The role of counseling in improving students’ disciplinary problems: The case of some selected high schools of Nifas Silk Lafto sub-city, Addis Ababa.

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THE ROLE OF COUNSELING IN IMPROVING STUDENTS’ DISCIPLINARY
PROBLEMS: THE CASE OF SOME SELECTED HIGH SCHOOLS OF NIFAS
SILK LAFTO SUBCITY, ADDIS ABABA.

BY

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The main purpose of this research was to investigate the role of counseling in improving students’ disciplinary problems in selected secondary school in Nifas silk lafto sub-city, Addis Ababa. The study adopted a mixed method for data collection and data analysis. Target population was 393 which comprised of 358 students, 12 principals, 20 teachers and 3 school counselor all drawn from 3 schools. Stratified random sampling technique was used to select the 358 students and 20 teachers. Availability sampling was used to select Principals’ and school counselor. Questionnaire and interview schedule were used to collect data. The data collected through questionnaire was analyzed using descriptive statistics (frequencies and percentages). Data collected using interview schedule were transcribed and organized into themes, categories and sub-categories as they emerged from the data. The study concluded that counseling services didn’t adequately contribute to students’ disciplinary problems as a result of inadequate facilities, high teachers’ work load, lack of counseling rooms/office and lack of cooperation among staff member for providing counseling services were being used in schools. Punishments especially corporal and physical punishment was widely used to solve disciplinary cases in all school. The study recommended that effective counseling service programs should be put in place as essential parts of schools by the school administrators to improve student discipline and school administrators and board of management to take counseling services in their schools seriously by ensuring adequate budgetary allocation and provision of necessary facilities.
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1.1 Background of the Study

Students’ discipline is a major concern in many parts of the world (Blandford & Cotton, 2005). According to Blandford (2005), there is a perceptible breakdown of school discipline worldwide. However, according to Reynolds (2001), the quality of students’ discipline is an important factor in determining the intellectual outcome of students and schools. This implies that school discipline is a key determinant of achievement of organizational goals. Maphonsa and Mammen (2010) assert that one of the most common complaints of teachers all over the world is that of disciplinary issues. According to these authors the issue of learner indiscipline has taken centre stage for a long time both internationally and nationally.

According to Elias & Tibebu (2003) discipline is of the basic requirements for successful teaching-learning in schools and it is one of the subjects of concern for teachers. It is a means of molding the behavior of a person and a process of making a child to show acceptable behavior as a member of the community. According to Mekdim (2012), lack of discipline in school makes it difficult to teach effectively. One of the effects of student indiscipline on teaching learning process is poor performance. Since much time is spent on discipline cases, less time on teaching, and this means that the contents are not completed hence students’ inadequate preparation for the examinations and learning. Counseling service often provides psychological advice and maintains good discipline in the school. This service plays important role in the assessment of emotional and disruptive behavior of the students (Baker & Gerler, 2001).

Guidance and counseling as a movement started in America at the beginning of 20th century as a reaction to change process in an industrialized society. Guidance and counseling services were set up within the department of education in September 1968 when the recommendations made
by Louis, a consultant sent over to Malta by United Nation’s Educational Scientific and Cultural Organization (UNESCO), were taken up, (Sammut, 1997).

Globally, counseling services are essential elements in discipline management of people in all societies. It could be difficult for any society to function well without the exercise of discipline.

School guidance and counseling programmes have therefore been introduced to assist students overcome the number of challenges they experience at home and at school. Baker (2001) states that because of many pressures imposed on the family, parents tend to have little time with their children to give them the necessary guidance. The parents expect the school to provide solutions to the indiscipline in secondary schools caused by their children. UNESCO (2002:2) adds that “African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people”. Rapid sociological changes emanating from modernization and urbanization stress students.

The Report of global initiative on education and corporal punishment (GITEAPOC, 2014), observed that counseling of youths in secondary schools is essential in discipline. The report suggested that counseling programmes should assist students to appreciate themselves and their role as workers and to develop right attitudes towards discipline. The challenge of indiscipline in secondary schools has been rising especially from the 2000s’ when corporal punishment was banned by the Ministry of Education of Ethiopia. Many people blame the banning of the cane for the escalating cases of the school unrest. Counseling makes a student feel closer to the teacher thereby establishing friendly relationship. The student has the freedom to express himself/herself and realize the consequence of his/her misbehavior, in the process positive discipline is ensured.

Discipline is part of a very long tradition that may have been there from the beginning of human existence. It is through counseling that school administrators can manage discipline to students. Discipline is a rudimentary ingredient that plays a crucial role in school system and insists on upholding the moral values of students. It is intended to suppress, control and redirect behavior. In a school system all students must be aware of the rules before disciplinary action can be administered (Franken, 2001).

School counseling service decreases classroom disturbances by supporting teachers in the classroom and teachers to provide quality instruction (Paul, 2003). Students in schools that
provide counseling services indicated that their classes were less likely to be interrupted by other students and that their peers behaved better in school (Lapan & Gysbers, 2001). Lipsey & Derzon (2003) stated that school counseling service program designed to decrease aggressive behavior show considerable success in impacting behaviors, related feelings of safety, and disciplinary events.

The purpose of counseling programs for school children are many fold. Empirical evidence showed that guidance and counseling programs had significant influence on improving discipline problems (Baker & Gerler, 2001) and developing positive study habits and study skills (Abid, 2006).

In the Ethiopian higher education, the term “Counseling” appeared for the first time in 1967 when a course called “Guidance and Counseling” was introduced in the curriculum of Addis Ababa University (Hregeloin & Yusuf, 1994) Since then; the course has been given to university students at the department of Psychology Graduates have been assigned to schools and other social settings to provide guidance and counseling services.

The role of counseling in the administration and management of student discipline in Ethiopia has been recognized by various government policy documents since independent. The use of counseling services was still wanting in helping to curb indiscipline in schools which was still increasing. Infractions that require guidance and counseling include assault, fighting, theft, vandalism, cheating, forgetful violation of regulations, tardiness, jumping over the fence and bad habits, e.g. smoking (MOE, 2003).

According to Biniam (2006) substance abuse, truancy, school dropout, failure in academic performance, sexual abuse, aggressiveness, withdrawal and depression are among the adolescent problem behaviors that are manifested in high schools at varying degree. He further explained that due to their problem behaviors which originate from themselves and from the general socio-economic context surrounding them. The majority of these secondary schools students leave school before graduation, gets involved in criminal behavior, bears children out of wedlock, and has difficulty in finding work.

According to Ayalew (2008), who has undertaken a comprehensive research among grade 9 and 10 students of Fana 02 High School in Nifas Silk Lafto Sub-City, now a days, student
absenteeism, substance abuse, lack of discipline, school failure and dropout have turned schools into troubled social institutions.

Disruptive student behavior is one of the most serious, ongoing problems confronting school systems today. Research suggests that such behavior affects classroom learning and school climate (Elliott, 2004).

In addition, a more recent research made by Fekede (2006) on “Understanding undergraduate students practicum experience: a qualitative case study of Addis Ababa University” indicated that student’s disciplinary problem was serious headache and discouraging factor to practicum students or student teachers in the study locality. They further explained that students in secondary schools do not follow attentively the instruction, move without permission in the class, talk to each other and disturb the class. Schlossberg & Lieberman (2001) maintained that, many student discipline problems that occur in secondary schools might not exist if counseling services were correctly offered. All these incidents make it necessary to strength counseling services in improving students’ discipline problem in school. As a result there was need to scrutinize how counseling services were used in schools in Nifas silk Lafto Sub-City in Addis Ababa in improving student discipline.

1.2 Statement of the Problem

Despite the government efforts to enforce discipline in Ethiopian schools, unrest has continued in secondary schools with a new dimension. Not only are they violent and destructive but they are also premeditated and planned and have caused maximum harm to human life. There seems to be lack of effective alternative strategy to contain student discipline.

Academic achievement in secondary schools has been associated to the effective monitoring of students discipline as suggested by (Egbochuku, 2008). The education system in Ethiopia is highly characterized by performance in examinations and evaluated against the number of students passing the examination based on a particular grade. This has often contributed to high anxiety and unrest among secondary school students and therefore there is a need for effective counseling methods to be implemented in secondary schools.
Counseling program in schools has significant influence on discipline problems. Baker & Gerler reported that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes towards school than those students who did not participate in the program. The use of counseling services in secondary school institutions has been observed to be still weak. It is therefore important to investigate the role of counseling in improving students’ disciplinary problem.

Different counseling methods are deemed to have different results on the intended counselor and counselee relationship. Despite highly recommended programmes that have been acknowledged to be more effective in counseling; these methods have not been effectively rolled in government secondary schools with various reasons given for the lack of their implementation. For instance, whilst handbooks for life skills and counseling exist, the programmes have not been effectively monitored or evaluated in government secondary schools. Therefore the study sought to investigate the role of counseling in improving students’ disciplinary problems in Nifas Silk Lafto government secondary school.

1.3 Research Questions

RQ1: What are the common disciplinary problems in the secondary school of Nifas Silk Lafto sub-city?

RQ2: To what extent are counseling services provided to students by the secondary school counselors?

RQ3: To what extent does the counseling service provide in the secondary schools contribute to maintain student discipline?

RQ4: What major factors are perceived to have hindered the effective provision of counseling services in the secondary school?
1.4 Objective of the Study

1.4.1 General Objective of the Study

The overall objective of this study is to assess the role of counseling in improving students’ disciplinary problems in the selected secondary schools.

1.4.2 Specific Objective of the Study

The specific objectives are

1. To identify the common disciplinary problems in the selected secondary schools.
2. To describe how counseling service is used in the management of various disciplinary problems among students in the selected secondary schools.
3. To find out the contribution of school counselor in the promotion counseling service in the selected secondary school.
4. To establish the major factors that hinder the effective provision of counseling service in the selected secondary schools.

1.5 Significance of the Study

The findings and recommendation of this study will help the policy makers in the formulation of proper policies related to the effective strategies of managing students discipline in secondary schools, especially putting more strategies on enhancing guidance and counseling to manage student discipline.

It will sensitize the secondary school head teachers and teachers about the need for effective management of student discipline through guidance and counseling. It was also to help show the ineffective strategies increases indiscipline among students. It was also to help sensitize teachers
on the need for formal training not only on teaching subject matter but also on student discipline management.

1.6 Delimitation of the Study

The scope of this study was on the role of counseling in improving students’ disciplinary problems in Nifas Silk Lafto Sub-city. The study was confined to students and teacher, head teachers and head of guidance and counseling teachers in government secondary schools who are the direct beneficiaries of the findings of the study. The students and teachers included in the sample were those in session in the respective institutions by the time of the study. Those students who were absent or had completed examination were not included in the sample even though they would have had interesting inputs. There are other ways of maintaining student discipline but this study only focused on the role of counseling in improving students’ disciplinary problems. The study was also not concerned with issues of discipline in other learning institutions or outsides secondary schools. Three schools out of nine government high schools had functioning counseling programs in the sub-city. As a result of this the study was delimited to Eweket lihibret, Frehiwot no.2 and sedil le Ethiopia secondary schools.

1.7 Definition of Terms

Counseling: Counseling is the process by which students are helped to understand themselves and their problems better.

Counselee: A secondary school student whom counseling service is made available.

Corporal punishment: Is a strategy in which a teacher inflicts physical pain on the student in trying to correct him/her for misbehaving.

Discipline: A system of guidance /counseling students to make reasonable decision responsibly.

Guidance: A continuing process concerned with giving direction that help in the development needs of all students.

Principals: refers to the heads secondary schools and their deputies.

Student: Refers to a learner in secondary school.
School discipline: refers to the system of rules, punishment and behavioral strategies appropriate to the regulation and maintenance of order in schools. Its aim is to control the students’ actions and behavior.

School counselor: refers to a professional with skills of helping people deal with challenges in their lives by creating a relationship with them.

Management: refers to a system of guiding an individual to make reasonable decisions.

1.8 Organization of the Study

This paper is generally structured into five chapters. The first chapter deals with the background of the study, statement of the problem, objective of the study, significance of the study and operational definition of terms. The second chapter presents the reviews of related literature. The third chapter contains the methodology and procedures employed to collect and analyzed data for the study. Chapter four consisted of data presentation, analysis, interpretation and discussion of research findings. Finally, chapter five consisted of the summary, conclusion and recommendation of the study.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Defining Discipline and School Discipline

The word discipline can be defined in different ways by writers and scholars. According to Witmer (2001) discipline can be defined as: readiness ability of respect authority and observe conventional or established laws of the society or any other organization. It refers to self control, restraint, respect for self and respect for others. It calls for scarifies perseverance, tolerance and recognition of human dignity. It also refers to respecting the school authority to observe the school laws and regulations and to maintain and establish standard of behavior.

Discipline is paramount in all areas of life. Education ceases to be meaningful if there is no observation of personal and collective responsibility in discipline. Discipline is important because it makes a person to be organized and systematic in the work. It enables one to achieve set goals of life; to respond positively to challenges, guard against negative influence and also out of it a person gets self fulfillment and satisfaction (Marshal, 2005).

In support of this idea, Kujath (2002) states that school is a social institution established to fulfill the social, economic and political demand of the society by educating the citizens through formal instructional process. The primary objective of the school is to faster physical, mental and spiritual developments of the students so as to make them all rounded and cultural citizens that can play active role in social development. In order to do so schools are established in an organized manner to attain school goals. To attain such organizational goal, each member of the school needs disciplined environment. Fatherly, he explains maintaining discipline is essential
not only for institution but also everywhere for people to interact smoothly so as to fulfill their common interest, to achieve their objectives.

Discipline is one of the basic requirements for successful teaching learning process in schools and it is one of the subjects of concern for teachers. It is a means of molding the behaviors of a person and a process of making a student to show acceptable behavior as a member of the community (Elias, 2004).

According to Rogers (2001) discipline has to do with guidance and instruction to teach and enhance a social order where rights and responsibilities are balanced. Discipline is about positive behavior change (squelch, 2000). Reynolds (2001) observes that when educators discipline learners, they are making disciplines or disciplined persons. In this sense, discipline is regarded as training that develops self-control.

According to Oosthuizen & Dutoit (2003) discipline must always be prospective and directed at the development of the adult of the future. Discipline is the action by management to enforce organizational standards. In an educational organization, there are many set standards or codes of behavior to which learners must adhere or uphold in order to successfully achieve the objectives of the school (Okumbe, 1998).

According to Noguera (2001) discipline is a learning process and entails a willing less to put forth all the effort that is required to achieve a chosen objective. It is a system of guiding the individual to make reasonable decisions. It is also a mode of behavior that ensures the smooth running of an organization. Chiuri & Kiumi (2005) allude that discipline plays the vital role of influencing and furthering learning goals in a school. Rogers also states that discipline enables individual to take ownership of and be accountable for their behavior to enable learners to develop self-discipline in school as well as building a workable relationship between teachers and learners. The aim of school discipline is to create an environment conducive for learning (Gaustad, 2005). This means that discipline is prerequisite to effective teaching and learning in schools and should mainly aim at controlling students’ actions and behavior.

School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are questionable and also disciplined (Noguera, 2001).
Teacher, parents, religious organizations believed that cases of indiscipline are on the rise not only in Ethiopia but throughout the world (Blandford, 2001).

The management of school discipline is however a corporate responsibility between the principal, the teacher and parents. School heads should therefore create a democratic managerial environment in schools so as to enhance teachers and parents’ capacity to play their role expectation of shaping the behavior of learners in the desired direction (Bosire, Kiumi & Mungai, 2003). This view is consistent with Sheldon & Epstein (2002) who maintained that an active partnership between parents and schools has great benefits and parents can have a powerful effect on children behavior. Huczynski & Buchanan (2001) noted that managing students’ behavior requires a concerted effort of the parents, teachers and school principals as the key players. This means that there are many key players in shaping the discipline of students in schools. If effective learning is to be realized in use of alternative disciplinary methods in school, all stakeholders who include MOE officials, parents, teachers and the students themselves ought to participate in shaping the desired school discipline hence realization of organizational goals.

According Okumbe there are two types/approaches to discipline which include methods that have a potential to cause pain or discomfort punitive/deterrent and methods that do not cause physical discomfort normative/preventive. Preventive types of discipline focuses on establishing a set of standards of behavior, that is, norms, values and beliefs that are looking at relationship-building, self-determination, self regulation, intrinsic control and commitment to morals and ethics whereas the punitive approaches is mainly characterized by rules, extrinsic control, inspection and policing and is intended to punish to discourage further infringement of a rule (Okumbe, 1998). Presently a range of measures exists from preventive action by individual teachers to punitive measures such as suspension and expulsion (Stewart, 2004). In this study, preventive discipline method consisted of counseling services.

The responsibility to implement school discipline policies in learning institutions is vested on principals and this justifies the critical role played by the principals in management of school discipline. Kiprop (2012) underscores the importance of the role played by principals in maintain discipline in school which they achieve by setting the tone and morale of the school through their remarkable influence over the teachers and students. Bosire, Kiumi & Mungai (2003), however underscores the need for school heads to create democratic managerial environments so as to
enhance teachers and parents’ capacity to play their role expectation of shaping the behavior of learners in the desired direction.

However, this view is consistent with Sheldon & Epstein who maintain that an active partnership between parents and schools has great benefits and parents can have a powerful effect on children behavior. Bosire, Kiumi & Mungai (2003) support this by noting that the management of the school discipline is a corporate responsibility between the principal, the teachers and parents. This view is consistent with (Huczynskin & Epstein,2001 ; Kiprop,2001) who note that managing students’ behavior requires a concerted effort of the parents, teachers and school principals as the key players for effective management of school discipline. This implies that the principal is a very crucial figure in the management of school discipline and appropriate efforts should be made to bring on-board all the other stakeholders and ensure that they are properly equipped with relevant information pertaining the use of alternative disciplinary methods on students’ discipline in schools.

2.2 Types of Student Disciplinary Problem in Schools

The maintenance of control may be said to be the first responsibility of a principle in his school and a teacher in his classroom. Student’s disciplinary problems are offences against the established ode of schools offences, us to Rosen (2004) definitions are those acts which disturb or interfere with any classroom or school procedure and throw off balance of the control aspect of the school. These offence or misbehavior have classified into three categories based on his case study cited in (Weinstein,Simon & Andrew, 2002). In the first category were minor misbehaviors, nosiness, wondering, daydreaming inattentiveness and etc. The second category consisted of behaviors considered more serious arguing, fussing, acting boisterously, failing to respond to a group directive etc. In the third category were behaviors that never tolerated, stealing intentionally hurting someone (Fighting), destroying property (Vandalism).

According to Donnelly (2000) the common types of disciplinary problems experienced in secondary schools were fights, insubordination, little support for education, a general climate of disrespect, and distrust of the administration.

Mcmanus (1999) distinguishes the following ten types of disciplinary problems which may lead to a learner’s suspension, namely: Defiance of school authority, class disruption, Truancy,
Fighting, the use of profanity, damaging school property, dress code violation, theft and leaving campus without permission.

Ali (2009) at tested to the fact server disciplinary problems have been experienced in secondary schools, stressing that some schools have developed into battle fields, since learners carry weapons such as guns to schools. Incidences have been reported of learners stabbing their educators and principals with pang as, and they also fight each other.

With regard to Ethiopian schools, Ayalew (2008) reported 15 types of disciplinary problems in Junior and senior secondary schools based on the results of his study entitled “School discipline and corporal punishment in Ethiopia schools”. They are listed below according to the rank order of their seriousness from high to low, not doing homework, cheating in examination, tardiness, Truancy, Jumping over the fence, lack of interest in education, poor classroom participation, telling lies, vandalism, fraud, fighting among students, bad habits, insulting, profanity and Theft.

2.3 Causes for Student Disciplinary Problem in Schools

In order to deal with a problem effectively it is essential to have a clear understanding of the underlying reasons behind the problem (Birhan, 2010). No amount of teaching or respect will make discipline effective unless reasons why the behavior occurred are understood. This section will discuss family related factor, school environment factor and peer related factor which contribute to indiscipline in schools. A fundamental issue when attempting to probe indiscipline among students’ is to understand its causes. Factors that cause indiscipline are as diverse as the individuals involved. The causes could be social, economic, psychological, peer inference, and child environment.

2.3.1 Family Related Factor for Students’ Disciplinary Problems in School

Since the home is immediate environment, children start learning at home by parental interaction and interpretation about their social and physical environment at early age, the patterns of social relation and communication along the family members may affect children at the formative years. Families transmit their beliefs, attitude and values to children and every children also learn from what they observed, this would develop student personality positively or negatively. However the way that education is organized and transmitted differ from what goes on in homes,
because it is informal largely un assessed and carried out with varying degree of skills and intentions (Chazzzan, 2000).

According to Grossnicle & Frank (1990) various family circumstances may exert more powerful influences over learner’s behavior than anything that happens in school. He further express that lack of discipline among learners is largely a reflection of attributes, values and practices of their society. If there is no social order in society learners will be indiscipline in school. Discipline problems reflect problems in the home. Schools are microcosm of society, as problems like drug substance, crime and physical abuse increase in society, so will the discipline problems in schools (Birhan, 2010). Thus, since schools exist as societal institutions they are bound to be influenced by whatever transpires outside them. A variety of family factors mediate classroom disruptive.

Disorganized families where there is lack of leadership, guidance and control can also lead to disruptive behavior problems in schools. In these families parents attempt to discipline children by constantly treating them with violence (Selamawit, 2012). Children from such as homes can be abused, experience and witness domestic violence. Learners from these homes often develop anti-social and criminal behavior. They have low level of tolerance and believe that physical violence is the only means of resolving one’s problems. Grossnicle & Frank (1990) in line with this says chaotic family life is linked to aggression and descriptive behavior problem. The children exhibit hostile attribution bias, access aggression behavioral responses and view aggression favorably. Thus, at school these children face adjustment problems because they have been deprived of attention, and love.

When children come to school their early life may influence their social relation with other student and adult the new social environment so in shaping children behavior in desirable manner. The leader of families is not questionable; however some of the families do not deeply understand their responsible and good citizen (Chazzzan, 2000). Birhan (2010), point out that many parents are not involved in the education of their children, causing poor results, high dropout rate, and the absence of discipline in schools. Rosen (2004) is of the opinion that parent’s failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Louw & Barnes (2003) affirmed that they have never seen a problem child, only problem parents.
Birhan (2010), maintain such as single parent home may play a dominant part in enhancing discipline in school. This is also in line with Grossincle (1990) view that single parent homes are more likely to rear children with higher level of emotional, psychological and behavioral problems. The single parent is the sole breadwinner and as such cannot supervise children adequately. Chazzan (2000) are attracted to join gangs where they will enjoy the attention and protection that they have to do without at home.

According to Santrock (2001) single parent homes, lack of parental control at home, and value differences between the home and the school are some of factors related to the lack of parental involvement in schools that influence discipline. Therefore, intervention should be designed to improve the interaction between parents and children so as to reduce delinquency and problem behaviors of students in school.

2.3.2 School Environment Factor

Research has shown that school organization characteristic may influence students’ behavior. The way students are grouped, graded; interact with teachers affects student behavior. Noguera (2001) noted that most approaches to student discipline in schools emphasize social control. He suggested a school environment that teaches the amount of disconnect between students’ lives within the outside of school will reduce the potential for violence. Several school environment characteristics have been associated with disorderly schools and problem behavior, including punitive attitude of teachers, rules that are perceived as unfair, unclear or unenforced, inconsistence response to student behavior, disagreement among teachers and administrators about school rules and appropriate responses to misbehavior (Rose, 2004).

Undisciplined behavior from students may also be the result of normal reaction to deficiencies in the school and to teachers as directors of the educational enterprise. Thornberg (2008) asserts that appropriate and descriptive behavior among students are socially constructed within a complex pattern of interactions in which both teachers and learners play an active role, influencing each other with their actions and interpretations.

Thornberg (2008) asserts that some behaviors exhibited by teachers lead to students’ indiscipline. Teacher’s treatment of learners can lead to indiscipline. Truancy, school phobia, or school refusal may be products of an aversive environment where teacher imposes rules on
learners, uses punishment demeans student in front of peers. Chazzan asserts that adolescents are very sensitive and trying to demean or force them into doing something they do not like could result in direct confrontation. Thus, teachers by using their position to humiliate and intimidate the learners cause indiscipline. The relationships teachers establish with their students have an influence on the development of self concept which in turn affects discipline in class. Learners with poor self concept are more likely to display unacceptable behavior (Grossincle, 1990).

Teachers who are often absent from school for no good reasons and who do not respond promptly to the bell. For example, after break contribute to indiscipline (Kujath, 2002). If students are not under teacher’s supervision this often causes chaos which range from noise making to fighting, vandalizing school property and sometimes to death of learner.

According to Chazzan (2000) teachers are supposed to be role models behaving in loco parents all the times. Teachers who come to school drunk and improperly dressed, learners will imitate them and the discipline of the school suffers. Therefore, teachers play a vital role in curbing indiscipline at school .it is schools duty to improve discipline by taking steps to remove the cause.

2.3.3 Peer Group Related Influences

As children grow older, peer relations consume increasing amount of their time “peers are children of about the same age or maturity level” same age peer interaction fill a unique role. Age grading would occur even schools were not age graded and children were left alone to determine the composition of their own societies. One of the most important functions of peer group is to provide a source of information and comparison about the world outside the family. Children receive feedback about their abilities form their poor group. Children evaluate what they do in terms of weather it is better tan, as good as or worse that what other children do. It is hard to do this because siblings are usually older or younger (Hartup, 2006).

Good peer relations are necessary for normal social development. Social isolation or inability to “plug in” to a social network is linked with many problems and disorders ranging from delinquency and problem of drinking to depression. Poor relations in childhood are associated with a tendency to drop out of school and delinquent behavior in a adolescence but harmonious peer relations in adolescence are related to positive mental health (Kupersmidest, 2011).
According to Santrock (2001) some theorists have emphasized the negative influences of peers on children and adolescents development. Being rejected by peers leads some children to feel lonely or hostile. Further, such rejection and neglect by peers are related to an individual subsequent mental health and criminal problems. Some theorists have also deserved the children’s peer culture as a corrupt influence undermines parental values and control. Further peer can introduce adolescents to alcohol, drugs, delinquency and other forms of behavior that adults view as maladaptive. Thus, it can be realized that peer relations are associated with both group influences which can be one of the factors responsible for student’s disciplinary problems in schools.

2.4 Types of Counseling Services

There are various methods or approaches in rolling out counseling services in secondary schools found in the literature and are reviewed in this section.

2.4.1 Peer Counseling

A research done by scholars indicates that indiscipline and teacher-pupils conflict in school influence repetition and premature withdrawal (Kujath, 2002). A journal of adolescence (2009) reported that opinions of a child’s peers may have more weight than that of parents or teachers. The journal further notes that positive peer influence may mobilize the Childs’s energy and motivate him to success. Gitonga (2007) adds that peer pressure influences many pupils to imitate their colleagues in need for recognition and acceptance. There is therefore need to encourage pupils to associate with persons who will encourage and model them positively.

Peer counseling involves students appointed by their colleagues or the school administration in an effort to open greater link between individual students (Ndichu, 2005). It is based on the assumption that individual as natural helpers provide sponsees and informal support to peers experientially (Yitagesu, 2012). It has been noted that school counselors on their own cannot adequately offer counseling services. They need the assistance of peer counselors. These programmes aims to provide support, advice and guidance to students, and are preventative in their approach. Guidance counselors frequently play major roles in the management of these guidance programmes in terms of organization, training, monitoring, evaluation, support and supervision of the students. With the reduction in time allocated to guidance activities in schools,
along with teachers undertaking less pastoral care, the guidance counselor may have a major responsibility for these programmers’ with little support. The peer counselors in the international arena were also seen as saving school counselors’ time.

Peer to peer counseling is also referred to as peer counseling where the counselor and counselee are from the same group who share common interests and belief and are in an effort to console, appease and befriend those who may have been alienated from the group without any reference to professionals or resulting to discipline measures. However there is less use of peer counseling because of the negative attitude towards young people. Alemu (2011), study found school counselors viewed peer counselor involvement in attending to withdrawn peers and lessening school counselors’ workload substantially more negatively than students. The negative view could be attributed to the view that culturally, young persons are viewed as incompetent and lacking skills to help their peers. Adults believe they know it all.

Marangu, Bururia & Njonge (2012) noted that effective peer counseling in schools supplements the provision of counseling services. Peer counseling is important in mentoring other students as they addressed issues related to the youth. This could be achieved through coaching and training students in basic listening and helping skills of problem solving and decision making (Borders & Drury, 1992).

Lines (2006) argued that students went for peer counseling because they could discuss issues that could not be discussed with teachers or parents. This is consistent with Marangu, Bururia & Njonge (2012). It is argued that effective peer counseling is characterized by quality leadership, excellence in training and consistent supervision (Corey, 1991).

However, Ngotho & Zani (2014) established that group counseling was the most acceptable compared with individual counseling and peer counseling. According to Alemu the challenges encountered by peer counselors include lack of resources and training in counseling service and non-counseling duties performed by school counselors which negatively affected the effectiveness of the counseling services. Peer counseling was negatively affected by peer underrating; resistance and discouragement from other students; lack of faith by other students and shortage of time (Wango, 2007). Visser (2005) concurs by noting that some teachers simply did not regard care for the emotional well-being of learners as part of their duty as teachers.
Wango (2007) adds that students did not seek peer counseling and others said that they could not go to persons of the same age for they had nothing to tell them. Reviewed literature has identified a gap on effects of use of counseling as an alternative disciplinary method for none of the conducted studies investigated the effects of counseling on students’ discipline in secondary schools hence the need to fill the knowledge gap.

### 2.4.2 Volunteer/ Mentor Counseling

Volunteer/mentor programmes involve schools using outside providers for the training and selection of mentors. Alemu (2011), acknowledges that school counselors with successful comprehensive services recruit volunteers for the school, generate support from business and industries who donated money and materials to the services, use student helpers to network with their peers and co-operate with other student team members such as school psychologist and social workers. These mentors can also be persons of high social reputations, life role models or social icons that offer reputable effects to the students.

In some cases, schools have evolved their own learner mentoring programmes with from one students being paired with students and with teacher-parents being attached to monitor the progress of the new students until they settle in, but such innovations have not been effectively institutionalized across all primary and secondary school (MOE, 2003).

### 2.4.3 Group Counseling

This is counseling session that takes place between the professionally trained counselor and a group of people. Number of this group should not be more than seven, or at least ten, in order to have a cohesive group and an effective well controlled counseling session. Members of the groups are clients/counselees whose tasks or problems that are meant for resolution are similar.

During group counseling, a free atmosphere is allowed and freedom of speech is encouraged. The counselees are free to express themselves individually as counseling progresses so that problems to be resolved would be open for all to consider and benefit from. All counselees express their feeling and the counselor during group counseling is to help remove the marks covering the problem. He helps open up the problem with the professional competence and
knowledge possesses. The counselor is not just a member of the group; he is to direct the affairs and situations (Ojo, 2005).

Paisley (2001) reviewed student group psychotherapy in schools and reported strong support for the effectiveness of student group psychotherapy but urged further research to clarify which type of group is most effective for specific presenting problems. Alemu study found that group counseling provided by school counselors significantly decreased participants aggressive and hostile behaviors.

2.4.4 Individual Counseling

Individual counseling is face to face or one on one counseling between the teacher counselor and an individual student. Individual student counseling is a skill that has proven to be highly effective in schools. Counselors employ their expertise by identifying student problems as well as resolving these problems using established counseling methods.

According to Borders and Drury (1992) individual and small-group counseling, classroom guidance and consultation activities seem to contribute directly to students’ success in the classroom and beyond and school counselors should spend the majority of their time performing these interventions. Coordination activities should be confined to those that improve the program’s efficiency and accountability. Ojo (2005) adds that individual counseling bring change in the client either by altering maladaptive behavior, learning the decision making process or preventing problems.

2.5 The Importance of Counseling Service in Improving Students’ Disciplinary Problem.

Guidance and counseling service often provides psychological advice and maintain good discipline in the school. This service play important role in the assessment of Emotional and disruptive behavior of the students. In fact, the existence of guidance and counseling service in the school helps in shaping students’ behavior in the desirable manner, Nelson (2009) counseling plays significant role in helping our students’ how they exercise good behavior when it is in use. About the value of counseling, (Rao, 2003) states that through counseling service learners become familiar with good expectation to internalize their behavior because counseling is a
process students’ gain a good behavioral change through a period of time. Those who exercised a good behavior become confident at their work.

Rogers (2001) note guidance and counseling services as essential elements in discipline management of people in all societies even the most primitive socialist grew out of the necessity of guiding individuals’ behavior patterns in the interest of the group. Society itself could not function without the exercise of discipline. Cowley (2001) point out that one of the most essential characteristics of a good teacher is the ability to manage students’ behavior so as to facilitate their learning. According to Ndichu (2005), disciplines are about the ways in which students behave towards each other and to their teachers and the ways those teachers and other adults in school, behave towards students.

Students spend majority of their time in school socializing with people of different backgrounds in and environment based on academic performance which presents opportunities for deviant behavior. Teachers and school therefore have the responsibility of ensuring that each pupil matures steadily along his own personal line (Roges, 2001). This means that they are responsible for planning the learning experiences, activities, attitudes and relationships so that as much as possible each pupil’s basic psychological needs are satisfied through the medium of Education.

Studies reveal that schools emphasizing on punishment rather more than rewards, pupils’ progress tends to be inhibited, the greater the number of punishment listed, the more negative were the effects. In contrast, whenever the number of reward exceeded the number of punishments, progress was greater (Robinson, Funk ,& Bush, 2005) successful schools have high expectation of discipline, and promote good relationship between children and staff. They know that it is not just about how children behave currently in schools but it is about sound preparation for the later life which requires guidance (Rogers, 2001).

Ndicho (2005) defines counseling is the skilled and principled use of relationships that develop self–knowledge, emotional acceptance and growth. Counseling seeks to address and resolve problems, help one in decision making while also assisting one to cope with crises. Counseling is also concerned with helping individuals to work through feelings and inner conflicts so as to improve relationships with others.
School counseling programs have been found to have significant influence on discipline problems. Research indicates that students who participated in a school counseling program had significantly less inappropriate behaviors and more positive attitudes towards school than those students who did not participate in the program (Baker & Gerler, 2001).

Mutie & Ndambuki (2001) observes that guidance and counseling can prevent discipline. He noted that discipline can be regarded as a positive force. It can be connected with training and not punishing. He emphasized that discipline should be used to mean system of guiding the individual to make reasonably. This implies that students who are guided and counseled are unlikely to have disciplinary problems. Therefore guidance and counseling department has a role to play with respect to the school administration. The department should guide the school administration in creating conditions for healthy learning and living. Some of the rebellions emerging from schools are provoked by the school administrations inability to provide basics like decent dormitories, food, classrooms, quality education and co-circular activities are facilities for instance, the inability to provide sports facilities and time for sport can lead to accumulation of stress. Physical exercises are preventive measure to stress.

Stoops, Rafferty & Johnson (2006) maintained that, many student discipline problems that occur in secondary school might not exist if guidance and counseling service were correctly offered. All these incidents make it necessary to strengthen guidance and counseling services in improving student discipline in schools.

2.6 The Role of Counselor, Teacher and Principal in Maintaining Students’ Disciplinary Problems.

2.6.1 The Role of the School Counselor in Maintaining Students’ Discipline.

The school officers should play important roles in maintaining proper discipline in the school and they should also study things that contribute to students’ misbehavior by using different effective techniques and try to solve this problem as much as possible. Regarding this, Baker & Gerler (2001); counselor plays the following roles in discipline management; it motivates students to do what is right for the right because they judge it to be right, not simply because they feel obligated or they fear the consequences, it enables the student to possess vision and discernment which involves sensitivity, judgment and understanding and leads to decisive action.
They will know how to respond to situation and when to respond, it cultivates compassion in student that involve a regard for the welfare of others and sensitivity to the suffering of others. They are able to take action to reduce other pains. When students behave as they are expected they reduce the pain that would have been suffered by their parents, school administration, teachers, follow student and community at large.

The professional school counselor has specialized training and skills in promoting appropriate student behavior and preventing disruptive student behavior. The professional school counselor maintain non threatening relationships with students to best promote student achievement and development and serves as a source for school personnel as they develop individual and school wide discipline producers. It also design and implement positive behavior and intervention support plans for individual students, in collaboration with classroom teachers and other school behavior specialist, (Hernandez, 2004).

2.6.2 The Role of Teachers in Maintaining Student Discipline

Cowley (2001) points out that one of the most essential characteristics of good teacher is the ability to manage students’ behavior so as to facilitate their learning. According to Rogers (2001), discipline is about the ways in which students behave towards each other and to their teachers and the ways that teacher and other adults in school, behave towards students. They point out that establishing a common set of values is not easy because the values held by school staff and which are implemented in the school behavioral policy may sometimes conflicts with those held by the parents and the students.

The teacher – counselor handles issues related students appraisal, student’s education and vocation, discipline and student welfare he/she helps the individual students to grow up in social behavior, in Emotional reactions and intellectual performance, (Kujath, 2002).

In all the guidance and counseling teacher help the student to; become aware of the needs of others and to establish positive relationship with them, develop solving and decision – making skill, search for the define their own value system, facilitate co-operation between teachers, parents and student to develop positive learning experiences, assist students in accepting responsibility of their behavior, be successful in school and function properly in society, explore
vocations that would be appropriate outlets for their abilities interest and personality, (Elliott, 2004).

2.6.3 The Role of Principals in Maintaining Student Discipline

Discipline in the school is the function of the administration. The general school and classroom discipline is dependent upon the principal administrative, supervisory and leadership style since they are in charge of all the school matters (Okumbe, 1998). Chaplain (2003), states that the head teacher along with the senior management team are charged with strategic planning, including determining the direction of the school (leadership) as well as organizing the day-day running of the school (management). He adds that both dimensions make important contributions to creating and maintaining a well-behaved school. This implies that the head teacher is a leader of a school who must have a clear policy of what he wants for the school.

According to Chaplain (2003), what forms part of the principal leadership component includes being proactive in the development of an effective behavior policy, ensuring staff have appropriate professional development support, and resources to support the policy at all levels. Chaplain adds that monitoring and maintaining the behavior policy class activity, being present around the school, being sensitive to the concerns and difficulties of staff, and being able to set up gear when things are going too well or at critical points in the school’s development, are all part of the management function. Thus, principals has a very important role to play in maintain discipline in the school.

The school principal is a key player in initiating and organizing goal counseling services. It is important for principal to have positive attitudes towards school guidance and counseling by stating that: school administrators attitude towards any service in the school, whether now or old needs the acceptance and leadership of the school administrator without his/her approval and continued support, any service will wither on the vine because teachers and students sense and frequently adopt the school administrator’s attitude towards any service in the school (Nyeagah, 2011).

The organization of guidance and counseling in the institutions is a basic element in ensuring good discipline. It is the role of the school principal to plan or guide, coordinate and control and activities of guidance and counseling services. She/he is responsible for the prevision of
guidance and counseling facilities, personal, financial and the normal support. Researchers and educational policy makers agree that the schools’ ability to cope with numerous complex challenges it faces, requires more than reliance on a single individual’s idea of a leader is obsolete, the task of transforming schools is too complex to expect one person to accomplish single handily. Criticism that the leadership model fails essentially because it idealizes people, places handful of individuals at the top of a “moral leadership” pyramid and ignores the fact that human beings are inherently flawed. It considers the majority of people as important, lazy and self-interested at the bottom, it eschews the struggle of leadership and suggests that leaders have to be superhuman and presents a monopoly experience that is primarily made and the most part aligned with the military model.

2.7 Factors that Affect Counseling Service in Improving Student Discipline in Secondary School

Each school has may face its own unique challenges in the management of a counseling services. In this section the present study will review literature on both external and internal factors affecting counseling services in secondary school. According to Rao (2003) once needs have been identified, it is necessary to determine what support services and available resource are necessary to meet these needs. Support services and available resources include human resource (staff, community members, agencies, volunteers) material resources (programs, audiovisual, literature, computer hardware and software), financial support (budget, fund-raising, and grants), time availability (planning and evaluation, material preparation and research), and school facilities (access to appropriate rooms for teaching, meeting, and counseling activities).

Guidance and counseling services are an active which requires resources in order to achieve its intended objectives. It was found that principals faced a number of problems during their participants faced a number of problems during their participation in guidance and counseling programmes. These included students related problems parent related problems, un cooperative teachers, untrained personnel, too many administrative duties, high work-load, lack of organization by teacher – counselor and lack of resources including financial and material (Mutie & Ndambuki, 2001).
A key factor that has been found to affect the effectiveness of counseling services is time. School counselors’ heavy teaching loads and other responsibilities such as administrative and clerical duties in the school leave little time for them to meet students needing guidance and counseling services. In American, school counselors complain that student-counselor ratios are too high and as such this negatively affect the school guidance and counseling services (Reynolds, & Cheek, 2002). There are also problems of time and workload in developing countries. In Malawi Maluwa band (1998) and in South Africa Bernard, pringle & Ahmed (1997), school counselors complain of high counselor-student ratio. Teacher work load hence becomes an obstacle to their participation in counseling services programmes reducing counseling schedules which are equally important. Basely (2002) recommends for the employment of full-time school counselors in schools in order to have effective counseling service.

The training of school counselors has been found to have an effect on counseling service implementation and effectiveness (Paisley, 2001). Rutondoki (2000) study in South Africa found that in South Africa, lack of training negatively affects the identification of students’ problems. Blandford (2001) found that there was a significant relation between training of principal in guidance and counseling and their involvement in guidance and counseling programme contrary to this principals given their role of promoting discipline in schools require some forms of basic training in counseling in order to effectively plan and organize guidance and counseling in their school. Research finding also show that there was limited time allocation for guidance and counseling activities. Observation around the schools did not reveal any time table set aside for guidance and counseling implying that there was no proactive approach to dealing with indiscipline. Students indicated that guidance and counseling takes place when a need arise. These findings agree with (Mabeya, Ndik & Njimo, 2009) on provision of guidance and counseling service the services were given prominence when there was a problem in the school.

Stakeholders attitude towards counseling service have been found to affect the implementation and effectiveness of school counseling service in china (Hui, 2002). In America, negative attitude of some school administrator, counselors and students affect the effectiveness of school counseling services (Reynolds, & Cheek, 2002). Students perceive school counselor effectiveness to be related to the direct contact of counselors with students and accessibility of counselors to students, effective correctional methods in policy-making. For example, the
understanding that deviant behavior like malpractice may be learned behavior resulting from reinforces like lack of proper preparations leading to panics during examination.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The approach of this study was basically quantitative approach supported by qualitative data. The study used the descriptive research design survey and fact-finding enquires of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present. As Best and Kahn (1993) confirmed, descriptive survey design is appropriate to describe conditions that exist, opinions held, process that are going on, trends that are developing and to assess the opinions of large sample size.

According to Kerlinger and Lee (2000), descriptive survey method is suitable for studying counseling methods and also suitable for establishing the role of counseling in the management of student discipline in secondary schools.

3.2 Participants

Four groups of participants were included in the study. They were 12 principals, 3 school counselors, 20 teachers and 358 students. All of them were related to the promotion of counseling service program in the school. The principals were selected in the study since play a key role in initiating and organizing goal of counseling service in their institutions. The school counselor was selected for the research as they play a vital role of counseling in disciplinary cases. Teachers do the teaching and the supervisory tasks at various levels. They, therefore, interact with students in many different ways. They are informed and could therefore provide
useful information concerning the study. The students themselves were ones who directly participate in various forms of indiscipline.

3.3 Samples and Sampling Techniques

There is more than 60’s government high schools in ten sub-cities of Addis Ababa. Taking all these schools for the study would be impossible due to constraints (finance, time and materials) and the difficulty of readily accessibility and homogeneity all population. Therefore, the study attempted to infer information about whole population of the selected area based on the representative sample drawn from the whole population. Accordingly, among sub-cities, one sub-city (Nifas Silk Lafto sub-city) was selected using convenience sampling. This is because of the researcher is working in this sub-city that might help to get a better corporation from school and sub-city.

The researcher communicated with the sub-city education office head, if there were schools that had functioning counseling programs. The officials reported that 3 schools out of the nine government high schools in Nifas silk lafto sub-city had counseling programs since the purpose of the study was to assess the role of counseling in improving students’ disciplinary problem, only those schools that had functioning counseling programs were selected. Accordingly, 3 schools that had practice counseling programs. These are Eweket Lehibret, Frehiwot no.2 and Sedil le Ethiopia. In these schools at the beginning of the 2015/2016 academic year there were 3583 students, 9th and 10th grade (1624 boys and 1962 girls) and 198 teachers.

Gay (2006), have recommended that for a large population at least 10% of the population is a good representation. In this case 10 percent of all students and teachers were selected that is 20 teachers from 198 and 358 students from 3583 were selected. The 358 students and 20 teachers were selected by using stratified random sampling techniques as follows.

I. Students were stratified on the basis of their schools, grade (9th and 10th) and sex. Class attendances were used to facilitate this. On the other hand, teachers were stratified on the basis of their schools.

II. A proportional number of students and teachers, 10% from each distinct stratum were determined for selection.
III. Finally a systematic random sampling technique was used to select the required students from each stratum and a simple random procedure was employed to select the required teachers.

All principals and school counselor were used in the study. In these schools there were 12 male principals and 3 school counselors (2 male and 1 female) were selected using Availability sampling.

The total number of students and teachers of the three schools, and the samples taken from each are presented in Table 1.

Table 1. Total number Students and teachers in the three schools and respective samples.

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Number of students</th>
<th>Number of teacher</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T</td>
<td>S</td>
</tr>
<tr>
<td>Eweket lehibret</td>
<td>9</td>
<td>344</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>268</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>S.T</td>
<td>612</td>
<td>61</td>
</tr>
<tr>
<td>Frehiwot no.2</td>
<td>9</td>
<td>273</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>251</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>S.T</td>
<td>524</td>
<td>52</td>
</tr>
<tr>
<td>Sedil le Ethiopia</td>
<td>9</td>
<td>252</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>236</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>S.T</td>
<td>488</td>
<td>49</td>
</tr>
<tr>
<td>G.T</td>
<td></td>
<td>1624</td>
<td>162</td>
</tr>
</tbody>
</table>

Key: T=Total, S=Sample, S.T=Sub- total, G.T= Grand total

3.4 Data Collection Instruments

Two instruments were used to collect data for the study. These were the questionnaire and interview schedule so as to acquire concise and concrete information based on the objective of the study.
3.4.1 Questionnaire

In order to gather relevant information on the role of counseling in improving students’ disciplinary problems, a questionnaire were prepared. The questionnaire comprised of both open-ended and closed-ended questions. The questionnaires were developed for the teachers and students. The teacher questionnaire had 6 parts which covered characteristics of respondents, common disciplinary problems in the school, methods used to maintain discipline in school, items measuring counseling services, the role the school counselor in maintaining students’ discipline and factors that hinder effective provision of counseling services in school.

The questionnaire for the students contained five parts. The first parts was characteristics of respondents, common disciplinary problems in the school, methods used to maintain discipline in school, items measuring counseling services, the role the school counselor in maintaining students’ discipline.

The questionnaire used for this study had forty seven items divided in five sections. The ten items in the first section focused on common disciplinary problems. The second section consisting of nine items deal with the methods used to maintain discipline. The eight items in the third section focused on items measuring counseling service. Section four consisting of six items deals with the role of the school counselor. The last section contained eight items focused on factors that hinder effective provision of counseling service in schools. To draw further information from the teachers and students six open ended items were included from section 2-6. All the other forty one items of the questionnaire were being closed-ended. The sources of the questionnaire item are different literatures.

3.4.2 Interviews

The researcher prepared an interview schedule which was used complementarily with the questionnaire administration process. Among the various types of interviews available semi-structured interview was used for the purpose of the present study. The interview was formatted for two groups (12 principals & 3 school counselor) and a total of interviews contain 8 items (4 item for principals & 4 item for school counselor). The interview for the principals and school counselor focused on common disciplinary problems in the school, methods used to maintain discipline in school, items measuring counseling services, the role the school counselor in
maintaining students’ discipline and factors that hinder effective provision of counseling services in school. The source of the interview item is different literatures.

3.5 Data Collection Procedures

First, the researcher contacted with the sub-city education office head if there were schools had functioning counseling programmes. Then the researcher contacted each of the schools principals and discussed with them the purpose of the research. In that first contact, the researcher explained the stages of the research process at which data will be gathered and what will be required from them at each of these stages. Unless they allow the researcher to get the class attendances and the teachers’ lists, it was difficult to select the subjects of the study as required. Hence, the principals were convinced that for the successful accomplishments of the research project, it requires their full cooperation. Thus, based on the lists that the principals provided, the following activities were carried out.

1. The sample subjects were selected using the techniques mentioned at section one of this chapter.
2. The selected students in each school came together in one class and orientation was given about the objectives of the study, in addition to what is stated on the open-ended questionnaire.
3. Then, these students were asked to list down all the response that they think of. Any confusion was made clear throughout the process. The students were also advised to be considerate, patient, and tolerant so as to devote their time to list the felt reasons. Similarly, in the try-out stage, in each school, students came together in one class and rated the already constructed scales. The same is true for the final data gathering stage. For teachers, questionnaire and the scales were distributed and collected through the help of the principals.

3.6 Data Analysis Procedures

Descriptive statics is fundamental in organizing research data as it serves to summarize the information. Data analysis was done using both qualitative and quantitative techniques. After collecting data items from the field using questionnaires and interview schedules, quantitative data gathered from closed ended questions were first post-coded and organized into similar themes as per the research questions. Quantitative data were analyzed using descriptive statistics
including frequencies, weighted percentage and percentages that was presented using table. Qualitative data was analyzed thematically by arranging responses according to the research questions and objectives. Thereafter, similar responses were tallied and inferences, conclusion and recommendation were drawn.

### 3.7 Ethical Consideration

To ensure that there was informed consent and voluntary participation of the respondents who participated in the study, permission to conduct the research from respondents who participated in the study was sought from the secondary school principals. Each respondent was served with a copy of the introduction letter informing them about the nature, purpose and importance of the research. The respondents were further assured of treatment of their identities with utmost confidentiality and privacy.
CHAPTER FOUR

Data Presentation and Interpretation of Data

In this section, the data collected are presented, tallied and interpreted. Once the research data have been collected using different types of data collection procedures as described in the previous chapter, the next steps was to analyze those data. The tallies were counted and registered frequency that showed the number of respondents. Then, the percentage and weighted percentage were computed. The data collected through interviews have been also reported.

4.1.1 Characteristics of Respondents

Table 4.1 Characteristics of respondents by sex, educational level and responsibility.

<table>
<thead>
<tr>
<th>Item</th>
<th>Types of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>162 (45.3%)</td>
</tr>
<tr>
<td>Female</td>
<td>196 (54.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>358 (100%)</td>
</tr>
<tr>
<td>Grade Level</td>
<td></td>
</tr>
<tr>
<td>Grade 9</td>
<td>193</td>
</tr>
<tr>
<td>Grade 10</td>
<td>165</td>
</tr>
<tr>
<td>Educational Level</td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td></td>
</tr>
<tr>
<td>BA/BED</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 above indicated that the majority of the students who participated in this study were Female (54.7%) and 45.3 % were male. However, the finding also shows that the majority of the teachers’ counselor and principals were male, teacher (75%), Counselors (66.7%) and principals (100%). With respect to academic qualification 15% (3) of teachers had Masters Degree whereas 85% (17) of teachers had first degrees who have been teaching subjects with their
qualification. As far as the principals were concerned, all of them in the sample schools were male, holding their first degree 83.3\%(10) and Master’s Degree 16.7\%(2) respectively.

4.1.2 Major Disciplinary Problems Observed in the School

The common disciplinary problems experienced by students in secondary school in Nifas Silk Lafto sub-city were obtained from students, teachers, counselor and principals through questionnaire and interview were presented in table 4.2

<table>
<thead>
<tr>
<th>Items</th>
<th>Students n=358</th>
<th>Teachers n=20</th>
<th>Weighted percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being late</td>
<td>275 76.8</td>
<td>17 85</td>
<td>72.3</td>
</tr>
<tr>
<td>Cheating on exam</td>
<td>255 71.2</td>
<td>18 90</td>
<td>72.43</td>
</tr>
<tr>
<td>Drug addiction</td>
<td>297 77.9</td>
<td>8 40</td>
<td>76.9</td>
</tr>
<tr>
<td>Stealing of students property</td>
<td>193 53.9</td>
<td>9 45</td>
<td>53.5</td>
</tr>
<tr>
<td>Damaging school property</td>
<td>177 49.4</td>
<td>6 30</td>
<td>48.8</td>
</tr>
<tr>
<td>Dress code violation</td>
<td>133 31.6</td>
<td>7 35</td>
<td>31.8</td>
</tr>
<tr>
<td>Fighting with other students</td>
<td>297 82.9</td>
<td>17 8</td>
<td>83.01</td>
</tr>
<tr>
<td>Frequent absenteeism</td>
<td>181 50.6</td>
<td>17 85</td>
<td>53.5</td>
</tr>
<tr>
<td>Class disruption</td>
<td>247 68.9</td>
<td>16 80</td>
<td>69.5</td>
</tr>
</tbody>
</table>

Table 4.2 shows the common disciplinary problems that arise in schools according to the two categories of respondents. When weighted percentage for the two categories were calculated it indicated that fighting with other students was the most common problem (83.01\%), followed by drug addiction (76.9\%), cheating on exam (72.43\%), being late (72.3\%), class disruption (69.5\%), stealing of student property and frequent absenteeism (53.5\%), damaging school property (48.8\%) and dress code violation (31.8\%). Dress code violation was the last common disciplinary problem.

The information gathered through interview being late, cheating during exam time, unable to accomplish assignments and homework given, smoking cigarette, stealing of students property (mainly mobile and text books), quarreling with teachers and among themselves, absenteeism,
missing classes, playing with matches in class rooms, making impolite remarks towards teachers, purposively disturbing the class with cell phone sounds while the teacher is giving lecture, disobedience of school authority dress code violations, leaving campus without permission as well as talking or/and inattentiveness when the educators are talking are the common disciplinary problems committed in the school. The counselor of the school also added that there is a rumor from the nearby residents that male students are chewing chat in group and sometimes with the female classmates in small house of especially prepared for such purposes during school time.

The principals of the school also added that due to lack of serious guidance program in school is the major cause of dismal academic performance and indiscipline cases in learning institutions. This implies that the management of school in Nifas Silk Lafto sub-City might not have been effectively using counseling service which could have proactively prevented occurrence of indiscipline in schools.

4.1.3 Methods Used to Maintain Discipline in Schools

In addressing the methods used to maintain discipline in secondary schools in Nifas Silk Lafto Sub-City were obtained from students, teacher, counselor and principals through questionnaires and interview. The findings are presented in table 4.3

Table 4.3 Methods Used to Maintain Discipline in School as Responded by Students (n=358).

<table>
<thead>
<tr>
<th>Method used</th>
<th>Never</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Often</th>
<th>Always</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>P</td>
<td>f</td>
<td>P</td>
<td>f</td>
<td>P</td>
</tr>
<tr>
<td>Corporal Punishment</td>
<td>5</td>
<td>1.4</td>
<td>9</td>
<td>2.51</td>
<td>123</td>
<td>34.4</td>
</tr>
<tr>
<td>Suspension</td>
<td>23</td>
<td>6.42</td>
<td>35</td>
<td>9.78</td>
<td>97</td>
<td>27</td>
</tr>
<tr>
<td>Moral punishment</td>
<td>113</td>
<td>31.6</td>
<td>90</td>
<td>25.13</td>
<td>92</td>
<td>25.7</td>
</tr>
<tr>
<td>Expulsion</td>
<td>31</td>
<td>8.65</td>
<td>89</td>
<td>24.8</td>
<td>41</td>
<td>11.5</td>
</tr>
<tr>
<td>Providing counseling service</td>
<td>137</td>
<td>38.3</td>
<td>101</td>
<td>28.2</td>
<td>69</td>
<td>19.3</td>
</tr>
<tr>
<td>Detention</td>
<td>82</td>
<td>22.9</td>
<td>91</td>
<td>25.4</td>
<td>121</td>
<td>33.8</td>
</tr>
<tr>
<td>Dialogue with parents</td>
<td>90</td>
<td>25.1</td>
<td>81</td>
<td>22.6</td>
<td>142</td>
<td>39.7</td>
</tr>
</tbody>
</table>

f = frequency  \quad p = percentage
According to the findings, the students rated corporal punishment featured as the most widely used methods as shown by a mean of 3.92. The students rated suspension and expulsion featured as more frequent used methods as shown by a mean of 3.67 and 3.43 respectively. Where as, the respondents replied that counseling services was not highly used in handling disciplinary cases as shown by a mean of 2.1.

The information gathered through interview indicated that the disciplinary management methods used in secondary schools was corporal punishment, calling parents and physical punishment was the most widely used method. Corporal punishment is widely used by teachers and suspension/calling parents by principals in all school. It also reveals that there was limitation in providing counseling service to student through various methods that are available.

This implies that counseling service was used in school only after punishments options had been considered. In this case, secondary school in Nifas Silk Lafto Sub-City did not exploit the proactive approach of counseling service but only used it to justify the punishment offered to the students.

### 4.1.4 Contribution of Counseling Services in Maintaining Student Discipline

The study sought to find out the role of counseling service in management of student discipline in secondary schools and the table below shows the level of agreement by teachers on the areas of concern in the role of counseling service in the management of student discipline.

Table 4.4 Level of Agreement by the Teacher on Contribution of Counseling in Maintaining Students’ Discipline.

<table>
<thead>
<tr>
<th>Item</th>
<th>SD</th>
<th>D</th>
<th>Und</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create opportunities for students (particularly those with behavioral problem) to experience success in their learning and social problem.</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>4.05</td>
</tr>
<tr>
<td>It improves the strained teacher-student relationship by assisting the teacher and student simultaneously.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>9</td>
<td>4.25</td>
</tr>
<tr>
<td>It helps to develop a very free and friendly atmosphere.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>3.8</td>
</tr>
<tr>
<td>It helps to control indiscipline cases among students.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>9</td>
<td>4.4</td>
</tr>
<tr>
<td>It reduces suspicion and builds trust on the part of students.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>7</td>
<td>4.4</td>
</tr>
<tr>
<td>It helps to prevent drug and substance abuse among students.</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>3.5</td>
</tr>
<tr>
<td>Providing direct support to individual pupils experiencing emotional and behavioral</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>4.05</td>
</tr>
</tbody>
</table>
difficulties.

Play a vital role in students’ behavior management and correction in school. 0 1 4 7 8 4.1

Key: SD= strongly disagree, D= disagree. UND= undecided. A=Agree, SA= strongly agree.

According to the findings, the participants agreed that counseling service helps to control disciplinary problem of students as shown by a mean of 4.4. Teachers agreed that counseling service improves the strained teacher-student relationship by assisting the teacher and student simultaneously as shown as mean of 4.25. Teachers agreed that when counseling service providing in the school play a vital role in students’ behavior management and correction in school as shown by a mean of 4.1. Teachers were somehow undecided that the contribution of counseling in preventing drug and substance abuse among students.

When counseling is introduced to students, chances of having problems with behaviors management diminish as more of the students have the opportunity to decide how they learn. Studies have indicated that many students who have been counseled by teacher and school counselor do change their habits of behavior when they are shown the way. It is good to note how some of the students changed their habits in relation to the way they have been shown to become more aggressive in learning and also studying their less

The information gathered through interview agreed that if counseling service is well provide for the students, chances of having problems with behaviors management diminish as more of the students have the opportunity to decide how they learn. This implies that counseling service plays important role in maintaining students discipline and improved academic performance of students in secondary school.

4.1.5 The Role of School Counselor in Maintaining Students’ Discipline

The third research objective was to find out the role of school counselor in maintaining of students discipline. The data on the role of school counselor were collected using questionnaires. Table 4.5 The Role of School Counselor in Maintaining Students Discipline as Responded by Students (n=358).

<table>
<thead>
<tr>
<th>Items</th>
<th>Eweket n=137</th>
<th>Lehibret no.2 n=117</th>
<th>Frehiwot n=104</th>
<th>Sedil Le Ethiopia</th>
<th>Weighted percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orienting and training the school community on the importance of counseling service in improving students’ disciplinary problem.</td>
<td>67 48.9</td>
<td>39 33.3</td>
<td>44 42.3</td>
<td>42.9</td>
<td></td>
</tr>
</tbody>
</table>
Creating the awareness of students about the consequences of disciplinary problem.  
Identify the students who need counseling.  
Counseling student with disciplinary problems.  
Invite teacher in school to offer counseling service to students disciplinary problem

| Table 4.5 shows the role of school counselor in maintaining students’ discipline. When weighted percentage was calculated for the three schools of respondents, it indicated that the role of school counselor was minimal or low with average of 47.2% on counseling student with disciplinary problems, followed by Orienting and training the school community on the importance of counseling service in improving students’ disciplinary problem 42.9%, Creating the awareness of students about the consequences of disciplinary problem 40.6 %, Identify the students who need counseling 36.4% and Invite teacher in school to offer counseling service to students disciplinary problem 32.8%. The finding reveals that the role of the school counselor in maintaining discipline in secondary school in Nifas SilkLafto Sub-Cit was minimal or low.

| 4.1.6 Factors that Hindered Effective Provision of Guidance and Counseling Service in Schools.  

The study also sought to find out the factors that hinder effective utilization of guidance and counseling service in improving students’ disciplinary problems in secondary schools in Nifas Silk Lafto Sub-city. The table below shows the level of seriousness of the factors experienced in the school responded by teachers and principals. The views on teacher and principals were collected using questionnaire and interview.

Table 4.6 factors that hindered effective provision of guidance and counseling service as indicated by teachers (n=20)
<table>
<thead>
<tr>
<th>area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of corporation among staff member.</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>8</td>
<td>3.9</td>
</tr>
<tr>
<td>Lack of counseling rooms /office.</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>10</td>
<td>5</td>
<td>3.7</td>
</tr>
<tr>
<td>Unwillingness of the students to disclose their problems.</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Lack of resource materials for conducting or providing counseling service.</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>3.85</td>
</tr>
<tr>
<td>High teachers work loud for providing counseling services.</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>9</td>
<td>5</td>
<td>3.8</td>
</tr>
<tr>
<td>Lack of government policy in implementing and supporting guidance and counseling service.</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2.25</td>
</tr>
</tbody>
</table>

Key:- $f=\text{frequency}, \% \text{percentage}$

According to the findings, the teachers rated that high teachers’ work load as a very serious factor as shown by a mean of 3.9. Lack of government policy in implementing and supporting guidance and counseling service was rated as a minor factor as shown by a mean of 2.25. The teachers rated lack of trained personnel in the areas as a minor factor. Lack of cooperation among staff member were seen as a fairly serious factor. Lack of resource material and lack of counseling rooms office as a serious factors. The main issues hinder effective provision counseling due to lack of resource in the school were lack of privacy since there was no guidance and counseling office.

Result from interview shows that counseling services are an activity which requires resources in order to achieve its intended objectives. It was found that principals and school counselor faced a number of problems during their participation in guidance and counseling programs. These included student related problem, parent related problems, uncooperative teachers, too many administrative duties, high work load and lack of resources including financial and material the respondents noted that these as some of the reason which hinder effective utilization of guidance and counseling services.

### 4.2 Discussion

One main objective was set for the present study. It was to assess the role of counseling service in improving student disciplinary problems in Nifas Silk Lafto sub city in Eweke Lehibret, Sedil Le Ethiopia and Frehiwot No.2 Secondary School. Thus, the findings of the study have been discussed as follows.

**4.2.1. Major Disciplinary Problems Observed in the Schools**
The findings show that, counseling service has not been effectively used to improve student discipline in secondary schools in the sub – city. This was evidenced in the disciplinary cases that were found in the schools. The findings showed that, most student disciplinary problems experienced in schools like fighting among students, cheating during exam time, being late, class disruption, frequent absenteeism, drug addiction and stealing of students property required counseling service. The finding were consistent with the findings of (Biniam, 2006), who noted that disruptions by ill – disciplined learners, such as late coming in the morning and the school day, truancy, refusal to attend certain lesson, failure to home work, fighting with teacher, failure to adhere to the school policies and the flouting of authority are some of the common disciplinary problem in secondary school. These types of behavior seem to have a negative effect on educators, maintenance of discipline. Further states that bullying and arguing of the educators as well as drug and alcohol abuse are detrimental to the upbringing of learners in the shashmen region. In Addis Ababa city secondary schools, according to (Birhan, 2010) acts of indiscipline which include truancy, hooliganism, disrespect for school authority, cheating in examinations and drunkenness were on the increase. Selamawit (2012) Conducted a study in Bahidar among 2 high schools pupils and it was reported that absenteeism, stealing and smoking were most frequently committed offences.

4.2.2. Methods Used to Maintain Discipline in Schools

The findings on methods used to maintain discipline in school revealed counseling service was minimally used. The findings agreed with the previous researchers, (Zewdu, 2013). The findings also supported by views of Devito (2000) who cautioned secondary and other disputes through stone throwing and other punishments. He urged the students, staff and administrators to engage in dialogue. The study also revealed that, the disciplinary methods used to solve the disciplinary cases in schools were majorly corporal punishment and counseling was minimally used in schools. Yet article 36 of the Ethiopian constitution of 1994 stipulates the right of children and specifies that (1) every child has the right to be free of corporal punishment or cruel and in humane treatment in schools and other institution responsible for the care of the children. In addition, the school administration regulations issued by the Ministry of education in 1998 state that ‘corporal punishment’ is not among permitted disciplinary measures (GITEAPOC, 2014).
Corporal punishment behavior management methods have been shown to be ineffective and in some cases harmful to students (Cameron, 2006). Verbal reprimands, persistent nagging of students about their behaviors may be effective in the short run but they do not work and students suffer from violence in the long run (Hyman & peronc, 1998), as it would cost more and cause aggression and violence (Clark, 2004).

Agbenyega (2006) reports on the practice of corporal punishment in two basic schools in the Greater Accra District in Ghana. The findings reveal that an overwhelming majority of the teachers (94%) use corporal punishment to enforce school discipline. The result further indicates that the majority of the teachers in both schools sites administer corporal punishment to students who perform poorly in academic work. This implies that students with special learning problems who are not officially identified may be punished often poor performance.

Robinson, Funk & Bush (2005), question the effectiveness of corporal punishment and underline the side effects of corporal punishment such as running away, fear of teacher, feeling of helplessness, humiliation, aggression and destruction at home and at school, abuse and criminal activities.

Gershoff (2002), also attributes corporal punishment to increase aggression and lower level of moral internalization and mental health and adds that adults who were corporally punished when children are more likely to be criminals, be violent with their sexual partner, and spank their own children.

However, the worry with punishing children is that it has the power to demoralize the child. Consequently, when a teachers wants to use punishment he should go by moral educational requirement because punishment can cause a child to hate to come to school and once a child is no longer willing to learn then the positive value of punishment in education becomes less important, (Were, 2003).

The United Nations convention on rights of a child (UNCRC) in it’s official report of the 7th session in November (1994) discourage the use of corporal punishment. The report termed the measure of instilling discipline as cruel, in human and degrading. The report was against any forms of physical punishment including corporal punishment. In the same spire it has stressed that corporal punishment to children is incompatible with the convention. It has therefore
proposed the existing legislation as well as the development of education campaigns (Symonides and Vladimir, 2011). The convention was mainly opposed to physical and corporal punishment. It stressed that the Ministry of education should come up with more humane methods of punishments in schools. These include guidance and counseling, pastoral teaching, positive reinforcement, peer counseling, involving students in decision making, sending for parents among others.

According to the Naser (2004), Corporal punishment hinders learning, encourages and leads children to drop out of school. It also undermines the purpose of education as it is articulated that education shall be directed toward the development of the child mental and physical abilities to the fullest potentials development of respect for human rights. It also protects fundamental freedoms and preparation of the child for responsible life in a free society.

Some scholars such as Devito (2000) stated that in education we should never use reward and punishment to modify behavior. His argument was based from the fact that reward and punishments would only overt the behavior observed but would not necessarily modify the motivating force in student and especially when students get used to rewards and punishment. Rewards and punishments would only do more harm than good and would eventually interfere with the personality and that development of the child. Good discipline however, resulted from neither punitive approach nor an approach that is too permissive. Good discipline is likely to occur when teachers follow firm and fair policies as well as establishment of good channels of communication with learners.

Abebe & Hailemariam (2007), note that the student behavior problems must viewed as “complex and multilevel” and added that society’s number one goal should be to prevent the development of less than positive behaviors in children. Policy makers must give priority to prevention and proactive practices in the form of mandated child development and parenting classes for parents and enrichment and intervention programs for children. Leach (2003) agrees with Abebe and Hailemariam starting that schooling is more than just teaching subject knowledge and employable skills. She suggests that subjects such as citizenship and democracy, life skill, personal and social education, and guidance and counseling service should be included in the curriculum.
There are scholars who perceive providing counseling service in controlling indiscipline as being centered on prevention of indiscipline from occurring. Schertzer & Stone (2002), describe counseling service as a preventive force. To them optimum development of individuals comes through providing an emotional climate and environment that assist positive healthy attitudes and feelings. This implies that people with healthy attitudes and feelings are not acceptable. One needs to create a positive healthy emotional climate. A person who suffers emotion depression or frustration will find life generally miserable and experience adjustment problems. Unpleasant emotions can upset a person’s mental and physical well being. It can also lead to stress and anxiety. An anxious person appears frustrated and may withdraw from social conducts or become aggressive.

Proponents of the preventive approach to indiscipline argue that disciplinary schools can be prevented if students in secondary schools can be guided and counseled on how to deal with their emotions. A healthy emotional climate can be achieved through counseling service because students who have problems have someone to turn to.

According to Rao (2003) the counseling services helps to know and understand, oneself, the assets and liabilities, better understanding of the relationship among ones abilities, interests, achievements and opportunities. The adolescent develops self acceptance, a sense of personal worth, belief in ones competence and to develop an accompanying trust and acceptance of others. They develop methods of solving the developmental tasks of life with resultant realistic approaches to the task of life as met in the areas of work and interpersonal relations. This ensures that one’s behavior is goal-oriented and considers the consequences when making decisions. Finally one’s fault concept and convictions are modified so that he or she may develop whole some attitudes and concept of self and other.

According to Lutomia & Sikolia (2006), counseling service plays the following roles in discipline management; it motivates students to do what is right for the right reason. Students are positively motivated to do what is right because they judge it to be right, not simply because they feel obligated or they fear the consequences, it enables the student to possess vision and discernment which involves sensitivity, judgment and understanding and leads to decisive action. They will know how to respond to situation and when to respond, it cultivates compassion in student that involve a regard for the welfare of other and sensitivity to the suffering of others.
They are able to take action to reduce the pain that would have been suffered by their parents, school administration, teachers, fellow students and community at large. Counseling service develop self-awareness among students.

Baker and Gerler (2001) noted that students whom participated in a school counseling program had significantly less appropriate behaviors and more positive attitudes toward school, than those students who did not participate in the programme. They also found out that, group counseling provided by school counselors significantly decreases participants aggressive and hostile behaviors. From the above discussion we have understand that providing counseling services plays a pivotal role in students’ behavior management and correction in school.

4.2.3 Contribution of Counseling Services in Maintaining Student Discipline

According to this findings, the participants agreed that counseling service plays the following important role in maintaining student discipline: it helps to control ill-discipline cases among students, it creates opportunities for students (particularly those with behavioral problems) to experience success in their learning and social problem, and it plays a vital role in the students’ behavior management and correction in school. This findings was consistent with Ayieko (1998) counseling plays a pivotal role in students’ behavior management and correction in school. Counseling can be used both as a curative measuring in addressing school discipline and to avert and/ or correct ill-discipline among students. Lutomia & Sikolia maintained that, counseling is very important for the prevention of student disturbances and to develop a free and friendly atmosphere. It also describe that counseling plays the following role in discipline management; it motivated students to do what is right for the right reason. Students are positively motivated to do what is right because they judge it to be right, not simply because they feel obligated or they fear the consequences, it enables the student to possess vision and discernment which involves sensitivity, judgment and understanding and leads to decisive action.

Burden (1995), assert that counseling can prevent discipline. He noted that discipline can be regarded as a positive force. It can be connected with training and not pushing. He also noted that the term discipline should be used to mean a system of guiding the individual to make reasonable decision responsibly. This implies that students who are guided and counseled are unlikely to have disciplinary problems.
According Burden, counseling service helps the student to establish positive relation, develop solving and decision-making skills, search for and define their own value system, facilitate cooperation between teachers, parents and students to develop positive learning experiences, assist students in accepting responsibility of their behavior, be successful in school and function properly in society, explore vocations that would be appropriate outlets for their abilities, interest and personality.

Stoops, Rafferty & Johnson (2006), maintained that, many student discipline problems that occur in secondary school might not exist if guidance and counseling service were correctly offered. All these incidents make it necessary to strengthen guidance and counseling services in improving student discipline in schools.

### 4.2.4 Factors Affect the Effective Provision of Counseling Services in Schools

The findings concerning factors affecting the effective provision of counseling services in schools revealed a number of draw backs in the sub-city. These ranges from lack of policy frame work from the ministry of education, too much work load for teachers hence no time for counseling, lack of resource materials, lack of counseling rooms office and lack of cooperation among staff member. This was in agreement with the findings of Wubu (2013) that, lack of reference resource for counseling, inadequate of funds to carry out the program effectively, lack of counseling rooms and lack of support from administration was the factors affecting counseling in discipline management in secondary school.

Dagimawit (2012), Suggested that counseling service faced the following factors in schools; family factors, personal factors, professional of teacher counselor and methods of counseling, environmental factors, academic factors.

Unless all these measures were put in place counseling service would not succeed in improving student discipline in school. Therefore schools should strive to establish strong and functioning programs capable of monitoring students and addressing all their needs. The principal should also provide private where counseling can be done and the work load should be reduced to allow enough time for teachers to attend to their clients.
CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATION

5.1 Summary

The main purpose of this research was to investigate the role of counseling in improving students’ disciplinary problems in selected secondary school in Nifas silk lafto sub-city, Addis Ababa. With this purpose in view, the following research questions were raised.

1. What are the common disciplinary problems in the Nifas Silk Lafto Sub-city secondary school?
2. To what extent are counseling services provided to students by the secondary school counselors?
3. To what extent does the counseling service provided in the secondary schools contribute to maintain student discipline?
4. What major factors are perceived to have hindered the effective provision of counseling services in the secondary school?
To conduct this research, 358 students and 20 teachers were selected using stratified random sampling technique where as 12 principals and 3 school counselors were selected using purposive sampling technique. All the questionnaires which were administered to the students, teachers, principals and school counselor were returned making the questionnaire return rate for the respondents to be 100 percent. Hence, the final analysis was done on the data gathered from 358 students, 20 teachers, 12 principals and 3 school counselors.

In order to find out answers to the basic questions a variety of data gathering instruments, such as questionnaire and interviews were employed. Interviews were held with 12 principals and 3 school counselor. To this effect, both quantitative and qualitative approaches were used for data collection and data analysis.

The analysis of numerical data, descriptive statistics (percentage, frequency and weighted percentage) was computed. Based on the results of quantitative and qualitative data analysis, the major findings were summarized as follows;

1. The majority of respondents reported that fighting with other students, drug addiction, cheating on exam, being late, class disruption, frequent absenteeism, stealing of students’ property and damaging school property was the major disciplinary problems experienced by students in the school.
2. The study revealed that the majority of the respondents reflected that corporal punishment, suspension, expulsion and detention featured as the most widely methods used to maintain discipline in the school. Whereas counseling service was not adequately provide in handling disciplinary cases.
3. The findings showed that counseling play vital role in maintain students’ discipline. For example, the respondents had indicated that counseling service can be useful for students; to control ill-discipline cases among students, creates opportunities for students (particularly those with behavioral problem) to experience success in their learning and social problem and plays a vital role in students’ behavior management and correction in school.
4. The finding reveals that the role of the school counselor in maintaining students’ disciplinary problems was minimal or low.
5. The results of this study reveals that among factors that hinder effective provision of counseling as impediment were; high teachers’ workload, lack of counseling rooms office,
lack of resources material, lack of corporation among staff member and lack of the adequate support from administration were identified by the respondents as the most serious factors which hinder effective provision of counseling in schools.

5.2 Conclusion

Based on the summary of the findings made above, the researcher draws the following conclusions:

Most schools experienced disciplinary problems which included fighting with other students, drug addiction, cheating on exam, being late, and class disruption, frequent absenteeism, stealing of students’ property, and damaging school property.

Counseling service was not adequately provided in handling disciplinary cases. Other disciplinary methods were used such as corporal and physical punishment, suspension, expulsion and detention. Thus there is need to strengthen counseling in secondary school in Nifas silk lafto sub-city.

Counseling services play a vital role in maintaining students discipline problem. Among the contribution of counseling in maintaining students discipline which included; control ill-discipline cases among students, creates opportunities for students (particularly those with behavioral problem) to experience success in their learning and social problem and plays a vital role in students’ behavior management and correction in school.
The role of school counselor was minimal/low on orienting and training the school community on the importance of guidance and counseling, identify the students who need counseling, counseling students with discipline problem, creating the awareness of students about the consequence of disciplinary problem and benefits of maintaining order in the school and invite teachers in school to offer counseling service to students. This indicated that the role of the school counselor in maintaining discipline in secondary school in Nifas SilkLafto Sub-Cit was minimal or low.

On the other hand, the study also indicated that high teachers’ workload, lack of counseling rooms’ office, lack of resources material, lack of corporation among staff member and lack of the adequate support from administration were identified by the respondents as the most serious factors which hinder effective provision of counseling in schools.

5.3 Recommendation

Based on the findings of the study, the following recommendations were made:

1. Effective counseling service programs should be put in place as essential parts of schools by the school administrators and school counselor to improve student discipline. To this effect, the school principals and nifas silk lafto sub-city educational stakeholders should;
   - Provide necessary facilities and adequate budgetary for the effective provision of counseling.
   - Assigned adequate time in the time table to allow student have a time for counseling.
   - Sensitize the students on the importance of counseling in the management of student discipline.
   - Sensitize parents and introduce them to the idea of counseling since some of the disciplinary problems faced by students emanates from family factors.
   - Monitoring and evaluation of programmers is an important way to identify the challenges and take corrective measures to improve on their delivery. School should be supported and encourage to undertake monitoring and evaluation exercises of their school counseling programme.

2. The school counselor should be well trained on how to carry out their duties by sent to attend many seminar and workshop to improve on their skills.

3. Involving in counseling service demands personal efforts, commitment and sufficient time. Hence, it might be difficult for those teachers who are over loaded in teaching and
committee activities to engage in counseling service programme properly. Thus, there should be a systematic and wise use of time allocation by with work overloaded teachers. Working in teams could be to ease the burden of teachers in this regard.

4. More research is needed focusing on the roles of school heads and boards of management in enhancing school discipline.

**REFERENCE**


Sheldon, S.B.& Epstein,J.L. (2002). Improving student behavior and school Discipline with family and community involvement,. *In Education and Urban society* (pp. 35, 4-26).


APPENDIX I

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

Questionnaire to be filled in by secondary school Teacher

General Direction

The purpose of this questionnaire is to collect data on the role of counseling services in improving students’ disciplinary problems in some selected secondary school in Nifas Silk Lafto sub-city, Addis Ababa. The information you provide in this
questionnaire will be kept confidentially and will be utilized only for academic purposes. Your genuine and frank response to the questionnaire is highly valuable for the achievement of the objective of this research. Please provide your responses as per the instructions of each section. Please respond to each question by filling or ticking your honest opinion in the box in the black space provided. If you have additional idea, please notify in the last columns of each section.

Note that there is no need of writing your name

Thank you in advance for your cooperation.

Part I: Background characteristics of respondents

1. Name of the school _______________________
2. Sex : Male              Female
3. Educational level: A. Diploma           B. Degree           C. post-graduate            D. Other

Part II: Common Disciplinary Problems in the School

Instruction: the purpose of this scale is to collect data which help to identify the common disciplinary problems of students in secondary school. The common disciplinary problems are listed below and you are asked to show your choice by tick mark (√) in the appropriate column the problems prevalent in your school, using the following rating points: 1=Never 2= Rare 3=Undecided 4=Often 5=Always
<table>
<thead>
<tr>
<th>No</th>
<th>Common Disciplinary problems in the school</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Being late</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Cheating on exam</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Drug addiction /abuse</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Stealing of students property</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Damaging school property</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>Dress code violations</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Fighting with other students</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Frequent absenteeism</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Class disruption</td>
<td>4</td>
</tr>
</tbody>
</table>

**Part III: Contribution of Counseling in Maintaining Students’ Discipline.**

Instruction: Kindly tick (✓) in the box the response that best describes your response using the following rating scale points.

1= strongly disagree   2= disagree   3= undecided   4= agree   5= strongly agree

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It creates opportunities for students (particularly those with behavioral problems) to experience success in their learning and social problem.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>It improves the strained teacher-student relationship by assisting the teacher and student simultaneously.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>It helps to develop a very free and friendly atmosphere.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>It helps to control ill-discipline cases among students.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It reduces suspicion and builds trust on the part of students.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>It helps to prevent drug and substance abuse among students.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>It provides direct support to individual pupils experiencing emotional and behavioral difficulties.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>It plays a vital role in the students’ behavior management and correction in school.</td>
<td></td>
</tr>
</tbody>
</table>

9. can you list down are any other roles of counseling services in the management of students’ discipline in the school, please specify

__________________________________________________________________________

__________________________________________________________________________

_____________

**Part IV: Factors that Hindered Effective Provision of Counseling Services in Schools**

Instruction: the following are statements about some of the factors that hinder effective provision of counseling service in improving students’ disciplinary problems in secondary school.

Please tick appropriately the rating scale points. 1= Not factor  2 = minor factor  
3= fairly serious factor   4 = serious factor   5= Very serious factors
<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lack of adequate support from administration</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lack of trained personnel in the area</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Lack of corporation among staff members</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Lack of counseling rooms/office</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Unwillingness of the students to disclose their problems</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lack of resource materials for conducting or providing counseling services</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>High teachers’ work load for providing counseling services</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Lack of government policy in implementing and supporting guidance and counseling service</td>
<td></td>
</tr>
</tbody>
</table>

9. Can you list down any other factors that hindered effective the provision of counseling services in your schools?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

Questionnaire to be filled in by secondary school student
General Direction

The purpose of this questionnaire is to collect data on the role of counseling services in improving students’ disciplinary problems in some selected secondary school in Nifas Silk Lafto sub-city, Addis Ababa. The information you provide in this questionnaire will be kept confidentially and will be utilized only for academic purposes. Your genuine and frank response to the questionnaire is highly valuable for the achievement of the objective of this research. Please provide your responses as per the instructions of each section. Please respond to each question by filling or ticking your honest opinion in the box in the black space provided. If you have additional idea, please notify in the last columns of each section.

Note that there is no need of writing your name.

Thank you in advance for your cooperation.

Part I: Background characteristics of respondents

1. Name of the school _______________________
2. Grade: __________
3. Sex [ ] Male  [ ] Female

**Part II: Common Disciplinary Problems in the School**

Instruction: the purpose of this scale is to collect data which help to identify the common disciplinary problems of students in secondary school. The common disciplinary problems are listed below and you are asked to show your choice by tick mark (√) in the appropriate column the problems prevalent in your school, using the following rating points:

- 1=Never
- 2=Rare
- 3=Undecided
- 4=Often
- 5=Always

<table>
<thead>
<tr>
<th>No</th>
<th>Common Disciplinary problems in the school</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1</td>
<td>Being late</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Cheating on exam</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Drug addiction /abuse</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Stealing of students property</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Damaging school property</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Dress code violations</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Fighting with other students</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Frequent absenteeism</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Class disruption</td>
<td></td>
</tr>
</tbody>
</table>

**Part III: Methods used to maintain discipline in school**

Instruction: the methods used by schools to address various disciplinary cases among students are listed below and you are asked to tick mark (√) in the appropriate
column regarding the methods employed in your school using the following 5-points scale:

1= Never   2= Seldom   3= Occasionally   4= Often   5= Always

<table>
<thead>
<tr>
<th>No</th>
<th>Methods employed</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>corporal punishment</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Suspension</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Moral punishment</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Expulsion</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Providing counseling service</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Detention</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dialogue with parents</td>
<td></td>
</tr>
</tbody>
</table>

Part IV: the role of the school counselor in maintaining students’ discipline
Instruction: the role of the counselor in maintaining student discipline is listed below and you are asked to tick appropriately using the following rating points.

1 = very low  2= low  3 = medium  4= high  5= very high

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orienting and training the school community on the importance of counseling service in improving students’ disciplinary problems.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>Creating the awareness of students about the consequences of disciplinary problems and benefits of maintaining order in the school.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>Identify the students who needs guidance and counseling</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>Counseling student with disciplinary problems</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>Invite teachers in school to offer counseling service to students (particularly those with behavioral problems).</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

6. Do you think that there are other roles of the school counselor plays in the management of students’ discipline in your school?

   A. Yes     B. No

7. If your answer question No.6 is yes, then can you list them down, please?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
APPENDIX II

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Educational Planning and Management

An interview guide for school Principals

I am, Asfaw Girma, a postgraduate student in school leadership, AAU. I am doing my MA thesis on the role of counseling services in improving students’ disciplinary problems in secondary school. The main objective of the study is to assess the role of guidance and counseling in improving students’ disciplinary problems in some selected high schools of Nifas Silk lafto sub-city, AA.

Therefore your genuine information is highly appreciated and valuable for the study. I would like to assure you that confidentiality for your comments will be respected and will be used only for research purpose. I greatly appreciate and acknowledge your taking time to speak with me.

1. What are the common disciplinary problems prevalent in your school? How do you deal or manage these indiscipline cases?

________________________________________________________________________

________________________________________________________________________

2. What kinds of measures are taken by the school in order to improve students’ disciplinary problems?

________________________________________________________________________

________________________________________________________________________

3. What are the contributions of counseling services in maintaining student discipline in your school?

________________________________________________________________________

________________________________________________________________________
4. What major factors are perceived to have hindered the effective provision of counseling service in your school?

______________________________________________________________

______________________________________________________________

______________________________________________________________
An interview guide for school Counselor

I am, Asfaw Girma a post graduate student in school leadership, AAU. I am doing my MA thesis on the role of counseling services in improving students’ disciplinary problems in secondary school. The main objective of the study is to assess the role of guidance and counseling improving students’ disciplinary problems in some selected high schools of Nifas silk lafto sub-city, AA.

Therefore your genuine information is highly appreciated and valuable for the study. I would like to assure you that confidentiality for your comments will be respected and will be used only for research purpose. I greatly appreciate and acknowledge your taking time to speak with me.

1. What are the common disciplinary problems prevalent in your school? How do you deal or manage these indiscipline cases?

2. What kinds of measures are taken by the school in order to improve to students’ disciplinary problems?

3. What are the contributions of counseling services in maintaining student discipline in your school?

4. What major factors are perceived to have hindered the effective provision of counseling service in your school?