



JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENTS OF SOCIOLOGY AND SOCIAL WORK

THE IMPLICATION OF CAMPUS LIFE ON ACADEMIC
ACHIEVEMENT OF STUDENTS; THE CASE OF JIMMA
UNIVERSITY

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Abstract

Today's world students are affected in campus life and it is most serious and unnoticed problems in student's educational performance. Therefore the objective of this study is to identify the impact of peer influence, substance use like chat and alcohol drink and romantic relationship and freedom impact on academic achievement among jimmaUniversityCollege of social science in 2008 academic year. The study design employed was mixed type where quantitative data was emphasized and the qualitative data was used to illustrate the qualitative data. Descriptive survey methods using questionnaire and key informant interview was conducted to collect the data. Campus life implication on academic achievement of students among regular students of social science of jimmaUniversity was assessed using cross sectional study in 2008 E.C

The finding shows that from total of 55 respondents 44(80%) the majority were found as peer pressure negatively affect academic achievements. Regarding the substance use 43(78.12%) the study show that of them negatively affected and romantic relationship 42(76%) and freedom 35(60%) affect academic achievement negatively. Campus life impacts was high for academic achievement of students although the majority of the students are negatively associate the factors with academic achievements. Therefore all concerned bodies should take part and work hand in hand in controlling and coping the problems.

CHAPTER ONE

1. Introduction

1.1 Background of the study

Education has to prepare students for employment in business and industry as well as to make them to get ready for self-employment, as identified in (ECA 2002) in African has been in appropriate school curricula and poor quality of education that is largely irrelevant to the need of labor market in most condiments nations.

In Ethiopia, due to the resource constraints, lack of skill manpower and theory driven and low quality programs in the hole do not address actual competency need in the economy (MOE 2002). For this the ministry indicate that the systematic integration with higher institution at world work are yet not been achieved.

The possible factors that may influence academic achievements of students in higher institution are lack of well qualified teacher, shortage of well training facility. Lack of relevant experience to quid training to the designed goal supporting the initiation to achieve it's objectives and also students motivation on how they give attention for their means to addressing goals.

Giddens, (2001) stated that education and qualification base an important store for job opportunity for students and careers. In modern society people have to be furnished with basic skill such as reading, writing, calculating and general know ledge of their physical, social, and environmental knowledge in order to be effective in any activity. Educator is one of major social institution that formally socialize member of society.

Schaefer (2001) throughout the world education has become a vest and demanded by other institution and it represent a major form of human

resource development construes underlining bases up on material and technical development. King and Hill (1993) argue that educating female yield for reaching benefit for girl and women themselves their family their society in they leave the most the time their contribution is expressed in terms of economic, social, cultural and political aspects of society. However in many developing country especially in Ethiopia the academic achievements of female is characterized by poor performance to the comparatively of their counter parts. Thus the study was finding out the social life impacts that affect the academic achievement in higher institutions in the Jimma University. While poor academic achievement of students may be a problems of sub-Saharan Africa especially in Ethiopia and particularly this problems can be investigated by examining the potential factors that contributes for students achievement in integrated wag therefore it is prudent to investigate those potential factors related to how students influence in education in order to develop targeted intervention program to improve their academic successes in college/University/.

1.2 Statement of the problem

Complex educational system and processes should be carried out and education can be affected by various things. The use of substance such as alcohols and tobacco became one of the major obstacle for public and private higher education and also impacts for health socio economic problem world wide. The rapid economic social and cultural transition that most countries in sub-Saharan Africa are now experiencing have created favorable condition for increased and socially disrupted use of substance which is miss used influence by peers is a growing problem in Ethiopia as in many developing country (Deresa, 2011). Studies indicate that as one university students are at high risk when they enter in to University that often leads to new opportunity, independent from family control, self decision making and peer pressure that might affect educational achievement problems including outcome as grading

and probability of graduation by diverting times and energy away from studying and effect on cognitive functioning of attention span and short time memory. some researcher also noticed that academic achievement difficulty of students in university have be recurring for the higher education institution is because of financial implication for poor academic achievement and relate it with quality of institution affecting the academic successes (Alexander, 2000). It may affect academic success and searching for the potential factor affecting academic achievement of University students became a major theme due to practical and theoretical significance. Corson (2004) suggest that school sector (private and public) class size and relation between students and teacher determine academic performance with in their family background. But unlike the above research this research intentionally examine the impacts in University student's academic failure including the aspects that results due to influence of peer pressure, substance they use in campus, romantic relationship and students living away from parents dealing with the great impact for academic performance. Therefore this research extends to examine those impacts that retard for their success on education and reduce the obstacle that may target the student's performance.

1.3 Objectives of the study

1.3.1 General Objectives

The general objectives of the study aims at identifying campus life impacts that affect the academic achievements of students in higher institution in cause of Jimma University.

1.3.2 Specific Objectives

- To identify the influence of peer pressure on academic achievements
- To describe the impacts of substance use in the academic performance of students.

- To identify the role of Romantic Relationship and freedoms from parent control impacts on students' academic performance
- Identifying Copying mechanism they use when they face problem.

1.4 Significance of the study

Students contribute many things for the development of the country. The finding of this study would bring to raising awareness on the campus life impact on the academic performance of students. To the academic world by investigating substance use, peer pressure and Romantic relationship implication on the educational performance was introduced. It enables the concerned educational body to formulate plan and strategy which help to alleviate the constraints and practice in the area of identified impacts. The research would also contribute to provide base line information for further research.

1.5 Scope of the study

The scope of the study will be deliberately limited to assess the campus life influences on the educational performance of the students. This would include special emphasis on peer influence, substance use and romantic relation and freedom parental control which have impact on educational performance's this would be conducted in Jimma University with regarding to giving the priority of students life impacts staging in the campus.

1.6 limitation of the study

Due to the self-reported nature of the data the research would be difficult to achieve hundred percent of genuine data .

-some might be respond wrongly due to various reasons

-There may be information bias that influence the study

-shortage of time as the teaching and learning processes is continued and also assessments and exam would inevitable

CHAPTER TWO

2 Literature Review

2.1 Factor influencing the school performance and student achievement

Rothstein (2001) argue that learning is not only a product of female schooling but also community, family and peer can affect learning and strongly influence performance of school.

2.1.1 College Peer Pressure

College students struggle with many different types of pressure. Pressure can be put on students from parents. Teachers, friends and self. The source of pressure steams from academics, careers, choice, financial aid it is the most stressful and quality of peer pressure are found throughout each of the above types of college stress for example students may compete with each other for better grade some students may be able to make decision and also some students have to work hard to support themselves (Giffen and Allen (2003)

Peer will often joke around about these types of different and such students respond differently. Student may insure unhealthy friendship and romantic relationship because of peer pressure marsh,(2005). From peer pressure influence three negative component contribute for arising of peers influence in college life:

- i. Fear of loneliness this may insecurity the students feels about friendship and fitting it is rooted in fear of being a lone. This can often lead a student to continue unhealthy friendship which are destructive.

- ii. Poor stress management. Students are extremely busy with class and feel over whelmed hanging out with friends and using substance became on out let for stress.
- iii. Poor decision making skill:- one ban decision lead to the next and eventually the student will feel over whelmed by his or her choice for instance, choosing to party over being responsible may result in the choice to the withdraw/drop class to avoid a failing grade. Thus, peer pressure contribute strongly for the impacts of educational performance on higher institutions.

2.1.3 Substance use

Around the world alcohols use by University students is consistently a source of concern. Although a variety of factor influence a college students drinking as peer influence has emerged one of the most powerful predictors of initiation and maintain of drinking in college setting (Gill J.S: 2002). In the college environment there is aspects that enhance the influence for alcoholic usage. This includes; first, they surrounded by pear and live away from the home, college students experience freedoms and often demonstrated by using alcohols in college. Secondly adjustment in college life is a major developmental transition, in this new environment student will establish test and refine their new psychological identify. Friendship in this processes is vital as they provide first year students with role model and socialization opportunity. As a result, alcohol related attitude and behaviors of their friends are consistently related to personal attitude and behavior especially during the first years in the college environments. Thirdly, substance use like alcohols is a part of college a culture present at most social function and part of many student view a college as a place to drink excessively before assuming the responsibility of adult hood, a perception supported by the easy access to alcohols on campus. In addition the majority of college peer drinks more and are more approving of alcohol use

then are students' parents, and heavy drinking peak drinking colleague years. Alcohol and drug use is increasingly steadily on our college's campus (Borsari Be: 2001). Although warning signs of college students with a drug and alcohol use issue are:

- ✓ Withdrawal/dropping class regularly
- ✓ Conflict with parents
- ✓ Sexual promiscuity and drunk and disorder tickets.

The above substance use reduces school responsibility and cause for achieving the expected results. Thus substance use is the highest impact on problems and lower level of educational achievements.

2.1.4 Freedom from parental control

For students to college living experience means no rule, no nagging, no curfew when they stay as they want and they are in control of their decision. A students that stay home for college also feel a sense of independence when scheduling time for classes, eating, sleeping and hanging out with friends. Unfortunately, our college are over saturated with the party life style which is accompanied by drug and alcohol use. Some of the students in our University are getting lost in college addiction epidemic and heading toward the need for substance abuse relay Barney and Farrel(2001). So the freedom and students living away from their parents influence the sense of in appropriate decision by them solve and then it contribute for some student to be carelessness habits in their academic performance.

2.1.5 Students characteristics

Student characteristics refers to student well-being perception of school environment, motivation and involvement in scholastics and co-curricular activity and effort of students, perception of students on parental support and

lack of control in all a red having significant effect on a student's academic achievement (Arranako:2005,p78). As William,(2005) argue that additional ability, whereas with additional hours of school attendance and reading from their friends. It is also true that time spent at work had negative impacts at higher level education with a high level of study hour unbalanced demand of work and educator, place of physical and mental strain on students and often leads to poor academic performance

2.1.6 Romantic Relationship

The daily routine of University life bring new sleeping and eating habits increased workload and new responsibility University students are prove to stress due to transition nature of University life (wright, 1997). The must adjust to being away from home, perhaps for the first time and maintain balance between high level of academic success and new social environment. These daily stressors do not cause a next by themselves. Stress results from interaction between stressor and the individual perception and reaction to them. Aromatic relation may cense stress. Arnet (2005,p35) observed that being an intimate relationship involves trust, sensitivity, and responsiveness, being able to make commitment, striving for equality and mutuality. For students to achieve academic balance dating has a positive effect on but it must not be overly dated.

2.2 Theoretical frame work of the study

2.2.1 Social learning theory

The most powerful influence on college life is determined by the quality of peer relationship. Specifically social learning theory construct describes how peer influence personal alcohol use in social reinforcement, modeling and cognitive processes social reinforcement (differential reinforcing) in the consequence on behavior depend on setting in which it occur (Maist; 1999). The different environment in college drinking provide various degree of acceptance of certain behavior for instance heavy drinking may be accepted and encouraged at

campus party but punished at a faculty social events. Modeling occur when human acquire new behavior through observation or through other communication (Carey KB, 1999), in addition the perception of attitude and behavior which are typically or approved by other, (norms) appears particularly influential in the context of campus (Borsari:2001). There may be watching relatives how they looks like and proved information about how to use and low to react with other students to different levels. Cognitive processes also contribute to interpersonal influence by assuming that when in participate in more action I became sociable for instance, when I drink, being carelessness for duty or the campus may influence on various expectancy.

2.3 Family Characteristics

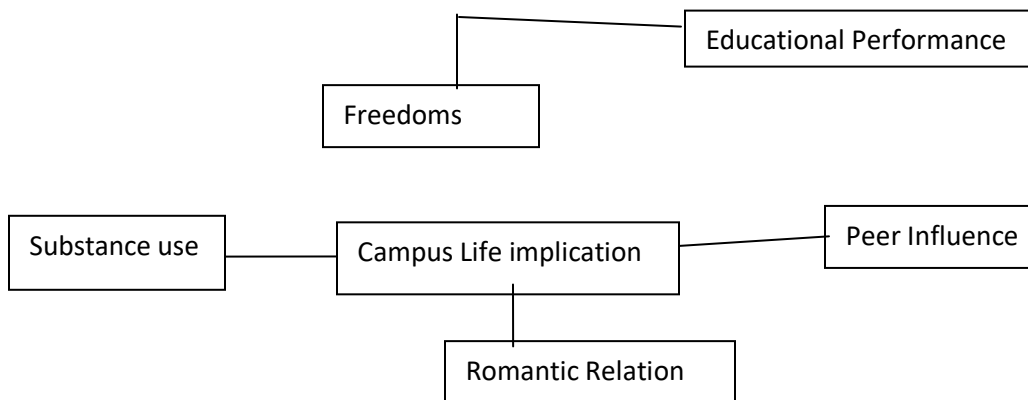
Michael lewis (2002) and Engen Demir (2009) argue that a student academic achievement has influenced by family background such as social, status, level of education, occupation and income has been the most significant source of disparities of students especially female students) performance. Although regardless of national context parents who have more educated better to provide their children with the academic and social support impetrate for educational that support success when compared to parents with less educated (Battel:2002, p6) . In other words poverty low level of parental education and neighborhood, negative attitude toward school in general children among from disadvantage background has significant poor achievement, as well as lighter role of behavior problem and lower level of educational achievement (Bahawdin;1998).

2.4 Conceptual framework of the study

Educational performance is the extent to which students has achieved their educational goal .It is commonly measured by examination of continuous assessments but there is no general agreement on how it is best tested or which aspects or most important procedural knowledge such as skill and declarative knowledge such as fact. Student's life in campus refers a group's

people with a common purpose or shared duties at an institution of higher learning. Dependently students has yet to establish their own social characteristics rather than their background Ward (1996) drive from home. Independent thinking, freedom and peer groups can be a concept of social impacts on students.

- ✓ Substance use:- is maladaptive pattern of substance use resulted inrepeated problem and adverse consequence.
- ✓ Freedom:- refers the right to act or think as one wants, capacity to determine action freely without control of others.
- ✓ Peer groups pressure:- the influence that people who belong to a particular groups faced and influence persons belief and behaviors.



CHAPTER THREE

3. Research Method

3.1 Study area and population

The Study was conducted in the main campus of Jimma University which is located 352 km south west of Addis Ababa at Jimma town. Jimma University in one of a public higher educational institution established in 1999 by amalgamation of Jimma College of agriculture (found in 1957) and Jimma institute of health science established in 1983, and also, Jimma University is a compressive public higher education institution engaged in teaching, research and provision of service to the social embodied line with innovative community based education (CBE) philosophy. College of social science in Jimma University is the source of the population.

3.2 Research Design

This study design employed was based on cross-sectional research design, data was collected at one point in time from the sample to describe some study population at that time. Due to shortage of time and lack of resources. This research design appropriate for this study. According to the study design the researcher was collected both form of (qualitative and quantitative data at the same time.

3.3 Research Approach

The research approach of this study was mixed (both qualitative and quantitative) approach. A researcher was collect both qualitative and quantitative data sequentially in this approach because collecting diverse types of data best provide an understanding of a research problem.

3.4 Sampling technique

The study was use probability stratified and multistage sampling. Stratified simple random sampling was carried out to get the sample what the researcher need and were used to minimize the chance of selecting respondents from the same field of study and study year This is because the study population is relatively large and are grouped into different categories of college and department, by using multistage sampling procedure first the researcher select two out of four college and institute by using random sampling, these randomly selected college is college of Educational and Behavioral science and Social Science and humanity. Those two college are stratified into departments and those departments are randomly selected Those selected departments there Amharic, Psychology, history, English, social work and sociology and social work and also each sample department in further stratified into first, second and third year to ensure the representative and to include different opinion, form different experience of student which experienced from there difference stay in the University. Finally the systematic random sampling technique will applied to select students in the each years of the study from the least of students name in the respective batch students from each year were allocated proportionally to their class size.

3.5 Sample Size

From the randomly selected departments from the above out of 735 students 55 sample size wasdetermined based on the following formula.

$$no = \frac{Za^2/2}{d^2} (PQ)$$

PQ within 95% confidence interval here $no = \frac{Za^2/2 PQ}{d^2 (0.09)^2} = \frac{(1.96) (0.5)(0.5)}{d^2 (0.09)^2}$

$$= \frac{0.49}{(0.09)^2}$$

$$(0.09)^2 = 60$$

$$n/1+(n/N) = 60/1+(60/735) = 60/1.08 = 55 \quad \text{So, sample size is 55}$$

where n_0 is the initial sample size

$Z = 1 - 100\%$ confidence interval $95\% = 5\%$

(q = probability of failure)

d - Margin of error

P = probability of success

d = the most appropriate value of margin error is 9

$Z_{\alpha/2} = Z_{0.05/2} = Z_{0.025} = 1.96$ from the normal distribution table

2

3.6 Method of data collection

1. The primary and secondary data was used. Interview, observation and survey was employed to collect primary data. To this end interview guiding, observation check list and closed ended questioners are going to be used data collection instruments from key informants more over secondary data from book, journals reports and other will be considered.

3.7 Data Analysis

In this study both quantitative and qualitative method of data analysis was employed. In order to analyze the collected data particularly quantitative data descriptive statistics was used. The qualitative was analyzed through thematic analysis of method where statement and interpretation was used them using numbers.

3.8 Operational Definition

Campus life is that students life involve being independent. They study how to exist without specific peer groups. Unsteady they learn how to function with it the framework of large, diverse student's body population. More importantly students learn independents thinking without the help of students or parents or friends. Colleague life requires that each student think for themselves as individual because there is lack of external influence in campus student life and also there is various tendency where students develop their own preference and unlearn various dependents tendency including most of the students start substance like alcohols and chewing chat, start boy/girlfriends which might have some adverse impacts on their academic achievements even it varies according to individual and their norms the majority of the students in university are negatively affected.

3.9 Ethical Consideration

This research was common up on approval by Jimma University. Furthermore during period of data collection the researcher obtained legal letter from department of sociology and social work and also the researcher respected the culture, custom, value and religion of participant. Moreover clearly inform the real objective of the study and also the researcher was asked the willingness of the respondents to participate in the study and also the response was kept secretly in-order to assure it's confidentiality.

CHAPTER FOUR

4.1 Data Analysis Interpretation and Interpretation

This chapter deals with the presentation, interpretation and discussion of the finding. To analyze the collected data both descriptive statics basically (percentage) and qualitative method of data analysis are employed. The data gained from questionnaires (close ended) is presented in tabular form percentage and frequency and semi structured interview is also presented. The subject of the study was jimma University students. The data presentation and analysis include background of respondent and it's related subject of the objectives. In this interpretation and or presentation of the information from close ended questionnaires' and key informant interviews similar response age presented sequentially this analysis is done as follows.

Table 1; Background information of the respondents

Variable	Respondents	Frequency	Percentage
Sex	Male	32	58.18%
	Female	23	41.82%
	Total	55	100%
Age	>20	6	10.9%
	20-24	41	74.55%
	25-29	8	14.55%
	<30	-	100%
	Total	55	100%
Religion	Orthodox	21	38.18%
	Protestant	18	32.72%

	Catholic	3	5.45%
	Muslim	16	23.65%
	Total	55	23.65%

Source own survey, 2008

In the above table, the respondent demographic characters sex, age, religion are presented. Regarding the sex of respondents among 55 total numbers of respondents 32 (58.18%) were male and rest 23(41.8%) were female. This implies that the majority of the respondents were male but the conducted study was inclusive of both sexes. In the case of age above 41(74.55%) respondent were between 20.24 years and 6 (10.9%) are found below the age category of 20 and the rest 8 (14.55%) are categorized on the age between 25 and 29. This implies almost more than half of the respondents were adult which they are more obliged to engage in more activity at this age. When we see the respondent religion 21(38.18%) of the respondent were orthodox followers, 18(32.72%) of them were protestant and 16(23.65%) of the respondent were the follower and Muslim and the rest 3(5.45%) were catholic. This implies that majority of the respondents were orthodox followers

Table 2; distribution of respondents related to region

Variable	Participant	Frequency	Percentage
Region	Tigray	7	12.72%
	Amhara	12	21.8%
	Oromia	25	45.45%
	Afar	3	5.45%
	Somali	8	14.45%
	Total	55	100%

Source own survey, 2008

As shown on the above, regarding to region 21(45.45%) of the respondents were Oromia ethnic groups, 12(21.81%) were Amhara, 7(12.72%) of the respondents

were Tigray and the rest 3(5.45%) and 8 (14.54%) of the respondent were Afar and Somalia ethnic group respectively. From this we can conclude that the majority of the respondent were Oromia ethnic groups.

Table 3: distribution of respondent by department, place of resident and year

Variable	Respondent	Frequency	Percentage
Place of resident	Urban	6	10.91%
	Semi-urban	24	43.63%
	Rural	18	32.73%
	Semi-rural	7	12.73%
	Total	55	100%
Department	English	9	16.36%
	Amharic	9	16.36%
	History	9	16.36%
	Psychology	11	20%
	Sociology	10	18.2%
	Sociology and social work	7	12.73%
	Total	55	100%
Year	1 st	19	34.55%
	2 nd	15	27.27%
	3 rd	21	38.18%
	Total	55	100%

Source own survey, 2008

According to the above when we see the respondent place of resident 24(43.63%) of the respondent were resident in semi urban, 7(12.73%) were semi-rural 18(32.73%) of the respondent rural and the rest 6(10.91%)

respondent were urban residents. This implies the majority of the respondent reside in semi urban area. When we see the departments of the students 11 (20%) of the respondent were psychology, each of Amharic, English and history department contain 9 (16.36%) and social work contained (18.2%) while the rest 7 (12.73%) of the respondent were department of sociology and social work. This implies that majority of the student were psychology department. Concerning to the years of the respond they stay 21 (38.18%) respondents were 3rd year students, 19(34.55%) were 1st year and the rest 15 (27.27%) of the respondent were 2nd year. This implies that the majority of the respondent were 3rd year students this contribute that they are more know about impacts of campus life on educational achievements.

Part 2; distribution of respondent based on the objectives of the study

Table 4; Distribution of respondent on effect of peer pressure

Question	Respondent							
	Agree		Strongly agree		Disagree		Strongly disagree	
Do you agree peer pressure affect your academic achievements ?	Frequenc y	%	Frequenc y	%	Frequenc y	%	Frequenc y	%
	26	47.27	18	32.73	11	20		

Source own survey, 2008

One of the specific objective of the study was identifying the influence of peer pressure. As observed from the above table 26 (47.27%) of the respondents were agreed with the arguments that peer pressure affect academic achievements and 18(32.73%) of the respondents strongly agree with the arguments. The rest 11 (20%) disagree with the argument. This information

depicts that majority of respondents peer pressure had its own effect on academic achievement of students this is why? Based the key informants interview they responds that students came from different part of the region are coming together and of this time among friends there is some students who behave negatively like recreation and enjoyments by spending more time that diverts their duty from study. On the other land few of the respondents disagree with negative effect of peer pressure on their educational achievements. This implies that there is students that contributes a good role model for their friends generally from this information we can conclude that peer pressure had negative influence on the academic achievements of students.

Table 5: Distribution of respondent regarding to having friends that use substance

Question	Respondents	Frequency	Percentage
Do you have a friend that we substance like alcoholic drinks and chats	Yes	47	85.45%
	No	8	14.55%
	Total	55	100%
If you response 'yes' how many of your friend use substance	one of them	5	10.63%
	Few of them	34	72.35%
	Almost then	8	17.02%
	Total	47	100%

Source own survey,2008

As observed from the above table 47 (85.48%) of respondents have a friends that use substance and from those respondent 5 (10.63%) respondents one of their friends use substance, 34 (72.35%) of them few of their friends use

substance and the rest 8(17.02%) of the respondents have a friends that almost use substance like alcoholic drink, chats and others. From this information we can conclude that as more the respondent were found at the adolescence age majority of them have a friends that use substance like alcoholic drinks and chat.

Table 6: Distribution of respondent information about taking substance

Question	Respondent	Frequency	Percentage
Do you take any kind of substance like chat of alcoholic drink?	Yes	32	58.18%
	No	23	41.82%
	Total	55	100%
Did you being in university?	Yes	19	59.37%
	No	13	40.63%
	Total	32	100%

Source own survey,2008

From the above information 32 (58.18%) of the respondent take any substance and 23 (41.82%) of the respondent response they did not take any kind of substance. This implies that majority of respondent take substance like chants and alcoholic drink. When we see the second question, out of 32 which use substance 19 (59.37%) of tem being when they came in to university and the remaining 13(40.63%) of them began until they did not enter into University. This shows that when students enter into campus they began to use different addicted substance as so they age fail to achieve their educational achievement.

Table 7; Distribution of respondent information about who initiated to start

Question	Respondent	Frequency	Percentage
If you began taking substance in university who initiated you first	Close friend	14	73.68%
	My self	3	15.8%
	Family member	2	10.5%
	Total	19	100%

Source own survey,2008

As the above table shown 14(73.68%) of the respondent began to use substance initiating by their close friend, 3(15.8%) of the respondent were initiated by themselves and the rest 2(10.52%) were initiated by family members. The above information depicted that majority of the students began or addicted by substance by the influence of their close friends than other background from family members.

Table 8; Distribution of respondent information on the person of substance use

Question	Respondent	Frequency	Percentage
Why do you use substance	To study hand	12	37.5%
	To facilitate social interaction	7	21.87%
	To forget problem	9	28.13%
	To be accepted by friends	4	12.51%

	Help me to pass time	-	-
	Total	32	100%

Source own survey,2008

As observed from the above, 12(37.5%) respondent use substance for the purpose of study hard, 9(28.13%) of respondents wereuse for the acceptance of themselves by their friends and 7(21.87%) of respondents use substance for the sake of forgetting the problems, the rest 4(12.5%) of them replay that substance use helps to pass time. So we can conclude that majority of the student use to study hard.

As key informants responses that using substance is not a matter of merely usage but it helps to study hard by stimulating them this the first imitation for the starting the use of substance. Next to this as key informants responds there are many over loads of exam, test and dissatisfaction on learning and tedious campus life result for the use of substance (like chat, alcoholic and other addicted substance).

Table 9. Distribution of respondent information on the impact of substance use on educational achievement.

Question	Respondent	Frequency	Percentage
How does substance use affect your educational achievement	Positively	12	21.18%
	Negatively	43	78.12%
	Total	55	100%

Source own survey,2008

As observed in the above table 12(21. 18%) of the respondent suggests substance use positively affect educational achievements, on the contrary 43 (78.12% of the respondent suggest that substance use negatively affect educational achievements. This implies majority of the students that substance use are implicated with negative achievement on their education.

As key informants explain the question how? Substance use negatively consequence on academic results such as missing the class, absenteeism, fail to meet the dealing for projects, assignments and other requirement, shortage of time to make necessary preparation for exams and even dismissal from the campus as a result of poor academic performance.

Table 9. Distribution of respondent related with impact of freedom

Question	Respondent	Frequency	Percentage
How do you see the influence of freedom that you experience in University you stay?	Good	15	27.27%
	Extremely good	9	16.36%
	Bad	24	43.63%
	Extremely bad	7	12.73%
	None	4	7.27
	Total	55	100%
Does freedom affect in your academic achievement positively or negatively?	Positively	20	40%
	Negatively	35	60%
	Total	55	100%

Source own survey,2008

As observed in the above, when we see the influence of freedom on educational achievements 15 (27.27%) of the respondent saw as good and 9(16.36%) of the respondent say as extremely bad. In contrary 24(43.63%) of the respondent that freedom influence badly for educational achievement and 7(12.73%) of them also responds freedom as extremely bad. This implies that majority of the students age affected badly for achieving their educational performance as a results of freedoms. When we see the second question 20 (40%) of the respondent were affected positively and 35(60%) of them were affected negatively by freedom to the achievements of their education so majority of students are affected negatively. From the above information we can conclude that students life in university are more freely depending by themselves and this independency at mostly retard educational achievements.

Table 10. Distribution of related with the impact of having boy /girl/ friend in educational achievements.

Question	Respondent frequency percentage		
Do you think having boy/girl friends in University affect academic achievement of students?	Yes	42	76.36%
	No	13	23.64%
	Total	55	100%

Source own survey,2008

As observed in the above table 42 (76.36%) of the respondent agree with having boy /girl/ friend affect educational achievements of students. In contrary 13(23.64%) of the responds that having boy/girl/ friends did not affect academic achievement of students. From this we can conclude that majority of

the students who have boy/girl friends are more affected for achieving their academic achievements.

The key informants explain the question how? As University is the union of various parts of countries the students the situation is too severing especially for that who come from rural area because rural students expose to new thinks like wearing style, enjoying in restaurant and hotel; they engaging without predicting the effect on their education and university student would like to reach boy/girlfriends. Gradually this may have an impact on tier academic results because as they start love they forget their education and spend a lot of time especially for female if her boyfriend unable to cover expensive she is busy to search others who are capable obviously this situation forced to score low.

Table

11. Distribution of respondent information related with motivation of study with partners

Question	Agree		Strongly agree		undecided		Disagree		Strongly disagree		Total	
	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%	Fre	%
I feel I am motivate to study when I'm with my partner	6	10.91%	9	10.36%	3	5.45%	36	64.45%			55	100%
I expect my partner to help me with my study	17	30.9%	15	27.27%			17	30.91%	11	20%	55	100%

Source own survey,2008

From the above table, when we see the first arguments 6(10.9%) of the respondents agree with they are motivated to study when they are with their partners and 9(10.39%) of the respondents strongly agree with the arguments.in contrary 36(64.45%)of the respondents disagree with the arguments of when they are with their partners they are motivated to study and the rest3(5.45%)of the respondents are undecided with the arguments. From these information we can conclude that majority of the respondents did not fell motivated to study when they with their partners. This implies that partners or having boy/girl friends in university did not motive to study then the academic achievements of thestudents are failed who engage in romantic relationship.

When we see the second arguments 17(30%) of the respondents agree with the arguments that my partners help me with my study and 15(27.27%) of the respondents in contrary to this 22(40%) of the respondents dis agree with the arguments and 9(16.36) of the respondents strongly disagree. From this arguments we can conclude that majority of the respondents did not expects help from their partners.

Table 12; Distribution of respondent information related in the romantic partner's one. Anxiety in studying.

Question	Respondent											
	Agree		Strongly agree		Undecided		Disagree		Strongly disagree		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
I often miss my class because of handing with my partners	28	50.91%	14	25.45%			13	23.64%			55	1%
I hardly give my attention to my study because storied about being left by my partners	16	29.1%	12	21.8%	8	14.54	19	34.5%			55	100%

Source own survey, 2008

As shown in the table, when we see the first question 28 (50.91%) of the respondent agree with the argument of handling with partners miss the class and 14(25.45%) of the respondent strongly agree with the argument. In contrary 13 (23.64%) of the respondent disagree in the argument of handling with partners results missing the class. From this we can conclude that the majority of the respondent respondents missing the class is the results of handling with partners which contributes for failure of academic achievements of students in University.

When we see the second question 16(29.1%) if the respondent agree with the attention is given to the study because of worry about being left by their friends and 12(21.81%) if the respondents argue with the arguments. In contrary 19(34.55%) of the respondent disagree with the arguments. So for the majority of the students hardly giving attention to the study is arguable unless it retards the academic results. Generally we can conclude from the combination of the two question educational performance of the students can affected by how they give attention to their study and attend in the class so partners contribute less rather they make an obstacle for their academic achievement.

Table 13; Distribution of respondent information related with Anxiety in the focus of studying.

Question	Respondent												
	Agree		Strongly agree		Undecided		Disagree		Strongly disagree		Total		
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
I can not focus on my study because my partner does not really love me	14	25.45	18	32.72			16	29.1	7			55	100

Source own survey,2008

As shown on the above on the table, 14 (25.45%) of the respondents agree with the arguments that I cannot focus on study because of my partners really me end 18 (32.72%) of the respondent strongly agree with the arguments. In contrary 16 (29.1%) of the respondents disagree and 7(12.72%) of the respondents strongly disagree in the arguments the study cannot be focused due to partners does not really love me. From the above the majority of the respondents responded they cannot focus on the study because of they cannot really know how much the friends really loved.

According to key informants tried to explain the focus of the study altered since they focused on whether my partner really love me or not and most of the student in campus shifts their study into thinking her/they friends and tries to be passionate and then this directly release their duties from attaining of their expectation that they enter into campus due to this low achievement can be manifested undeniably.

Table 14; respondent information related with the coping mechanism

Question	Respondents											
	Agree		Strongly agree		Understand		Disagree		Strongly disagree		Total	
	Fre	P	Fre	P	Fre	P	Fre	P	Fre	P	Fre	P
Which coping mechanism is more important for your to reduce the above problem	10	18.18	12	21.18 %	19	34.54 %	14	25.45 %			55	100%

Source own survey,2008

As shown on the above table 10 (18.18%) of the respondent response that parents are more important to reduce the problems of substance use, negative peer influence and romantic partner impacts, 12(21.18%) of the respondents responses teachers are more important and 19(34.54%) of the respondents response religious leader are more important the rest of 14(25.25) respondents response parents, teachers and religious leader are more important to cope the problems. From this we can depicted that the majority of the respondents response that religious leader is more important to cope from the problem and next all parents, teachers and religious leader play a crucial role in coping the problem of substance use, peer influence and romantic partners problems. As key informants explains that even all parents, teachers and religious leaders are more important especially religious leaders play a crucial role and more sounded than the others. They show how they should be behave and confirming with norms and values.

4.2 DiscussionOf the finding

The finding of this study are almost shows that the major impacts of campus life on academic achievements with the prevalence of substance use, peer pressure as far as the case of University and college students are concerned.

Regarding to the impact so peer pressure on educational achievement among jimma University college of social science students the finding revealed that peer pressures negatively affect educational achievements including behavioral difference and among friends one diverts from studying by spending more time in enjoyments recreational area. The finding of this study are similar with other research finding for example (Marsh, 2005). The ability and peers detrimental effect on education outcome.

When we come to the substance use like Alcoholics, chat and other addicted substance the majority of the respondents responded they use substance that majority of them have friends that use substance and then they are initiated by their close friends. Asignificant a number of respondents responded that why students start to use Alcoholand chats is academic related factors that helps to study hard while they latter responded that substance use negatively affect academic achievements. As Deresa,(2011) founded that the socially disrupted use of substance which miss used by peers or close friends similarly the respondents responded that they use it for academic performance of hard studying but fail to achieve on the other way as respondent responded they use substance to facilitate social interaction and next to forget the problem. From the finding most the students should know how to balance their academic work with their social life and not let it affect their academic performance (Jill coyman). Regarding to the impact of having boy or girl friend in academic achievement the finding revealed that it negatively affect educational achievement this proportionally match with Quitman (2011) romantic partners cause for lower academic achievements. The respondent responded that boy or

girl friends miss my class and it is difficult to give my attention on my studies. The other impacts of campus life on academic achievements is the existence of freedom in campus as the respondents they are free from any interference and they are similarly for engaged in party life as far as academic achievement were not conducted. As a general peer influence chewing chat, alcoholic drinking and romantic relationship were experienced in campus which is linked with unprotected sex, putting female students in university at risk of unwanted pregnancy, abortion and Hiv infection. This indicates more of female are exposed to risk at campus, this results even dropping and failing to achieve their education

CHAPTER FIVE

5. Conclusion and Recommendation

5.1 conclusion

The main aim of this study was to investigate the campus life implication that affect the academic achievements among jimma University College of social science. Depending on the results of the study that was founded from the analysis the following major finding were identified on the base of the objectives of the study.

Peer pressure influence majority of the respondents 26(42.27%) agreed up on peer pressure in University influence each other to achieve poorly through spending more time influence on academic achievement of students but the few students 11(20%) are encouraged by their peer pressure which contribute a good role model.

Impacts of substance use majority of the respondents 47(85.45%) have a friends that use substance like Alcoholic drinks and chat's and from those majority of them(32(58.18%) use substance. In this case close friends initiates to use this is really for that campus life is the area that students learn and earn something but majority of them were start using substance even they are not began until they enter. The purpose of using is revealed by the respondents is that at the beginning they start to study hard and some of the respondent start for the purpose of forgetting the problem because in campus there is a stress and there is some over load on education, even they start for the above purpose the outcome were reverse in that majority of them respondents it affect negatively on our academic achievement such as absenteeism, shortage of preparation for exam and missing the class since they are addicted. Substance use like chat, alcoholic drink and other results lower academic achievement on education performance.Regarding to the impact of romantic relationship and freedoms as we can understand from analysis freedom 40(60%) affect

negatively for academic performance and this is related with romantic relation 42(76.36) or having boy/girlfriends influence on this education as the respondents are were analyzed majority 41(74.55%) of them were at adolescence stage they are sensitive for romantic relationship. As key informants explains that it affect educationalachievement by once boy/girlfriend start relationship they forgot their education spend a lot of time together and also romantic relationship. As the majority responds that it affect educationalachievement by once boy/girl/ friend start relationship they forgot their education spend a lot of time together and also romantic partners contributes less motive to study, inspiration and enjoying on the study, attending in class is missed. Additionally the relationship of partners in campus create worry and shift attention span from the study as the majority of respondent of jimma University College of social science respond.

Generally the finding the study indicated that peer pressure have influence on academic achievement and peer motives each other to engaged in romantic relationship and use various alcoholic and chats. Due to this fact most of the time they prefer recreation and spend a lot of time in unnecessary place. Thus, they may not give full attention for their education and this affects educational achievements negatively. Finally the finding also come up with identifying the possible coping mechanism to reduce the problems they form peers, substance use and romantic relationship that fail their educational achievement. The mechanism to cope from those problem is more important in that religious leaders contribute more as respondents and the teachers and parents also play the role .

5.2 Recommendation

The finding of this study clearly identify the impact of campus life on academic achievement by identifying peer pressure, substance use and Romantic relationship and freedoms among jimma University college of social science. Based on the finding obtained in this study the researcher forward the following important point that concerned body should consider to take measure whether in the processes of policy designing program adjustments and other measures that enable the investigated condition of the finding, the following recommendations are forwarded.

- Universities shelf design alcohols and drug policy that governs the overall processes of alcohols and drug related issues so as to reduce the easy exposure of students and awareness raising should be maximized about the negative consequence in their academic achievements.
- It seems very difficult to totally avoid use of substance and peer influence and romantic relationship impact among university students. Hence there shall be well equipped guidance and counseling center having its own professional team work from different discipline (psychologist) counselor, sociologist, and social work) that are capable to provide necessary prevention and intervention to reduce the negative impacts among university students because peer pressure is unavoidable in student life.
- Short and frequent training especially for freshman students, awareness creation conference, workshop and meting are the most important to update knowledge, attitude and practice of students, regarding to impact of peer and substance on academic achievement and Having boy/girl/ friend for students in campus especially for female students.
- Promoting life skill training that include positive behavior and adopting positive peer-basedand influencing approaches

- Coping best practices from other equivalent higher institution in reducing the impacts by sanction the code of ethics.
- For university students-It is true that the academic qualification of peers cause an effects on achievements the problems when it comes to estimating peer effects ,in that it goes with' "birds of feathers flock together" and the same applies for students.so you should be self-selected that contributes for your betterments and you are free to counter problems.

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Jimma University

College of Social Science and Humanities

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Annex I--Questioners for student of Jimma university

The purpose of this questionnaires' is to assesses the campus life implication on educational performance of university students. So dear students to accomplish this study your genuine and cooperation is very essential .no need of writing your name so as to keep your confidentiality. Thank you so much for your interest and cooperation to fill this questionnaires.

Part I questionnaires related with Background of the Students,

1. Age;-----
2. Religion
 - a. Orthodox
 - b. Protestant
 - c. Catholic
 - d. Muslim
 - e. Other specify_____

3. Sex:
 - a. Male
 - b. Female
4. Place of resident
 - a. Urban
 - b. Semi urban
 - c. Rural
 - d. Semi-rural
5. Department of student
 - a. Amharic
 - b. English
 - c. History
 - d. Psychology
 - social work
 - f sociology and social work
6. Year:
 - a. First
 - b. Second
 - Third
7. Region:
 - a. Tigray
 - b. Amhara
 - c. Oromia

- d. Afar e. Somali f. Benshangul
 g. SNNP h. Gambela i. Harra
 j. Addis Ababa k. Medawa

Part 2 questionnaires related to specific objective of peer influence and substance use impact on education achievements

1. Some people argue that peer pressure in the University affect the academic achievement of the student s

- a. agree b. strongly Agree c. Disag
 d. Strongly Disagree

2. Do you have a friend that use substance?

- a. Yes b. No

3. If your response for no 2 is yes, how many of your friend use substance?

- a. One of them b. few of them c. almost of them
 d. none of them

4. Do you take any kind of substance?

- a. yes b. no

5 .Did you began in university? A yes b no

6. If yes for the above questions who initiated you first to use substance like chat

- a. a close friend b. myself c. family member
 d. other, specify _____

7. Why do you use substance? (Multiple response is possible)

- a. it help me to work study
- b. it helps to forget problem
- c. it facilitate social interaction d. help me pass time
- e. help me to get encouraged self-confidence
- f. to be accepted by friends

8. How does substance use affect your educational achievement?

- a. positively
- b. negatively

Part 3 questionnaires for specific objectives of freedom and romantic relationship impacts on educational achievements

9. How do you see the influence of freedom that you experience on University you stay?

- a. Good
- b. extremely good
- c. Bad
- d. Extremely bad
- e. None.

10. Does freedom affect in your academic achievement positively or negatively?

- a. Positively
- b. Negatively
- c. Explain _____

11. Do you think having boy /girl/ friend in the University affect the academic achievement of students?

- a. yes
- b. no

12. If you response the above question yes, answer the following choice based on your motives .fill the space on the scale write '1'for Agree, '2'for Strongly agree, 3 Undecided,4 Disagree 5,Strongly disagree

- A. I feel I am motivated to study when I'm with my partners. _____
- B. I expect my partner to help me with my study. _____
- C. I'm inspired to finish my course when I have aromatic partner. _____
- D. I enjoy studding when I am in romantic relationship. _____
- E. I often miss my class because of handing with my partners. _____
- H. I hardly give my attention to my study because I worried about being left by my partner. ____
- I. I cannot focus on my study because my partner does not really love me. _____
- 13 . Among the following which coping mechanism is more important for you to reduce the above problem ? a. Parent b. Teachers c. Religious leader d. All of the above e. None

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Annex 2: Interview Guide for Experts/Key informants/.

This interview is designed to Experts(Teachers) of college of social science and humanity of Jimma university and the purpose of this interview is to collect data regarding to assesses the campus life implication on educational performance of university students. so dear experts to accomplish this study your genuine and cooperation is very essential. no need of writing your name so as to keep your confidentiality .thanks so much for your interest and cooperation to fill this interview.

I. interview guide related with objective of peer influence impacts on academic achievement of students

1. Some people argue negative peer influence (those who learn together and belong to particular group) is more prevalent for university students that contributes to their failure in achievements of educational result. How you see these arguments?

2. In your opinion in what way it affects educational success?

3.What is your advice for students to cope from the negative pressure exposed by peers (such as spending more time at recreational area more with friends than concentrated on study and abscentism from class) that retard their academic achievements?

II. Interview guide related with substance use impacts on academic achievement of students

4. Students in campus are more exposed to use substance like alcoholic drinks, chats and other addicted things .do you think this affects the educational achievements of the students results?

5. Based on the above you respond the adverse impacts of the academic successes of the student's achievements?

6. What is your general comments about the coping mechanism when they are facing the problem of excessive drinking and chewing chat that retard their academic success?

III. Interview guide for objective related with romantic relationship impacts on educational achievements

7. Do you think romantic relationship (having boy/girlfriend) in the university affects the academic results of students?

8. Some people argued that academic achievement of students is perceiving lower results when they start romantic relationship in campus. Do you agree?

9. If you agree for the above, what could be the reason for perceiving the lower academic achievement results behind the friendship?

10. What about coping mechanism do you suggest for those who start friendship to response its

Adverse effect such as resulting lower grade?

