

**ANTISOCIAL TENDENCY, EMOTIONAL INSTABILITY AND  
SUICIDAL IDEATION AMONG JUVENILE DELINQUENTS  
IN BONGA TOWN PRISON**



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**DEPARTMENT OF PSYCHOLOGY**

**A Thesis submitted to the Department of Psychology in Partial Fulfillment  
for the Requirements of Master of Counseling Psychology**

November, 2021

Jimma Ethiopia

**JIMMA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
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### **Approval sheet**

This thesis entitled as “Antisocial Tendency, Emotional Instability and Suicidal Ideation among Juvenile Delinquents in Bonga Town prison.” is original work done by student Nigist Gezahegn under our full guidance and advice. The interpretations put forth are based on her reading and understanding of the original work and it is not published anywhere in the form of books, or articles.

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| Main- advisor | Date  | Signature |
| _____         | _____ | _____     |
| Co-advisor    | Date  | Signature |

### **Declaration**

I, Nigist Gezahegn , hereby declare that this MA thesis entitled with “Antisocial Tendency, Emotional Instability and Suicidal Ideation among Juvenile Delinquents in Bonga Town prison.” is my original work and was carried out by me for the degree of Master of art in counseling psychology under the guidance and advisory of Assistant professor Addisalem Taye college of education and behavioral science Jimma University, Ethiopia. The interpretations put forth are based on my reading and understanding of the original work and it is not published anywhere in the form of books, or articles. Other books, articles and websites, which I have used, are accordingly acknowledged at the respective place in the text. For this thesis, no degree, diploma, or distinction has been conferred on me before, either in Jimma University or in any other University.

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## **Acknowledgement**

I would like to thank my advisor, Assistant professor Addisalem Taye for his academic guidance and intellectual support. I am grateful for his continuous support and encouragement while I was in Jimma University and subsequently when I returned to my research work. I would like to thank Bonga Town prison administration officials for their cooperation and support in the process of data collection for the study during the field work. I also thanks the study participants those who were participated in this study really deserve my recognition.

Last but not the least, my all family mom, dad and my sisters and brothers I thanks and love from the bottom of my heart for their endless support in finance and being in my side through my study.

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## Acronyms

AST: Antisocial Tendency

EI: Emotional Instability

JD: Juvenile Delinquency

SI: Suicidal Ideation

## Abstract

*The purpose of this study was to investigate the extent of Antisocial Tendency, Emotional Instability and Suicidal Ideation among Juvenile Delinquents in Bonga Town Prison. To do this across-sectional survey design was conducted in this study conducted in Bonga town prison in Southwest Ethiopia. The questionnaire is standardized scale and had five point Likert scales. One sample t-test, independent t-test one way ANOVA and Pearson Product Moment correlation Coefficient were used to analyze the quantitative data. The finding of the study showed that 55.6% juvenile delinquents were convicted as criminal for more than 4 years. Juvenile delinquents showed as having antisocial tendency with  $M=3.92$  ( $SD=.24$ ),  $t(243)=.59.74$ ,  $p<.01$ , Emotional instability with  $M=3.67$  ( $SD=.31$ ),  $t(243)=32.78$ ,  $p<.01$  and Suicidal ideation  $M=3.60$  ( $SD=.38$ ),  $t(243)=24.72$ ,  $p<.01$ ; 72.3 %. The juvenile delinquents were single parents (53.3%) or orphans (18%); 66% of the juvenile delinquents were urban residents and 65.16% were male; 30.3% of the juvenile delinquents were arrested for theft, 18.9% were for harassment, 15.6% were for fighting, 12.7% were for destroying property, the rest 22.5% were arrested for killing, hurting others, homosexual, rape and abduction. There is statistically significant positive relationship between Anti-social tendency and Emotional instability  $r(242)=.42$ ,  $p<.01$ ; between Anti-social tendency and Suicidal ideation  $r(242)=.29$ ,  $p<.01$  and Emotional instability and Suicidal ideation  $r(242)=.41$ ,  $p<.01$ ; Emotional Instability statistical significant predictor of Antisocial Tendency  $F(1,242)=51.83$ ,  $p<.01$  with Beta = 0.42,  $t = 7.20$ ,  $p<.01$  and it explains 17.6% of the variance in the juvenile delinquents' antisocial tendency. Similarly, emotional instability significant predictor of suicidal ideation with  $F(1,242)=48.67$ ,  $p<.01$ , Beta = 0.42,  $t = 7.20$ ,  $p<.01$  and it explains 16.7% of the variance in the juvenile delinquents' suicidal ideation. In addition to this the necessary suggestions have been made to the responsible organs regarding the emotional instability, antisocial tendency and suicidal ideations.*

Key words: antisocial tendency, emotional instability, suicidal ideation

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of Study

Adolescence is an important developmental stage, which is characterized by marked biological and psychological changes. Adolescence is the developmental period occurring between childhood and adulthood. Adolescence is a period of significant development that begins with the onset of puberty and ends in the mid-20s (National Academy of Sciences, 2019).

Behaviorally, adolescence is associated with volatile emotions, the search for personal identity; learn to navigate peer relationships and transition to independence. Adolescence is a very interesting time of life for psychologists and associated with difficult for adolescents themselves and their families. The difficulties lie mainly in the sphere of social behavior (Argyle, 1986) and it is time during which juvenile delinquency and criminal behavior observed (Buwalda, et al.2011).

Legally juvenile delinquency is the participation by a minor child, usually between the ages of 10 and 17 in illegal behavior or activities. Juvenile delinquency is also used to refer to children who exhibit a persistent behavior of mischievousness or disobedience, so as to be considered out of parental control, becoming subject to legal action by the court system (The Law Dictionary for Everyone, 2015). As the law of dictionary explanation, Juvenile delinquent is a young person, particularly a teenager under the age of eighteen, who breaks a state or federal law by committing a crime. Teens are still immature and do not think like adults, therefore they are prone to making mistakes or committing crimes that are not fully in their control (The Law Dictionary for Everyone, 2015).

One of the illegal acts of these juvenile delinquents is antisocial behavior. Antisocial behavior refers to actions that violate social norms in ways that reflect disregard for others or that reflect the violation of others' rights (Psychology Research and Reference, 2021).

Adolescents who have antisocial tendency show physical aggression, theft and violation of social rules (Gilbert and Basran, 2019). Juvenile delinquents have antisocial strategies, to the extent that they tend to be self-focused, threat sensitive and aggressive, and use tactics of bullying, threatening, and intimidating subordinates, or even injuring/killing competitors, physical fights,

lying to others for personal gain, being reckless toward others, and engaging in unlawful acts that do not directly hurt others but indirectly affect others in a negative way such as stealing or vandalizing personal property(Gilbert and Basran,2019). Juvenile delinquents are often commit crimes at their young age and brought to behavioral correction centers of the community.

Adolescence is developmental stage of identity development. The known developmental psychologist Erik Erikson argued that the most important issue in adolescence involves identity development searching for answers to questions like these: Who am I? What am I all about? What am I going to do with my life? (Santrock, 2011, p.95). Erikson's concept of identity distinguishes between exploration and commitment and exploration involves examining meaningful alternative identities, commitment means showing a personal investment in an identity and staying with whatever that identity implies (Santrock, 2011, p.95). Identity is associated with crisis that is, they have not yet explored meaningful alternatives or made any commitments. The question raised in this research is whether the crisis for identity, other thoughts and behaviors of juvenile delinquency and antisocial behavior related with emotional instability and suicidal ideation.

Emotions are acutely disturbed affective process or state which originates in the psychological situation and which is revealed by marked bodily changes in smooth muscles, glands and gross behavior. An emotion then is a disturbance, the departure from the normal state of composure. Emotions are affective in that they are characteristically pleasant, unpleasant or indifferently excited. Emotions differ from intra organic feeling in that they arise from psychological situations that always include an environmental factor, present or past. Emotions are briefer and more intense than moods. (J. Islamia, 2005)

Emotions are best conceptualized as a cognitive evaluation with changes in body and brain state, arising in response to particular events in the environment or mental images (Reisberg and Hertel, 2004, p.294).The evaluation of situations can create positive or negative emotions. In response to the emotions, individual can regulate the emotional experience or may experience emotional instability. So emotional instability presents with a changeable mood you could feel happy and energetic one minute, small things like a comment made by someone or something not going as planned can result in a sudden and sometimes quite catastrophic drop in mood (Tang, 2020).

On the other hand, suicidal ideation means wanting to take your own life or thinking about suicide. There are two kinds of suicidal ideation: passive and active. Passive suicidal ideation occurs when you wish you were dead or that you could die, but you don't actually have any plans to commit suicide. Active suicidal ideation, on the other hand, is not only thinking about it but having the intent to commit suicide, including planning how to do it (Purse, 2020).

In Kaffa zone context, which is found in southwest Ethiopia, juvenile delinquents in detention center live together with adults. The detention center consisted of juvenile delinquents from twelve weredas and two city administrations. The jury decides the age who should be retained in the detention center and who should be sent to their family after age examinations. Those juvenile delinquents between 12 and 15 years old were sent to their families regardless of their criminal behavior and parents hold responsibility for the children. On the other hand, juvenile delinquents aged between 15 and 18 will be accused of their criminal behavior. After conviction they will be sent to the zone prison.

So the purpose of this research is to investigate the extent of the antisocial behavior, emotional instability, and suicidal ideation of juvenile delinquents in Bonga Town Prison and how the three variables relate with each other.

## **1.2. Statement of the problem**

The essential changes and growth that happen during adolescence are related to the natural and healthy development of the brain. The major changes that occur during adolescence affect positively or negatively the way they think, reason, focus, make decisions and their social life. The qualities of the mind during adolescence are novelty seeking, social engagement, increased emotional intensity, and creative exploration which affect how teens seek rewards in trying new things, connecting with their peers, and experiencing intense emotions and push back on the ways of doing things. This allows them to create a new way of being in the world and in the development of sense of self. Understanding these changes and adult support during these times helps to lead healthier and more successful adolescent lives.

Despite these, adolescent year is full of challenges. One of these challenges is that the behavioral tendency to become juvenile delinquents. Juvenile delinquents are often involved in antisocial behaviors such as theft, fighting, attempt of killing, homosexuality, abusive behavior (drugs and alcohol) harassments, disobedience to the parents and violence.

In Kaffa zone context, juvenile delinquents aged between 12 and 18 years who come from the 12 weredas are brought to first instant courts in Bonga town for criminal examination and screening. Those juvenile delinquents aged between 12 and 15 are soon released and return to their family. The rest juvenile delinquents age between 15 to 18 are sent to zone prison after judge's decision on their criminal act. Few with sever criminals sent to Federal detention center. The number of juvenile delinquents sent to the zone detention center is not small but there was no study conducted on the extent of juvenile delinquents behavior. So this research has shown the extent of the juvenile delinquency and the antisocial behaviors.

Since the cases are larger in numbers and cover large geographic areas, studying the demographic characteristics of the juvenile delinquent is necessary. Therefore this study helps to show the demographic characteristics and their criminal acts of juvenile delinquency in the zone.

Besides this, as the researcher's experience, since these juvenile delinquents convicted by the court are imprisoned with adults, they experience three types of feelings and behaviors. Some of them not showing a sign of regret by the crime they committed and others show emotional detachment and isolation and others learn more criminal behaviors such as fighting and aggressive behavioral tendencies from adults who are imprisoned in the center. However this was not supported by studies from the juvenile delinquent perspectives. The study showed the extent of the antisocial tendency, emotional instability and suicidal ideation of the juvenile delinquents in the prison.

Juvenile delinquents show different thought, feeling and behavior patterns. Specially, adolescents in developed and developing countries may have different behavioral tendency because of culture and technologies of the countries. In developing countries such as Ethiopia, behavioral tendency such as sexual behaviors may be considered as taboos during adolescents and access to technological such as internet, mobile, media and human styles is difficult. This study indicated the common behavior of juvenile delinquents in Kaffa zone context.

Antisocial behavior is one type of behavior juvenile delinquents exhibit. However studies on the emotional experience of juvenile delinquents were limited specifically on individuals in detention centers and in places like Kaffa zone. In relation to this, studies conducted on how emotional instability is related to antisocial behavior and suicidal ideations of juvenile delinquents who are found in detention center were limited. This research tried to investigate the relationship among the three variables in Kaffa zone administration and similar places.

Based on these gaps in the previous studies, this research tried to answer the following basic research questions:

### **Research Question**

The main research questions to be answered at the end of the research will be;

1. What is the extent of the antisocial tendency, emotional instability and suicidal ideation of the juvenile delinquents found in Bonga Town prison?
2. Is there any significant difference between antisocial tendency, emotional instability and suicidal ideation among the demographic variables (gender, family background and residence) of juvenile delinquents of Bonga Town prison?
3. What are the main criminal acts of the juvenile delinquents observed in the prison?
4. Is there any significant predictive relationship between emotional instability and antisocial tendency and suicidal ideation among juvenile delinquents of Bonga Town prison?

### **1.3.Objective of the study**

#### **1.3.1. General objective**

The general objective of this study was to examine the extent of antisocial tendency, emotional instability, and suicidal ideation in the case of Bonga Town prison.

#### **1.3.2. Specific objective of the study were to:**

1. Investigate the extent of the antisocial tendency, emotional instability and suicidal ideation of juvenile delinquents in Bonga town prison
2. Examining the demographic differences (gender, familial background and residence) in antisocial tendency, emotional instability and suicidal ideation among juvenile delinquents of Bonga town prison
3. Describe the criminal acts of the juvenile delinquents in the prison
4. Investigate the relationship among antisocial tendency, emotional instability and suicidal ideation of juvenile delinquents in Bonga town prison

### **1.4.Significance of the study**

Upon completion of this study, it will have the following significance for social workers, legal personnel, psychologist, parents, policies and government.



1. To the government and legal personnel the study will show how the juvenile delinquency is spreading, created and prevented in the community and the difference in the demographic characteristics of the juvenile delinquents.
2. To the social workers, parents and psychologist it will show the behavior of the juvenile delinquents such as antisocial behavior and how this behavior is related with emotional instability and suicidal ideation. This will help to conduct counseling and rehabilitation to correct the behaviors and thinking and to change the cases' emotional state.
3. For parents it will help how to work with legal personnel, social workers and psychologist to improve their children's emotional, social and cognitive developments through collaboration in the correction centers for those aged between 15 and 18 and improve home-correction center relationship for those who are found old under 15 years juvenile delinquents.

#### 1.5.Delimitation of the Study

Geographically, this study was conducted at Bonga Town prison, which gives services for juvenile delinquents coming from twelve weredas and two city administrations. In terms of participants the study delimited to juvenile delinquents aged between 15 and 18 years in Kaffa Zone prison. Conceptually, the study was delimited to investigate antisocial tendency, emotional instability, and suicidal ideation among juvenile delinquents.

#### 1.6.Limitation of the Study

There were several problems which obliged the researcher to restrict the scope of the study in terms of places and participants. Shortage of time and strict rules in the prison that do not allow outsiders to work cooperatively were the challenges in conducting the research processes. Specifically this research was conducted during the epidemic disease called COVID-19. So it was difficult to communicate frequently with juvenile delinquents. To overcome these challenges the researcher forms a linkage with the concerned body to make the process of conducting this study possible and manageable.

#### 1.7.Operational Definition of terms

**Antisocial tendency:** is the extent that adolescents tend to be self-focused, threat sensitive and aggressive and use tactics of bullying, threatening, and intimidating subordinates, or even injuring/killing competitors, physical fights, lying to others for personal gain, being

reckless toward others, and engaging in unlawful acts, steal or vandalizing personal property for length of time in their life.

**Juvenile delinquent:** is a young person, particularly a teenager under the age of eighteen, who breaks law by committing a crime and found under prison currently.

**Emotional instability:** is a changeable mood fluctuating and inflating between two opposite emotions such as feeling happy or sad, love or hate, which result a sudden or sometimes quite catastrophic drop in mood for certain time in their life.

**Suicidal ideation:** is the extent of suicidal thoughts or ideas such as range of contemplations, wishes, and preoccupations with death for frequent times.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Juvenile Delinquency

Juvenile delinquency is related with adolescent misconducts. Adolescents often involve in violent activities which violate the family, the community and the society's norms, rules and laws. Because of this problem adolescence of this age termed as juvenile delinquents. It is misconduct which is beyond parent control. To understand the term clearly it is better to see the two words separately.

According to Collins English Dictionary (2021) a juvenile is a child or young person who is not yet old enough to be regarded as an adult. Due to personal traits, characteristics of the environment, or conditions in the family, school, or community related factors some youths engage in delinquency and other problem behaviors. Delinquency is a behavior violating social rules or conventions. The term is often used to denote the misbehavior of children or adolescents. Juvenile delinquency is illegal behavior by a minor (usually identified as a person younger than 18 years) that would be considered criminal in an adult. Examples are vandalism, theft, rape, arson, and aggravated assault (APA, 2020).

A number of cognitive and social features of childhood and adolescence influence the content of juvenile crime policy (McCord, Widom and Crowell, 2001). They added that in the context of crime, juveniles are defined as those under a specified age, which differs from state to state, who are not subject to criminal sanctions when they commit behavior that would be considered criminal for someone over that age. Depending on the state, the age state which a young person is considered a juvenile may end at 15, 16, or 17. This makes the legal use of the term juvenile difficult when discussing multiple jurisdictions.

Juvenile delinquencies can be divided into two categories index offences and status offence (Dhakal, Niraula and Thapa, 2016). The descriptions provided under index offences are based on Nepalese laws. Homicide: any act that caused or resulted in the death of a person; Hurt/Battery is generally defined as an unlawful application of force to the person of another; Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of exploitation; Rape is the commission of unlawful sexual intercourse or unlawful sexual intrusion.; Incest is often defined as sexual intercourse between persons so

closely related that they are forbidden to marry or in simple term, incest can be defined as sexual activity with a person from within the immediate family; Theft is a criminal act in which immovable by converting it into a moveable property or moveable property belonging to another is taken without that person's consent or without knowledge of owner; Public order offences means criminal acts that deviate from society's general ideas of normal social behavior and moral values; Narcotic drugs include all substances which have psychotropic effects, such as opium, coca and cannabis;

Status offenses a status offence is any specific behavior which would not be punishable if committed by an adult. It is a non-criminal act but is considered a law violation if committed by minor. A status offender is commonly defined as one whose acts are prescribed solely because of his age includes Runaways: the term 'runaway' typically refers to juveniles who are absent from home without permission; Truancy refers to habitual, unexcused absences from school or truants are children and adolescents who are absent from school without seeking parental or school permission; Underage drinking and smoking pp.64-75.

## 2.2. Factors Contribute to Juvenile Delinquency

Childhood emotional and behavioral problems had a consistent, albeit modest, effect on delinquents' behavior in early adolescence (Sullivan, 2006). Difficulties and problems connected with the integration in to the network of academic performance, as well as difficulties and problems connected with recognition within the peer group, are associated with delinquency (Hurrelmann and Engle, 1992). Extremely few clinicians, however, believe that juveniles should be labeled or referred to as psychopaths (Viljoen, McLachlan and Vincent, 2010).

Delinquency violates the moral development of adolescents. According to social cognitive theory, it is learned by observing violating behavior. Peer influence was found to be the strongest predictor of delinquent behavior, but family environment demonstrated a protective effect nonetheless (Sullivan,2006). Stressful life events are positively related to this form of externalizing problem behavior and emotional disturbance significantly predicted subsequent delinquent behavior (Overbeek,G. Vollebergh,W., Engels,R. and Meeus,W.,2005)and emotional disturbance significantly predicted subsequent delinquent behavior (Overbeek, et al. 2005).

### 2.3. Antisocial Behavior

Antisocial behaviors refers to a heterogeneous set of actions outside the norms, rules or laws of social group in which the subject develops, such as physical aggression, theft and violation of societal rules (Hodes, Gau and Vriesm, 2018). Physical aggression, rule-breaking, and social aggression constitute components of the broader construct of antisocial behavior (Burt and Donnellan, 2009). Physical aggression and many other forms of antisocial behavior appear during the first few years after birth. Although most learn to regulate them by the time they enter the formal school system, a substantial minority of children do not (Séguin and Tremblay, 2013).

Antisocial behavior is economically costly but also has a significant social cost on individuals, families and communities and it has both an immediate and longer-term impact (Walsh, 2019). Antisocial behaviors (e.g., aggression toward people and animals, destruction of property, deceitfulness, theft, and serious rule violations) and related mental disorders (i.e., conduct disorder and oppositional defiant disorder) during childhood predict alcohol use disorders (AUDs) during adolescence (Clark, Vanyukov and Cornelius, 2002).

A greater prevalence of antisocial behaviors among males (Jurad, et al. 2017) and male higher on aggression, theft, conduct against the rules and vandalism (Santos, et al. 2019).

#### 2.3.1. Types of anti-social behavior

The concept of antisocial behaviors is a socially determined construct that includes many different subtypes, levels of destructiveness, forms, functions, onsets and pathways. For such reason, the identification of antisocial behaviors, especially in adolescence, is defined by a high level of uncertainty (Morgado and Vale-Dias, 2013). According to Harradine et al. (2004) report on Research, Development and Statistics Directorate there were four types of antisocial behavior according to whether they occur in a public space, whether they have a direct or indirect victim and whether the behavior impacts on the environment. The purpose of the typology is to provide a practical framework and guide to the main categories of behavior that are widely accepted to be anti-social by both practitioners and the public. These includes 1) Misuse of public space: drug/substance misuse and dealing (taking drugs, sniffing volatile, substances, discarding needles/drug paraphernalia, crack houses presence of dealers or users), street drinking, begging prostitution; kerb crawling; sexual acts (inappropriate sexual conduct), abandoned cars, vehicle-related nuisance & inappropriate vehicle use; 2) Disregard for community/ personal well-being;

noisy neighbors, noisy cars, loud music; rowdy behavior: shouting & swearing, fighting, drunken behavior, hooliganism/loutish behavior; nuisance behavior: urinating in public setting fires, climbing on buildings; 3)Acts directed at people: intimidation/harassment: groups or individuals making threats, verbal abuse, bullying, menacing gestures; 4)Environmental damage: criminal damage/ vandalism, graffiti damage to bus shelters, damage to street furniture, damage to buildings and litter/rubbish: dropping litter dumping rubbish.

## 2.4. Concept of Emotion

Emotions have a significant impact on personal and social adjustments. The most fundamental emotions, known as the basic emotions, are those of anger, disgust, fear, happiness, sadness, and surprise (Stangor and Walinga, 2014). Emotions refer to mental states that are spontaneously generated, can be positive or negative, fleeting or more prolonged, and can be experienced at varying levels of intensity (Beech and Ward, 2016).

Systems theory holds that emotional responses derive from the continuous, mutual interaction between multiple neurobiological and behavioral systems associated with emotion as they are contextually embedded (Thompson, 2011). Emotion has a substantial influence on the cognitive processes in humans, including perception, attention, learning, memory, reasoning, and problem solving (Tyng, Amin and Malik, 2017). Emotion has a particularly strong influence on motivating action and behavior. An individual can feel irritated, fearful, hatred, lonely or frustrated which is in state of instability or he or she can cope with the antecedents and regulate it.

### 2.4.1. Emotional Instability

According to Tang and Burgess (2020) emotional instability presents with a changeable mood. You could be feeling happy and energetic one minute, but then small things like a comment made by someone or something not going as planned can result in a sudden, and sometimes quite catastrophic, drop in mood. Everything can suddenly feel pointless. This can be associated with thoughts of suicide, a hollow crashing feeling that everything is awful and hopeless. This can present with tearfulness, demonstrations of anger, agitation, throwing, things, self-harm, screaming and suicidal thoughts and sometimes actions (Tang and Burgess, 2020). Compared with healthy controls, depressed participants reported greater instability and greater reactivity to

positive events (Thompson, et, al. 2012). Emotional instability positively predicted emotion-focused coping, which in turn, positively predicted aggression (Carlo, etal.2012).

#### 2.4.2. Emotional Regulation

Emotions are also under cognitive control, whereby strategies for emotion regulation mean that they may be experienced more or less intensely (Beech and Ward, 2016). Emotional regulation refers to the extrinsic and intrinsic processes responsible for monitoring; evaluating, and modifying emotional reactions (Thompson, 1991).

Emotional stability remains the central theme in personality studies. The concept of stable emotional behavior at any level is that which reflects the fruits of normal emotional development (Chaturvedi and Chander, 2010). Emotional stability enables a person to understand the feelings of others and helps in controlling his / her own emotions in different situations. An emotional intelligent person is emotionally stable (Singh and Jinalee, 2017).

#### 2.5. Emotional Instability and Antisocial Tendency

Emotional instability is also related with antisocial tendency. The antecedents for the instability can be interpersonal (from others) or intrapersonal (within the individual). A failure to regulate emotional states adequately has been linked with antisocial behavior (Beech and Ward, 2016).

Lower levels of parental support and higher levels of conflict with parents predicted greater adolescent antisocial tendency (Knight, Broome, Cross and Simpson, 1998), and Inter parental conflict and maternal antisocial behavior indirectly influenced child antisocial behavior through mother-to-child hostility (Harold, Elam, Lewis, Rice and Thapar 2012).

#### 2.6. Concept of Suicide

The concept of suicide can understand from three perspectives: suicidal ideation, suicidal tendency and suicidal behavior.

##### 2.6.1. Suicidal Ideation

The prevalence of suicidal ideation was 19.9%, the odds of suicidal ideation was higher among students who had mental distress, a family history of mental illness, and for those who had low social support; financial distress, Khat chewing and alcohol use among university students in

Ethiopia (Berihun, et al., 2018) and an estimated 6% of first-year students had current suicide ideation (Arria, et al, 2009). Non-specific active thoughts were the most common type of lifetime suicidal ideation (40.9%) while passive ideation was the most common in the past month (13.5%) and age, sex, education, and attitudes towards suicide were significantly associated with suicidal ideation or behavior (Estrada, et al. 2019). Suicidal thoughts were reported by 3.8% of the same group of adolescents the prevalence rates reported by the parents were 2.2% for suicidal thoughts. (Resch, et al., 2008). Lifetime prevalence of suicidal ideation, plan, and attempt was 58.3%, 37.3%, and 4.4%, respectively, with one-year prevalence of suicidal ideation at 34%. Suicidal ideation was higher among female students (Abdu, et al., 2020).

Both males and females were more likely to experience suicidal thinking with higher affective instability. Affective instability and negative affect independently predict suicidal thoughts (Bowen, et al, 2015). 10.81% of young working women of ages 22-36 years reported suicidal ideation (Tian, et al., 2017).

#### 2.6.2. Suicidal Tendency

Depressive symptoms, low social support, affective dysregulation, and father-child conflict were each independently associated with suicide ideation. Only 40% of individuals with suicide ideation were classified as depressed according to standard criteria. In the group who reported low levels of depressive symptoms, low social support and affective dysregulation were important predictors of suicide ideation. Alcohol use disorder was also independently associated with suicide ideation, (Arria, et al, 2009).

Self-mutilation and/or suicidal attempts within the last six months were reported by 2.9% of the adolescents 11–17 years of age. The prevalence rates reported by the parents were 1.4% for self-mutilation and/or suicidal attempts (Resch, et al., 2008). The prevalence of suicide ideation and attempt among university students was found to be 14% and 7.4%, respectively (Getachew, Mesele, Saron and Adanech, 2020).

#### 2.6.3. Suicidal Behavior

Suicidal behavior is a leading cause of injury and death worldwide. It is a public health issue that is estimated to contribute more than 2.4% to the global burden of disease by the year 2020 (Abdu, et al., 2020) and suicide is a serious public health problem,



responsible for 1.48% of all deaths worldwide, with suicidal ideation an important precursor (Berihun, et al., 2018).

Suicide is the second leading cause of death among adolescents (Kaplow,etal.,2014). Suicidal represents one of the most important areas of risk for adolescents, with both internalizing (e.g., depression, anxiety) and externalizing/antisocial (e.g., substance use, conduct) disorders conferring risk for suicidal ideation and attempts (Javdani, Sadeh and Verona, 2011). Aborted suicide attempt was the most frequent behavior in both lifetime (16.4%) and in the past month (4.7%). Non-fatal suicide attempt in the past month was 2.3%, reaching 12.9% for the entire lifetime (Estrada, et al. 2019).

#### 2.6.4. Contributing Factors for Suicidal Ideation

Childhood, adolescence and young adults with suicidal behaviors displayed a number of abnormalities during development, including family adversity, suicidal ideation and psychiatric problems in, low self-esteem, poor school functioning, higher levels of novelty seeking, and enhanced affiliations with deviant peers in adolescence. Independent contributions to predicting suicide in young adults were provided by early family adversity, suicidal ideation and low self-esteem (with regard to suicidal ideation) and novelty seeking (with regard to suicide attempt), respectively (Buchmann, Blomeyer and Laucht, 2012).

Suicidal thoughts were about twice as high in poor than non-poor neighborhoods (Dupéré, Leventhal, and Lacourse, 2009). Students who had poor social support, family history of suicide attempt, lifetime alcohol use, rural residence, and less frequently engaging in religious practice were significantly associated with suicidality (Abdu, et al., 2020).

Life stressors as risk factors for suicidal ideation and behaviors (Liu and Miller, 2014). Being female, co-morbid depression symptoms, current khat chewing and poor social support were factors significantly associated with suicide ideation; whereas, female sex, depression and history of mental illness were factors significantly associated with suicide attempt among medical students in Ethiopia (Getachew, Mesele, Saron and Adanech, 2020).

#### 2.7. Emotional Instability and Suicidal Ideation

Affective instability has been shown to be a strong predictor of suicidal ideation, particularly among women. Hopelessness, which is 1.3 times more important than depression for explaining suicidal ideation (Tian, et al.2017). Depression severity, mood instability may be

more directly associated with suicidal thoughts (Bowen, et al, 2011). Children and adolescents exhibiting suicidal behavior reported significantly more general mental health problems such as depressive symptoms, anxiety, and hyperactivity as well as lower health related quality of life (Resch, et al., 2008).

Moderate/high depression, moderate/high general anxiety and moderate/high hazardous drinking was significantly associated with moderate/high suicide risk as was (Parker, et al.2019). Psychopathic traits and depressive symptoms in youth showed differential associations with components of suicidality; specifically, impulsive traits uniquely contributed to suicide attempts and self- injurious behaviors. Depressive symptoms only explained general suicide risk marked by ideation/plans but not behaviors in girls (Javdani, Sadeh and Verona, 2011).

However, the intensity of positive affect (happiness, warmth/friendliness, interest and relaxation/calmness) was significantly lower for women with suicidal ideation compared to women without suicidal ideation (Tian et al., 2017). Suicidal ideations had a significant and negative relationship with resiliency, and anxiety, depression, mental health and daily stresses had a positive relationship with suicidal ideations and depression had the most contribution in predicting suicidal ideations while anxiety, mental health, and daily stresses were the next contributing factors, respectively. These variables could predict 21 percent of suicidal ideations altogether (Izadinia,Amiria, Jahromia and Hamidi,2010).

Negative mood intensity was significantly related to intensity of self-reported suicide ideation among borderline personality disorder (BPD) and a history of recurrent suicidal behavior (Links,etal. 2007). Lower emotion expressivity was statistically associated with higher levels of suicidal ideation, via hopelessness and depressive symptoms among White, East Asian, and South Asian American emerging adults but not among Southeast Asian Americans, though this difference in mediation was not statistically significant (Polanco-Roman et al, 2019).

## 2.8. Emotional Instability, Antisocial Tendency and Suicidal Ideation

Antisocial personality disorder and the impulsivity/lifestyle features of psychopath weakly predicted suicide-related behavior and high negative emotionality and low constraint (but not substance use) mediated the relation between antisocial personality disorder and suicide-related behavior (Douglas, 2008). More than one-third of juvenile detainees and nearly half of females had felt hopeless or thought about death in the 6 months prior to detention; approximately 1 of

10 juvenile detainees had thought about committing suicide in the past 6 months, and 1 of 10 had ever attempted suicide (Abram, et al., 2008).

So far in this chapter basic concept about juvenile delinquencies, antisocial tendency, emotional instability and suicidal ideation; the relations between emotional instability and antisocial tendency, emotional instability and suicidal ideation have been discussed in relation to related literature.

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1. Research Design**

In this study the researcher used, cross-sectional survey research design. This research design help to investigate the extent of juvenile delinquent adolescents' opinion, beliefs, attitudes, behaviors and their repose on state of mind regarding their antisocial tendency, emotional instability and suicidal ideation after they are under arrest by the polices. Surveys research design helps to identify important beliefs and attitudes of individuals at one point in time (Creswell, 2012:377). This research design helps to investigate the status or extent of antisocial tendency, emotional instability and suicidal ideation and the behaviors of juvenile delinquents' antisocial tendency, emotional instability and suicidal ideation.

Quantitative research method was used to achieve the objective of the research. Quantitative data were collected using questionnaires from the juvenile delinquent adolescents in the correction center. The quantitative data from the survey research helped to show the extent of the antisocial tendency, emotional instability and suicidal ideation and their relationship with each other.

#### **3.2. Participants**

The participants of the study were juvenile delinquents aged between 15 to 18 years from Kafa Zone Bonga Town prison. The population of the study was 627 juvenile delinquents in the center.

#### **3.4. Sampling Techniques and Sample Size**

In this study, simple random sampling technique was applied. The reason why simple random sampling technique was to give equal and non-zero chance for all study participants. The sample size in this study was determined by Slovin's sample size determination formula developed in 1960. Thus, the formula was applied as follow

$n = N / 1 + (N_e^2)$ , where

n= sample size

N= Population size

e=margin of error

$n = 627 / 1 + (627 * (0.05^2)) = 244$ . Thus, the sample sizes for this study were 244 samples. Out of which 159 were male and 85 were female participants.

### 3.5. Data Collection Instruments

The main data collection instruments were self-report questionnaires which is standardized scales. The questionnaire helps to collect the degree of antisocial tendency, emotional instability and suicidal ideation of the juvenile delinquents. Creswell (2012:377-381) also indicated that questionnaire is a form used in a survey design that participants in a study complete and return to the researcher.

The questionnaire is for each three variables: Antisocial Tendency Scale (ASTS) developed by Burt and Donnellan in 2009. It has 27 items. Emotional Instability Scale (EIS) is a 20 items questionnaire taken from emotional stability test (among the big five domains of personality traits) and Suicidal Ideation Scale (SIS) was first developed by Vives, Dueñas, Cosi and Seva (2019) for suicidal ideation in adolescent; and it has 9 items.

The respondents were asked to give their response on five point Likert scales so as to measure the extent of the problems. The lowest score indicated lower rate of antisocial behavioral tendency, emotional instability and suicidal ideation. The instrument was translated from English in to Amharic so that they can read and understand the questions easily and for those who cannot read and write the researcher read the questionnaires and the respondents were answer by themselves.

To determine the psychometric quality of the instrument, the content and construct validity of the instruments were checked against related literature and expert judges (measurement evaluation and Amharic and English language). To ensure the reliability of the instrument, pilot was used to determine the Chronbach alpha reliability coefficients. The questionnaire was tested on similar detained center of juvenile delinquents in Gimbo (one of the twelve weredas) in the zone. The Chronbach alpha reliability coefficient helped to determine the internal consistent of the items.

The Chronbach Alpha reliability coefficient for antisocial tendency scale is .94, emotional instability scale .92 and for the suicidal ideation scale is .76.

### 3.6. Data collection Procedure

After the approval of the proposal, the researcher showed the university's request paper for the detention center official and ask the juvenile delinquents permission to participate (consent) in the study. Then the questionnaire was administered by the researcher through the help of the centers' official.

### 3.7. Data analysis

To describe and to investigate the extent of the information about antisocial tendency, emotional instability and suicidal ideation of the juvenile delinquents, descriptive (Mean, standard deviation and percent) and inferential statistics (Pearson Product Moment Correlation Coefficient, One Sample t-test, Independent t-test, One Way ANOVA and Linear Regression Analysis) were employed.

One sample t-test were used to indicate the extent of antisocial tendency, emotional instability and suicidal ideation score on t-value (3=neutral). T-value above 3 indicates the existence of antisocial tendency, emotional instability and suicidal ideation. The independent t-test used to indicate the gender and residence difference on antisocial tendency, emotional instability and suicidal ideation. Pearson Product Moment Correlation Coefficient used to indicate the relationship among the three variables and the regression analysis and One Way ANOVA used to indicate how much emotional instability predicts antisocial tendency and suicidal ideation.

### 3.8. Ethical Considerations

In this study, the researcher gave respect to the rights of respondents and organizations as well as kept the ethical principles that have to be followed in conducting the study. The researcher gave instructions to the participants how to complete the questionnaire. In dealing with the respondents, the participants of the study were fully informed about the purpose of the study and their willingness requested for participation. The dignity, privacy and confidentiality were assured since these were the basic ethical aspects in any research activities. Respondents were treated fairly and equally during and after their participation. In addition the researcher gave acknowledgement to the respondents. The information collected during the process of the study was strictly confidential.

## CHAPTER FOUR

### 4. DATA ANALYSIS AND INTERPRETATION

The objectives of the study were to investigate the extent of the antisocial tendency, emotional instability and suicidal ideation of juvenile delinquents; to examine the criminal behaviors and background of the juvenile delinquents and investigate the relationship among antisocial tendency, emotional instability and suicidal ideation of juvenile delinquents in Kaffa zone Bonga town prison. To do this data was collected from 244 juvenile delinquents aged between 15 and 18 years.

Table 4.1.3: Mean and Standard Deviation for AST, EI and SI

| Gender |      | Anti-social<br>Tendency (AST) | Emotional<br>Instability (EI) | Suicidal<br>Ideation (SI) |
|--------|------|-------------------------------|-------------------------------|---------------------------|
| Male   | Mean | 3.91                          | 3.66                          | 3.59                      |
|        | N    | 159                           | 159                           | 159                       |
|        | SD   | .23                           | .30                           | .37                       |
| Female | Mean | 3.94                          | 3.69                          | 3.60                      |
|        | N    | 85                            | 85                            | 85                        |
|        | SD   | .25                           | .35                           | .40                       |
| Total  | Mean | 3.92                          | 3.67                          | 3.60                      |
|        | N    | 244                           | 244                           | 244                       |
|        | SD   | .24                           | .31                           | .38                       |

Mean and Standard deviation for AST, EI and SI

The average score on antisocial tendency (AST) score for males is 3.91 (SD=.23) and female is 3.94 (SD=.25) and the gross mean was 3.92 (SD=.24); the average score on EI for males was 3.66 (SD=.30) and female was 3.69 (SD=.35) and the gross mean was 3.6 (SD=.31); the average score on SI for males was 3.59 (SD=.37) and female was 3.60 (SD=.40) and the gross mean was 3.60 (SD=.38) (*Table 4.1.3*).

Table 4.1.4: Gender difference in AST, EI and SI

| Factors               | Levene's Test for<br>Equality of Variances |      | t-test for<br>Equality of Means |     |      |
|-----------------------|--|------|---------------------------------|-----|------|
|                       | F  | Sig  | T                               | df  | sig  |
| Anti-social Tendency  | .514                                       | .474 | -1.027                          | 242 | .305 |
| Emotional Instability | 1.716                                      | .191 | -.703                           | 242 | .483 |
| Suicidal Ideation     | 1.290                                      | .257 | -.198                           | 242 | .844 |

## Gender difference on AST, EI and SI

Independent t-test was used to test to the difference between male and female juvenile delinquents on AST, EI and SI. It indicates that there were no statistically significant difference in anti-social tendency (AST)  $t(242) = -1.03, p > .05$ , emotional instability (EI)  $t(242) = -.70, p > .05$  and suicidal ideation (SI)  $t(242) = -.20, p > .05$  (Table 4.1.4).

Table 4.1.5: One sample t-test for the magnitude of AST, EI and SI

| Variables             | T      | df  | Sig.(2-tailed) |
|-----------------------|--------|-----|----------------|
| Anti-social Tendency  | 59.735 | 243 | .000           |
| Emotional Instability | 32.777 | 243 | .000           |
| Suicidal Ideation     | 24.720 | 243 | .000           |

Test Value=3, \*\*Significant at .01 level, 2 tailed, n=243

## One sample t-test for AST, EI and SI

One sample t-test on the mean difference on T-value (3 or the average score for the scale) indicates that there was statistically significant difference for AST  $t(243) = 59.74, p < .01$ , for EI  $t(243) = 32.78, p < .01$  and for SI  $t(243) = 24.72, p < .01$  (Table 4.1.2). The table indicates the existence of anti-social tendency, emotional instability and suicidal ideation among the juvenile delinquents in the detention center (Table 4.1.5).

## 4.2. Criminal Acts and Background Characteristics of Juvenile Delinquents

In this section of the study, the different behavioral and background characteristics of the juvenile delinquents in relation to family background and residences have been indicated.

### 4.2.1.1: Criminal acts of Juvenile Delinquents in Percent

| Criminal acts       | Number of JD | Percent |
|---------------------|--------------|---------|
| Theft               | 74           | 30.3    |
| Harassment          | 46           | 18.9    |
| Fighting            | 38           | 15.6    |
| Destroying Property | 31           | 12.7    |
| Killing             | 18           | 7.4     |
| Homosexual          | 8            | 3.3     |
| Kidnapping          | 9            | 3.7     |
| Rape                | 3            | 1.2     |
| Hurting             | 17           | 7.0     |



#### 4.2.1. Criminal Acts of Juvenile Delinquents

As it is indicated in the table 30.3% of the juvenile delinquents were arrested for theft, 18.9% were for harassment, 15.6% were for fighting, 12.7% were for destroying property, the rest 22.5% were arrested for killing, hurting others, homosexual, rape and kidnapping (*Table 4.2.1.1*).

Table 4.2.2.1: Family Marriage Status of JD in Percent

| Marriages status          | N of JD | Percent |
|---------------------------|---------|---------|
| Have mother and father    | 70      | 28.7    |
| Have Mother only          | 53      | 21.7    |
| Have father only          | 77      | 31.6    |
| Have no father and Mother | 44      | 18.0    |

#### 4.2.2. Family Background and Residence of the Juvenile Delinquents

##### Parent's marriage status of juvenile delinquents

When we see the family background 31.6% of the juvenile delinquents had fathers only; 28.7% of them had mothers and fathers; 21.7 % of the juvenile delinquents had mothers and 18% are orphanages. Thus 53.3% of the juvenile delinquents had single parents(*Table 4.2.2.1*).

Table 4.2.2.2: Mean and SD for AST, EI and SI Scores

| Family Marriage status    |      | Antisocial<br>Tendency (AST) | Emotional<br>Instability (EI) | Suicidal<br>Ideation (SI) |
|---------------------------|------|------------------------------|-------------------------------|---------------------------|
| Have mother and father    | Mean | 3.9016                       | 3.6229                        | 3.5778                    |
|                           | SD   | .21401                       | .28561                        | .40818                    |
| Have Mother only          | Mean | 3.9245                       | 3.6472                        | 3.5786                    |
|                           | SD   | .25557                       | .29942                        | .27161                    |
| Have father only          | Mean | 3.9331                       | 3.7149                        | 3.6349                    |
|                           | SD   | .24663                       | .32506                        | .43179                    |
| Have no father and Mother | Mean | 3.9184                       | 3.6670                        | 3.5783                    |
|                           | SD   | .25667                       | .36615                        | .33426                    |

##### Average score of family's marriage status of JU

The average score on AST for juvenile delinquents who have both parents is 3.90 (SD=.21), only mothers is 3.93 (SD=.26), only father is 3.93 (SD=.25) and no fathers and mothers is 3.92 (SD=.67); the average score on EI for those who have both parents is 3.62 (SD=.29), only mothers is 3.65 (SD=.30), only father is 3.72 (SD=.33) and no fathers and mothers is 3.67 (SD=.37) and the average score on SI for those who have both parents is 3.58 (SD=.41), only

mothers is 3.58 (SD=.27), only father is 3.67 (SD=.37) and no fathers and mothers is 3.58(SD=.33) (Table 4.2.2.2).

Table 4.2.2.3:ANOVA for testing the difference of Family Marriage Status on AST, EI and SI

| Factors               |                | Sum of Squares | df  | Mean Square | F     | Sig. |
|-----------------------|----------------|----------------|-----|-------------|-------|------|
| Antisocial Tendency   | Between Groups | .038           | 3   | .013        | .218  | .884 |
|                       | Within Groups  | 14.012         | 240 | .058        |       |      |
|                       | Total          | 14.050         | 243 |             |       |      |
| Emotional Instability | Between Groups | .333           | 3   | .111        | 1.107 | .347 |
|                       | Within Groups  | 24.086         | 240 | .100        |       |      |
|                       | Total          | 24.419         | 243 |             |       |      |
| Suicidal Ideation     | Between Groups | .170           | 3   | .057        | .396  | .756 |
|                       | Within Groups  | 34.306         | 240 | .143        |       |      |
|                       | Total          | 34.476         | 243 |             |       |      |

#### Difference among Family Marriage Status on AST, EI and SI

ANOVA used to test to the difference among the family background of the juvenile delinquents (JD) on AST, EI and SI scores indicates that there were no statistically significant difference in anti-social tendency (AST)  $F(3, 240)=.22, p>.05$ , emotional instability (EI)  $F(240)=-1.11, p>.05$  and suicidal ideation (SI)  $t(240)=.40, p>.05$ (Table 4.2.2.3).

Table 4.2.2.4 : Residence in Percent

| Residences | Frequency of Residents | Percent |
|------------|------------------------|---------|
| Urban      | 161                    | 66.0    |
| Rural      | 83                     | 34.0    |

#### Juvenile Delinquents' Residence in percent

On the other hand 66% of the juvenile delinquents were come from urban areas and the rest 34% the juvenile delinquents were come from rural areas (Table 4.2.2.4).

Table 4.2.2.5: Mean and SD of ANS, EI and SI

| Factors               | Living | Number of JD | Mean   | SD     |
|-----------------------|--------|--------------|--------|--------|
| Antisocial Tendency   | Urban  | 161          | 3.9195 | .22923 |
|                       | Rural  | 83           | 3.9197 | .26233 |
| Emotional Instability | Urban  | 161          | 3.6565 | .32697 |
|                       | Rural  | 83           | 3.6819 | .29792 |
| Suicidal Ideation     | Urban  | 161          | 3.5997 | .34163 |
|                       | Rural  | 83           | 3.5890 | .43890 |

The average score on AST, EI and SI of juvenile delinquents Residence

The average score on AST for urban is 3.92 (SD=.23) and rural was 3.92 (SD=.26); the average score on EI for urban is 3.66 (SD=.33) and rural is 3.68 (SD=.30) and the average score on SI for urban is 3.60 (SD=.34) and rural is 3.59 (SD=.44) (Table 4.2.2.5).

Table 4.2.2.6: Independent t-test for the difference between the residence on AST, EI and SI

| Factors               | Levene's Test for     |      | t-test for        |     |      |
|-----------------------|-----------------------|------|-------------------|-----|------|
|                       | Equality of Variances |      | Equality of Means |     |      |
|                       | F                     | Sig  | T                 | df  | Sig  |
| Anti-social Tendency  | .368                  | .545 | -.006             | 242 | .995 |
| Emotional Instability | 1.521                 | .219 | -.592             | 242 | .554 |
| Suicidal Ideation     | 2.334                 | .128 | .210              | 242 | .834 |

Independent t-test for the difference between urban and rural residential background

Independent t-test used to test to the difference between urban and rural background juvenile delinquents (JD) on AST, EI and SI indicates that there were no statistically significant difference in anti-social tendency (AST)  $t(242)=-.01, p>.05$ , emotional instability (EI)  $t(242)=-.59, p>.05$  and suicidal ideation (SI)  $t(242)=-.21, p>.05$  (Table 4.2.2.6).

#### 4.3. Antisocial Tendency, Emotional Instability and Suicidal Ideation

In this section of the study the relationship among AST, EI and SI of the juvenile delinquents have been shown.

Table 4.3.1: Pearson Product Moment Correlation Coefficients AST, EI and SI

| Factors                    | Anti-social<br>Tendency (AST) | Emotional<br>Instability (EI) | Suicidal<br>Ideation (SI) |
|----------------------------|-------------------------------|-------------------------------|---------------------------|
| Anti-social Tendency (AST) | -                             | .420**                        | .287**                    |
| Emotional Instability (EI) |                               | -                             | .409**                    |
| Suicidal Ideation (SI)     |                               |                               | -                         |

\*\*significant at .01 level, 2-tailed with N=244

#### 4.3.1. Relationship among Antisocial Tendency, Emotional Instability and Suicidal Ideation

Pearson Product Moment Correlation Coefficient was used to indicate the relationship between EI and AST, EI and SI. The result indicates that there were significant moderate positive relationship between AST and EI  $r(242)=.42, p<.01$ ; AST and SI  $r(242)=.29, p<.01$  EI and SI  $r(242)=.41, p<.01$  (Table 4.3.1 ).

Table 4.3.2.1: ANOVA for The Regression Analysis on AST, EI and SI

| Model |            | Sum of Squares | Df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 2.478          | 1   | 2.478       | 51.825 | .000 <sup>b</sup> |
|       | Residual   | 11.572         | 242 | .048        |        |                   |
|       | Total      | 14.050         | 243 |             |        |                   |

\*\*Significant at .01 level, 2 tailed

a. Dependent Variable: Antisocial Tendency

b. Predictors: (Constant), Emotional Instability

#### 4.3.2 Relationship between Emotional Instability and Antisocial Tendency

The ANOVA test for the predictor emotional instability (EI) on dependent variable antisocial tendency (AST) was  $F(1,242)=51.83, p<.01$ . This indicates that EI is statistically significant predictor of antisocial tendency (Table 4.3.2.1).

Table 4.3.2.2: Beta coefficient for EI in Predicting AST

| Model                 | R                 | R Square | Unstandardized    |      | Standardized | t      | Sig. |
|-----------------------|-------------------|----------|-------------------|------|--------------|--------|------|
|                       |                   |          | Coefficients<br>B | SE   |              |        |      |
| (Constant)            |                   |          | 2.752             | .163 |              | 16.904 | .000 |
| Emotional Instability | .420 <sup>a</sup> | .176     | .319              | .044 | .420         | 7.199  | .000 |

\*\*Significant at .01 level, 2 tailed

a. Dependent Variable: Antisocial Tendency

b. Predictors: (Constant), Emotional Instability

The Multiple Correlation Coefficients (R) between EI and AST is 0.42, and the R-square is 0.176. Thus, emotional instability (EI) explains 17.6% of the variance in the juvenile delinquents' antisocial tendency. The Beta coefficient is shown to be positive and statistically significant at the 0.001 level. Thus, the higher the juvenile delinquents' emotional instability, the higher their Antisocial tendency,  $Beta = 0.42, t = 7.20, p < .01$  (Table 4.3.2.2).

Table 4.3.3.1: ANOVA for The Regression Analysis on EI in predicting SI

| Model |            | Sum of Squares | Df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 5.772          | 1   | 5.772       | 48.665 | .000 <sup>b</sup> |
|       | Residual   | 28.704         | 242 | .119        |        |                   |
|       | Total      | 34.476         | 243 |             |        |                   |

*\*\*Significant at .01 level, 2 tailed*

*a. Dependent Variable: Suicidal Ideation*

*b. Predictors: (Constant), Emotional Instability*

#### 4.3.3. Relationship between Emotional Instability and Suicidal Ideation

The ANOVA test for the predictor emotional instability (EI) on dependent variable suicidal ideation (SI) was  $F(1,242)=48.67, p < .01$ . This indicates that EI is statistically significant predictor of suicidal ideation (Table 4.3.3.1).

Table 4.3.3.2: Beta coefficient for EI in Predicting SI

| Model                 | r                 | R Square | Unstandardized Coefficients |      | Standardized Coefficients | t     | Sig. |
|-----------------------|-------------------|----------|-----------------------------|------|---------------------------|-------|------|
|                       |                   |          | B                           | SE   |                           |       |      |
| (Constant)            |                   |          | 1.814                       | .256 |                           | 7.076 | .000 |
| Emotional Instability | .409 <sup>a</sup> | .167     | .486                        | .070 | .409                      | 6.976 | .000 |

*\*\*Significant at .01 level, 2 tailed*

*a. Dependent Variable: Suicidal Ideation*

*b. Predictors: (Constant), Emotional Instability*

The multiple correlation coefficient (r) between EI and SI is 0.41, and the R-square is 0.167. Thus, emotional instability (EI) explains 16.7% of the variance in the juvenile delinquents' suicidal ideation. The Beta coefficient is shown to be positive and statistically significant at the 0.01 level. Thus, the higher the juvenile delinquents' emotional instability, the higher their suicidal ideation,  $Beta = 0.42, t = 7.20, p < .01$  (Table 4.3.3.2).

## CHAPTER FIVE

### 5. DISCUSSION

In this chapter the findings of the study were discussed in relation to previous research findings. The purpose of the study was to investigate the extent of the antisocial tendency, emotional instability and suicidal ideation of juvenile delinquents; to examine the behaviors and background of the juvenile delinquents and investigate the relationship among antisocial tendency, emotional instability and suicidal ideation of juvenile delinquents in Kaffa zone Bonga Town prison. To do this 244 juvenile delinquents aged between 15 and 18 years were selected. Among these 159 male and 85 female juveniles were identified.

#### 5.1. Extents of Antisocial Tendency, Emotional Instability and Suicidal Ideation among Juvenile Delinquents

The finding showed the existence of antisocial tendency, emotional instability and suicidal ideation among the juvenile delinquents in the prison (AST  $t(243)=.59.74$ ,  $p<.01$ , for EI  $t(243)=32.78$ ,  $.01$  and  $t(243)=24.72$ ,  $p<.01$ ). All these evidences show that the juvenile delinquencies in the detention center had antisocial tendencies such as theft, violating behavior, hurting robbing and rape homosexual behaviors; emotional instability such as anxiety and depression and suicidal ideation or thoughts.

Previous studies showed that childhood emotional and behavioral problems had a consistency in early adolescence (Sullivan, 2006) and difficulties and problems connected with recognition within the peer group (Hurrelmann and Engel, 1992). Delinquency violates the moral development of adolescents (Sullivan, 2006); externalizing problem behavior and emotional disturbance significantly predicted subsequent delinquent behavior (Overbeek, et al, 2005) and emotional disturbance delinquent behavior (Overbeek, et al. 2005). Extremely few clinicians believe that juveniles should be labeled as psychopaths (Viljoen, McLachlan and Vincent, 2010).

#### 5.2. Background Characteristics of Juvenile Delinquents

The juvenile delinquents come from different backgrounds such as family, residents and gender. As the data indicates, the juvenile delinquents familial background only 28.7% of them had both mothers and fathers and the rest 72.3 % were single parents (53.3%) or orphans (18%); 66% of the juvenile delinquents were come from urban residents and 65.16% were male. These factors

may have direct or indirect effect on the behavior, thought and feeling of the juvenile delinquents.

Personal traits, characteristics of the environment, or conditions in the family, school, or community (APA, 2020) and is a socially determined construct that includes many different subtypes, levels of destructiveness, forms, functions, onsets and pathways (Morgado and Vale-Dias, 2013).

### 5.3. Criminal Acts of Juvenile Delinquents

As it is indicated in the table 4.2.1.1, 30.3% of the juvenile delinquents were arrested for theft, 18.9% were for homosexual behaviors, 15.6% were for fighting, 12.7% were for destroying property, the rest 22.5% were arrested for killing, hurting others, harassment, rape and abduction.

Juvenile delinquency involve in vandalism, theft, rape, arson, and aggravated assault (APA, 2020) and. offences, homicide, hurting, human trafficking using force, fraud, or coercion to control victims for the purpose of exploitation, rape, incest or sexual activity with a person from within the immediate family, theft, public order offences or criminal acts using drugs and truancy (Dhakal, Niraula and Thapa, 2016). Lower levels of parental support and higher levels of conflict with parents predicted greater adolescent antisocial tendency (Knight, Broome, Cross and Simpson, 1998), and Inter parental conflict and maternal antisocial behavior indirectly influenced child antisocial behavior through mother-to-child hostility (Harold, Elam, Lewis, Rice and Thapar 2012).

### 5.4. Emotional Instability, Antisocial Tendency and Suicidal Ideation

In relation to the relation among the three factors, three were significant positive relationship between AST and EI; AST and SI EI and SI. This is also supported by Douglas (2008) in that antisocial personality disorder and the emotional instability such as impulsivity weakly predicted suicide-related behavior and high negative emotionality mediated the relation between antisocial personality disorder and suicide-related behavior. More than one-third of juvenile detainees and nearly half of females had felt hopeless or thought about death in the 6 months prior to detention; approximately 1 of 10 juvenile detainees had thought about committing suicide in the past 6 months, and 1 of 10 had ever attempted suicide (Abram, et al., 2008).

#### 5.4.1. Emotional Instability and Antisocial Tendency

EI is statistically significant predictor of antisocial tendency, where emotional instability (EI) explains 17.6% of the variance in the juvenile delinquents' antisocial tendency. Emotional instability is also related with antisocial tendency. The antecedents for the instability can be interpersonal (from others) or intrapersonal (within the individual). According to Beech and Ward (2016) stated that a failure to regulate emotional states adequately has been linked with antisocial behavior.

#### 5.4.2. Emotional Instability and Suicidal Ideation

Similarly EI is statistically significant predictor of suicidal ideation and emotional instability (EI) explains 16.7% of the variance in the juvenile delinquents' suicidal ideation. Tian et al. (2017) added that affective instability such as hopelessness, has been shown to be a strong predictor of suicidal ideation, particularly among women; depression severity, mood instability may be more directly associated with suicidal thoughts (Bowen, et al, 2011); children and adolescents exhibiting suicidal behavior reported significantly more general mental health problems such as depressive symptoms, anxiety, and hyperactivity as well as lower health related quality of life (Resch, et al., 2008, Javdani, Sadeh and Verona, 2011 and Parker, et al. 2019. Anxiety, mental health, and daily stresses could predict 21 percent of suicidal ideations altogether (Izadinia, Amiria, Jahromia and Hamidi, 2010).



## CHAPTER SIX

### 6. SUMMARY, CONCLUSION AND RECOMMENDATIONS

The basic summaries of the study, the conclusions made on the finding and the suggestions to the stakeholders of the detention center have been made in this chapter.

#### 6.1. Summary

The purpose of the study was to investigate the background and the characteristics of juvenile delinquents, the extent of their antisocial tendency, emotional instability and suicidal ideation; the behavioral problems of the juvenile delinquents and the relation between emotional instability and antisocial tendency and emotional instability and suicidal ideation and among antisocial tendency, emotional instability and suicidal ideation.

The participants were juvenile delinquents aged between 15 and 18 years in Bonga town prison in Kaffa Zone of South West Ethiopia. 244 juvenile delinquents were used as a subject. Likert scale was used to obtain the extent of their feeling, thought and behavior related to antisocial behavior, emotional instability and suicidal ideation of the juvenile delinquents.

The basic research questions raise were:

1. What were the extent of the antisocial tendency, emotional instability and suicidal ideation of the juvenile delinquents found in Bong Town prison?
2. Is there significant difference in the in antisocial tendency, emotional instability and suicidal ideation among the demographic variables (gender, family background and residence) of juvenile delinquents of Bong Town prison?
3. What are the main criminal acts of the juvenile delinquents in the prison?
4. Is there a significant predictive relationship between emotional instability and antisocial tendency and suicidal ideation among juvenile delinquents of Bong Town prison?

## 6.2. Conclusions

Based on the research findings the following conclusions have been made:

In relation to the extent of the antisocial tendency, emotional instability and suicidal ideation among juvenile delinquents 41.8% of the juvenile delinquents were stayed in prison for more than one year; 55.6% juvenile delinquents were convicted as criminal for more than 4 years (25.82% were between 4 and 6 years; 15.98% were between 7 and 9 years and 13.94% were above 10 years) by the jury. And one sample t-test on the mean difference on T-value (3 or the average score for the score or neutral score) indicates that there was statistically significant difference for AST  $t(243)=59.74, p<.01$ , for EI  $t(243)=32.78, .01$ , and SI  $t(243)=24.72, p<.01$

About 72.3 % the juvenile delinquents were single parents (53.3%) or orphans (18%); 66% of the juvenile delinquents were urban residents and 65.16% were male.

About 30.3% of the juvenile delinquents were arrested for theft, 18.9% were for harassment, 15.6% were for fighting, 12.7% were for destroying property, the rest 22.5% were arrested for killing, hurting others, homosexual, rape and kidnapping behaviors.

Pearson product moment correlation coefficient used to indicated that there were significant positive relationship between AST and EI  $r(242)=.42, p<.01$ ; between AST and SI  $r(242)=.29, p<.01$  and EI and SI  $r(242)=.41, p<.01$

The One Way ANOVA test for the predictor emotional instability (EI) on dependent variable antisocial tendency (AST) was  $F(1,242)=51.83, p<.01$  and EI is statistically significant predictor of antisocial tendency. The multiple correlation coefficient (R) between EI and AST is 0.42, and the R-square is 0.176. Thus, emotional instability (EI) explains 17.6% of the variance in the juvenile delinquents' antisocial tendency. The Beta coefficient is shown to be positive and statistically significant at the 0.01level. Thus, the higher the juvenile delinquents' emotional instability, the higher their Antisocial tendency,  $Beta = 0.42, t = 7.20, p < .01$ .

The One Way ANOVA test for the predictor emotional instability (EI) on dependent variable suicidal ideation (SI) was  $F(1,242)=48.67, p<.01$ . This indicates that EI is statistically significant predictor of suicidal ideation with the multiple correlation coefficients (R) between EI and AST is 0.41, and the R-square is 0.167. Thus, emotional instability (EI) explains 16.7% of the variance in the juvenile delinquents' suicidal ideation. The Beta coefficient is shown to be

positive and statistically significant at the 0.01 level. Thus, the higher the juvenile delinquents' emotional instability, the higher their suicidal ideation,  $Beta = 0.42$ ,  $t = 7.20$ ,  $p < .01$ .

### 6.3. Recommendations

Based on the research findings the following suggestions have been made to parents, adolescents and policy makers such as psychologist, psychiatrist, counselors and law enforcers.

1. Counseling psychologists should give rehabilitation services for the adolescents in the prison.
2. Schools should give moral education in collaborating with families to reduce antisocial behavior, suicidal ideation and emotional instability and develop to develop adolescents' awareness in all matters.
3. Furthermore, it's advised if there is correctional center for adolescence separately to give valuable and correction services by concerned body.

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Appendix-I  
**JIMMA UNIVERSITY**

**DEPARTMENT OF PSYCHOLOGY**

**Questionnaire**

**The objective of this study is to investigate the extent of the antisocial tendency, emotional instability and suicidal ideation of juvenile delinquents in Bonga town prison. The researchers assume that your participation will help to inform the situation for the research in the area. The information you gave will be kept as secret between you and the researcher.**

**Instruction I: give your personal Background information**

- a. Sex- Male  Female
  - b. Age- 15  16  17  18  19  20  above 20 years
  - c. Province: \_\_\_\_\_Town  Rural
  - d. Reason /Crime- Theft  Fighting  Killing  Harassment  Abduction   
 Homosexual  Destroying Property  Rape  Hurting  Robbing  Other \_\_\_\_\_
  - e. Stayed in detention center; below three month  between three and six months   
 between six and 12 months  above one year
  - f. Family background- have father and mother  have mother only  have father only
2. convicted for- \_\_\_\_\_months or \_\_\_\_\_ years

**Instruction II: Express your opinion on your antisocial tendency about yourself below by circling never (0), A few times (1 to 3 times) (2), Many times (4 to 6 times) (3), Frequently (7 to 10 times) (4) and Nearly all the time (above 10 times) (5).**

| No | Antisocial tendency statements | Never | A few times | Many times | Frequently | Nearly all the time |
|----|--------------------------------|-------|-------------|------------|------------|---------------------|
| 1  | Felt like hitting people'      | 1     | 2           | 3          | 4          | 5                   |
| 2  | Blamed others                  | 1     | 2           | 3          | 4          | 5                   |

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 3  | Hit back when hit by others   | 1 | 2 | 3 | 4 | 5 |
| 4  | Broke the windows of an empty building                                  | 1 | 2 | 3 | 4 | 5 |
| 5  | Tried to hurt someone's feelings  | 1 | 2 | 3 | 4 | 5 |
| 6  | Got angry quickly   | 1 | 2 | 3 | 4 | 5 |
| 7  | Made fun of someone behind their back                                   | 1 | 2 | 3 | 4 | 5 |
| 8  | Threatened others   | 1 | 2 | 3 | 4 | 5 |
| 9  | Littered public areas by smashing bottles, tipping trash cans, etc.     | 1 | 2 | 3 | 4 | 5 |
| 10 | Excluded someone from group activities when angry with him/her          | 1 | 2 | 3 | 4 | 5 |
| 11 | Had trouble controlling temper  | 1 | 2 | 3 | 4 | 5 |
| 12 | Gave someone the silent treatment when angry with him/her               | 1 | 2 | 3 | 4 | 5 |
| 13 | Felt better after hitting   | 1 | 2 | 3 | 4 | 5 |
| 14 | Failed to pay debts   | 1 | 2 | 3 | 4 | 5 |
| 15 | Was rude towards others   | 1 | 2 | 3 | 4 | 5 |
| 16 | Had trouble keeping a job   | 1 | 2 | 3 | 4 | 5 |
| 17 | Made negative comments about other's appearance                         | 1 | 2 | 3 | 4 | 5 |
| 18 | Hit others when provoked  | 1 | 2 | 3 | 4 | 5 |
| 19 | Stole property from school or work                                      | 1 | 2 | 3 | 4 | 5 |
| 20 | Revealed someone's secrets when angry with him/her                      | 1 | 2 | 3 | 4 | 5 |
| 21 | Got into fights more than the average person                            | 1 | 2 | 3 | 4 | 5 |
| 22 | Left home for an extended period of time without telling family/friends | 1 | 2 | 3 | 4 | 5 |
| 23 | Intentionally damaged someone's reputation                              | 1 | 2 | 3 | 4 | 5 |
| 24 | Swore or yelled at others   | 1 | 2 | 3 | 4 | 5 |
| 25 | Tried to turn others against someone when angry with him/her            | 1 | 2 | 3 | 4 | 5 |
| 26 | Got into physical fights  | 1 | 2 | 3 | 4 | 5 |
| 27 | Was suspended, expelled, or fired from school or work                   | 1 | 2 | 3 | 4 | 5 |

Instruction III: Here are a number of characteristics that may or may not apply to you. Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement about yourself by circling the number that shows your feeling.

|    | Emotional Instability Questions   | Very Accurate | Somewhat Accurate | Neither Accurate Nor Inaccurate | Somewhat Inaccurate | Very Inaccurate |
|----|-----------------------------------|---------------|-------------------|---------------------------------|---------------------|-----------------|
| 1  | Get stressed out easily           | 5             | 4                 | 3                               | 2                   | 1               |
| 2  | Change my mood a lot.             | 5             | 4                 | 3                               | 2                   | 1               |
| 3  | Take offense easily.              | 5             | 4                 | 3                               | 2                   | 1               |
| 4  | Seldom get mad.                   | 5             | 4                 | 3                               | 2                   | 1               |
| 5  | Often feel blue.                  | 5             | 4                 | 3                               | 2                   | 1               |
| 6  | Get caught up in my problems.     | 5             | 4                 | 3                               | 2                   | 1               |
| 7  | Am relaxed most of the time       | 5             | 4                 | 3                               | 2                   | 1               |
| 8  | Get angry easily                  | 5             | 4                 | 3                               | 2                   | 1               |
| 9  | Panic easily                      | 5             | 4                 | 3                               | 2                   | 1               |
| 10 | Have frequent mood swings         | 5             | 4                 | 3                               | 2                   | 1               |
| 11 | Rarely get irritated              | 5             | 4                 | 3                               | 2                   | 1               |
| 12 | Worry about things.               | 5             | 4                 | 3                               | 2                   | 1               |
| 13 | Get overwhelmed by emotions.      | 5             | 4                 | 3                               | 2                   | 1               |
| 14 | Grumble about things.             | 5             | 4                 | 3                               | 2                   | 1               |
| 15 | Am not easily bothered by things. | 5             | 4                 | 3                               | 2                   | 1               |
| 16 | Get irritated easily.             | 5             | 4                 | 3                               | 2                   | 1               |
| 17 | Am easily disturbed.              | 5             | 4                 | 3                               | 2                   | 1               |
| 18 | Feel threatened easily.           | 5             | 4                 | 3                               | 2                   | 1               |
| 19 | Seldom feel blue.                 | 5             | 4                 | 3                               | 2                   | 1               |
| 20 | Get upset easily                  | 5             | 4                 | 3                               | 2                   | 1               |

Instruction IV: Express your opinion on your suicidal ideation statements below by circling completely Disagree (5), Disagree (4), Neither Agree nor Disagree (3), Agree (2) and Completely Agree (1)

|   | Suicidal ideation statements  | Completely Disagree | Disagree | Neither Agree nor Disagree | Agree | Completely Agree |
|---|---|---------------------|----------|----------------------------|-------|------------------|
| 1 | I feel that I have reasons to live  | 5                   | 4        | 3                          | 2     | 1                |
| 2 | I would never think about ways of committing suicide                                      | 5                   | 4        | 3                          | 2     | 1                |
| 3 | I would feel so bad that I would not mind if something happened to put my life in danger. | 5                   | 4        | 3                          | 2     | 1                |
| 4 | I would feel like dying.  | 5                   | 4        | 3                          | 2     | 1                |
| 5 | I would make specific plans to commit suicide.  | 5                   | 4        | 3                          | 2     | 1                |
| 6 | In this sort of situation, it is unlikely I would dare to commit suicide.                 | 5                   | 4        | 3                          | 2     | 1                |
| 7 | I believe that the reasons for living are greater than the reasons for dying.             | 5                   | 4        | 3                          | 2     | 1                |
| 8 | I would begin to make preparations to commit suicide.                                     | 5                   | 4        | 3                          | 2     | 1                |
| 9 | I would not take any steps that were necessary to save my life                            | 5                   | 4        | 3                          | 2     | 1                |

Appendix II

ጅማዩንቨርሲቲ

ሳይኮሎጂ ትምህርት ክፍል

መጠይቅ

የዚህ መጠይቅ ዋና ዓላማ በካፋ ዞን በቦንጋ ከተማ ማረሚያ ቤት በወንጀል ክትትል ወስጥ ያሉትን ወጣቶች የሚያሳዩትን ማህበረሰብን ሊጎዳ የሚችል ዝንባሌ፣ የስሜት አለመረጋጋትና ራስን የማጥፋት ሓሳብ ለመለየት ነው። ጥናት አድራጊዎ የአንተ ወይም ያንቺ ተሳትፎና የምትሰጠው ወይም የምትሰጭው መረጃ አስፈላጊ ነው ብሎ ስለሚያምን አንተን ወይም አንቺን ለተሳታፊነት መርጧል። በመሆኑም ትእዛዙንና ጥያቄውን በአግባቡ በማንበብ እንዲመልሱ በትህትና እጠይቃለሁ። የአንተ ወይም የአንቺ መልስ ከምንም ነገር ጋር የተገናኘ አይደለም፤ ምስጢራዊነቱም በአንተ ወይም ባንቺና በጥናት አድራጊዎ አካል ብቻ የሚቀር ይሆናል።

መመርያ 1: አንተን ወይም አንቺን ሊገልፅ የሚችለውን የግልመረጃ ስጥ/ስጭ። ሳጥኑ ላይ የ(✓) ምልክት አሳይ።

1. ያታ: ወንድ  ሴት
2. እድሜ: ከ 15 በታች  15  16  17  18  19  20  ከ 20 በላይ
3. ወረዳ \_\_\_\_\_ ከተማ  ገጠር
4. የሰራኸው/ሽው የወንጀል ዓይነት: ስርቆት  በጠብ  አስገድዶ በመድፈር  ጠለፋ  ንብረት በማወደም  ሰው በመጉዳት  ዝርፊያ  ግብረሰዶም  ሌላ ከሆነ \_\_\_\_\_
5. በወህኒ ቤት የቆየኸው/ሽው ጊዜ: ከ 3ወር በታች  በ3 እና 6 ወር መካከል  በ 6ወርና በ 1 ዓመት መካከል  1 ዓመት በላይ
6. የቤተሰብ ሁኔታ: አባትና እናት አለኝ  አባት ብቻ አለኝ  እናት ብቻ አለኝ  አባትና እናት የለኝም
7. የፍርድ ጊዜ: \_\_\_\_\_ ወር ወይም \_\_\_\_\_ ዓመት

መመሪያ II: ለሚከተሉት ማህበረሰብን የማጥቃት ዝንባሌን ለሚያሳዩ ጥያቄዎች በጭራሽ ፣ ለተወሰነ ጊዜ(ከ1 እስከ3 ጊዜ) ፣ ብዙውን ጊዜ(ከ 4 እስከ 6 ጊዜ)፣በተደጋጋሚ ጊዜ(ከ 7 እስከ 10 ጊዜ) ወይም ሁል ጊዜ (ከ10 ጊዜ በላይ)ን በማክበብ እባክዎ/ሽ ለራስዎ/ሽ ያለህን/ሽን ዝንባሌ ግለጥጭ።

| No | ማህበረሰብን የማጥቃት ዝንባሌ መገለጫዎች                         | በጭራሽ | በተወሰነ ጊዜ መልኩ | ብዙውን ጊዜ | በተደጋጋሚ ጊዜ | ሁል ጊዜ |
|----|---|------|--------------|---------|-----------|-------|
| 1  | ሰዎችን ምታ ምታ የሚል ስሜት ይሰመሃል/ማሻል                      | 1    | 2            | 3       | 4         | 5     |
| 2  | ሌሎችን ትወነጅላለህ/ያለሽ                                  | 1    | 2            | 3       | 4         | 5     |
| 3  | በሌሎች ስትመታ/ች መልሰህ/ሽ ትመታለህ/ሽ                        | 1    | 2            | 3       | 4         | 5     |
| 4  | ሰው የሌለበት ቤት/ሱቅ ካገኘህ/ሽ ቤት ሰብረህ/ሽ ትዘርፋለህ/ፊያለሽ       | 1    | 2            | 3       | 4         | 5     |
| 5  | የሌሎችን ስሜት ለመጉዳት ትሞክራለህ/ሽ                          | 1    | 2            | 3       | 4         | 5     |
| 6  | በፍጥነት ትናደዳለህ/ለሽ                                   | 1    | 2            | 3       | 4         | 5     |
| 7  | ከሰዎች ጀርባሁነህ/ሽ ሰው ላይ ታሾፋለህ/ፊያለሽ                    | 1    | 2            | 3       | 4         | 5     |
| 8  | ሌሎችን ታስፈራራለህ/ሪያለሽ                                 | 1    | 2            | 3       | 4         | 5     |
| 9  | ጠርመሶችን ብርጭቆዎችን ወዘተ በመሰባበር ታስፈራራለህ/ሪያለሽ            | 1    | 2            | 3       | 4         | 5     |
| 10 | በአንድ ሰው ስትናደድ/ጅ ከሱድን ተግባራት ያንን ሰው እንዲባረር ታደርጋለህ/ሽ | 1    | 2            | 3       | 4         | 5     |
| 11 | ቁጣን ለመቆጣጠር ችግር ያጋጥምሃል/ሻል                          | 1    | 2            | 3       | 4         | 5     |
| 12 | አንድ ሰው ላይ ስትናደድ/ጅ ዝምተኛ ሁነህ/ሽ ታልፈዋለህ/ፊያለሽ          | 1    | 2            | 3       | 4         | 5     |
| 13 | ሰውን ከመታህ/ሽ በኋላ ጥሩ ስሜት ይሰማህል/ሻል                    | 1    | 2            | 3       | 4         | 5     |
| 14 | እዳህን/ሽን መክፈል አትፈልግም/ጊም                            | 1    | 2            | 3       | 4         | 5     |
| 15 | በሌሎች ላይ ጨዋነት የጎደለው ባህሪ ታሳያለህ/ሽ                    | 1    | 2            | 3       | 4         | 5     |
| 16 | ሥራላይ የመቆየት ችግር ያጋጥምሃል/ሻል                          | 1    | 2            | 3       | 4         | 5     |
| 17 | ስለ ሌላው ገጽታ አሉታዊ አስተያየቶችን                          | 1    | 2            | 3       | 4         | 5     |



|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
|    | ትሰጣለህ/ጫለሽ                                      |   |   |   |   |   |
| 18 | ስትብሳጭ/ጨ ሌሎችን ትመታለህ/ቻለሽ                         | 1 | 2 | 3 | 4 | 5 |
| 19 | ንብረት ከት/ቤት ወይም ከሥራ ቦታ ትሰርቃለህ/ቂያለሽ              | 1 | 2 | 3 | 4 | 5 |
| 20 | በእሱ/ሷ ስትናደድ/ደጅ ሚስጥሮቹ/ቿን ትገልጣለህ/ጫለሽ             | 1 | 2 | 3 | 4 | 5 |
| 21 | ከአማካይ ሰው ጋር የበለጠ ወደ ጠብ ትገባለህ/ቢያለሽ              | 1 | 2 | 3 | 4 | 5 |
| 22 | ለቤተሰብ / ለጓደኞችህ ሳይነገር ረዘም ላለ ጊዜ ከቤት ትወጣለህ/ጫለሽ   | 1 | 2 | 3 | 4 | 5 |
| 23 | ሆን ብለህ/ሽ የሰውን ዝና ታብላሻለህ/ሽ                      | 1 | 2 | 3 | 4 | 5 |
| 24 | በሌሎች ላይ ትጮሃለህ/ሽ                                | 1 | 2 | 3 | 4 | 5 |
| 25 | ከሰው ጋር ስትጣላ/ይ ሌሎችን በሱ/በሷ ላይ ለማነሳሳት ትሞክራለህ/ሪያለሽ | 1 | 2 | 3 | 4 | 5 |
| 26 | ከሰዎች ጋር ትደባደባለህ/ያለሽ                            | 1 | 2 | 3 | 4 | 5 |
| 27 | ከትምህርት ቤት ወይም ከሥራ ታግደህ/ሽ ፣ ተባረህ/ሽ ታውቃለህ/ቂያለሽ   | 1 | 2 | 3 | 4 | 5 |

መመሪያ III - በአንተ ወይም በአንቺ ሊተገበሩ ወይም ላይ ተገብሩ የሚችሉ በርካታ ባህሪዎች ተዘርዝረዋል ። እነዚያ መግለጫዎች ምን ያህል አንተን ወይም አንቺን እንደ ሚስማሙ ወይም እንደ ማይስማሙ ለማሳየት እባክህን/ሽን ከእያንዳንዱ መግለጫ አጠገብ ቁጥሩን 9ፍ/9ፊ።

| ተ.ቁ | የስሜት መረጋጋት መግለጫ ጥያቄዎች        | በጣም ትክክል ነዉ | ትክክል ነዉ | ትክክል ነዉም አይደለምም ማለት እቸገራለሁ | ትክክል አይደለም | በጣም ትክክል አይደለም |
|-----|------------------------------|-------------|---------|----------------------------|------------|----------------|
| 1   | በቀላሉ ከጭንቀት ስሜት ትወጣለህ/ሽ       | 5           | 4       | 3                          | 2          | 1              |
| 2   | ስሜት/ሽ በጣም ይለዋወጣል             | 5           | 4       | 3                          | 2          | 1              |
| 3   | በቀላሉ ቁም ትይዛለህ/ሽ              | 5           | 4       | 3                          | 2          | 1              |
| 4   | እምብዛም አትናደድም/ጅም              | 5           | 4       | 3                          | 2          | 1              |
| 5   | ብዙውን ጊዜ የድብርት ስሜት ይኖርሃል/ሻል   | 5           | 4       | 3                          | 2          | 1              |
| 6   | በችግሮችህ/ሽ ስሜት ወስጥ ትገባለህ/ቢያለሽ። | 5           | 4       | 3                          | 2          | 1              |
| 7   | ብዙ ጊዜ ዘና ያልክ/ሽነህ/ሽ           | 5           | 4       | 3                          | 2          | 1              |
| 8   | በቀላሉ ትናደዳለህ/ጃለሽ              | 5           | 4       | 3                          | 2          | 1              |
| 9   | በቀላሉ ትሸበራለህ/ሽ                | 5           | 4       | 3                          | 2          | 1              |
| 10  | በተደጋጋሚ የስሜት መለዋወጥ ይኖርሃል/ሻል   | 5           | 4       | 3                          | 2          | 1              |
| 11  | አልፎ አልፎ ትበሳጫለህ/ሽ             | 5           | 4       | 3                          | 2          | 1              |
| 12  | ስለነገሮች ትጨነቃለህ/ቁያለሽ።          | 5           | 4       | 3                          | 2          | 1              |
| 13  | በስሜት ትዋጣለህ/ሽ ።               | 5           | 4       | 3                          | 2          | 1              |
| 14  | ስለነገሮች ታጉረመርማለህ/ሽ።           | 5           | 4       | 3                          | 2          | 1              |

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| 15 | በነገሮች በቀላሉ አትጫነቅም/ቂም  | 5 | 4 | 3 | 2 | 1 |
| 16 | በቀላሉ ትበሳጫለህ/ሽ         | 5 | 4 | 3 | 2 | 1 |
| 17 | በቀላሉት ረበሻለህ/ሽ         | 5 | 4 | 3 | 2 | 1 |
| 18 | በቀላሉ ፍርሃት ይሰማሃል/ሻል    | 5 | 4 | 3 | 2 | 1 |
| 19 | አልፎ አልፎ ድብርት ይሰማሃል/ሻል | 5 | 4 | 3 | 2 | 1 |
| 20 | በቀላሉ ትበሳጫለህ/ሽ         | 5 | 4 | 3 | 2 | 1 |

መመሪያIV: ለሚከተሉት ራስን የማጥፋት ሀሳብ መገለጫ ዓረፍተ-ነገሮች ሙሉ በሙሉ አልሰማም(5) ፣ አልሰማም (4) ፣ እስማማለሁም አልሰማም ማለት እቸገራለሁ (3) ፣ እስማማለሁ (2) እና ሙሉ በሙሉ እስማማለሁ (1) በማለት ምን ያህል አንተን ወይም አንቺን እንደ ሚገልፁ በማክበብ ግለጥ/ጭ።

| ተ.ቁ | ራስን የማጥፋት ሀሳብ መገለጫ ዓረፍተ-ነገሮች                   | ሙሉ ለሙሉ አልሰማም | አልሰማም | እስማማለሁም አልሰማም ማለት እቸገራለሁ | እስማማለሁ | ሙሉ ለሙሉ እስማማለሁ |
|-----|--|--------------|-------|--------------------------|--------|---------------|
| 1   | ለመኖር ምክንያቶች እንዳሉኝ ይሰማኛል                        | 5            | 4     | 3                        | 2      | 1             |
| 2   | ራስን ስለማጥፋት መንገዶች በጭራሽ አላስብም                    | 5            | 4     | 3                        | 2      | 1             |
| 3   | ህይወቴን አደጋ ላይ የሚጥል ነገር ቢከሰት በጣም መጥፎ ስሜት ይሰማኛል ። | 5            | 4     | 3                        | 2      | 1             |
| 4   | እንደምሞት ይሰማኛል ።                                 | 5            | 4     | 3                        | 2      | 1             |
| 5   | እራሴን ለማጥፋት የተወሰኑ እቅዶችን                         | 5            | 4     | 3                        | 2      | 1             |

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|---|---|---|---|---|---|---|
|   | <b>አወጣለሁ</b>  |   |   |   |   |   |
| 6 | <b>በእንደዚህ ዓይነት ሁኔታ ውስጥ እራሴን ለማጥፋት እደፍራለሁ ብዬ አላስብም</b> | 5 | 4 | 3 | 2 | 1 |
| 7 | <b>ለመኖር ምክንያቶች ከመሞት ምክንያቶች ይበልጣሉ ብዬ አምናለሁ</b>         | 5 | 4 | 3 | 2 | 1 |
| 8 | <b>እራሴን ለማጥፋት ዝግጅት ማድረግ እጀምር ነበር</b>                  | 5 | 4 | 3 | 2 | 1 |
| 9 | <b>ሕይወቴን ለማዳን አስፈላጊ የሆኑ እርምጃዎችን አልወሰድም</b>            | 5 | 4 | 3 | 2 | 1 |