavior of youth in ways that promote drug, alcohol or tobacco use, sexual promiscuity, delinquency or even gang involvement.

Youth involvement with peers who exhibit high-risk and deviant behavior has been found to be one of the best predictors of delinquency (Farmer & Cadwallader, 2000; O'Donnell, 2000). Adolescents who are unpopular with pro-social or conventional peers, and thus rejected by them, may find acceptance only in antisocial or delinquent peer groups. In fact, Farmer and Cadwallader (2000) found that preschool children who exhibit antisocial behavior begin to interact with their peers in ways that maintain and support the continuation of their antisocial behavior.

2.3.5 Sex and Gender

Many scholars commented that in the past males had more violent behavior than females, whereas females more often being victim than being perpetrators. However, over the past two decades females have exhibited more violent behavior, both in magnitude and frequency, suggesting that female violence is not so much different from male violent behavior (Kim and Kim, 2005; Steffensmeier *et al.*, 2005; & Siegel *et al.*, 2006). However, some scholars found that violent behavior in females was still less than males (Alarid *et al.*, 2000; Kim and Kim, 2005). Many studies such as Sherrer (2008), Siegel *et al.* (2006), (Daly and Chesney-Lind, 1988; Cote, 2002) found that sex was the structural factor related to „gender“, which contributed differences between males and females regarding socialization, cognitive process, and personality, and continuously affected varieties of behavior. Therefore, sex should have been the moderator related to youth violent behavior, as it related to the duty fulfillment of a family and also affected other psychological traits related to behavior such as personality, attitude and values. Other researches supported the significance of sex and gender, such as the works of Galotti, Kozberg & Farmer, (2011). Silberman and Snary (2011). They found that the maturation of females was two years ahead of males, giving them a higher level of morals.

2.4 The Strategies that Helps to Address Youth Antisocial Behavior

The social violence being witnessed today is a learned behavior: and if violence is a learned behavior, it goes without saying it can also be unlearned. According to the (American Psychological Association Commission on Youth Violence, 1993) early intervention is critical to preventing future violence.

Internal protective factors consist of personal attributes that help individuals overcome risks. Internal protective factors can be categorized as either physical or

psychological. Physical characteristics such as good health and personal hygiene can be protective factors for children and youth. Psychological factors that may provide protection against antisocial and violent behavior patterns include: the ability to be flexible during periods of change (e.g., change in school or work schedule), having effective and efficient communication skills (e.g., asking for clarification on projects and assignments), the ability to use humor in deescalating negative situations, and the use of a wide range of social skills (Benard, 1995; Dobbin & Gatowski, 1996). The ability to understand and accept one's capabilities and limitations and having a positive outlook on situations also has been found to promote resiliency (Brooks, 1994; Spekman, 1993). Using coping and stress reduction strategies such as writing, music, painting, and dance are protective factors that foster resiliency by allowing an individual to creatively express inner turmoil and find some order amongst confusion (Wolin & Wolin, 1994).

In the schools, both teachers and administrators can play an integral part in the development of resiliency of youth exposed to multiple risks. Schools help students develop resiliency by providing protective factors such as a positive and safe learning environment, by setting high, yet achievable, academic and social expectations, and by facilitating academic and social success (Furlong & Morrison, 2000). One way to increase respect for students is to include them in the development of school policies. This may help insure that such policies will be respected and enforced (Schwartz, 1996). Youth who belong to a socially appropriate group (e.g., academic club or social organization) that is sponsored or supported by the school also are less likely to demonstrate antisocial and violent behavior (Catalano, Loeber, & McKinney, 1999). School personnel, especially teachers, can provide protective factors for children and youth by conveying an attitude of compassion, understanding, and respect for the student.

Career counseling and job training may function as protective factors since youth who are employed are less likely to be arrested (Calhoun, Glaser, 2001). Other community initiatives that foster and support resiliency include recreational opportunities, volunteer activities, and well organized after-school programs (Walker et al., 1996).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study follows the descriptive survey method. The intention of the research is to assess the existing situation. Thus, it is conducted to obtain information about the youth antisocial and violent behavior and assessing causes and impacts of violent behavior in Eteya secondary school. It is fact finding in secondary schools study and to give solution to the problems concerning the youth's antisocial behavior. The study used this method to describe the information obtained and found method relevant because it is the means through which opinions, attitudes, suggestions for improvement the social setting (Koul, 1984).

Therefore, based on the descriptions about research design, this study also employed descriptive survey design. The data collected or the information gathered only represents the causes and prevalence of youth antisocial and violent in the school at a time of this study. In this research, attempts will be made to obtain empirical, evidence of current that contribute for youth's antisocial behavior and its effects.

3.2 Description of the Study Area

This study was conducted at Arsi zone, Hetosa woreda Eteya secondary school. This zone is found in Oromia regional state in Ethiopia, which is located in the south east part of the country at about 150km a way from Addis Ababa. Out of three government secondary schools in the woreda and Eteya secondary school was selected for the study. These sites are chosen due to easy access to the researcher who has been worked for more than three years in the school and due to

the assumption of the researcher that it may enable him to obtain cooperation from the participant during data collection. In addition, the researcher assumes that there is sufficient amount of information as well as the problems in the school.

3.3 Sampling Design

Before selecting a sample, researcher must make several decisions. These decisions are a series of highly interrelated sequential stages. This section presents the stages and the issues associated with each in the selection of a sample.

As a rule, the first step in any sampling strategy is to identify the study population from where the sample should be drawn. This often is undertaken by using lists of population where such lists (which form the *sampling frame*) are available, otherwise prepare this list and administer the designed study based on the selected sampling strategy and size.

In the current study, the relevant population (proper sources from which the data were collected) were students and teachers of Eteya Secondary School. Since the records showing their lists were readily available, the sampling frame was easily prepared. As a result, the sampling frame from which a sample was drawn was a list of 900 grade 9 and 10 students who were enrolled in 2014/15 academic years and a list of 42 teachers.

Once the sampling frame was prepared, then a sample size was determined. In the current study, the sampling technique employed was stratified random sampling technique. This method was used in order to select the sample from each group like sex (male and female), grade (9 and 10), and department and work experience qualification.

The ever increasing demand for research has created a need for the efficient methods or determining the sample size needed to be representatives of a given population (Krejcie and Morgan, 1990).

In this study, following formula published by the Researcher Division of the Natural science Education Association was employed.

$$n = \frac{x^2 2NP(1-P)}{d^2 (N-1) + x^2 P(1-P)}$$

Where, n= the required sample size

x^2 = the table value of chi-square for 1-degree of freedom of the desired confidence level

N = the population size

P = population proportion (assumed to be 0.50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as proportion

Before calculating the required sample size to be representative of the opinion of 42 teachers and 900 students using the above formula, the following factors that influence sample size were determined.

- Population proportion (p): a population proportion that would provide the maximum sample size was used. This value is 0.50.
- Confidence level: how confident the researcher wants to be that the actual mean falls within the confidence interval. A confidence Level =95% was used.
- Margin of Error: no sample will be perfect, so how much error to allow should be determined. In this research a margin of error value (margin of error=5%) was employed.

To determine the optimal sample size for teacher and student respondents with margin of error =5% and confidence level =95%, the required values were plugged into the question.

$$n = \frac{X^2 N * P * (1 - P)}{ME^2 * (N - 1) + (X^2 P * (1 - P))}$$

Therefore, the optimal sample size of the opinion/attitudes of the 42 teachers on the causes and prevalence of youth antisocial and violent behavior would be

$$n = \frac{(3.841)^2 * 40 * 0.05 * (1 - 0.05)}{(0.05)^2 * (42 - 0.05) + (3.841 * 0.05 * (1 - 0.05))}$$

$$n = 37$$

The required sample size representative of the teachers in this study is 37 teachers. Similarly, the optimal sample size required being representative of the opinion/ attitudes f 900 students would be

$$n = \frac{(3.841)^2 * 900 * 0.50 * (1 - 0.50)}{(0.50)^2 * 900 - 1) + (3.841 * 0.50 * (1 - 0.50))}$$

$$n = 269$$

To select the actual sampling unit the list of 40 teachers and 900 and students was entered into a computer file, each was assigned a number (2-digit for teacher and 3-digit for students) and a sample selection program was used to draw a list of 37 teachers and 269 students.

3.4 Tools for Data Collection

The main data gathering instruments were questionnaires and interview. In collecting the data, the following procedures were under taken to examine the causes and prevalence of youth antisocial and violent behavior in the secondary school.

Before collecting the main data, a pilot test was conducted to ensure reliability and validity of instruments used. Firstly copies of the instruments were given to the thesis advisor. After obtaining the necessary feedback, the instruments were distributed for the respondents by requesting them to give their reaction on each item.

After the refinement of the instruments, a pilot study was conducted for the questionnaires; representative samples of 20, that is 10 students and 10 teachers from Eteya preparatory school, were randomly selected from schools not involved in the study. The questionnaires were filled out properly and returned. After the pilot study was conducted, both reliability and validity were established through the internal consistency item analysis method.

First questionnaires which include both closed and open ended items were developed based on the research questions listed under the purpose of the study. Accordingly, with some modifications in accordance with the relevant inputs obtained from individuals the final instrument were developed and used for the purpose of the study. The procedure involved a letter of permission from the head of the Hetosa woreda education bureau addressed to principals of schools. Then the researcher distributed 306 questionnaires to be filled by teacher and student respondents.

In the school the researcher gave an adequate orientation about the purpose and how to fill them. The researcher facilitates the data distribution, clarification and collection to and from the respondents as a result respondents freely responded to the questionnaires and with help of vice principals and unit leaders the questionnaire were collected from the respondents. Finally, to make the study more comprehensive and reliable, structured interviews were administered for school principals and vice principals.

3.5 Data Collection Procedure

Relevant data for the research study was collected through the use of multiple instruments. Both qualitative and quantitative primary data were collected. As mentioned above based on the allotted periods, the study was conducted for about

seven weeks. Before administering the instruments, the researcher established an appropriate good relationship with the subjects. All the respondents were informed about the purpose of the study and how to complete the questionnaire. The researcher made face to face contact with the respondents. The questionnaires for respondents were distributed with the assistance of the vice principals and unit leaders of the school. Before conducting the interview, necessary rapport were established with respondents by creating conducive atmosphere and explaining the purpose of the study.

3.6 Reliability and Validity

After the questionnaire was designed, a pilot-test of the questionnaire was conducted to make sure it is understood and acceptable by teacher and student respondents. This procedure was conducted by administering the questionnaire to 20 respondents and then followed up to get feedback on the question. Example, how they were worded, whether the respondents understand them, whether the respondents felt comfortable answering them, and potential barriers to gather from respondents. This was followed by evaluation of precision (reliability) and accuracy (validity).

Carmines, and Zeller, (1996) defined reliability as ‘consistency of measurements whereas validity as an instruments that measures what they are supposed to measure which is correct’.

The questionnaire consists has three scales measurements designed to measure forms of youth antisocial and violent behaviors, factors that causes youth antisocial and violent behaviors and the impacts of youth antisocial and violent behaviors. To evaluate the scale i.e. to check to what extent do all the items included the scales really measure the same concept, reliability analysis on the three scale measures

was conducted separately. A commonly used measure of internal consistency of scales is the Cronbach's Alpha (α) (Cronbach, 1951).

Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is no lower limit to this coefficient. The closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale (Glien, 2003). Based up on the formula= $\frac{rk}{1 + (k - 1)r}$ where, k is the number of items considered and r is the mean of inter-item correlations, the size of alpha is determined by both the number of items in the scale and mean inter-item correlation. Cronbach's Alpha (α)

To examine the internal consistency within the instruments the piloted questionnaires were collected and entered in to SPSS for windows and coefficient alpha (cronbach's alpha) was determined.

These were found to be above the minimum threshold of 0.7. However, in order to get an index that to the largest possible extent, few items were thrown from the three measures that conceptually do not make sense and the new scales were tested in a reliability analysis. The results indicated that the new scales were improved. The final result of the internal consistency test of the three measurement scales was presented in Table 1below.

Table 1: Reliability statistics

Measurement scales	<i>Cronbach's</i>	<i>Standardized</i>	<i>N of Items</i>
	<i>Alpha</i>	<i>Alpha</i>	
Forms of Antisocial Behavior	0.869	0.882	25
Factors Causing Antisocial Problems	0.844	0.844	24
Impacts of Antisocial Behavior	0.855	0.85	8

Source: Computed from pilot questionnaires (2015).

The result on internal consistency test indicated that, the alpha coefficient for the 25-items forms of antisocial problems is 0.869, suggesting that the items have high level of internal consistency for scale with the specific sample.

The cronbach's alpha for 24-items measuring factors that causes antisocial behavior is 0.844, indicating that the items have relatively high internal consistency. The cronbach's alpha coefficient obtained for the 8-items that measure the impacts of YAVB is 0.855, which indicates a high level of internal consistency for the scale. In summary, the results of the internal consistency test of all the three scales indicate a high level of internal consistency for the scales suggesting that the scales can be used to measure the concept.

3.7 Data Analysis and interpretation

After the data were collected, format in which the entire questionnaire would be encoded was determined and data has been entered in to a data file in SPSS for widows with cases (the respondent) in rows and with variables (based on survey question) in columns.

During the exploratory data analysis, the researcher assessed the need to clean the data¹. Such data were removed from the dataset and recoded as missing values².

- Labeling of missing values: Each missing values were labeled with the reason it is considered missing in order to guarantee accurate case for unreported items, skipped questions and inappropriately responded questions.
- Outliers also are marked for exclusion for the purpose of certain analysis.

¹ Note that, incorrectly and partially responded questionnaires were discarded and reported in the questionnaires data section or the analysis.

² Data values that are specified as user-missing are filtered for special treatment and are excluded from most calculation.

Another preparatory work done was recoding variables. In this study some key variables have been recorded or computed into new variables that were not originally in the questionnaires based on combining responses from two or more variables or regrouping responses on one variable. Variables and values were also assigned to these new variables.

In this study, respondents were asked to consider the current students' antisocial behavior in the school and respond to a series of 25-Likert Scale questions. In this study these series of Likert scale questions were considered to arrived at a score (an index) for a respondent. These scores (index) for respondents are computed as the means of all questions. By computing the mean, the researcher would presumably get an index on forms of students' disciplinary problems, which is better than any single items.

Prior to computing³ an index measure for forms of students' antisocial behavior (problem) in the school, points need to assign to each questions. Since the scale is 1 to 5, with 5 being very high, points should be assigned.

To measure representatives' attitudes/ opinion on the causes of youth's antisocial behavior, the study uses a series of school, teachers, students, family and environment related factors. To arrive at a series of scores for a person per factor, the questions per factors were combined together and a mean score⁴ for a respondent re factors was computed. This is a subscale for a series of questions related to one factor. Since this scale is 1 to 4, with 4 being very great, points should be assigned.

³ The actual coding was done by running a recode into new variable command Syntax in SPSS version 21 for windows.

⁴ Note that it is important to compute means for the subscale not sums, since subscales with more items are likely to have higher sums than subscales with fewer means.

An overall scale/index which is a mean of all the questions was computed.

To measure respondent's attitudes/opinion on the impacts or youth antisocial behavior, the study uses 9 Likert type items from "strongly agree", to "strongly disagree". This should be reverse coded before computing the data. Since the scale is 1 to 5, with 5 being strongly agree, points were also assigned. The reverse coding procedure discussed above would prepare the data for parametric tests and regression analysis after the assumptions are clearly stated and the data is further processed to check that the data do not fail to meet assumptions.

After the data were prepared for analysis, further transformation or the processed data to look for patterns and relationships between and/or among the data group by using frequency distribution, multiple response set analysis procedures, descriptive (mean, standard deviations, minimum and maximum) and inferential statistical analysis and relational statistics were determined.

Frequency distribution and percentages were used to describe the general characteristics of respondents and obtain more detailed summary in terms of their age, sex, educational status, work experience, and position held at school (for teacher respondents) and grade level of student respondents.

Responses of the general antisocial related problems were cross tabulated by respondent type (teacher/student) and count and percentage values were determined.

Inferential statistics allows inferring from the data through analysis the relationship between two or more variables and how several independent variables simply explain the variable in dependent variables. The following inferential statistical methods were used in this study.

Pearson Product Moment Correlation Coefficient- according to Rumsey (2009), inferences have a very important application in research. He speculates that the Pearson product Moment correlation is a widely used statistical method for

obtaining an index of the relationships between two variables when the relationship between the variables is linear and when two variables correlations are continues.

In this study, Pearson product moment correlation analysis was run to check to what extent the forms of youth's antisocial and violent problems and the factors that cause youth antisocial behavior were associated. In other words, Pearson product moment correlation coefficient was used to describe whether a statistically significant relations exists between school related, teacher related, students related, family related and environment related factors with forms of student's antisocial and violent and how correlated each of the factors to each other.

A correlation procedure was used to produce a correlation matrix for each combination of variables, the Pearson product moment coefficient of correlation commonly called r , was computed. The basic assumption in correlation is that both variables should have a normal distribution. This assumption was tested using Shapiro-Wilks test of normality.

Multiple Regression Analysis- in this study, an attitudinal survey was conducted to see how students and teachers of Eteya secondary school feel about the forms of youth antisocial and the factors that cause it at the time of the survey. Multiple regression analysis was used to determine whether youths' antisocial behavior can be predicted based on school, teacher, students, family and environmental related factors. The equation of the regression in this study is generally built around two sets of variables, namely dependent and independent variables.

- **Dependent variable-** the dependent variables in this study is forms of students' disciplinary problems. It is measured through 25 items Likert scale developed by the researcher. An index (mean) of this measure was computed.
- **Independent variables-** the independent variables hypothesized for this study were a factor that causes the youths' antisocial behavior. These include, (**a**), school related factors, (b), teacher related factors (c), students related factors (d), family related factors (e), environment related factors.

The regression function can be explicitly expressed as:

$$\text{Antisocial} = F(\text{School, Teacher, Student, Family, Environment})$$

The overall fit (variance explained) of the model and the relative contribution of each of the predictors (independent-variables) to the total was determined.

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5$$

Accordingly, this statistical technique was used to explain the relationship between dependent and independent variables

Prior to using multiple regression to analysis the data part of the data process involves checking to make sure that the data can actually be analyzed using multiple regression. As result, several statistical tests were run on the basic assumption and the results of the tests were also reported.

Independence-Sample Test- a t-test was employed to compare whether Male and Female respondents have different attitudes/opinions on forms of youth antisocial behaviors. Factors that causes antisocial behaviors and the impacts of antisocial behavior. T-test compares the means between Male and Female respondents on the above stated variables. In other words, an independent t-test procedure tests whether Male respondents answered the questions differently from Female.

A t-test asks whether a difference between Male and Female respondents' average responses to the survey questions is unlikely to have occurred because of random chance in sample selection. At t-test's statistical significance and the t-test effect size were determined. The statistical significance indicates whether that difference between sample averages is likely to represent an actual difference between population and the effect size indicates whether that difference is large enough to be practically meaning full. Prior to analyzing the data using the independent t-test, the data were tested for the assumptions of the test to be met.

3.8 Ethical considerations

Approval to conduct the study was obtained first from the woreda education bureau and then head of the school to smoothly accomplish the project. Human rights of subjects were protected in this study. Subjects participated in the study were informed verbally by the researcher and received a fact sheet informing them about the purpose of the study and the amount of time it would take to complete the instrument. Participants were also informed that their participation was voluntary and that responses to the survey would be confidential.

CHAPTER FOUR

RESULTS AND DISCUSSION

This section basically presents the results of the study findings based on the research questionnaires.

4.1 RESULTS

4.1.1 Questionnaire Response rate

The study targeted 269 students and 37 teacher's respondents and distributed 269 questionnaires for student respondents and 37 for teachers. Four questionnaires were unreturned and six were found to partially or inappropriately responded and hence discarded. Whereas all the questionnaires distributed to teacher respondents were returned and correctly responded (filled) this gives a response rate of 96.405%. Table 2 below shows the response rate detail.

Table 2: Response rate

Respondent	Questionnaire			Valid response
	Distributed	Unreturned	Discarded	
Students	269	4	6	259
Teachers	37	0	0	37
Total:	306	5	6	295

4.1.2. General Characteristics of Respondents

In this section of the research, the distribution of teacher and students respondents in terms of their age, sex and grade level of student respondents and age, sex, educational level, work experience, position at school of teacher respondents were

described using frequency distributions. Frequency (count) and percentage values were used to describe the data

Table 3: General Characteristics of Respondents

S.No.	Items	
1. Age of students	Frequency	Percent (%)
10-15 years	36	14
16-20 years	209	81.3
above 20 years	8	3.1
Total	253	98.4
Age Not Reported	4	1.6
Total	257	100
2. Age of teachers	Frequency	Percent (%)
26-31 years	12	32.4
32-37 years	6	16.2
38-43 years	9	24.3
Above44 years	10	27
Total	37	100
3. Gender	Frequency	Percent (%)
students		
Male	165	64.2
Female	92	35.8
Teachers		
Male	29	78.4
Female	8	21.6
4. Educational status of teacher	Frequency	Percent (%)
Diploma	2	5.4
Degree	35	94.6
Other	0	0
Total	37	100
5. Work experience of teachers	Frequency	Percent (%)
6-10 years	15	40.5

11-15 years	4	10.8
16-20 years	5	13.5
above 20 years	13	35.1
Total	37	100
6. Teachers position at school	Frequency	Percent (%)
Teacher	31	83.8
Principal	1	2.7
Vice principal	2	5.4
Unit leader	3	8.1
Total	37	100
7. Grade level of students	Frequency	Percent (%)
Grade 9	110	42.8
Grade 10	147	57.8
Total	257	100

The result of table three above show that regarding to the age of the student respondents indicated that 14.0% of the reported students were in the age 10-15 years, a great majority 81.3% is between 16-20 years and very few 3.1% are found above 20 years. The result revealed that the majority of high school students (grade 9 and 10) are in the age range of 16-20 years in the Eteya secondary school.

Table three above also depicts age distribution of teacher respondents. The result shows that the majority 32.4% of the teachers are between in the age group of 26-31 years, 16.2% in the age group of 32-37 years, 24.3% between in the age group of 38-43 years and 27% are above 44 years.

Gender distribution of both students and teacher respondents were cross tabulated and presented in the above table. The result shows that great majorities (78.4%) of the sampled teachers are Male and very few (21.6%) are found to be Female. The result also shows that the majority (64.2%) of the sampled students is Male and the rest (35.8%) are found to be Female students. Table three above also revealed the

majority of (66.0%) of the total respondents were Male and only 34% are found to be Females.

Table three above also indicated that almost all the teacher respondents are degree holders (94.6%) and very few of the respondents are diploma in their educational status (5.4%).

Table three above also indicated that the work experience of the teacher respondents in the school. From this 40.5% of the teachers have 6-10 years of work experience; followed 35.1% of them have more than 20 years work experience. The remaining teachers 13.5% of them have 16-20 years of work experience and few of them have 10.8% have 11-15 years of work experience in the school.

The current position of teachers in the school was in the survey and the result is summarized in table three above. The result of the analysis shows that the great majority 83.8% of the teachers sampled in this study are found to be teachers; only 2.7%, 5.4% and 8.1% are found to be principal, vice principals and unit leaders respectively.

Student respondents were asked to indicate their grade levels at the survey. The result is summarized and presented in the table three above. The result in table 9 shows that 47.8% of the sampled students are in grade level of 9 and the majorities 57.2% are found to be in grade level of 10.

4.1.3 The problems of youth antisocial behavior

Both teacher and student respondents were asked to indicate the combatants of misbehavior in their school. The result obtained is cross tabulated by respondent type and presented in table 4.

Table 4, youth antisocial behavior (who commits or shows) misbehavior more in the secondary school.

Table 4: Combatant of violent behavior

Respondents	Teachers		Students	
	Count	Percent (%)	Count	Percent (%)
Male	36	97.3	206	80.2
Female	1	2.7	51	19.8

The result in table 4, above shows that quite a great majority of 97.3% of the teachers and 80.2% of students indicated that the combatant of misbehavior in the school are male students. Very few 2.7% of teacher and 19.8% of the student's respondents indicate that misbehavior is committed or shown by female students. This results compress well with the result of Olsen and George (2010), who reveals that the combatants of school violence are male students.

4.1.4 Victims of the Violence

Respondents were asked to indicate the victims of the violence in their school, where they can give more than answer. A multiple response set was defined to recode the responses and multiple response analysis was employed to create frequency table. The result of the analysis is presented in table 5 below.

Table 5: Victims of the violent behavior

Items	Responses		
	N	Percent	Percent
			Of cases
Younger students	174	35.70%	59.80%
Girls	206	42.20%	70.80%
Males	76	15.60%	26.10%
On each other	32	6.60%	11.00%
Total:	488	100.10%	167.70%

The result of the frequency analysis in the count column of table 5 indicates that most of the violent acts are committed on girls, followed by young students.

For visual comparison of the responses, the key findings of the analysis were also depicted in a bar chart figure 1.

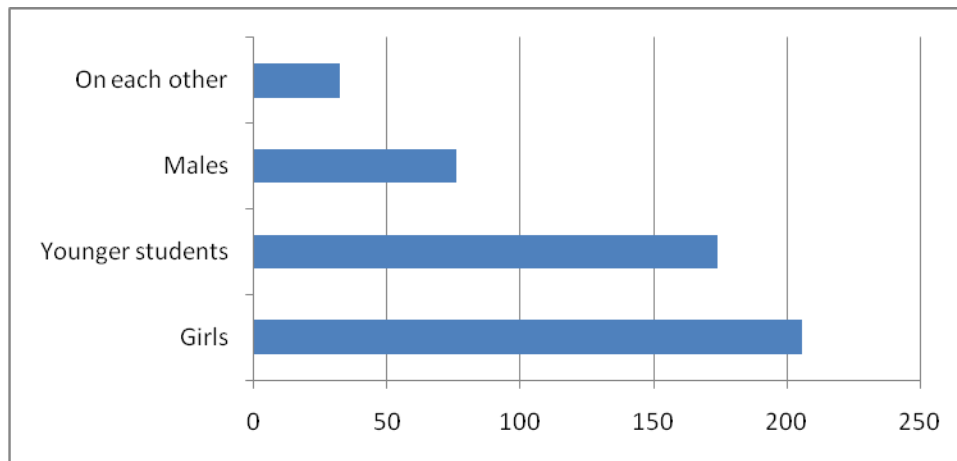


Figure 1: Types of school violence offenses

Quite a great majority 70.8% of the respondents indicated that most of violent behavior acts in the school are committed on girls, followed by younger students 59.8%. A quarter of the respondents 26.1% indicated males as victims of the violence in the school and only 11.0% on each other.

4.1.5 Types of School Violence Offenses

Respondents were asked to indicate the types of violence committed on younger girls or students in their school. Where they are asked to indicate up to four types of school violence offenses. A multiple response set created to capture the response to each options of multiple response analysis was used to analysis the data. The result of the analysis is depicted in table 6 below.

Table 6: Types of school violence offences

Items	Responses		
	N	Percent	Percent of cases
Intimidation	150	35.00%	51.40%
Used physical force to get money or other things	223	52.10%	76.40%
Robbery/snatching property	36	8.40%	12.30%
Attempted rape	19	4.40%	6.50%
Total	428	100.00%	146.60%

The result in table 6, indicate that use of physical force to get money or other things from other people was found to be most widely practiced type of violence followed by intimidation. Robbery/snatching property and having (trying to have) sexual relations with someone against their will were not significant types or school violence. This result compares well with the result of Cho, Mertin and Conger, (2010), which studied and measured youth antisocial behaviors using a self-report antisocial behavior scale with 47 items designed to capture wide range of violence offenses. The study revealed that ‘using force to get money or things from other people (not students or teacher) was the most serious and violent behavior observed followed by a more common offense such as theft, and vandalism and minor offenses such as skipping class.

4.1.6 Objects/Instruments Used for Violence

Respondents were asked to indicate the objects/instruments used by violent students for bullying and other misbehaviors. Four objects/instruments were provided for the survey takers to select all that they thought are used. The response of each respondent were compared in a multiple response set and analyzed using a multiple response procedure. The result of the analysis is depicted in table 7 below.

Table 7: Objects/instruments used for violence

Items	Responses	
	N	Percent
Sharp objects	19	4.60%
Monkery/unrespectfulness	183	44.30%
Physical force	199	48.20%
Gun	12	2.90%
Total	413	100.00%

The result table 7 indicates that physical force was found to be the greatest object/instruments used for bullying and other crimes, followed by mockery /unrespectfulness. The result also indicates that the use of gun and sharp objects are almost negligible.

4.1.7 Description of Forms of youth's antisocial behavior and risk factors

To characterize the outcome youth antisocial and violent behavior and the factors that causes antisocial behaviors, descriptive statistics(Mean and Standard Deviation) were computed for the each variables and the results was presented in descending order by mean in the following tables

Table 8: Description of forms of youth antisocial and violent behaviors

S.No	Forms of youth's antisocial behavior problems	Mean	SD
1	Cheating /copying each other during exam	3.36	1.32
2	Tardiness/late coming	3.25	1.25
3	Absenteeism	3.19	1.18
4	Disturbing the teaching learning process	3.13	1.23
5	Threatening other students	3.03	1.18
6	Talking out of turn in class	3.03	1.28
7	Insulting each other	2.95	1.19
8	Making unnecessary noise/whistling	2.88	1.12
9	Writing obscenies on the chalk board,	2.87	1.15

	walls etc		
10	Bullying	2.83	1.17
11	Ridiculing friends/mocking, teasing etc	2.78	1.11
12	Snatching property from peers	2.73	1.17
13	Disrespect the teachers	2.72	1.17
14	Committing other offences	2.7	1.07
15	Dating violence	2.69	1.18
16	Theft	2.59	1.2
17	Jumping over the fence	2.59	1.15
18	Destroying school property	2.58	1.15
19	Conflict with teachers	2.54	1.06
20	Raping	2.32	1.04
21	Coming to school drunk	2.23	1.18
22	Throwing stones on each others	2.11	1.12

Table 8 above is describing about the forms of the youth antisocial and violent behavior. Both student and teacher respondents were asked about the forms of violent behavior observed in the school and their responses were as follow. The most and very great disciplinary problem or forms of the youth's antisocial behaviors observed in the school is cheating/copying each other during exam (M=3.36), followed by tardiness/late coming to school (M= 3.25), absenteeism (M=3.19), disturbing the teaching learning process (M=3.13) in the school, threatening other students (M=3.03) and the other problems also stated accordingly in table 16 above.

Similar study conducted in Addis Ababa at senior secondary schools by Ali Yimer et al. (2000) and Kassaw Ali (1997) have reported that large amount of student's disciplinary problems such as cheating, jumping over fence, using addictive drugs in school, threatening other students, insulting teacher and etc.

Table 9: Description of observed risk factors that cause YAVB in the school

S.No	Factors	Mean	SD
1	Media effect	2.96	0.87
2	Conflict in family	2.87	0.92
3	Peer influences	2.8	0.82
4	Lack of awareness on benefits of learning	2.74	0.87
5	Poverty	2.74	0.88
6	Inappropriate way of child care	2.72	0.85
7	Hating some subjects	2.69	0.93
8	Parenting styles	2.69	0.83
9	Competition with others	2.68	0.96
11	Academic failures of students	2.66	0.92
12	Divorce in family	2.66	0.87
13	Family experience of drug use, crime	2.65	0.83
14	Neighborhood influence	2.65	0.87
15	Imitation misbehaviors from their elders	2.62	0.78
16	Teachers academic problems	2.58	0.98
17	School administration problems	2.57	1.03
18	Poor class conditions	2.56	0.93
19	Drug use	2.49	0.84
20	Not being aware of school ground rules	2.46	0.91
21	Other environmental factors	2.45	1.03
22	Teaching-learning system is not student centered	2.4	1.02
23	Personal related problems	2.37	0.95
24	Punishment	2.34	0.96
25	Being in conflict with teachers	2.33	0.92

Table 9 above shows the description of observation of risk factors that cause YAVB in the school. As shown from table 17 above the tops and very serious risk factors that causing YAVB in the school, the first one is media effects(M= 2.96,

SD= 0.87), secondly, conflict in family(M=2.87, SD=0.92), thirdly, peer influence(M=2.80, SD= 0.82), fourthly, lack of awareness on benefits of learning (M=2.74, SD=0.87), the fifth one is poverty/economic problems(M= 0.74, SD=0.88).

4.1.8 Results of the Correlation Analysis

In order to investigate the relationship between the dependent variable (i.e. youth antisocial and violent behavior –YAVB) and the independent variables –risk factor that causes antisocial and violent behaviors, Pearson product moment correlation coefficients were determined. The dependent variables- youth antisocial and violent behavior was measured using a 25-Linkert type items, on a 5-point scale. The scale was reverse coded and each respondent's mean on the items included in the scale was computed. The scale run from 2(very high) to 5(very low) before reverse coded and from 1 (very low) to 5(very high) after reverse coded. On this scale high score represents the prevalence and severity of the behavior in the school. The independent variables are risk factors that causes youth's antisocial problems in the school, grouped into:

- **School related factors:** - including the problem like poor class condition, school administration problems (such as absence of ground rules, students follow up problems and etc).
- **Teacher related problems:-** like teacher academic problems, punishment, teaching learning problems, problems of handling the students)
- **Student related factors:-**hating some subjects, not being aware of school ground rules, personal related problems, like illness and academic failures, and etc
- **Family related factors:-**including problems like conflict in family, divorce in family, child caring history, lack of awareness of family about the benefit of learning, drug use and etc.
- **Environmental related factors:-**include factors like media effects, peer influence, poverty, imitation, drug use, neighborhood influence and others.

Table 18 below show the correlation between factors that causes youth antisocial behavior (school, teacher, students, family, and environmental related factors) and youth antisocial and violent behavior.

Table 10: Correlation coefficients of YAVB

Youth Antisocial Behavior		
School related factors	Pearson Correlation	0.398
	Sig. (2-tailed)	0
	N	294
Teacher related factors	Pearson Correlation	0.355
	Sig. (2-tailed)	0
	N	294
Students related factors	Pearson Correlation	0.373
	Sig. (2-tailed)	0
	N	294
Family related factors	Pearson Correlation	0.273
	Sig. (2-tailed)	0.075
	N	294
Environmental related factors	Pearson Correlation	0.263
	Sig. (2-tailed)	0
	N	294

Source: YAVB survey, 2015

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

These factors were measured using Likert-type items, on a 4-point scale. The scales run from 1(*very high*) to 4(*not at all*). The scale was reverse coded and each respondent's mean on each factor was computed (i.e. computed into single variables per factors by obtaining the average of each factors).

Pearson correlation analysis was conducted to at 95% confidence interval and 5% confidence level, 2-tailed to determine /investigate the relationship (i.e. the amount of correlation, direction and significance) between:

The result is than interpreted to measure the extent of a linear relationship between variables.

The results of Table 18 indicate that: School related factors that causes youth antisocial and violent behavior (x1) was found to be significantly, positively correlated with youth's antisocial and violent behaviors (YAVB), [$r(294)=.398$, $p=.001$].

Teacher related factors that causes youth's antisocial and violent behaviors (X2) was also found to be significantly positively related to youth's antisocial and violent behaviors, [$r(294)=.355$, $p=.001$].

A significant positive relationship was also found to between factors considered to be student related and the observed youth antisocial and violent behavior, $r(294)=.373$, $p=.001$].

The correlation between family related factors and the observed youth's antisocial and violent behavior was also found to be significant and positive, [$r(294)=.273$, $p=.001$].

Environment related that causes YAVB was found to be significantly, positively correlated with youth's antisocial and violent behavior, $r(n=294)=.263$, $p=.001$.

The result of the study found a high and positive association between schools related factors: poor class conditions, and school administration problems like absence of school ground rules, and follow up problems and YAVB. The result also confirm that the correlation between teacher related factors: teachers academic problems, (like ways of teaching, problems of handling students, assessment and inability to be a role models for students), punishment and failure of teaching learning system that is not students centered was also found to be significant and positive.

The result of the correlation analysis also indicated a significant and positive association between student related factors: hating some subjects, unaware of the school's ground rules, personal related problems such as illness, disability, psychological problems, etc, being in conflict with teachers, academic failures of

students, and competition with others and YAVB. The correlation between YAVB and family related factors: conflict in the family, divorce, inappropriate child care, parenting styles, unawareness of the benefit of learning and Environment related factors: like media effects, peer influences, poverty, imitations of elders' misbehaviors, and neighborhood influences were found to be significant and positive.

4.1.9 Variations in youth Antisocial behavior by gender

An independent sample t-test was run to determine whether male and female respondents have differences in their attitude/opinion on youth antisocial and violence behaviors observed in the school, the risk factors that caused the antisocial behaviors and on the impacts of the YAVBs.

A preliminary test for the presence of outliers in the data, the normal distribution of the dependent variable for each category of gender/sex and the homogeneity of the variables/equality of variance / was tested.

The result of the analysis of the t-test on the three dependent variables-YAVB, Risk factor that causes YAVB and the impacts of YAVB were presented in tables.

Table 11: Variation in youth antisocial behavior by gender

DV	IV		<i>Male</i>	<i>Female</i>
	Mean		2.752	2.831
YAVB	SD		0.524	0.455
	Observations		194	100
	df		292	
	t Stat		1.287	
	P(T<=t) two-tail		0.199	
	95%CI	Lower	0.20116	
		Upper	0.04213	

Table 11 above show the result of the independent –sample t-test for the dependent variable “youth antisocial behavior” and the independent variable “sex” which has two groups “male” and “female”.

An independent sample t-test was run to determine if male and female respondents have differences in their answers to a set of YAVB form questions. A preliminary test on the data indicated that, there were no outliers in the data as assessed by inspection of a box plot. YAVB response scores for both sex levels were normally distributed, as assessed by equality/homogeneity of variance indicated that the variances of the two groups was not significantly different, $F=1.64$, $p=.20$ as assessed by Cevene’s test for equality of variances, as a result t-test for equal variances is assumed.

The result of the t-test indicated that the two tailed calculated t-statistics is 1.28 and the p-value is significantly greater than 0.05, this provides evidence that male and female respondents have no difference in their attitude about YAVB.

There was no significant difference in YAVB attitude/opinion between male respondents ($M=2.75$, $SD=.52$) and female respondents ($M=2.81$, $SD=.45$), $t(292) = 1.28$, $p= .199$.

An independent sample t-test was also run to determine whether male and female respondents have “real” differences in their attitudes about the risk factors that causes YAVB, generally or whether that is a meaningless fluke. The data was initially tested for three basic assumptions: there were no significant outliers; the dependent variable (risk factor index) was approximately normally distributed for each group of the independent variables (sex) and there was homogeneity of variances.

The result of a preliminary test on the data indicated that there were no outliers’ n the data, as assessed by inspection or a box plot. Risk factors index scores for each level or sex were normally distributed, as assessed by Shapiro-Wilks test ($p= .827$).

The statistical test employed to determine equality of variance in both groups indicated that the variances of the two groups were not statistically different $F=2.98$, $P=0.003$. Therefore, a t-test that assumes equal variances was performed and the result was displayed in table 20.

Table 12: Variation of the youth antisocial behavior and risk factors

DV	IV		<i>Male</i>	<i>Female</i>
YAVB	Mean		2.568	2.71
	SD		0.382	0.391
	Observations		194	100
	df		292	
	t Stat		2.987	
	P(T<=t) two-tail		0.003	
	95%CI	Lower	0.23474	
		Upper	0.04825	

The result in table 12, indicate that the two sample mean values are ($M = 2.568$, $SD = 0.382$) for male and ($M = 2.710$, $SD = 0.391$). The two tailed calculated t-test is -1.619 and the p-value for this test is $p = 0.077$. Since the p-value is greater than 0.05 , this provides evidence to accept the null hypothesis of equal means. Therefore, males and females have no statistically significant difference in their attitudes about the risk factors that causes YAVB, $t(292) =$, $p = 0.76$, $95\% \text{ CI } [-0.200, 0.019]$.

An independent sample t-test was run to compute whether male and female respondents have different attitude/opinions on the impacts of YAVB observed in the school. A preliminary test on the data indicated that there were no outliers deducted in the data, for both male and female respondent group, “the scores on

the impacts of YAVB”, was normally distributed, as assessed by Shapiro-Wilks test ($p=.882$) that is $p>.05$.

Test of the data for equality of variance indicated that the group have equal variance ($F=4.44$, $P=.036$) and an independent t-test that assume equality of variance was performed. The result of the independent t-test is displayed in table 13 below.

Table 13: Variation of the Youth antisocial behavior and its impacts

DV	IV		Male	Female
	Mean		3.043	2.918
YAVB	SD		0.636	0.507
	Observations		194	100
	df		292	
	t Stat		1.705	
	P(T<=t) two-tail		0.0889	
	95%CI	Lower	0.01927	
		Upper	0.26919	

The result in table 13, indicate that the two sample mean value are ($M= 3.043$, $SD=0.636$) for male respondents and ($M=2.91$, $D=.50$) for female respondents. The two tailed calculated t-statistics is 1.705 and the p-value for this test is $p=0.089$. Since the p-value is greater than 0.05, this provides for equality of means between male and female respondents on the impacts of YAVB. Therefore, the analysis of the independent t-test confirms that male and female respondents have no significant differences in their opinions/attitudes about the impacts of YAVB, observed in the school, $t(292) = 1.705$, $p=.089$, 95%CI [.01927, .26919].

The dependent variable “impacts index” was a mean score computed for each respondents on eight items included in the “impacts of YAVB” scale.

4.1.10 Results of the Regression Analysis

Regression analysis is a conceptually simple method for investigating functional relationships among variables (Wuensch, 2013). The relationship is expressed in the form of an equation on a model or connecting the response or dependent variable⁵ and one or more explanatory or predictor variables⁶ (Wuensch, 2013). Besides, measuring the strength of the relationship between variables whether it exists, it is also possible to develop procedures to predict the most likely value of one variable having given the value of the other variable.

The term ‘antisocial behavior’ has been used to describe on individuals’ involvement in violence, theft, robbery, and drug use (Choa , Martine & Conger,2010). Health professionals, educators and parents have recognized that YAVB in school is a major concern and possibly a significant public health problem. Little is known about the forms and nature of adolescent violence in school, and if this health threat is to be effectively countered, the forms and natures and the causes (predictors) must be studied. The intent of this section of the study is to identify the forms, nature and the causes of YAVB in the school.

In this study a scale comprising of 25 Linkert scale items was designed to assess the forms YAVB. To describe the goal of predictors is to understand causes. This section of the study tries to predict youth’s antisocial and violent behaviors from a set of school, teacher, family, student and environmental related factors through the use of multiple regression models. The result of the analysis can also be used to determine the overall fit of the model and the relative contribution of each of the

⁴ *Dependent variable is also known as “a response variable”, “regressed”, “measured variable”, “responding variables”, “explained variable”, “outcome variable”, “experimental variable”, “output variable”, “target” variable*

⁵ *Predictor variables are also known as “independent variable”, “regressor”, “controlled variable”, “manipulated variable”, “explanatory variable” and “exposure variable”.*

predictors to the total variance explained. In other words, the analysis is used to determine the magnitude of the variation in YAVB can be explained by school, teacher, students family and environment related factors “as a whole”, and also the “relative contributions” of each of the independent variables (i.e. factors) in explaining the variance. However, when researchers choose to analyze the data using multiple regressions, part of the process involves checking to make sure that the data they want to analyze can be actually be analyzed using multiple regression. This is done using various statistical tests based on a given assumptions.

4.1.11 Testing the Significance of the Model and its Parameters

For multiple regression analysis to give a valid result, the data needs to pass eight assumptions. In this subsection of the study, the ‘assumptions’ that must be met and the statistical tests conducted was presented and all assumption number 1,2, 3, 4, 5, 6, 7, and 8 were checked using SPSS statistics, and the results of the test were interpreted and presented in the next subsection.

Results of the Tests on the Significance of the Regression Model and its Parameters

A preliminary test on the significance of the model and its parameters was conducted based on the assumptions made in section 4.6.1 of the study using diagrams and statistical tests to ensure that the model gives a valid result.

Independence of observations (i.e. independent of residuals) was tested using the Durbin-Watson statistics. The value of Durbin-Watson statistics ranges from 0 to 4. As a general rule of thumb, the residual are uncorrelated is the Durbin-Watson statistics is approximately 2. A value close to 0 indicates strong positive correlation, while a value of 4 indicates a strong negative correlation.

In the present study, the value of Durbin-Watson statistics calculated and presented in the model summary of the multiple regression output is 1.812, approximately equal to 2, indicating no serial correlation. As a result the data “passes” the independent of residual assumption.

The linear relationship between the dependent variable-youth antisocial and violent behavior and the independent variable and the dependent and the independent variables collectively was checked using scatter plots and partial regression plots. Visual inspection of the diagrams indicated a linear relationship between the variables and the result confirms the fulfillment of this assumption. The plot of the standardized residuals versus standardized predicted values was used to evaluate the normality and homoscedasticity assumptions made in section 4.6.2 The standardized residuals plot was used to check this assumption and the results indicated that the normality and the homoscedasticity assumption were met.

The occurrence of multicollinearity was detected through an inspection of correlation coefficients and Tolerance/VIF values obtained from the coefficient table outputted by multiple regression analysis. When the tolerance is close to 0, that is high multicollinearity and the standard errors of the regression coefficients will be inflicted. A variance infliction factors (VIF) greater than 2, is usually considered problematic, and the higher VIF in coefficients table is 1.727. Thus, the model did not have a problem of multicollinearity and this assumption was also met.

A residual is the difference between the observed and model predicted values of the dependent variable. A histogram or p-p plot of the residuals will help to check the assumption of the normality of the error terms. The shape of the histogram obtained approximately follows the shape of the normal curve. This histogram is acceptable close to the normal curve; therefore, the assumption of the normality of the residuals (error) was also met.

The results of the tests on the significance of the regression model and its parameters indicated that all the assumptions were met and the result of the multiple regression analysis was valid. Therefore, multiple regression analysis can be used to predict YAVB from a set of risk factor variables.

4.1.12 Predicting YAVB from Risk Factors

For the analysis and application of multiple regression models, each respondent's mean on the YAVB was computed and used as a dependent variable (criterion) and each respondent's mean on school, teacher, student, family and environment related factors were computed and used as an independent variable (predictors).

The result of multiple regression analysis was used to ascertain whether the regression model does work (i.e. the strength of relationship between the model and the dependent variable (YAVB), the acceptance of the model from a statistical perspective and the variables contributing to the model.

The result shown in table 14 reports the strength of the relationship between the model and the dependent variable.

Table 14: Model summary

<i>Regression Statistics</i>		<i>Significance</i>
Multiple R ^a	0.4856	
R Square	0.235	
Adjusted R Square	0.223	
Standard Error	0.443	
Observations	294	
F	17.7822	.000 ^a

a. Predictors: (Constant), school related factors, teacher related factors, student related factors, family related factors and Environment factors.

The result in table 14 indicate, multiple R, the multiple correlation coefficient (.468), is the linear correlation between the observed and the model-predicted values of the dependent variable. Its value (.468) indicates a medium positive relationship. In table 22, R square, the coefficient of determination, is the squared values of the multiple correlation coefficients. Its value (.236) indicates that about 23 percent of the variation in the YAVB is explained by the independent variables in the model.

In multiple regression models, adjusted R square measures the proportion of measure of the variation in the dependent variable accounted for the explanatory variables. Unlike R square, adjusted R square allows for the degree of freedom associated with the sum of squares. Adjusted R-square is generally considered to be a more accurate goodness-of-fit measure than R-square. The result in table 23, however, indicates that the two values are similar.

The multiple regression analysis result also shows the statistics used for testing the acceptability of the model from a statistical perspective.

In table 14 above, the F statistics and the significance value of the F statistics are used to test whether the regression model used to predict YAVB from a set of risk factors does work or not. The result in the model summary table 23 indicates, the coefficient of determination, or R-square, is (0.235), which could show a positive relationship between the independent variables and YAVB. The F statistics in the ANOVA table can be used to determine whether these results occurred by chance. The result in table 23 indicates $F=17.7822$ and the probability that an F value is high occurred by chance is 2.3292, $t= -15$. Since the critical level of F is 4.53, it is unlikely that an F- value of this occurred by chance and the model can be used, since it accounts for significantly more variance in the criterion variable than would be expected by chance.

The results of the regression were also used to determine which independent variables contribute to the model. The result is indicated in table 15 below.

Table 15: Multiple linear regression estimates of causing YAVBs

<i>Variables</i>	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	1.595	0.182	8.748	1.85E-16
School related factors (X1)	0.162	0.036	4.394	1.56E-05
Teacher Related Factor (X2)	0.092	0.044	2.065	0.039745
Students related factors (X3)	0.220	0.063	3.444	0.000657
Family related factors (X4)	7.030	1.291	5.443	0.496629
Environment related factors(X5)	-63.580	27.933	-2.276	0.582728

Source: YAVB survey 2015

Close looks at the p-value of the t-test for each predictor in table 15 indicate that each of the risk factors variables contribute to the model. The multiple regression model with all predictors produced $R^2 = .236$, $F(5, 288) = 17.7822$, $p < .001$. As can be seen in table 24, all risk factors show significant in predicting YAVB.

4.1.13 Impacts of Youth Antisocial and Violent Behaviors

Respondents (both students and teachers) were asked to indicate their opinions on the impacts of YAVBs observed in their school using five –point scale that run from 1(strongly agree) to 5(strongly disagree). The data was reverse coded and descriptive statistics (mean, standard deviations) for each item were calculated, sorted in descending order by mean value and displayed in table 16.

Table 16: Impacts of Youth antisocial and violent behaviors

Impacts of Antisocial problems	Mean	SD
Death of individuals	1.93	0.59
Attempt of rape	2.27	0.75
Affects teaching learning process	2.9	1.24
Physical injuries	3.1	0.96
Emotional disturbances	3.13	1.19
School regulation violated	3.17	1.06
School dropout	3.23	1.06
Psychological problem	3.64	1.03

Source: YAVB survey 2015

Note, values are mean scores on a 5-point scale after the score was recoded and values are assigned as (1=strongly agree, 5=strongly disagree), N=295

Respondents cited school dropout (M=3.64, SD=1.03), school regulation violated (M=3.23, SD=1.06) and emotional disturbance (M=3.17, SD=1.06, the top three impacts observed in the school. Furthermore, respondents also observed psychological problems (M=3.13, SD=1.03) and the effect of youth antisocial behavior on teaching-learning problems (M=2.27, SD=0.75) as significant impacts of YAVB in the school.

4.2 Discussion

A comparison between the findings of this study and the existing literature suggests that are seemingly consistent. By using the themes that were pertinent to this study, existing literature will be provided to either support or refute these findings. Actually, this study indicated that the prevalence of youth antisocial and violent behavior in the school was observed at medium trend among male students. This result did not agree consistently with the study conducted in Northern Brazil which was aimed at in identifying the prevalence and factors associated with violent behavior among high school students. High prevalence of violent behavior among male students observed, as well as association between this behavior cigarette smoking and alcohol consumption, regardless of sex (Silva, Soares and Olivera, 2014).

It could also be observed that male students use physical force to get money or other things from girls and younger students. This suggests a greater probability of male adolescents to try to meet their needs getting involved in fights. The study indicated that misbehavior in the school was committed by entirely by male students. Quite a great deals of research findings indicated that more boys than girls are involved in violence (Baldry and Ferrinton, 2000).

The presented study indicated that there was violence (misbehavior) in the school and the magnitude is medium in terms of extent and prevalence. This finding was found to consistent with what Derese and Terefe, (1996) found out in a baseline survey on the causes and dimensions of school violence in Ethiopian school.

Violence was common in the junior school, but the magnitude was lower or medium. The underlying reasons could be attributed to the age level of students and their future prospects. In other words, most students in the high schools are at

the critical age where they will engage in various adventures, regardless of the consequences. Moreover, these students are analyzing and comparing their future prospects, which may lead to a sense of hopelessness and compel them to violence acts (Derese and Terefe, 1996).

There is variety of violent acts committed on girls and younger students ranging from attempting rape to intimidation, physical violence to robbery/snatching property from others. This study indicated that physical violence was found to be the most prevalent form of violence act committed on girls and smaller students. This finding agrees with the study of Adefunke, 2010. The study investigated the types and prevalence of peer victimization among secondary school students in Osun state, Nigeria found that, physical force was the most frequent form of violence the students' experience.

In high schools, the main acts of violence involved physical confrontation. This could be attributed to the fact that students at this level have relatively lower verbal negotiation skills, which encourage them to resort more to physical violence than other acts, such as attempted rape.

The present study confirmed that violence committed in and around the school is generally targeted at girls and younger students, girls were the main victims. This is consistent with the studies of Terefe and Dereje, 1997; and Adefunke (2010) which found out that girl and smaller students were victimized by violent students. The possible cause is that girls and younger/smaller students are considered to be unable to resist men and boys in physical confrontations. The smaller school children are usually punished by older students for failing to obey and conform to the latter's demands. Girls and smaller students might be beaten, injured or pinched one or more times.

The present study also disclosed that physical force, followed by Monkery/unrespectfulness were the most frequently used instruments for

intimidation, bullying and acts of robbery. Results are largely in line with prior findings of Dereje and Terefe (1997), indicating that considerable physical force is used for intimidation, bullying and acts of robbery.

The current study shows that copying each other during exam, late coming to school, absenteeism, disturbing the teaching-learning process, threatening others and talking out of turn in class are the top-five observed forms of disciplinary problems in the school. This finding is largely in line with the findings of Marrie and George (2004), which recognized that school is a major concern and possibly a significant public health problem. The researchers confirmed that copying each other during exam, absenteeism, and fighting were forms of school violence of a particular concern. These forms of school violence are likely committed by students with low achievement which devised different mechanisms of copying exam answers from students with better achievement.

The present study examined the association between youth antisocial and violent behavior and a set of school, students, teacher, family and environment related factors that cause youth antisocial behaviors in the school with the aim of investigating whether youth antisocial and violent behavior is caused by these factors. Results are largely in the line with prior findings indicating that there is an association between youth antisocial and violent behavior and the hypothesis risk factors.

In accordance with prior research, strong positive relation with found between antisocial behavior and a set of family, school, teacher, student and environment related risk factors ($r=.70$, $p<.05$), (Kokkinos and Panayiotou, 2004). Delbert and Elliot (1994), also found out a positive association between family context, neighborhood context, school and peer context and youth violence. Inspection of the correlation between youth antisocial and the hypothesized risk factors that causes YAVB indicates that all the risk factors are significantly positively

correlated with YAVB. This is further supported by the regression analysis, which show that family related factors; like conflict in family, divorce in family, inappropriate ways of childcare, parenting styles, unawareness of the benefits of learning, family experience of drug use, crimes and etc were a strong predictors of YAVB, followed by school related factors; like poor class condition, school administration problems, absence of ground rule, follow up problems and etc. this finding agrees with Kokkinos and Panayiotou,(2004), who employed multiple regression analysis to investigate to what extent a set of student and family characteristics would explain bullying and victimization for a total sample. Results presented indicated that bullying was significantly predicted by student and family characteristics. These variables collectively explained 24.1% of the variables.

The findings of the present study support the notion that, the initial causes of violence are found in the early learning experience in the family (Delbert and Elliot, 1994). Research suggests that conflicts that arise in the family between household members increase the risk of violent behavior significantly.

Divorce in the family breaks the stronger bond in the family, when there is strong family bonding, effective teaching of moral values and norms and effective monitoring of behavior are normally and effectively enforced. Even if violence is not modeled in the home, research suggests that the essence of effective social bonds and controls, together with a failure of parents to teach (and children to internalizing) conventional norms and values, puts children at risk of later violence. Family experiences of drug use have strong modeling effects. Parents who abuse alcohol (and illicit drugs) are found to be more prone to be physically abusive and neglectful of their children.

The present study show that media is found to be the major significant risk factors that influences antisocial behavior. This implies that violent movies, video games and computer games have a contribution on youths' antisocial behavior. This

finding agrees with the previous studies by Chukumati and Akpen, 2013; Flannery, 1997; Dyer, 1999; Kauffman, 2001; and Anrson, Gentile and Buckley, 2005. Flannery (1999) established media as top risk factors which causes antisocial behavior and asserts that media have high tendency of exposing youth's to exhibit high level of violence and antisocial behavior. Dyer (1999) also asserts that high level exposure to violence on television have been found to contribute to antisocial behavior. Extensive television viewing, regardless of the content has been found to negatively affect youth's behavior (Kauffman, 2001). Anderson, Gentile and Buckley, (2005) reviewed studies that attempted to correlate antisocial behavior and viewing of violent media and found strong correlation between antisocial behavior and viewing of violent media. However, many of the studies regarding the media's influence on antisocial behavior have been deemed inconclusive. The violence, racism, sexism, and other antisocial acts are attributed to things such as genetic predisposition and violence in the home. This is likely that violent media promote and trigger impulsive and reflexive responses in children and adolescents that in effect contribute to the development of a tolerance for violence if not to be train on how to be violent.

The findings of present study also indicated that peer influence (like drug use, theft, gang, gambling) is among the top risk factors that causes antisocial behavior. This finding is consistently agree with the findings of Silva (2014), who asserts that youth involvement with peers who exhibit high risk and violent behavior is the most significant predictor of antisocial behavior. This finding implies that the role of friends and peers are crucial in the life o young children and youths. Apart from this, the finding also confirmed that violent behavior is learned in interaction with other persons in a process of communication and occurs within intimate personal groups.

The violence acts observed in the school results in a psychological problems, school dropouts, school regulation violation, and emotional disturbances. A very small proportion of violent acts result in death of individual and rape. This result refute with the study of Delbert and Elliot, 1994, which indicated that a large proportion of youth violent acts resulted in serious injuries and death.

Social scientists have long been interested in studying group differences on key outcome measures (Cho, 2010). However, whether group differences are real or the result of measurement was not clear. In the present study male and female respondents were compared on forms of disciplinary problems, risk factors and impacts of the YAVB constructs. Te the result of independent t-test result confirmed there is no significant differences were found on forms or disciplinary problems (male, $M=2.75$, female, $M=2.83$), on risk factors (male, $M=2.56$, female, $M=2.70$), and on impacts (male $M=3.09$, female, $M=2.91$).

CHAPTER FIVE

Summary, Conclusion and Recommendation

5.1 Summery

The results or findings presented in chapter four of this study after wealth of descriptive information. The following summery is intended to brief about major domains covered and the tenor of the findings.

- In terms of age distribution of students, the majority of the students are at their critical age where they will engage in various adventures regardless of the consequences and may have the tendency to engage in various violence acts.
- The result on the extent and prevalence of youth antisocial and violent behavior in the school indicated that, the problem is prevalent at a medium trend.
- The combatants of misbehavior were found to be male students. Almost all teacher respondents indicated that male students commit or show more misbehavior in the school. One-fifth of students indicated female students also commit or show misbehavior in the school.
- According to the current study the victims of the violent behavior in the school were found to be girls followed by younger students.
- The most frequently observed violence behavior in the school was the use of physical force to get money or other things and intimidation.

- The present study disclosed that physical forces followed by mockery/unrespectfulness were found to be the frequently used instruments used by violent students for bullying and other crimes.
- With regard to forms of youth antisocial behavior, the present study indicated that, cheating/copying each other during exam followed by tardiness/late coming as the most prevalent acts/forms of misbehavior in the school.
- It was noted from the present study that, in relation to the studied school situation, the most plausible factors that causes violent behaviors are media effects, conflict in family, peer influence, unawareness of the benefits of learning and poverty.
- The study clearly shows that the effect of media on youth antisocial and violent behavior is found to be strong.
- The study provided evidence that a set of school, teacher, students, family and environmental factors would predict youth antisocial and violent behavior. The result of correlation analysis found out a strong positive association.
- The result of regression analysis in the present study show that family related factors and school related factors are found to be a strong predictor of YAVB.
- In terms of the impacts of violence acts, a large proportion of these acts result in psychological problems, school dropout, rule violation, emotional disturbances and to some extent physical injuries on the victims.
- The present study shows that violent behavior in the school is observed sometimes.

5.2 Conclusions

This study aimed at identifying the causes and impacts of youth antisocial and violent behavior in Eteya secondary school, and the implication of this study is to justify the early youth violent behavior intervention strategies. Based on the findings of the present study and the aforementioned discussions, the following conclusions are drawn.

- Over the years, school violence is a major concern and possibly a significant public health problem that has been sensationalized by mass media, health professionals, educators and parents. However, little is known about the nature of school violence. It has been observed from the aforementioned findings and discussion that the presence and prevalence of school violence is recognized by teachers and students.
- Antisocial and violent behavior acts typically affects girls and younger students. It could be manifested in the forms of intimidation, physical force and robbery or others.
- Based on the aforementioned discussions, it can be concluded that antisocial behavior is influenced by mainly exposure to media violence, conflict in family, peer influence and lack of awareness about the benefits of learning.
- According to the findings and discussion of the present study, adolescent violence in the studied school is explained almost entirely by use of physical force as an instrument for bullying.
- A wide range of antisocial behaviors that range in severity from serious and violent offenses (example, rape, using force to get money or other things from others people, to more common offenses such as theft and vandalism, to a relatively minor offenses such as skipping classes can be observed

among violent youths'. Based on the findings and discussion of the present study, the forms of antisocial/violent behavior observed in the studied school were found to common and relatively minor offenses such as cheating, late coming, absenteeism, disturbing teaching learning and others.

5.3 Recommendations

After recognizing and identifying the prevalence, causes and impacts of school violence in the study, the following recommendations are put forwarded.

- The ranges of antisocial behaviors that are observed in the studied school are relatively common and minor offenses which can be effectively countered by the school administrators, and parents. Therefore, school administrators and parents should work together to counter these offenses and create a conducive environment for teaching-learning environment.
- Early starters of antisocial and violence in the schools are much more likely to continue with increasing severity, and will progress to criminal acts. Such antisocial behaviors should be prevented according to symptoms' and causes of any identified unusual behavior.
- To counter any violence in the school, school teachers and administrators should inform any violence observed to law enforcement agents.
- The present study disclosed that, copying each other during exam, late coming, absenteeism, disturbing teaching learning process was found to be the most significant disciplinary problems of a particular concern. Little is known about the nature of those problems, and it these disciplinary threats are to be effectively countered; the nature of these disciplinary problems should be thoroughly studied based on large dataset. Available evidences on

these problems are anecdotal usually based on the experience of teachers and administrators who have caught and questioned individuals. Because the combatants have a vested interest in finding a pretext and blaming the other person, this information is suspect at best. Such studies will suggest the most effective means of intervention.

- Parents and guardians should monitor the media content their sons and daughters watch
- Mass media should package positive programs that will create awareness on antisocial behavior among youths.
- School should establish and equip counseling units and provide counseling facilities and effective counseling services.

Overall, an aggressive awareness and sensitization campaign should also be undertaken by state Ministry of education through available counseling units and relevant Non-government organization to highlight the negative impacts of youth antisocial and violent behavior. Under the awareness campaign all students and teachers are encouraged to report all actual and potential school disciplinary problems to appropriate school and government authorities. There is no doubt that violence in secondary schools be adequately curtailed.

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Appendix A: Teacher Questionnaire

Dear participants:

This questionnaire aims at investigating the “The Causes and Prevalence of Youth Antisocial and Violent Behavior, The case of Eteya Secondary School.” The information you give in response to the items in the questionnaire will be used in a research leading to an M.A degree in Social Psychology. Such information is also vital for the development of suitable strategies by taking into account of the main causes of youths antisocial and its effects on students discipline problems at Eteya secondary and preparatory school of Hetosa woreda Arsi zone. Your honest and thoughtful response is therefore, very important. The researcher assures you that the information provided will be strictly confidential, and used for purpose of academic research only. There is no need for you to write your name on the questionnaire.

Please respond to each item. Do not omit any of them.

GENERAL INSTRUCTION: where applicable please put a **tick** mark and write answer where a broken line is provided.

Yours Sincerely,

PART ONE. Background Information (for students)

In this section you are requested to tick the most appropriate alternative about your background information that is most appropriate.

1. School's name:-----

2. Age : 20-25 ☐ 26-31 ☐ 32-37 ☐ 38-43 ☐ Above 44 ☐

3. Sex : Male ☐ Female ☐

4. Educational status: Diploma ☐ Degree ☐ M.Sc/M.A ☐

Please specify if any_____

5. Work Experience in year: 1-5 ☐ 6- 10 ☐ 11-15 ☐ 16- 20 ☐

Above 20 ☐

6. Your position at school:

Teacher ☐

Principal ☐

vice Principal ☐

Unit leader ☐

Please specify if any _____

PART TWO: Questions related to antisocial problems.

In this part please tick the answer that you think it is appropriate answer.

1. During the past 18-months is there any student's misbehavior (violence) in and around your school?

No ☐ -If no, please stop here. You do not need to answer any more questions. Please return this survey for the person in charge.

Yes ☐ -If you answer yes, to question number 1, please continues with the question below.

2. Who commits or shows misbehavior more in the secondary school?

A. Male ☐

B. Female ☐

3. Most violent acts are committed on, (you can choose more than one responses)

A. Younger students ☐

B. Girls ☐

C. Males ☐

D. On each other ☐

If any other comment _____

5. Violence committed on girls or younger students is, (you can choose more than one responses)

A. intimidation ☐

B. used physical force to get money/other things ☐

C. robbery (snatching property) ☐

D. attempted rape ☐

other_____

6. What objects on instruments do violent students use for bullying and other crimes?

A. Sharp objects ☐

B. Monkeys (unrespectfulness) ☐

C. Physical force ☐

D. Gun ☐

Other_____

PART THREE: Forms of students disciplinary problems.

Considering your students' current disciplinary problems at your school, and give your appropriate answer use the keys (✓).

VERY HIGH(VH)=5 HIGH(H)=4, AVERAGE(AV)=3, LOW(L)=2, VERY LOW(VL)=1

	Forms of youth's antisocial behavior problems	VH	H	AV	L	VL
1	Threatening other students					
2	Bullying					
3	Theft					
4	Cheating/copying each other during exam.					
5	Fighting each other					
6	Absenteeism					
7	Tardiness/ late coming					
8	Coming to school drunk					
9	Jumping over the fence					
10	Raping					
11	Conflict with teachers					
12	Threatening teachers					
13	Disrespect the teachers					
14	Destroying school property					
15	Throwing stones each other					

	Forms of youth's antisocial behavior problems	VH	H	AV	L	VL
16	Disrespect each other					
17	Snatching property from peers					
18	Insulting each other					
19	Ridiculing friends /mocking, teasing etc					
20	Committing other offences					
21	Making unnecessary noise(whistling)					
22	Talking out of turn in class					
23	Disturbs the teaching-learning process					
24	Writing obscenies on the chalk board, walls etc					
25	Dating violence					

PART THREE: FACTOR THAT CAUSES FOR YOUTHS ANTISOCIAL BEHAVIOR

Respond by **ticking** (✓) the right alternative that fits your opinion to indicate the causes of the youth's antisocial problem. Very Great (VG), Great (G), Medium (M), Not at All (N/A)

S.No	The factor that causes for youths antisocial behavior	VG	G	M	N/A
A	According to your opinion, which are school and teacher related factors are the causes for the youths antisocial behavior problem				
1	Poor class condition				
2	School administration problems(like, absence of ground rule, follow up problems)				
3	Teachers academic problems(like ways of teaching, handling problems, assessment, not being model for students)				
4	Punishment (corporal punishment, morally affected in front of students)				
5	The teaching-learning system is not centered on the students interest and learning style				
6	Other				

S.No	The factor that causes for youths antisocial behavior	VG	G	M	N/A
B	According to your opinion, which students related factors are the causes for youth's violent behavior at school				
1	Hating some subjects				
2	Not being aware of school ground rules.				
3	Personal related problems such as illness, disability, psychological problems etc				
4	Being in conflict with teachers				
5	Academic failures of students				
6	Competition with other				
C	According to your opinion, which family related factors are the causes for the students' violent behavior				
1	Conflict in the family				
2	Divorce in family				
3	Inappropriate way of child care				
	Parenting styles (like very autocratic family, controlling problems of children)				
4	Lack of awareness on the benefits of learning				
5	Family experience for example, drug use, crimes				
6	Others				
D	According to your opinion, which environmental related factors are the causes for youths antisocial behaviors				
1	Media effects (like violent movies, games, medias and etc)				
2	Peer influences (like drug use, theft, gang, gambling and etc)				
3	Poverty example, economic scarcity, shortage of what they need like food or others)				
4	Imitation from their elders misbehavior				
5	Drug use				
6	Neighborhood influence				

S.No	The factor that causes for youths antisocial behavior	VG	G	M	N/A
7	Other environmental factors				

PART FOUR: IMPACTS OF THE ANTISOCIAL PROBLEMS

Using the key given, choose or tick the right alternative that fits your opinion on the impacts of the youth antisocial behavior as follows: Strongly Disagree (SDA), Disagree (DA) Moderately Agree (MA), Agree (A), and Strongly Agree (SA)

Impacts of the antisocial problems		SA	A	MA	DA	SDA
1	Physical injuries					
2	Death of the individuals					
3	Psychological problem					
4	Attempted rape					
5	Emotional disturbances					
6	Affects teaching-learning process					
7	School regulation violated					
8	School drop out					
9	Other effects					

Appendix B: QUESTIONNAIRE FOR STUDENT RESPONDENTS

Dear participants:

This questionnaire aims at investigating the “The Causes and Prevalence of Youth Antisocial and Violent Behavior, The case of Eteya Secondary School.” The information you give in response to the items in the questionnaire will be used in a research leading to an M.A degree in Social Psychology. Such information is also vital for the development of suitable strategies by taking into account of the main causes of youths antisocial and its effects on students discipline problems at Eteya secondary and preparatory school of Hetosa woreda Arsi zone. Your honest and thoughtful response is therefore, very important. The researcher assures you that the information provided will be strictly confidential, and used for purpose of academic research only. There is no need for you to write your name on the questionnaire.

Please respond to each item. Do not omit any of them.

GENERAL INSTRUCTION: where applicable please put a **tick** mark and write answer where a broken line is provided.

Yours Sincerely,

PART ONE. BACKGROUND INFORMATION (FOR STUDENTS)

In this section you are requested to tick the most appropriate alternative about your background information that is most appropriate.

1. School's name:-----
2. Age : 10-15 years ☐ 16-20 years ☐ Above 20 ☐
3. Sex : Male ☐ Female ☐
4. Grade: 9th ☐ 10th ☐

PART TWO: Questions related to antisocial problems.

In this part please tick the answer that you think it is appropriate answer.

2. During the past 18-months is there any student's misbehavior (violence) in and around your school?

No ☐ -If no, please stop here. You do not need to answer any more questions. Please return this survey for the person in charge.

Yes ☐ -If you answer yes, to question number 1, please continues with the question below.

2. Who commits or shows misbehavior more in the secondary school?

A. Male ☐ B. Female ☐

4. Most violent acts are committed on, (you can choose more than one responses)

A. Younger students ☐ B. Girls ☐
C. Males ☐ D. On each other ☐

If any other comment_____

5. Violence committed on girls or younger students is, (you can choose more than one responses)

A. intimidation ☐ B. used physical force to get money/other things ☐
C. robbery (snatching property) ☐ D. attempted rape ☐
other_____

6. What objects on instruments do violent students use for bullying and other crimes?

A. Sharp objects ☐ B. Monkery (unrespectfulness) ☐
C. Physical force ☐ D. Gun ☐

Other_____

PART THREE: FORMS OF STUDENTS DISCIPLINARY PROBLEMS.

Considering your students' current disciplinary problems at your school, and give your appropriate answer use the keys (✓).

VERY HIGH(VH)=5 HIGH(H)=4, AVERAGE(AV)=3, LOW(L)=2, VERY LOW(VL)=1

	Forms of youth's antisocial behavior problems	VH	H	AV	L	VL
1	Threatening other students					
2	Bullying					
3	Theft					
4	Cheating/copying each other during exam.					
5	Fighting each other					
6	Absenteeism					
7	Tardiness/ late coming					
8	Coming to school drunk					
9	Jumping over the fence					
10	Raping					
11	Conflict with teachers					
12	Threatening teachers					
13	Disrespect the teachers					
14	Destroying school property					
15	Throwing stones each other					
16	Disrespect each other					
17	Snatching property from peers					
18	Insulting each other					
19	Ridiculing friends /mocking, teasing etc					
20	Committing other offences					
21	Making unnecessary noise(whistling)					
22	Talking out of turn in class					

	Forms of youth's antisocial behavior problems	VH	H	AV	L	VL
23	Disturbs the teaching-learning process					
24	Writing obscenies on the chalk board, walls etc					
25	Dating violence					

PART THREE: FACTOR THAT CAUSES FOR YOUTHS ANTISOCIAL BEHAVIOR

Respond by **ticking** (✓) the right alternative that fits your opinion to indicate the causes of the youth's antisocial problem. Very Great (VG), Great (G), Medium (M), Not at All (N/A)

S.No	The factor that causes for youths antisocial behavior	VG	G	M	N/A
A	According to your opinion, which are school and teacher related factors are the causes for the youths antisocial behavior problem				
1	Poor class condition				
2	School administration problems(like, absence of ground rule, follow up problems)				
3	Teachers academic problems(like ways of teaching, handling problems, assessment, not being model for students)				
4	Punishment (corporal punishment, morally affected in front of students)				
5	The teaching-learning system is not centered on the students interest and learning style				
6	Other				
B	According to your opinion, which students related factors are the causes for youth's violent behavior at school				
1	Hating some subjects				
2	Not being aware of school ground rules.				
3	Personal related problems such as illness, disability, psychological problems etc				
4	Being in conflict with teachers				

S.No	The factor that causes for youths antisocial behavior	VG	G	M	N/A
5	Academic failures of students				
6	Competition with other				
C	According to your opinion, which family related factors are the causes for the students' violent behavior				
1	Conflict in the family				
2	Divorce in family				
3	Inappropriate way of child care				
	Parenting styles (like very autocratic family, controlling problems of children)				
4	Lack of awareness on the benefits of learning				
5	Family experience for example, drug use, crimes				
6	Others				
D	According to your opinion, which environmental related factors are the causes for youths antisocial behaviors				
1	Media effects (like violent movies, games, medias and etc)				
2	Peer influences (like drug use, theft, gang, gambling and etc)				
3	Poverty example, economic scarcity, shortage of what they need like food or others)				
4	Imitation from their elders misbehavior				
5	Drug use				
6	Neighborhood influence				
7	Other environmental factors				

PART FOUR: IMPACTS OF THE ANTISOCIAL PROBLEMS

Using the key given, choose or tick the right alternative that fits your opinion on the impacts of the youth antisocial behavior as follows: Strongly Disagree (SDA), Disagree (DA) Moderately Agree (MA), Agree (A), and Strongly Agree (SA)

Impacts of the antisocial problems		SA	A	MA	DA	SDA
1	Physical injuries					
2	Death of the individuals					
3	Psychological problem					
4	Attempted rape					
5	Emotional disturbances					
6	Affects teaching-learning process					
7	School regulation violated					
8	School drop out					
9	Other effects					

Appendix C: Interview for Principal and Vice principals

Dear participants:

This interview aims at investigating the “The Causes and Prevalence of Youth Antisocial and Violent Behavior, The case of Eteya Secondary and preparatory School.” The information you give in response to the items in the interview will be used in a research leading to an M.A degree in Social Psychology. Such information is also vital for the development of suitable strategies by taking into account of the main causes of youths antisocial and its effects on students discipline problems at Eteya secondary and preparatory school of Hetosa woreda Arsi zone. Your honest and thoughtful response is therefore, very important. The researcher assures you that the information provided will be strictly confidential, and used for purpose of academic research only.

GENERAL INSTRUCTION: It might be flexible based on the respondents.

Yours Sincerely,

Interview guides for Principals, Teachers and Vice Principals

1. What are the common students/ youth violent behaviors at secondary school level in Eteya?
2. What are the major causes for the youth antisocial behaviors at secondary school level?
3. How you are explain about the extent and prevalence youth misbehavior in your school?
4. What are school disciplinary measures that take to correct the student’s disciplinary problems in the school?
5. Is your school having students’ guidance and counseling center? And they can use this center effectively to solve the student’s misbehavior problem?
6. What suggestion do you give for the improvements of youth antisocial and violent behavior in the school?

