

**THE SOCIAL NORMALIZATION OF
DEVIANT BEHAVIORS AND MORAL
DECAY IN EDUCATIONAL SYSTEM: A
CASE STUDY OF PUBLIC UNIVERSITIES
IN ISLAMABAD**



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CERTIFICATE

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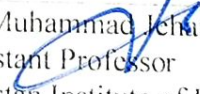
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Author's Declaration

I ArbabTaimoor Khan hereby state that my MPhil thesis titled "*The Social Normalization of Deviant Behaviors and Moral Decay in Educational System: A Case Study of Public Universities in Islamabad*" is my own work and has not been submitted previously by me for taking any degree from Pakistan Institute of Development Economics or anywhere else in the country/world.

At any time if my statement is found to be incorrect even after my Graduation the university has the right to withdraw my MPhil degree.

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Dedication

I am dedicating this modest effort to my beloved parents **ArbabNizamuddinkasi**, and **SamiaNizam** for their unconditional love. Through their nurturing ability & hard work, they thought me essential and practical life skills that helped me while dealing with each and every kind of challenges that came across my life.

Moreover, I am dedication this research to martyrs whom I never forget; my uncle “Shaheed Malik Bilal Anwar kasi” my first cousin “Shaheed ArbabGulzareenkasi” and as well as to my maternal Uncle “Shaheed Malik Azmatullahkasi”. Their generosity, professionalism, committedness, heroism and firm stance for justice inspired me a lot. Their objective was to promote rule of law, justice and to give service to needy people. All three of them “Shaheed Malik Bilal Anwar kasi” “Shaheed ArbabGulzareenkasi” “Shaheed Malik Azmatullahkasi” were Professional lawyers, they were killed brutally, one with 17 gunshots, the second in suicide bomb blast and third with 22 knife stabs. I believe that surely Allah will punish the guilty butchers, and place the honor crown in all the martyrs’ heads according to His promise.

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ABSTRACT

This study has conducted an analysis of the status of the negligence of perfect duties and social normalization of deviance to assess the potential threat of moral decay. Moreover, this study has applied mixed methods to examine our research problem in both qualitative and quantitative dimensions. In the quantitative part of the study we observed that deviant behaviors are more or less prevalent in all focused universities, and among all, in the prevalence of deviant behaviors as well as social normalization of deviant behaviors the Federal Urdu University of Arts, Sciences & Technology (FUUAST) stands first, Quaid-i-Azam University remained second, International Islamic University Islamabad (IIUI) came third, National Defence University (NDU), and COMSATS University Islamabad (CUI) came fourth and fifth respectively. Likewise, quantitative results have also shown that the social normalization of deviant behaviors is still low in these five campuses as the majority of our respondents suggested that their campus condemn and take serious actions against deviant behaviors. Our qualitative results suggest three different conclusions: (1) the deviant behaviors are growing (2) the deviant behaviors are gradually decreasing (3) the deviant behaviors are more or less stagnant over the years but the most held perspective was that the deviant behaviors are growing due to rising number hostellers, weak monitoring and accountability mechanisms, personal problems, the family issues, socioeconomic issues, peer group effect and negative externalities of technological advancements. Based on the overall results of the investigated campuses, the study concluded that the tertiary education system in Islamabad is still away from moral decay as the examination of five different universities in Islamabad has reported that social normalization of deviant behaviors is still at low levels. However, the concerning thing is that a greater portion of our respondents reported that the deviant behaviors rising over the years thus we can say that our universities are slowly moving towards the potential threat of moral decay. Finally, the research recommends, promotion of religious and spiritual affairs within campuses, enhancing moral counseling and leadership capacity of peers, organizing a disciplinary and legal structure within campuses, and incorporating at least one course of moral education in (BS) bachelors programs.

Keywords: Moral Decay, Social Normalization, Deviant Behaviors, Perfect duties

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Chapter 1

Introduction

Higher education, in a deeper sense, can be regarded as a leadership-building program. The future leaders (students) can significantly influence the values and virtues (morals) which are carried out during their experiences in higher education(Singh & Stückelberger, 2017). The fact that the moral domain should be a part of education is very hard to ignore. Almost everybody would consent that moral development should be included in the education process. As it is a matter of fact that more or less every person will wish that their posterities get groomed morally, at least, they should be guided to become less aggro and harsh, more altruistic and benevolent, more courteous and polite, fairer, and so on(Nucci, 2001) In this regard, worldwide, a large number of higher education institutions are playing an excellent role by promoting value-orientation in their various educational actors (mentors, mentees and other campus staffs). On the other side, in a large number of educational institutes, core moral values are neglected via committing nepotism & favoritism, disrespecting research ethics, cheating/corruption during the examinations, sexual misconduct, or in other words, by conducting unfair educational programs from moral or ethical perspectives. Meanwhile executing such conducts they are setting wrong examples to the forthcoming leaders(Singh & Stückelberger, 2017) or in other words, these kind of educational institutes are pushing their upcoming leaders towards moral decay.

At a national education conference, the founder of Pakistan Mohammad Ali Jinnah said that *“Future of our state will and must greatly depend on the type of education we give to our children and the way in which we bring them up as a future citizen of Pakistan”*(Desirable and Failed Citizen-Subjects, 2018). In fact,the founder was aware of the fact that to put up a civilized nation, dissemination of high-quality education among its upcoming generation is crucial. Sadly, to say that present Pakistan is suffering from ‘kleptocracy’, a system in which corruption is done by using the power of [public] office for achieving private gains via breaching the laws and regulations nominally in force”(Andreski, 1970). Similar adversities are happening in the education system. It seems that Pakistan education system has missed

Jinnah's vision, as our education system is suffering from drastic issues such corruption, favoritism, exam malpractices, sexual misconducts, drug culture, vandalism, and so on (Shafiq, et al., 2006; Hussain, Abid, & Rafique, 2019; Durrani, Khan, & Mohammad, 2010; HEC, 2011). Yet, state authorities are not giving full attention to these education issues. For instance, in comparison to domestic educational and health expenditures, our state is allocating more of its resources on defense expenditures(Khan, 2007) but in a moral and rational context, we should need to allocate more resources on education issues. If a nation consistently practices such immoral behaviors without realizing its consequences on future generations then the social unification of that state could get drastic effects. Because, moral values play an important role in social bonding among the public as moral values are legalist contracts on which a greater part of the population agrees upon(Shukla, 2003). Having in mind the contemporary educational issues, it is very necessary to initiate a moral analysis of negative student behaviors and negligence of educational institutions.

1.2. Problem Statement

According to William G. Huitt, the nations' progression on success road is very much depend on the enhancement in vision, character, and competence in its youth along with the changing world's trends as previously great nations (like Egyptian, Persian, Spanish, Portuguese, and Great Britain) failed to meet the world's evolving trends. In quite a lot of cases, previous nations had not fallen due to their economic and material circumstances rather they fell because of sociopolitical, spiritual, and human characterfactors. For this reason, the educational organizations of a nation should focus on the continuous development of its future leaders in the mentioned aspects of life. In this regard, character development can work as organic in the progression of these aspects in the public(Huitt, 2004). The modern age higher education systems are under rising pressure due to the publics' demand for moral and behavioral improvements in students as like universities of old ages. Criticism on moral role universities is coming from both in-campus and off-campus actors but the nature of criticism may vary with reference to intensity and purpose. The actors such as students, educators, trustees, advisors, government, bureaucrats, political leaders, and families are regularly evaluating the role of universities on ethical grounds in reference to contemporary social problems (Martin, 1977). From the long history to the present day, the public's character

development has remained one of the primary goals of higher education. Yet, the chase of this target has been remained as challenging because the students are rounded by many influential factors that affect their psychological and behavioral functionalities(Nadelson, 2006).

When an academic system of any country fails in copingwith negligence of educational perfect duties and endorsing the sense of responsibility among the future leaders (students) then it is very much possible that moral decay may hit the posterities of that educational system. Nowadays, it seems that Pakistan’s education system is suffering from continuous negligence of educational perfect duties and deviant adaptation is rising among the educational actors. These existing phenomena are indications of the potential presence of moral decay in our tertiary education system. Owing to this reason, this study has examined the level of the negligence of perfect duties and social normalization of deviance in five universities located in Islamabad to draw conclusion about the expected moral decay in our tertiary education system.

1.3. Research Questions

- What is the status of negligence from their perfect duties in the Universities of Islamabad?
- What is the status of social normalization deviant behaviors in Universities?
- Is our educational system is facing a moral decay?

1.4. Objectives

- To investigate the status of negligence of perfect duties by educational actors.
- To examine the status of social normalization deviant behaviors in Universities.
- To analyze the status of moral decay in Universities.

1.5. Definitions of Key Terms

Perfect duties

According to Kant, perfect duties are the rejection of particular types of activities, and defying those duties is morally blamable (Kant, 2005)¹. Putting it simply, Kant asserts that perfect duties should follow universal moral laws, such as avoid lying, avoid stealing, avoid cheating, avoid suicide, avoid making false promises, avoid being biased, etc.

¹ Reprinted version of “Moral Law: Groundwork of the Metaphysics of Morals”

Imperfect duties

Imperfect duties are suggested particular types of actions, and accomplishing them is admirable but defying them is not blamable (Kant, 2005)². For instance, the duty of self-enhancement and the duty to help others are imperfect duties.

Moral decay

The notion “Moral decay” can be rationalized as degradation or decline of the moral values in a society³. In other words, Moral decay is “the failure to uphold sound morality in society”.

Moral development

Moral development denotes the process under which people formulate a progressive consciousness about what is right and wrong, good and bad. Going through the process of moral development a moral agent moves from “*rudimentary and predetermined understanding of right and wrong to more complex ways of distinguishing right from wrong*” (Dorough, 2011).

Moral Values

According to *the Cambridge Academic Content Dictionary*, morality is “*a personal or social set of standards for good or bad behavior and character or the quality of being right and honest*”⁴.

Truancy

Truancy is an unjustifiable/baseless/ unauthorized absence from an educational institute which is considered to be a neglective habit (Hibbett & Fogelman, 1990) (Baker, Sigmon, & Nugent, 2001).

Vandalism

² Reprinted version of “Moral Law: Groundwork of the Metaphysics of Morals”

³ Visit: <https://www.reference.com/world-view/moral-decay-society-223be83195820954?aq=moral+decay&qo=cdpArticles>

⁴ Visit: <https://dictionary.cambridge.org/dictionary/english/morality>

The vandalism in educational institutions can be regarded as the intentional or spiteful damage of an institute's possessions by its actors(Johnson, 2005).

Drug abuse

According to NCI's Dictionary “the use of illegal drugs or the use of prescription or over-the-counter drugs for purposes other than those for which they are meant to be used, or in excessive amounts”⁵.

Examination malpractices

Examination malpractice can be defined as any intentional act that contradicts the rules of examinations designed to get an undue advantage for oneself or to provide an undue advantage to someone else(Oko & Adie, 2016).

Sexual misconducts

Sexual Misconduct is an umbrella term (hypernym) that covers a wide-ranging unwelcome behavior such as sexual harassment,sexual assault,non-consensual sexual penetration, non-consensual, sexual contact, sexual exploitation⁶.

Social Normalization of Deviance

The social normalization of deviance refers to the social phenomenon in which individuals within a particular social circle become so much *used to the deviant behaviors that they don't consider as deviant*(Vaughan, 2008).

1.6. Summary of the Chapter

In this chapter we have introduced our readers to main rationale of the study. Basically, this research was conducted to assess the potential threat moral decay in our tertiary education system based on previous domestic scholarly publications that were reportedly maintaining that various local educational campuses are practicing deviant behaviors. Owing to aforementioned rationale we initiated a research in 5 universities in Islamabad with the

⁵ Visit: <https://www.cancer.gov/publications/dictionaries/cancer-terms/def/drug-abuse>

⁶ For further details visit: <https://www.portervillecollege.edu/security/definitions-sexual-misconduct>

objectives to investigate the status of negligences of perfect duties, the status of social normalization deviant behaviors, and the status of moral decay in those Universities. To meet these research objectives we conducted Mixed-Method Multiple Case Study Design to collect reach data from each case in both quantitative and qualitative dimensions. In coming chapter 2 we will discuss the review of literature, in chapter 3 we will elaborate on methodology of this research, in Chapter 4 we will present detail analysis, and finally we will draw conclusions, major finds, recommendations, limitation of the research in chapter 5.

Chapter 2

Review of Literature

In the present era, worldwide, moral values are declining in the general public as well as in educational institutions (Samson & Allida, 2018). Articulation of various eloquent gesticulations while interacting with people is a morality. Our routinized social dealings and interactions entail morality elements. Likewise, our everyday decisions inside tutorial rooms are also encompassed by habitual moral decisions (Johnston, 1991). In a basic sense, an understanding of good and bad prove the existence of moral responsibility. Morality and ethics are two integral elements of human social life that cannot be detached from our social practices. The notion “Moral decay” can be rationalized as degradation or decline of the moral values in a society⁷. For moral decay among the youth, parents together with educational institutes, mass media, and the government should be blamed and need to be accountable (Essays, 2018).

Morality performs two elementary functions for us, human beings. One function drives our social action through which we put influence on our society and our prospects via daily doings. The other function creates a sense of affiliation and exclusion through which we accept and admire those whom we suppose as a shred of our social circle(Kang & Glassman, 2010).

Though, formal education is not an only source which develops a sense of responsibility in the human but huge contribution is attributed to formal edification. Education can enhance an individual’s ability to inject moralistic considerations in their actions, intentions & choices(Hughes & Batten, 2016). In the past, developing students morally was believed to be as a title role of student affair departments. After worldwide legal enhancements, the students in higher education were able secure better personal right and freedom, and educational institutes tend to start losing their focus from moral development of students. But, recent ongoing debates and events have emphasized on revitalization of the moral development in higher education (Liddell & Cooper, 2012).

⁷Visit: <https://www.reference.com/world-view/moral-decay-society-223be83195820954?aq=moral+decay&qo=cdpArticles>

According to William G. Huitt, the nations' progression on success road is very much depend on the enhancement in vision, character, and competence in its youth along with the changing world's trends as previously great nations (like Egyptian, Persian, Spanish, Portuguese, and Great Britain) failed to meet the world's evolving trends. In quite a lot of cases, previous nations had not fallen due to their economic and material circumstances rather they fell because sociopolitical, spiritual, and humanity conditions. For this reason, the educational organizations of a nation should focus on continuous development of its future leaders in the mentioned aspects of life. In this regard, character development can work as an organic in the progression of these aspects in the public(Huitt, 2004).

The modern age higher education systems are under rising pressure due to publics' demand for moral and behavioral improvements in students as like universities of old ages. Criticism on moral role universities is coming from both in-campus and off-campus actors but the nature of criticism may vary with reference to intensity and purpose. The actors such as students, educators, trustees, advisors, government, bureaucrats, political leaders, and families are regularly evaluating the role of universities on ethical grounds in reference to contemporary social problems (Martin, 1977).

From the long history to present day, public's character development has remained one of the primary goals of higher education. Yet, the chase of this target has been remained as challenging because the students are rounded by many influential factors that affect their psychological and behavioral functionalities(Nadelson, 2006).

In a same way,(Heyneman, 2011) also argue that worldwide it has been observed that education systems are got involved in moral and material corruptions just like other institutions of the state. The immoral conducts in higher education system could be: the unlawful attainment of goods and services; dishonesty in one's duties (such as delivering admittances, grading, accommodation, and academic goods), professional misconduct (nepotism, sexual misconducts, favoritism, research duplication/replication, etc.), deceitful in tax payments, and private use of campus possessions. Due to intensification in cheating and corruption culture in educational institutions, academic fraud along with rising plagiarism due to growing online publications and plagiarism software the businesses are now have

become suspicion about legitimacy of student academic records and qualifications(Stückelberger, 2017).

Keeping the phenomenon of institutional negligence in consideration will help us in improving the effectiveness and accountability mechanism of an educational institute, and that will assist in quality assurance as well as in the reducing the intensity of educational malpractices.(Tokic, 2014). But these days, many educationalists are hesitant to address moral complications of students. Some educators are disquieted to endorse own set of values on their students, while some other assume that morality is basically a personal matter, therefore formal education should be delimited to academic or subject matters(Hersh & Schneider, 2005) but here, an arguable notion is that the behavior of educational environment unavoidably (intentionally or unintentionally) effects the character of students⁸.

Educational institutes have to provide further moral training to students in higher education with the intention to repel moral decay in our future leaders. When students start giving more focus to the moral uprightness of community the more they will be capable of shaping and promoting social order in decent and positive way⁹(Rayburn, 2004).

Worldwide lots of modern educational institutes are messing with negative educational behavior such vandalism, truancy, drug abuse, examination malpractices, sexual misconducts, favoritism, etc. The Campus vandalism has turned into exceptionally expensive problem for colleges and universities(Phillip, 1993). Most probably, scholars would reckon that vandalism in academic campuses is one of the crucial concerns to the educational system. Similarly, large numbers of scholars perhaps would consent that campus vandalism has been less focused by the scholarship(Tygart, 1988). The vandalism in educational institutions can be regarded as the intentional or spiteful damage of institute's possessions by its actors(Johnson, 2005). The vandalism in college and university are increasingly occurring due to insufficient security systems and poor reporting arrangements within campuses. Safekeeping ways and means such as fixing surveillance cameras, swipe cards, blue lights, and other arrangements can assist in students' moral and ethical corrections as well as in preventing

⁸ (Hersh & Schneider, 2005) cited Berkowitz (1997, 18)

⁹ (Rayburn, 2004) cited (McCagg, 2003)

vandalism(Rafferty, 2010). The cooperation among stakeholders (mentors, family, and students) in executing anti-vandalism tactics and, more generally, continuous engagement in the organizational processes of the institute could significantly increase the probability of success(Zwier & Vaughan, 1984). According to (Mayer & Butterworth, 1979) professional counseling and guidance of teachers and students via workshops and conference skills can be beneficial to cope with campus vandalism. Similarly, crafting an environment design that constructs a positive social ecology of nonviolence and mutual respect can be effective in crime coping processes inside the campuses. A positive social ecology can be formatted by propagating the inclusive moral and ethical values, engaging stakeholders in campus processes, promoting in-campus socioeconomic development opportunities, creating campus-based conflict resolution mechanism, and creating a good bond between mentors and mentees(Schneider, Walker, & Sprague, 2000). The faculty of institutions with honor codes have “more positive attitudes towards their schools’ academic integrity policies and are more willing to allow the system to take care of monitoring and disciplinary activities” than those institutions without honor codes(McCabe, Butterfield, & Trevino, Faculty and academic integrity: The influence of current honor codes and past honor code experiences, 2003). This indirectly effect the student behavior. Students who have a greater fear of being caught and punished are less likely to violate honor codes (McCabe, Butterfield, & Trevino, Faculty and academic integrity: The influence of current honor codes and past honor code experiences, 2003). In addition, students’ desire to align themselves with the norms of an institution will affect their behavior (Bandura, 2014). Some students feel that following to social norms is important while others do not. The difference between the behaviors of two groups is considered. Similarly, students’ affinity with their instructors plays a part in behavior (Bandura, 2014). If students feel that faculty members care about them and they are close to them, they want to please mentors and model the expected behaviors. The strong influence of peers’ behavior may suggest that academic dishonesty not only is learned from observing the behavior of peers, but that peers’ behavior provides a kind of normative support for cheating. The fact that others are cheating may also suggest that, in such a climate, the non-cheater feels left at a disadvantage. Thus cheating may come to be viewed as an acceptable way of getting and staying ahead (McCabe, Treviño, & Butterfield, 2001).

Truancy is an unjustifiable/baseless/ unauthorized absence from an educational institute which is considered to be a neglective habit (Hibbett & Fogelman, 1990)(Baker, Sigmon, & Nugent, 2001). The practice of this habit could generate negative consequential behaviors and/or characteristics in the practitioners. Chronic truancy has been recognized as a key predictor and negative educational outcome, social success, and employment. Getting involved in truancy can increase the likelihood of being engaged in gang activities, substance abuse, and criminal activities as all these activities are significantly correlated with Truancy (Baker, Sigmon, & Nugent, 2001; Henry & Thornberry, 2010). Thus, the habit of truancy can be regarded as immoral behavior therefore all stakeholders (University faculty, family member, students, and government) have the moral responsibility to restrict this behavior and any negligence in this regard should not be tolerated. The inverse association between grades and truancy means that students with low grades tend to miss the classes. In this way Park and Kerr (1990) investigate that students with high performance in academia due to not involving in truancy and able to give justification for their grades, while students with low grades are unable to do this. They shows that if students attend more classes and avoid absenteeism, then the exam score will according, in other words significantly high scores, but contrary with the other students that they having absenteeism in classes. Also found that attend the classes cause to enhance the performance of students and also motivating factor involve in this.

In emerging adulthood, the likelihood of being involved in substance use is greater than the later age. When students reach higher education they tend to face unique challenges, which make them vulnerable to alcoholism, marijuana ingestion, and non-curative use of life-saving drugs. Substance use can affect university students from multiple dimensions —from education to family life, from student safety to student involvement. Campus alcoholism and drug abuse should be deal with great seriousness. Drug addictions such as alcoholism and cannabis ingestion can substantially reduce students' dedication to their educational obligations and can bear negative personal and professional outcomes for addictive students. Therefore, drug addiction should be tackled on priority bases in higher education(Arria & Wagley, 2019). In the same way, another study has evidenced that the intoxication pathway through affecting students' academic performance can cause academic failure and can ultimately result in professional failure and social exclusion(Mensch & Kandel, 1988).

According to a report of the U.S. Department of Education, alcoholism and other intoxication culture on the campus should be considered as one of the critical issues. Because it is so often that drinking and other intoxications are generating tragedies. For instance, deaths from alcohol poisoning and other intoxication-based incidents (such as accidents, injuries, vandalism, and on-campus crimes) can happen¹⁰.

Educational institutes through the expanding students' awareness and abilities, and by cultivating good attitudes and values –such as respecting laws and regulations, self-valuing, responsible medicine consumption, personal and social health consideration while in using tobacco or alcohol or other drugs–can play an important role in the reduction of drug culture in campuses(United Nations Office on Drugs, Crime, & Global Youth Network, 2004). Similarly, a study on Pakistani students recommended that educating students on adversities of substance usage along with the moral and religious implications will be effective in reducing drug culture among students(Shafiq, et al., 2006).

The exam malpractices can bear adverse consequences on society. Examination malpractice can pull down the reliability of education, can reduce academic learning, and can ultimately lead to moral decay and brain drain among students(Udim, Abubakar, & Essien, 2018).

In Pakistan, corruption, negligence in the execution of exams rules, family influences, deficient preparation for exams, invigilators' negligence, fear of being failed/low- self-confidence, and low-economic status of regulatory staffs are the factors which are contributing to examination malpractice of students. Furthermore, bringing unfair means in exam halls, delivering of solved answers to students by teachers and parents, impersonating, leaking questions papers, scripts replication and altering are the various methods of examination malpractices(Suleman, Gul, Ambrin, & Kamran, 2015). An inter-participatory approach among all stakeholders is needed, to create holistic and feasible systems that could control the examination malpractices(Okey & Ewa, 2019). Additionally, to control examination malpractice, social reconstruction, revitalization of moral values, counseling of teachers, properly incentivizing educators, and examiners is required(Udim, Abubakar, & Essien, 2018).

¹⁰ Report is available on the Department's Web site at: <http://www.ed.gov/offices/OSDFS>.

Sexual misconduct term is used to define a sort of behaviors directed towards students including sexual harassment, assault, sexual coercion, invitations, and promised resources in return for sexual access.(Bull & Rye, 2018) According to policy guidelines by HEC against sexual harassment in higher education:

“Sexual harassment is a reality that occurs in the classrooms, offices, research laboratories, and HEI environment in general. Sexual harassment may be overt or subtle and can range from visual signals or gestures to verbal abuse to physical contact along with hand or sign language to denote sexual activity, persistent and unwelcome flirting. Sexual Harassment generally takes place when there is power or authority difference among persons involved (Student/Teacher, Employee/Supervisor, Junior Teacher/Senior Teacher, Research Supervisee/Supervisor)”(HEC, 2011).

Sexual assault in the educational environment is a widespread problem affecting the welfare and quality of the social life of all students(Pugh & Becker, 2018). Sexual assault can be defined as: *“Illegal sexual contact that usually involves force upon a person without consent or is inflicted upon a person who is incapable of giving consent (as because of age or physical or mental incapacity) or who places the assailant (such as a doctor) in a position of trust or authority”*¹¹. *“Any sexual behavior that is forced upon an unwilling victim”* can be defined as sexual coercion(Baron, Richardson, Richardson, & Richardson, 1994). Students who become victims of sexual assaults or sexual misconduct in educational institutes often face apathetic/ hostile reactions from the actors of their institution(Jones, 2009). In higher education of Pakistan sexual misconduct is a widespread issue. Students, especially female students, become a victim of psychological, physical, and verbal sexual misconducts but due to less sex education and societal denial, the issues have been less highlighted(Durrani, Khan, & Mohammad, 2010).

Favoritism has become a wide-spread phenomenon, which exists almost in every discipline of social life, and the educational system also has no exception in this regard(Hussain, Abid, & Rafique, 2019). The basic definition of favoritism is, –as it is very clear from its etymological (favorite plus -ism)structure– favoring an individual not because of competence/deservedness

¹¹ Retrieved March 12, 2020, from <https://www.merriam-webster.com/dictionary/sexual%20assault>

but rather because of some external factors i.e. personal biases, affiliations, or inclinations, etc.

In Pakistan's education system, it has been exposed that favoritism is being done based on social status, physical appearance, kinship, ideologically sameness, and gender(Hussain, Abid, & Rafique, 2019). Fairness is considered to be a very central component of ethics, as in the words of Aristotle: *"Equals should be treated equally and unequals unequally."* Therefore, the notions like Favoritism, cronyism, and nepotism abolish this fundamental criterion of fairness for the reason that they give unjustified benefits to underserved individuals.(Nadler & Schulman, 2006).

2.1. Research Gap

In reviewing domestic literature, it has been observed that educational actors in various universities are exhibiting deviant behavior via violating of educational perfect duties. But no study has focused on investigating the social normalization of those deviant behaviors among the educational actors and this one important lag in existing literature is needed to be fulfilled. Therefore, this study will conduct a moral analysis on the growing deviant behaviors among the educational to see the potential threat of moral decay in our educational system.

2.4. Summary of The Chapter

From the above review of the literature, we are able to know that in the past, developing students morally was believed to be as a title role of student affairs departments of the Universities. After worldwide legal enhancements, the students in higher education were able to secure better personal right and freedom, and educational institutes tend to start losing their focus on moral development of students. But, recent ongoing debates and events have emphasized on revitalization of the moral development in higher education. Deviances from main educational perfect moral duties were reported by literature produced across the world, especially from developing countries. Likewise domestic scholarly publication also reported the existence of deviant behaviors among the student. But we have also come to know that generally, in the global literature less focused has been done on the normalization status of deviant behaviors inside educational campuses, specifically, in this context no research has been published where the status of social normalization deviant behaviors among tertiary

educational actor has been depicted. This research was rudimentary effort to fill this gap in literature. In the next chapter we will discuss methodology of this research. This study is theoretically rooted in the deontological moral philosophy of Immanuel Kant. Whereas, the conceptual frame work for this study, was developed based on Kant's idea of perfect moral duties and the theory social normalization of deviant behaviors.

Chapter 3

Research Methodology

This chapter is dedicated to explain methodological plan of that will guide this research work. The focus of this chapter will be on the theoretical frame, data collection methods as well as on the justification of selecting each considered methodological component.

3.1. Research Strategy

I decided to apply Mix-method case study design in this research due to a convincing reason. Utilizing the multiple forms of data (e.g. qualitative and quantitative) in case studies is usual practice in research literature in order to have a more comprehensive understanding of the case(s). Case studies are well-matched with mixed methods in the studies which are trying to find a comprehensive understanding of the phenomenon in both qualitative and quantitative dimension (Guetterman & Fetters, 2018). The mixing both quantitative and qualitative methods in study has several reasons.

First of all we will discuss the reasons for the qualitative side of this study. This research is not concerned to find causal explanations or predictions rather the interest of the study is to examine the existing status of the under-focused research problem. In this regard, a qualitative study is a suitable option when the study aims to describe a phenomenon by depending upon the perception of the individuals' experiences in a certain social setting (Stake, 2010). Secondly, a qualitative approach is effective when the genre of the research questions necessitates exploration. Qualitative study questions usually start with how or what, thus the investigator can obtain a deep understanding of under focus central problem. For the current study, I have to explore the experiences of educational actors regard the social normalization of deviant behaviors in educational environments and the potential moral decay of our educational system. Thirdly, the purpose is to study the concerned phenomenon in the natural setting. For this reason, qualitative research strategies are the best way for observing phenomena in their natural environment (Denzin & Lincoln, 2000), as well as to comprehend

social behaviors in a particular context ((Esterberg, 2002). In this regard, the study has approach the actors who are affiliated with any certain university to obtain information.

On the other hand, the reasons for adopting quantitative methods in this study is to assess the current situation of negligence from perfect duties by educational actors and the level of social normalization deviance in selected universities. It is a matter of fact that in quantitative descriptive studies the main purpose of researcher is to provide description of existing situation of social phenomenon without digging deep underlying factors behind the existing phenomenon.

In other words, we have used quantitative methods to assess the prevalence of the situation of negligence from perfect duties by educational actors and the level of social normalization deviance and we have used qualitative methods to explore the deep underlying factor which are shaping and changing of these behavioral phenomena over the time. In simple words, quantitative methods are used assess breadth phenomena in concise form and qualitative method used to seek the deep underlying detail behind the development under focused phenomena.

Moreover, this study has focused on 5 multiple case studies. The reason for selecting multiple case studies is that from many 'specific social settings' rich and diverse nature of data can be obtained (Mills, Durepos, & Wiebe, 2010). There are 16 HEC recognized universities in Islamabad territory we have randomly selected five out of them as our case studies. Then we have conducted semi-structured interviews from three types of data collection units such as students, teachers, and other staff. Thereafter, by carefully reading the raw qualitative data, we proceeded toward constructing the themes for this research via using inductive method. Having inductive approach, we conducted following systematic steps to generate themes for this study. In the first step, we noticed that people's assertive responses can be distributed into three broad categories such as "category 1", "category 2" and "category 3". For instance, all the responses which were indicating that " a deviant behavior is increasing, rising, growing, expanding, or in a deviant behavior more people are engaging, or people are inclining more towards a deviant behavior, or a deviant behavior is internalizing in many actors, or people are becoming used of certain deviant behavior" were assembled in "category 1". likewise, the

responses which indicated a deviant behavior is reducing, decreasing, declining, falling depreciating, or a deviant behavior has been mitigated, a deviancy is controlled, and so on were placed into "category 2". Finally, the responses that were indicating that "a particular deviant behavior is continuously happening in the same way as it was in previous times, not as such development has come in a specific deviant behavior, the deviant behavior that existing today was also there in the past and the behavior is constant, or no considerable change occurred over the years" were put "category 3".

In the second step, we have categorized that qualitative data in to further three sub-categories. In these three sub-categories, we included the justifications and supportive arguments related to aforementioned broad categories which were comprised of assertive response. These three sub-categories were labeled as "sub-category 1.1", "sub-category 2.1" and "sub-category 3.1".

The "sub-category 1.1", was comprised of the justifications and arguments related to the assertions in "category 1". The "sub-category 2.1" was comprised of the justifications and arguments which were associated with assertions in "category 2". Whereas, "sub-category 3.1" was comprised of the justifications and arguments related to the assertions in "category 3" in the first step. Finally from the "category 1", "category 2", and "category 3" we derived themes for this research and from the "sub-category 1.1", "sub-category 2.1" and "sub-category 3.1", we derived the line of arguments for each theme.

Based on those themes a thematic analysis has been conducted. "Thematic analysis is a qualitative technique for systematically identifying and arranging patterns of meaning (themes) throughout a dataset". By observing and detecting the patterns meaning across a dataset, the investigator can able to understand and interpret combined or mutual meanings and experiences (Braun & Clarke, 2012). While, the quantitative data were converted in percentage form using excel spreadsheet. The purpose of using percentages rooted the nature and structure of close-ended interview questions. For instance, in this study we deduced several perfect moral duties for educational actors such as not be absent, not practice vandalism, not engage in examination malpractices and sexual misconducts, etc. and to assess the negligence of educational actors from these moral practices we have used Likert Scale that uses categories such a HIGH, MODERATE, LOW, NONE. Now, in a particular university

the most of respondents, let's say for sexual misconducts agreed on "high" option then the percentage of misconducts will higher in that campus and we can interpret that the sexual misconducts are highly prevalent in that campus but if the agreed on "low" the percent tend to be lower and we can interpret that the prevalence of sexual misconducts less in that campus. Similarly, to assess the social normalization among educational actors we have used Likert Scale that uses categories such as (1) They Take Serious Actions, (2) They Only Condemn It, (3) They Remain Neutral. Now, in a particular university the most of respondents, let's say for drug abuse agreed on (1) They Take Serious Actions then the percentage of social normalization for drug abuse will be lower and we can interpret it as that drug abuse is not socially normalized in the campus.

3.2. Theoretical and Philosophical Foundation

This study is theoretically rooted in the deontological moral philosophy of Immanuel Kant. According to Online Etymology Dictionary, the terminology "deontology" originated from the Greek term "deon", which means duty¹². Deontology is a moral paradigm that suggests that individuals are obligated morally to function in conforming to the set of codes and rules irrespective of the consequence (Vallentyne, 1987). In Kant's moral theory, in respect of their consequences, specific kinds of actions are recommended and certain kinds of actions are prohibited (which he regarded as moral Duties). In other words, human actions are moral or immoral intrinsically, so our moral duty is to act upon without regard for their consequences. These duties are grounded on the categorical imperative, a method that is used to decide the principles of action (maxims) and is perhaps the well-known feature of his moral philosophy (Stratton-Lake, 2004).

Kant put forth three formulations of the categorical imperative, which he asserted are coequal means for declaring the "moral law" from challenging angles. First is "the Formula of Autonomy of Universal Law" is the famous description of the categorical imperative: "*act only according to that maxim whereby you can at the same time will that it should become a universal law*". The second is "the Formula of Respect for the Dignity of Persons: *act in such a way that you treat humanity, whether in your own person or in the person of another,*

¹² Visit <https://www.etymonline.com/word/deontology>

always at the same time as an end and never simply as a means". The lastis, "*the Formula of Legislation for a Moral Community, is often judged to be very similar to the first: so act as if your maxims were to serve at the same time as a universal law (for all rational beings)*"(White, 2004).

In the "Groundwork of the Metaphysics of Morals", Kant's standard of morality categorizes(Moral) duties into four groupings such as "*duties to oneself and to others*", and "*perfect and imperfect duties*". According to him, perfect duties are the rejection of particular types of activities, and violating those duties is morally blamable. Imperfect duties are suggested particular types of actions, and accomplishing them is admirable(Kant, 2005)¹³.

The focus of this paper will be on the moral assessment of actors in the educational system based on their perfect duties. "*A perfect duty is one which admits of no exception in the interests of inclination*".For instance, Kant has given an example of forbidding suicide, and the prohibition of false promises to obtain a loan. He asserts that we should not be permitted to commit suicide even if we do have a robust inclination to act so, nor are we authorized to issue our debt to one ineligible person and not to another due to personal inclination towards the first person(Kant, 1992). Putting it simply, Kant asserts that perfect duties should follow universal moral laws, such as avoiding lying, avoiding stealing, avoiding cheating, avoiding suicide, avoiding making false promises, avoiding being biased, etc.

3.3. Conceptual Framework of the Study

The conceptual framework of a research study is a systematic arrangement of key ideas, assumptions, projections, conjectures, and theories that make clear your study scheme. According to the definition provided by Miles & Huberman (1994), a conceptual framework of a research study is a graphical or written way of explaining the key hypotheses, perspectives, or variables and the convincingconnections among them. Owing to this reason, the conceptual framework of this study has been distributed into two forms. In the first phase, we will discuss our framework in narrative form and then we will illustrate our study framework in graphical form.

¹³ Reprinted version of "Moral Law: Groundwork of the Metaphysics of Morals"

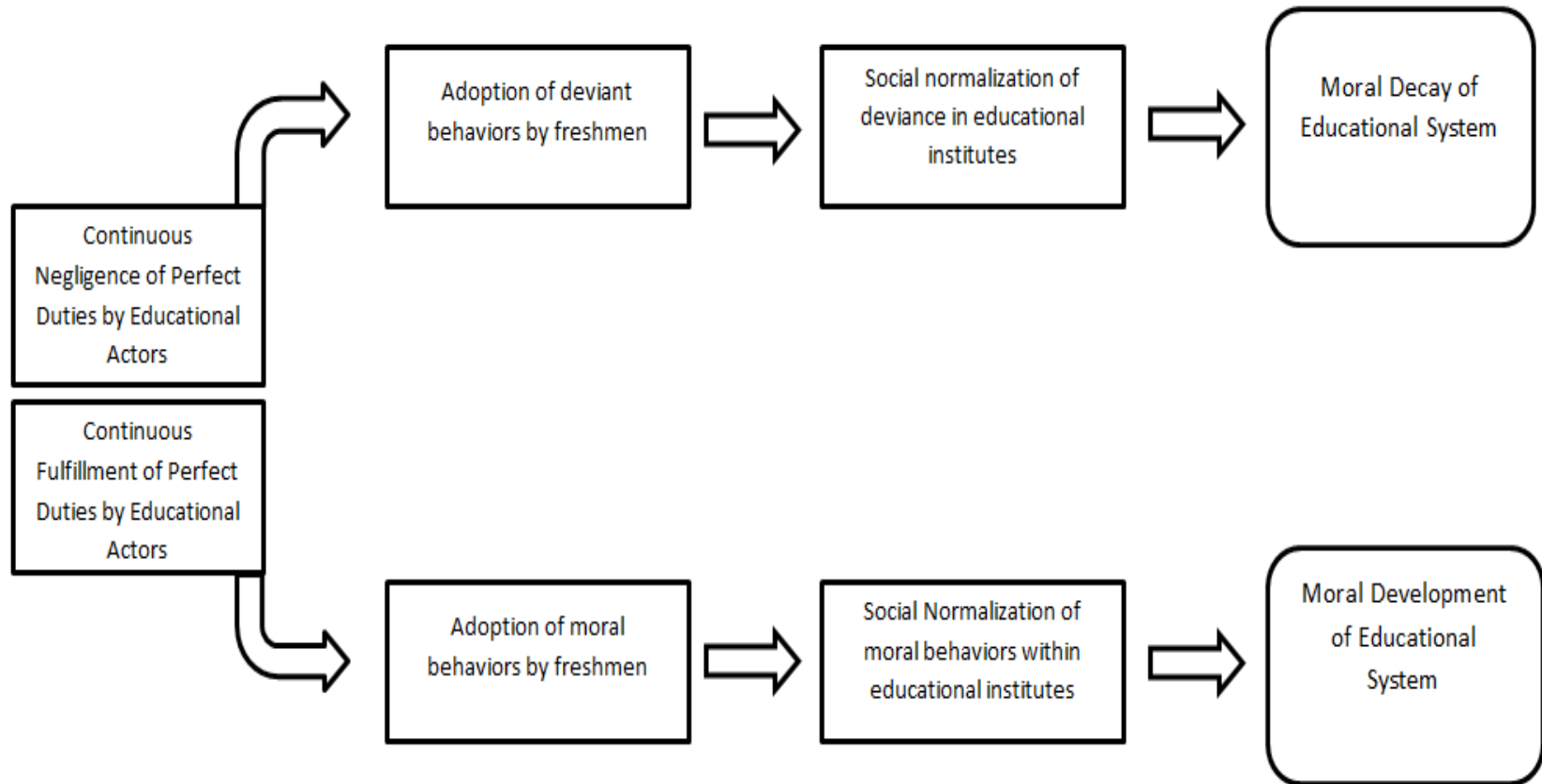
As we have discussed earlier that this study is theoretically rooted in the deontological moral philosophy of Immanuel Kant therefore our conceptual framework will also follow Kant's moral philosophy. In Kant's moral theory, in respective of their consequences, specific kinds of actions are recommended and certain kinds of actions are prohibited (which he regarded as moral Duties). In other words, human actions are moral or immoral intrinsically, so our moral duty is to act upon them without regard for their consequences. Kant's standard of morality categorizes (Moral) duties into four groupings such as "*duties to oneself and to others*", and "*perfect and imperfect duties*" in the "Groundwork of the Metaphysics of Morals", (Kant, 2005)¹⁴. But here in this study will focus on the perfect duties of educational actors. According to Kant, perfect duties are the rejection of particular types of activities, and violating those duties is morally blamable. "*A perfect duty is one which admits of no exception in the interests of inclination*" because perfect duties are rooted in universal moral laws such as avoid lying, avoid stealing, avoid cheating, avoid suicide, avoid making false promises, avoid being biased, etc. Similarly, if we apply Kant's moral philosophy on the educational system then avoiding the behaviors such as vandalism, truancy, drug abuse, examination malpractices, sexual misconducts, favoritism becomes a perfect duty of every educational actor therefore negligence of the educational perfect duties is blamable. But nowadays in Pakistan, the negligence from educational perfect duties seems to be happening commonly. Many scholarly studies have also evidenced that the negligence from educational perfect duties in Pakistani universities as the studies have shown that educational actors reportedly involved in prohibited activities such as such vandalism, truancy, drug abuse, examination malpractices, sexual misconducts, favoritism (Hussain, Abid, & Rafique, 2019; Durrani, Khan, & Mohammad, 2010; Suleman, Gul, Ambrin, & Kamran, 2015). Here the concerning issue is the permanency of these negligences because if this negligence continuously happened they may pave ways for deviant adoptive behaviors among the educational actors and longer spectrum they may result in social normalization of deviance. The social normalization of deviance refers to the social phenomenon in which individuals within a particular social circle become so much *used to the deviant behaviors that they don't consider it as deviant*. According to Vaughan (who coined the term Normalization of

¹⁴ Reprinted version of "Moral Law: Groundwork of the Metaphysics of Morals"

deviance) social normalization of deviant behavior is phenomenon “*when people within an organization become so insensitive to deviant practice that it no longer feels wrong*”(Price & Williams, 2018). According to (Wright, et al. 2021; CCPS, 2018) continues happening of deviant behaviors can eventual lead to normalization of deviance. If we apply this logic to our study, if the individuals in educational environment tend to get more habituated to the deviant behaviors the more those behaviors tend to get adopted by freshmen. To the social actors that are outside of the institution, the actions appear to be deviant but the people within that social circle do not recognize the deviance because they see their own actions as normal. The normalization of deviant behaviors in the educational institutes can ultimately push the whole education system towards moral decay. This whole process has been depicted via Figure 1 in the next page.

Figure 1: A Visual Representation of Conceptual Framework of the Study

This conceptual framework is rooted in Kant's notion of perfect moral duties and the theory of Social Normalization of deviance



3.4. Research Design

A research design is a well-thought-out scheme to conduct a study on a research problem. In the broader sense, there are four of the main qualitative research designs i.e. phenomenology; ethnography; grounded theory; and a case study in social research(Astalin, 2013). This research will consider the mixed methods case study design to conduct this study. *“A mixed methods case study design is a type of mixed methods study in which the quantitative and qualitative data collection, results, and integration are used to provide in-depth evidence for a case(s) or develop cases for comparative analysis” (Creswell & Plano Clarke, 2018, p.116).*

According to Thomas (2015),*“Case studies are analyses of persons, events, decisions, periods, projects, policies, institutions, or other systems that are studied holistically by one or more methods”*.In this research study, our central subject of interest is to find out the status of normalization deviant behaviors in relation to the potential risk of moral decay in the educational system, therefore, we have taken perspectives from multiple universities instead of taking a single university case. For this purpose, this research has applied a multiple case studies. Considering many case studies from many ‘specific social settings’ using in-depth data gathering from various sources of information in order to obtain rich and diverse nature of data”(Mills, Durepos, & Wiebe, 2010). In other words, the multiple case studies investigate several cases to gain insight into a central phenomenon. With having the aforementioned rationale, this study has focused on several public universities of Islamabad territory by considering every single university as a case. Further, this research will undertake a thematic analysis of our qualitative data and descriptive statistics such as percentages and statistical charts for quantitative data.

3.5. Data Collection and Sampling

Data collection is considered to be one of the most crucial phases in conducting a study. The process of data collection is a common practice that followed in all fields of researches including natural and social sciences, management, business, etc. However,the methods of collection vary from discipline to discipline. In this study, the population of interest was all public universities of Islamabad territory Data for this research were obtained in two ways

through 1) via quantitative survey and 2) via qualitative interview. Owing to COVID-19 restrictions convenient sampling method was used for conducting qualitative interviews, while, for quantitative survey snowballing method was used. The data was obtained from five universities namely as Quaid-i-Azam University (QAU), Federal Urdu University of Arts, Sciences & Technology (FUUAST), International Islamic University Islamabad (IIUI), National Defense University (NDU), and COMSATS University Islamabad (CUI). These universities were selected randomly. The study has considered each university as a sampling frame for data sampling by dividing sample into 5 clusters and each cluster was given equal weightage of 40 respondents. The qualitative interviews were conducted from those respondents who were assessable to interviewer. Total qualitative interviews were taken from 25 respondents. While quantitative survey was conducted by sending online link of questionnaire to know respondents then we instructed those students to further distribute the link among the educational actors. Furthermore, we also instructed them to get data from 40 respondents of their respective institute. Thus, survey was conducted on total 200 respondents and by combining both qualitative interviews and quantitative survey our overall sample was equal to 225 respondents.

3.6. Units of Data Collection

The units of data collection for this study will be various university actors such as students, teachers, and management staff. These actors constitute and shape the culture of the educational system as well as to have diverse data regarding the status of the educational system this research has selected these actors as the units of my data collection.

3.7. Ethical Consideration

The following research will consider all the basic ethics of the research. Being a researcher my foremost priority will be the minimization of self-biases throughout the research project. Further, I will respect the intellectual property of others and I will avoid plagiarism. I will give proper acknowledgment to all of whom I have taken any kind of help. While collecting data, all interviewees will participate in the study only after understanding its purpose and giving written informed consent. I will respect personal autonomy, dignity, and privacy.

Moreover, I will share data, results, ideas, tools, resources and I will remain open to any relevant critic or new ideas(Stratton-Lake, 2004).

3.8. Summary of the Chapter

This chapter was dedicated to discussing the methodological scheme under which this research work was conducted. This study has focused on 5 multiple case studies by applying Mix-Method Case Study Design. The reason for selecting multiple case studies is that from many 'specific social settings' rich and diverse nature of data can be obtained. This Mix-Method Case Study has used quantitative methods to assess the prevalence of the situation of negligence from perfect duties by educational actors as well as the level of social normalization deviance and used qualitative methods to explore the deep underlying factor which is shaping and changing these behavioral phenomena over the time. The data were obtained from five universities namely (QAU), FUUAST, IIUI, NDU, and CUI. These universities were selected randomly. The study has considered each university as a sampling frame for data sampling by dividing the sample into 5 clusters and each cluster was given an equal weightage of 40 respondents. The qualitative interviews were conducted from those respondents who were assessable to the interviewer. Total qualitative interviews were taken from 25 respondents. Closed-ended questions used the Likert Scale (0-3) with categories such as HIGH, MODERATE, LOW, NONE. Moreover, to analyze the qualitative data, this research derived various themes by applying an inductive approach and performed thematic analysis on those themes. Whereas, this study has performed descriptive operations on quantitative data using excel spread sheets then presented statistics through percentage tables and charts then interpreted and reported according to the objectives of the research. In the next chapter, an interpretation of results, analysis, and discussion has been performed on both quantitative and qualitative data has been presented by the researcher.

Chapter 4

Interpretation and Analysis of Results

This chapter is dedicated to the interpretation and analysis of results that are acquired by qualitative and quantitative data. In the first of the chapter we have interpreted and analyzed the results derived from quantitative data and in the later part, we have performed thematic analysis on qualitative data.

4.1. Interpretation and Analysis of Quantitative Results

In this section, we have estimated results using descriptive statistics and presented the percentage charts which are based on the self-reporting of our respondents. Moreover, we have briefly explained each figure to interpret and analyze the statistics according to study goals.

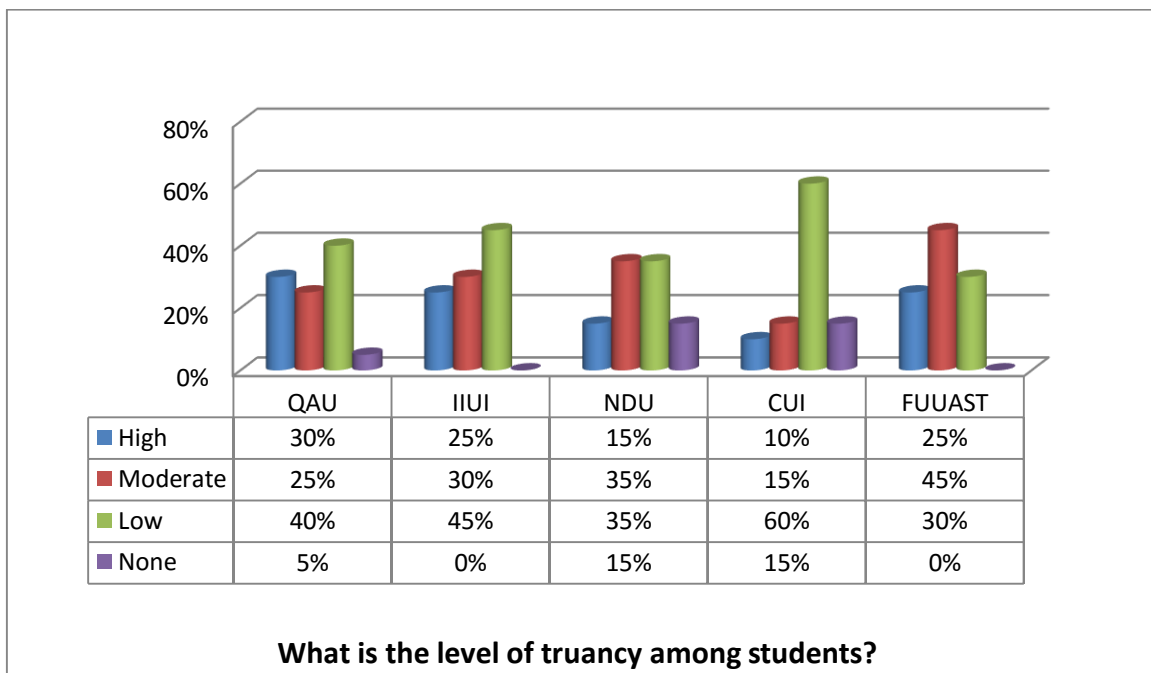


Figure 4.1: The Level of Truancy Among Students

Figure 4.1 presents the Truancy level among five different university students in Islamabad and responses are coded in four different categories such as “high, moderate, low, and none”. For instance, 30% of students in Quaid-i-Azam University (QAU) fall in the first category “high” which is the highest truancy level among the five groups of students. It implies that 30% of students in QAU are frequently absent from campuses then students in International Islamic University Islamabad (IIUI) and Federal Urdu University of Arts, Sciences & Technology (FUUAST) in which are 25% respectively. In the same way, the second category is “moderate” that implies a moderate level of truancy among students. In this regard, the highest numbers of students who fall in this category are 45% in FUUAST and 35% in National Defence University (NDU). In response to the third category of truancy level which is very little, almost 60% of students from COMSATS University Islamabad (CUI) fall in this category which is highest among the five groups of students. Finally, only 15% of students in both IIUI and CUI responded to the last category ‘None’ while zero percent of students in IIUI and FUUAST fall in this category.

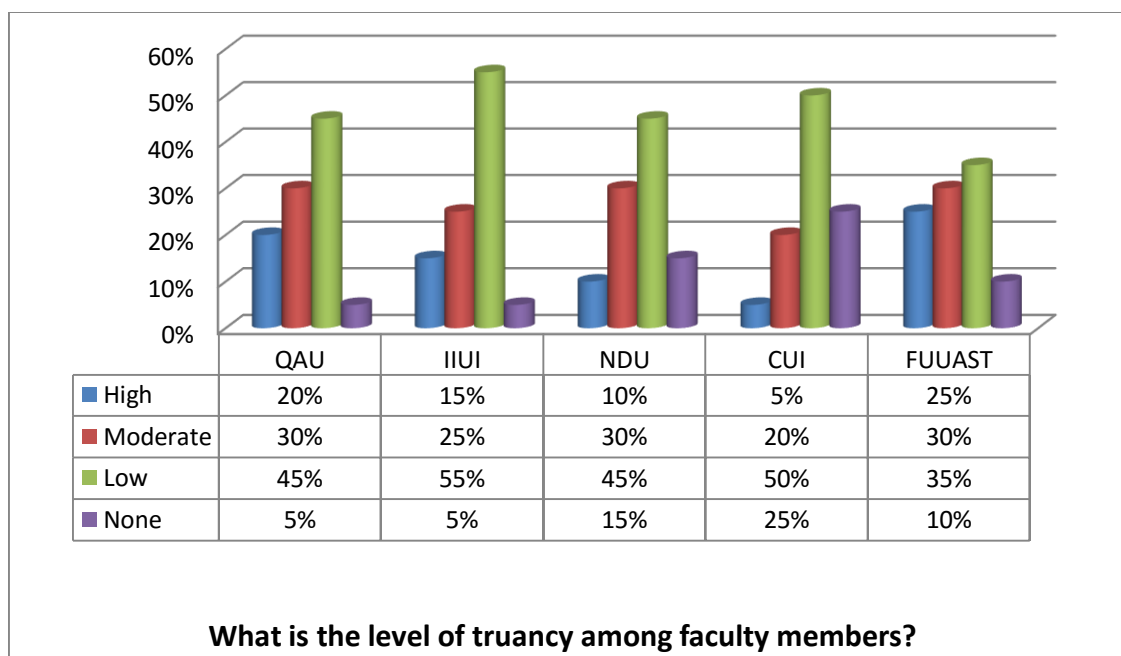


Figure 4.2: The level of truancy among faculty members

Figure 4.2 presents the Truancy level among five different university faculty members in Islamabad and responses are coded in four different categories I.e., high, moderate, low and none. For instance, a high level of truancy among the faculty members is recorded in FUUAST which is 25% after 20% in QAU. As far as a moderate level of truancy is concerned, 30% of faculty members in QAU, NDU, and FUUAST fall in this category. Based on responses to the first two categories, it can be concluded that 55% of faculty members in FUUAST are frequently absent from campuses which is the highest number among five groups of faculty members. In this regard, 50% of faculty members in QAU are frequently absent from campuses which is the second-highest among the five groups of faculty members. Further, the chart shows that the lowest number of truancy levels is recorded for faculty members in CUI that shows 75% of faculty members are either fall in low or none category.

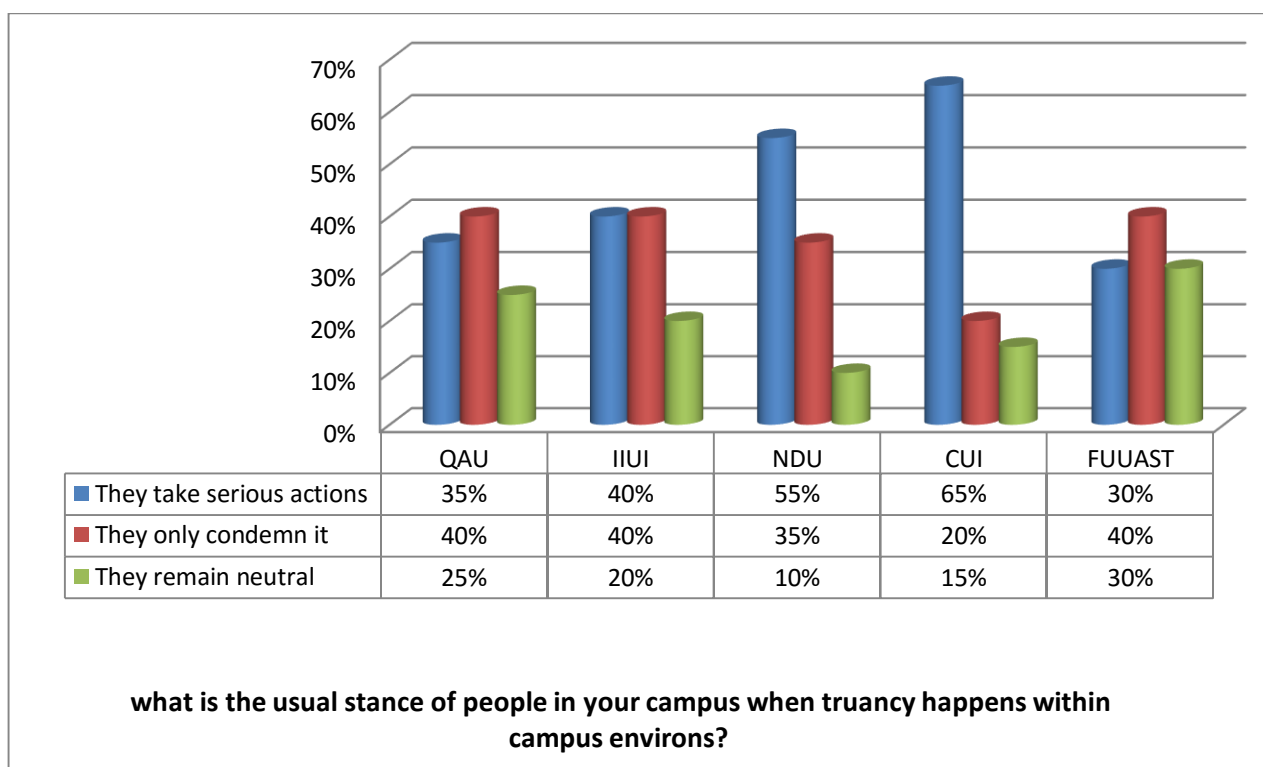


Figure 2.3: The normalization of truancy

Figure 4.3 presents normalization of Truancy level in these universities. There are basically three categories, taking serious actions against truancy level, condemning

truancy level, and remaining neutral. As far as the first category is concerned, 65% of students revealed that CUI takes immediate actions to lower truancy level while it is 55% and 40% in both NDU and IIUI respectively. However, 40% of students in QAU, IIUI, and FUUAST revealed that instead of taking strong actions to mitigate truancy levels they rely on only condemning the truancy level. Finally, 30% of students in FUUAST revealed that the administration has been neutral in taking action to reduce truancy levels in the university.

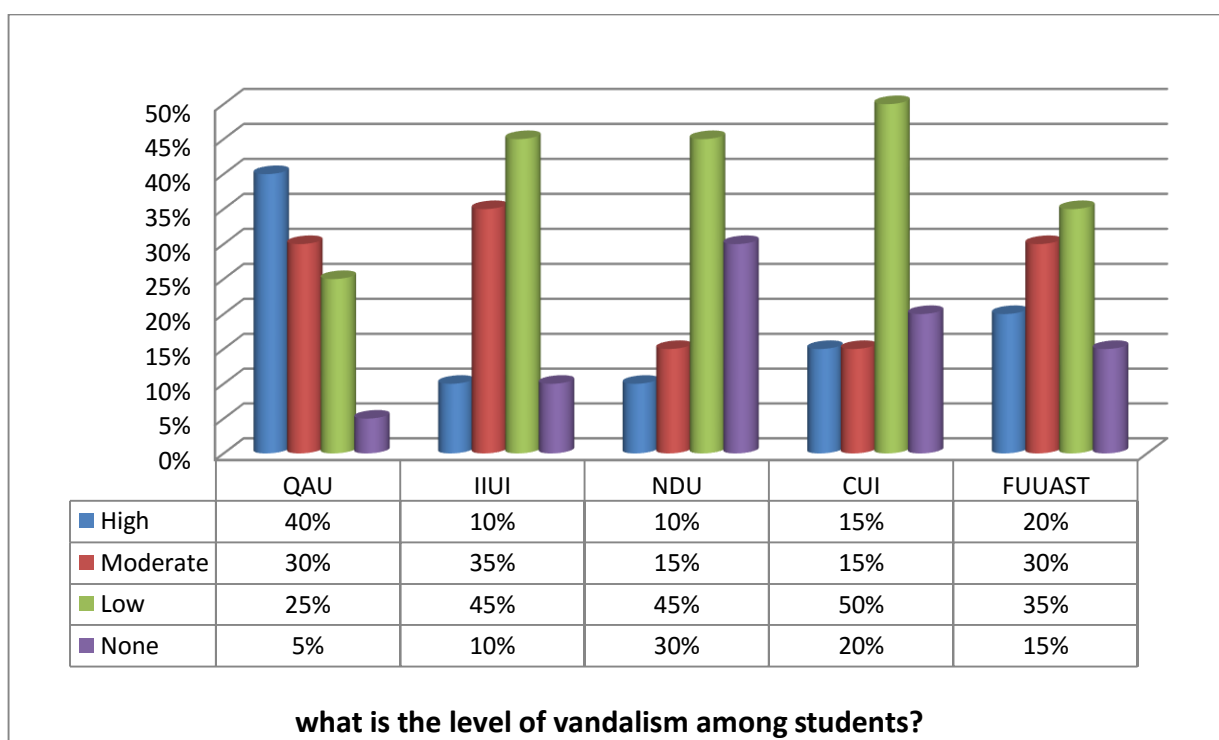


Figure 4.4: The level of vandalism among students

Figure 4.4 presents the level of vandalism among five different groups of students in four different categories I.e., high, moderate, low level, and none. For instance, the level of vandalism is high at 40% in QAU while low at 50% in CUI. In other words, 40% of students in QAU are of the view that the level of vandalism is high in their university while 50% of students in CUI opine that vandalism is low in their university. In a similar way, the second-highest level of vandalism is revealed by 20% of students in FUUAST,

while 45% of students in both IIUI and NDU revealed that vandalism is low in their respective universities.

As far as a moderate level of vandalism is concerned, 35% of students in IIUI, 30% in QAU, and FUUAST revealed a moderate level of vandalism in their respective universities.

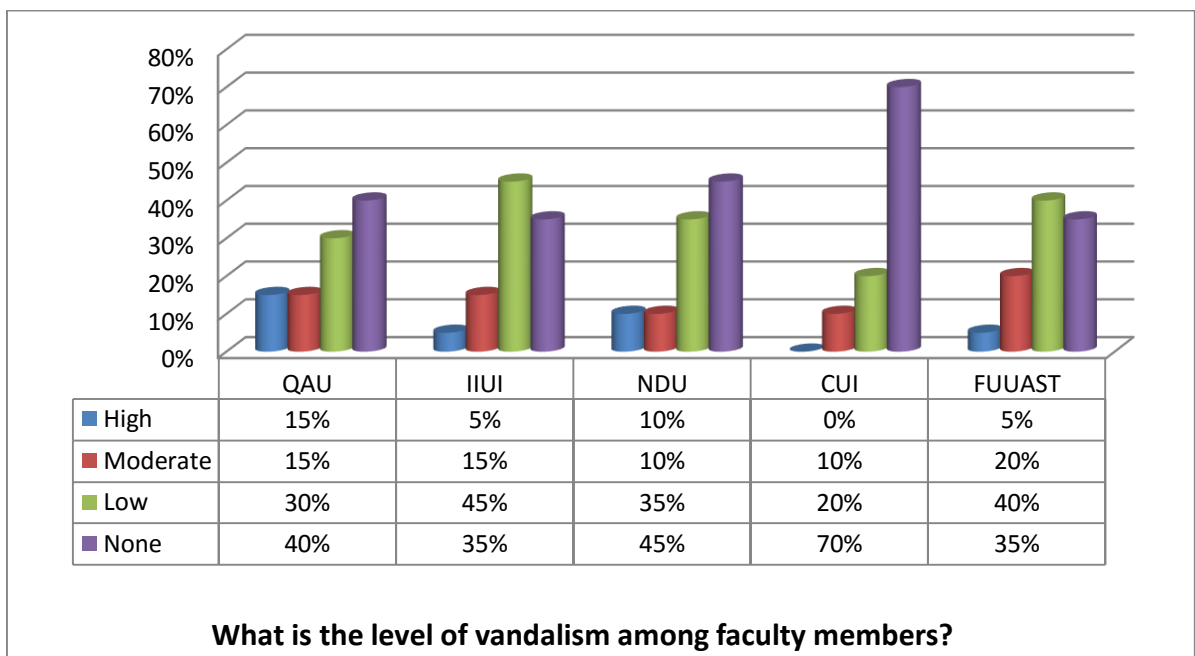


Figure 4.5: The level of vandalism among faculty members

Figure 4.5 presents the level of vandalism among five different groups of faculty members in four different categories I.e., high, moderate, low level, and none. For instance, the level of vandalism among faculty members is high at 15% in QAU while low at 45% in IIUI. Similarly, 20% of moderate level of vandalism is shown by faculty members in FUUAST University while 40% revealed a low level of vandalism in the same university. However, the majority of the respondents fall in the last category. For instance, 70% in

CUI, and 45% in NDU show that majority of faculty members are not involved in any level of vandalism.

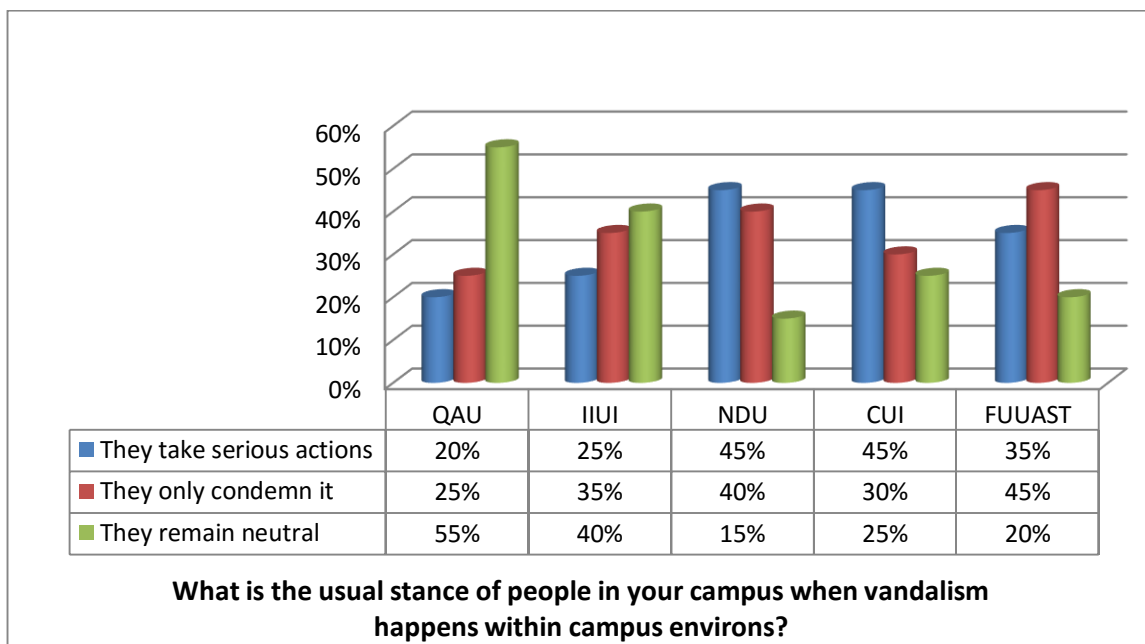


Figure 4.6: Normalization of vandalism

Figure 4.6 presents the normalization of vandalism level in these universities. There are basically three categories, taking serious actions against vandalism level, condemning vandalism level, and remaining neutral. The chart shows that NDU and CUI are much strict against vandalism level and 45% of students revealed that these universities take more serious actions against vandalism. These findings are consistent with the fact that levels of vandalism in these universities are relatively lower. In the same way, 40% of students in NDU revealed that university administration condemns those highly involved in vandalism. Based on the first two categories, it can be concluded that NDU, CUI, and FUUAST are making serious efforts to normalize the level of vandalism in their respective universities. Finally, 55% of students in QAU are of the view that university administration is neutral and perhaps it should be the reason for a high level of vandalism in QAU.

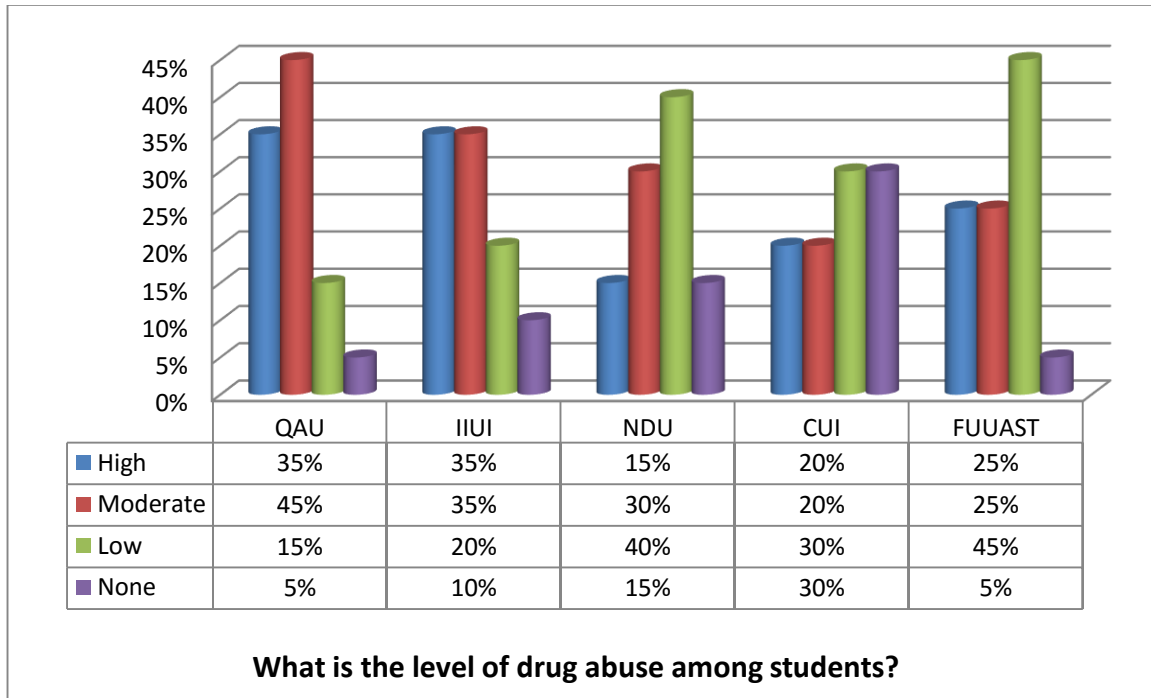


Figure 4.7: The level of drug abuse among students

Figure 4.7 presents the level of drug abuse among five different groups of students. Based on the first two categories, almost 80 percent of students revealed drug abuse is common in the QAU campus and 45 percent believed that the level is well above moderate and high. The chart further shows that drug abuse is also common in IIUI campus, and based on the first two categories almost 70 percent student identifies the presence of drug abuse. In this way, the findings of this study shackle the prevailing belief in the surroundings of Islamabad that drug abuse is more common on the QAU campus. In addition, 50 percent of students disclose the fact that drug abuse is common on the FUUAST campus. On the other hand, 40% of students believed that level of drug abuse is low in NDU while 30% revealed that the level is moderate. Thus, the researcher concludes that 95% of students in both QAU and FUUAST, and 90% of students in IIUI are engaged in three different levels of drug abuse.

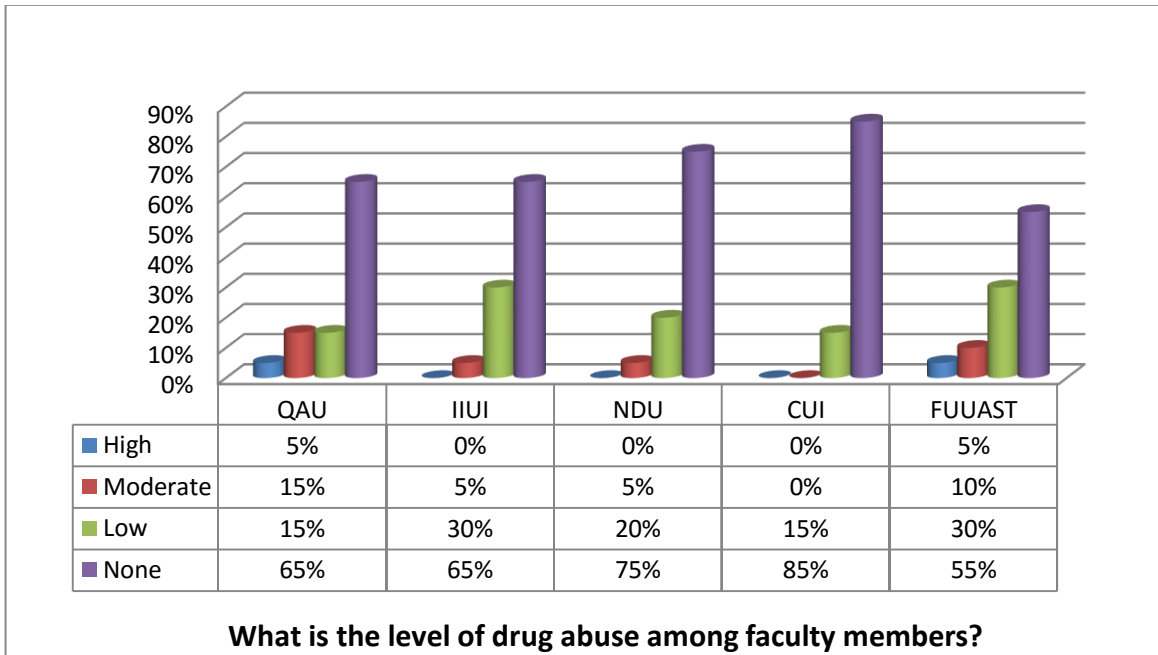


Figure 4.8: The level of drug abuse among faculty members

Figure 4.8 presents the level of drug abuse among five different groups of faculty members. Based on the first three categories, the highest percentage of drug abusers are in the FUUAST campus which is 45% while the second-highest percentage is in the QAU campus which is 35%. On the other hand, 85% and 75% of faculty members in NDU and CUI are do not engage in any level of drug abuse respectively. The chart further shows that 65% percent of faculty members in both QAU and IIUI are also do not engage in any level of drug abuse.

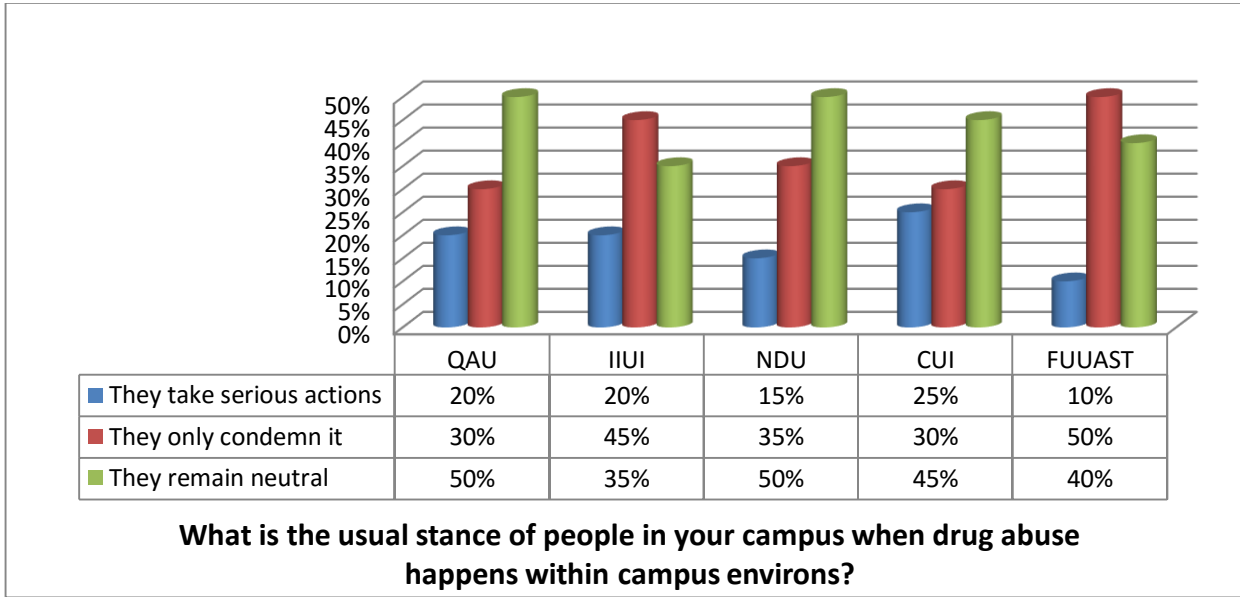


Figure 4.9: Normalization of drug abuse

Figure 4.9 presents normalization of drug abuse in these universities. There are basically three categories, taking serious actions against drug abuse, condemning drug abuse, and remaining neutral. The chart shows that two universities, I.e., IIUI and FUUAST, are active in mitigating the level of drug abuse by taking serious actions and condemning. For instance, based on the first two categories, 65% of students revealed that university administration in IIUI is serious in this matter while 60% students in FUUAST hold the same opinion regarding taking strong action against drug abuse. On the other hand, 50% students in QAU and NDU are of the view that university administration remains neutral while dealing such circumstances. Thus, findings of this chart suggest that university administration in QAU and FUUAST need to make serious effort by taking strong actions in mitigating the level of drug abuse as the percentage of drug abuse among both student and faculty members is high in these two universities.

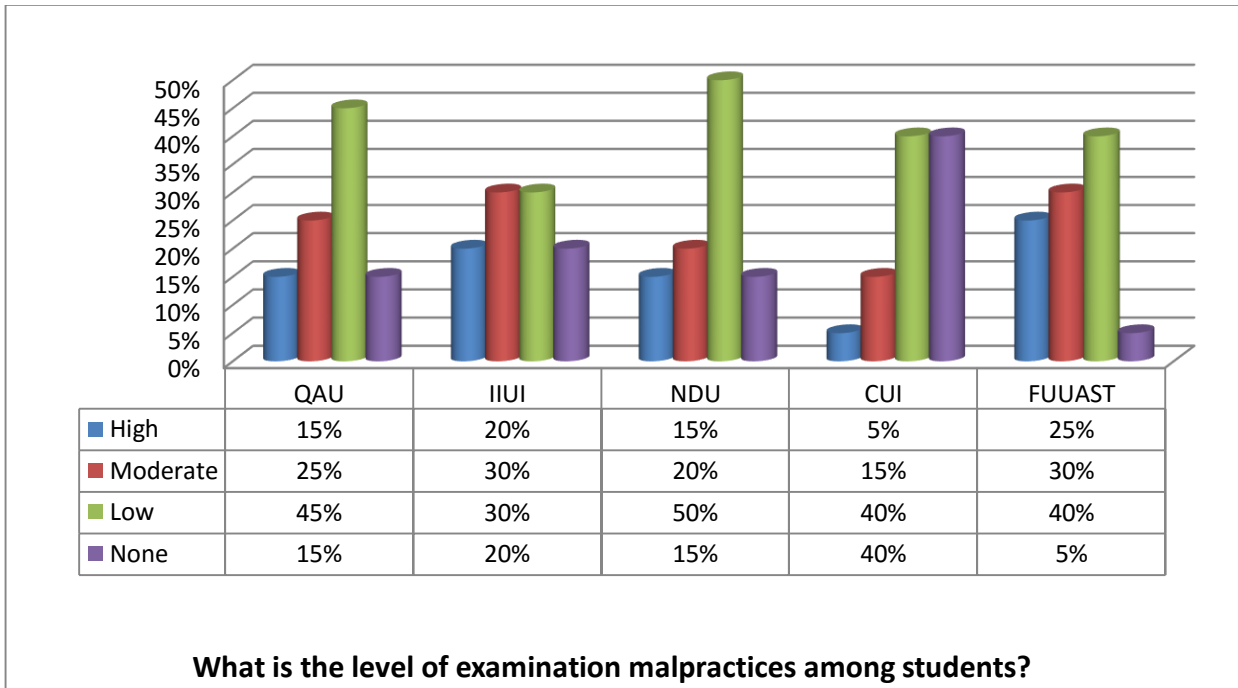


Figure 4.10: The Level of examination malpractices among Students

Figure 4.10 presents level of examination malpractices among five different group of students. High level of examination malpractices are observed in FUUAST and IIUI. For instance 25% of students revealed the examination malpractices are common in FUUAST while this percentage is 20% for IIUI. In the same way, these two universities also lead in moderate examination malpractices. For instance, base on the first two categories of examination malpractices. 55% and 50% students revealed examination malpractices in FUUAST and IIUI respectively. On the other hand, lowest level of examination malpractices is observed in CUI and NDU. For instance, 80% of students revealed low or no examination malpractices in CUI while this percentage is 65% for NDU. Similarly, findings show that 60% of students are of the same view regarding examination malpractices in the QAU campus.

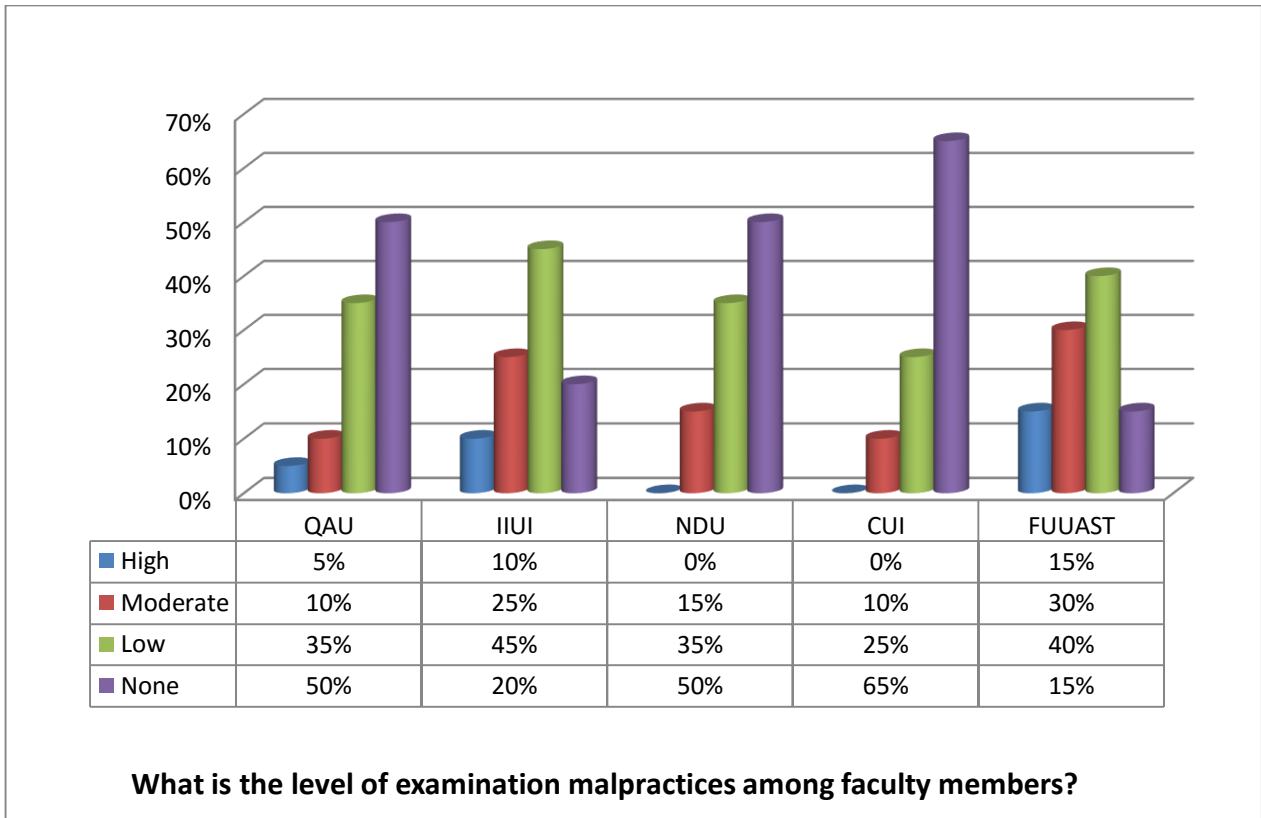


Figure 4.11: The level of examination malpractices among faculty members

Figure 4.11 presents the level of examination malpractices among five different groups of faculty members. The percentage of the high level of examination malpractices is zero for both NDU and CUI and consistent with previous charts that examination malpractices are low in these two universities. However, based on the second and third categories of examination malpractices, almost 50% and 35% of students revealed examination malpractices among faculty members in these two universities respectively. On the other based on the same second and third category of examination malpractices among faculty members, the highest percentage is recorded for FUUAST and IIUI. For instance, 70% of students revealed that faculty members are involved in examination malpractices in FUUAST and IIUI. Based on these findings, it can be suggested that examination

malpractices can be reduced by monitoring the behavior of faculty members in FUUAST and IIUI universities.

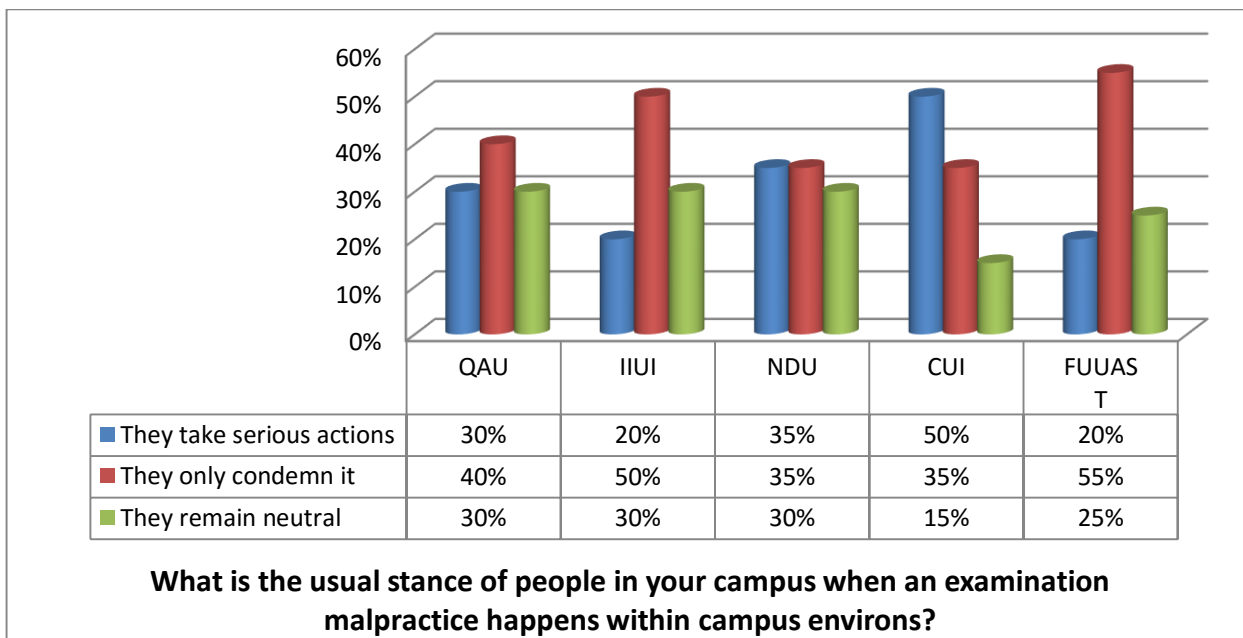


Figure 4.12: Normalization of examination malpractices

Figure 4.12 presents the normalization of examination malpractices in these universities. There are basically three categories, taking serious actions against normalization of examination malpractices, condemning normalization of examination malpractices, and remaining neutral. For instance, 50% of students revealed university administration in CUI are much strict and take serious actions against examination malpractices and perhaps for this reason these malpractices are lower in CUI campus among both students and faculty members. However, based on the first two categories of normalization, 75% of students revealed the seriousness of university administration in FUUAST against examination malpractices but still, the highest percentage of examination malpractices are happening on the campus which is ambiguous. Similarly, 70% of students revealed normalization efforts against examination malpractices in IIUI campus but still, the majority of students and faculty members are involved in examination malpractices.

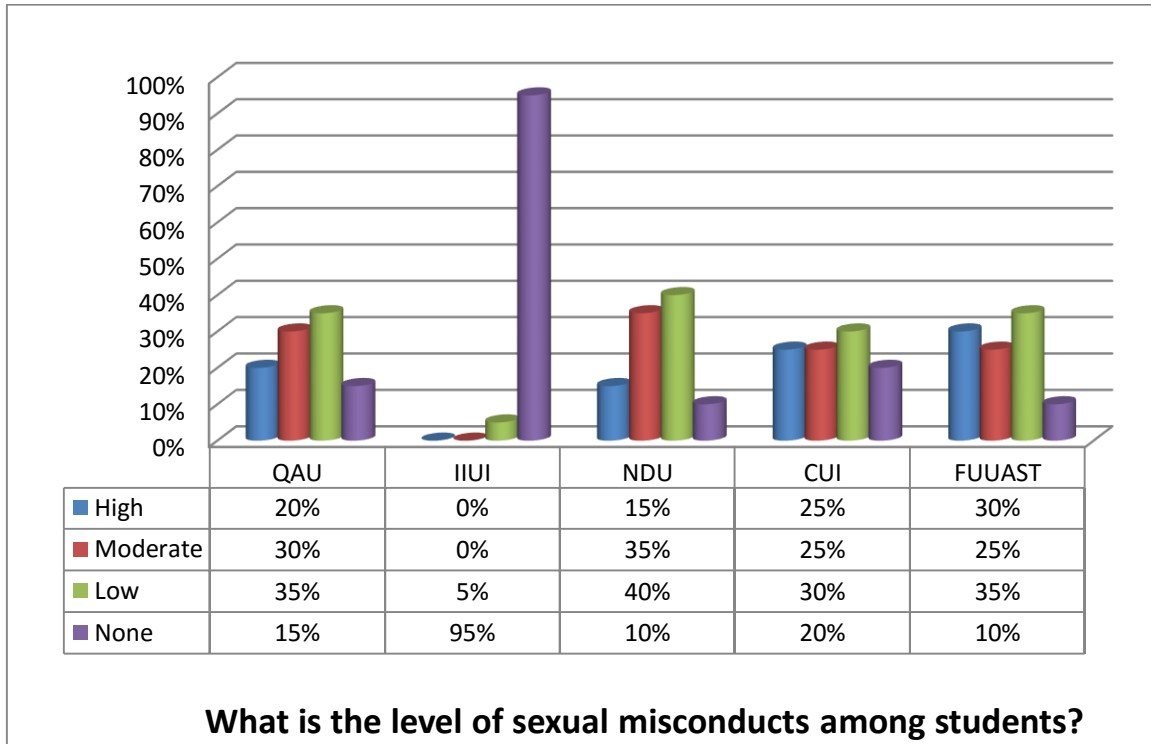


Figure 4.13: The level of sexual misconducts among students

Figure 4.13 presents the level of sexual misconduct among five different groups of students. As expected, based on the first three categories of sexual misconduct, the level of sexual misconduct are lowest in IIUI campus and the percentage of high and moderate level is zero. On the other hand, based on the first three categories of sexual misconduct, the highest percentage is recorded at 90% for NDU and FUUAST. Again, these results are contrary to the common belief that sexual misconducts are more frequent on the QAU campus. Because 85% of students revealed that sexual misconducts are common in QAU campus which is lower than the percentages in NDU and FUUAST. In the same way, 20% of students are of the view that no sexual misconducts are observed on the CUI campus.

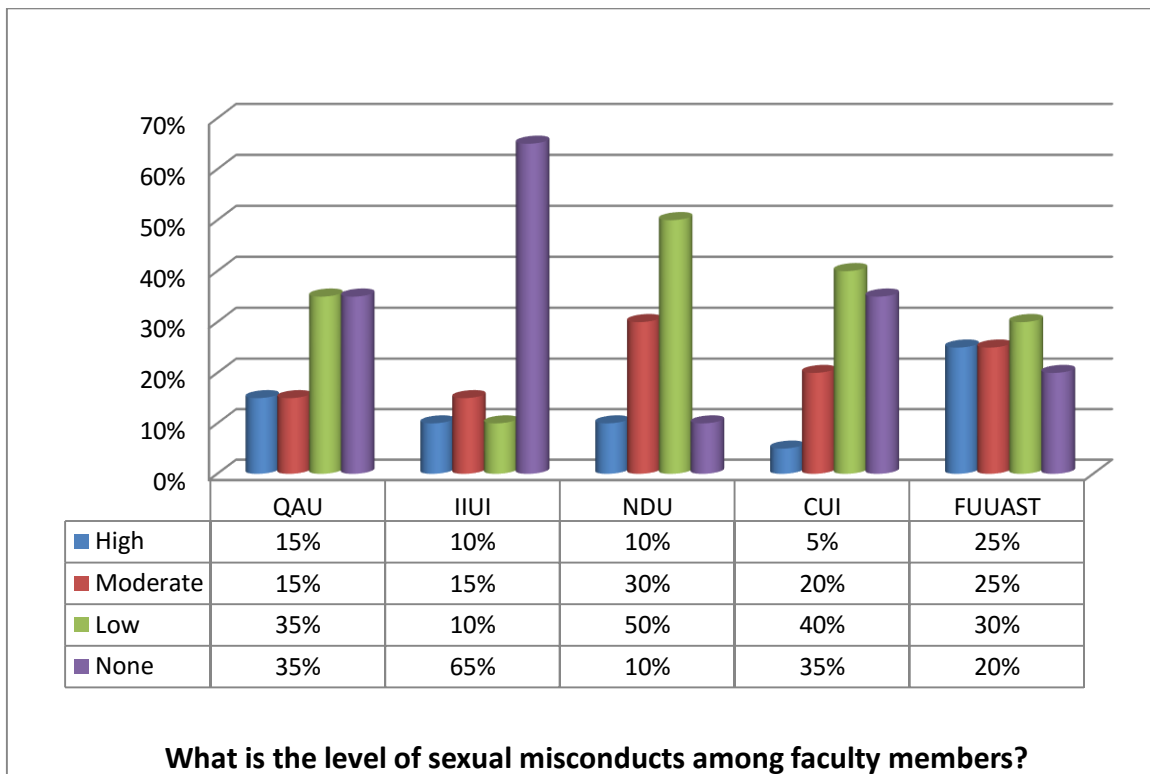


Figure 4.14: The level of sexual misconducts among faculty members

Figure 4.14 presents the level of sexual misconduct among five different groups of faculty members. For instance, 50% of students revealed that faculty members of faculty members in FUUAST campus are involved in sexual misconduct and perhaps it is the reason that sexual misconduct is common among students on the campus. In the same way, based on the first two categories, the second-highest percentage is recorded for faculty members in NDU. That is, 40% of students revealed that faculty members in the NDU campus are involved in either high or low levels of sexual misconduct. On the other hand, 75% of students revealed either low or no sexual misconducts among faculty members in IIUI and CUI campus, and perhaps for this reason sexual misconduct is lowest among students on the IIUI campus.

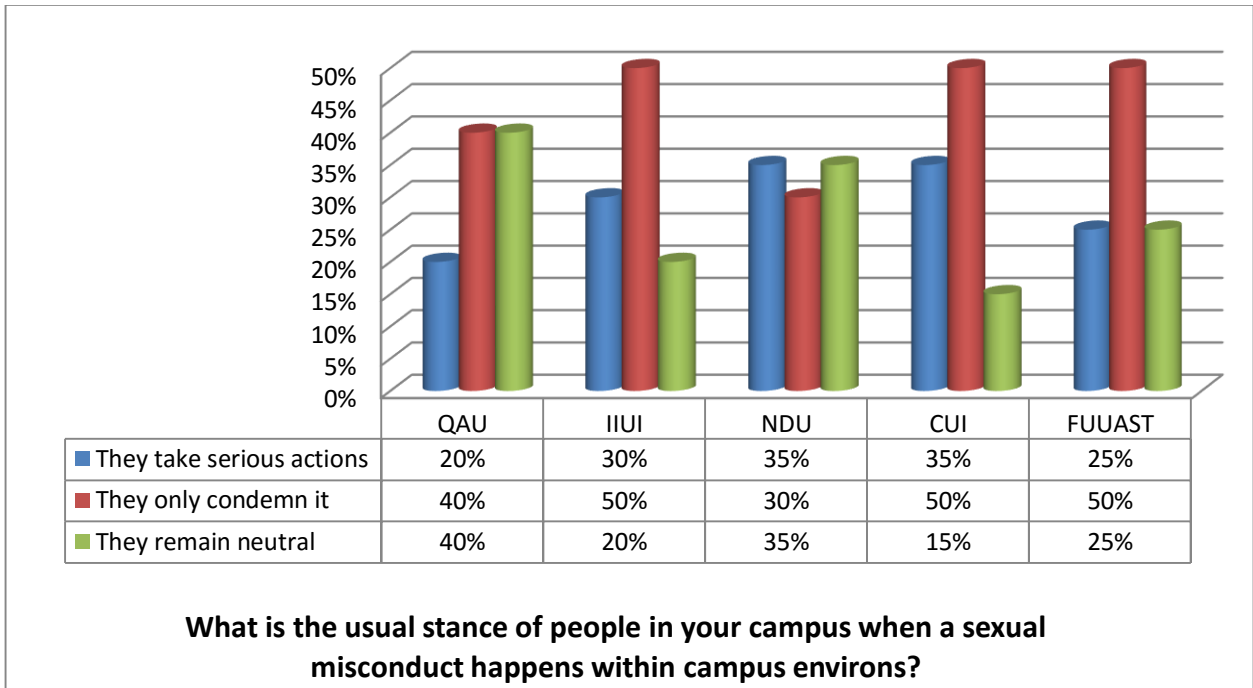


Figure 4.15: normalization of Sexual Misconducts

Figure 4.15 presents the normalization of sexual misconduct in these universities. There are basically three categories, taking serious actions against normalization of sexual misconduct, condemning normalization of sexual misconduct, and remaining neutral. The highest percentage of normalization efforts are observed in CUI and IIUI respectively. For instance, 85% of students revealed that university administration in CUI is much more serious in taking actions or condemning sexual conduct. In the same way, 80% of students revealed the same observation regarding sexual misconduct in the IIUI campus. Despite normalization efforts in the FUUAST campus, sexual misconduct is prevalent among students and faculty members on the campus which ambiguous and unexplainable. On the other, 40% of students are of the view that university administration in the QAU campus are reluctant and remain neutral in dealing with incidents of sexual misconduct. This implies that in the future more incidents of sexual misconducts are expected in both QAU and NDU as these universities are not taking serious actions.

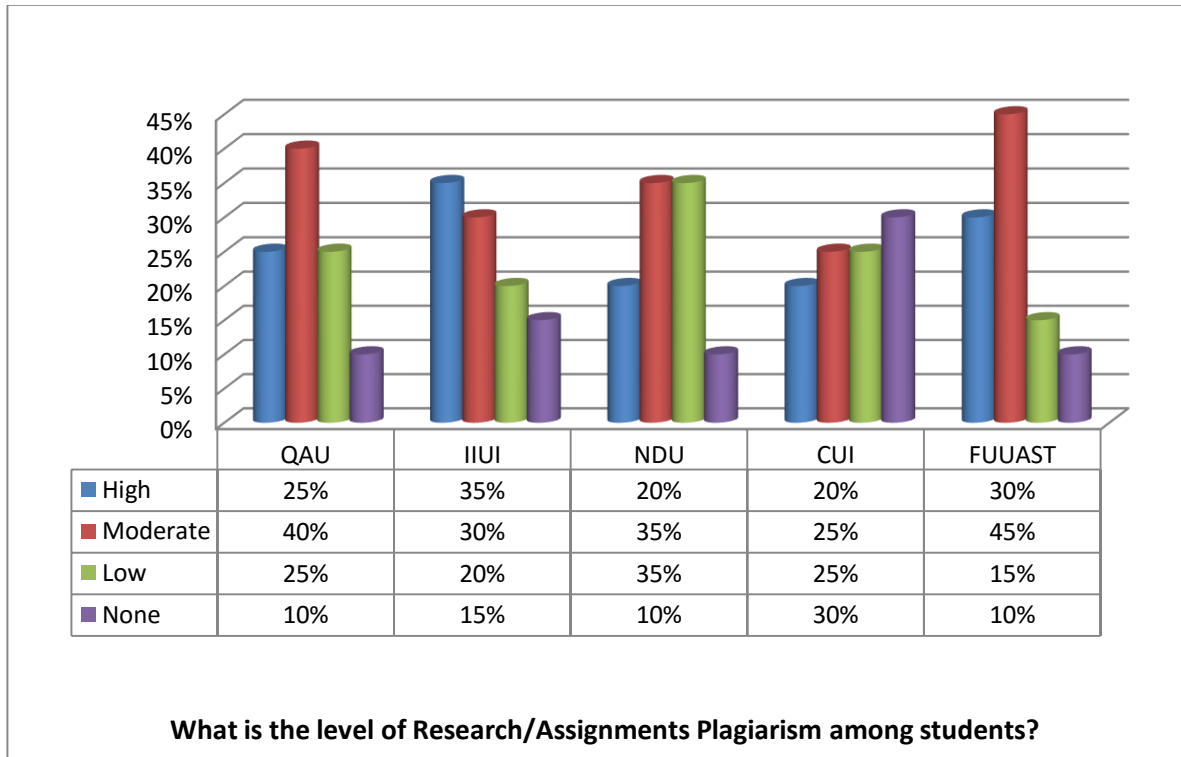


Figure 4.16: The level of Research/Assignments Plagiarism among students

Figure 4.16 presents the level of plagiarism among five different groups of students. A high level of plagiarism among students is observed in three universities I.e., IIUI, FUUAST, and QUA. For instance, 35% and 30% of students revealed the fact that students in IIUI and FUUAST are engaged in copying the working of others scholars while attempting semester exams while this percentage is 25 for students on the QAU campus. Based on the first three categories, 90% of students revealed that plagiarism is common among students in IIUI, FUAST, and QAU. On the other hand, the level of plagiarism is lowest in CUI and NDU. For instance, 55% of students revealed low or none level of plagiarism in CUI and 45% percent in NDU.

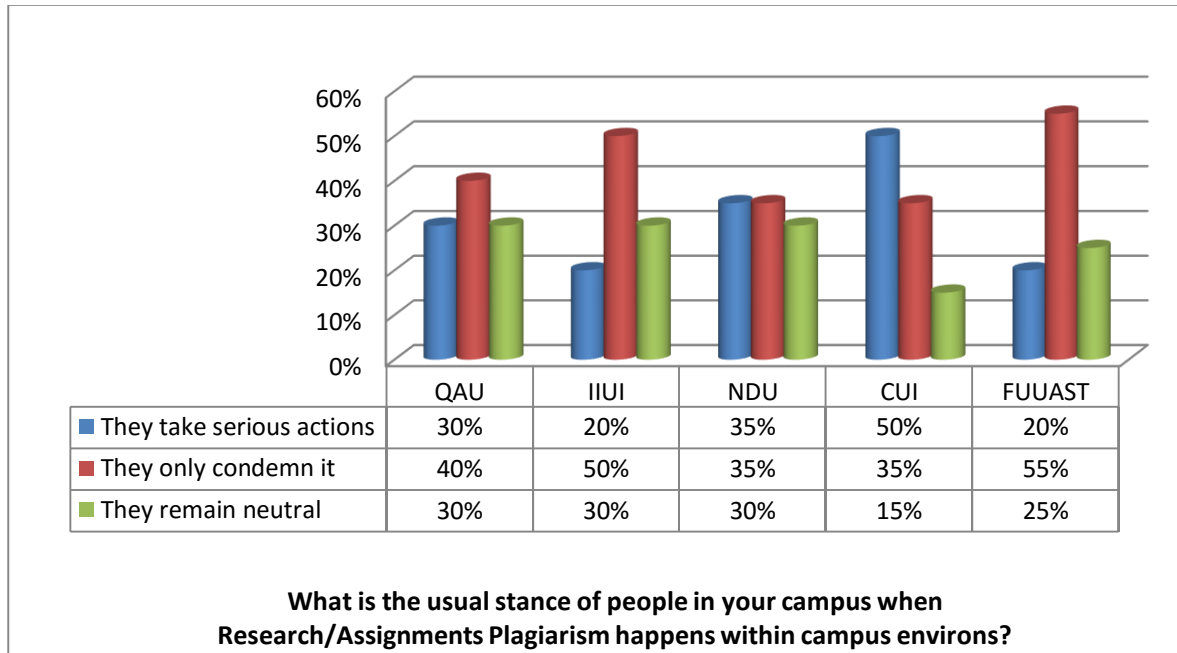


Figure 4.17: Normalization of research/assignments plagiarism

Figure 18 presents the normalization of plagiarism in these universities. There are three categories, taking serious actions against normalization of plagiarism, condemning normalization of plagiarism, and remaining neutral. The highest percentage of normalization efforts are observed in CUI and FUUAST respectively. For instance, 85% of students revealed that university administration in CUI is much more serious in taking actions or condemning plagiarism. In the same way, 75% of students revealed the same observation regarding plagiarism on the FUUAST campus. Despite normalization efforts in the FUUAST campus, plagiarism is prevalent among students on the campus which is ambiguous and unexplainable. On the other, normalization efforts against plagiarism in CUI are much more fruitful in terms of positive outcomes. On the other the first two universities I.e., QAU and IIUI show the highest percentage for neutrality in coping with plagiarism. For instance, 30% of students observed that university administration is not taking proper actions against the prevalence of plagiarism in these universities and provide plausible justifications for the highest percentage of students engaged in plagiarized activities in these universities.

4.2. Thematic Analysis of Qualitative Results

Educational Malpractice is one of the widespread issues of educational systems throughout the world from developed to the underdeveloped world and the issue is more severe in developing countries. Moreover, the deviancy from perfect moral duties persistently present in every stage education system from primary to secondary to tertiary level of education. It is obvious that just like many other developing Pakistan's education system is also under influence of this issue. Moral Deviancy in the context of education can be regarded as negligence of educational actors, such as students, teaching, and administrative faculty from their campus-based educational responsibilities. In qualitative interviews with our respondents, we found mixed responses that major portion of maintaining that the trend of manifesting deviant behaviors is rising among the actors in tertiary education, according to some the phenomenon is gradually decreasing with the passage of time, while some others reported that the phenomenon is more or less stagnant as they view that no such changes have been seen over the time in deviant behaviors among the students. Based on these three mainly found perspectives we have constructed the following themes and elaborated on each theme one by one in the below sections.

4.2.1. The Perspective of Rising Deviant Behaviors

We found that the perspective that a greater portion of our respondents held is that deviant behaviors are rising among educational actors at the tertiary level. In general, they suggested that the rising trend of deviant behaviors in tertiary education is a concerning phenomenon. They argued that deviant behaviors such as truancy, vandalism, drug abuse, examination malpractices, and sexual misconduct have the potential to bear drastic effects on the educational career of future leaders. Therefore, they referred that it is imperative to examine the root causes that are contributing to this rise in deviant behaviors.

The portion of individuals who asserted that deviant behaviors of the educational actor are on rising maintained their line of argument on some fundamental themes, which are rising number hosteller, weak monitoring and accountability mechanisms, personal

problems, the family issues, socioeconomic issues, peer group effect and negative externalities of technological advancements

In this regard, many of the respondents maintained that increasing the number of hostellers is one of the fundamental reasons behind rising deviant behaviors among students. They argued that hostel life is a whole new experience for students which puts both negative influences on students. According to our respondents, hostel life increases the freedom of students significantly. Because when a student used to live at their home the elders, especially the parents, used to regular check upon them to direct their behaviors in a certain direction but in the hostel, they are all upon themselves and they used to act whole according to their own will. Now, in this situation, the students who possess low self-regulatory mechanisms often get off-track from the primary goal of attaining education and tend to manifest deviant behaviors, which can be regarded as negligence from their perfect duty not being deviant from your educational duties. While living in hostel students exchange both positive and negative behaviors to one another. For example, the exchanges of positive behaviors are intellectual exchange between students, sharing study materials, social, economic, and emotional support, etc. On the other hand, students could also exchange negative behaviors to one another such as vandalism, drug abuse, examination malpractices, and sexual misconduct. But in Islamabad deviant behaviors are rising among hostellers due to the fact that both in private and public hostels regulatory practices are not up to standard level. Many of our respondents affirmed that drug abuse and vandalistic behaviors are widespread across all with hostels social environment as many student practice drug abuse (i.e. drinking and smoking), and vandalism (i.e. misusing hostel infrastructure like bed and study rooms, paths, lawns, toilets, and services such as electricity, water, gas, internet, and other facilities) inside hostels' environments, thus, hostels environments are a direct contributor in students' deviant behaviors in this context. Moreover, few respondents also indicated that the hostel environments are also indirect contributors to the development of many sorts of deviant behavior among students. For instance, one of our respondents reported that hostels environments are suitable for practicing truancy because no one can ask you that why you are not going to attend your classes,

also hostel is a place where hostellers exchange ways and means of sexual misconducts to one another by sharing their sexual affairs and sexual chatting, tricks to trap opposite genders, etc. thus in these ways hostels environments also contribute indirectly to rising deviant behaviors among youth.

Another line of argument that is held by the respondents who tend to believe that rise of deviant behaviors among educational actors is associated with existing monitoring and accountability mechanisms in the tertiary education system of Pakistan. They regarded that effective monitoring and accountability process is imperative to reduce the growing deviant behaviors trend in the current educational system. They held a view that the current system is running under weak monitoring and accountability mechanisms that's why educational actors do not expect any serious consequence for their negligences. For instance, one of our respondents shared an insight about a usual practice that persists in his campus that students after being short of attendance resolve their issue personal with the teacher by requesting and pleading thus students feel no fear while committing absenteeism as they know that they can escape from negative consequences through aforementioned practice. Few respondents also said that the teacher, who used to commit truancy, held relaxed and less strict behaviors with students in implementing educational rules and regulations so that students remain silent and did not register any complaint against them. If somehow any complaint being registered against them then the teacher changes previous behavior and starts dealing with students in a harsh and strict way so that they regret their previously initiated complaint and get the lesson to not do such act again in the future. Likewise, few respondents told that sexual misconducts like verbal harassment and interrupting during commuting within the campus are happening on a usual basis but monitoring and accountability on these sort of actions are taking place that's why students are becoming used to it day by day. Another respondent expressed that educational malpractices like cheating are happening and increasing year of the year due to negligence of faculty members during the examination. A few respondents also claim that assessment of exam papers are not been done in just way some teachers commit negligence and some commit favoritism but student afraid to complain because the

accountability processes are not trustworthy. Likewise, several respondents also put forth that due to the plagiarism is trend is growing among students while doing assignments and research projects but the effort to monitoring plagiarism is relatively insufficient to counter the issue. Many respondents expressed that the trend of drug abuse within campuses is growing and deficient monitoring and accountability process are playing an encouraging role in this growth. They maintain that smoking cigarettes and hashes, substance use like (Naswar) are usually practiced inside campuses, and sometimes drinking also happens inside campus secretly but effective monitoring and accountability on these drug abuses are taking place. Many respondents highlighted that vandalistic acts such as wall chalking, damaging chairs, polluting campuses, damaging windows, defacing campus benches, misusing toilets facilities, and setting small fires, etc. are growing due to low monitoring and accountability processes.

According to some of the respondents, the growth of deviant behaviors in tertiary education is also associated with rising in personal problems of the educational actors. They maintained that in the modern world the personal problems of people like physical and psychological health issues, role conflicts, emotional problems, maladjustment to campus, personal motivations, procrastination, sleeping late, the boredom of routinized commuting to campus, and excessive involvement in extracurricular activities. Owing to all these influencing factors educational actors are finding difficulties in carrying on their educational responsibilities in an effective manner.

Likewise, some respondents also related the growing deviant behaviors with increasing family problems. They argued that it is a matter of fact that nowadays we are living in a globalized world where social, political, economic, and technological aspects of human life are transforming in a more rapid manner than in past times due to all these external pressures the family structures around the world are experiencing rapid changes, therefore, families are experiencing lots socioeconomic and relationship problems. The more people have these kinds of familial problems the more they likely to deviant behaviors. So, as nowadays familial problems are

constantly on rising, therefore, the deviant behaviors are also consequently intensifying. For instance, one of our respondents put it in this way: the rising socioeconomic problem is driving family heads attention and energy towards sustaining everyday living in poor families and towards maintaining socioeconomic status in upper-class families therefore both upper and lower class families less focused on their youth's day to day educational progressions. Due to this lack of attention from family, many students develop deviant behaviors over time. Likewise, another participant argued that faculty members also due to being increasingly engaged in familial responsibilities face work-family conflicts therefore sometimes compromise their educational duties.

Another aspect the claimers of rising deviant behaviors have highlighted is that deviant behaviors are also rising due to growing peer group influences. They maintain that every human being, especially the young ones are under influence of their peer groups which can put positive and negative impacts on individual worldview and behavioral development. They further maintain that currently, the social circle of the students who are interested in extra-curricular activities is rising in comparison to those students who are interested in curricular activities. Putting in another way, nowadays the peer groups are more interested in other activities compare to academic activities thus the peer influence dragging students' attentions away from primary academic duties to other secondary activities. In this regard, one of our respondents shared an interesting insight from his campus. He asserts that in his campus classmates are further classified into first benchers and backbenchers. He further maintains that this classification is not just based on the location of benches or sitting position rather there specific types of symbolisms are also attached to this classification. For instance, first benchers refer those students who are well focused on studies, boringly serious, introverts, sensitive, and crab-minded, while, backbenchers implies for those who are not very much into studies, lively and entertaining, extravert or love socializing, party lovers, tough, and travelers, and dependable. Due to these symbolisms, clear segregation emerges between classmates. As youngness is more associated with energy and fun therefore students get more inclined towards joining the circle of

backbenchers thus peer influence in the backbenchers' drives students away from their perfect educational duties. For instance, growing negative peer influences are paving ways to drug consumption by providing assess and social acceptance to drug consumption, habituation of hedonism by doing hedonic in a routinized and collective manner, bunking classes by persuading one another, educational malpractices by facilitating each other, vandalism by backing and cultism, plagiarisms by sharing means and ways of plagiarism.

Moreover, the claimers of growing deviant behaviors in university campuses also highlighted that technological advancements are also contributing to the rising of deviant behaviors among educational actors. They maintained that, undeniably, technological growth has served and facilitated almost every dimension of human life therefore technological advancement vividly important to human progress and wellbeing. However, technological progression has also given rise to some negative behaviors in humans around the globe and educational actors also have no exception in this regard. Our respondents confidently express the ways and means through which technology is contributing to rising of deviant behaviors in educational actors. They argued that social media advancement that due to persuasive designs of these media many educational actors have become so habituated to forums like Facebook, Instagram, Twitter, WhatsApp, and so on that they invest a substantial amount of their time, attention, and energy on these platforms, as a result, they left with less time, attention, and energy to fulfill their educational duties. They also argued that this logic is also consistent with advancement in the gaming industry, Smartphone, or screen addictions as these all technologies use a substantial amount of their time, attention, and energy thus making us lazy, procrastinated, less disciplined, and distracted from our real responsibilities. For instance, several respondents illustrated that due to gaming and social media addiction educational actors sleep late nights thus they face time management issues at daytimes therefore sometimes they exhibit truancy. Another respondent exemplified that self-regulatory mechanism of educational actors due to excessive use of technology, therefore, their preparation on many occasion remains incomplete thus they often direct themselves to instant solutions and commit

malpractices like cheating, bunking, and plagiarisms, etc. Likewise, another respondent demonstrated that due to internet technology many educational actors are addicted to pornography which affects their sexual conducts, they have now access to online educational material from which they plagiarized their assignments and research project in an easy way, many educational actors use undercover internet freelancers websites through they accomplish their educational tasks, and many educational actors turn to the internet to learn tricks and methods of examination malpractices, harassments, drug consumption, and so on. By all these ways and means technological advancement is contributing to rising deviant behaviors among educational actors.

4.2.2. The Perspective of Declining Deviant Behaviors

In contrast to all the above views, a second large segment of the respondents maintained that deviant behaviors like truancy, vandalism, examination malpractices, sexual misconducts, plagiarism, and etc. are declining among the educational actors. They think that due to growth in public awareness, technology and media, gross competence, and effects of globalization our deviant behaviors are keep declining year after year. For instance, they argued that due to gross improvement in education level over the years the teachers are now more competent than the previous eras thus they are educating our future leaders in better ways as result student are showing less dependency on examination malpractices. Moreover, such respondents also argued that sexual misconducts among educational actors due to social awareness of sexual conduct among people, rising feminist activisms, and better gender and harassment-related laws in the education system. Likewise, many of them also maintained that technological advancement; especially TV media and social media have also contributed to the reduction of deviant behaviors among educational actors. Nowadays, students have the power to highlight truancy, sexual misconducts, vandalism, and examination malpractices of educational actors in the media. Over the years, we have already witnessed many examples that many such kinds of videos gone viral on media, especially on social media, and public reaction has been registered on those cases and administrative action was also taken. Similarly, few respondents also

highlighted global effects on declining deviant behaviors among educational actors. They argued that now we are living in the globalized world and learning many good educational practices from many countries. Especially through educational exchange programs and foreign scholarship program, we have managed to raise the gross competence of education system as well as we learned and transfer many good educational practices to our local campus, therefore, we can say that due to globalization deviant behaviors inside campuses have decreased over the years.

4.2.3. The Perspective of Uniform Deviant Behaviors

On the other hand, a small portion of respondents argued that the education system of Pakistan is less remains unchanged over time. Likewise, the deviant behaviors we are observing nowadays in campuses are more or less same prevailing in the same way for a long time. Our education system is run in a circular way that what educational actors practicing nowadays were also practiced by their predecessors such as examination malpractices, absenteeism, drug abuses, vandalism, plagiarism, etc. so nothing has been changed. They argued that our education system has not been changed for many decades, therefore, the action and attitudes of educational actors have not changed consequently.

4.3. Theoretical Discussion on the Findings

This study found that deviant behaviors more or less exist in all observed universities. According to the comparative results of this research, among all five selected universities, in the prevalence of deviant behaviors as well as social normalization of deviant behaviors the Federal Urdu University of Arts, Sciences & Technology (FUUAST) stand first, Quaid-i-Azam University remained second, International Islamic University Islamabad (IIUI) came third, National Defence University (NDU), and COMSATS University Islamabad (CUI) came fourth and fifth respectively. Now to decide that whether social deviance has been normalized within the system of Pakistan or not? we have to look back to the definition of social normalization of deviant behavior. According to Vaughan (who coined the term Normalization of deviance) social normalization of deviant behavior is phenomenon “*when people within an organization become so insensitive to deviant practice that it no longer feels*

wrong”(Price & Williams, 2018). Based on this definition if we look upon our results we can say that our higher education has not fully fallen into the social normalization of deviant behaviors as the majority of our respondents suggested that their campuses condemn and take serious actions against deviant behaviors.

But above point is not indicating that our higher education is secured or faraway from social normalization deviance as our qualitative and quantitative investigation the greater portion of our respondents reported that the deviant behaviors rising over the years. According to (Wright, et al. 2021; CCPS, 2018) continues happening of deviant behaviors can eventual lead to normalization of deviance. Owing to this reason our results are implying that our higher education system is gradually moving towards social normalization of deviant behaviors.

Owing to these circumstances, the higher education commission (HEC) of Pakistan should make effort to improve the moral and ethical ecology of higher education. In Pakistan, universities often seek to develop ethical values among educational actors through speeches to large formal assembly of educational actors, pamphlets, convocations, and other organizational statements. But these methods are not much effective to establishing ethical among educational actors when they are already “fully informed” about these values, therefore, the best way to develop these values among educational actors is not “telling” them what they should do but building such moral ecology in which the virtues arise naturally from the social environment of the campus (Dalton & Crosby, 2006). To build such environment the role of teacher and other administrative faculty come first as the role models for the future leaders.

In the next chapter, we are going to conclude our whole research and present major finds as well as recommendations along with the limitations of the study.

Chapter 5

Conclusion and Recommendations

5.1. Conclusion

In the modern age higher education systems are under rising pressure due to publics' demand for moral and behavioral improvements in students as like universities of old ages. Criticism on moral role universities is coming from both in-campus and off-campus actors but the nature of criticism may vary with reference to intensity and purpose. The actors such as students, educators, trustees, advisors, government, bureaucrats, political leaders, and families are regularly evaluating the role of universities on ethical grounds in reference to contemporary social problems. When an academic system of any country fails in coping with negligence of educational perfect duties and endorsing the sense of responsibility among the future leaders (students) then it is very much possible that moral decay may hit the posterities of that educational system. Nowadays, it seems that Pakistan's education system is suffering from continuous negligence of educational perfect duties and deviant adaptation is rising among the educational actors these facts induced us to examine the potential threat of moral decay in our tertiary education system. The notion "Moral decay" can be rationalized as degradation or decline of the moral values in a society. In other words, Moral decay is "the failure to uphold sound morality in society". This study has conducted a moral analysis of the status of the negligence of perfect duties and social normalization of deviance in relation to moral decay.

This study is applied mixed-methods, which implies that we have tried to examine our research problem in both qualitative and quantitative dimensions. In the quantitative part of the study we observed that deviant behaviors are more or less prevalent in all under-focused universities. Moreover, from the quantitative part of this study, we also noticed that among all five selected universities, in the prevalence of deviant behaviors as well as social normalization of deviant behaviors the Federal Urdu University of Arts, Sciences & Technology (FUUAST) stand first, Quaid-i-Azam University remained second, International

Islamic University Islamabad (IIUI) came third, National Defence University (NDU), and COMSATS University Islamabad (CUI) came fourth and fifth respectively. Likewise, quantitative results also shown that the social normalization of deviant behaviors is still low in these five campuses as the majority of our respondents suggested that their campus condemn and take serious actions against deviant behaviors.

Our qualitative results suggest three different conclusions: (1) the deviant behaviors are growing (2) the deviant behaviors are gradually decreasing (3) the deviant behaviors are more or less stagnant over the years but the most held perspective was that the deviant behaviors are growing due to rising number hostellers, weak monitoring and accountability mechanisms, personal problems, the family issues, socioeconomic issues, peer group effect and negative externalities of technological advancements.

Based on overall results of the investigated campuses, the study concluded that tertiary educational system in Islamabad are still away from moral decay as the examination of five different universities in Islamabad have reported that social normalization of deviant behaviors is still at low levels. However, the concerning thing is that a greater portion of our respondents reported that the deviant behaviors rising over the years thus we can say that our universities are slowly moving towards the potential threat of moral decay.

5.2. Major Findings of Research

1. This study found that deviant behaviors more or less exist in all observed universities.
2. According to the comparative results of this research, among all five selected universities, in the prevalence of deviant behaviors as well as social normalization of deviant behaviors the Federal Urdu University of Arts, Sciences & Technology (FUUAST) stand first, Quaid-i-Azam University remained second, International Islamic University Islamabad (IIUI) came third, National Defence University (NDU), and COMSATS University Islamabad (CUI) came fourth and fifth respectively.
3. Based on our observed results we can say that the social normalization of deviant behaviors is still low in these five campuses as the majority of our respondents suggested that their campus condemn and take serious actions against deviant behaviors.

4. Our qualitative results suggest three different conclusions: (1) the deviant behaviors are growing (2) the deviant behaviors are gradually decreasing, (3) the deviant behaviors are more or less stagnant over the years. However, according to a greater portion of our respondents reported that the deviant behaviors rising over the years.

5.3. Recommendations

1. Promotion of Religious and Spiritual Affairs within Campuses

Nowadays, for majority of students the university years are a period of self-discovery, personality development, and decision-taking. The inner quest for the meaning or the purpose of life by students is usually held in a frame of religion and spirituality. The campus-based religious and spiritual affairs can assist educational actors in discovering their inner being and developing a sense of self-realization and enlighten life. The so-called “spirituality movement” in contemporary educational institutes is considered to be as key indicator of educational actors’ intrigue in religious and spiritual worldviews (Dalton, Eberhardt, Bracken, & Echols, 2006) and a suggesting of the necessity for educational institute to promote these types of activities for educational actors. Promotion of such activities will be very helpful in reducing the rising and normalization deviant behaviors within campuses, and in avoiding potential moral decay in the future.

2. Enhancing Moral Counseling and Leadership Capacity of Peers

The propagation of a few characteristics can edify educational actor to act responsibly such as recognition of oneself as moral being, self-accountability, and realization of one’s responsibility of guiding and leading peer group in positive way. In this regard, there are many right set of circumstances in the educational campuses for educational actors for functioning as peer counselors and leaders. These functional roles can deliver potent moral development exposures for educational actors, particularly if they comprise right set of opportunities for moral and ethical reflections and dialogues.

3. Organizing a Disciplinary and Legal Structure within Campuses.

According to this study and many other studies, in the tertiary education system of Pakistan, some portion of educational actors are exhibiting deviant behaviors within campuses by means of violating their perfect educational duties such as not being truant and vandalistic, not being involved in exam malpractices, sexual misconducts, and plagiarism, etc. Owing to this reason, our campuses need a separate body to enforce disciplinary and legal mechanisms and to reduce the behaviors that are causing conflict between educational actors and prescribed codes of conduct by the campus. When a disciplinary and legal body structured and administered within an educational environment then the campus disciplinary processes will bring good potentials for assisting educational actors to meditate on the moral conducts and the social and/or personal repercussion of their deviant behaviors and to construct a personal sense of being subject to accountability or a strong sense of responsibility for their decisions.

4. Incorporate at least one course of moral education in (BS) Bachelors Programs

In the modern age, people, especially the young ones, are living in the fast-changing world therefore many individuals are becoming morally demented due to excessively exposed to the factors that have the power to strike the foundations of their moral values, for instance, few of those factors are TV media, print media, Internet and social media, changes in family structures due to the ripples of globalization, substandard role models in social life, the fondness of materialism, and incessant gender and socioeconomic disparities. Therefore, there should be at least one-course moral education for newcomers. It will be helpful to educational actors to discover a paradigm of principles and values about right and wrong or evil and virtuous behaviors. This paradigm of beliefs directs their intents, mindset, behaviors or manners, educational actors, towards other individuals and their social or physical environment.

5.4. Limitation of the Study

- First limitation in the qualitative part of the study was that the interviewer was conducting interviews for the first time. According to the literature the use of an experienced

interviewer, different data collection techniques and different groups of participants increased the validity of the study. So the lack experience can affect the validity of this research.

- Second limitation in the qualitative part of the study was that the interviews were taken from accessible respondents therefore the study becomes susceptible to selection bias and sampling error thus many scholars believe that convenient sampling or just sampling from accessible respondents can reduce the credibility.
- Finally, the quantitative part study was directed via using self-administrated questionnaires. It is matter of fact tha twhile responding to questionnaires the respondents might comprehend the questions erroneously because of the communication gap or due to confusionin understanding the concepts in applied in the questions. Similarly, questionnaire approach is also subject to problems like the dishonest responses and unconscientious answers which could create several limitations to this study.

5.5. Contribution of the Study

To the best of researcher's knowledge, in Pakistan no study has focused on investigating the social normalization of deviant behaviors among the educational actors. Based on afore reason, the major contribution of this study is that it has conducted foundational inquiry on this important issue and provided bases for future studies. Future researcher and policy makers who are interested in education can used this study to inform their future researcher expeditions and policy making.

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Appendix (A)

SURVEY QUESTIONNAIRE

1. What is the level of truancy among students?

High		Moderate		Low		None	
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2. What is the level of truancy among faculty members?

High		Moderate		Low		None	
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3. What is the usual stance of people in your campus when truancy happens within campus environs?

- They Take Serious Actions
- They Only Condemn It
- They Remain Neutral

4. What is the level of vandalism among students?

High		Moderate		Low		None	
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5. What is the level of vandalism among faculty members?

High		Moderate		Low		None	
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6. What is the usual stance of people in your campus when vandalism happens within campus environs?

- They Take Serious Actions
- They Only Condemn It
- They Remain Neutral

7. What is the level of drug abuse among students?

High		Moderate		Low		None	
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8. What is the level of drug abuse among faculty members?

High		Moderate		Low		None	
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9. What is the usual stance of people in your campus when drug abuse happens within campus environs?

- They Take Serious Actions
- They Only Condemn It
- They Remain Neutral

10. What is the level of examination malpractices among students?

High		Moderate		Low		None	
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11. What is the level of examination malpractices among faculty members?

High		Moderate		Low		None	
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12. What is the usual stance of people in your campus when an examination malpractice happens within campus environs?

- They Take Serious Actions
- They Only Condemn It
- They Remain Neutral

13. What is the level of sexual misconducts among students?

High		Moderate		Low		None	
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14. What is the level of sexual misconducts among faculty members?

High		Moderate		Low		None	
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15. What is the usual stance of people in your campus when a sexual misconduct happens within campus environs?

- They Take Serious Actions
- They Only Condemn It
- They Remain Neutral

16. What is the level of Research/Assignments Plagiarism among students?

High		Moderate		Low		None	
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17. What is the usual stance of people in your campus when Research/Assignments Plagiarism happens within campus environs?

- They Take Serious Actions
- They Only Condemn It
- They Remain Neutral

Appendix (B)

INTERVIEW QUESTIONS

- 1. What is the trend of truancy among educational actors (e.g. students and faculty members) tertiary education?**
- 2. What is the trend of vandalism among educational actors tertiary education?**
- 3. What is the trend of drug abuse among educational actors tertiary education?**
- 4. What is the trend of examination malpractices among educational actors tertiary education?**
- 5. What is the trend of sexual misconducts among educational actors tertiary education?**
- 6. What is the trend of research/assignments plagiarism among educational actors tertiary education?**