

MIDLANDS STATE UNIVERSITY



**FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP**

**THE EFFECTS OF DEVIANT BEHAVIOURS ON THE ACADEMIC
PERFORMANCE OF STUDENTS IN TECHNICAL COLLEGES.A
CASE OF HARARE POLYTECHNIC.**

**A DISSERTATION SUBMITTED
BY**

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Declaration

I, Shingirai Chiromo, declare that this study, **“The effects of deviant behaviours on the academic performance of students in technical colleges: A case of Harare Polytechnic”** is my original piece of work and has not been previously submitted to any university. All sources used have been indicated and acknowledged by means of references.

Signature_____

Date _____

Approval

This dissertation entitled ‘**The effect of deviant behaviours on the academic performance of students in technical colleges: A case of Harare Polytechnic**’ by Shingirai Chiromo R189575G, meets regulations governing the award of a Bachelor of Education in Management and Leadership at Midlands State University, and is approved by its contribution to knowledge and literal presentation.

Supervisor _____

Date _____

Dedication

I dedicate this project to my wife Olivia Viola Chiromo for encouragement and support as I worked on this piece of important work. I also dedicate this project to my two sons Humphrey and Hillary for their quick interventions to help as my computer skills “ran dry” to make the project a success.

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I am highly indebted to my supervisor, Dr W. Mazani for his patience, constructive criticism, academic guidance, teaching me to swim “up- stream” and his presence throughout this study. Heartfelt gratitude extended to my Principal, Dr.Eng.T.Mudondo for allowing me to carry out this study even during working days. I acknowledge the support from my lecturers and colleagues at Midlands State University. Lastly, I thank all the participants who took time off their busy schedules to accommodate me for the purposes of data collection.

ABSTRACT

This study focused on the effects of deviant behaviors on academic performance of students in technical colleges, in this case Harare Polytechnic. Three research objectives which the study wanted to achieve were to investigate the prevalence of deviant behaviors in college students, to find out the factors that cause the occurrence of deviant behaviors and to establish intervention strategies that can be used to overcome deviant behaviors at Harare Polytechnic. The study used a mixed methods research approach that comprised of quantitative and qualitative research approaches. A survey was used to gather quantitative data whilst a case study was used to collect qualitative data. The population in this study was composed of fifty lecturers, twenty-five non-lecturing staff and twenty-five students. The sample for the study comprised of ten lecturers, four non-lecturing staff and ten students. The major findings for the study were, most respondents said deviant behaviours are rampant at Harare Polytechnic, lack of monitoring and supervision exacerbates deviant behaviours, poverty and poor family backgrounds contribute greatly and as well as peer pressure play a major role in deviancy. The major conclusions were that deviant behaviours are high at Harare Polytechnic, whose forms are prostitution, stealing, drug and alcohol abuse, that poverty and poor family backgrounds are causative to different unwanted behaviours, that poor monitoring and supervision results in uncontrollable behaviours at college, and that peer pressure increases the occurrence of deviant behaviours in college students at Harare Polytechnic, resulting in poor academic performances. The major recommendations were that Harare Polytechnic administration should prioritize funding behaviour change programmes through social clubs by partnering with different stakeholders to lower down the levels of misbehaving, that college authorities must devise and put in place more strict measures of ensuring that students abide by the set college rules and regulations to ensure that students refrain from misbehaving, that Ministry should employ such professionals as social workers, psychologists, counselors to provide the psychosocial support and guidance that is needed by

students, that the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development fund vulnerable students by providing loans and grants, so that they are not influenced to misbehave to make ends meet.

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CHAPTER ONE:

THE PROBLEM AND ITS CONTEXT

1.1 Introduction

The increase in deviant behaviours amongst college students is an issue that is affecting the success of educational objectives for these institutions. Deviant behaviours remain unfavourable to the societal values and norms making them a threat to the lives of people. This entire research was based on the effects of deviant behaviours on the academic performance of students in technical colleges. The first part of the research unpacked a background analysis that justified what triggered the carrying out of this research. The research further spelled out the statement of the problem, research objectives/questions, the significance of the study, assumptions, delimitations, and limitations as well as the definition of key terms. Additionally, the research gave a brief review of literature that comprised of theoretical frameworks and empirical review based on the research questions. Chapter three of the research touched on the research design, research instruments, validity and reliability of research, the validity of the research instruments, population, sampling procedures, sample, data collection procedures, data analysis plans and research ethics. Chapter four focused on data presentation, analysis and discussion. Lastly, chapter five focused on summary of findings, conclusions and recommendations.

1.2 Background of the study

The continued existence of college students engaging in deviant behaviours has been an issue of concern in many technical colleges. Deviance is defined as actions or behaviours that violate social norms (Chikwature, Ganyani & Oyedele, 2016). Thus, deviance is a behavioural disposition. A study by Banda & Mweemba (2016), technical institutions are struggling to contain numerous cases of deviant behaviours in college students. Of more concern, these deviant behaviours have been traced to be associated with poor academic performances mostly in those students who are involved in deviant behaviours. This dire situation appears to be a major stumbling block to the achievement of institutional objectives, especially in Technical institutions. Deviance in

colleges is a very serious offensive to institutional operations and may result in punishment, condemnation, and disapproval.

The major kinds of deviant behaviors that are pervasive include; drug and alcohol abuse, vandalism, cheating in examinations, abortion, aggressive or violent behaviour, prostitution, truancy, stealing and other offenses (Baba, Dange & Shehu, 2019). Deviance is one of the social situations that can be traced to many centuries back. Back in the 90s, Zambia experienced deviant behaviours in college students in which they were involved in strikes, bullying, smoking, promiscuity and other offenses against college rules and regulations (Banda & Mweemba, 2016: 58). Similarly, another report in Zambia revealed that sexual abuse and assault were also common amongst college students in which some cases were later handled at courts. These various kinds of deviant behaviours have become a major threat to the operations of technical colleges. A case in point is the modern deviant behaviours in which students protest against poor living conditions by way of vandalizing property and rioting. Most studies have found that deviant behaviours amongst college students are fatal making it a major concern for technical colleges.

The burden of deviant behaviours amongst college students has become a policy issue that many educational institutions across the world fight to address. Baba et al (2019) on their study on social deviance among students and its negative implication in Umaru Ali Shinkafi Polytechnic found that deviance is more common in less-developed nations that include Nigeria, Ghana and Zimbabwe amongst others. Behavioural problems have been on the increase in the third world making it a serious move to find out the factors that contribute to deviant behaviours in college students. Many studies have established that deviant behaviours have devastating consequences to institutions, students, educators, and the entire society. Korir, Misigo & Nabiswa (2017) are of the view that deviance results from interplay of factors that include; family factors (having a history of drug abuse), poor parent- child relationships, socioeconomic status, poor classroom management and poor school conditions amongst other factors. Another argument by Belle (2017) shows that poverty influences the occurrence of gang activities and crime.

Anderson (2015) conducted a survey in the USA on the impact of deviance in colleges and found out that most college students were involved in deviant behaviours that were

perplexing. The major deviant activities included; skipping classes, make noise during learning time and not doing given learning tasks. Deviant behaviours are also reported to be occurring in Europe mainly disruption in classrooms, fights in the playground as well as physical and verbal abuse.

Similarly, Japan also reported to have a gradual increase of deviant behaviours as cited by (Chen, Liang & Sato, 2012). The most common deviant behaviour being reported is skipping classes, drug and alcohol abuse.

Omotosho & Ayorinde (2017) disclosed that the police in Nigeria attend to cases of deviant behaviours in colleges every week. The 21st-century schools have a sad reflection of the decay of moral values. Deviance according to Ramnath (2014) is a global crisis with regards to Nigeria where deviant behaviours are on the rise. This nightmare of anti-social activities has left stakeholders threatened on the future of technical colleges.

A similar situation is present in Botswana where technical colleges have confirmed that students` indiscipline is on the rise in the country. The media in Botswana has repeatedly published various cases of misbehaving students in south East district (Ramnath, 2014). Cognisant of the analyzed background information, deviant behaviours are still a challenge in different learning institutions.

Close to home, deviance in Zimbabwean technical colleges is rising to the extent that stakeholders are now facing a huge burden to address. Gwanyanya (2016) postulates that major deviant behaviours that have been reported in colleges include cheating in examinations, prostitution, drug and alcohol abuses and other violent behaviours. The major stressing issue is that these deviant behaviours promote the spread of the HIV pandemic and Sexually Transmitted Infections (STIs). National AIDS Council (2018), stated that the abuse of drugs and alcohol by the youths in technical colleges has been a major driver of HIV/AIDS in Zimbabwe. Additionally, cheating is also one of the dominant forms of deviant behaviours in Zimbabwean colleges taking an example of 2% of students who were disqualified at Harare Polytechnic in October 2017 as a result of cheating during examinations.

Similarly, a 2019 report showed that about twenty-nine students were expelled at Harare Polytechnic for committing various offenses that range from theft, drug abuse,

and corruption amongst others. Notably, the Zimbabwe Republic Police in 2018 raised alarm on the increase in fraudulent activities, the stealing of cell phones and laptops as well as the increase in the use of Bronclere as a drug. The existence of these deviant activities are believed to have caused a decline in students` pass rates for example, in 2016 overall pass rate was 76% and it further dropped to 70% in 2017 and down further to 64% in 2018. Worryingly, this situation has affected the authorities considering a decline in terms of students` academic performances in various disciplines.

1.3 Statement of the problem

Students` involvement in deviant behaviours of various kinds in Zimbabwe`s Polytechnics has become a cankerworm that has eaten too deep into the students` moral up being. The situation of deviant behaviour in college students has become uncontrollable based on various reports by media watchdogs. The existence of these deviant activities is believed to have caused a decline in students` pass rates for example, in 2016 overall pass rate was 76% and it further dropped to 70% in 2017 and down further to 64% in 2018. The major kinds of deviant behaviours in technical colleges include; prostitution and pornography, stealing, alcoholism, and drug abuse, rioting, delinquency, and aggressive behaviours. NAC (2018) has also raised alarm on the increase of STIs in college students making it a bigger threat to the efforts of fighting against HIV.

The researcher having considerable experience in working in technical colleges such as Harare Polytechnic has been influenced by this background to carry out a study to investigate the effects of deviant behaviours on the academic performance of students at Harare Polytechnic. The lack of adequate literature on the phenomenon triggered the researcher to carry out a study to fill in the knowledge gap.

1.4 Research objectives

The study intended to achieve the following objectives:

1. To investigate the prevalence of deviant behaviours in college students at Harare Polytechnic

2. To find out the factors that causes the occurrence of deviant behaviours in college students at Harare Polytechnic.
3. To establish intervention strategies that can be used to overcome against deviant behaviours in college students at Harare Polytechnic.

1.5 Research questions

The following questions were answered in this study;

1. How prevalent are deviant behaviours in college students at Harare Polytechnic?
2. Which factors contribute to the occurrence of deviant behaviours in college students at Harare Polytechnic?
3. How best can deviant behaviours be overcome in college students at Harare Polytechnic?

1.6 Significance of the study

This study was a very important step in technical educational institutions since it could influence the development of strategies to address deviant behaviours. Major stakeholders that are likely to benefit from this study include; Harare Polytechnic, Zimbabwean Interest Groups, and the Students` Affairs Department.

(i) Harare Polytechnic

The results of this study have a positive impact on the way Harare Polytechnic authorities deal with deviant behaviours. The researcher believes that findings and conclusions from this study would influence the administration at Harare Polytechnic to improve their policies, rules, and regulations to prevent the occurrence of deviant behaviours.

ii) Zimbabwean Interest Groups

Information on how exactly deviant behaviours affect students` academic performance would influence concerned interest groups such as NGOs, Civil Society, and Church-Based Organizations to develop programmes that are aimed at improving the lives of students in colleges. The recommendations that were given in this study would shape

the intervention programmes meant for improving academic performance in various disciplines and the elimination of deviance in colleges.

iii) Students` Affairs Department

The study results would help inform the Students Affairs Department on the prevalence or burden of deviance in their school. That would enhance the raising of an alarm towards responding to the influx of deviance behaviours. That would necessitate the implementation of various measures aimed at eradicating deviance.

1.7 Assumptions

The research assumed that;

- i. Deviant behaviours were increasing at Harare Polytechnic.
- ii. The college had a role to play in fighting against deviant activities
- iii. Numerous challenges are encountered in controlling the occurrence of deviant behaviours
- iv. Deviant behaviours affected students` academic performances

1.8 Delimitations of the study

1.8.1 Physical Scope/Boundary

This study was conducted in Harare Metropolitan province at Harare Polytechnic College. Lecturers, staff, and students constituted the population in which the effects of deviant behaviours on students` academic performance were investigated. The researcher injected adequate resources so that the study could be effectively carried out for five months. This allowed the establishment of credible findings.

1.8.2 Theoretical Scope

The researcher`s concern was only on the effects of deviant behaviours on the academic performance of students at Harare Polytechnic College. Ten lecturers, four non-lecturing staff, and ten students made up the sample of the study, (24 in all). The above mentioned were chosen based on the capability to provide information concerning the study phenomenon.

1.9 Limitations

The study could face some limitations as explained below;

i. Respondents` cooperation

The participants of the study might be unwilling to fully contribute to the study causing the study to lack detail and credibility. It is possible that the respondents might feel bored to fill in the questionnaires due to their commitments and work schedules. In avoiding this limitation, the researcher ensured that the administration of data-gathering instruments was done on time so as to have enough time to respond to the given questions. Additionally, the researcher also explained the purpose and benefits that would be earned from the study so that the respondents felt comfortable contributing to the study.

1.10 Definition of key terms

The disambiguation of the following key terms helped in determining what they inferred throughout the study;

Academic performance

Academic performances were understood as the ability of students to reach a certain level of competency in different learning areas in regards to their scores in theory and practical activities (Chikwature et al, 2016).

Deviant behaviours

These are behaviours that are against the established rules and regulations of an institution. In this study, any activities that violated the rules and regulations of Harare Polytechnic were deviant behaviours (Ramnath, 2014).

Effects

Effects were understood as the results that came out after some actions. In this study, the situations that result from the deviant behaviours of students were regarded as effects.

1.11 Summary

The first part of this research analysed background information about the effects of deviant behaviours on academic performances of students in Technical colleges. The major components of the section included; statement of the problem, research objectives/questions, the significance of the study, assumptions, delimitations, limitations and the definition of key terms. The next section reviewed the literature that is related to the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

It was of paramount importance to make a review of the literature that was closely related to the study phenomenon. The researcher looked at global, regional and local studies that capture their attention on the effects of deviant behaviours on students' academic performances in technical colleges. Theories or models that were closely linked to the study were reviewed as well as the empirical literature that related to the study themes that were derived from the study objectives.

Under this section, previous researches that looked at the effects of deviant behaviours on the academic performances of students in technical colleges were looked at. Various scholars were cited to enhance a deeper understanding of the phenomenon under study as well as to identify literature gaps that could inform the focus of this study.

2.2 Theoretical Frameworks

Related theories to the study phenomenon were analyzed under this section to give deeper explanations to the causes and effects of deviant behaviours.

i. Social cognitive theory (Bandura Albert: 1960s)

The social cognitive theory was developed in the 1960s by Albert Bandura towards explaining a learning context that had a dynamic and reciprocal interaction of the person, environment, and behavior. The theory according to Anderson (2015) holds that the paths children take particularly in education are critically shaped by the reciprocal interplay between personal factors and diverse influences in society. It was gained in the theory that learners' performance is determined by their family/social background.

For example, for children to produce better performances in school, they needed to be directed in desirable ways.

To add on, children`s social, religious, recreational and intellectual interests should be identified and flourished as a functional entity that could make them suitably strong to potentially pass the demands of the academic field. The theory placed more emphasis on external and internal social reinforcement. The social cognitive theory posits that a person`s past experiences influence their behavior, reinforcements, expectations, and expectancies. On the other hand, the theory bore several limitations according to Anderson (2015). The limitations include; the assumption that the environment would automatically lead to changes in the person which might not be true, the theory is loosely organized considering the dynamic play between a person, behavior, and environment. Lastly, the theory heavily focused on the processes of learning in doing so disregarded biological and hormonal predispositions that might influence behavior. It is imperative to note that this theory solely shows the need for a sound and encouraging environment for children so that they learn life skills and other concepts that are positive towards their educational and overall development (UNESCO, 2016). Therefore, in line with this study, the theory clearly shows that students` behaviors can be influenced by their family or social backgrounds and factors such as poverty. The provisions of this theory will help in understanding factors that influence students to engage in deviant behaviors.

ii. Cultural Transmission Theory (Tindall Allan: 1976)

The theory explains the anti-social behavior from a social relationship perspective. Peterson (2014) posits that society encourages respect for social norms. However, the theory made it clear that some elements of the society do not respect social ascribed norms, laws and standards. The factors that influence/cause the effect of association with deviants in line with this theory are; the intensity of contact with deviants, the age at which these contacts take place amongst others. However, Robertson (2013) in his book "Sociology" states that "Nobody is born with the knowledge, techniques or the justifications available to the deviant".

It is important to note that cultural transmission theory has led to the leading perspectives in the field of criminology on subcultural processes namely cultural transmission. It is evident in the cultural transmission theory that acquisition of values favoring law violations such as violence occurs through repeated exposure not only to unlawful behavior but also to the values underlying it. To this end, it is understood, deviant characters are transmitted from other elements of society to others. It is the responsibility of the agents of socialization to curb the transmission of bad behaviors to children who are still learning the outside world. Hence, in this study, the theory clearly shows that culture has a bearing on the way children behave.

2.3 The effects of deviant behaviours on the academic performance of students in technical colleges

Anti-social behavior has never resulted in positive outcomes in educational institutions. Child delinquency is seriously a global concern which many nations are striving to address to improve academic performance in early graders (Bosikoah and Andoh, 2010). The existence of deviant children is a serious threat to socio-economic development since education is the first step that should be achieved to ensure a sustainable economic base.

Anti-social behaviors such as making noise, stealing, skipping learning sessions, not doing work at school, fighting, lying, offensive language, and vandalism, etc. are examples of deviant behaviors that children perform when in school. Four to 7-year-olds are seen as children who are beginning to be exposed to the educational environment in which appropriate behavior determines their success and the opposite is true. However, cases of bad interactions are revealed in studies where children are exposed to bad peers who came from families that lack discipline on children such that they become mischievous. A list of bad behaviors that were established in a study in the district of Mutare includes, 20% lacked discipline and 30% lacked interest in school work which resulted in poor educational careers in those children (UNESCO, 2016). Poor academic performance is a setback for economic development. Most public schools in Zimbabwe that were born out of the fast track land reform program are examples of schools that possess most children that misbehave. Children from farming and mining communities usually behave differently from children in urban

areas amongst other dignified places. Therefore, anti-social behavior in many studies has been seen to be resulting in poor pass rates, bad performance of students and failure, poor concentration during lessons and failure of students to realize their potential in life.

2.4 Factors that cause the occurrence of deviant behaviours in college students

Family-related factors have been found in the literature to be the serious causes of high levels of poor pass rates in children across the world. These include low family income, parents` lack of interest and parents` death. According to Nyamugada (2016), family factors are one of the negative influences of deviant behaviors in children. It has been noted that lack of role models in the family set up, lack of parental guidance and poor family management construct rebellion behavior in children. For example, children who exist in a family that is always in disputes or conflicts adopt the nature of their family disorganization.

Notably, family associations with growing youngsters are very important in determining children`s behavior. A study in the UK by Anderson (2015) established that deeper and well-established family relations decrease the chances of negative behavioral leanings in children. The survey found out that those families that reported to have poor family associations were associated with aggression and problematic behaviors that affect children`s performance even in school. Therefore, poor family management has a direct influence on students with deviant behaviors.

Assessment is necessary for ensuring that the intended objectives are being fulfilled. The World Bank (2016) found out in its studies that most schools in developing nations lack appropriate structures for assessing the learning process for early graders. Lack of assessment triggers the fluctuation of bad behaviors if any in ECD children. For example, an ECD teacher who receives a poor assessment from his or her seniors has higher possibilities of poorly assessing her children`s learning progress. A teacher must identify the reasons why learners perform poorly to enable the establishment of ways to address the situation. OECD (2017) noted that those council or privately owned schools that do not have large numbers of students have witnessed very few cases of anti-social behaviors yet having considerable improvements in terms of children`s performances.

2.5 Intervention strategies that can be used to overcome against deviant behaviours in college students

Educational campaigns if effectively implemented on parents with financial problems can help various communities to be highly educated or being made aware of the need and gains of education. Education according to UNESCO (2012) has increased its demand in bettering children`s lives. Educational campaigns necessitate the ability of parents to prioritize children`s education thus enhancing better grades in early education.

Muse and Bose (2003) in their studies in New York low students` performance prevention suggested that there is a need to engage in community-wide campaigns to eliminate the negative conditions which promote children to poorly perform in school.

Conducting community-wide campaigns helps eliminate social unrest which can be created by financial problems. Muse and Bose (2003) argue that those parents or the community hold negative perceptions towards education especially the rural folk. Therefore, there is a need to campaign against those practices that do not promote children to improve their grades in school.

According to Coltart (2014), once children have been engaged in school at an earlier stage, they can develop positive attitudes towards school, and this can decrease the rate of poor pass rates especially in rural schools; lessen the need for special education. For example, the Colorado preschool programmed class, which trained more than 12 000 students per year (OECD, 2016). Moreover, teacher qualities should be improved through in-service training to uplift the learning standards so that the school environment should not be hostile nor be abusive to students. However, a shortage of human and financial resources for the implementation of the early childhood development programmes lessens the chances for total poor pass rate and dropout elimination.

2.6 Summary

The chapter reviewed literature that tries to answer the study questions and it was arranged into themes. The researcher cited various scholars from international, regional and national levels. Theories that are closely linked to the study such as the Social

Cognitive Theory (Bandura) and the Cultural Transmission Theory were analyzed. The next chapter explained and described the research methodology for this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

Under this section, the following components were explained and described; research design, research instruments, validity and reliability of research, the validity of research questions, population, sampling procedures, sample, data collection procedures, data analysis plans and ethical considerations.

3.2 Research Design

A research design is defined by Berg (2014) as plans and procedures for doing an investigation that provided with how the researcher would test, measure or observe a phenomenon of interest. This research was mixed since it made use of structured interviews and questionnaires. Qualitative research design is defined as narrative and in-depth information that is obtained from a study. Frankel and Wallen (2012) outlined the advantages of qualitative research design as follows: it allows the understanding of the target population; it is cheap and simple to use. However, the disadvantages of using qualitative research design are that assumptions cannot be made outside the scope of the sample and it does not allow for statistical data. The researcher chose to employ qualitative research design because it was best suited for collecting in-depth data/information on the effects of deviant behaviours on the academic performance of students at Harare Polytechnic College.

3.2.1 Case study

This study employed a case study design that is qualitative. A case study is concerned with empirical investigations on knowledge, experiences as well as the collection and analysis of data. According to Stake (2010), a case study involves the study of an issue explored through one or more cases within a bounded system such as setting/context. Another definition sees it as the qualitative inquiry in which the investigator explores a

bounded system over time using multiple sources of information such as interviews, observations, audio-visual materials, etc.

3.2.1.1 Strengths of the Case Study

As argued by Walliman (2014), the researcher employed a case study design in this study because it allowed for a deeper and thorough exploration of data that answered the study questions. Also, case studies can allow the development of new research basing on valuable information generated in the current study. In the same vein, it is possible for researchers to contradict with already established ideas or theories when using case studies thus new insights to the study concept can be gained.

3.2.1.2 Weaknesses of the Case Study

On the contrary, the use of a case study made the study to be prone to researcher bias. However, the researcher overcame this situation by making sure that he would not become close to the study participants but only interact with them for study purposes.

3.2.1.3 Ways of overcoming weaknesses of the Case Study

As for this study, Harare Polytechnic was the place where the study phenomenon was investigated. Therefore, the respondents were able to comfortably disclose information or facts that fully answered the study concepts thus enhancing the credibility and reliability of study findings.

3.3 Research Instruments

Research instruments are devices that are used to generate information on a particular phenomenon. In this study, interviews and questionnaires were employed.

3.3.1 Questionnaires

Questionnaires were employed by the researcher to gather information from the students at Harare Polytechnic. Walliman (2014) defined a questionnaire as any data collection instrument which encompasses checklists and projects in which information can be gathered through the use of a variety of items to be answered by the respondents. Oppenheim (2016) states that the design of a questionnaire is critical to ensure that the correct research questions are addressed and that accurate and appropriate data for statistical analysis are collected. Open-ended questionnaires were used for this study.

3.3.1.1 Strengths of the Questionnaire

The researcher chose to use questionnaires because they are easy to handle and administer since they were targeting students at Harare Polytechnic. Questionnaires also ensured anonymity such that the respondents were free to provide information that answered the study questions. Questionnaires are effective because they can be practically used to generate large amounts of information within a short period of time in a relatively less expensive way. The researcher or other people can administer the questionnaires for this study without affecting the validity and reliability of the study findings.

3.3.1.2 Weaknesses of the Questionnaire

However, a disadvantage of using a questionnaire is that respondents may withhold information best known to them. Also, if not administered face to face questionnaires cannot tell the context and meaning behind a response and information given maybe untrue. Additionally, Walliman (2014) argues that questionnaires can fail to enable the understanding of some forms of information such as changes of emotions, behaviour, feelings etc. thus reducing the validity of findings.

3.3.1.3 Ways of overcoming weaknesses of the Questionnaire

Therefore, to counter these disadvantages, the researcher ensured that the questionnaires distributed were easy to understand so that the respondents realized the

context and meaning of the issue under study. Rather, despite the named limitations, questionnaires can allow the respondents to freely express themselves and give detailed information. Triangulation thus using interviews to complement the shortfalls of the interviews allowed the researcher to address the weaknesses of questionnaires in regard to information that can be omitted during data collection.

3.3.2 Interviews

The research used interviews to gather information from the lecturers and non-lecturing staff at Harare Polytechnic. Interviews are qualitative and are used for soliciting views from a small number of respondents on face to face basis (Frey and Olshi, 2014). Structured interviews provided a chance to probe more questions since they are conversational.

Boyce and Neale (2016) add that interviews are a face to face purposeful conversation in which one person (researcher) asks prepared questions and get answers from study respondents particularly for soliciting views on a phenomenon that is little known.

3.3.2.1 Strengths of the Interviews

Structured interviews provided a chance to probe more questions since they are conversational. Boyce and Neale (2016) add that interviews are a face to face purposeful conversation in which one person (researcher) asks prepared questions and answers from study respondents particularly for soliciting views on a phenomenon that is little known. The interviews were carried out face to face allowing the chance for acquiring more information as compared to questionnaires. Another key strength of using interviews is that they allowed the researcher to have total control of the order of questions which enhanced the flow of the interview.

3.3.2.2 Weaknesses of the Interviews

In contrast, interviews lack anonymity since they are face to face, respondents might hide other information that is sensitive but important to the study. Overall, in a

structured interview, the researcher has the room to control over the interview to keep the interviewees focused. The use of interviews in this study required adequate time and more financial resources that might be a scarce resource particularly to the study participants who might be committed to their work and other personal commitments.

3.3.2.3 Ways of overcoming weaknesses of the interview

The researcher to prevent problems such as inadequacy of time booked for the interviews 10 days before the actual day of data collection so that the study respondents get prepared and synchronized their programmes taking note of the interview. This allowed the researcher to be able to find adequate time with these key respondents such that quality, detailed and authentic information can be gathered.

3.4 Validity and Reliability of Research Instruments

Validity in qualitative studies is understood as the situation when the researcher uses certain procedures to check for accuracy of the research findings (Gibbs, 2017).

During the discussion of findings, the researcher validated the study findings by making a comparison with secondary findings that were found in secondary literature reviewed in chapter two.

According to Creswell (2014), the methods of validating study findings include; triangulation, member checking, comprehensive narration, bias clarification, presenting negative or discrepant information (p. 201-204). To add on, the combined use of data gathering instruments also enabled the validation of study findings on the impact of deviant behaviors on college students` academic performances.

3.4.1 The validity of Research Instruments

The use of questionnaires and interviews in this study was done effectively in a way that ensured the establishment of credible data. The researcher preferred using open-ended questionnaires because they were most suitable for gathering descriptive

information about the effects of deviant behaviours on students` academic performances. Similarly, interviews were chosen as the most suitable instruments for gathering qualitative data. The researcher ensured that the instruments were properly administered. The researcher made sure that the draft questions are very clear and well connected to the study objectives. Also, it was made sure that the questions were not sensitive to the respondents` situations.

3.4.2 Reliability of Research Instruments

In qualitative research, reliability refers to the situation when the researcher`s approach is consistent across different researchers and different projects. According to Tavakol and Dennick (2011, p33), validity and reliability are important concepts in research as they are used for enhancing the accuracy of the assessment of research work. According to Twycross & Shields (2014, p.36) reliability refers to consistency, stability, and repeatability of results, for example, the results obtained by the research are considered reliable if consistent results have been obtained in identical situations but different circumstances. For this study, the study on the effects of deviant behavior on academic performance may be regarded as reliable if they produce findings that relate somehow to existing study findings other than producing unique results.

3.5 Population

The population for this study was 50 lecturers, 25 non-lecturing staff and 25 students of Harare Polytechnic College in Harare Metropolitan province. A population refers to a large collection of individuals or objects that is the main focus of a scientific query (Keskar, 2014). In support of the above definitions, Waliman (2014) states that a research population is a collection of individuals with similar traits to be studied.

3.6 Sampling procedures

The recruitment of the study participants followed the procedures explained and justified below;

3.6.1 Simple Random Sampling

According to Polit (2013), a simple random sample is understood as a sample selected in such a way that every possible sample of the same size is equally likely to be chosen. The researcher randomly recruited 10 students from Harare Polytechnic. Their names were randomly picked from a list of names of students at Harare Polytechnic. The use of simple random sampling is preferred because it gives everyone a chance of being chosen to participate in the study.

3.6.2 Convenience sampling

The researcher used convenience sampling to select the lecturers and non-lecturing staff who participated in the study. Convenience sampling refers to a non-probability sampling technique in which subjects are selected because of their convenient accessibility and proximity to the researcher. The researcher recruited the lecturers based on their convenience on the college campus. The researcher used this technique because it is less expensive, quick and easy to employ.

3.7 Sample

The sample size for the study was 24 participants that comprise of 10 lecturers, 4 non-lecturing staff, and 10 students, that are 10 students and 14 staff members. A sample is understood as a subset of the whole population (Walliman, 2014). This sample was representative enough to gain adequate and credible information that answered the study questions.

3.8 Data Collection Procedures

The procedures that were employed by the researcher in gathering data were very important in this study. The first step was gaining entry to the place of collecting data through seeking permission from the Faculty chairperson at Midlands University. This letter was used by the researcher to the authorities at Harare Polytechnic as well as in introducing the researcher to the participants.

3.8.1 Collecting data using a questionnaire

The researcher administered 10 questionnaires to students. The respondents were given the questionnaires 5 days before the actual day of data collection to give them enough time to respond to the questionnaires at their own time.

3.8.2 Collecting data using an interview schedule

The researcher carried out interviews with 14 members of staff at Harare polytechnic at convenient places they were accessed. The researcher made use of an interview schedule which is a tool that guided him to ask the questions to the participants. The researcher ensured that he established a positive relationship with the participants so that they felt free to contribute to the study. The researcher in carrying out the interviews considered research ethics as well as ensuring that participation was made voluntarily.

3.9 Data Analysis

The steps for analyzing quantitative data that were gathered are explained and justified below;

3.9.1 Quantitative Data Analysis

Quantitative data were gathered using questionnaires and were analyzed using tables and charts to summarize the data from the study. The first stage was data preparation to convert it into something meaningful, then followed data validation, data editing and data coding. Researcher used descriptive statistics, found patterns and calculated frequency and percentages.

3.9.2 Qualitative Data Analysis

Qualitative data that were gathered using interviews were presented and analyzed using thematic content data analysis. This method allowed the researcher to code the data into themes that were related to the study objectives.

The themes generated included; effects of deviant behaviours on students` academic performances, factors that influence deviant behaviours and intervention strategies to overcome the occurrence of deviant behaviours.

3.10 Ethical considerations

The researcher considered different research ethics during data collection. These were considered to prevent harm to the study respondents.

3.10.1 Right to Informed Consent

Informed consent is understood as a voluntary agreement to participate in research (Creswell, 2013). In this study, the researcher administered a consent form to the respondents so that they sign to show their agreement to participate in the study. Therefore, the respondents were informed about the purpose of the research, implications, objectives, procedures undergone and the potential risks of participation. Hence, respondents were advised to decide to participate in the study on their own.

3.10.2 Right to confidentiality

Ensuring the confidentiality of the person and extracting the informal and voluntary consent, the researcher acquired first the consent of the respondents who were willing to participate in the study. The researcher ensured confidentiality by informing the study respondents that the information gathered was used for research purposes. The researcher ensured confidentiality and privacy of the respondents to the questionnaires as well as participants in the interviews were respected. The researcher made sure that

confidential information obtained from the study respondents was not misused and that the ministry`s image was to be protected.

The researcher made it clear that respondents felt free to withdraw from the study at any time they felt not comfortable to continue.

3.11 Summary

This chapter focused on the research methodology that was used by the researcher to carry out the research. It identified the research design, research instruments, the validity and the reliability of the research, population, sampling procedures, the sample, data collection procedures, data analysis and the ethical considerations to be upheld by the researcher.

CHAPTER FOUR:

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This study made an investigation of the effects of deviant behaviours on students' academic performance at Harare Polytechnic. The study adopted a mixed- research method approach, qualitative research approach that used a case study and a survey to generate the qualitative and quantitative findings that were presented and analyzed in this chapter. The data were generated using questionnaires and interviews in which 24 respondents participated in the study that included (lecturers, staff, and students). Qualitative findings were analyzed thematically using thematic content data analysis whilst quantitative data was analyzed descriptively in which the use of tables, charts, and graphs made the presentation comprehensive and easy to understand. The thematic analysis followed the sequence of the study objectives. Previous research findings were also discussed against each research question in light of the findings to assess new knowledge gained and research gaps as well as proving the study's hypothesis.

4.2 Quantitative Data analysis

The researcher generated quantitative data that was gathered using questionnaires.

4.2.1 Data analysis from students' questionnaire

Data that was gathered from student questionnaires was presented under this section in which tables and charts were used.

4.2.1.1 Response rate

Response rate is understood as the number of people who answered to questionnaires for a study divided by the number of people in the selected sample.

Table 4.1 Response rate for questionnaire respondents (n=10)

Respondents	Sample	Participants	Percentage (%)
Students at Harare Poly	10	10	100%
Total	10	10	100%

As shown in Table 4.1 above, all the students that were recruited by the researcher to participate in this study responded to the questionnaires. This amounts to a 100% response rate. The study was able to gain credible and detailed data since all the intended respondents for the questionnaires responded and this enhanced data saturation.

4.2.1.2 Demographic data

The researcher presented demographic information which he gathered in this study. This was meant to create a complete understanding of the suitability of the study respondents to the study.

Table 4.2 Table of students by sex

Respondents	Females	Males
<i>Number</i>	4	6
<i>Percentage</i>	40%	60%

N =10

Source: Questionnaire respondents

Figure 4.1 Respondents by sex (n = 10)

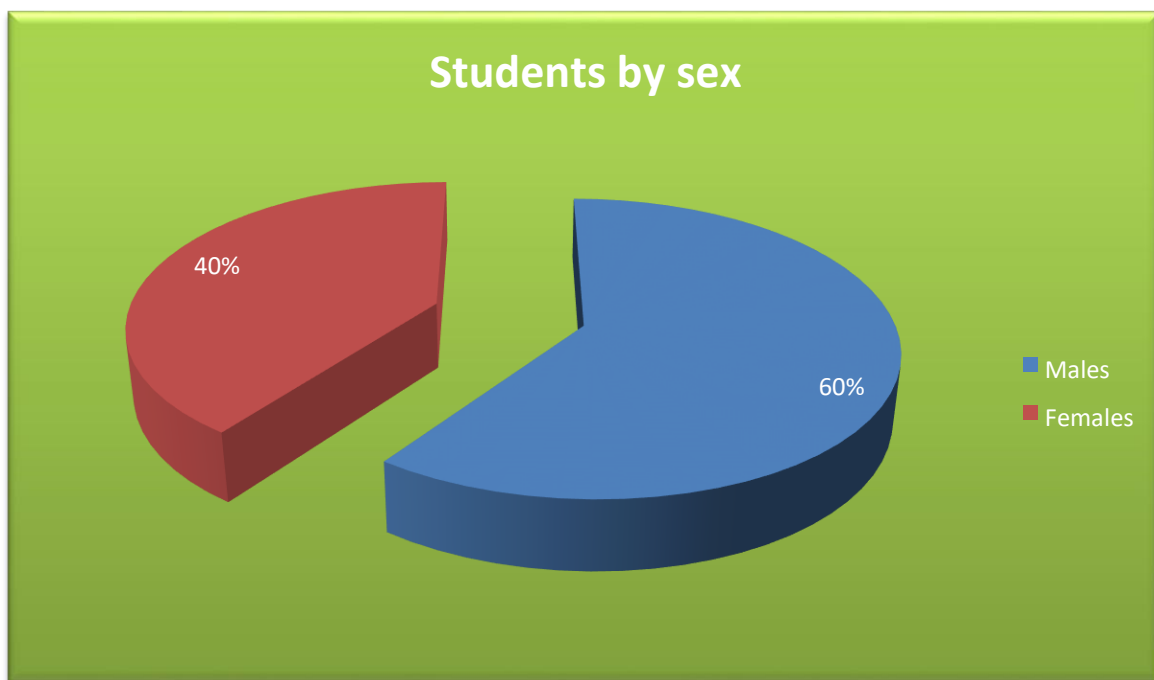


Table 4.2 and figure 4.1 above show the results which the researcher gathered on the students` distribution in terms of sex. The researcher obtained that 60% of the students were males whilst 40% of them were females. The distribution showed that males were slightly more than females in terms of the distribution. The distribution, however, was not bad but enabled the study to gain both masculine and feminine views.

Age of the respondents

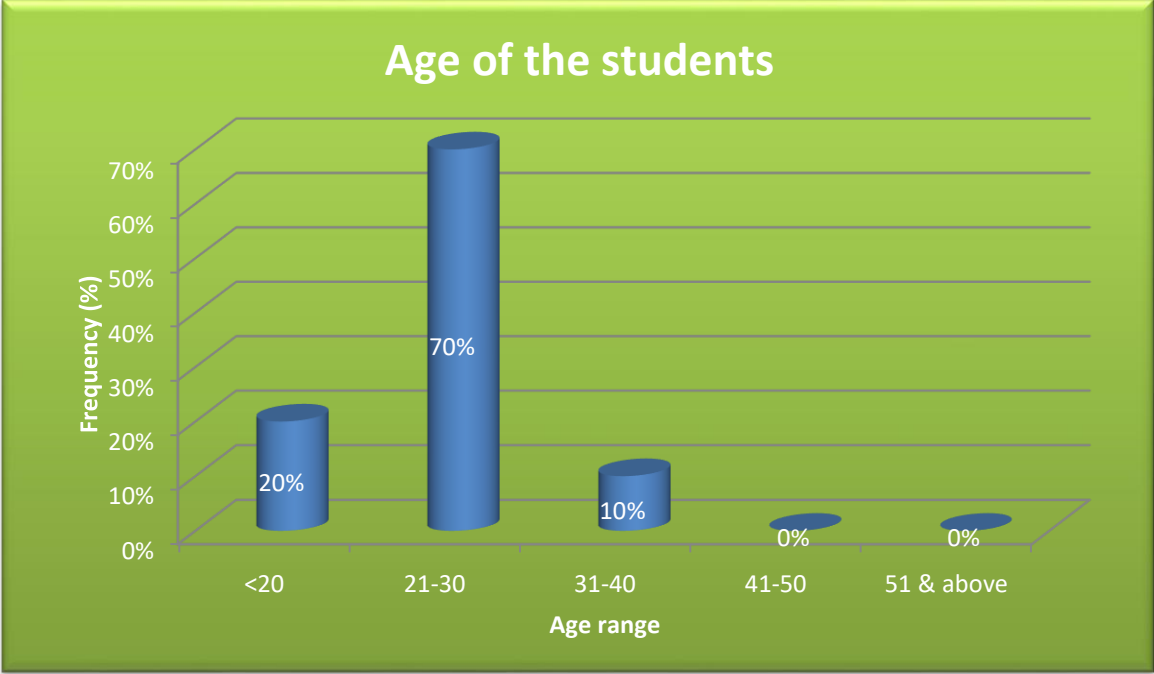
The ages of the students who participated in the study were presented as shown in the charts below;

Table 4.3 Students` distribution in terms of age

Age range	Frequency	%
<20	2	20%
21-30	7	70%
31-40	1	10%
41-50	0	0%
51 & above	0	0%

Total	10	100%
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Figure 4.2 Respondents distribution in terms of age (n = 10)



As shown in table 4.3 and figure 4.2, 70% of the students belonged to the age range 21 to 30 years, 20% belonged to the age range <20 years, as well as 10% belonged to the age range 31 to 40 years. The age distribution of the students showed that the majority of them belonged to the 21 to 30 years range which is a clear picture the age ranges that participated could have a huge understanding of deviant behaviours more than any other age group.

Thus, this enabled the study to gain detailed responses about the effects of deviant behaviours in college students. The findings are similar to Taylor`s (2016) findings that several anti-social behaviours are committed by college students who are aged between 20 and 30.

Respondents by programmes of study

The researcher gathered the students' information in regards to their programmes of study;

Table 4.4 Students' learning programmes (n=10)

Learning/training programmes	Male	Female	Frequency	%
Electrical Power	2	2	4	40%
Quantity Surveying	2	0	2	20%
Civil Engineering	1	0	1	10%
Tourism & Hospitality	1	1	2	20%
Mechanical Engineering	0	1	1	10%

Figure 4.3 Distribution of students' learning programmes

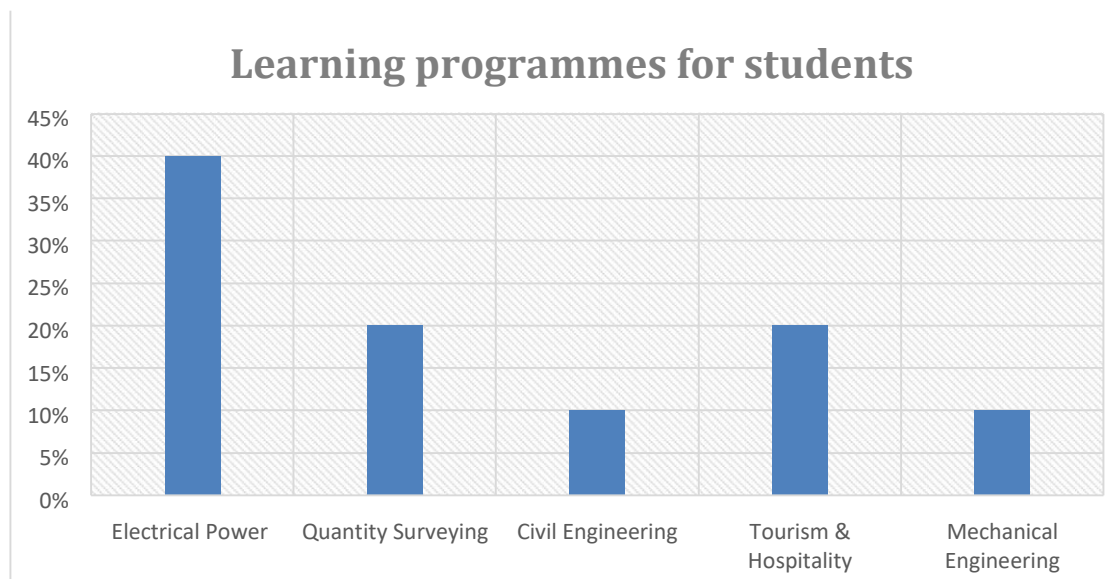


Table 4.4 and figure 4.3 displayed the students' learning programmes as was obtained in our study. 40% were doing Electrical Power, 20% were studying Quantity surveying, 10% Civil Engineering, 20% Tourism & Hospitality, and 10% Mechanical Engineering. The findings showed that the study managed to gain a variety of findings based on different students' experiences since they were studying different learning programmes. Thus, the study gained information from varying learning disciplines and this strengthened the reliability of the findings.

4.2.1.3 Descriptive statistics from students` questionnaires

The students revealed the following results on the prevalence of deviant behaviours in college students. The results were summarized using the table below;

4.2.1.3.1 Prevalence of deviant behaviours in college students

The students revealed the following results on the prevalence of deviant behaviours in college students. The results were summarized using the table below;

Table 4.5 Students` responses on whether deviant behaviours are very high at Harare Polytechnic (n=10)

Number	Deviance Behaviours are high at Harare Polytechnic	Males	Females	Frequency	Percentage
1	Strongly agree	2	2	4	40%
2	Agree	2	1	3	30%
3	Unsure	0	0	0	0%
4	Disagree	1	0	1	10%
5	Strongly Disagree	1	1	2	20%

The above responses considered the contribution of sex category consisting of six males and four females for gender balance.

Table 4.5 above shows that 40% strongly agreed that deviant behaviours are very high, 30% also agreed to the high prevalence of deviant behaviours whilst 20% strongly disagreed that deviant behaviours are not high. Additionally, 10% of the students just disagreed to the above fact. The results showed that deviant behaviours are actually very high at Harare Polytechnic. The high magnitude of deviant behaviours at Harare Polytechnic has some direct implications to the students` academic performances. Belle (2017) who carried a study established that in Zambia 67% of students in those colleges agreed to high rates of deviant behaviours. Similarly, high deviant behaviours were

reported in polytechnic colleges in Nsukka Nigeria. This shows that if not controlled technical colleges can be hubs of deviant behaviours

Table 4.6 Students' responses that they are not involved in deviant behaviours at Harare Polytechnic (n=10)

Number	Students are not involved in deviant behaviours at Harare Polytechnic	Age<20	Age 20-30	Age >30	Frequency	Percentage
1	Strongly Agree	1	0	0	1	10%
2	Agree	0	2	1	3	30%
3	Unsure	0	0	0	0	0%
4	Disagree	1	0	0	1	10%
5	Strongly Disagree	0	5	0	5	50%

Table 4.6 above shows that 10% strongly agreed that students are not involved in deviant behaviours whilst 30% agreed that students are not highly involved. On the contrary, 50% of the students strongly disagreed that students are not involved in deviant behaviours as well as 10% that just disagreed to the fact.

The results largely show that students are highly involved in deviant behaviours, as also cemented by the age group 20-30 that is involved in deviancy, unlike the below 20 and above 30, who can be out of touch. The students refuted the fact by highly disagreeing indicating high students' involvement in deviant behaviours. The study concurs with what Mweemba (2016) figured out in Zambia where he established that just 23% of the respondents agreed that students in colleges are not involved in deviant behaviours. Similarly, another study by Obiora (2018) in Kenya revealed that the increase in college students' involvement in deviant behaviours is disturbing. Therefore, the findings from this study are a clear indication that most students are actually engaging in deviant behaviours.

Table 4.7 Students' responses on whether engagement in deviant behaviours negatively affect students' academic performances at Harare Polytechnic (n=10)

Number	Engagement in deviant behaviours negatively affects students' academic performances	'O' Level	'A' Level	National Certificate	Frequency	Percentage
1	Strongly Agree	1	2	3	6	60%
2	Agree	0	1	1	2	20%
3	Unsure	0	0	0	0	0%
4	Disagree	1	0	0	1	10%
5	Strongly Disagree	1	0	0	1	10%

Table 4.7 above shows that 60% strongly agreed to the fact that engagement in deviant behaviours negatively affects students' academic performances as well as 20% that agreed. However, 10% of the students disagreed that deviant behaviours negatively affect students' academic performances whilst 10% strongly disagreed that engagement in deviant behaviours negatively affect students' academic performances.

This can be supported since the respondents possessed a minimum of 'O' level and a maximum of National Certificate in terms of level of education. The findings implied that negative behaviours have a negative bearing to the academic performances of students. Therefore, high prevalence of deviant behaviours poses greater consequences to the overall performance in students' learning and training. OECD (2019) noted with great concern that decreases in students' academic performances is highly linked to

their behaviours. UNICEF report (2018) in relation to the above argued that students` behaviours have a bearing on the outcomes of students` performances. However, cohort studies in North Carolina established different findings in which deviant behaviours were not linked to their academic performances. Smith (2020) conducted a correlational study in which the experiments included those students with deviant behaviours (group A) versus group B that contained students without deviant behaviours. The results showed no huge differences in the GPA scores of the students from these groups. Hence, the study findings mainly showed that the negative effects of deviant behaviours are low academic performances since students will commit less time to their studies.

4.2.1.3.2 Factors contributing to the occurrence of deviant behaviours

The following factors shown in the table below were found to be the factors contributing to the occurrence of deviant behaviours at Harare Polytechnic. The table below shows the factors as revealed by the students;

Table 4.8 Lack of role models (n=10)

Number	Lack of role models	Males	Females	Frequency	Percentage
1	<i>Most of the time</i>	2	2	4	40%
2	<i>Some of the time</i>	2	2	4	40%
3	<i>Seldom</i>	1	0	1	10%
4	<i>Never</i>	1	0	1	10%

Source: Questionnaire responses

Table 4.8 above shows that, 2 males and 2 females, (40%) of the students highlighted that most of the time lack of role models influence the occurrence of deviant behaviours. Another, 2 males and 2 females, (40%) of the students indicated that some of the time deviant behaviours are caused by lack of role models, 1male, (10%) indicated that it seldom contribute whilst the remaining 1male,(10%) indicated that they

never contribute to the occurrence of deviant behaviours. The findings concur with Obiora (2018) who found out that lacking models who inspire good behaviours in technical colleges and family set ups is a major factor that promotes bad behaviours. The results implied that previous researches have a contribution to the occurrence of bad behaviours.

Table 4.9 Peer pressure contribution to deviancy (n=10)

Number	Peer pressure contribution	Age<20	Age 21-30	Age >30	Frequency	Percentage
<i>1</i>	<i>Most of the time</i>	<i>1</i>	<i>6</i>	<i>0</i>	<i>7</i>	<i>70%</i>
<i>2</i>	<i>Some of the time</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>2</i>	<i>20%</i>
<i>3</i>	<i>Seldom</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0%</i>
<i>4</i>	<i>Never</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>	<i>10%</i>

Source: Questionnaire responses

Seventy percent of the students cited that peer pressure at most times contribute to the occurrence of deviant behaviours. Twenty percent indicated that sometimes peer pressure has a contribution whilst 10% indicated that it does not contribute at all. The ages of the respondents were in the maturity range to understand peer pressure issues. Another study by Banda & Mweemba (2016) in Zambia figured out that peer pressure has a huge contribution to misbehaviours in learners. Belle (2017) also established that peer pressure has contribution to bad behaviours especially abusing drugs and prostitution. The findings implied that peer pressure in students promote such interaction that can result in deviant behaviours.

Table 4.10 Students' responses on abuse of drugs and alcohol to deviancy (n=10)

Number	Abuse of drugs and alcohol	Male	Female	Frequency	Percentage
<i>1</i>	<i>Most of the time</i>	4	4	8	80%
<i>2</i>	<i>Some of the time</i>	2	0	2	20%
<i>3</i>	<i>Seldom</i>	0	0	0	0%
<i>4</i>	<i>Never</i>	0	0	0	0%

Source: Questionnaire responses

Table 4.10, above shows that 80% of the students indicated that abuse of drugs and alcohols mostly contribute to the occurrence of deviant behaviours whilst the remaining 20% highlighted that it does not always contribute to deviant behaviours.

The findings concur with Chikwature et al (2016) who studied urban schools in Mutare Zimbabwe and found out that the abuse of drugs and alcohol in students was the chief factor towards bad behaviours in students. A quantitative that was conducted by Hanimoglue (2018) made a correlational study that conducted experiments between students involved in deviant behaviours and those who are not. The study found out that those involved in deviant behaviours highlighted influence of drug abuse and alcohol to their bad behaviours. The findings show that the students at Harare polytechnic are negatively affected by their high consumption of alcohol and drugs.

Table 4.11 Students' responses on poor monitoring and supervision to deviant behaviours (n=10)

Number	Poor monitoring and supervision of students is at Harare Polytechnic	Male	Female	Frequency	Percentage
1	<i>Most of the time</i>	2	2	4	40%
2	<i>Some of the time</i>	2	0	2	20%
3	<i>Seldom</i>	0	2	2	20%
4	<i>Never</i>	2	0	2	20%

Source: Questionnaire responses

From the table 4.11 above, 40% of the students cited that poor monitoring and supervision mostly contribute to deviant behaviours, 20% indicated that sometimes poor monitoring and supervision contributes, 20% also showed that it seldom contributes as well as the remaining 20% that indicated that it never contributes to deviant behaviours. The problem of poor monitoring and supervision of students was also cited in an article by Hussein et al (2018) who argued that if school authorities relax in supervising students assuming they are adults, colleges will become homes of crime. This situation has been reported in American colleges where poor supervision resulted in colleges being hubs of crime. Therefore, it is clear that the absence of monitoring of students' activities can be a source of deviant behaviours in technical colleges, Harare Polytechnic included.

Table 4.12 Students' responses on poor learning conditions to deviancy at Harare Polytechnic (n=10)

Number	Poor learning conditions are at Harare Polytechnic	Male	Female	Frequency	Percentage
1	<i>Most of the time</i>	3	2	5	50%
2	<i>Some of the time</i>	1	2	3	30%
3	<i>Seldom</i>	1	0	1	10%
4	<i>Never</i>	1	0	1	10%

Source: Questionnaire responses

From table 4.12 above, 50% of the students showed that poor learning conditions at Harare Polytechnic contribute to the occurrence of deviant behaviours, 30% indicated that sometimes it contributes, 10% highlighted that it rarely does whilst 10% indicated that it never contributes to deviant behaviours. According to the World Bank (2018) the achievement of educational institutions we want is mostly influenced by the conditions of the institution. An assessment by OECD (2018) in African countries figured out that those colleges with poor learning conditions, poor facilities and poor food and dormitory conditions were mostly reporting students` deviant behaviours as compared to those colleges that are well equipped. This clearly shows that school learning conditions affect the way students react to their experiences in the college environment.

4.2.1.3.3 Ways to overcome the occurrence of deviant behaviours

The students suggested the following strategies in responding to the questionnaires.

Table 4.13 Students' responses on having educational campaigns (n=10)

Number	Educational campaigns to overcome deviant behaviors	Male	Female	Frequency	Percentage
1	<i>Very important</i>	4	2	6	60%
2	<i>Important</i>	1	1	2	20%
3	<i>Slightly Important</i>	1	1	2	20%
4	<i>Not Important</i>	0	0	0	0%

Source: Questionnaire responses

From table 4.13, 60% of the students showed that it is very important to use educational campaigns as a way of addressing the problem of deviant behaviours. In contrast, 20% indicated that is slightly important. The study results are similar to Gyansah et al (2015) who studied child delinquency in secondary schools in Ghana and found out that educating the learners regularly could demotivate them to be involved in bad behaviours. Hence, the use of educational campaigns to Harare Polytechnic could be a way to go since the strategy has been suggested in other studies.

Table 4.14 Students’ responses to tightening school procedures and laws to address deviant behaviours (n=10)

Number	Tightening schools’ procedures and laws	Male	Female	Frequency	Percentage
1	<i>Very important</i>	5	4	9	90%
2	<i>Important</i>	1	0	1	10%
3	<i>Slightly Important</i>	0	0	0	0%
4	<i>Not Important</i>	0	0	0	0%

Source: Questionnaire findings

From table 4.14, above, 90% of the students suggested that rules and laws at the college should be tightened to ensure that students refrain from misbehaving. Notably, these findings are not new since Mallah (2014) gave the same recommendation to schools in Kenya about solving the challenges of bad behaviours. Tightening rules and procedures could mean that students will be liable to some forms of punishment to condition them to refrain from negative behaviours

4.2.1.4 Qualitative analysis from Student Questioners

4.2.1.5 Responses from students on the effects of deviancy on academic achievements.

The following narratives were responses from students on effects that result from deviant behaviours;

“Because of deviancy most students fail in their academic work and some even

drop out of school” (respondents 2, 4, 6)

“They won’t listen to any instruction from their teachers and the result is dismally failing” (respondents 1, 3,5and 7).

It can be seen that the majority of the students concurred that deviant behaviours leads to non- fulfillment of curriculum obligations. This was also echoed by (Bosikoah and Andoh, 2010) who said child delinquency is seriously a global concern which many nations are striving to address to improve academic performance in early graders.

4.2.1.7 Ways of Intervention Strategies

The following narrations were captured from students on what they think could be done to overcome the prevalence of deviant behaviours;

“People need correction by persuasion and not by force” (respondent 4)

“Let the affected deviant people go rehabilitation sessions” (respondent 5, 7)

“The college should arrange educational campaigns and try to accommodate them because they are ill” (respondents 1 and 3)

These people should be periodical attended to by educational counselors to change their bad behaviours” (respondents 2 and 6)

From the above responses it can be concluded that education is the way to go to curb deviant behaviours in students. There is need to engage in community-wide campaigns to eliminate poor performance and deviancy in schools (Musai and Bose, 2003). The Colorado programme in the USA, educated 12000 students with deviancy per year (OECD, 2016).

4.3 Qualitative data analysis from the lecturer`s interviews

The researcher gathered qualitative data using lecturers and non-lecturing staff interviews. The data that were collected were presented and analyzed in the section below.

4.3.1 Forms of deviant behaviours

The first question on the interview schedule tasked the respondents to describe the forms of deviant behaviours that are committed by students at Harare Polytechnic. The

lecturers and non-lecturing staff highlighted the following forms of deviant behaviours as shown in the narratives below;

“The most common forms of deviant behaviours that we notice at this college include; lack of respect by students to the lecturers, prostitution & truancy” (Interview Respondent 1)

“...some of the most reported cases of deviant behaviours include; students who make noise that disrupt learning progress. Most worryingly, it has become common that students are involved in the abuse of drugs and alcohol” (Interview respondent 4)

“Absenteeism is more evident at this college in some students, and some always lately submit their assignments” (Interview Respondent 7).

“One of the misconducts I have noticed for years is academic theft when students copy assignments which breach college writing standards” (Interview respondent8)

“Non-compliance to school regulations and procedures is one of the behaviours that students engage in. These behaviours mostly affect how students perform in the different learning programmes” (Interview Respondent 5)

“Premarital sexual activities are rampant and this has mostly resulted in unwanted pregnancies, STIs and abortions. The bad part of it, most female students dress indecently which is against the college regulations. In recent years, cases of theft have increased in which students steal each other`s gadgets like cell phones and laptops. This has become a matter of concern here”. (Interview respondent 6)

The findings showed that various deviant behaviours are prevalent at Harare polytechnic. It is clear that prostitution, drug and alcohol abuse, stealing and non-compliance to school’s rules were reported as the most forms of deviant behaviours by students. The findings are in line with Clayton`s (2011) findings that found out that college students at Wooster in the USA largely engaged in deviant behaviours such as

drug and alcohol abuse as well as noncompliance with college rules. Another study by Chikwature, Oyedele, & Ganyani (2016) on the effects of deviant behaviour on academic performance in Mutare established that students are mostly involved in deviant behaviours such as bullying others and stealing. The findings revealed that colleges are experiencing a wide range of behaviours that are performed by students. A different study in Zambia that was conducted by Sithole (2019) revealed other forms of deviant behaviours by college students and these included cybercrime and involvement in the leaking of examinations, a bit of digression from the common old ones.

4.3.2 Extent of students' involvement in deviant behaviours

The second question under the first objective assessed the extent of students' involvement in deviant behaviours at Harare Polytechnic. The responses were summarized as follows in the verbatim expressions that were quoted during the interviews;

*“We are experiencing high levels of unwanted behaviours in students”
(Interview Respondents 1, 3 and 14)*

“The cases reported about deviant behaviours are on the increase since late 2019 and we are still to figure out the reason for such a rise” (Interview respondent 2)

“Cases of drug and alcohol abuse are dominant at this college. Some of the deviant cases have even attracted media attention” (Interview respondent 7)

“The cases of deviant behaviours are not too high though we are experiencing them at this college” (Interview Respondents 8 and 11)

The study found out that the majority of the lecturers and non-lecturing staff highlighted that the level of deviant behaviours at Harare Polytechnic is very high whilst the remaining few revealed that the level is not that much. Respondents 1, 3 and 14 were in total agreement that involvement in deviant behaviours by students is to a larger extent. The findings showed that the institution is faced with a difficulty situation that affects the positive achievements of students' academic performance in their

training programmes due to high level of deviancy. Studies that were carried out by Hanimoglu (2018) in Nigeria established high levels of deviant behaviours in college students. The results of that study are linked to this study. On the other hand, one study by Grey (2017) in California found out that colleges in California reported less levels of deviant behaviours, thus in agreement with the few respondents in this study. The major reason to the disparities of these countries in regards to students` behaviours is the state of the institutions.

4.3.3 Deviancy behaviour relationship to academic performance

The researcher unpacked the effects of students` involvement in deviant behaviours to their academic performance. The researcher found the following effects of deviant behaviours to students` academic performances as shown in the narratives below;

“Poor performances are mostly evident in those students who misbehave at this college” (Interview respondents 3 and 7).

“Too much involvement in behaviours such as drinking alcohol and prostitution will cause the students to miss lectures and other important learning sessions” (Interview respondents 5 and 6).

“...such that they lack commitment in school work resulting in poor academic performances even for those students who are good performing students, fail to perform well in the final practical exams” (Interview Respondent 8)

“Sadly, most of students who are involved in extreme behaviours end up dropping out of their learning programs due to suspension or expulsion. For example, one student last year was involved in pornographic activities and stealing of gadgets and was apprehended by the police. The student was expelled from the college” (Interview Respondent 13)

“It is painful that parents are to realise their children`s behaviours after they miss or fail examinations due to their involvement in different unfavourable behaviours. For example, some girls go on pick nicks and sprees to the extent that they can miss some of their exams or perform dismally” (Interview Respondent 14).

The results were of the opinion that the majority think that deviant behaviour in students contributed to poor academic achievements as echoed by a lot of respondents. This is in agreement with the following studies. Notably, the effects of deviant behaviours are very detrimental to the general objective of the country to boost its human capital and enhance economic growth. Janssen & O` Brien (2014) assessed the effects of negative behaviours on students` performances in Minnesota USA and established that the major effect is low GPA in students. It is clear that students` behaviours determine one`s academic performances. Therefore, other previous findings such as those by Super (2017), & Michael (2014) highlighted that deviant behaviours are a causal factor for students` academic performances. However, another study in South Africa established different findings that poor school conditions such as lack of infrastructure can highly result in reduced students` performances. Therefore, this appears to be a knowledge gap since other studies have shown other causal factors of poor students` scores in colleges.

4.3.4 Poverty and poor family backgrounds

In assessing whether poverty and poor family background has an influence for students to be involved in deviant behaviours, the researcher gathered the responses summarized below:

“Students who come from poor backgrounds are mostly involved in reported cases of deviance behaviours” (Interview respondents 3,5,7)

“Having low income appears to be a push factor for students to misbehave in trying to make ends meet” (Interview respondents 1)

“Student`s economic statuses influence each other to be involved in bad behaviours the moment they interact during different activities at this college” (Interview respondent 13)

“Students from well to do families tend to be spoilt children who usually cause problems through their behaviours” (Interview Respondent 6)

“Most females become victims of capture by old rich men in return of monetary benefits mainly because of their poor backgrounds. They become prostitutes to try to make ends meet for themselves at college.” (Interview Respondent 8)

“Some students are pressured to compete with other students from well-to-do families yet they will be from low income families. Most of the students end up stealing others` properties and assets.” (Interview Respondent 4)

The majority of respondents echoed that the students are involved in deviant behaviours due to poverty and their poor family backgrounds. Previous findings have also established the same factors that influence college students to engage in deviant behaviours. Similar studies on the causes of deviant behaviours in the developing world pointed out that poverty is the chief factor whilst lack of vocational preparations has also been found to be a great factor that results in deviant behaviours (Deng, 2012).

4.3.5 Lecturers’ responses on poor school conditions as a factor contributing to deviant behaviours

The researcher captured the responses from lecturers and non-lecturing staff on the effect of poor school conditions and student deviant behaviours.

“Having poor conditions threaten stability in the school resulting in some students revolting against school conditions and these results in deviant behaviours such as strikes and other actions that go against school rules” (Interview respondent 9)

“Quite often the college authorities are lacking in effectively supervising and monitoring students when they are in the college premises. This gap results in students behaving in a weird manner” (Interview respondent 3)

“In most cases the surroundings are unclean resulting that students find places to go hibernate and take forbidden substances like marijuana” (interview respondent 7)

“Laboratories are without adequate equipment and college always cites lack of sound financial funding; this leaves students without much work to do hence engage in deviancy” (Interview respondent 4)

“Students are overcrowded in their hostels thus straining the ablution facilities, making schools unsafe health wise” (Interview respondent 2)

“There is a huge problem of resources at this institution, making the teaching and learning activities here a challenge” (Interview respondent 1)

“We have very high enrolments and this compromises on quality of education and make the environment unsafe” (Interview respondent 5)

“The institution needs a revamp in terms of infrastructural development and technological advancements; otherwise the college is old, since its establishment to this site in 1926” (Interview respondent 12)

It can be deduced that the majority of the respondents concurred poor school conditions is a recipe that promote deviants' behaviour in students. Respondents 9, 4, 2 and 1 strongly agree that lack of resources especially materials bleed idleness and hence promoting deviance behaviours from students. The narratives showed that levels of deviance in colleges are triggered by unsafe conditions which students are exposed to. The OECD Report (2017) argued that high levels of deviance are caused by poor school conditions.

4.3.6 Ways to overcome the occurrence of deviant behaviours

In suggesting the ways that can be employed to reduce the occurrence of deviant behaviours at Harare Polytechnic, the majority of lecturers and non-lecturing staff suggested the following ways as captured during the interview narratives;

“I think the college authorities through Students` affairs department should have linkages with behaviour change agents in different organizations to help empower students to refrain from negative behaviours that impact on the academic performance and lives” (Interview Respondent 6)

“Use of social clubs and peer groups can help students to interact with their peers and get exposed to information especially sexual and reproductive health information that can capacitate them to understand the negative effects of deviant behaviours. These clubs will lower down cases of misbehaving at our college” (Interview Respondent 8)’

“The college authorities from time to time should invite motivational speakers such as pastors and other successful people to be a source of inspiration for the college students. For example, inviting Strive Masiwa would spark a positive interest in students and they will work hard towards achieving great in their lives” (Interview respondent 12).

“The college should employ well-trained counsellors and psychologists to offer high quality counselling to students who show signs of unwanted behaviour so that they help them remain in the expected path. This will help students to abide by the expected norms and ethics as provided by the college policies, procedures and code of ethics”. (Interview Respondent 2)

“The college administration should increase its budget priorities towards sporting activities and entertainment to ensure that students get engaged always to avoid idleness which is a source of misbehaving” (Interview Respondent 9).

In the same vein, some of the lecturers and non-lecturing staff had the following to say during the interviews;

“The college authorities should put in place sound policies that can help in controlling the behaviour of students so that the learning and training objectives can be achieved.” (Interview Respondent 3)

“The college should link vulnerable students with resources to fund their education through free loans or grants so that they access basic needs and resist from behaviours such as stealing, prostitution, fraud etc.” (Interview 7)

“Authorities at this college should increase entertainment activities to improve social interaction to the students so that they get occupied and refrain from deviant behaviours” (Interview Respondent 13)

“Sporting activities can help in reducing factors such as idleness, stress etc. such that students are not motivated to engage in unwanted behaviours” (Interview Respondent 14)

Interview respondents 2, 3, 6, 7 and 12 concur and advocate for policy change and change agent approach as means to overcome deviant behaviours in college students at Harare Polytechnic. Interview respondents 8, 9, 13 and 14 suggested improvements of sporting facilities as the solution, since students won't have idle time to waste. The strategies that were suggested by the respondents showed that the problem of deviant behaviours is solvable in colleges.

Additionally, it is clear that deviant behaviours are preventing the accomplishment of set curriculum objectives for the college. The use of counselling to prevent the occurrence of deviant behaviours was highlighted in several researches of Musai & Bose (2003) who conducted the study in New York and found out that low performance of college students was overcome through counselling. UNESCO Report (2012) recommended the use of community wide campaigns, trainings and workshops for students in order to empower them and eliminate social unrest. The use of trainings and workshops worked well in South African colleges as evidenced by the reduction in number of deviant behaviours in Gauteng province.

A study in Colorado (USA) trained more than 12 000 students per year in trying to fight deviant behaviours towards improving students` academic performances. Samkange (2016) established that strong school policies and regulations have enabled the reduction of dropout rates in Zimbabwean colleges. Therefore, this study managed to come up with new insights towards reducing and ending the occurrence of deviant behaviours in colleges.

4.4 Summary

The chapter proclaimed the study findings that were generated through questionnaires and interviews. Thematic analysis was done for the qualitative findings whilst descriptive analysis was done for quantitative data that were gathered from 24 respondents who contributed to the study on the effects of deviant behaviours on students` academic performances at Harare Polytechnic.

CHAPTER FIVE:

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study investigated the effects of deviant behaviours on students` academic performance at Harare Polytechnic in Harare Metropolitan province. This chapter presented a summary of the whole project and study findings, conclusions that were made from the study findings as well as the recommendations that were proffered based on these findings.

5.2 Summary of the chapters

This study investigated the effects of deviant behaviours on students` academic performances at Harare Polytechnic. Chapter one focused on the background of the study, statement of the problem, research objectives, and research questions, significance of the study, delimitation of the study, limitations of the study and definition of key terms. Chapter two looked at literature review basing on the theoretical framework on the effects of deviant behaviour on academic performance, factors contributing to deviancy and strategies to curb it. Chapter three focused on methodology, research design, research instruments, the validity and reliability of the research, population, sampling procedures, the sample, data collection procedures, data analysis and ethical considerations. Chapter four analyzed data collected from respondents. Responses were collected from questionnaires distributed to students and interviews administered to lecturers and non-lecturing staff. Responses from questionnaires were quantitatively analyzed while responses from interviews were qualitatively analyzed. Chapter five gave focus to summary of chapters, major quantitative findings, major qualitative findings, conclusions drawn from study and recommendations.

5.3 Major findings

5.3.1 Quantitative findings

- 5.3.1.1 Seventy percent of the questionnaire respondents revealed that deviant behaviours are high at Harare Polytechnic as evidenced by several forms of these behaviours such as prostitution, drug and alcohol abuse, and absenteeism.
- 5.3.1.2 Eighty percent of the student respondents revealed that deviant behaviours negatively affect academic performances as evidenced by low pass rates and dropouts.
- 5.3.1.3 Seventy percent of the respondents pointed at peer pressure as the major contributing factor to deviant behaviours at Harare Polytechnic.
- 5.3.1.4 Eighty percent of the respondents suggested tightening college's rules and procedures to help curb deviant behaviours

5.3.2 Qualitative findings

- 5.3.2.1 Most of the lecturers and non-lecturing staff agreed that Harare Polytechnic is ill-equipped to deal with deviant behaviours at even college level.
- 5.3.2.2 Most of the interview respondents suggested that poverty and poor family backgrounds were promoting students to be involved in deviant behaviours
- 5.3.2.3 Majority of interview respondents highlighted poor learning environment as an accelerator to prevalence of deviant behaviours in college students.
- 5.3.2.4 Most of the interview respondents were of the view that lack of use of trained social personnel promotes deviant behaviours in college students.

5.4 Conclusions

The study made the conclusions below:

- 5.4.1 The study concluded that deviant behaviours are very high at Harare Polytechnic College. The most common deviant behaviour in college students included; prostitution, stealing gadgets, abortion, and drug and alcohol abuse as well as drug dealing.
- 5.4.2 Deviant behaviours negatively affect academic performances at Harare Polytechnic.
- 5.4.3 Peer pressure is a major contributor to deviant behaviours among students at Harare Polytechnic.

- 5.4.4 Tightening college rules procedures restricts students' involvement in unwarranted behaviours at Harare Polytechnic.
- 5.4.5 Harare Polytechnic is ill-equipped to deal with deviant behaviours of its students.
- 5.4.6 Poor learning conditions accelerate the prevalence of deviant behaviours at Harare Polytechnic.
- 5.4.7 Poverty and poor family backgrounds cause students to engage in different unwanted behaviours to make ends meet at Harare Polytechnic.
- 5.4.8 Lack of use of trained social personnel is promoting the proliferation of deviant behaviours at Harare Polytechnic.

5.5 Recommendations

The study recommended that:

- 5.5.1 The college administration at Harare Polytechnic should prioritise funding behaviour change programmes through social clubs by partnering with different responsible stakeholders to lower down the levels of misbehaving at the college. This will prevent the increase in unwanted behaviours by students as well as boost students' academic performances, concentration and attendance.
- 5.5.2 The college should put in place a set benchmark level of performance for students, below which students are required to repeat the whole programme of training or completely withdrawn from the programme as a punitive measure for good academic performance.
- 5.5.3 Harare Polytechnic should help reduce students' peer pressure by offering improved social interaction and engagements through sports/entertainment and behaviour change programmes (social clubs), thus preventing high rates of deviant behaviours.
- 5.5.4 The college authorities must put in place strong departmental and college disciplinary committees, comprising also Student Representative Council to ensure that college students abide by the set college policies, procedures and rules so that all students refrain from misbehaving. This will help improve students' commitment to their learning programmes.

- 5.5.5 The Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development should make it a policy that 2% of fees paid should finance deviant related activities to equip the colleges fight deviancy.
- 5.5.6 The Ministry of Higher and Tertiary Education, Innovation and Science Development should come up with college infrastructure improvement task forces to look at states of structures in colleges.
- 5.5.7 The Ministry of Higher Education, Science and Technology Development should support polytechnic colleges by providing loans and grants to fighting poverty in vulnerable students in colleges so that they are not influenced to misbehave to make ends meet. Cases of theft, drug dealing and prostitution can decrease if the Ministry is to respond to the students` financial needs.
- 5.5.8 The college authorities should permanently hire professionals such as social workers, psychologists, and counsellors who will help in guiding college students through different ways such as providing psychosocial support and supervision of the students` activities. This will reduce the level of deviant behaviour cases at Harare Polytechnic and positively contribute to improved students` academic performances.

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APPENDICES

Appendix 1: Questionnaire for students

QUESTIONNAIRE FOR COLLEGE STUDENTS

MIDLANDS STATE UNIVERSITY

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES

Dear Student

This questionnaire is meant to assist the researcher to generate adequate information on the effects of deviant behaviors on students` academic performance at Harare Polytechnic. You are requested by the researcher to commit your time in truthfully filling in this questionnaire responding to the questions give. Your contributions will be treated with full confidentiality.

You need to note the following

1. Your responses should be put in tables using the mark “X”.
2. The anonymity of your responses and details will be fully ensured.
3. You are requested to respond to the open-ended questions.
4. Participation in this study is voluntary and does not attract any remuneration.

Part one: Biographical data Your programme of study:

6 Programme

7 Department

Sex:

1. Male

2. Female

Age:

1. <20

2. 21-30

3. 31-40

4. 41-50

5. 51 & Above

Section 1: Prevalence of deviant behaviours in college students

This concept places much emphasis on the prevalence of deviant behaviours in college students. Thus, please use mark “X” to show your agreement to the given measurement scale.

Strongly disagree = SD Disagree = D Undecided = U Agree = A Strongly Agree = SA

No	Prevalence of deviant behaviours in college students	SD	D	U	A	SA
1	Deviant behaviours are very high at Harare Polytechnic					
2	Deviant behaviours are lowly evident among college students at Harare Polytechnic					
3	Students are not involved in deviant behaviours at Harare Polytechnic					
4	Engagement in deviant behaviours negatively affect students` academic performances at Harare Polytechnic					

Section 2: Factors contributing to the occurrence of deviant behaviours

This concept places much emphasis on the factors contributing to the occurrence of deviant behaviours in college students. Thus, please use the mark “X” to show your agreement to the given measurement scale.

No	Factors contributing to the occurrence of deviant behaviours	Most of the time	Some of the time	Seldom	Never
1	Lack of role models in the family set-up affects students at Harare Polytechnic				
2	Peer pressure at Harare Polytechnic leads into deviance				
3	Abusing drugs and alcohol at Harare Polytechnic				
4	Poor monitoring and supervision of the students in Harare Polytechnic premises				

No	Factors contributing to the occurrence of deviant behaviours	Most of the time	Some of the time	Seldom	Never
5	Poor conditions at Harare Polytechnic				

Section 3: Ways to overcome the occurrence of deviant behaviors

This concept places much emphasis on the best ways to overcome the occurrence of deviant behaviours in college students. Thus, please use the mark “X” to show your agreement to the given measurement scale.

No	Best ways to overcome the occurrence of deviant behaviours	Very important	Important	Slightly important	Not Important
1	Having educational campaigns at Harare Polytechnic				
2	Tightening Harare Polytechnic procedures and laws				

Open-ended questions

Please briefly respond to the items below.

- Are there high cases of deviant behaviours at your college? Yes [] No []
If yes, please outline the effects that result from deviant behaviours?

.....

- What intervention strategies do you recommend to be used to overcome the situation?

.....

Thank you

Appendix 2: Interview schedule for lecturers and non-lecturing staff

INTERVIEW FOR LECTURERS AND NON-LECTURING STAFF
MIDLANDS STATE UNIVERSITY
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND
CURRICULUM STUDIES

Prevalence of deviant behaviors in college students

1. Are Harare Polytechnic college students largely involved in deviant behaviors?
2. Which forms of deviant behaviors do students commit at Harare Polytechnic?
3. How does students` involvement in deviant behaviors affect their academic performance at Harare Polytechnic?

Factors contributing to the occurrence of deviant behaviors

3. What factors influence college students to engage in deviant behaviors at Harare Polytechnic?
5. Are you equipped in mitigating the occurrence of deviant behaviors in college students?

Ways to overcome the occurrence of deviant behaviors

6. What do you suggest can be done to reduce the occurrence of deviant behaviors in college students at Harare Polytechnic?
7. Which stakeholders can be involved in enhancing the efforts towards overcoming the occurrence of deviant behaviors?

Thank you for support

Appendix 3: Application letter for permission

7403

Budiriro 4

Harare

19 March 2020

The Principal

Harare Polytechnic

P.O. Box CY 407

Causeway

Dear Sir

RE: APPLICATION FOR PERMISSION TO CONDUCT AN ACADEMIC RESEARCH AT YOUR CAMPUS.

I am a Bachelor of Education in Educational Management and Leadership student with Midlands State University and would like to carry out a research on the effects of deviant behaviors on the academic performance of students in technical colleges. I would need the assistance of your lecturers, non-lecturing staff and students to carry it out. The data obtained shall be purely for academic purposes and shall be treated with confidence

.

Yours Faithfully

Shingirai Chiromo

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