



SCHOOL OF SOCIAL WORK

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Perception of School Community Towards Vandalism, Causes and Impact: A Case Study in Merawi Full
Cycle Primary School, West Gojjam Zone, Amhara Regional State

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(MSW)

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DECLARATION

I hereby declare that the dissertation entitled **Perception of School Community Towards Vandalism, Causes and Impact: A Case Study in Merawi Full Cycle Primary School, West Gojjam Zone, Amhara Regional State** submitted by me for the partial fulfillment of the MSW to Indra Gandhi National Open University New Delhi is my own original work and has not been submitted earlier either to IGNOU or to any other institution for the fulfillment of the requirement for any other programme of the study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others

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This is to certify that Miss _____ student of MSW from Indra Gandhi National Open University, New Delhi was working under my supervision and guidance for her project work for the course MSWP-001. Her project work entitled **Perception of School Community Towards Vandalism, Causes and Impact: A Case Study In Merawi Full Cycle Primary School, West Gojjam Zone, Amhara Regional State**

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ACRONYM

CCTV	Closed Circuit Television
ESDP	Education Sector Development Program.
FDG	Focus Group Discussion
IGNOU	Indira Gandhi National Open University
MOE	Ministry Of Education

ABSTRACT

This study was conducted with the objective of understanding the perception of parents teachers and student towards vandalism in Merawi Full Cycle Primary school found in Amara regional state, West Gojjam Zone of Mecha Wereda. To do this qualitative study approaches particularly case study was used. Data collected from 12 teachers; 10 students and 10 parents through participatory tools particularly interview, FGD , observation, as well as review of secondary data were employed to support the findings.

The findings show the level of understanding about vandalism is different among teachers students and parents. Various aspects of vandalism such as it forms, stereotypes of the vandals, motives for vandalism, its causes and contributing factors, its effect as well as measures that need to be taken to stop it were investigated. Accordingly even if there is shared perspective among students and teacher regarding vandalism in the school, as a kind of deviance tendency, parents consider it as normal childish behaviour that is excusable. There is also similarity of opinion between teachers and students in the stereotyping of the vandals as boys in the 2nd cycle. However the perception of parents is different as it inclines on the 1st cycle as they relate vandalism to childhood and carelessness.

In addition though, teachers and students explain multiple forms of vandalism prevailing in the school, they can be categorized as graffiti and property damage. However students did not give emphasis towards graffiti, especially on the text books, as a form of vandalism. As to the motives of vandalism it is the students who have clear and detail perspective, which is either intentionally or unintentionally neglected by parents and teachers. Therefore the major ones identified by students were frustration, ventilation of anger, and play. Regarding the causes of vandalism in the school both teachers and students share ideas on lack of interest in education.

In depth analysis was given by teachers to the contributing factors of vandalism. Attitudinal , socio economic problems, of the society and policy were explained by teachers as factors that create opportunity to vandalism. However students did not give emphasis on the immediate effect of vandalism and its impact on the teaching and learning process and their own psycho social development, which is emphasised, on the contrary by the teachers. This was related to the fact that students have adapted the vandalised environment. As to what should be done to reduce vandalism, teachers hold a view of fundamental change in societal, socio-economic, and

policy levels. They emphasis only on changes in the external, and long term. In other words, they view vandalism as something unattainable by themselves and in the near future.

Generally this study show that there is a gap in attitude, awareness, and communication regarding vandalism. Parents have low awareness about vandalism and low involvement in the school. Understanding about the majority aspects of vandalism is not equally felt by students as of teachers. In addition, teachers hold exasperated view towards the achievability of reducing vandalism.

1. INTRODUCTION

This chapter deals with the introduction of the study. It contains the background of the study, the statement of the problem, research question, objectives of the study, significance of the study, definition of terms and organization of the study. The background of the study explains the general situation of the problem whereas the statement of the problem includes the severity and intensity of the problem.

1.1 Background of the study

The development of one country entirely depends on its citizens and this responsibility particularly rests on its younger generation. As a result, one country needs to have a generation in order to build the nation effectively in various spheres of development. Well-developed citizens in intellectual, social and psychomotor domains necessitate concerted effort from several parties. It goes without saying that parents, schools, and the community play paramount role in cultivating the all rounded personality of its younger generation. Specifically, schools could exert a tremendous effort in the process of socializing students and thereby they could minimize behavioural problems of students. Behavioural problems in schools take different forms. Truancy, tardiness, insubordination, profanity, vandalism, and aggression are some of them. Hence, vandalism is one of the behaviour problems exhibited (Mekonnen, 2015).

It is common especially among the developed countries (Esau, 2007). Ethiopia being one of the developing countries, vandalism has been emerging especially among the public schools. The reason behind it could be due to different factors as different studies explain about it. However as perception is one of the reason that governs the behaviour and action of people, studying the perception of the school community would indicate the reasons behind and the possible effect of vandalism on the school.

Student/youths commit vandalism when they wilfully damage or deface the property of school or the commons. This would involve different forms like breaking the properties of the school, theft, graffiti and so on. Some kinds of vandalism like graffiti may be thought by some to be artistic in nature even though carried out illegally or without the school authority's permission.

Although there is a common type of property offense among adolescent boys, the term itself is a relatively recent one, having come into official use as applied to delinquency. What is here defined as vandalism is often included in such designations of delinquent activity as "malicious mischief," "acts of carelessness or mischief," "wilful and meaningless misconduct," "destructiveness," "disorderly conduct," "incorrigibility," or even "assault. (G. RoY MAYER, 1983). Vandalism per se is sometimes considered one of the less serious common crimes, but it can become quite serious and distressing when committed extensively, violently or as an expression of hatred and intimidation.

According to Richards (1979), the two major categories of vandalism were school defacement and property damage. Examples of defacement were writing, painting, and drawing on school buildings or property. Instances of property damage were breaking windows, equipment, and plumbing (Cummins, 2003). The term vandalism includes range of acts done to accomplish some goal, promotion of some social issues; revenge or act of distraction as part of a game.

Vandalism have been reduced by a variety of strategies in several countries. Yet methods employed are subject to specific situation and contexts, they are not also flawless. Increasing awareness and changing attitude towards vandalism using education and publicity on its own is not effective in preventing vandalism; more subtle approaches aimed at building up social responsibility by showing children the consequences of their vandalism may be effective in reducing damage caused inadvertently; the criminal justice system's role in preventing vandalism is limited by the fact that so much damage goes unreported, and that it is often very difficult to identify the offenders in those incidents which are reported to the police; making targets less vulnerable particularly through increased surveillance appears to have measurable effects, especially if the offender believes that it leads to immediate revenge. However, this approach may displace vandalism to softer targets elsewhere. (Bridgeman, 1994)

Hence in considering how to deal with a specific problem of vandalism, it is important to recognise that what works in one situation may not work in another. In selecting measures, considerable thought needs to be given to the mechanism that it is hoped to trigger and how far the context is likely to help or hinder the operation of that mechanism.

Wahler and Fox (1981:328) have proposed "those behaviour analysts should increase the range of environmental phenomena that they seek to manipulate and relate to the changes in socially important behaviours". They go on to suggest that many behaviour problems such as stealing, fighting, truancy, and property destruction may be approached through operating on temporally remote stimuli, or setting events.

What is perception?

De Jager-haum Active English Dictionary (Collin,1980) defines perception as "a particular understanding of something". Hence the perception towards vandalism refers to the understanding of vandalism. Perception affects the human behaviour and their action. The perception of the students about their school, property of the school, the school management, and their teachers, are among the factors that determines the way they behave and act. In fact it is not only the perception of the students that influence the behaviour and actions of the students it is also the response and measures taken by the school management, that may aggravate or alleviate the situation in relation to vandalism.

The measures taken by the school management is also dependant on how they interpret the actions and behaviour of the students. Furthermore as students are more shaped by the environment and community they live in especially by their parents the perception of the parents is also worth studying. Hence this thesis deals with the perception of the school community: the students, teachers and all the school employees, as well as parents towards vandalism.

1.1.1 Motives

There is also lack of universal agreement regarding who are vandals and what motivate them. Different parts of the community reflect different perspective regarding vandalism. School vandals are usually students of the school. (Theron, 1991) argue, that all people, at one or other time in their lives, do something that can be defined as vandalism (for instance, etching a word on a school desk or breaking a cupboard door to gain access to its content). Some literatures proposed Vandalism as part of juvenile delinquency and school vandalism is committed in the company of other youths. The vandals may view their actions as striking back or revenge against an "unjust" or "repressive" school system.

Cummins (2003) and Black (2002) point out that the reasons for vandalism at schools are complex and varied. Vandalism is consequently not always committed for the exclusive purpose of causing damage, but could also be practiced simply for excitement and pleasure, or gain acceptance among peers. Adolescence is characterized by a love for adventure, a search for excitement, and the need to develop one's own identity. On this note, Teevan and Dryburgh (2000) indicate that learners cite " fun" as the most common single reward for vandalism.

1.1.2 Contributing factors to vandalism

From a theoretical point of view, it is obvious that the environment: in a particular class, the neighbourhood where the students live and also the municipality where the school is located should have an impact on the prevalence of vandalism at schools.

Various educator and management-related practices such as autocratic or laissez-faire management styles, poor and disorganized leadership and over-regulated, suppressive or inconsistent school control measures, can contribute to vandalism. Constant punishment, vague and unclear school rules and disciplinary procedures, as well as high staff turnover, could create an unhealthy learning environment at a school (Black, 2002) (Theron, 1991). Trevas and Deeley (1999) have established that there is a greater incidence of acts of vandalism at schools where teachers project negative attitudes and practise authoritarian styles towards learners.

Studies on Learners as contributing factor indicates Schools comprise a heterogeneous population, consisting of learners with diverse cultural, racial and socio-economic backgrounds and different family units. Each learner brings to school the experience of different styles of learning and problem identification and resolution (Kinch, 1986). This will, to a large extent, influence the manner in which a learner will behave in different situations.

The major part of a learner's schooling takes place within the context of peer groups in which they learn from each other. Clinard (1958) argued that an important factor that should be kept in mind is the strong connection between vandalism and the youth's involvement within the peer group. Some scholars also focused on contributing factors from home or community. Research by Douglas and McCart, (1999) , indicates that there appears to be a link between vandalism and different social problems. This could be poverty, unemployment, substandard living conditions, single-parent families, dysfunctional family relationships, a high average number of persons per household, migration, drug and alcohol abuse, as well as various other social problems that combine to create an environment of disillusion, personal unsettlement and upheaval.

1.2 Impacts of vandalism

This thesis is particularly concerned with school vandalism because vandalism has impact on the social, educational as well as economical development of a country.

When we see the social aspects, vandalism is related with the social relationship. For instance it determines the relationship between the students and the school management. As observed in the preliminary events since the vandals are not known and these issue is new emerging phenomena, the school authorities perception towards the vandals students is somehow gloomy. Which also impacts their relationship. Since it is not customary to use positive reinforcement among the society, accusation and blaming were often used as a reaction, which intern affects the healthy interaction and socialization of students.

Schools play an important role in the socialization process of the young people from where they learn to regulate their own conduct, respect towards others, manage their time responsibly and thus becoming responsible citizens (Mekonnen,2015). On the other hand, the existing situation in Ethiopia's education system has been hit by a wave of students' misconducts which have significant influence in the teaching learning process and eventually deter the overall goal attainment of the education system.

Vandalism also has impact on the economy. Ethiopia as one of the developing countries is striving to fulfill basic infrastructures of its people. Among them Education is one of the major. The country has invested a lot in the expansion of schools in different areas as well as has budgeted to fulfill the minimum requirements of the school. The Federal Democratic Republic of Ethiopia Ministry of Education has planned to achieve minimum resource standards of the schools by the end of 2020 (Ethiopian Ministry Of Education,2015).

These resources will include: a functional laboratory (for grades seven and eight at primary and for all secondary grades), with necessary equipment and materials; a pedagogical centre for shared teaching materials; and a school reading club, stocked with targeted mother-tongue 'readers' for literacy development. (Ethiopian Ministry Of Education,2015). However the success highly depends on efficient utilization of resources for prolonged time. Vandalism lay its shadow through destruction of school utensils and increasing expenditure on maintenance.

The overall school environment hence is one of the factor that determines the quality of education. In other words schools need to be conducive and attractive for the students to learn. Different pedagogical materials that aid the learning of the students need to be incorporated in the school. At well-maintained schools, with sufficient facilities, furniture and equipment, tidy classrooms and hygienic toilet facilities a healthy teaching and learning environment is promoted, which is usually reflected in good exam results.

Different reports, teachers, principal parents and students' opinion show that students misconduct in general and vandalism in particular are not in manner expected by all the stake holders in the school system. Many students don't give the appropriate care to school properties, as they care for personal goods, they create chaos for teachers and principals and making the teaching learning process something too difficult to achieve its targets.

This has therefore created a big concern from teachers, head teachers and stakeholders about the lack of opportunity for learners to concentrate on their learning. Any initiative that will be instrumental in bringing about transformation in the mindsets of such vandals must be embraced, because a vandalised environment is a fertile breeding ground for uninspired teaching, dysfunctional schools and inefficient procedures, which will erode learners' intrinsic motivation and enthusiasm, resulting in poor examination results (Enslin and Pendlebury, 1998). This, in turn, will result in a vicious cycle of poorly educated communities, unemployment, poverty and crime.

Besides resources from the government, different donors and the community are also being employed for this sector and to create conducive school environment in the school in particular. Yet all these efforts have not still meet the necessary school requirements. For instance in the school under study classrooms are with less quality and they are used by students in two shifts. But even these resources and the possessions of the schools were meant to serve for years. Hence they need to be properly and effectively utilized. Otherwise it would be a misuse of resources and create implication on the quality education. Vandalism is one of the factors why properties are misused. De Jager-haum Active English Dictionary (collin,1980) defines vandalism as the wilful or malicious destruction or defacement of public or private property. School vandalism is then the wilful destruction of school property.

Merawi Full Cycle Primary School which is found in Amhara region Mecha Wereda is one of the school where the problem of vandalism exists. The school management found vandalism as one of the major problem which hinders the school development and hampers the teaching learning process. The fact that there is limited resource in the school including classrooms which are shared by both 1st and 2nd cycle students in shifts made the effect of vandalism worse. Vandalism in the school is mainly enacted by the students themselves, particularly by students of 2nd cycle (5th-8th) graders. In addition in the school since students vandalise concealed, it becomes difficult to identify and catch the culprits. In addition the fact that the schools did not have strong gate, classroom doors, and locks, make the controlling mechanism difficult. Hence among some of the measures taken refraining from putting valuable material such as instructional media out of students reach is one of them.

The causes of vandalism is explained by different studies as a result of things like , peer pressure, student who think it is funny, way of expressing hatred, bad parenting, depression, boredom, sorrow , in other developed countries. In Merawi elementary school, however, the reasons mentioned by the school management during the preliminary discussion were "absence of sense of citizenship, the value given for education, the children in the town are not disciplined and the like". If these were the real reasons, these reasons by themselves are the concern of the social work and needs to be addressed soon.

The attention given and the technologies used to address the problem in developed countries, such as placing hidden Video cameras and the presence of different professional helps like counsellor may have helped in controlling the effect and correcting the motives. But in our country given the country's economy for such kind of things and the less attention given is causing multi -fold problem. In addition given the culture of the community the emergence of such behaviour is unexpected. The reasons mentioned by different stakeholders at the preliminary discussion was geared to blaming the "generation".

Hence it is necessary to verify and dig out the perception of the school community towards vandalism to find out the root cause of vandalism and how it is addressed for possible appropriate measures and bring it to the attention of different stakeholders and the community.

In addition the perception of vandalism also indicates whether the measures taken by the school to address the situation is appropriate or not. In general this research will be a bridge and create understanding among students and the school management as well as the parents regarding vandalism. As perception is the main factor that shapes the actions, this thesis will help in correcting or acknowledging the perceptions after the findings and will also direct and pin point possible ways of dealing with them, in the literature review part.

1.3 Statement of the problem

Various explanations like puberty, peer pressure, the behaviour of the students, the absence of dreams and visions, the generation, bad parenting, or the combination of all were given by different stakeholders as the causes of vandalism in the school. In addition the way it is dealt is also influenced by the perception of school community. However lack of clarification for the root causes of such problem, and the motive behind it, based on a study or research and reaction to that may be a contributing factor for the problem to continue. Thus it is observed that vandalism has been tolerated, accepted, and has not get proper attention among the majority of the school community. Hence this study will try to find out the perception of vandalism for possible intervention.

The solution for a problem obtained from the societies where the problem exists would be everlasting and effective. To obtain solution for a problem assessing the perception of the community towards the extent, nature, cause and effect as well as exhausting the measures to be taken is important. Perception affects the human behaviour and their action. The perception of the students towards their school, property of the school, the school management, and their teachers, are among the factors that determines the way they behave and act.

In fact it is not only the perception of the students that influence the behaviour and actions of the students it is also the response and measures taken by the school management may aggravate or alleviate the situation in relation to vandalism. The measures taken by the school management is also dependant on how they interpret the actions and behaviour of the students. Furthermore as students are more shaped by the community they live in and especially by their parents the perception of the parents is also worth studying.

School vandalism is suggested as a research topic which readily lends itself to a paradigm because more than one theoretical approach and perspective appears applicable. Delinquency is a complex phenomenon and probably it is not possible to find single cause and effect. Moreover different perspectives often emphasize different aspects and more than one perspective is probably needed.

A paradigm can facilitate the use of holistic approach without concluding that one aspect is intrinsically superior to another. With this view this paper is not limited to single theory, single perspective rather engaged on investigating how the student, parents, teachers and other stakeholder perceive vandalism and the influence of different socio economic, cultural and institutional factors for the development or eradication of vandalism from their own perspective.

Studies so far focused mainly on the different aspects of vandalism, such as its cause, effects, motives and the like. There is lack of studies regarding perception and in the country level it is hard to find studies on vandalism let alone perception towards it. The focus is mainly on youth delinquency, and behavioural problems in the school. The issue of vandalism is not only unstudied in the country but also have not received attention and intervention from different stakeholders, government, policy and NGOs. Hence this study will be used as an input in this regard.

1.4 Research question

- How the school community understand vandalism? Is there difference between different groups?
- What is the nature and extent of vandalism at schools in Merawi Full Cycle Primary School?
- What are the possible causes of vandalism at schools in Merawi Full Cycle Primary School?
- Which factors from the home environment and school could possibly contribute to acts of vandalism amongst learners at schools?
- What is the effect of vandalism on the school?
- Which measures could be put in place to combat vandalism at schools?

1.5 Objectives

1.5.1 General Objective

To explore how the school community perceive the cause and consequence of vandalism in Merawi Full Cycle Primary School.

1.5.2 Specific Objectives

- To investigate and understand how the school community perceive vandalism
- To assess and identify the nature and extent of vandalism as perceived by the teachers, parents and students
- To assess and identify causes of vandalism
- To identify factors from home environment and school that contribute to the development of vandalism among students
- To assess and identify the effect of vandalism to the community in general and to the school in particular
- Forward informed recommendations regarding the measures and support that should be put in place by the school, community, government and other concerned bodies in order to combat vandalism among students

1.6 Significant of the Study

The main aim of this study is to investigate the perception of students, teachers and parents of Merawi Full Cycle Elementary School towards vandalism. As a result, the study believed to contribute to the development of knowledge on vandalism and its cause and effect. Moreover the findings of the study have the following contributions:

- The findings of the study show the frequently observed vandalism in the school and the impact of different stakeholder on the development of vandalism among students
- The recommendations of the study help teachers, principals and other concerned bodies to develop alternative strategies of the problem.
- It may also help as a stepping – stone for others who intend to carry out in-depth study on the problem.

1.7 Definition of Terms

According to this study the terms used have the following meanings. The terms such as Primary School education, 1st cycle, 2nd cycle and Full cycle are defined according to the Ethiopian Education system context.

1st cycle:- refers to grades from 1 to 4.

2nd cycle : refers to grades from 5 to 8.

Full Cycle : refers to grades from 1 to 8.

Primary school education:- consists of two cycles from grades 1 to 4 and grades 5 to 8.

Culprit : a person who has committed a vandalism.

Graffiti : as words or drawings scribbled or sprayed on a wall or books.

Vandal: a person who intentionally damages property belonging to the people.

1.8 Organization of the study

This thesis is organized in 5 chapters. The first chapter is the introduction of the study, where relevant information about problem statement, objective the study area will be discussed. The major concepts used, the theoretical frame work of the study, and related literatures are categorized in the second chapter. The 3rd chapter contain the research design, the background of the study and describes the methodological approach. Then the 4th chapter will present the discussion, analysis, and interpretation of the data findings. Finally the 5th chapter will present the conclusion and recommendation.

2 LITERATURE REVIEW

2.1 Introduction

In this chapter the researcher was focused on historical and various theoretical perspectives of vandalism. An examination of theoretical perspectives will enable the researcher to assess the relevance of these perspectives to schools under study. In order to see holistic nature of the phenomena under study, and not to be bounded by the single theory and perspective of vandalism attempt has been made to see the origin, historical development and its contemporary definition from the experience of different countries. Literatures on different aspects of vandalism like motive, determinants, categories of vandalism and vandals are also discussed here.

2.2 What is vandalism?

The De Jager-Haum Active English Dictionary (Collin, 1980:510) defines vandalism as the meaningless destruction of property for the pleasure of it. Sanders, (1981) describes vandalism as the purposeful damaging, violation, defacement or destruction of public or private property by persons who are not the owners of the property, while Stahl, (2000) states that vandalism is the wilful or malicious destruction, injury, disfigurement or defacement of any public or private property, real or personal, without the consent of the owner or persons having custody or control.

Considering all the definitions, vandalism at school could be described as the purposeful damaging, violation, defacement or destruction of school property. This is perpetuated by, amongst others, vindictive, bored, malevolent, frustrated or ideology-driven learners. Vandalism could also be described as the wilful or malicious destruction, injury, disfigurement or defacement of any public or private property, real or personal, without the consent of the owner or persons having custody or control.

Review of the meagre literature on the subject emphasizes vandalism's non utilitarian nature. Vindictive youth are responding to what they perceive as "wrongs" by "repressive systems" and "unjust" school personnel. Strain theory, especially revised strain theory, would conceptualize school vandalism as a non utilitarian response to frustration which the youth cannot avoid, that may lead to a criminal career as an adult. Rather, the youth appears to be reacting. The vandal experiences no economic gain from the vandalism. Further, vandalism is not a crime to what is perceived as a source of frustration, in the school.

2.3 Origin and development of vandalism

Historically, the Vandals were Germanic people who invaded Gallia; present-day France, Italy, Spain and North Africa, between 400 and 500 AD. They wreaked havoc, destroying many precious books and works of art. During the Enlightenment, Rome was idealized, while the Goths and Vandals were blamed for its destruction. The Vandals may not have been any more destructive than other invaders of ancient times. However, the Vandals did intentionally damage statues, which may be why their name is associated with the vandalism of art.

In 1774 in Paris, France, because of the vandals' pillaging and destruction of objects of aesthetic value, The term *Vandalism* was coined in 1794 by Henri Grégoire, to describe behaviour aimed at causing damage or destruction without obtaining significant profit from the behaviour following the French Revolution. The term was quickly adopted across Europe. This new use of the term was important in colouring the perception of the Vandals from later late antiquity, popularising the pre-existing idea that they were a barbaric group with a taste for destruction? Historically, vandalism has been justified by painter Gustave Courbet as destruction of monuments symbolizing "war and conquest". Therefore, it is often done as an expression of contempt, creativity, or both.

2.3.1 Vandalism as crime

Student/youths commit vandalism when they wilfully damage or deface the property of school or the commons. Some vandalism may qualify as culture jamming or breaching experiment: it is thought by some to be artistic in nature even though carried out illegally or without the school authorities permission. Examples include at least some graffiti art, billboard "liberation" and possibly crop circles. Criminal vandalism takes many forms. Graffiti on the walls and desks is common in many schools as part of a gang culture, or protest against authorities where they might be used as territorial markers.

Vandalism is here proposed as an example of the typological approach to juvenile delinquency. By vandalism is meant the deliberate defacement mutilation or destruction of private or public property by a juvenile or group of juveniles not having immediate or direct ownership in the property so abused. Although a common type of property offense among adolescent boys, the term itself is a relatively recent one, having come into official use as applied to delinquency. What is here defined as vandalism is often included in such designations of delinquent activity as "malicious mischief," "acts of carelessness or mischief," "wilful and wanton misconduct," "destructiveness," "disorderly conduct," "incorrigibility," or even "assault.

2.4 Categories of vandalism

According to Richards (1979), the two major categories of vandalism were school defacement and property damage. Examples of defacement were writing, painting, and drawing on school buildings or property. Examples of property damage were breaking windows, equipment, and plumbing. Cohen (1989), recognized six categories of Vandalism, (Geason, 1989) added the 7th one.

- Acquisitive Vandalism, this involves acts done to obtain property or money.
- Ideological Vandalism: which is an act done to draw attention to an issue or to oneself, in promotion of a social, political or other cause.
- Vindictive Vandalism: involves acts to gain revenge.
- Play vandalism, it include acts of destruction or disfigurement as part of a game.
- Malicious vandalism, these acts express rage or frustration to express malice, aggression or anger often occurring in public settings where in the target is depersonalized.

- Innocuous vandalism – damage done to property regarded by young people as unimportant or of no value.

2.5 Who are labelled as vandals

Characterizations of the vandal and his or her act is various in the literature. Bloemhof (1990) contend that vandalism at schools is generally committed by learners from those schools. Although Sanders (1981) admits that most vandals are in their teens, he cautions that it must not therefore be deduced that all youths are guilty of vandalism. On the contrary Theron (1991) argue, that all people, at one or other time in their lives, do something that can be defined as vandalism (for instance, etching a word on a school desk or breaking a cupboard door to gain access to its content). Although there is no typical profile or definition of vandals who are also learners at school, different literatures identifies the following types vandals.

1. Vindictive children who harbour revenge against an educator or other members of staff.
2. Malevolent children who enjoy causing problems.
3. Learners driven by ideologies who wish to draw attention to a specific problem or issue.
4. Bored children who commit vandalism in search of excitement.
5. Frustrated children, filled with anger, who feel that the school and community are hostile to them.

2.6 Motives

Cummins (2003) and Black (2002) point out that the reasons for vandalism at schools are complex and varied. Adolescence is characterized by a love for adventure, a search for excitement, and the need to develop one's own identity. Vandalism is consequently not always committed for the exclusive purpose of causing damage, but could also be practiced simply for excitement and pleasure, or to gain acceptance among peers. On this note, Teevan and Dryburgh (2000) indicate that learners cite “fun” as the most common single reward for vandalism. Bartollas (2000) describes the stereotype of the vandal as male adolescent engaging in a wanton act the senseless or motiveless destruction of property usually public property of some kind. However others assert that vandalism is meaningful. It is an act that has meaning both to the vandal and to society at large (Charles, 2008).

2.7 Factors create opportunity to the development of vandalism

Study showed a relationship between vandalism and students' peer relationships. A dictum of the pioneering studies of delinquency of the "Chicago school of the 1920s" is that delinquent acts almost always are committed by youths acting with other youths rather than alone. Grouping students in classes according to academic ability and/or achievement seems likely to increase interaction among these students outside of classes. And some groups may perceive the school as a significant source of their difficulties, and motivated to vandalism. Actions of this kind can be ascribed to anger or envy, or to spontaneous, opportunistic behaviour— possibly for peer acceptance or bravado in gang cultures, or dissatisfaction with the target person or society.

Several complex and temporally distant conditions of the school environment have been posited by (Mayer and Butterworth, 1979) to contribute toward promoting vandalism. These potential setting events include: (a) a mismatch between student reading level and the difficulty of assigned materials; (b) the prevalence of punishment as a school wide and classroom management procedures; and, (c) otherwise misusing behaviour management procedures.

When assigned reading materials do not match the student's repertoire of skills, boredom or frustration may result. Many students, particularly those whose reading ability does not permit them to complete their assignments successfully, are more apt to experience defeat, reproach, ridicule, and other probable aversive consequences. This combination of extinction and punishment may also serve to imbue scholastic activities and materials with conditioned aversive properties.

Findings from the experimental analysis of behaviour have taught us that extinction and punishment tend to provoke aggression and destruction in laboratory animals (Allen and Greenberger, 1978). By analogy it is reasonable to hypothesize that some proportion of the aggression and destruction in the form of vandalism that takes place in public schools is a reaction to those very same factors.

This seems probable in light of findings that teacher disapproval generally occurs at least three times more frequently than teacher approval (Allen and Greenberger, 1978). Further complicating the situation is the fact that aggressive behaviour is reinforced, often inadvertently, by school authorities via attention and by peers in the form of approval and media attention, thereby increasing aggression and promoting its generalization across settings (Horton, 1970). Summary of literatures on the issue conclude that there have been two common elements to school vandalism over the last several decades: The vandals view their actions as striking back against an "unjust" or "repressive" school system, and School vandalism is committed in the company of other youths.

2.8 What is targeted by vandals?

Vandals target everything available at schools. Targets are limited only by the fertile imagination of the perpetrators (Allen and Greenberger, 1978) states that youths who are inclined to perpetrate acts of vandalism will target almost anything, from the shrubs and trees on the school grounds and nearby parks, to the walls and windows of the school and nearby buildings. In this respect, the description of the nature of vandalism is often so vague that it is not clear whether specific acts can be classified as true vandalism or not. For example, graffiti on school walls and school desks (Theron, 1991).

From the literature, it became evident that vandals mainly break windows, paint graffiti, cause damage to furniture and books, as well as laboratory and sport apparatus. Classrooms, ablution facilities and sport fields are also not spared (Cummins, 2003:1-2; Perry, 2001:1-2; Bloemhof, 1990:3). Learners deface and destroy their own schools, sometimes to such an extent that it causes the collapse of teaching and learning. The destruction could also pose a health risk to learners and teachers, due to the resultant unhygienic conditions, such as broken toilets that do not flush (Matavire, 2001:1).

2.9 Theories on causes of vandalism

School vandalism could follow from each of various major theories. Since they emphasize different aspects of deviant behaviour and delinquency in particular, these theories largely arrive at this conclusion from different reasoning. Each of the theories, along with those not

emphasized in the present study, have received major criticism, often from those with "opposing" theories.

Social learning theory by Bandura posits that people learn from one another, via observation, imitation, and modeling. Social learning theory suggests that vandalism is committed by gangs seeking to prove masculine toughness in a competitive situation, by youths with little prospects for the future, by youths not inhibited by moral constraints against damaging public targets, and because the crime requires little knowledge or organization. This theory emphasizes the acquisition of justifications for students to engage in vandalism. As in much of deviant behaviour, the acts of vandalism may require little learning due to their simplicity. These justifications would assist the vandals in rationalizing their deviant behaviour.

Strain theory of juvenile delinquency is appropriate to the question of why some juveniles have a predisposition to acquire the rationalization for their delinquency. According to Agnew (1985) strain theory, suggests that delinquency results from the blockage of pain avoidance. Blockage of possible escape from aversive situations such as school has a direct effect on delinquency and an indirect effect through anger.

The more traditional strain theory concludes that delinquency is an outgrowth of blockage of goal-seeking behaviour. Theoretically, youth from poor economical background would have fewer opportunities for success, and this situation would produce strain and increase delinquency. The theory, would conceptualize school vandalism as a non utilitarian response to frustration which the youth cannot avoid. The vandal experiences no economic gain from the vandalism. Further, vandalism is not a crime which may lead to a criminal career as an adult. Rather, the youth appears to be reacting to what is perceived as a source of frustration, the school.

In contrary to strain theory, Allan and Greenberger (1978) point out that students of lower socio economic parents are or likely to engage in vandalism than are higher status students with similar achievements and abilities. Higher status parents are more likely than lower status parents to demand high academic performance from their children and insist that they remain in school. Students from upper status families could thus develop the motivating anger and pain avoidance blockage that might lead to school vandalism.

For this reason, some investigation officers call vandalism by learners wreck creation (Allen and Greenberger, 1978:310). This theory on vandalism proposes that the pleasure derived from acts of destruction lies in the visual, auditory and emotional/kinetic stimuli during the rapid destruction of material.

Social control theory Arnold & Brungardt, (1983) considers social control to be an important factor in school misconduct. Essentially, delinquent students are likely to have weak social bonds to the school, education, and adult values in general. Social control exerted by the school is therefore weaker for these students. Vandalism therefore, appears to be associated with lower participation in extracurricular activities; such activities afford schools potential control of student conduct. Family play key role in development of children's personality. Poor social control due to absent parents is found to contribute to the development of vandalism. Absent parents are parents that are seldom home, due to long working, hours or any other reason. This absence of adult supervision and a sense of abandonment at home could cause their children to develop deviant characteristic.

Secondary deviancy, a part of labelling theory. is a concept of the role of individuals' reactions to their negative label. This societal reaction may motivate them to participate in deviant subcultures. Those who are labelled develop deviant roles and behaviours which they would not have developed without having been labelled in the first place.

Sub-culture theory This theory postulates that gang-related behaviour including vandalism is merely a response to or conformity with the prevailing social norms experienced within members' particular sub-cultural group (Arnold & Brungardt, 1983). The major part of a learner's schooling takes place within the context of peer groups in which they learn from each other. In his or her search for self-worth, self-esteem and identity, the learner finds acceptance within a specific peer group. Inevitably, the learner ultimately identifies with the group's norms and values and the group's activities and rules become his or her frame of reference. It is within such a group that the learner's perceptions, cognition and actions are determined by the group norms and values. In the group, destructive behaviour may be an accepted way of dealing with frustration and adult domination (Esau, 2007).

2.9.1 Critics on different theories

Even if they have value, theories attempting to explain vandalism have narrow in range focusing on two aspects of the problem identifying the causes and studying the consequence. Each of the theories, along with those not emphasized in the present study, has received major criticism, often from those with "opposing" theories. A strong social bond to the school, education, and adult values in general is not a guaranty for prevention of deviancies. There are cases that labelling may motivate individuals to ascertain themselves by fallowing order and standard of behaviour expected.

2.9.2 Use of a paradigm

School vandalism is suggested as a research topic which readily lends itself to a paradigm because more than one theory appears applicable. Delinquency is a complex phenomenon and probably no single theory will ever suffice. The various theories often emphasize different aspects and more than one theory is probably needed. A paradigm can facilitate the use of more than one theory without concluding that one theory is intrinsically superior to another. With this view this paper is not limited to single theory, rather engaged on investigating how the student, parents, teachers and other stakeholder perceive vandalism and the influence of different socio economic, cultural and institutional factors for the development or eradication of vandalism from their own perspective.

2.10 Approaches to reduce vandalism

Literature on the pertained issue presented Four different approaches to the prevention and control of vandalism which are summarized into the following four factors: education; social programmes; the actions of the criminal justice system; and opportunity reduction.

2.10.1 Educational approach

Educational approach Attempts to prevent vandalistic behaviour by educating people, particularly young people, about its nature and consequences. This approach take the assumption of perpetrators not to consider the consequences through, and that they are unaware of doing anything fundamentally wrong. Various styles like publicity, organizing anti vandalism campaigns and walk could be employed in this approach. Yet publicity made on graffiti brought a reverse effect by encouraging vandalism gaining credibility to graffiti artists as an anti- authoritarian.

Bridgeman (1994) reports a study of graffiti and vandalism in the train system in Sydney, where it was found that the media often played a role in reinforcing what he called "New York style" graffiti. Although in the absence of evaluation, no strong claims can be made for the success of the "education" approach in general, presenting potential vandals with the consequences and implications of vandalism could prevent those committing unthinking acts of vandalism in the future.

2.10.2 Social programmes

Social programmes tend to involve the wider community rather than target a sub- group of potential vandals. They aim to encourage the public to tackle crime problems in a manner specifically tailored to that community so that existing informal controls and social norms are capitalised upon. To instigate this programs different projects have been employed in different countries.

I. Project Pride

"Project Pride" was established to encourage social responsibility in a selection of schools in Ontario, Canada (Bridgeman, 1994). Schools with a substantial vandalism problem instituted a system in which the school children were given incentives to control the vandalism themselves. The idea of offering an incentive was to encourage students to exercise peer-group influence on those who might be involved in vandalism, on the rationale that peers may be more successful in promoting socially acceptable behaviour than adults, especially adults in authority. The secondary aim of the incentive scheme was to instil pride in the school so that pupils would have a vested interest in protecting it. But this also have a temporary effect because they did not identify and treat factors that appear to foster vandalism. (G. RoY MAYER, 1983)

II. Diversionary projects

Positive claims are also made for diversionary projects. These are based on the assumption that vandalism is chiefly the result of children's boredom and that filling up their time with productive activity, will have less free time to delinquency. A problem of diversionary projects is that they will rarely have the prevention of vandalism as their primary focus. Diversionary projects might increase their chances of success if they were designed specifically to reduce vandalism.

III. Graffiti Walls

Programs could be mounted to enable graffitists to practise their art legally in prescribed areas, allowing people to express themselves without causing any lasting harm, and could provide a positive alternative to vandalism. For example on hoardings of building developments, or on walls provided by councils for mural painting.

IV. Beyond Graffiti

Another example of this approach is beyond graffiti in which a group called "Beyond Graffiti" co-operated with the local authorities in Southampton to redesign and decorate a vandalised car park. This, apparently, led to a reduction in crime and improved relations between the local youth and the community at large. (Bridgeman, 1994).

There is no consensus, however, on the worth and practicability of legalised graffiti points. On the positive side, opportunities for communication between authorities and graffiti "artists" are in themselves useful and are to be supported. Proper evaluations of schemes are needed, before any firm conclusions can be drawn. The social approach may have long term effects and improve the relationship between the public and the young.

2.10.3 Criminal justice programmes

The criminal justice system serves a number of purposes, only one of which is the prevention of crime. The initiatives described below represent a variety of criminal justice system responses, discussed with reference to the prevention of vandalism. Traditional criminal justice responses must therefore be limited in their impact on the incidence of vandalism. Evidence shows, however, that increasing the perceived risk of capture and prosecution may be effective.

I. Sentencing vandals

Fines are effective in as much as the substantial majority are paid and they are cheaper to administer than most other forms of disposal.

II. Clean up or repair

Where young people between the ages of 12 and 17 caught damaging or destroying property are required to clean up or repair the damaged objects in their free time. The scheme combines both the diversion of the offenders from the formal criminal justice system and mediation or reparation. Under the supervision of special co-ordinators, who are at liberty to refer the case back to the police and eventually to the public prosecutor if the offender fails to fulfil the obligation.

III. Mediation and conciliation

Mediation and conciliation, where the offender and his victim meet to discuss the offence and possibilities for reparation, are part of the process. Though the practice of mediation is as old as the concept of community, this is a comparatively new idea in criminal justice. Despite the growing literature on this kind of informal process, so far there have been few attempts to evaluate its effectiveness.

According to G. Roy Mayer (1983) methods of detection and punishment would not ameliorate vandalism. Because the introduction of heavy security arrangements may well aggravate the very problem that this kind of deterrence is intended to eliminate, due to a resultant increase in the aversive nature of the environment.

The use of the criminal justice system as an option to reduce the national incidence of vandalism is limited. This is because it requires the offence to be reported to the police and an offender subsequently to be cautioned, or convicted and sentenced. Vandalism is, however, poorly reported to the police and, when it is, it is often difficult to identify an offender. Where it is possible to identify an offender, local conflict resolution schemes, where appropriate, can provide useful information about why and how the damage is happening. In such cases the process can help the victim to devise effective methods of prevention.

2.10.4 Opportunity reduction

Opportunity reduction and the situational approach to reducing vandalism focus on changing the environment and making it more difficult to commit the offence. This is thus a prevention measure, rather than trying to identify and manipulate the causes and reasons why the offender is motivated to offend. This leads to crime prevention measures which make targets of crime more resistant and robust - "target hardening" - and environmental alterations which enable existing social controls to re-establish themselves, usually in the form of surveillance.

I. Target hardening

This refers to the use of vandal-proof material to the control of vandalism. Target hardening might involve use of graffiti-resistant paint, putting lights in corridors out of reach or behind grilles, using toughened glass in windows or replacing glass with perspex (polycarbonate), or perhaps measures that increase the perimeter security around a target particularly at risk.

There are a number of problems alleged to be associated with adopting a target hardening approach. The kinds of measures described above are regarded by some people as threatening signs of a "fortress" society where we are surrounded by fences, barbed wire and guard dogs; where buildings are designed to be defended and to keep some in and others out. This has other implication on attractiveness of the housing designed. Another perhaps more serious problem with this approach is that obviously target-hardened buildings may encourage vandalism by implying a history of being vandalised. Visibly increased security may be seen by vandals simply as a challenge.

II. Target softening

This method involves changing the designs of target materials modestly to lessen their appeal to vandals and to maintain an attractive unthreatening environment. For instance with regards to target graffiti walls deeply grooved surfaces or an exposed rock-cement mixture for vulnerable walls, as they do not provide the cues of smooth blankness that might be used. Planting flowers in a raised bed around a sign post helps protect the sign because people are less likely to trample on them to get to it.

III. Environmental improvements and increasing opportunities for surveillance

Other options for opportunity reduction through environmental improvements might involve opening out hidden areas vulnerable to crime and vandalism, by cutting down fences or putting mirrors or electronic surveillance through closed circuit television (CCTV), and video recordings on corners or in corridors.

VI. Neighbourhood watch

Promoting surveillance from the nearby residents and passers-by is another measure taken to prevent crime and vandalism. To promote this the design for the schools an environment in low-rise housing which will help reinforce informal social relationships and which individuals and families can more easily police or guard. The employment of crime prevention through environmental design (CPTED) strategies requires investment for reshaping, but it could be taken into consideration when planning and design stages for the new.

V. Public use of school facilities after hours

A high proportion of vandalism occurs, quite naturally, when schools are unoccupied-before and after school hours, on weekends, and during vacations-as well as later in the school week and later in the school year. (Johnson,2005) Hence making the school busy and occupied during this time could prevent vandalism. This could be though community's use of school facilities after hours.

The opportunity reduction approach to crime prevention has been the subject of some criticism. Chief amongst this is that measures which block opportunities for offending do not tackle motivations. Vandalism is not prevented, therefore, but may be displaced to another location or into another type of crime. In addition this initiative should consider the particular combination of features of design and layout, the social make-up, interactions of inhabitants and the overall management of the area concerned. However since the majority of vandalism is opportunistic. It therefore seems likely that sensitive design alterations and target hardening tailored to take account of patterns of place use can prevent a certain amount of vandalism. What it may not do is deal with "malicious vandalism", and vandalism that has other "strong motivations".

2.11 Measures taken to address vandalism

Jhonson (2005: 23) states the measures should take the following points into consideration.

1. Recognizing the person-environment interaction. School vandalism is the combined results of the offenders' characteristics and those of the physical and social environment in which the behaviour occurs. This means that responses must focus on both the person and the environment to be effective. They are categorized into four main sections: those that impact the physical environment, those that impact the offender, those that focus on school administrative practices, and those that enlist the community's help.
2. Establishing a task force; school administrators and community residents as well as police should be involved in every measure taken.
3. Using the media wisely. News stories, advertising, slogans, and posters are all effective ways to transmit information to the community and to the students about the impact of school vandalism.
4. Setting priorities. It is impossible to address every vulnerability at a school. Examining the relationship between the monetary and social costs of specific instances of vandalism priorities should be given.
5. Operating at the district level. Public schools are administered at a district level, and district administrators to resolve problems on a large scale.

2.12 Summary

Much research has been conducted regarding the reasons underlying vandalism at schools. However, no specific factor has been identified as the primary or only motive underlying vandalism. It is true that vandalism is an illogical, unreasonable and even pathological act, as this type of behaviour holds no advantage for the vandal. In fact, the vandal's behaviour may in some cases deface his environment, to such an extent that it negatively affects both his and other people's quality of life. While vandalism often starts as a prank, it can easily get out of control.

The literature study clearly indicated that various factors may contribute to vandalism at schools. There are different theoretical explanation for the cause and effect of vandalism. However a paradigm suggests probably no single theory will ever suffice. The various theories often emphasize different aspects and more than one theory is probably needed. A paradigm can facilitate the use of more than one theory without concluding that one theory is intrinsically superior to another. Different factors in the community, the home, the school, and an issue such as social control, peer pressure feature prominently as sources of motivation from where the inclination to commit vandalism may originate. There seems to be sufficient evidence to indicate that vandalism at schools should not be seen as isolated acts, but interpreted in context within the social conditions within the larger community, from where it should also be addressed.

3 METHODOLOGY

3.1 Introduction

The literature review in Chapter Two has provided a basis for the examination of the key issue of this study. This chapter consists of description of the study area, research methodology, data source, methods used, method of data analysis, and research ethics with the aim to elucidate the research aim, design and methods used in this study.

Mecha Woreda is located in West Gojam zone of the Amhara region, 39 km from Bahir Dar. The area covered by the Woreda is 1,491.20 km². Based on the 2007 national census conducted by the Central Statistical Agency of Ethiopia (CSA), this Woreda has a total population of 292,080, of whom 147,611 are men and 144,469 women; 22,677 or 7.76% are urban inhabitants. With an area of 1,481.64 square kilometres, Mecha has a population density of 197.13, which is greater than the Zone average of 158.25 persons per square kilometre. In Mecha 45% of the land is cultivated, while 9% is used for grazing. As much as 19% of the land is non-arable.

Mixed farming is practiced in all parts of the Woreda and by each of the households in the community. It is at subsistence level and is practiced in fragmented holdings which mostly lack modern technologies. The average land holding at Woreda level is 1.5 hectare per household, and ranges from 0 to 3 hectare among the farmers in the Woreda. In the crop sub-sector, the main crops grown include maize, teff, finger millet, wheat, chickpea, beans, niger seed and cabbage. In the livestock subsector, cattle are dominant and large numbers of poultry, sheep and goats are also kept. Oxen, cows, heifers, bulls, calves, chickens, goats and sheep are found in numbers in most households. Livelihood therefore depends to a large extent on agricultural production and trading. (Haai, 2015)



Figure 3-1 *Picture shows the front gate of Merawi Full*

Cycle Elementary School. Taken on 2/2/2017.

Merawi Full Cycle Primary School is found in Mecha Wereda located in the town named Merawi. The school is established in 1949GC. There are 41 teachers of which 22 are male and 19 are female. Of which 15 male 7 female teachers are teaching in the second cycle. There are also 2 male and 4 female a total of 6 administrative staff. The school has registered 962 male and 890 female a total of 1852 students. In the 2nd cycle there are 871 students where 469 are male and 402 are female. While the rest 958 students 481 male and 477 female are in 1st cycle. There are also 12 male and 11 female a total of 23 students with a special need.

The school has 18 class rooms. Because there are not enough class room for each 34 sections, this class rooms are shared by both 1st and 2nd cycle students in two shifts. The first shift starts from 8:30 Am and stays up to 12:15 Am called as the morning shift. While the 2nd shift starts from 12: 30 Am and stays up to 4:45 PM called the afternoon shift. 1st cycle and 2nd cycle students learn separately in these shifts. The students also exchange shifts every week. In other words for instance if the 1st cycle was in the morning shift the 1st week it will be in the afternoon shift in the second.

3.2 Method and Design of the Study

According to Scott and Usher (1996) a research methodology to be employed could be determined on the bases of what and how the researcher is trying to find out in relation to her research problem. In this research, the researcher contends that qualitative approach is the best option. This is because an analysis of the perception of vandalism demands a methodology that takes into account the voice of school community and how they perceive their role from their own perspectives.

Qualitative method is primary methodology used in the study. This is because qualitative methods allow generating data rich in detail and rooted in context. A research method allows to see and to investigate the situation in depth and from the perspectives of the participants (Tamru, 2007). The study was conducted in a natural setting within which the respondents are living and describe the situation through understanding of the response of parents, teachers, students local officials as well as community observation. The point of interest in here is not to measure the behaviour so that to generalize for the universe. Rather it is to understand the phenomenon of interest from the perspectives of the respondents.

According to social constructivism epistemology, individuals create meaning through their interaction with each other and the environment they live in. Thus students, teachers, parents and other persons of school and local educational bureau live in the same locality have shared meaning they attached to the socio cultural issues that determined the current situation of issues under study, vandalism in the school. The study is trying to understand this shared meaning among the community. According to Merriam (1998) qualitative study are interested in understanding the meaning people have constructed that is how they make sense of their world and experiences they have in the world.

The study condensed with case study approach. Case study provides a systematic way of looking at events, collecting data, analyzing information and reporting the result. (Merriam, 1998) revealed that a case study design is employed to gain in depth understanding of the situation and meaning for those involved, she emphasizes that the interest is in context rather than a specific variable. The thrust of the case study is on in depth research. The researcher may, therefore, have to rely on data collection from multiple sources.

3.3 The utilization of literature

In order to understand the phenomenon under investigation, a literature review, as recommended by Bless and Higson-Smith (1995), was undertaken. Such a literature review offers a point of reference for discussing and comparing events and aspects that surface during the study. The researcher read various local and international publications to gain more background information about the topic, in order to increase a personal understanding of vandalism and related aspects.

Reading reports based on previous research alerted the researcher to concerns that might need closer scrutiny, while much could be cited as support for the current findings. This is in line with Merriam (1998) that previous research is often cited to support current studies and also to inform the researcher about concerns that need closer scrutiny. The literature review also served to clarify information about the research problem and to define the concepts and terminology used in reporting.

3.4 Data source and Sampling technique

Data was collected purposively from 32 individuals of school community. Sample units are the school community which include students, parents, and teachers. Purposive sampling was employed to select respondents and target stakeholders for the interview, care is given to include parent from different experience and socioeconomic class. Sampled teachers and student are selected purposively based on previous knowledge regarding experience/ knowledge, level of involvement on school affairs, discipline record of students and opportunity to conduct group and individual interview. Based on the above criteria data collected from 10 parent, 12 teachers and 10 students found in Merawi Full Cycle Primary school. This is because the above mentioned number of participants from the school community were found saturate for the study.

Table 3-1. Respondents that participated in the interview and FGD

No.	Teachers		Parents		Students	
	Name	Sex	Name	Sex	Name	Sex
1	Aymro	M	Hayle	M	Binyam	M
2	Chalew	M	Temesgen	M	Biyalf	M
3	Chane	M	Motbynor	M	Fekadu	M
4	Senay	M	Belhu	M	Felekech	F
5	Tenebeb	F	Ayelew	M	Sara	F
6	Teshome	M	Sirak	M	Selamsew	M
7	Tigistu	F	Selemon	M	Senayet	F
8	Tirunesh	F	Gobeze	M	Tigist	F
9	Zenebe	M	Genet	F	Tihut	F
10	Zewdu	M	Gemech	M	Yabibal	M
11	Waga	M				
12	Wendosen	M				

In the above table used t o maintain issues of confidentiality false name have been replaced.

Another data source was the researcher. The classrooms, situation of the school, text books in the hands of the students were observed as a whole. Moreover non verbal communication from participants of the study during the interview was observed and recorded on the separate agenda for future analysis.

3.5 Research procedures

Consistent with the aims of the study, the techniques implemented, comprised interviews, FGD and causal observations during visits to the schools. Semi-structured interviews were conducted with the principal, teachers and students and parents. Semi-structured interviews are not as rigid as structured interviews, during which a researcher follows a set of questions without probing. During semi-structured interviews, respondents feel that they are not being controlled by the researcher; this usually ensures frank and elaborate responses from them (De Vos, 2001).

For the required permission to conduct research at the schools letter was sent to the School Principal. after permission had been obtained, the purpose of the study and the procedures to be followed around the interview slot and FGD were explained to the participating learners and teachers. This was important in establishing the researcher's credentials and reassuring the potential participants of the bona fides of the study, as suggested by De Vos (2001). At this stage, all respondents were assured that pseudonyms would be used, where necessary, and that their identity would not be disclosed in any way. This reassurance also served to encourage respondents with strongly deviant views to feel free to speak out.

In order to allay any fears or clarify any questions that might arise from the respondents, follow-up visits were made prior to the actual dates of the interviews. During these visits, informal discussions were held with the respondents to remind them of the set dates and times for the interviews. These visits also served to create a climate characterized by trust and warmth that ensured the willingness of the respondents to participate. It was believed that such good relationships would elicit more accurate information. Ten students were individually interviewed at the school. In addition the principal and deputy principal were each interviewed at a different time and date. On average each interview took 50 minutes.

3.5.1 Semi-structured questioner or interview guide

Kvale (1996) is of the opinion that during a semi-structured interview, the respondents are seen as social actors who are interacting with the interviewer and who are at the same time involved in discursive practice. This means that the interview as communication event in itself yields information of a specific type. Borg and Gall (1989) furthermore state that semi-structured interviews have the advantage of being reasonably objective, while still permitting a more thorough understanding of respondents' opinions. Scott and Usher (1996) support this view, observing that the great advantage of semi-structured interviews is their flexibility, which allows the respondents wide scope that helps the researcher to understand the respondents' experiences more fully.

Bell (1999) and Cozby (1997) state that using semi-structured interviews allows the researcher to immediately explain ambiguities and at the same time seek clarification from participants, if needed. Probing questions were possible, because flexibility and adaptability are among the major advantages of this type of interview. This is advantageous where responses were incomplete, vague or off track. The researcher was able to establish the underlying motives for specific responses in accordance with the suggestions of Robertson (1993).

Another advantage experienced with semi-structured interviews, was that the participants felt encouraged to be responsive and flexible, and as such, the researcher could obtain elaborations on specific aspects under discussion. These will be discussed in detail under the data analysis. For the purpose of this study, a semi structured interview rather than a structured interview was used, because the researcher felt it would best suit this investigation. It was decided to counterbalance any shortcomings of the interviews, which might have been a threat to the validity and reliability of the study, with questionnaires issued to learners and their teachers.

3.5.2 Focus Group Discussions (FGDs)

Focus group discussion was held approximately 8 - 12 persons guided by a facilitator, during which group members talk freely and spontaneously about certain guided topics. The purpose of FGDs is to obtain in-depth information on concepts, perceptions, and ideas of a group. FGDs can be useful to elicit perspectives of particular groups (e.g. women or men, young or old, wealthy or poor, different ethnic groups (Scott and Usher, 1996). It also used to study in greater depth the problem to be investigated and its possible causes and to explore controversial topics.

A separate FGD conducted with parents and teachers group in two days. The FGD with teachers conducted at the school compound at one of the class rooms. While in the discussion with parents, attempt has been made to maintain the setting as natural as possible even if it is in the school compound. The discussion started with an open ended question such as; what are acts considered as vandalism ? The rest are conversational in an attempt to probe discussion in the team. After the first two discussions the researcher observed there are other questions that needed to be added. Eventually a set of questions are emerged from the evolving data and these questions used for the rest of FGDs. Totally 2 FGD were conducted each lasting between 1;20 and 1:50 hours on 6/2/2017 and 8/2/2017.

3.5.3 Observation

Observation is another tool used. The researcher observed how students and teachers behave during the interview, at their playing ground, and class rooms. Nevertheless employment of these tools was not necessarily mutually exclusive in that the results of an activity were in most cases used as basis and start to proceed with another.

3.5.4 Secondary data

Secondary data was also used to shape the research design as well as augment the primary data collected via interview and observation. Therefore various literatures have been review in this regard.

3.6 Method of data analysis

In qualitative research the researcher is a primary tool for data collection and analysis. the researcher try to understand participants perspective and interpretation. For the qualitative study the method used for interpretation is direct interpretation of the participants words in their interview called narrative analysis.

The analysis is based on the understanding of the shared meaning among the members of the community, particularly the female farmers on their achievement from backyard crop and livestock production and on the factors affecting their achievements. Analysis of collected data is ongoing . analysis of interviews are coded during data collection as soon as transcriptions are available. Merriam (1998) stresses that in qualitative research data collection and analysis are simultaneous activities. Interpreting the data begin on the first day of collection. As the researcher analyzed the data new questions come then look for clarification on the next field visits. The most basic presentation in a study's finding is a descriptive account that requires thinking through what will be included and what will be left out and compressing and linking data in a narrative that conveys the meaning the researcher has derived from studying the phenomenon. Matrix are constructed from the data and are used to identify patterns, comparisons, trends and paradoxes.

Each case is reread with the objective of writing individual short summaries. These summaries allow to see threads that run through and thereby maintain the context for the quotes which are lifted out of the interview guide and used as examples in writing up the research. Thus for further in depth understanding the data from students categorized with vandals and non vandal - in two different lists. Finally the two lists with the similar categories merged and put in one. Subsequent items were sorted in these categories exhaustively. These categories named by the term or concepts that reflect what is seen in the data. The categories founded are answers to the research question; they reflect the purpose of the study. After collecting the qualitative data from the study sites, the data gathered from the field edited and checked to ensure consistency, legibility and comprehensiveness.

3.7 Triangulation

Triangulation refers to the use of more than one source of data to substantiate a researcher's conclusion. It also provides a means by which researchers test the strength of their interpretations. It is used to establish validity and reliability and a way of increasing confidence in one's findings (De Vos, 2001:359). Though data interpretation is subjective, validity is an issue that usually is questioned about qualitative research. Hence validity is achieved through triangulation of data from multiple sources. Hence in this case, data from secondary sources, interviews, FGDs, and observation have been triangulated.

3.8 Ethical considerations

Most researchers, such as Merriam (1998), caution that, especially in qualitative research, ethical dilemmas are likely to emerge with regard to the collection of data and the analysis of findings. For example, the participants may feel that their privacy has been invaded or may be embarrassed by certain questions. Sometimes, they may feel frustrated by the questions and therefore not divulge full information to the researcher. The respondents may even try to modify their behaviour once they have been studied. For this reason, Mouton (2001) suggests that the manner in which the researcher interacts with respondents should be based on acceptable norms and values. Such norms and values include building a good rapport with respondents, being honest and open about what will happen with the findings, and being professional at all times. Participation in this study is voluntary and any respondent may at any time withdraw from the study.

The researcher received approval from the principal of the school to conduct research at their schools. Before the questionnaires were given to the respondents, they had to sign letters of consent. In these letters, they were fully informed about the research purposes for which the questionnaires and interviews would be used. The respondents were also assured that their privacy would be protected by using pseudonyms and that the information collected during the investigation would be used for research purposes only.

The researcher was well aware that she was accountable for the ethical quality of the inquiry and therefore exercised great care and circumspection in this regard. Ethics clearance was obtained from the IGNOU and when in doubt, asked advice from her supervisor. The researcher explained the importance that learners, teachers and parents should understand the challenges faced by them in eradicating vandalism at schools. It was emphasised that their input by means of completing the questionnaires or taking part in interviews would help shed light on various aspects of vandalism.

3.9 Summary

In this chapter, the methodology and design of a qualitative research model were discussed. This included the rationale for using a qualitative design and for choosing specific aspects within the methodology, for example, purposive sampling for selecting participants at the school was used. It is introduction not conclusion

4 ANALYSIS, DISCUSSION AND INTERPRETATION OF FINDINGS

4.1 Introduction

In qualitative research the data collected requires careful analysis and interpretation. Since it is holistically analysed instead of being converted into measurable units of objects. This requires the researchers attention to details and objectivity. To this end, in this chapter, data collected by means of interviews and focus group discussion are analysed and presented. In order to analyse and interpret the data appropriately, themes emerging from the questionnaire and interview responses were identified and the findings are presented clustered in this regard. Direct quotes of respondents are used and findings are re-contextualised by evaluating the data against the background of the literature to support or refute findings in different themes and categories. Different themes emerged from the data collected by means of questionnaires and interviews. The questions focus on learners', teachers' and parents' perceptions in relation to School vandalism.

4.2 Socio-economic background

Among those participated in the study, the students are selected purposely from 5th to 8th grade. Equal numbers of respondents are selected from each grade level. Half of the respondents (50%) are girls while the rest are boys. Their age group ranges from 11 to 17 years with the average age of 15. The students are grouped in to two, 50% of the students are selected from the students with no record of disciplinary problems in the school and perform well in their education, while the rest 50% are student with a record of disciplinary problem and low academic performance. With regard to the selection of teachers participants, all are selected from 2nd cycle. Among the teachers 25 % of them are women while the rest are male which is equivalent to the gender distribution of teachers in 2nd cycle (from 5th to 8th grade students) of the school. Guidance and counselling unit and civic teachers are included, since vandalism is the main concern of these teachers.

In relation to parents, 90% are men while the rest are women. The researcher was unable to meet as much female parents as wanted during the focus group discussion. 30 % of parents that are included in the sample unit are literate and the rest are not. This is related to the fact that majority of the local community are not literate. 10 % of parents work in the school as an administrative staff. Moreover 90% of parents are subsistence farmers that live on a crop production with average land size of half a hectare.

4.3 Perception about Vandalism

As there is no known word equivalent to the word vandalism in Amharic (the language used in the area), the researcher has used "wilful destruction of property" to communicate. Under this question participants perception towards vandalism; presence of vandalism, common forms of vandalism in the school, and the perpetrators of vandalism and the time of offence were discussed.

4.3.1 Presence of vandalism in the school

The same question asked to teachers, parents and students to find out how different groups perceive vandalism in the school. All parties agreed on the presence of misuse or breaking of school materials in the school. Data gathered revealed there is different perception among students, their parents and teachers regarding the occurrence of vandalism in the school under study.

Majority of the students that participated in the study (about 90%) agreed that there is vandalism (wilful destruction of property) in the school. Only few students did not think that there is a wilful destruction of property. With regards to respondents from parents, they find it difficult to think students would purposely damage properties of school. Even if they recognize the destruction of materials, they state that it could be due to the misuse of materials by the students which often may be related to their childhood and carelessness. For instance during the focus group discussion conducted with parents on 8/2/2017 a parent named Temesgen states that:

“The students in early grade will take out the screw of the desk when they play with it. Then the chair will be damaged. They do this unconsciously to amuse themselves. Because they are kids they only want to fulfill their need to play, they would not consider the consequence.”

Unlike parents and some students, teachers have strongly expressed that there is vandalism in the school. They state that the destruction of property is not out of lack of awareness, childhood or carelessness. The Focus Group Discussion on 6/2/2017 reveals a teacher named Aymro view as follows.

"The level of awareness in kids even in 1st graders is high in this generation. They know what is wrong and right very well. In addition to that the school discuss on this issue regularly to increase their awareness and attention. Hence it is not related to childhood, carelessness or lack of awareness but it is rather a purposeful destruction of materials i.e. there is vandalism."

The above discussion and other indicators revealed majority of the students as teachers respond that there is vandalism and perceive it as purposeful destruction of public or school property by some deviance students. As they are more close to the school, their perception would be more acceptable than parents that state it could be due to the misuse of materials by the students which often may be related to their childhood and carelessness. However the fact that the perception of parents is different, could be interpreted as there could either be lack of awareness in this regard or they don't believe students vandalise which implies there is a communication gap with parents in this regard.

4.4 Forms of vandalism

Attempt has been made to find out the different forms of vandalism that prevailed in Merawi School and the findings includes breaking combined desks, ripping the blackboard, removing the paintings from the wall, writing on the wall, tearing down posted materials from the wall, writing on the books, as well as using the books to hold exercise books, digging making hole on the floor, damaging the surrounding water levels of the classroom, making holes in fences, theft by taking away the metal legs and frames of the desk were mentioned by 90 % of the student respondent as a form of vandalism that prevailed in the school.

Similarly teachers have explained detail forms of vandalism in the school on the Focus Group Discussion (FDG). They have shared what the students have said. Yet in addition to what is described by the students a teacher named Fekadu have added "shading dirt on the walls and black boards of the classrooms" as another form of vandalism exhibited in the school on the FGD conducted on the same day.

Even if parents did not agree on the wilful destruction of material they have mentioned breaking desks and improper utilization of toilets as forms of materials destruction by the students. During the focus group discussion with parents which was held on 8/2/2017 a parent named Motbaynor states that: " In addition to breaking desks to play with the screws, there may be improper utilization of toilets, as the community living around is not accustomed with how to use toilets."

On the subject of the inclination of the forms of vandalism, all of the students interviewed, mention damage on desks, blackboards and walls as a form of vandalism that frequently prevailed in the school. Only few (20%) mention theft, writing on the books, and using books to carry exercise books as additional forms of vandalism. Regarding theft few students from the group of students with discipline records have mentioned it. This implies the awareness regarding this kind of vandalism is limited among the majority of the students. Whereas, vandalism on the books (graffiti), is given less credence as a form of vandalism. Majority of the students do not harbour negative feelings towards book graffiti. In other words graffiti offenders have no condemnation among students.

It is observed that there is graffiti in students' text book in the new as well as older ones. In the case of older text books it is hard to find out who did it, because the books are transferred from the previous batch. However observation of graffiti in the newly distributed books show that it is done by the students even if it is new. Yet the kind of graffiti exhibited in the new text books could not be interpreted as for purpose of fun. Because the things written are educational notes. The number of pages written on this books is also lesser than the older ones. This could be because the perpetrators could be identified with the new books and be held accountable by their teachers. This shows that graffiti and vandalism seem to attract imitators because there are a lot of writing on the older books.

In addition, materials found openly in the compound have not been mentioned as a liable forms of vandalism by respondent from teachers, parents or students for instance trees, paintings, and metal sheet boards. As what is observed there is no sign of damage in these materials. This could be because this materials are found in the open while the culprits vandalise partially hidden areas.



Figure 4-1. *Above picture is taken on 4/4/2017. It shows the blackboard damaged in a classroom which is shared by 8th and 4th grade.*

4.4.1 Who are the culprits?

The perception towards the culprits is diverse based on the forms of vandalism and the category of respondents that is (parents, teachers and students). Because the same classrooms are shared by students of the 1st cycle and 2nd cycle in two shifts, it requires distinction of which cycle the culprits are found. In this regard majority of the students (90%) state that it is mainly the students in the 2nd cycle who vandalise. As mentioned in the above discussion this apply for the forms of vandalism related to damage on blackboards, desks and walls. With regards to tearing down what is posted on the wall of the classroom, 20 % of student respondent explain that even if they don't come across when it is done, they think that the 1st cycle students can equally be responsible as the 2nd cycle. As to the type of the sex of vandals, almost all said the vandals could be from the boys.

On the Focus Group Discussion conducted on 6/2/17, teachers explain that even if there could be few vandalism in 4th grade with regard to tearing down posters from the wall majority of the vandals are students in the second cycle students and are boys. In agreement with this Finn and Frone (2003), Theron (1991), Bloemhof (1990) and Ward (1973) also describe the stereotype of the vandal as boys aged between fourteen to sixteen years. Teachers also pointed out that so far students who have been caught as vandals are from low socio economic background, low academic performance, and sometimes from single headed families. Again this is also similar with Geason (1989: 26) who states

"Those who indulge in vandalism and graffiti are largely young people who under-achieve at school. Boredom, alienation, family and community breakdown, lack of leisure opportunities and youth unemployment have all been cited as causes."

Johnson (2005) also mentioned that many vandals have done poorly academically, and may have been truant, suspended, or expelled.

However the perspective of respondents from parents is different as to the level of the perpetrators. They think it could mostly be the lower class (1st cycle) because damage is caused unknowingly out of carelessness. They also think as boys are more exploratory it could be them who damage materials in the process.

In the school vandalism is acted in person not in groups or gangs, teachers as well as students mention that there is no peer influence from the school in this regard. A teacher named Chalew from the focus group discussion conducted on 6/2/2017 mention that, "There is nothing the students prove to their peers in vandalism. Because it is already thought as something bad by the majority and there may also be possible risks of being reported. Vandals vandalise on their own." Unlike many countries where vandalism is acted as a peer influence and in groups (Johnson, 2015), the situation in Merawi Full Cycle Primary School vandalism is acted by pupils hiding from other students individually according to teachers perspective.

4.4.2 The time of the offence

Students and teachers explain the time of offence based on the form of vandalism. They explained that the majority of them being performed at times when everyone is not there, out of sight. This could be the time before and after class. Particularly theft, defacing walls and blackboards appear during this time. Conversely regarding graffiti on the books and making books to hold exercise books it is performed at any time. This is because especially graffiti on the text books is not easy to detect and/or it is not considered as a crime among the students. Whereas parents reply that it could be any time as it is related to students childish character. Teachers and students perception towards the time of the majority of vandalism occurrence is parallel with Johnson (2005: 25) who states :

"A high proportion of vandalism occurs, quite naturally, when schools are unoccupied- before and after school hours, on weekends, and during vacations as well as later in the school week and later in the school year."

The time of offence and the fact that it is done out of sight also could be interpreted as the purposive nature of the offence. Whereas, regarding the time of offences like graffiti on text books and damaging books by using them as an exercise book could be related to students' level of consciousness regarding that or how the issue is rampant in this regard.

4.5 What is the cause and what factors contribute to vandalism?

4.5.1 Causes of vandalism

All respondents from the students mention lack of interest for education and puberty on the vandals as the major causes of vandalism. "Some students do not have interest to learn, because they don't have their own goal. Thus they do not want to see others who learn to fulfil their goal, so they destruct others by destroying materials in the school." Teachers also primarily mention this as a cause of vandalism. They lament on the lack of interest in schooling on vandals as a major cause for vandalism. Teshome, one of the participant from teachers focus group discussion conducted on 6/2/2017 states that:

"Almost all students with disciplinary problems are among students who have less interest and have lower performance in their education. Students who have no interest to learn, do not comply with the discipline, and do not care for the consequence. They also tend to regard others as themselves; they are not considerate for the next generation of students who learn in the school or other students in their class. Hence they distract materials and vandalise."

Lack of interest as the root cause of vandalism was also explained by the teachers. According to another teacher named Tigistu explained on the FGD on the same date.

"Students as well as the community do not have enough role models to look after, whom they consider as "successful" through education. This is because that there are a lot of people who does not have jobs after they graduate from college or complete high school. This has declined the value given for education among the society. This made them think that there is no point in learning. A lot of students pass their time in the station, trying to grab some money as the driver assistant. Majority of the students just dream to be chauffeur and assistance of the driver. They even know the criteria to have a driving licence and be a chauffeur which is just completing 10th grade. They then just learn to pass grades and complete 10th grade. Hence they don't give attention for their education and do not care about the school property or other students."

Such kind of motive is cognizant with a malicious type of vandalism mentioned by (Cohen,1989). Where malicious vandalism is caused by the feeling of frustration and rage, the above mentioned factors in lack of interest in education and their view towards education may frustrate students and could be a reason for vandalism. Other students mention that a means of getting money renders vandalism. They point out bad parenting as a root cause. A student named Selamsew " Some parents give students some money. With the money the students have adapted some gambling such as plays like "Joteni" and cards in the nearby. To fulfill their need they sell school property as well." Such vandalism can be categorized as acquisitive Vandalism by (Cohen,1989). Teachers also mention the same reason as to why perpetrators break and take out the metal legs of the desks. Trunesh a participant in teacher's focus group discussion on 6/2/2017 states that :

"The vandals sell things not for other basic needs but for plays and other habits like gambling. Even if the vandals are from poor socio economic background, their basic need: food and shelter are not their problem. However their socio economic background makes them liable and vulnerable to different unwanted places, which intern teach them to different bad habits such as gambling."

In relation to the cause of theft as a form of vandalism the school principal explain that the students are influenced by people outside their school. "Some welders buy metals for their workshops selfishly from the students in cheap price. They not only are aware of where it comes but also encourage the students to bring them more." In addition to this bad personalities like selfishness were also mentioned as a reason by the students. A student named Biyalf said that :

"Students often write on the books with pen something they think is important and note worthy. They do not want to write it on their exercise books out of laziness and selfishness. They also use books to hold exercise books because they don't have bags. The plastic bags which is made by themselves which they have used in the previous lower class may embarrass them, because it is thought as unattractive. Hence they use the books to place exercise books inside instead of bags."

Some causes of vandalism were for fun as explained by a student respondent named Senayet . " I write on the text books too. But I don't think that is a crime. It is fun, as long as the prints in the book is readable. Sometimes reading something written on a text book makes me laugh." The same literature categorize this kind of vandalism as Play vandalism (Cohen,1989), which include acts of destruction or disfigurement as part of a game. Biniyam a student respondent also express vandalism as a means of ventilating anger. " I know one students who have quarrelled with the teacher and after the teacher has gone he has broken the black board out of anger." This is also another kind of vandalism which involves acts for revenge as vindictive vandalism (Cohen, 1989).

To find out the presence of innocuous vandalism that is damage due to lack of awareness about its importance and value by young people (Geason, 1989), question was posed about students' awareness regarding the functions of target properties. In accordance with this participant teachers of FGD on 6/2/2017, mention that they introduce some new materials and explain about their function in the queue. They believe that innocuous vandalism could never be the case in the school.

Students as well were asked about it if there are any material which students did not know its function and think useless. All respondents have responded that there is no material without a purpose in the school. They also have mentioned the benefits of some of the materials. Parents also do not think that there are materials that students would not understand its purpose. They also mention that there are few major classroom materials and their purpose is also clear among students. However it was observed that the function of shelves in the classroom have been wrongly perceived by 10% of student respondent.

4.5.2 Contributing factors to vandalism

Both teachers and students explained absence of a fence in all rounds of the school compound as a contributing factor. The vandals take away things concealed using this outlet. As it is also observed one side of the compound where it is covered by trees is not fenced making it difficult to watch for the guards. Teachers explain about the attitude of the society towards public property as another contributing factor. They mention that, the value given for public property is less than that of personal property. Zewdu a teacher involved in the focus group discussion conducted on 6/2/2017 states that:

"Sometimes it is not only less but public property is openly destructed. This is manifested by adults throwing dirt in the roads and inside the pipes, peeing in the roads, embezzlement of government properties among the civil servants from the top to down, and others. This attitude is contagious on the children and students, hence they become less sensitive towards destruction of property and being vandals is not be considered as a serious crime by the whole students and/or vandals."

The other major problem which is mentioned by teachers as a factor is less parental involvement. They explain that the communication between the school and parents is very low. This is because parents did not come to school when summoned. This impedes the school follow up on the students. Without the involvement of parents only the school will not be successful to correct students timely.

Chane a teacher from the FDG on 6/2/2017 mention that " Parents that could come to school when summoned can be counted. Even on *Parents Day* the attendants are very few. They just come when it is too late, like when it is decided to suspend a student." The principal also states that "Even when the perpetrators are found and the parents of these students are summoned, some did not appear and the majority of them who appear did not take their own measures they just ask the school to punish their kids".

The other contributing factor mentioned by teachers is forcing parents to send their children to school. As a teacher named Zebider describes it during the FGD on 6/2/2017;

"Parents are obliged by the government to send their children. If not they will be punished and denied different access from the government. Hence some send their children not because they believe in it but obligated. Some parents need their children to help them to generate income, but they send their children just because they are obligated. Therefore they do not only follow up their children's education but also make their children very busy with tasks after class. This made students not to give enough time and do well in their studies. That in turn affects their interest in learning which is directly related to disciplinary issues including vandalism. Parents who are forced to teach their children also cooperate less or attend meeting with teachers to discuss about their children."

As teachers explain the students lesser sensitivity on their duties than their rights could be another contributing factor. Tirunesh a teacher participant during teachers FGD held on 6/2/2017 explains the following points.

"There is a tendency of over talking about the rights of students but less on their duties and responsibilities. The policy encourages students to discuss and even evaluate their teachers and management in their group every Friday . Even if that is not harmful by itself, weight is given to evaluating others and exercising this rights more than the weight is given in stabilizing the duties and responsibilities of the students. Hence students internalise more of their rights but less of their duties and responsibilities. This is related with vandalism as students are less sensitive about their duties in the school even in combating vandalism as well as turning out to be vandals."

The presence of loose control by all the school employees, including teachers was also mentioned as by all teachers, students and parents as another contributing factor . One of the school management Senay explains that "All teachers are not sensitive. Some of them are laissez-faire, they did not question and control their students. This gives the vandals a room to damage and deface properties."

Teachers explain this attitude of teachers could be due to the obligation vested upon teachers to bring the students who is absent to school. They relate this with vandalism because it hampers them from controlling or punishing students because in doing so the student may not come to school the next day. A teacher named Tinebeb mention on the FGD conducted on 6/2/2017 that; "If a student is absent we are the one who go and bring him back by whatever means. Hence we are afraid of losing a student, therefore we have to think twice before punishing or controlling students. The students also know this and some even use it to pressurize teachers they say that *"You will beg and bring me back to school later on to their teachers."*

Teachers participated in the study lament that, this has made the school rules not to be considered seriously among students. Hence there are vandalism as well as the bridge of other school rules. Conversely, parents explain lack of control as a contributing factor because they perceive materials are destructed during the school time and students do this out of carelessness or childish act.

4.6 Effects of vandalism

Parents mention destruction of material affects the school as well as themselves. They explain that it is mainly the community particularly the parents who build the school as well raise money for its infrastructures. Therefore any repairs made are made out of their pocket. Only few (20%) mention the effect it has on themselves. The respondents from the student mainly mention the effects in relation to its impact on the next generation and as a bridge of school rule.

A student named Felekech states that "Vandalism hampers the next batch (generation). That is students who learn in the class in the future, from fully utilizing from the school property. Such act could also lead to suspension." In relation to this Johnson (2015:20) states "As is typical of many adolescents, students who vandalize schools have a poor understanding of their behaviour's impact on others, and are more concerned with the consequences to themselves." Contrary to Johnson's explanation, the sample unites have understanding about the impact of vandalism on others and less concern to the consequence it brought to vandals. This also shows that the majority of the sample units do not really sense the effect of vandalism on themselves. The reason for this could be interpreted as they get used to it because they have been through it or that they have not seen what is better to realize the effect.

For instance as it is observed students did not realize the effect of not having instructional media in their class as it has not been there for many years in the school due to vandalism. But some students who transferred from other school hold different view. A student named Tigest mentioned in the interview that "this school has less instructional media in the walls of the classrooms and it is less attractive compared to the previous school I have been learning".

They mention that some teachers have to bring instructional media for only their period and return it back giving them less time to utilize form it. Tihut a student who participated in the interview mention that " I cannot even refer the class program posted in the wall because they are torn away soon after they are posted. Hence I need to go to the office to obtain the simplest information such as program." On the other hand, 20% of the students' respondents who describe the immediate effect of vandalism explain that due to vandalism, the desks are not comfortable to sit and that they are obliged to sit for 4 in a desk. Moreover Tihut mention the effect of writing on the book as : " I could not utilize well from the text books that I borrowed from the school. Because some are with torn covers and missing pages. In addition to that, in the question part, I find the answers written with pen. This annoys me, because it does not help me to try and find out the answers by myself."

Relatively teachers explain the extent of the effect thoroughly. They explain that vandalism hampers the teaching learning process, decrease the motivation of the students as well as teachers, it affects the economy of the school and it hinders the development of the school as the budget is turned to repair materials damaged. A teacher named Chalew mention that "The school need to be attractive for the students to learn. But the classrooms are not attractive as blackboards are with holes, walls are with graffiti and the paintings on them are piled."

They mention that because of vandalism students are sitting in a broken chairs, and sitting for four on a desk. This has affected the students not to fully engage in their lesson and stay long in the class. In addition to that as a result of vandalism the classroom is void of any instructional media. Anything posted will be torn down. This shades on the teaching learning process, by impeding the information and knowledge the students should get.

Above all the destruction of the materials and effects on the students and teaching learning process. Teachers mention that the root cause of vandalism and the motive behind it worries them most. On the Focus Group Discussion conducted on 6/2/2017 a teacher named Aymro lament that " I don't know how worse this will get and where this is leading. I have not seen a student who distract his own school in my whole life. I am afraid these kind of students will also be destructive for the country when they grow up. " The school principal explained that, Vandalism has cost a lot. In this academic year alone beside the graffiti on walls and books, 15 black boards have been damaged, to the minimum 2 combined desks are damaged per week, and the compound fence was damaged.

4.7 What measures have been taken and what should be done.

4.7.1 What were the measures taken

Respondents from teachers have explained that the school have taken measures like, awareness creation, advice, and punishment to address the problems. However the school principal has added "organizing students' police, and strengthening the control system, trying to understand the problems of the culprits, and find solution to fight against the scourge of vandalism. Regarding awareness creation and advice sample unit teachers discuss that they have raised this issue on the queue from time to time. A teacher named Zewdu from teachers FDG on 6/2/2017 said that teachers usually raise the issue on the queue in front of everyone however seeing that did not bring a change we have tried to advice them in class level where every head teacher advice his students.

The school principal said that the school has arranged advice program for students whom are caught vandalising and have other discipline records. He said that:"The advice was led by renowned senior former teachers. In the program the consequence of the actions particularly on the destruction of the blackboard and the combined desks were raised. How much the desks are valuable to school than they are being sold have also been discussed."

He also describe about the other measure taken which is punishment of offenders. The punishment could be physical, in fines, or moral. He states that; "The offender will be embarrassed for their act when they are singled out of their class mate for discipline issue, they are asked to repair the materials they damage, also made to bring their parents and have discussion and sometimes take physical punishment. "

According to the principal in strengthening the controlling system, the school have repaired the fence broken and have also doubled the security guards. The school has organized student police as well. These students are selected from each class to look after their classroom and the school. Students may know their classmate student police but may not know other student police in the other classes. Hence these students are not known by all students. This made them unanimous. This students will look after and will report if there is any offence. The school principal said that the recently initiated combination of measures like students police, advice by renowned persons, and doubling the security guards seems to be working. "After taking these measures the number of combined desks damaged has greatly decreased. Last week, only one desk was broken, this week there is none. That broken desk was brought with its metal legs and frames by the students to be mended."

He also mentions that the school have tried to understand the situation of the culprits and find them a solution for their problem.

"All of the perpetrators found who mainly steal school property are from the low economic background, single headed family, or orphans. We have made their parents or care takers come to the school and discussed their problem. In fact there are parents who did not still come. But with those present we have discussed the problem through. We have consulted them to have follow up on their children and there are also instances where we have arranged support to the students with economic problem with educational equipment and clothing. This has greatly changed the students to the better."

When they explain the measures taken in the school, all sample units from students mention that the school gives frequent advices on the queue regarding a good care of school property, vandalism and its consequence. They also mention that students who vandalise; will be advised, will be told to bring their parents, will be asked to repair the materials damaged, or will be suspended in cases where the transgression is incurred again.

Comparing the measures taken in different countries found in the literature (Bridgeman, 1994), the school has used approaches like educational, opportunity reduction, criminal justice system as well as social approaches. In relation to educational approach the school is using the awareness creation and advices. As stated above according to the principal the advice made using the renowned person is effective. However the awareness given in the queue as well as in a section level seems to be less working. This shows that the methods used to address the situation may not be appealing for the students. In the educational approach different methods like publicity and campaign have been used. But in the school only one way which is more like lecture was used. The educational approach is used to address not only the students but also parents and the community (Bridgeman, 1994). But in the case of the school only students are addressed.

The school has also used criminal justice system where the perpetrators are made to pay for the materials destructed, and suspended if appropriate. In the criminal justice system it is made in collaboration with the police. Where as in the school the measure is taken by the school system and it does not go beyond that. To reduce opportunity, the school has also doubled its securities as well as repaired its fence. Where as in using social approach similar to "neighbourhood watch" the school has used its own resource and is utilizing student police to look after the school. In the neighbourhood watch the situation of the school where the placement of the school around the city and its way of building are factors that need to be met to be effective. (Johnson, 2005) Where as in the case of the school's students police, all this requirements are not necessary.

4.7.2 What should be done to eradicate vandalism

The majority (70%) of respondents from students recommend a strict rules and appropriate punishment if any of the rules are broken. They think discipline should be tighter. Student also recommended the cooperation of all students in exposing the wrong doers. However some student respondents (20 %) explain that they are intimidated to expose or confront vandals. A student name Yabebal said that:

"Any discipline issue for instance wearing uniform is not respected by all students. Teachers did not punish students but they rather want to rationalize the students' situation. However this has encouraged students to break other rules. To avoid this teachers need to be strict with the rules. Because rules are rules. "

The other issues is related to the school compound. Respondents from teachers and students recommend the compound to be strongly fenced. In addition to that teachers recommend that the root causes of the problem in policy, social, as well as school level should be ameliorated for vandalism to stop. In the policy level they suggest parents need to be convinced not forced to send their children to school because the students are not effective anyway. Moreover it should not be teachers' obligation to bring students to school. While in the social level, they recommend a fundamental change in the attitude of the society towards public property, and education. They also state that the socio economic problems of the society need to be ameliorated so as parents could earn their living as well as educate their children. With regard to the school level they suggest strengthened follow up, surveillance and continued education towards vandalism.

In relation to the tightening up of the rules as the students mentioned the principal also express that "there are teachers who are not sensitive and laissez-faire." Hence he recommend all teachers should be equally sensitive and cooperative towards this. He also mentioned that the recent initiations such as student police and advice by renowned persons should be strengthened. Teachers believe awareness related issue to the students is not a problem in the school. This is because this issue is raised regularly in the queue. But some teachers mention that it is necessary and should continue. Similarly, all respondents form parents recommend regular awareness creation programs and tight control to reduce vandalism. During the FDG with parents on 8/2/2017 a parent named Haile said that "Since students destruct things unknowingly, awareness

should be created regarding how to handle properties well. There should also be follow up, towards the student to stop them when they vandalise."

4.8 Summary

The students, parents and teacher perception towards vandalism is different. Therefore understanding on the forms of the vandalism, its cause, effects, the measures taken and possible recommendation are also various. Students and teachers perception has some major similarities where as parents perception is different in many aspects. Different forms of vandalism that prevailed includes breaking combined desks, ripping the blackboard, removing the paintings from the wall, writing on the wall, tearing down posted materials from the wall, writing on the books, as well as using the books to hold exercise books, digging making hole on the floor, damaging the surrounding water levels of the classroom, making holes in fences, theft by taking away the metal legs and frames of the desk. Even if parents did not agree on the wilful destruction of material they have mentioned breaking desks and improper utilization of toilets as forms of materials destruction by the students. Student mention damage on desks, blackboards and walls as a form of vandalism that frequently prevailed in the school.

Yet in addition to what is described by the students teachers have added "shading dirt on the walls and black boards of the classrooms" as another form of vandalism that frequently exhibited in the school. graffiti is given less credence as a form of vandalism by parents and students. The perception towards the culprits is diverse based on the forms of vandalism among parents, teachers and students. Majority of teachers and students agreed on the fact that majority of vandals are boys. Usually damage on blackboards, desks and others are usually committed by students of 2nd cycle. There is also an indication that students of 1st cycle also responsible to tearing down what is posted on the wall of the classroom. What is different from this, parents response, as they believe vandals are 1st cycle students that have poor awareness or and are careless. Teachers and students also share view regarding time of offence.

Regarding causes of vandalism issues like lack of interest; feeling of frustration and rage, as well as attempt to material gain (theft), fun, and vandalism as a means of ventilating anger were mentioned. There is no evidence that show innocuous or lack of awareness as cause of vandalism. Factors that contribute to the development of vandalism includes poor control; poor attitude of the society towards public property as well as education, less involvement in the school affairs, and some parents forced to send students to school were mentioned as the gaps of parents by teachers. Poor interest in education, students lesser sensitivity on their duties than their rights, were raised as the gaps of student by teachers. On the other hand poor control; lack of accepting responsibility from the school were identified as gap of teachers.

5 CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter contains the conclusion and the recommendation of the study. The conclusion focuses on the major findings of the study. Based on the findings the recommendation on what should be done will also be raised in this chapter.

5.2 Conclusion

School is one social work setting where students develop their intellectual, psycho-social, and behavioural capacities. It is where the fully equipped, active generation are raised. The wellness of these students to be a full-fledged society is then the concern of social work. In addition to this the school as a unit of macro level community organization, its functionality and development is another area where social work works. In line with this vandalism as part of deviance tendency has influence for all rounded development of a student. It also lays shadow on the functionality of a school. Perception is one major factor that determines the action of people. Understanding the perception of the society towards vandalism will help to identify the real situation of the society. This in turn would be important to postulate possible remedies for problems.

This thesis was conducted on perception of school community towards vandalism in Merawi Full Cycle Primary School. The major participants of the research were drawn from parents, teachers and students. Their perception is important not only in understanding the nature and extent of the problem but also to find the causes and factors that contribute towards vandalism, the effect it brought and to indicate the appropriate solution for the problem as well.

The findings showed that there is shared perspective and view among students and teachers regarding vandalism in the school, and consider it as some kind of deviance tendency. However parents consider vandalism as normal childish behaviour that is excusable. This is because parental involvement and follow up was low due to different socio- economic factors. From the perception of the school community involved in the research the major forms of vandalism exhibited in the school are breaking desks and blackboards, ripping materials posted on the wall, and graffiti on text book and walls. Amongst of all these the major concern to the school are the breaking of the desks and black boards. Wrong way of handling text books and writing on them is less considered as an offence when compared to the above mentioned forms of vandalism. In fact some students did not see its harm.

However the proper management of text books should not be taken lightly. Because of graffiti and improper handling of text books, students are not getting the knowledge they deserve and are sharing text books instead of having one for each of them. The perpetrators of vandalism are stereotyped as boys who learn in 5th up to 8th grade by both teachers and students particularly stealing, damaging blackboards, and tearing down materials from walls. The possible time of the offence is before and after school hours when it is quiet. The major motives of the vandals are identified as frustration, to get money, ventilating anger, and just for play. Among the root causes of such motives is lack of interest in education among students and low parental follow up which encouraged students to spend their time in inappropriate places where they learn gambling and stealing. In addition low awareness about the consequence of graffiti, disagreement between teachers and students, carelessness, and selfishness have also been raised.

The contributing factors for vandalism have also been identified. Teachers, students, and parents have agreed on less control and follow up by teachers as one of the factor. Teachers and students have also mentioned absence of strong fence and surveillance. In addition, teachers mention that some parents did not want to send their children to school because the value they give for education is low and they need their children for economic purpose. However the policy obliges them to send their children to school. These obligated parents have less involvement in school's affairs which in turn is related to students' low academic performance. Low academic achievements contributed for frustration and vandalism among students. The causes of less parental involvement have also been related to their perception that the purpose of education is only for employment. But the prevailing lack of employment among the educated made them to decrease the value given for education.

Even though obliging parents to send their children to school by itself is not wrong as it gives all children a chance to learn, lack of well-founded awareness about education and socio economic problems were the underlining contributing factors.

As to the effect of vandalism in the school, teachers have expressed more in detail, than parents and students. Among which, teachers as well as parents have stressed the monetary costs of vandalism on the school, which impedes the school from employing its resources for further development. Teachers strongly mentioned how important the knowledge they should get from different materials, such as, instructional media that are supposed to be posted on the wall.

Whereas students incline on the effect it has on the next generation (batch) by leaving them with less and suitable equipments. Students focus on its effect to the next generation indicates that they did not feel the immediate effect it brought on themselves. This could be because they are get used to the vandalised environment which prevailed there for long.

Regarding the measures taken to address the situation students and teachers stress on the awareness, advice and punishment of the culprits. Whereas the principal of the school have explained the measures taken in detail. Accordingly to reduce vandalism the school has taken different measures. The first was through education. It has tried to increase the awareness through repeated messages to the students and independently at their class level. This does not bring change. The other was giving advice to target students who have been reported as vandals and have other disciplinary problems. The advice was given by elders and renowned persons. This was found to be effective as it has changed the behaviour of these students.

Therefore using different and new techniques of education is more effective than the usual and customary way of transmitting messages. Beside repetition of messages the way it is transmitted also matters. Recurrence by itself did not insure all contents of the message were addressed. Because there is limitation in convincing students and giving them appropriate information about the materials of the school. For instance the purpose and value of shelf was misunderstood by student participant of this research. The second measure taken by the school was reducing the opportunity of the vandalism through increased follow up and surveillance. Strengthening the fence and doubling the guards was taken in this case. This was a recent measure taken in the school which is showing results in reducing vandalism. Even though it does not stop all forms of vandalism from happening this will decrease the material from being stolen from the schools. This has a double impact both on the materials that are stolen and the persons behaviour. Because the lack of opportunity by itself will decrease the offence and it will impede the others from doing the same thing by learning from others.

The other measure taken was organizing a student police to look after the school from each grade. This was also another initiative which started recently. This initiative is also good because it is participatory and it is easy to catch the culprits. This will decrease vandalism which in turn stop others to imitate. However this may not be effective in detecting other forms of vandalism such as graffiti. yet because stealing and other damage are done out of sight out of

school hour, the tendency of these students police to be present in these times is questionable. The other measure taken was punishing the culprits and trying to solve the problem they are in. Punishment may reduce vandalism by instigating fear of its consequence by other students, trying to solve the problem is also a good social work approach. However the fact that this happens already after the problem occurs and the culprit is known may not be an immediate solution.

The participants from parents and students focus on obstructing opportunists for vandalism to happen as what should be done to reduce vandalism. That is strengthened follow up and control. Whereas teachers stress on fundamental changes and improvement of the society in the attitude and socio economic level to deal with the problem of vandalism. They express the changes in the policy level regarding, compelling parents to send their children and obligation of teachers to bring the students to school. They also stressed on the fundamental attitudinal changes of the society towards education and public property. More over they express progress in the economic level such as employment and socio economic conditions of the society. The perception of teachers with regards to what should be done emphasis only changes in the external, and long term changes. They view vandalism as something unattainable in the by themselves and the near future. This perception may hinder them from doing their best.

5.3 Recommendation

5.3.1 To the school

To address the awareness gap and work on the students' modification of behaviour, beside the usual provision of information in the queue and class, the school can use different methods and styles in educating the students to attract their attention, to convince them and change their attitude. Initiations like advice by elders and other new techniques like organizing campaign could be employed in this regard. The content of the messages to be transmitted should address all sides of vandalism; effects, consequences as well as the why, for instance the motives of the students such as stealing for gambling. In addition, because students are get used to the vandalised environment, they should also be thought what the un vandalised environment should look like to aspire for the better.

In so doing the involvement of student in different activities could be better like encouraging them to decorate their school. This has two advantages first it would be participatory and students will own the activity more and second it will make the classroom attractive. This will reduce vandalism since people seem less likely to deface environments they find attractive.

In addition to this strengthening the initiation started with the students police could also be effective in this regard. Furthermore, students should be involved in works to turn the effect of vandalism by taking good care of the school property. As vandalism makes the classroom void of instructional media, students should be involved in making their own instructional media and placing it, particularly the target students that is 2nd cycle, so that they could care for the properties.

In addition to this, introduction of alternative activities that should entertain and occupy student after- school time will decrease the development of vandalism from an excess of unstructured time. The finding also shows that not only student but most importantly parents awareness towards school vandalism needs to be addressed. Hence the school should strengthen its effort to inform and involve parents in this regards. Not only to directly deal with vandalism but also to address the problem of truancy on students and other related factors that could be a cause.

To reduce opportunities for vandalism, the school community could robust security measures. The school compound should be fenced and initiative in doubling security and student police should continue. In addition to that vandalised objects should be cleared, so that others cannot learn by seeing the objects vandalised and assumed it is ok. As vandalism seem to attract imitators. Hence good maintenance is essential so that vandalised property and a general air of neglect do not encourage more destruction.

Furthermore the school can seek to make the environment more positively reinforcing, reduce the misuse of disciplinary procedures, and work to improve administrator-teacher and teacher-student relations to address vandalism which could be caused by students frustration. Moreover, school authorities including teachers should have uniform follow up and procedures in controlling school vandalism.

There need to be an environment where students particularly adolescents are able to ventilate their emotions. Such activities can contain different games like football , activities in group, as

well as counselling. In addition awareness should be created to teachers in order to understand the perception of the students and the characteristics of adolescents so that they can create the school environment suitable for the students and accept them.

5.3.2 The Government

Police should be involved in halting outside influences of adults who encourage students to steal school property. It should ban the purchase of any kind of such properties from students. Alternative means of minimizing the work load of the students at home should be promoted to the parents and the community at large, so that students can have ample time for the school and for their studies. Should work to increase the employment of educated people. Promote attitudinal change regarding the value and importance of education.

5.3.3 Others

Different media should be utilized to change the attitude of the community regarding public property. In addition it can also play an important role in changing the attitude of the society towards education other than its use for employment.

5.3.4 Parents

Parents should not only send their children to school but should make sure their children are properly learning and having enough time for their studies. Parents should also follow their children by having close contact and follow up with the school.

5.3.5 For further research

Further research can be conducted on perception of the community in Mecha Wereda towards education and its relation to vandalism. In addition the causes of less interest in education among students can be thoroughly investigated.

APPENDIX 1

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Appendix 2

Interview Guide checklist

CONFIDENTIAL NATURE OF THE INTERVIEW

All information obtained by means of the questionnaire will be dealt with the strictest confidentiality and will be used for research purposes only. You may remain anonymous.

THE PURPOSE OF THE INTERVIEW

To determine the perception of learners, teachers and parents towards the problem of vandalism in schools and its cause and effect

1. Did the interviewer agree for the interview?

Yes _____ No _____

2. Demographic data

1.1 Name _____

1.2 Sex a. Male b. female

1.3 Age _____

1.4. Grade level (for students) _____

2. Is there vandalism in the school ? _____

3. What forms of vandalism are there in the school?

4. Are students aware of the functions of the properties in the school?

5. Who are the possible culprits?

(Their age, sex, grade level, socio economic background, are they in group or not)

6. What time does vandalism usually occur?

7. What is the motives of the culprits to vandalise?

8. What is the cause of vandalism?

9. What factors contribute to vandalism?

10. What opportunities are there to combat vandalism?

11. What is the effect of vandalism?

12. What measures have been taken to address it

13. What measures should be taken against it?

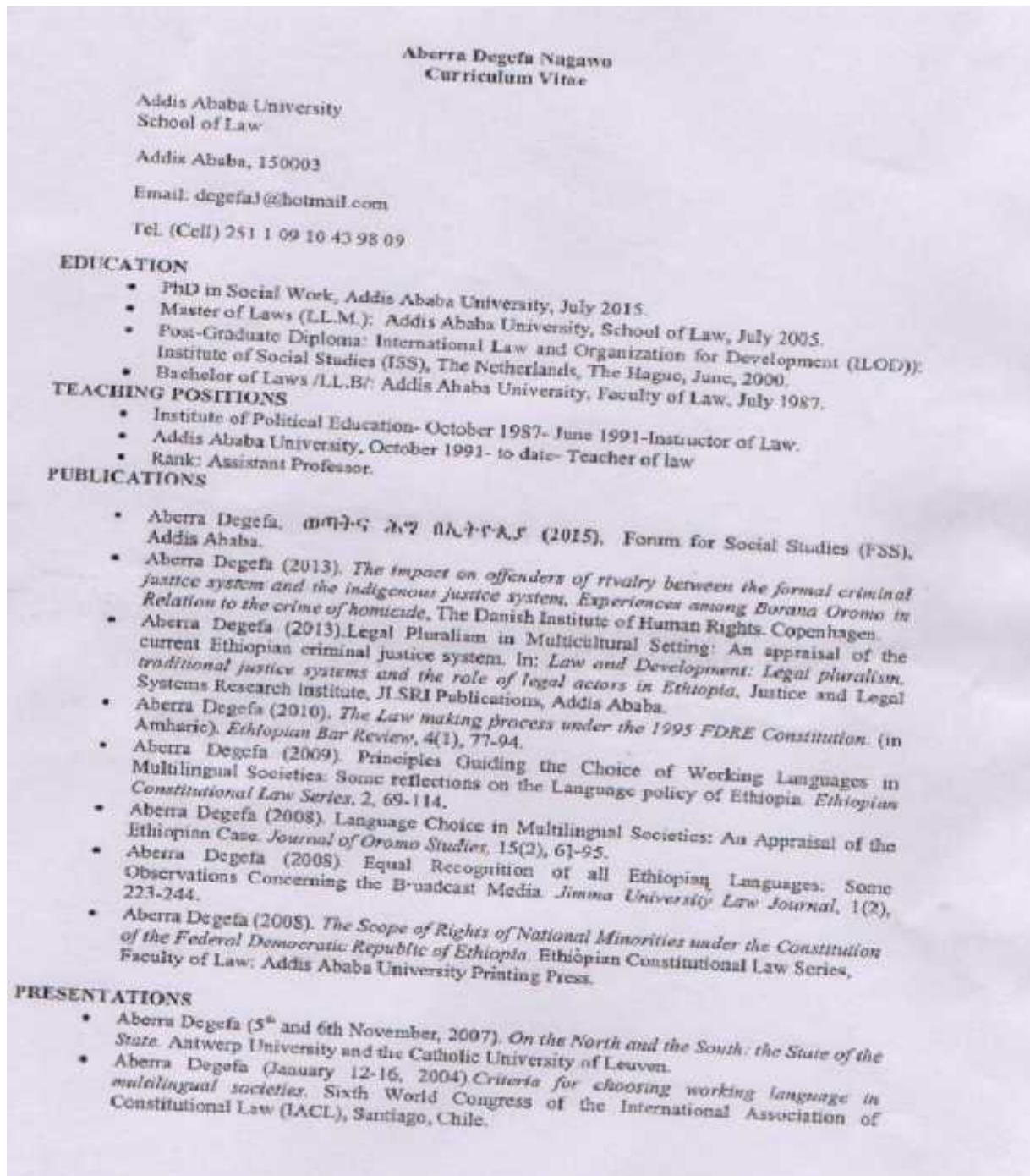
Appendix 3

FOCUS GROUP DISCUSSION

1. Demographic data
 - 1.1 Name _____
 - 1.2 Sex a. Male b. female
 - 1.3 Age _____
 - 1.4. Marital status _____
 - 1.5 Educational background (for parents and teachers) _____
 - 1.6 Major Sources of income. _____
2. Is there vandalism in the school ? _____
3. What forms of vandalism are there in the school?
4. Are students aware of the functions of the properties in the school?
5. Who are the possible culprits?
(Their age, sex, grade level, socio economic background, are they in group or not)
6. What time does vandalism usually occur?
7. What is the motives of the culprits to vandalise?
8. What is the cause of vandalism?
9. What factors contribute to vandalism?
10. What opportunities are there to combat vandalism?
11. What is the effect of vandalism?
12. What measures have been taken to address it?
13. What measures should be taken against it?

APPENDIX 4

ADVISER'S CV



- Aberra Degefa (June 6th and 7th, 2003). *Choice of working language in multilingual societies: The choice of federal working language*. Fourth National Workshop organized by the Ethiopian Chapter of OSSREA, Ghion Hotel.
- Aberra Degefa (September 6th and 7th, 2001). *Professional Duties and responsibilities of health professionals*. Fifth Annual Conference Organized by the Ethiopian Society of General and Medical Practice-ESGMP, and Healthinfo-Ethiopia, Addis Ababa, Ghion Hotel
- Aberra Degefa (July, 1999). *Teaching Constitutional Law in Ethiopia- Problems and Prospect*. Vth World Congress of the International Association of Constitutional Law, Rotterdam, The Netherlands.
- Aberra Degefa (February 21-24, 1995). *The Ethiopian Federal Alternative: Lessons to be Drawn from the American Experience*. American Studies Conference on Democracy. Lagos, Nigeria.
- Aberra Degefa (May 26-27, 1993). *Problems of Emigration of the Developing World*. Athens Forum: North-South Development Cooperation, Athens, Greece.

SEMINARS AND WORKSHOPS

- Presenter and Co-Facilitator: (12-14 June, 2010). *Rule of law and conflict management*. Conflict Prevention, Management and Resolution workshop. Addis Ababa University, Kalitti Campus.
- Selected Participant: (July 24-25, 2007). International Conference with the theme, *Engaging with Fragile States, Challenges and Opportunities*, United Nations Conference Center, Addis Ababa, Ethiopia.
- Faculty Representative and Moot court judge: (August 4-9, 2003). 12th All African Human Rights Moot Court Competition, Cameroon, Yaounde.
- Selected Participant: (June 18-20, 2001). Ethiopia in the knowledge age. UN Conference Economic Commission for Africa, UN Conference Centre, Addis Ababa.
- Selected Participant: (April 14, 2000). 56th Commission on Human Rights, 1st Preparatory Committee, OHCHR, Geneva.
- Selected Participant: (May 17-21, 1993). The Making of the New Ethiopian Constitution, Symposium, UN Economic Commission for Africa, Africa Hall, Addis Ababa, Ethiopia.

SERVICE TO THE UNIVERSITY, THE COMMUNITY AND THE PROFESSION

- Chairman of the staff Affairs Committee from April 1, 2011.
- Law Evening Programme Coordinator. 1998-2000.
- Assistant Dean of Law School. 1992-1995.
- Law School honor board committee for two terms.
- Member of the Academic Commission and secretary. 1992-1995.
- Member of the Academic Commission. 1998-2000.
- Member of AAU Evening Programme Curriculum Committee for three years.
- Vice-Chairman of AAU Employees Savings & Credit Limited Liability Cooperative for three years.
- Member of Advocates, Examination board for four years.
- Board member of Union of Addis Ababa Credit Association for three years.
- Chairperson of Sefer Eoir for three years in my kebele in Addis Ababa.

PROFESSIONAL MEMBERSHIPS

- Member of Addis Ababa University, Law School Alumni Association.
- Member of Institute of Social Studies (ISS) Alumni Association. Erasmus University, The Hague.
- Member of Ethiopian Christian Lawyers Association.
- Member of Human Rights University Network (SUR).
- Member of International Association of Constitutional Lawyers (ICAL).

RESEARCH POSITIONS

- Research Assistant: (2002). Monitoring progress towards Good Governance in Ethiopia. Regional and Local Development Studies (RLDS) in collaboration with UN ECA. Addis Ababa.
- Co-researcher: (2007-2008). Getting ahead: Building community resilience & strengthening governance collaboration in the fight against HIV / AIDS. Research sponsored by CARE Ethiopia. Addis Ababa.
- Co-researcher: An assessment and documentation of the situation of HIV/AIDS and disability in Ethiopia. Research sponsored by UNAID.
- Board member of Oromia Law Journal.

MANUSCRIPT REVIEWS

- Translated into Amharic and Afaan Oromo Human rights documents on advocacy.
- Edited several Afaan Oromo international human rights instruments(including the UDHR, ICCPR, ICESCR etc.).
- Reviewed several journal articles. (*Journal of Ethiopian Law, Mizan Law Review, Journal of Ethiopian Legal Education and Oromia Law Journal*).
- Prepared law course modules

PROFESSIONAL INTERESTS

- Courses taught - Jurisprudence, Introduction to Law, Constitutional Law, Administrative Law, Law of Contracts, Contracts of Sale, Business law, Legal Skills, Legal Drafting, and Media Law. Areas of Special Interest: Constitutional Law, Federalism, Minority Rights, Traditional Dispute resolution. Area of Research: Restorative justice, indigenous justice system.

REFERENCES

Zekarias Kenea, Associate Professor, Dean of School of Law
Addis Ababa University
P. O. Box 1176
Fax: 251-111-243697
Tel: 251-111-239757

APPENDIX 5

PROPOSAL, DECLARATION LATER

Enrolment No. ID1051118

Date of Submission: _____

Name of the study Center: _____

Name of the guide: _____

Title of the project: Perception of School Community Towards Vandalism, Causes and Impact: A Case Study in Merawi Full Cycle Primary School, West Gojjam Zone, Amhara Regional State

Signature of the student _____

Approved/not approved

Signature _____

Name & Address of Guide

Name &Address of the student:

Date : _____

Introduction

The development of one country entirely depends on its citizens and this responsibility particularly rests on its younger generation. As a result, one country needs to have a well-developed generation in order to build the nation effectively in various spheres of development. Well-developed citizens in intellectual, social and psychomotor domains necessitate concerted effort from several parties. It goes without saying that parents, schools, and the community play paramount role in cultivating the all rounded personality of its younger generation. Specifically, schools could exert a tremendous effort in the process of socializing students and thereby they could minimize behavioural problems of students. Behavioural problems in schools take different forms. Truancy, tardiness, insubordination, profanity, vandalism and aggression are some of them. Vandalism is one of the behaviour problems exhibited.

It is common especially among the developed countries (Esau,2007). Ethiopia being one of the developing countries, vandalism has been emerging especially among the public schools. The reason behind it could be due to different factors as different studies explain about it. However as perception is one of the reason that governs the behaviour and action of people, studying the perception of the school community would indicate the reasons behind and the possible effect of vandalism on the school. Student/youths commit vandalism when they wilfully damage or deface the property of school or the commons. This would involves different forms like breaking the properties of the school, theft, graffiti and so on.

Oxford defines perception as "a particular understanding of something". Hence the perception towards vandalism refers to the understanding of vandalism. Perception affects the human behaviour and their action. The perception of the students about their school, property of the school, the school management, and their teachers, are among the factors that determines the way they behave and act. In fact it is not only the perception of the students that influence the behaviour and actions of the students it is also the response and measures taken by the school management, that may aggravate or alleviate the situation in relation to vandalism. The measures taken by the school management is also dependant on how they interpret the actions and behaviour of the students. Furthermore as students are more shaped by the environment and community they live in especially by their parents the perception of the parents is also worth studying. Hence this thesis will study the perception of the School community in three

categories : the students, teachers and all the school employees, as well as parents towards vandalism.

The perception of the school community towards vandalism can also be related to indicate the perception of the school community on public properties, the school, their town, their country and the next generation. This thesis is concerned with vandalism because vandalism has different impacts on the social, educational as well as economical development.

When we see the social aspects, vandalism is related with the social relationship. For instance it determines the relationship between the students and the school management. As observed in the preliminary events, since the culprits are not known and these issue is new to the people, their perception towards the students is somehow negative. Which also impacts their relationship. Since it is not customary to use positive reinforcement among the society, accusation and blame were often used as a reaction, which intern affects the healthy interaction. It is also related with how the students view public property. Not only in school but outside school it is common not to protect or care for public property. For instance there are people who pie on a road garden if that is not private property, There is a perception of viewing public property as belonging to no one (Salam and Onifade 2010).

Furthermore, the students awareness about how properties could be used by their juniors, and the generation after would be worth studying. Values like care, considerateness, civic consciousness, and school spirit are social values that are the concerns of social work. When studying the perception of the students on vandalism these values would also be examined.

Vandalism also has economical and educational impacts. Ethiopia as one of the developing countries is striving to fulfill basic infrastructures of its people. Among them Education is one of the major. It is recognized as a key instrument for over all development of the nation. Schools play a central role in realizing this purposes of education, as they are institutions where the formal teaching and learning activity takes place.

The country has invested a lot in the expansion of schools in different areas as well as has budgeted to fulfill the minimum requirements of the school. Accordingly the Ministry of Education has planned to achieve minimum resource standards of the schools by the end of Education Sector Development Program V. These resources will include: a functional laboratory

(for grades seven and eight at primary and for all secondary grades), with necessary equipment and materials; a pedagogical centre for shared teaching materials; and a school reading club, stocked with targeted mother-tongue 'readers' for literacy development. (Ethiopian Ministry of Education ,2015). The overall school environment hence is one of the factor that determines the quality of education. In other words schools needs to be conducive and attractive for the students to learn. Different pedagogical materials that aids the learning of the students need to be incorporated in the school. To fulfill these the government has introduced and is implementing School improvement plan to schools.

Resources form the government, different donors and the community are thus being employed for this sector and to create conducive school environment in the school in particular. Yet all these efforts have not still meet the necessary school requirements. For instance classrooms are with less quality and they are used by students in two shifts. But even these resources and the possessions of the schools were meant to serve for years. Hence they need to be properly and effectively utilized. Otherwise it would be a misuse of resources and create implication on the quality education. Vandalism is one of the factor why properties are misused.

Merawi Elementary school which is found in Mecha Wereda is one of the school where this problem exists. The school is an elementary school. Vandalism in the school is mainly enacted by the students themselves, particularly by students of 2nd cycle (5th-8th) graders. In addition the perception of vandalism also indicates whether the measures taken by the school to address the situation is appropriate or not. In general this research will be a bridge and create understanding among students and the school management as well as the parents regarding vandalism.

As perception is the main factor that shapes the actions, this thesis will help in correcting or acknowledging the perceptions after the findings and will also direct and pin point possible ways of dealing with them, in the literature review part.

Merawi Full Cycle Primary which is found in Amhara region Mecha Wereda is one of the school where the problem of vandalism exists. The school management found vandalism as one of the major problem which hinders the school development and hampers the teaching learning process. The fact that there is limited resource in the school including classrooms which are

shared by both 1st and 2nd cycle students in shifts made the effect of vandalism worse. Vandalism in the school is mainly enacted by the students themselves, particularly by students of 2nd cycle (5th-8th) graders. In addition in the school since students vandalise concealed, it becomes difficult to identify and catch the culprits. In addition the fact that the schools did not have strong gate, classroom doors, and locks, make the controlling mechanism difficult. Hence among some of the measures taken refraining from putting something valuable material such as instructional media out of students reach.

The causes of vandalism is explained by different studies as a result of things like , peer pressure, student who think it is funny, way of expressing hatred, bad parenting, depression, boredom, sorrow , in other developed countries. In Merawi elementary school, however, the reasons mentioned by the school management during the preliminary discussion were "absence of sense of citizenship, the value given for education, the children in the town are not disciplined and the like". If these were the real reasons, these reasons by themselves are the concern of the social work and needs to be addressed soon.

The attention given and the technologies used to address the problem in developed countries , such as placing hidden Video cameras and the presence of different professional helps like counsellor may have helped in controlling the effect and correcting the motives. But in our country given the country's economy for such kind of things and the less attention given is causing multi -fold problem. In addition given the culture of the community the emergence of such behaviour is unexpected. The reasons mentioned by different stakeholders at the preliminary discussion was geared to blaming the "generation".

Hence it is necessary to verify and dig out the perception of the school community towards vandalism to find out the root cause of vandalism and how it is addressed for possible appropriate measures and bring it to the attention of different stakeholders and the community.

In addition the perception of vandalism also indicates whether the measures taken by the school to address the situation is appropriate or not. In general this research will be a bridge and create understanding among students and the school management as well as the parents regarding vandalism.

As perception is the main factor that shapes the actions, this thesis will help in correcting or acknowledging the perceptions after the findings and will also direct and pin point possible ways of dealing with them, in the literature review part. school community/ perception

Statement of the problem

Various explanations like puberty, peer pressure, the behaviour of the students, the absence of dreams and visions, the generation, bad parenting, or the combination of all were given by different stakeholders as the causes of vandalism in the school. In addition the way it is dealt is also influenced by the perception of school community. However lack of clarification for the root causes of such problem, and the motive behind it, based on a study or research and reaction to that may be a contributing factor for the problem to continue. Thus it is observed that vandalism has been tolerated, accepted, and has not get proper attention among the majority of the school community. Hence this study will try to find out the perception of vandalism for possible intervention.

The solution for a problem obtained from the societies where the problem exists would be everlasting and effective. To obtain solution for a problem assessing the perception of the community towards the extent, nature, cause and effect as well as exhausting the measures to be taken is important. Perception affects the human behaviour and their action. The perception of the students towards their school, property of the school, the school management, and their teachers, are among the factors that determines the way they behave and act. In fact it is not only the perception of the students that influence the behaviour and actions of the students it is also the response and measures taken by the school management may aggravate or alleviate the situation in relation to vandalism. The measures taken by the school management is also dependant on how they interpret the actions and behaviour of the students. Furthermore as students are more shaped by the community they live in and especially by their parents the perception of the parents is also worth studying.

School vandalism is suggested as a research topic which readily lends itself to a paradigm because more than one theoretical approach and perspective appears applicable. Delinquency is a complex phenomenon and probably it is not possible to find single cause and effect. Moreover different perspectives often emphasize different aspects and more than one perspective is probably needed. A paradigm

can facilitate the use of holistic approach without concluding that one aspect is intrinsically superior to another. With this view this paper is not limited to single theory, single perspective rather engaged on investigating how the student, parents, teachers and other stakeholder perceive vandalism and the influence of different socio economic, cultural and institutional factors for the development or eradication of vandalism from their own perspective.

Studies so far focused mainly on the different aspects of vandalism, such as its cause, effects, motives and the like. There is lack of studies regarding perception and in the country level it is hard to find studies on vandalism let alone perception towards it. The focus is mainly on youth delinquency, and behavioural problems in the school. The issue of vandalism is not only unstudied in the country but also have not received attention and intervention from different stakeholders, government, policy and NGOs. Hence this study will be used as an input in this regard.

Significant of the Study

The main aim of this study is to investigate the perception of students, teachers and parents of Merawi Full Cycle Elementary School towards vandalism. As a result, the study may have the following contributions:

1. The findings of the study may show the frequently observed vandalism in the school and the impact of different factors on the development of vandalism among students
2. The recommendations of the study may help teachers, principals and other concerned bodies to develop alternative strategies of the problem.
3. It may also help as a stepping – stone for others who intend to carry out in-depth study on the problem.

Research question

1. How the school community understand vandalism? Is there difference between different groups?
2. What is the nature and extent of vandalism at schools in Merawi Full Cycle Primary School?

3.What are the possible causes of vandalism at schools in Merawi Full Cycle Primary School?

4.Which factors from the home environment and school could possibly contribute to acts of vandalism amongst learners at schools?

5.What is the effect of vandalism on the school?

6. Which measures could be put in place to combat vandalism at schools?

General Objective

To explore how the school community perceive the cause and consequence of vandalism in Merawi Full Cycle Primary School.

Specific Objectives

- To investigate and understand how the school community perceive vandalism
- To assess and identify the nature and extent of vandalism as perceived by the teachers, parents and students
- To assess and identify causes of vandalism
- To identify factors from home environment and school that contribute to the development of vandalism among students
- To assess and indentify the effect of vandalism to the community in general and to the school in particular
- Forward informed recommendations regarding the measures and support that should be put in place by the school, community, government and other concerned bodies in order to combat vandalism among students.

Universe of the study

There are 1,852 number of students in Merawi Full Cycle Primary school. The universe of the study is the whole school community of Merawi Full Cycle Primary school including the students, the parents, all teachers and administrative staffs of the school.

Sample

Purposive sampling will be used on major key stakeholders in the education structure as well as different categories of students based on sex, their academic performance, grade level, activity and behaviour. About 10-15 number of respondents from different categories of the student will be selected for the in-depth interview based on the saturation of the information. While teachers mostly from the 2nd cycle will be involved in the focus group discussion. Similarly 8-12 number of parents will also be involved for the focus group discussion. Another data source is the researcher. Participants body language and the situation of the school and the classrooms will be observed.

Research Design

According to (Seleman, 2004) a research methodology to be employed could be determined on the bases of what and how is the researcher is trying to find out in relation to her research problem. In this research, the researcher contends that qualitative approach is the best option. This is because an analysis of the perception of vandalism demands a methodology that takes into account the voice of school community and how they perceive their role from their own perspectives.

Qualitative method is primary methodology used in the study. This is because qualitative methods allow generating data rich in detail and rooted in context. As (Tamru, 2007) research method allows to see and to investigate the situation in depth and from the perspectives of the participants. The study was conducted in a natural setting within which the respondents are living and describe the situation through understanding of the response of parents, teachers, students local officials as well as community observation. The point of interest in here is not to

measure the behaviour so that to generalize for the universe. Rather it is to understand the phenomenon of interest from the perspectives of the respondents.

The study condensed with case study approach. Case study provides a systematic way of looking at events, collecting data, analyzing information and reporting the result. (Merriam, 1998) revealed that a case study design is employed to gain in depth understanding of the situation and meaning for those involved, she emphasizes that the interest is in context rather than a specific variable.

Tools for Data Collection

Primary data collection methods such as in depth interviews and focus group discussion, and observation will be used. The researcher will make in-depth interview with 10 respondents from the students based on the saturation of the information. Semi-structured interviews will be used to freely. These interviewees are selected purposely from different categories of students based on sex, grade level, participation of students, and performance of students. For this open ended questions will be prepared and informal talk will also be employed with the major leaders of the community.

Secondary data collection

Research reports, and literatures will also be reviewed.

Data Analysis.

The primary data collected and the literatures reviewed will be scrutinize, verified, arranged, and edited. Then the samples will be compiled, organized, and triangulated.

Structure of thesis.

This thesis is organized in 5 chapters. The first chapter is the introduction of the study, where relevant information about the study area will be discussed. The major concepts used, the theoretical frame work of the study, and related literatures are categorized in the second chapter. The 3rd chapter will contain the research design, the background of the study and describes the methodological approach. Then the 4th chapter will present the discussion, analysis, and interpretation of the data findings. Finally the 5th chapter will present the conclusion and recommendation.

Interview Guide

1. . Demographic data
 - 1.1 Name _____
 - 1.2 Sex a. Male b. female
 - 1.3 Age _____
 - 1.4. Grade level (for students) _____
2. Is there vandalism in the school ? _____
3. What forms of vandalism are there in the school?
4. Are students aware of the functions of the properties in the school?
5. Who are the possible culprits?
(Their age, sex, grade level, socio economic background, are they in group or not)
6. What time does vandalism usually occur?
7. What is the motives of the culprits to vandalise?
8. What is the cause of vandalism?
9. What factors contribute to vandalism?
10. What opportunities are there to combat vandalism?
11. What is the effect of vandalism?
12. What measures have been taken to address it
13. What measures should be taken against it?

FOCUS GROUP DISCUSSION

1. Demographic data

1.1 Name _____

1.2 Sex a. Male b. female

1.3 Age _____

1.4. Marital status _____

1.5 Educational background (for parents and teachers) _____

1.6 Major Sources of income. _____

2. Is there vandalism in the school ? _____

3. What forms of vandalism are there in the school?

4. Are students aware of the functions of the properties in the school?

5. Who are the possible culprits?

(Their age, sex, grade level, socio economic background, are they in group or not)

6. What time does vandalism usually occur?

7. What is the motives of the culprits to vandalise?

8. What is the cause of vandalism?

9. What factors contribute to vandalism?

10. What opportunities are there to combat vandalism?

11. What is the effect of vandalism?

12. What measures have been taken to address it

13. What measures should be taken against it?

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