

ADOLESCENTS ANTISOCIAL BEHAVIOR AND THEIR
ACADEMIC PERFORMANCE: THE CASE OF HIGH
SCHOOLS IN JIMMA TOWN.

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The case of high schools in Jimma town.

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Declaration

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used in this thesis have been duly acknowledged.

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Signature: _____ Date of submission _____

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Acronyms and Abbreviations

ASB- antisocial behavior

Abstract

The objective of this study was to analyze the relationship between antisocial behavior and academic achievement of high school students in Jimma town. Participants were 524 students 14-19 years old from two secondary schools, One from government and one from private school which were selected by multi-stage sampling. In this research correlational study design was used. To collect adequate and valid data both primary and secondary data sources were used in the study, from primary data sources, questionnaire: a set of questions which consists of close and open ended questions, which measures the students antisocial behavior. The other is from a secondary data source that is grade reports of the students from the school, to assess how the students are achieving academically. Some questions in the questionnaire were set to cross check with secondary data source, some of them were not found to be consistent so the questionnaires were discarded. Results indicate that academic achievement was negatively associated with antisocial behavior. The result also showed that there is no significant difference between government and private schools in correlation of academic performance and antisocial behavior. The result also showed that there is a significant difference between male and female students in correlation of academic achievement and antisocial behavior, which is strong in male participants than female participants. The researcher recommends further studies to be conducted in the area, teachers also have to implement behavioral monitoring and modification strategies in primary and secondary school to further study, they also have to use more psychological way of treating students with behavioral problems. Parents have to assess their children's academic and behavioral changes frequently. Psychologists also have to be in schools to counsel students with behavioral problems. So as the result showed there is a significant correlation between academic achievement and antisocial behavior teachers and parents have to work together for better improvement of students' academic and behavioral and academic improvement.

Chapter one

1.1 Background

Students with antisocial behavior commonly engage in behaviors (e.g., verbal and physical aggression; social skills acquisition and performance deficits) that negatively influence both their ability to successfully negotiate peer and adult relationships and their educational experience (Cullinan and Sabornie, 2004). Namely, when students are unable to negotiate social demands and meet teachers' expectations for school success school becomes a difficult task. In the absence of effective interventions, these behavior patterns become more firmly established and less amenable to intervention efforts (Kazdin, 1987).

As Wagner and Cameto (2004) mentioned, in recent years, research findings have shown the negative academic outcomes of students with anti-social behavioral problems. For example, students with antisocial behavior earn lower grades, are less likely to pass classes, and experience higher rates of school dropout than typical students and students with other high incidence disabilities. Despite increased attention to the academic needs of students with antisocial behavior, their academic achievement, like their behavioral and social skills, does not appear to be improving. Unfortunately, these poor outcomes do not improve when they leave the school setting (Lane, 2002). This group of students goes on to have negative employment outcomes, difficulties with substance abuse, and a high need for mental health services. Given that between 2% and 20% of the school-age population is likely to have antisocial behavior, this is no small problem (Bullis and Yovanoff, 2006).

Though today's adolescents will become tomorrow's adults, who receive and lead a country so if we are not paying attention to how the young population is functioning. It will be good not to expect a better tomorrow. When someone is at school it is known that everyone is expecting something from him like having good grades in his or her subjects, especially family. Many adolescents are close to their family and the social environment, but sometimes they may become bad tempered and that may have an influence on their

academic achievement or those who have low academic achievement will develop antisocial behavior.

In 2009, Haibin's study of Correlation between Academic Achievement and Behavior in Mainland Chinese students, she discussed the causal association between school performance and problematic behavior. The first is that underachievement leads to problematic behavior (McGee, Williams, Share, Anderson, & Silva, 1986; Stevenson, Richman, & Graham, 1985). Thus, low academic achievement leads to a loss of self-esteem, low commitment to school, and frustration, which in turn, results in delinquency, and antisocial behavior.

The second is that problem behavior precedes and causes underachievement (Dishion, 1990; Jorm, Share, Matthews, & Maclean, 1986; Sanson, Prior, & Smart, 1996). This mechanism is explained as follows. The amount of time children is engaged in meaningful learning activities is reduced due to their time spent acting out or being disciplined for aggressive behavior. Additionally, aggressive children may also develop negative relationships with teachers and peers or negative feelings about school, and as a consequence be less inclined to exert effort on academic work (Arnold, 1997; Wentzel & Asher, 1995).

The third is that each domain leads to the other (Arnold, 1997; McMichael, 1979). In other words, the relations between school performance and problematic behavior are bidirectional instead of unidirectional. When poor learners become increasingly frustrated, their antisocial behavior increases,; which in turn disrupts the processes of learning, which then creates more antisocial problems. Williams & McGee suggested an inverse relationship between problematic behavior and academic performance (1994). And so on.

These studies were conducted in the context of western countries with different cultural and social background. In our context being educated is expected from everyone who has access to the learning opportunities. And As far as the researcher is concerned, there are no or little researches done in this area. But one research which is done at Adiss Ababa University suggested that there are many kinds of antisocial behaviors manifested

in schools, students fight each other in groups destroying windows of classrooms; even they abuse teachers. The present researcher will try to investigate the varieties of antisocial-behavior problems in relation to students' academic performance.

1.2 Statement of the Problem

The first gap to observe in this research area is there are little researches done found as far as the researcher is concerned. Some researchers try to find out some factors of adolescent's delinquency like the connection between poverty and juvenile delinquency intrigues even today a large number of researchers. Jarjoura and collaborators have shown that economic deprivation of family, which appears (or continues from before) until the child is 5 years old, is a significant predictive factor in the formation of delinquent behavior in adolescence. Children growing up in poverty have lower academic success, show lower self-confidence, when parents look at them at inappropriate way, because they usually don't have good skills (according to Ibidem, 59) They also try to analyze many factors like social factors, individual factors, parental and family factors but as the researcher is concerned there are little researches conducted and there are no sufficient studies done in this area in our context. But we can mention some researches like "high prevalence of substance use and associated factors among high school adolescents in Woreta Town, northwest Ethiopia: multi-domain factor analysis" by (Anteneh; Telake and Solomon, 2012) in this case the research is not in Jimma so the researcher want to conduct it here in Jimma town high schools and here most of the time adolescents become antisocial in their behavior so the researcher wants to see if there is a relationship, also this research will fill a gap of knowledge in the area of academic achievement of Jimma town high school students. While it is important to have high achieving students in school it is better to identify its relation to antisocial behavior.

The study will answer the following research questions:

- To what extent do antisocial behavior prevail among adolescent students?
- Is there a gender difference in correlation of antisocial behavior and academic achievement?

- What is the relationship between antisocial behavior and academic achievement?
- How different are government and private schools with respect to the prevalence of antisocial behavior among adolescents?

1.3 Objectives

1.3.1 General Objective

To assess how antisocial behaviors related to students' academic achievement

1.3.2 Specific Objectives

The specific objectives of this study are to:

- assess the prevalence of antisocial behavior among high schools in Jimma town
- determine the relationship between academic achievement and students' antisocial behavior
- examine if there is a difference between government schools and private schools in the prevalence of antisocial behavior among adolescents
- examine if there is a gender difference in correlation of antisocial behavior and academic performance

1.4 Significance of the Study

While there are few studies in this area, the study will contribute a knowledge and assistance for further study in this area. Adolescent's antisocial behavior is a problem in our country so the study will try to connect the issue with academic performance. It is important to work with adolescents because it is a period of transition to adulthood. So the significance of this study can be extended from families to the whole nation including adolescents.

1.5 Operational Definitions of Terms

In this study the term ‘**antisocial behavior**’ covers a range of different things, from theft to burglary, from physical violence to binge drinking and drug misuse or abuse. In the case of our study there is enormous variation in what people actually do when they are antisocial. Sometimes the behavior is obviously intended to impact negatively on others; in other cases it is just behavior running out of control and hostile or harmful to organize society; especially: being or marked by behavior deviating sharply from the social norm, and acts or conducts of adolescents towards oneself or towards others, contrary to the laws and customs of society, in a way that causes annoyance and disapproval in others.

Adolescence: according to the national institute of health, adolescence begins with the onset of physiologically normal puberty, and ends when an adult identity and behavior are accepted. This period of development corresponds roughly to the period between the ages of ten and nineteen years, which is consistent with the World Health Organization's definition of adolescence. In this study the term adolescent will cover the age sixteen to nineteen years

Academic performance: is the participants’ cumulative exam result which students receive at the end of the semester.

Delinquent behavior:

1.6 Delimitation of the Study

The study focuses on the relationship of adolescent’s antisocial behavior and their academic performance. However, there may be some other factors which might have influences on each variable. Due to shortage of time and financial resource the researcher is limited to those variables (academic achievement and antisocial behavior) and other researchers were encouraged to do more by linking one of the variables to other factors and predictors. Also, this research is limited to only adolescent’s age between fourteen to nineteen. And . In this study, the researcher cannot determine any causal relationship

between the two variables. Because we are conducting a correlational study we cannot determine any causal relationships

Chapter two

2. Literature Review

2.1 Adolescence

Adolescence “from Latin *adolescere*, meaning 'to grow up’” (Macmillan, 1981), is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood (age of majority). Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later. For example, puberty now typically begins during preadolescence, particularly in females. Physical growth (particularly in males), and cognitive development can extend into the early twenties. Thus age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon a precise definition of adolescence.

A thorough understanding of adolescence in society depends on information from various perspectives, including psychology, biology, history, sociology, education, and anthropology. Within all of these perspectives, adolescence is viewed as a transitional period between childhood and adulthood, whose cultural purpose is the preparation of children for adult roles. Larson, , & Wilson,. (2004). It is a period of multiple transitions involving education, training, employment and unemployment, as well as transitions from one living circumstance to another. Coleman, and Roker,. (1998) The end of adolescence and the beginning of adulthood varies by country and by function. Furthermore, even within a single nation state or culture there can be different ages at which an individual is considered (chronologically and legally) mature enough for society to entrust them with certain privileges and responsibilities. Such milestones include driving a vehicle, having legal sexual relations, serving in the armed forces or on a jury, purchasing and drinking alcohol, voting, entering into contracts, finishing certain levels of education, and marriage. Adolescence is usually accompanied by an increased independence allowed by the parents or legal guardians, including less supervision as compared to preadolescence.

The population aged 12-24 is declining or will soon decline in all major regions except Africa. In developed countries the number of adolescents and youth is falling fast, at -1.4 per cent annually. Increases in fertility in recent years plus net migration gains at younger ages, however, will reduce the speed of decline and even lead to short periods of growth in the future. In Asia and the Pacific, the population aged 12-24 is declining at -0.6 per cent annually and reductions are projected over the foreseeable future. In Latin America and the Caribbean, the number of adolescents and youth is increasing slowly, at 0.2 per cent annually, but is projected to decline at an accelerating rate after 2015. In sharp contrast, the population aged 12-24 in Africa is rising at 1.9 per cent annually and will continue to grow rapidly well beyond 2040 even if Africa's fertility falls from 4.5 children per woman today to 3.1 children per woman by 2040. A slower fertility decline will produce a more rapid increase of that population. (World Population Prospects, 2010) Ethiopia is one of developing countries from Africa and that means more of our population is young.

2.2 Antisocial Behavior

When we come to Anti-social behavior. Anti-social behaviors are "age-inappropriate"(Eric and David, 2016). Actions that harm or lack consideration for the well-being of others (Berger, 2016). Many people also label behavior that is deemed contrary to prevailing norms for social conduct as anti-social behavior. The American Psychiatric Association, in its Diagnostic and Statistical Manual of Mental Disorders, diagnoses persistent anti-social behavior as antisocial personality disorder. The World Health Organization includes it in the International Classification of Diseases as "dissocial personality disorder" A pattern of persistent anti-social behaviors can also be present in children and adolescents diagnosed with conduct problems, including conduct disorder or oppositional defiant disorder under the DSM-5 before looking antisocial behavior in detail let as talk about Juvenile delinquency, also known as "juvenile offending", is participation in illegal behavior by minors (juveniles, i.e. individuals younger than the statutory age of majority). Larry and Brandon (2011). Most legal systems prescribe specific procedures for dealing with juveniles, such as juvenile detention centers, and courts. A juvenile delinquent in the United States is a person who

is typically below 18 years of age and commits an act that otherwise would have been charged as a crime if they were an adult. Depending on the type and severity of the offense committed, it is possible for people under 18 to be charged and treated as adults.

In recent years a higher proportion of youth have experienced arrests by their early 20s than in the past, although some scholars have concluded this may reflect more aggressive criminal justice and zero-tolerance policies rather than changes in youth behavior. (Erica, 2011). Juvenile crimes can range from status offenses (such as underage smoking), property crimes, and violent crimes. For example youth violence rates in the United States have dropped to approximately 12% of peak rates in 1993 according to official US government statistics, suggesting that most juvenile offending is non-violent. (America's Young Adults, 2014) However, juvenile offending can be considered normative adolescent behavior. (Steinberg, 2008). Adolescence This is because most teens tend to offend by committing non-violent crimes, only once or a few times, and only during adolescence. Repeated and/or violent offending is likely to lead to later and more violent offenses. When this happens, the offender often displayed antisocial behavior even before reaching adolescence.

2.3 Adolescents Antisocial Behavior

The presence of behavior problems during childhood and adolescence is currently a phenomenon causing great concern (Thomas, 2010). These problematic behaviors frequently lead to antisocial and/or delinquent behaviors with negative consequences for the development and psychosocial adjustment of the adolescent (Fuentes et al., 2011; de la Torre et al., 2013; Gázquez et al., 2015). In spite of the fact that delinquent behavior includes a large variability of manifestations (Martínez and Gras, 2007), course, and prognosis (White and Frick, 2010), there is a consensus among authors about a series of common traits: these behaviors are a threat to the integrity of others, they infringe social and juridical norms, they are notably frequent and intense, and they are a risk for development and they interfere especially in the individual's processes of adaptation (Garaigordobil, 2005; Peña and Graña, 2006; Burt and Donnellan, 2009; Pahlavan and Andreu, 2009). Thus, taking into account the complexity of the construct, we could refer

to a continuum that begins with problem behaviors, passing through antisocial behavior, and ending with delinquent behaviors, of greater severity and social scope.

One of the topics that has received the most attention in the study of delinquent behavior is the analysis of the factors that intervene in the origin and maintenance of this type of attitudinal/behavioral repertoires. The more traditional hypotheses point toward certain personal variables as the main triggers of delinquent behavior. In the same vein are the notable contributions like that of Patrick et al. (2009), which refer to two personality dimensions (Impulsivity/Emotional insensitivity) that could be directly related to the presence of severe behavior problems and participation in delinquent actions (Lynam et al., 2009). The presence of psychopathic personality traits has also been indicated as one of the triggering factors of severe patterns of antisocial/delinquent behavior in children and adolescents (López-Romero et al., 2011). In other cases, sensation seeking is proposed as one of the characteristic traits of adolescent personality that, along with the lack of control of impulses, favors the subject's involvement in risk behaviors (Peach and Gaultney, 2013; Pérez-Fuentes et al., 2015). According to Harden et al. (2012), this adolescent tendency to seek sensations is mainly due to changes in personality, explained by genetic factors. Thus, changes in sensation seeking would partially explain a greater proclivity to delinquency during adolescence.

Literature on risky behavior has identified four groupings that include rebellious, thrill-seeking, reckless, and anti-social risky behaviors manifested in actions such as fighting, risky sex, drugs, and substance use (Gullone, Moore, Moss, & Boyd, 2000). According to Leather (2009), teenagers engage in risky behavior to regulate their feelings and outcome of their interactions with adults and peers. Interestingly, teenagers and adults (including parents) perceive risky behavior differently. For instance, teenage sex may be perceived positively by a 16-year old girl as it provides the much needed physical and emotional pleasure; parents perceive it negatively as it may increase the likelihood of being infected with HIV/AIDS. And based on the responses from the respondents, we zero on two groupings of risky behavior. That is, reckless and anti-social; with reckless behavior being proxied by engaging in sex-related activities while anti-social is proxied

by aggressive behavior such as threatening to hit an adult. These proxies resonate actions defined by Gullone et al. (2000) as manifesting risky behaviors.

2.4 Antisocial Behavior and Academic Performance

Available literatures on adolescent behavior evidence that risky behavior is associated with low academic performance (Huffman, Mehlinger, & Kerivan, 2000; Mehra, Kyagaba, Östergren, & Agardh, 2014). To families and education practitioners, understanding how the effects of risky behavior can be mitigated to enhance academic performance is relevant in removing barriers to transition to secondary education. One way of improving our understanding can be through piloting the impact of interventions that target to change behavior with a view to improving academic performance and transition to secondary. In a study by Kabiru et al. (2013) in the same context like ours, they conclude that young people maintain high aspirations acquired through education, delinquency, residential mobility, and religion. Furthermore, in this low-resourced environment, youth were found to cope with limited opportunities through adjusting their aspirations.

However, it should be remembered that risky behavior and academic performance have reciprocal influence. As argued by Barriga et al. (2002), poor academic performance is a strong motivator for tolerance of risky behavior. Teenagers who do not do well in school are more likely to indulge in risky behavior; while those who engage in risky behavior will have their academic performance go down. Understanding how to mediate the effects of risky behavior on learning outcomes therefore becomes critical. However, we do not find in the literature, especially in developing country context such as Kenya, how the effects of interventions focusing on risky behavior are mediated to enhance learning

A substantial body of research has documented associations between problem behaviors and academic achievement. This topic has relevance from an educational perspective that views problem behaviors as serious impediments to optimal education. From a psychopathology perspective, low academic achievement represents a significant risk factor for poor behavioral outcomes. A systemic viewpoint posits that behavioral and

academic problems exert reciprocal influences on one another, which, over time, can negatively affect the development of individuals and their environments. Regardless of perspective, a clear understanding of the relationship between problem behaviors and academic achievement will help generate appropriate assessment, prevention, and intervention strategies for at-risk or troubled Youth.

Recently, the dramatic increase in the prevalence of problematic behaviors during adolescence has broken the traditional view that academic success is the only standard in assessing good students. In many western countries, not only students' school performance, but also their behavior has been given considerable public attention. For example, Masten and her associates (1995) proposed that for school-age children, high academic achievement and behavioral competence should be regarded as two important indicators for their success. Therefore, to explore the relationship between students' behavior and academic achievement has important implications for developing effective intervention programs. The relationship between behavior and academic achievement has been demonstrated in a number of studies. The balance of evidence from long-standing research suggests that problematic behavior and academic failure are clearly associated both concurrently and predictively in western literature (see Hinshaw, 1992 for a review). Generally, the link between the two variables is explained from two points of view.

The first is the "common-developmental-antecedent" explanation. People who hold this view think that the association between academic achievement and behavior problems is influenced by either genetic/interpersonal factors (Gayan & Olson, 1999; Rhee & Waldman, 2002) or environmental antecedents (Ary, Duncan, Duncan, & Hops, 1999; Richman, Stevenson, & Graham, 1982).

An alternative view is the "causal relation" explanation. Three plausible models have been proposed to explain the causal association between school performance and problematic behavior. The first is that underachievement leads to problematic behavior (McGee, Williams, Share, Anderson, & Silva, 1986; Stevenson, Richman, & Graham, 1985). Thus, low academic achievement leads to a loss of self-esteem, low commitment to school, and frustration, which in turn, results in delinquency, and antisocial behavior.

The second is that problem behavior precedes and causes underachievement (Dishion, 1990; Jorm, Share, Matthews, & Maclean, 1986; Sanson, Prior, & Smart, 1996).

This mechanism is explained as follows. The amount of time children is engaged in meaningful learning activities is reduced due to their time spent acting out or being disciplined for aggressive behavior. Additionally, aggressive children may also develop negative relationships with teachers and peers or negative feelings about school, and as a consequence be less inclined to exert effort on academic work (Arnold, 1997; Wentzel & Asher, 1995). The third is that each domain leads to the other (Arnold, 1997; McMichael, 1979), in other words, the causal relations between school performance and problematic behavior are bidirectional instead of unidirectional.

This view holds that when poor learners become increasingly frustrated, their antisocial behavior increases, which in turn disrupts the processes of learning, which then creates more antisocial problems, and so on. From this evidence, it might be predicted that high academic achievement would be clearly associated with lack of problematic behavior and either “common-developmental-antecedent” or the “causal relation” mechanisms should be applicable to explaining the relation between the two variables. However, two news reports (Kang & Saar, 1996; Seo, 1995) have argued that some Asian students in the USA involved in violence had attained top grade-point averages, which indicates that high academic achievement is not strongly associated with a lower level of problematic behavior among Asian Pacific Islander American youth compared with other racial and ethnic groups of youth. Generally, questions about educational inequality and low academic achievement are informed by three broad theoretical perspectives: social control theory (Hirschi, 1969); social learning theory (Bandura, 1969, 1977, 1986; Ribes-Inesta & Bandura, 1976); and ecological theory (Bronfenbrenner, 1977, 1979, 1986). This study recognizes the value of these perspectives and the contribution of each to the risk and resilience framework. In this study, the risk and resilience framework is placed within the context of Bronfenbrenner’s (1979) ecological theory to demonstrate the influence of the external environment on human development and the interdependencies between the individual and the external world.

According to this theory, behavior outcomes emanate from interactions between the individual and his or her social environment. According to Bronfenbrenner, behavior outcome under the ecological theory develops out of the continuous and reciprocal interaction between the individual and societal systems, including those he or she does not have contact with such as parents' employers, city government, and the state or federal constitution. Also "Antisocial behavior increases in adolescence, particularly among those who perform poorly in school. As adolescents move into adulthood, both educational attainment and the extent to which antisocial behavior continues have implications for their abilities to take on constructive social roles." (Wendy .J Matthew K. William G. , 2009)

As Wagner and Cameto (2004) mentioned, in recent years, research findings have shown the negative academic outcomes of students with anti-social behavioral problems. For example, students with antisocial behavior earn lower grades, are less likely to pass classes, and experience higher rates of school dropout than typical students and students with other high incidence disabilities. Despite increased attention to the academic needs of students with antisocial behavior, their academic achievement, like their behavioral and social skills, does not appear to be improving. Unfortunately, these poor outcomes do not improve when they leave the school setting (Lane, 2002). This group of students goes on to have negative employment outcomes, difficulties with substance abuse, and a high need for mental health services. Given that between 2% and 20% of the school-age population is likely to have antisocial behavior, this is no small problem (Bullis and Yovanoff, 2006).

2.5 Gender Difference in Antisocial Behavior

When we come to the gender difference males are more likely than females to engage in antisocial behavior at every stage in life (Moffitt, Caspi, Rutter, & Silva, 2001). This sex difference suggests that a large etiological component of antisocial behavior consists of factors associated with the male sex – factors that are either biological or psychosocial in origin or both. For example, there may be sex-specific genes influencing antisocial behavior or causative environmental circumstances that only arise for males.

Alternatively, males and females may share all of the same risk factors for antisocial behavior, but these risk factors are, for some reason, more prevalent among males and/or males are more vulnerable to them (Moffitt et al., 2001; Rowe, Vazsonyi, & Flannery, 1995).

In general, the correlates of antisocial behavior seem to be the same for males and females (Moffitt et al., 2001; Rowe et al., 1995). For example, Moffitt and colleagues (2001) reported that there were no replicable sex-specific risk factors for antisocial behavior across a broad array of risk predictors in the Dunedin study. These findings suggest that it is unlikely that the risk factors for antisocial behavior are different for males and females. However, the general consensus that risk factors for antisocial behavior are more similar than different for males and females is based largely on studies that cannot evaluate the possibility of sex-specific genetic influences on antisocial behavior.

2.6 Summary

To conclude the population aged 12-24 in Africa is rising at 1.9 per cent annually and will continue to grow rapidly well beyond 2040 even if Africa's fertility falls from 4.5 children per woman today to 3.1 children per woman by 2040. A slower fertility decline will produce a more rapid increase of that population. (World Population Prospects, 2010) Ethiopia is one of developing countries from Africa and that means more of our population is young. So it is good to pay attention to the young population the presence of behavior problems during childhood and adolescence is currently a phenomenon causing great concern these problematic behaviors frequently lead to antisocial and/or delinquent behaviors with negative consequences for the development and psychosocial adjustment of the adolescent.

From the literatures evidence that risky behavior is associated with low academic performance. Furthermore, in this low-resourced environment, youth were found to cope with limited opportunities through adjusting their aspirations. it should also be remembered that risky behavior and academic performance have reciprocal influence. poor academic performance is a strong motivator for tolerance of risky behavior. Not

only students' school performance, but also their behavior has to be given considerable public attention. for school-age children, high academic achievement and behavioral competence should be regarded as two important indicators for their success. Finally males are more likely than females to engage in antisocial behavior at every stage in life but that difference may not be significant

Chapter three

3. Research methods

3.1 Study design

In this study correlation research design was implemented because in correlation researches we do not (or at least try not to) influence any variables but only measure them and look for relationships between some set of variables, for example academic achievement and antisocial behavior.

Correlational techniques are generally intended to answer three questions about two variables or two sets of data. First, 'Is there a relationship between the two variables (or sets of data)?' If the answer to this question is 'yes', then two other questions follow: 'What is the direction of the relationship?' and 'What is the magnitude?' Relationship in this context refers to any tendency for the two variables (or sets of data) to vary consistently. Pearson's product moment coefficient of correlation, one of the best-known measures of association, is a statistical value ranging from -1.0 to +1.0 and expresses this relationship in quantitative form. The coefficient is represented by the symbol r . (Louis C, Lawrence M and Keith, M., 2005). Thus in this study sample size was drawn proportionally from Jimma university community school and Jiren secondary school using the Slovin's formula, the formula is stated like this " $n = N / (1 + N e^2)$ " (solvin, 1960). Where, n stands for sample size, N total population e standard error. The results were 353 from Jiren secondary school out of 3029 students. And from Jimma university community school 217 out of 475 students. The standard error was 0.05.

3.2 Study Area

This study was conducted in the Oromia region, Jimma town. Jimma town was located 350 km from the capital city of Ethiopia, Addis Ababa. It is the geographical center for the entire southwestern regions of Ethiopia. Roads radiating from it in four directions east, west, southwest and southeast; linking Jimma to many zones of Oromia and south people, Nation, Nationalities, and peoples.

3.3 Target population

The target population of the study was all high school students in Jimma town.

3.4 Sample and sampling techniques

In this research multi stage sampling technique was used. First, the six high schools found in Jimma town categorized as government (Jirren secondary school, Seto Samaro secondary school and Jimma preparatory school.) and private (Catholic, Eldan and Jimma university community school.)

Second through lottery method, one high school selected from government schools Jiren high school and one high school selected from private category Jimma university community school. That means Jirren and Jimma university community high schools were selected as sample study sites where sample research participants were drawn. After that sample size was drawn proportionally from Jimma university community school and Jiren secondary school using the Slovin's formula, the formula is stated like this " $n = N / (1 + N e^2)$ " (solvin, 1960). Where, n stands for sample size, N total population e standard error. The results were 353 from Jiren secondary school out of 3029 students. And from Jimma university community school 217 out of 475 students. The standard error was 0.05.

3.5 Data Collection Instrument

To collect adequate and valid data both primary and secondary data sources were used in the study, from primary data sources, questionnaire: a set of questions which consists of close and open ended questions, The other is from a secondary data source that is grade reports of the students from the school, to assess how the students are achieving academically. Some questions in the questionnaire were set to cross check with secondary data source, some of them were not found to be consistent so the questionnaires were discarded. In this study the participants were treated with great respect and humanity. in addition the researcher has received a letter from Jimma university department of psychology to conduct the research, In this study no one was

harmed including physical psychological and all financial injuries are prevented the participants get an informed consent about the questionnaire and the interviews that they are taking, in the study the data collector clarified for the participants that the information they are providing is very confidential and that they can leave the research process the moment they need to leave. Also the purpose of this study was explained to the respondents before data collection and provisions of the questionnaires are taken after insuring their willingness to give their response

3.6 Procedure of data collection

A pilot test was conducted on 30 participants who were not included in the main study, to test the reliability and validity of the questionnaire. The result is 0.981 in Cronbache's alpha. After that, data was gathered from the registrar of the schools that is students' grade report of the past semester, after arranging the selected students' grade reports and all necessary background information the researcher distributes the questionnaire after briefing the purpose and goal of the research for the participants. After that, the data collectors get an oral consent from the participants and proceeded to the questionnaire.

3.7 Data analysis

Primarily, frequency distribution was used to analyze demographic information and from measure of dispersion mean and standard deviation were used to assess on which type of students' does antisocial behaviors are highly observed, To assess the prevalence of antisocial behavior among the participants and to identify students antisocial behavior also independent sample Mann Whitney U test was implemented to see if the difference in schools was significant.

Chapter four

4.1 Result

This chapter presents the main findings of the study in eleven parts those are, background information, correlation of antisocial behavior and academic performance, the prevalence of antisocial behavior in adolescents, a correlation between anti-social behavior and number of friends, the experience of being in jail or juvenile delinquency stations, the prevalence of antisocial behavior among government and private schools, correlation of adolescents' anti-social behavior and academic performance, Mann-Whitney u test between government and private schools, correlation difference between male and female, Mann-Whitney u test, between male and female participants, model summary of linear regression model,

The demographic background of the participants explained by using frequency percentage, the extent of antisocial behaviors among adolescent students, which was explained by percent in charts; the difference between government schools and private schools in the prevalence of antisocial behavior among adolescents which is also explained using charts and percentage. The relationship between antisocial behavior and students' academic achievement which was explained by Pearson Correlation. To check the reliability of the differences compared, Mann Whitney U test was implemented. The response rate of the questionnaire was 99.1% that are from 570 participants, 565 were willing to fill the questionnaire. All questionnaires have been crosschecked and 41 questionnaires were found to be false, so the 41 questionnaires were rejected using SPSS and 524 questionnaires were analyzed.

4.11 background information of the participants

From a total number of 524 participants 324 (61.83%) were from government school and from those 324, 154 were female and 170 male participants. The rest 200 (38.17%) were from private, from those 200 participants 115 female and 85 male

respondents were participating in the study. In addition 184 (35.1%) of the study population's age was 14-16 the rest 340 (64.9%) respondents were between 17-19.

Table one: background information of the participants, 2017.

Types of school			Sex				Total	%
			Female		Male			
				%		%		
Government	Age	14-16	60	38.96	88	51.76	148	45.68
		17-19	94	61.04	82	48.24	176	54.32
	Total		154	100	170	100	324	100
Private	Age	14-16	21	18.26	15	17.65	36	18
		17-19	94	81.74	70	82.35	164	82
	Total		115	100	85	100	200	100
Total	Age	14-16	81	30.11	103	40.39	184	35.11
		17-19	188	69.89	152	59.61	340	64.89
	Total		269	100	255	100	524	100

4.12 correlation of antisocial behavior and academic performance

As it is indicated in table two it is found that there is a strong negative correlation between antisocial behavior and academic performance.

Table two: correlation of antisocial behavior and academic performance in all respondents, 2017.

Correlations		Anti-social behavior	Academic performance
Anti-social behavior	Pearson Correlation	1	-.744**
	N	524	524
Academic performance	Pearson Correlation	-.744**	1
	N	524	524

4.13 The prevalence of antisocial behavior in adolescents

The extent of antisocial behavior recorded was 17.59% (92) participants with high antisocial behaviors from those 92 participants 71 (77.17%) were engaged in fighting. And 58.69% (307) with no antisocial behavior and the rest 23.66% (124) was presented with mild antisocial behavior scores. (see in the next page)

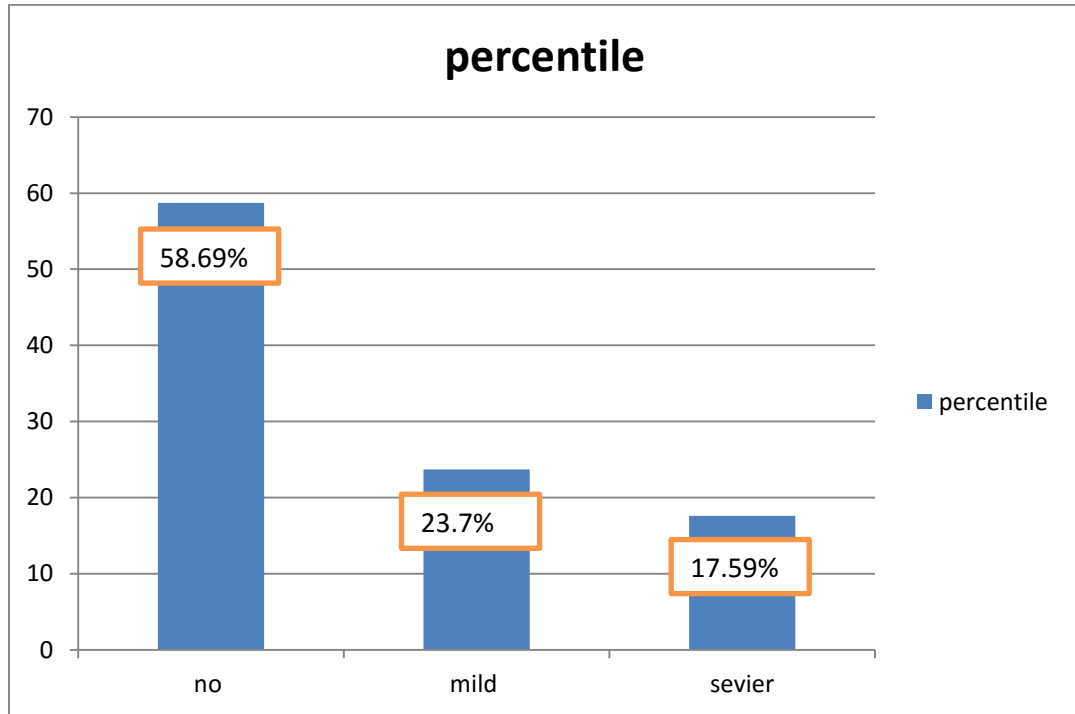


Chart one: the prevalence of antisocial behavior in adolescents, 2017.

4.14 A correlation between anti-social behavior and number of friends

In addition, it is also found that there is a strong negative correlation between the participants' antisocial behavior and their number of friends. Table two will discuss this relationship in Pearson correlation coefficient

Table three: a correlation between anti-social behavior and number of friends, 2017.

		ASB	Number of friends
ASB	Pearson Correlation	1	
	N	524	

Number of friends	Pearson Correlation	-.841**	1
	N	524	524

4.15 The experience of being in jail or juvenile delinquency stations

There are respondents who have the experience of being in jail (0.95%) from the total respondents. and all are men.

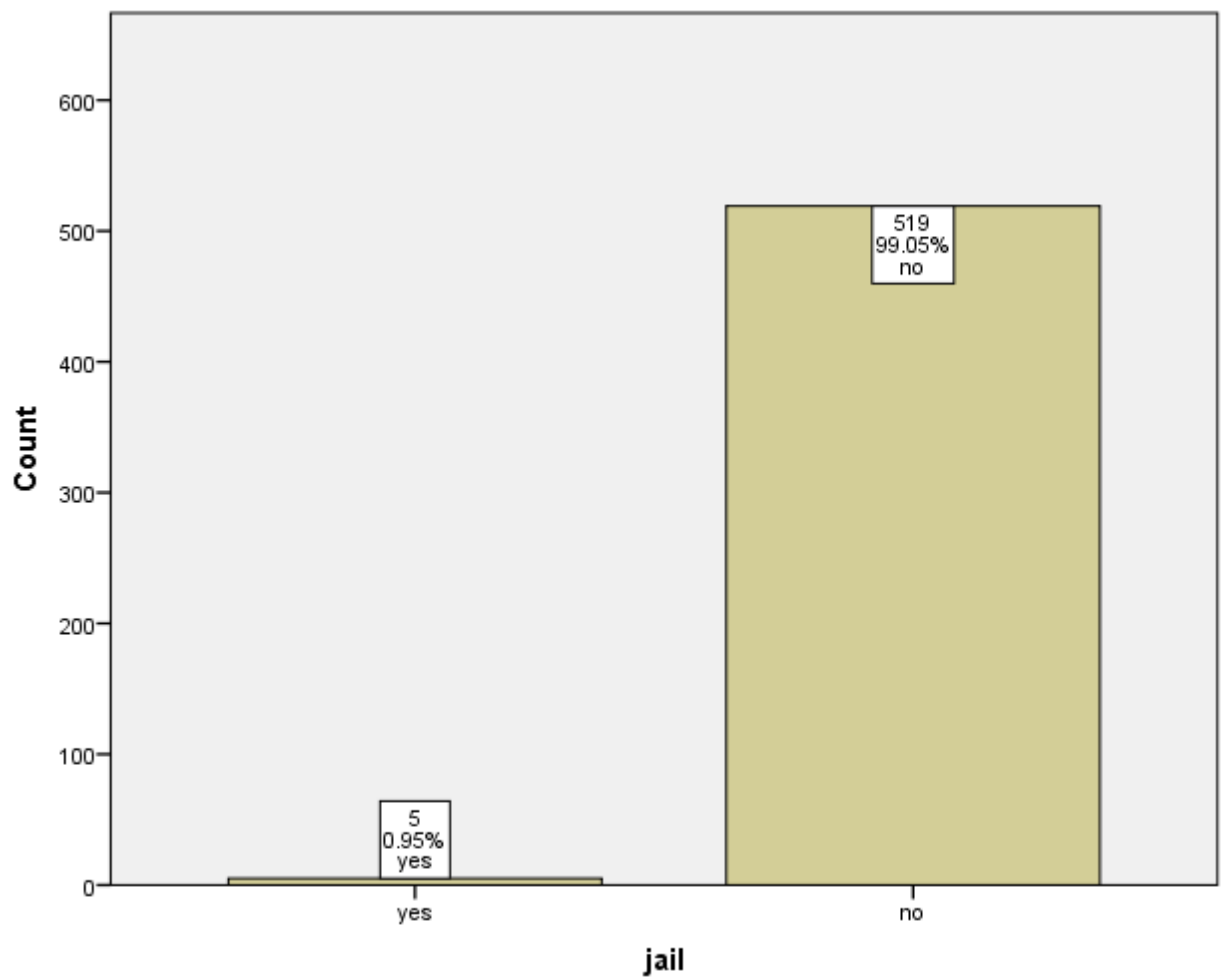


Chart two: the experience of being in jail or juvenile delinquency stations, 2017.

4.16 The prevalence of antisocial behavior among government and private schools

The respondent's antisocial behavior is analyzed using the cutoff point of the test and it has shown that 17.5% were found to manifest high antisocial behavior, 23.7% of them with mild antisocial behavior and the rest with no antisocial behavior. Chart three will provide a clear illustration between government and private schools.

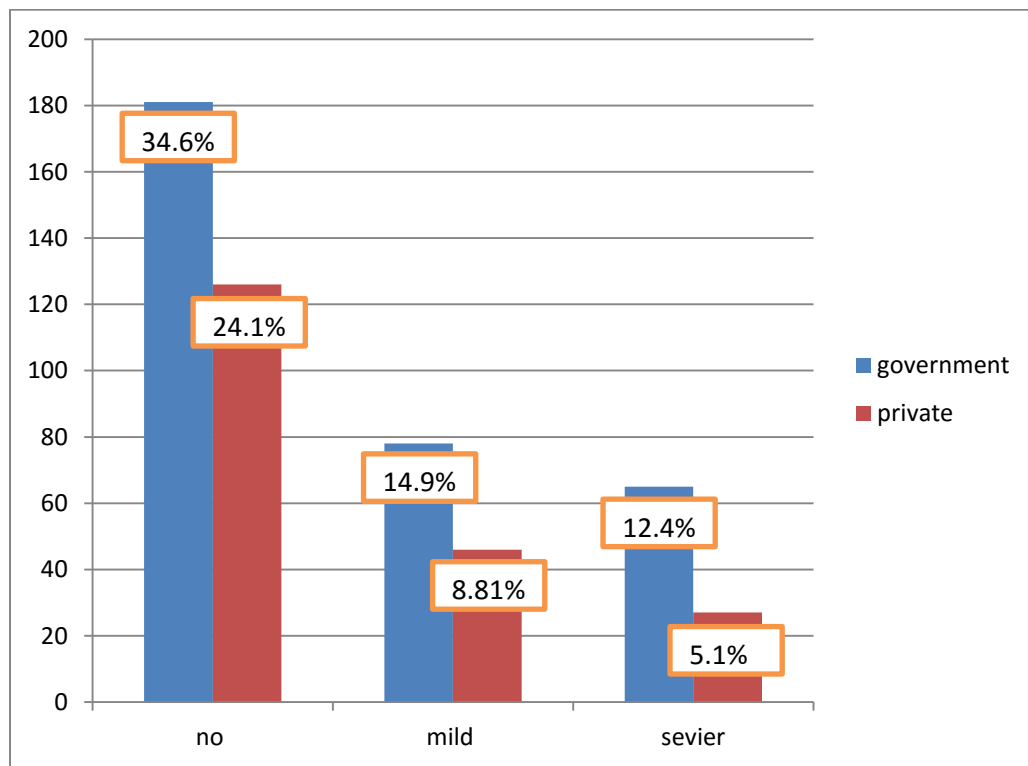


Chart three: the prevalence of antisocial behavior among government and private schools, 2017.

4.17 Correlation of adolescents' anti-social behavior and academic performance

The relationship between antisocial behavior and students' academic achievement was computed using Pearson Correlation and both government and private schools

antisocial behavior was correlated separately with their academic performance. The result showed that there is a significant negative strong correlation between academic achievement and antisocial behavior that is (-0.791) at $\alpha < 0.01$

Table four: correlation of adolescents' anti-social behavior and academic performance, 2017.

Types of school			Anti-social behavior	Academic performance
Government	Anti-social behavior	Pearson Correlation	1	
		N	324	
	Academic performance	Pearson Correlation	-.791**	1
		N	324	324
Private	Anti-social behavior	Pearson Correlation	1	
		N	200	
	Academic performance	Pearson Correlation	-.664**	1
		N	200	200

4.18 Mann-Whitney u test, between government and private schools

To check if the correlation difference is significant the researcher used the Mann-Whitney u test because the data violates the assumptions of independent sample T-test. The result obtained from Mann-Whitney u test was shown that the difference in antisocial

behavior between government school was private and not significant at a p value greater than 0.05.

Table Five: Mann-Whitney u test, between government and private schools, 2017.

	null hypothesis	test	sig.	sig.
1	the distribution of academic performance is the same across categories of types of schools	independent samples Mann Whitney U Test	0.064	Retain the null hypothesis
2	the distribution of antisocial behavior is the same across categories types of schools	independent samples Mann Whitney U Test	0.678	Retain the null hypothesis

4.19 correlation difference between male and female

There is also a slight difference in correlation between males and females the correlation is higher in males than females in -0.043 that was indicated in table three.

Table six: correlation difference between male and female, 2017.

Sex	Anti-social	Academic
-----	-------------	----------

			behavior	performance
Female	Anti-social behavior	Pearson Correlation	1	
		N	269	
	Academic performance	Pearson Correlation	-.724**	1
		N	269	269
Male	Anti-social behavior	Pearson Correlation	1	
		N	255	
	Academic performance	Pearson Correlation	-.761**	1
		N	255	255

4.110 Mann-Whitney u test, between male and female participants

The correlation difference observed between male and female was found to be significant with $p < 0.05$

Table seven: Mann-Whitney u test, between male and female participants, 2017.

	null hypothesis	test	sig.	sig.
1	the distribution of academic performance is the same across categories of sex	independent samples Mann Whitney U Test	0.006	Reject the null hypothesis

2	the distribution of antisocial behavior is the same across categories of sex	independent samples Mann Whitney U Test	0.042	Reject the null hypothesis
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4.111 model summary of linear regression model

As indicated in table six the data were analyzed into linear regression. And 55.3% change in academic achievement was explained by antisocial behavior.

Table eight: model summary of linear regression model, 2017.

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.744 ^a	0.553	0.553	7.4061	0.553	646.832	1	522	0
a. Predictors: (Constant), Anti-social behavior									
b. Dependent Variable: academic performance									

4.2 Discussion

In this research it is found that there is a strong negative correlation between antisocial behavior and academic performance also there is a strong negative correlation between the participants' antisocial behavior and their number of friends. The correlation difference observed between male and female was found to be significant. Those male participants have higher correlation than females. And 55.3% change in academic achievement was explained by antisocial behavior.

Given that between 2% and 20% of the school-age population is likely to have antisocial behavior, (Bullis and Yovanoff, 2006). In this study it is found that 17.59% of the participants were found to be antisocial. There seems quite different result between

the two. Wagner and Cameto's (2004) findings have shown the negative academic outcomes of students with anti-social behavioral problems, also this study approve this result in our context. "For example, students with antisocial behavior earn lower grades, are less likely to pass classes, and experience higher rates of school dropout than typical students and students with other high incidence disabilities." Wagner and Cameto's (2004)

The findings accept the notion that the reciprocal co-existing relationship between high academic achievement and antisocial behaviors found in the western context is present among adolescents of the study population. The results did well with the conclusion from western literature (e.g., Hinshaw, 1992). The results yield useful information that contributes to theoretical knowledge on the link between academic achievement and antisocial behavior. In this study, the researcher cannot determine any causal relationship between the two variables.

However, these correlational results might us to redirect 55.3% change in behavior will result in change in academic performance with correlation of -0.744. This result shows us that there is a significant relationship between academic performance and anti-social behavior among adolescents. This research finding also supports the results obtained from different researchers However, it should be remembered that risky behavior and academic performance have reciprocal influence. As argued by Barriga et al. (2002), poor academic performance is a strong motivator for tolerance of risky behavior.

Teenagers who do not do well in school are more likely to indulge in risky behavior; while those who engage in risky behavior will have their academic performance go down. Understanding how to mediate the effects of risky behavior on learning outcomes therefore becomes critical. But in China Habin's study of correlation between academic achievement and behavior the result obtained was very low, but in this study it is high. So we think the change was occurring due to cultural factors and different factors that vary from place to place. And finally Masten and her associates

(1995) proposed that for school-age children, high academic achievement and behavioral competence should be regarded as two important indicators for their success.

In this research it is found to be there is a significant difference in correlation between male and female participants in correlation of antisocial behavior and academic performance that means males are more likely than females to engage in antisocial behavior at every stage in life (Moffitt, Caspi, Rutter, & Silva, 2001). This sex difference suggests that a large etiological component of antisocial behavior consists of factors associated with the male sex – factors that are either biological or psychosocial in origin or both. For example, there may be sex-specific genes influencing antisocial behavior or causative environmental circumstances that only arise for males. Alternatively, males and females may share all of the same risk factors for antisocial behavior, but these risk factors are, for some reason, more prevalent among males and/or males are more vulnerable to them (Moffitt et al., 2001; Rowe, Vazsonyi, & Flannery, 1995).

Chapter five. Summary, Conclusion & Recommendations

5.1 summary

The objective of the study is to assess how antisocial behaviors related to students' academic achievement. The findings of this research showed that there is a strong negative correlation between antisocial behavior and academic performance also there is a strong negative correlation between the participants' antisocial behavior and their number of friends. The correlation difference observed between male and female was found to be significant. Those male participants have higher correlation than females. And 55.3% change in academic achievement was explained by antisocial behavior.

5.2 conclusion

As the result of this study antisocial behavior is negatively related to students' academic performance that means when antisocial behaviors are manifested highly, the students' academic performance will decrease. And the prevalence of antisocial behavior was found to be 31.3%, government schools are found to be more in the correlation of academic achievement and score of antisocial behavior, even though the difference is not significant also there is a strong negative relationship between antisocial behavior and the amount of friends that the participants have. Also male participants are found to be more on high antisocial behavior.

5.3 recommendations

The researcher recommends

- Teachers to implement behavioral monitoring and modification strategies in secondary school to further study, they also have to use more psychological way of treating students with behavioral problems.
- Parents to assess their children's academic and behavioral changes frequently.
- Psychologists to be in schools to treat students with behavioral problems.

- Teachers and parents to work together for better improvement of students' academic and behavioral improvement.
- Further studies to be conducted in the area, in the variables of economic status and others to fill the gaps of the study

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Appendix

Research questionnaire

A research questionnaire to be field by students

Jimma University College of education and behavioral studies

This questionnaire is designed to identify respondent's tendency of antisocial behavior in which it is for the partial fulfillment of the master's degree in counseling. The information you are giving us is highly confidential and useful. We will keep our respondents' identity secret. If you are not comfortable with any of the questions in the questionnaire you can leave the questionnaire without filling it.

We humbly ask you to give us the correct information. And we thank you in advance for your adequate and correct information you are giving us.

Part one background information

Age 10-13 14-16 17-19

Sex Female Male

Grade 9 11

Name _____

Part two detailed personal assessment questions

You have to choose the scales from never true (1) to very true (5) for every compliment.

	1 never true	2 true to a minor extent	3 Hard to say	4 True some times	5 Very true
(a) i Fight with others					
(b) i Argue with others					
(c) i Intimidate other children					
(d) i Bull others					
(e) I am easily scared					
(f) i am very worried					
(g) I am unhappy					
(h) i get upset easily					
(i) i have few friends					

(j) others ignore me					
(k) i hate to play with others					
(l) I am helpful to others (-)					
(m) I am co-operative with others					
(n) I like to be alone					

Part three academic performance

Grade _____

Rank _____

Average _____

Calculation of Indices: The responses for each item can be coded from ‘never true = 1, to ‘true most of the time = 5’ except for items (l) and (m) which should be reversed., from which means for each dimensions can then be obtained .This material is re structured from **European monitoring center for drugs and drug addiction** on to the bases of the research objectives

Part four open ended questions

1 How many close friends do you have? _____

2 Do you ever take disciplinary correction punishments from your parents in the past six months?

1 Yes 2 no

3 If your answer is yes for the above question, what kind of punishment?

1 _____

2 _____

3 _____

4 have you shown your last semester grade for your parents

1 Yes 2 no

5 If your answer is yes for the above question what is their reaction

1 they are happy 2 they are not happy 3 other

6 what do you do when you are with your friends

7 have you ever get arrested?

1 Yes 2 no

8 If your answer is yes for the above question why are you arrested?

ጅማ ዩኒቨርሲቲ የትምህርት እና ስነ ባህሪ ኮሌጅ: የስነ ባህሪ

ንኡስ ትምህርት ክፍል።

➤ የዚህ መጠይቅ አላማ የድህረ ምረቃ ዲግሪን ለማግኘት

ከፊሉን ተፈላጊ መለክያ ለማሟላት ሲሆን በ ጻረ

ማህበረሰባዊ ባህሪዎች እና በ ትምህርት ውጤት ላይ

ያተኩራል

በ ተማሪዎች የሚሞላ መጠይቅ

በዚህ መጠይቅ ላይ የምትሰጠው/ጩው ማንኛውም ምላሽ በሚስጥር የተጠበቀ ይሆናል። መጠይቁን ስትሞላ/ይ በመጠይቁ ውስጥ ያልተመቸህ/ሽ ጥያቄ ቢኖር መጠይቁን ሙሉ በሙሉ የመተው መብት አለህ/ሽ። ትክክለኛ መረጃ መስጠትህ/ሽ ለጥናቱ ትክክለኛነት ትልቅ ሚና ስላለው እውነተኛ መረጃ እንደምትሰጡን/ጩን በማመን በቅድሚያ እናመሰግናለን።

ክፍል አንድ መሰረታዊ የግል መረጃዎች

እድሜ 10-13 14-16 17-19

ጾታ ሴት ወንድ

የትምህርት ደረጃ 9 11

ስም _____

ክፍል ሁለት ጥልቅ የባህሪ መገምገምያዎች

ከ 1 እስከ 5 በተደረደሩት መረጃዎች ውስጥ ይስማማኛል ብለህ/ሽ የምታስበው/ቢው ላይ በመምረጥ ምልክት አድርግ/ጊ

	1 በጭራሽ እውነትነት የለውም	2 በጥቂቱ እውነታ አለው	3 ለመወሰን ይከብደኛ ል	4 አልፎ አልፎ እውነት ነው	5 ሙሉ በሙሉ እውነት ነው
(a) ከሌሎች ጋር ጠብ እፈጥራለሁ					
(b) ከሌሎች ጋር እከራከራለሁ					
(c) ሌሎች ልጆችን አስፈራራለሁ					
(d) ሌሎች ላይ አሽሟጥጣለሁ					
(e) በቀላሉ እደነግጣለሁ					
(f) በጣም እጨነቃለሁ					
(g) ደስተኛ አይደለሁም					
(h) በቀላሉ እበሳጭለሁ					
(i) ጥቂት ጓደኞች ነው ያሉኝ					

(j) ሌሎች ትኩረት አይሰጡኝም					
(k) ከሌሎች ጋር መጫወት እጠላለሁ					
(l) ለሰዎች ጠቃሚ ነኝ					
(m) ከሌሎች ጋር እተባበራለሁ					
(n) ለብቻዬ መሆን እወዳለሁ					

ክፍል ሶስት የትምህርት ውጤት

ክፍል _____

ደረጃ _____

አማካይ ውጤት _____

ክፍል አራት ማብራሪያ የሚፈልጉ ጥያቄዎች

1 ስንት የቅርብ ዳደሮች አሉህ? _____

2 ባለፈው ስድስት ወር ውስጥ በቤተሰብህ/ሽ የባህርይ ማስተካከያ እርምጃ ተደርጎብህ/ሽ ያውቃል?

1 አዎ

2 አይ

3 ከላይ ለነበረው ጥያቄ መልስህ/ሽ አዎ ከሆነ ምን አይነት ቅጣት ነበር የተቀጣህው/ሽው?

1 _____

2 _____

3 _____

4 ያለፈውን የትምህርት ግማሽ አመት ውጤት ለቤተሰብህ/ሽ አሳይተሃል/ሻል?

1 አዎ 2 አይ

5 ከላይ ለነበረው ጥያቄ መልስህ/ሽ አዎ ከሆነ ምላሻቸው ምን ነበረ?

1 ደስተኞች ነበሩ 2 ደስተኞች አልነበሩም 3 ሌላ

6 ከጓደኞችህ/ሽ ጋር ስትገናኙ ምን በማድረግ ነው ጊዜአችሁን

የምታሰልፉት _____

7 ታስረህ/ሽ ታውቂያለሽ? 1 አዎ 2 አይ

8 ከላይ ለነበረው ጥያቄ መልስህ/ሽ አዎ ከሆነ በምን ምክንያት ነበር

የታሰርከው/ሽው _____

Yuunivarsiitii Jimmaa
koolleejjii barnootaa fi sirna amala
Muummee sirna amala

Kaayyoon af-gaaffii kanaa digrii 2ffaa argachuuf safastuu barbaachisu ta'an muraasa guutuudhaaf yommuu ta'u, amaloota hawaasa hawaasa keessatti jibbamaniifi qabxii (firii) barnoota irratti kan xiyyeeffatedha,

Af-gaaffii barattootaan guutamu.

Af-gaaffii kana irratti deebii kennitu kamiyyuu icciitiidhaan kan eegamedha. Af-gaafficha yommu guutu, gaaffiin siif hin mijatne yoo jiraate guutummaa guutuun dhisuuf mirga qabda. Deebii sirrii kennuun kee qulqullummaa qorannichaaf iddoo guddaa waan qabuuf, ragaa sirrii/dhugaa akka nuuf lattu si amanaa dursa sin galateeffadha.

Kutta tokoffa

umurry 10-13 14-16 17-19
salla ሴት ወንድ

kutta 9□ 11□

maqqa _____

kutta lammafa Gamaggama amalaa Gad fageenyaan

ragawan toko hangaa shanniti tarreeffaman keessaa debbi natti mijja jatee kan yaddu irrati fillanno kee barressi yokinn mallattoo goddhii.

	1	2	3	4	5
	sirrumatu dhuga hinnaqabu	dhugga bichu qaba	murteess uf naulfata	Altoko toko dhuga dha	gutumma n gututi dhuga dha
(a) nammota birra wajin nan lolaa					
(b) nammota birra wajin nanmorma					
(c) ijolle kanbiroo nansodachisa					
(d) ijolewan kanbirro nanarabsa					
(e) waae salphatin nanha					

(f) baye nandhiphadha					
(g) hingammadu					
(h) akummati nan ara					
(i) hiriyota xiqo qabaa					
(j) namoni biro anaf xiyefano hinkenani					
(k) kambiro bira thapachu nanjiba					
(l) namota birraf nanfayada					
(m) namota bira wajin walli gallu nandanda					
(n) qophako tau nanjaladha					

Kutta sadaffa

kutta _____

sadarka _____

qabxi gidugalessa _____

kutta afraffa gaaffiiwwan ibsa barbaadan

1 hiriyota meqqa qabda ? _____

2 jiota jahhan darban kessa mattiko iraa tarkanfii amala sirefechu nati godheme jirra

1 eyee

2 lakii

3 gaffi lakkofsa lammaf debin kee "eyee" yoo taae tarkanfichi mall turee?

1 _____

2 _____

3 _____

4 qabxii kee kan semistaraa darbe matikeff agersifteta?

1 eyee

2 lakii

5 gaffi lakkofsa afurriff debin kee "eyee" yoo taae, debinn isani mall turee?

1 gamadaniruu

2 hingammane

3 kanbirro

6 yerro bayee hiriyotaa kee wajinn ala tatan mal gottu

7 hidhamtee bekta?

1eyee

2 lakii

8 gaffi lakkofsa torbaff debin kee "eyee" yoo taae, maliff

hidhamte ?
