

AN INVESTIGATION OF BEHAVIORAL
PROBLEMS IN SECONDARY SCHOOL
ADOLESCENTS: TYPES, CONTRIBUTING
FACTORS, AND SCHOOLS TREATMENT
PRACTICES

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**An investigation of Behavioral problems in Secondary
School Adolescents: Types, Contributing factors and
Schools Treatment practices**

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ABSTRACT

The present study tried to investigate the prevalence of behavioral problems in secondary schools. More specifically, the purpose of this study is to investigate the contributing factors for the existence of behavior problems and evaluate the treatment practices of the schools. Combined and separate contributing factors were investigated. 120 students and 40 teachers were consulted through questionnaire and 2 counselors and 2 directors were interviewed. Three types of rating scales were prepared to determine the existence of problems behaviors (externalizing and Internalizing), contributing factors and desirable treatments.

The data was analyzed employing, chi-square test, t-test and correlation coefficients. The results of the statistical analysis revealed existence of externalizing behavior problems, the three contributing factors and undesirable treatment practices at ($p < 0.05$). Significant mean rating differences were also observed between the teachers and students on contributing factor. measures (i.e, home and school) and treatment measures. Steps are suggested to handle the problems. of adolescents in school, and preventive strategies were also recommended.

CHAPTER - ONE

1. Introduction

1.1 Back ground of the problem

Adolescence is marked by a transition from childhood at puberty, culminating in psychological maturity for some in their late teens and for other, much later. Although the vast majority of young people move through the adolescent years with out experiencing major difficulty, some encounter serious psychological and behavioral problems that disrupt not only their lives but also the lives of those around them. As stated in Burno (1983) the biological changes and the Psychological instability make adolescence a unique period during which a balance of independence and dependence with in selected social and personal relationships stabilizes. It is in this struggle between independence and dependence, in the context of the Social roles expected of them that adolescence appears to many educators and to the students themselves as a period of "storm and stress."

Rapid physical growth, a new concern for a place in an enlarged world, the establishment of sex role relationships, and intense pressures from without to accept the adult world and declare an earned place in it, all interact to create tremendous internal needs with which the middle and secondary school must cope (Burno, 1983). More over, these problems indirectly touch the lives of all of us, either through the personal contact we may have with a troubled young person or indirectly through increased taxes to rehabilitate these young individuals.

The young person who drops out of school before graduation, for example, not only jeopardizes his or her own occupational career, but also runs the risk of falling into a state of dependence.

The transition to adulthood may appear not an easy task for many young adolescents since they are approaching many weighty decisions about the future of their lives. One study in Laurence (1989) indicates that one in ten adolescent girls get pregnant before she is twenty. This study also reveals that twenty percent of students do not complete high school by the societal expected age.

There is growing consensus among scientists interested in adolescence that relatively high proportion of the mild and moderate problems are seen in this age group. Some of these problems include substance abuse, school failure, unplanned pregnancy, aggressiveness, withdrawal and depression, and delinquency. Many of them leave school before graduation, get involved in criminal behavior, bear children out of wedlock, and have difficulty in finding work(Laurence Steinberg, 1989).

Adolescence is a time of many demands: teenagers must adapt to changes in their physical appearance, to new expectations of others, and to new social roles. These demands may prompt extensive self examination and introspection in an attempt to establish a coherent sense of identity, a healthy sense of autonomy, and an accurate accounting of one's strengths and weaknesses(Ali-Yimer,1997)

In Ethiopia, adolescents' behavioral problems are manifested specially in schools at varying degree. As stated in Yusuf (1998) Ethiopian high school students face physical, psychological and physiological problems which very often result from the nature and characteristics of being adolescents. They face social and psychological problems, which resulted in behavioral disturbances such as stress and strain, frustration, depression, inferiority and superiority complexes, identity problems and tensions. These problems are manifested through drug abuse, (specially chat) , alcoholism, truancy, school dropout, failure in academic performance and sexual abuses. In most cases, the majority of these secondary school adolescents behavioral problems often originate from the students themselves, and from the general socio-economic contexts or environments surrounding them.

1.2 Historical perspectives in the treatment of students with behavioral problems.

Behavioral problems in schools are a perennial area of concern for teachers, local authorities, policy makers and the public at large. The origin of modern approaches to deal with school students with behavioral difficulties lie in the early part of the 20th century (Cooper, 1994). The earliest approaches were based on Medical, psychological and psychiatric models. These approaches gave rise to the non-punitive, “therapeutic” methods, which flourished in an initially small number of residential establishments (Bridgeland, 1971) cited in (Cooper1994). Until educational psychology became a powerful force in education in 1960, and 1970, expertise dealing with students of different cultures was treated and placed by the medical model (Laslett, 1983). However,

the growth of educational psychology brought with it a challenge to medical dominance and the assertion of the view that the placement and treatment of the school students should be made on educational grounds, by educationalists. These changes reflected the growing emphasis in theoretical approaches to behavioral difficulties and the need to consult students and their families rather than seeing them as objects to be manipulated by distant experts.

During the first half of the 1700s students who displayed maladaptive behaviors experienced a difficult life. As indicated in Stainback (1980), although few people tried to protect them, generally they experienced abuse, neglect, excessive punishment and cruelty under the guise of treatment. Often treatments of students with behavioral problem involved beatings, isolation, and food deprivation, which frequently resulted in harmful consequences rather than cure.

By the end of the 17th century professionals and educators in different western countries were becoming interested in the treatment and education of students with behavior problems. This was in response to the harsh punishments that inflicted severe pain. They advocated kind and prudent methods for behavior control and emphasized the need for education and training

The 20th century is popularly regarded by professionals as the “era of concern” for individuals with emotional and behavioral problems Lewis (1974 in Stain Back 1980) points out that the 1900s was indeed an era of awakening not only in the area of

psychology and psychiatry, but also in education. The early 1900s saw the establishment of the community child guidance clinics to meet the needs of emotionally disturbed students and the offering of mental hygiene courses in the public schools as preventive measures for behavioral disturbance.

In Ethiopia, different measures were taken to treat or intervene students with behavioral problems. Most of them were punitive in nature and involve beatings, expulsion from school, sending to counseling offices in the schools where counselors available. The treatment strategy or the corrective measures were not categorized or classified based on the types of the behavior problems or the contributing factors for the occurrence of the problems. That means it is hardly possible to estimate the effectiveness of the corrective measures taken in most Ethiopian secondary schools.

So, unless this pattern of intervention is halted or changed it is very difficult to improve behavioral problems of adolescents at school level

Thus, based on the understanding of the above mentioned problems, the study will try to see the prevalence of behavior problems, assess the contributing factors to the occurrence of the problem and eventually evaluate the effectiveness of schools preventive measures in two selected secondary schools of the country.

1.3 Statement of the problem

Students in the secondary schools are undergoing crucial changes in the adolescent period, physical and psycho-social development. These changes are fast, for some, and slow for others. For all practical purposes, this unique period of human growth and development is crucial for it results in changes of behavior.

In addition to the physical, psychological and physiological problems which are often natural, secondary school students also face sever psychosocial problems such as dropping out from school, academic under-achievements, heterosexual problems (unsafe sex), communication problems with families and teachers. In general, individuals at the secondary school level do experience and go through a lot of personal and social problems.

Ethiopia is the country of the “young” where over fifty percent (50%) of its population is under 20 years of age. As indicated in Yusuf (1998) Ethiopian students which currently form about 5 million, of the population. Behavioral problem is one of the manifestations of the unfavorable situations of these adolescents in school settings. Misbehaving or acting out of the norms of the society disturbs the whole social environment in which the individual is living and learning. In general, the prevalence of behavior problems in schools strongly indicates future school failure, dropout and delinquency (Kirk and

Gallagher, 1993). Many researchers and professionals working in school state that students with emotional and behavioral problems often have academic difficulties.

Even though, no census has been conducted to estimate the existence of behavior problems in Ethiopian secondary schools some studies (Assefa, 1992) paint to such signals as:-

- Low academic performance of students.
- Persistent disruptive behaviors in classrooms and in the school compounds.
- Conflicts with teachers and peers
- Persistent absenteeism, dropout and truancy
- Destruction of school property
- Violation of school rules and regulations and,
- Problems of sexual and physical abuse on others

In such situations, analysis of behavior problem in schools in terms of its magnitude and factors contributing to the occurrence of the problem is imperative for schools to carry out educational processes effectively and help the students with such problems.

In most cases, behavior problems are not considered as disability in almost all of the secondary schools of the country. One of the major factor for this was lack of awareness about the problems among government institutions such as schools and the society at large. So, students with behavior problems are considered as problem creators, not as an individual who need professional help. The treatment given for such students are

psychological and physical abuse, and expulsion the students from school (Eshetu, 1984). So, unless some thing is done to change this pattern of understanding, the fate of the students with behavior problems will become undesirable. Thus, the ultimate goal of this study is to create awareness in the school communities so as to have a positive perception and attitude towards the students with behavior problems.

In light of this, the study will attempt to answer the following research questions.

1. What types of (externalizing and internalizing) behavior problems are frequently prevailing in schools as perceived by the sample teachers and students?
 - Is there significant difference by sex, age, status, parental education and economic level of the respondents?
 - Is there significant difference in indicating the possible risk factors for the problems with difference in sex, age and status?
2. What are the major contributing factors for the existence or prevalence of behavior problems in school?
3. Is there a significant relationship between the problems, contributing factors and the treatment as observed by the respondents?
4. Are the treatment techniques or corrective measures taken by schools effective in producing desirable behavior?
 - Is there a significant difference in the effectiveness of the treatment by sex, age and status?

5. What type of roles and responsibilities are expected from parents and schools to prevent and /or rehabilitate students with behavior problems?

1.4. Objectives

1.4.1. General objectives

As its general objectives, this study basically aims:

- to assess students and teachers perception regarding existences of adolescents behavioral problems, perceived contributing factors and evaluate the treatments and their effectiveness for adolescents with behavioral problems in schools.
- to indicate some intervention strategies for students with behavioral problems.

1.4.2 Specific objectives

The specific objectives of this study includes:

- to identify the types of behavior problems manifested by adolescents students in schools.
- to investigate status (being a teacher or student) differences in indicating the types of the problems prevailing in the school:

- to identify the major causative factors of the adolescents' behavioral problems in schools.
- to evaluate the effectiveness of the existing preventive practices of schools, to help and rehabilitate students with behavioral problems.
- based on the out come of the study to provide information for teachers, schools and counselors on how to deal and help students with behavioral problems and,
- to create awareness about the general situation of the adolescents behavioral problems in schools.

1.5. Limitations of the study

- It is hardly possible to generalize and give sound decision based on the information obtained from such small sample size selected from two schools.
- There is also shortage of secondary information (Literature) on behavioral problems of adolescents in Ethiopia. Furthermore there is shortage of adequate articles and Journals written in the country or abroad for references.

1.6. Definition of terms

- **Behavior problems:-** According to the dictionary of special education and rehabilitation, behavior problem is a condition in which persons action are inappropriate, disruptive, and possibly destructive that they may interfere with education and require special service.

- **Externalizing Behavior** :- It is a type of behavior problems which tends to affect others. Students with these type of behavior problem are exhibiting behaviors such as conduct problems, acting outs, aggression, disobedience and etc.

- **Internalizing Behavior:-** It is a type of behavior problem which tends to be more harmful to the individual than to others. Students with this type of behavior problem are exhibiting behaviors such as fear, immaturity, tenseness, withdrawal, loneliness, worry and etc.

- **Personal factors:-** refers to physical or psychological problems of adolescents that can increase the likelihood of a person developing behavioral problems in school. Such factors include organic brain dysfunction, epilepsy, hearing and visual difficulties, and certain temperamental characteristics such as a high sensitivity of emotional responding and poor adaptability to new situations.

- **Home related factors:-** refers to home related problems resulting in adolescents' behavioral problems. This includes inability to satisfy the physiological and psychological needs of the student, strain and disharmony in the home, inappropriate behavior models in the family, unsatisfactory parental attitude and practices such as rejection, over protection, and inconsistent behavior control methods in the home.

- **School related factors:-** refers to practices and activities in school which lead adolescent students to exhibit behavioral problems in school. Such factors include negative attitude and practices of teachers towards students, teachers and school personnel's inappropriate behavior model, peer influences in the school and teachers lack of skill in managing classroom behavior,

- **Desirable treatments:-** refers to non-aversive treatment practices or interventions for adolescents with behavior problems to shape their behavior through arranging different behavior management strategies which reward appropriate behavior.

CHAPTER-TWO

2. Review of Literature

2.1. The nature and development of behavior problems in schools

Adolescents with behavior problems are different from their normal peers in accordance with different activities and characteristics. The total physical, psychological and social changes that affects normal adolescents also occurs for the disabled youths. The passage from childhood to adulthood, characterized by dramatic behavior shifts, is compounded by the presence of special learning or behavioral problems such as socio-Sexual relations, Cognitive learning or academic difficulties (Bruno, 1983). Adolescents with behavior problems do not have the normal base of learning and social behavior to cope with these particularly challenging periods of life. Thus, they come into adolescence ill prepared to deal with the sudden changes and demands placed upon them. As stated by Burno (1983) their academic skills are usually well below expectancy; their social behavior is inferior, and attempts to rectify either of these circumstances tend to meet with failure.

In the study of child development in general but in the study of emotional and behavioral problems in particular there has also been an emphasis on what has been described as the overriding importance of the early years.

Hurlock (1953) in cooper, (1994) states that:-

Childhood is the foundation period of life. This is the time when attitudes, habits, and patterns of behavior are established and when the personality is molded, what form these will determine, to a large extent, how successfully or Unsuccessfully the individual will be able to adjust to life as he grows older.

From this it is assumed that children who present many or more extreme behavior problems during the childhood years are at risk of experiencing behavior difficulties during their school years or adolescent periods. Because such behaviors which interfere with effective functioning and social interaction are easily fixed and become difficult for future academic activities and social adjustment.

Teachers and students have divergent views on the nature and development of behavior problems: Teachers often complain of the irrational nature of problem behavior and decry the extent to which it prevents them from teaching effectively. Researchers such as Ried cited in (Cooper 1994) who have explored stated that teachers view their acts of disruption as rational and justifiable response to poor teaching. Similarly different teachers frequently hold very different views about the nature and origin of behavior problem of students. This does not mean that one is right and the other is wrong; rather it reflects the interact ional nature of behavior problems and different values and attitudes which individuals hold.

Different schools have different standards for, and expectation of, the behavior of their students, whereas differences in reported behavior may reflect differences in the degree to which difficult behavior is tolerated.

Historically, attempts to understand and deal with behavior difficulties in schools have tended to focus on the student as being and having the problem. This is not surprising given the responsibility of teachers to create conducive learning environments for whole classes of students and for which there is a need to maintain a certain degree of order and discipline in the classroom. Thus, as indicated by (Cooper, 1994) behavior problems are direct threats to that responsibility and at the same time, may be seen as reflecting poorly on the teacher's professional skills and status in the eyes of colleagues, parents and students. From this perspective, it is understandable that teachers react negatively to the occurrence of behavior problems, and that such problems have been conceptualized in ways which ascribe primary responsibility for the problems to the students. This tendency towards student blame is reinforced by the fact that some instances of behavior difficulty are initiated by students and have their origin in the disturbed, disturbing or aggressive behaviors of these students. Over time, the occurrence and origin of behavior problems have been associated with a wide range of factors. As mentioned, in Kaufman and Hallahan, (1988) behavioral problems in a schools some times reflect underlying emotional difficulties arising out of such factors as a difficult family background, or physical or social abuse; some students behave in disruptive ways in school because they are the norm in the students family or social sub group and their life, both in and out of school, is characterized by acts of anti-social behavior, violence and aggression.

2.2. Theoretical Assumptions on nature and development of behavior

Problems

Theoretical approaches in understanding the nature of behavior problems have tended to focus on an individual. To some extent the reason for this is that the earliest attempts to identify the problem and provide specialist help for children and adults with behavioral problems were almost all of Medical origin (Kanner, 1962). Consequently, much of the early theorizing was medically oriented as is reflected in the use of concepts such as cause, symptoms, diagnosis and treatment (Cooper, 1994). Over time, many authors Szasz (1972) in Cooper (1994) have questioned the value and usefulness of the Medical model. Albee (1968) wrote that the idea that people who exhibit disturbed and disturbing behavior are sick is a fundamental error. The medically oriented establishment has remained resistant, to some extent, to arguments against the underlying medical model and the type of intervention it provides. But in recent years, things have radically changed and a number of models for conceptualizing problems in social and emotional development have been developed as alternative to the medical model, (Albee 1968).

In recent years, behaviorism has extended to dominate attempts to understand and deal with emotional and behavioral difficulties in educational contexts. The key concept is the notion that all behavior, including unacceptable behavior, occurs because it is reinforced.

Thus, according to the behaviorists, it is necessary to examine the classroom environment and the behavior of the teacher and other students to determine how that behavior is being reinforced (Kauffman and Hallahan 1988). According to these authors, the assumption was that behavioral problems represent inappropriate learning and that students with behavioral problem can be helped when their observable behavior is modified. According to the behaviorist's model, this modification of behavior can be accomplished by manipulation of the student's immediate environment - the classroom setting and the consequences of the student's behavior (Kauffman and Hallahan 1988).

Since it is the student's behavior that is the focus of concern, recommended educational practices include precise measurement of the student's responses. Because, behavior is assumed to be learned, educational practices are clearly specified, and analyzed for their effects on the behavior being measured.

The notion that behavior is most fruitfully understood in the context of the situation in which it occurs have been developed more fully systematic theorists (Cooper, 1994). Recent research has suggested that student behavior is often a function of teachers behavior, and that if teachers wish to change the behavior of their student they need to consider whether it is in any way a product of the environment which exist in the class room and school and may have to look at their own behavior.

According to the eco-systemic approach, (Cooper, 1994) teachers and students do not come to school devoid of emotional experiences or without established patterns of behavior. Thus, teachers and students behave in school and interact with one another will inevitably reflect

these experiences and response patterns. The interactive nature of behavioral pattern is recognized in behavioral theory but distinct systemic theorists (Cooper and Upton, 1990) have been advanced which seeks to understand behavior problems in schools in terms of interactions of persons involved, either within the school situation or within the related contexts such as family of the student concerned, the staff groups, etc.

Within the eco-systemic framework, problem behavior is not seen as originating from within the student but from within the interaction between students and teachers. From the eco-systemic perspective, both the students and the teachers have a rational basis for behaving in the way they do but often locked in a circular chain of increasingly negative interaction from which neither can readily escape. As stated by Kirk and Gallagher (1993), the more students misbehave, the more negative teachers become, the more negative they become, the more students misbehave. The circular nature of interactional patterns of this kind means that it is not appropriate to think them in cause - effect terms. The eco-systemic approach believes that the problem of behavior disturbance is one of the students in interaction with the various elements (school, family, community and social agencies).

The eco-systemic approach to human behavior is founded on the notion that the origins and purposes of human behavior are essentially interactional. The main idea is that human beings are social beings who are dependent on the social environment for their mental well being as they are on physical environment for physical survival. According to this view, human beings are neither wholly free, in an existential sense, to behave as they choose, nor do the environmental forces wholly determine their behavior. From an eco-systemic viewpoint, human behavior is the product of on going interaction between influences in the

social environment and internal motivations, which derive from prior(Veror, 1980) experiences

An Eco-systemic approach to school behavior problem is a recent phenomenon. They started to focus their attention on the school system as a factor in family difficulties, which manifest themselves in the student behavior problems.

Lindquist et al (1987) suggests that school related problems are best characterized in one of the three ways as a) a problem in the family that disturbs the school b) a problem at school that does not disturb the family. Smith (1978), Worden (1981) and Okun (1984) cited in cooper (1994) describe ways in which students problem behavior in school can some times be related to difficulties in the family system particularly in terms of " triangulation". Triangulation describes a relational triad in which two members form an alliance against the third. This can take the form of an over-close relationship between the student and families. Another important family-school triangle is the parent-student-teacher triangle in which a parent-child conflict is displaced to the student-teacher relationship. In these circumstances, school-based intervention is unlikely to achieve a lasting solution and family help is called for.

Worden (1981) cited in (Cooper, 1994) suggests that a student's behavior problems in school can often be seen as an indication of a clash of values or roles between the two systems. In Britain, Dowling and Osborne (1985) in kirk and Gallapher (1993) developed what they describe a "Joint-systems" approach to a wide consideration of the school eco-systems seeing the school as an important influence on the students' behavior. In America, Molnar and

Lindquist (1989) described a school-focused approach, which involved classroom teachers, and other school personnel using systematic techniques in the normal course of work.

As indicated in Upton and Cooper (1993) some of the key features of the eco-systemic approach to school behavior problem includes the notion that problem behavior in the school does not originate from within the individual who displays the behavior but is the product of a social interaction. According to this perspective, interactional patterns may be conceptualized in simple or complex ways. The simple analysis is confined to here-and-now situations, and will define the student's negative behavior in terms of the interactions that immediately surround this behavior. A complex analysis will take in to account factors in the wider eco-system and explore purposes which the- here- and -now behavior might serve in other related eco-systems. Such an analysis may relate behavior problems in the school to interactional patterns in the student's family.

In general, the eco-systemic approach seeks to define behavior problems in schools in terms of the instructional systems that maintain and promote behavior. This approach rejects ways of conceptualizing behavior problems that see the problem in terms of a quality or defect of the individual student. As mentioned in Reid, (1975) cited in cooper (1994) schools and teachers unwillingly engage in the construction of "deviant" student. These authors also argue that it is the quality of interpersonal interaction between the teachers and students, in many schools, that produces a student who are disaffected and actively resist their teachers in return for what they see as the degradation and ill treatment that characterizes the daily routines in schools. The approach offers teachers a new range of skills as well as suggestions for the necessary in school and out-of-school support that are designed to improve the quality

of the all important three-way communications and interactions between teachers, students and parents.

As indicated in Kauffman and Hallahan (1988) the growing influence of the behaviorist and eco-systemic approaches can be seen as the rejection of the medical model, in that they assume a very different conceptualization of behavior problems. This changes in the understanding of behavior problems have shifted the locus of responsibility for the bulk of such problems a way from the medical model directly in to community in general and schools in particular.

Equally strongly, a variety of personal factors have been associated with behavior problems ranging from poor physical development through low intellectual and academic ability to such syndromes as minimal brain dysfunction and hyper activity (Kirk and Gallaphar, 1993). There is little doubt that factors of this nature can and do, exert a strong influence over the behavior of the students in school, and that some students bring with them to school individual life histories and family pathologies which highly affect the students classroom or school behavior.

- ***Dimensions (classification of behavior proble)***

There is no generally agreed upon system for classification of behavior problems. The specific problems encountered in classifying behavior problems are lack of reliability and validity of classification system, significance of etiology, special legal considerations, and

differences between classification systems for adults and children (Kauffman and Hallahan, 1989). The traditional psychiatric classification systems have been widely criticized, which Hobbs(in Kauffman 1988) has commented as follows: It is important to note that competent clinicians would seldom use for treatment purposes the categories provided by diagnostic manuals; their Judgment would be more finely modulated than the classification schemes and more sensitive than any formal system can be to temporal, situational and developmental changes.

So according to the above comment, the traditional psychiatric classification of behavior problem offers little meaning for teachers. Some psychologists and educators (Morse, 1985) have recommended relying more on individual assessment on the student's behavior and situational factors than on traditional diagnostic classification. An alternative to traditional psychiatric classifications is the use of statistical analyses or dimensions of behavior problems. Using sophisticated statistical procedures, researchers look for patterns of behavior that characterize children who have behavioral problems. By using these methods, researchers have been able to derive descriptive categories that are less susceptible to bias and unreliability than the traditional psychiatric classification (Achenbach, 1985). Quay (1979) and others cited in kauffman and Hallahan (1988) have used behavior ratings by teachers and parents, children life history characteristics, and the responses of children to questionnaires to derive four "dimensions" or clusters of interrelated traits:- conduct, anxiety-withdrawal, immaturity and socialized aggression. As indicated in Susan and et al (1980) Quay's classification system is more educational or school related in nature than the psychiatric descriptive system. This author believes that differential educational programs can be designed to correspond to Quay's four-way classification system. In addition to the

Quay's classification system, there are a number of classification systems used to group or categorize students with behavioral problems on the basis of their characteristics. Some of these systems are meant to provide educationally relevant information, while others are mainly used by non-educators for communication among various professionals (Taylor, 1995).

In a very real sense, we might think of students with behavioral problems as falling into one or two categories. On the other hand, there are those who are primarily, "disturbed" while there are also those who are primarily, "disturbing to others" (Kirk, 1993). With factor analysis to determine behavior patterns, Achenbach and his colleagues (1991) described two dimensions of behavior problem. These categories have been referred to as internalizing and externalizing behaviors.

This approach uses the statistical procedure called factor analysis to determine correlated behavior patterns. According to Achenbach, (1991) in kauffman and Hallan (1998) information for the factor analysis came from parent or teacher ratings on some type of behavior rating scale. Students characterized by the externalizing dimensions exhibit aggressive, acting out behavior quite similar to Quay's descriptions of conduct disorder and socialized aggression. Those characterized by the internalizing dimensions exhibit immature, withdrawal behavior similar to Quay's anxiety-withdrawal and immaturity description.

These two dimensions-externalizing (aggressive, acting out) and internalizing (immature and withdrawal) - seem to be the most constantly recognized and reliable categories of child and adolescent disordered behavior. It is important to recognize that individual student may show

behavior characteristics of more than one dimension; that is, the dimensions are not mutually exclusive. That means the student might exhibit several of the behaviors associated with different dimensions. Behavioral dimensions are a way of describing types of problems that tend to co-occur. Behavioral dimensions do not by themselves provide an entirely satisfactory system of classifications; they merely describe the major types of behavior problems students may exhibit.

▪ **Externalizing Behavior Problems**

Conduct disorders are the most common problems exhibited by behavior problematic students. Hitting, fighting, teasing, yelling, refusing to comply with requests, destructiveness, vandalism and extortion are some of the common examples of externalizing behaviors exhibited most often (Kauffman, 1988).

As indicated in Kirk and Gallagher (1993) students who have conduct disorder defy authority; are hostile to authority figures, police officers, and teachers; are cruel and disobedient and have inadequate feeling of guilt. Taylor (1995) stated that, students with externalizing behavior problems frequently give questionnaire responses indicating that they do as they like regardless of what other people think, that they do not trust other people, and that they like to think of themselves as "tough". Students with externalizing behavior problems are a serious problem in school setting. They are easily distracted, unable to persist on tasks and often disrupt classes. They also drive teachers to distraction (or divert teachers' attention).

Their inability to follow directions and maintain attention on a specific task is a source of constant irritation to teachers. They are not popular with their peers unless they are socialized delinquents who do not offend other social deviants. Some of these students are considered hyperactive; some are called socio-pathic (Kauffman and et al, 1988) because they appear to hurt others deliberately and without feeling any sense of remorse. Their behavior is not extremely troublesome but also appears to be resistant to change through the usual discipline. Often they are frequently punished and that punishment is little or nothing to them. In most cases, students with aggressive and acting out behaviors exhibit such characteristics as associating with and being loyal to bad companions, being active in delinquent group stealing and habitual truancy.

As indicated by studies of social learning theorists (Bandura, 1973) and behavioral psychologists such as (Patterson, 1982); an externalizing behavior such as aggression is a learned behavior.

According to these researchers, children learn many aggressive behaviors by observing parents, teachers, siblings, playmates and people portrayed on television and movies. Individuals who model aggression are more likely to be imitated by children if they are high in social status and if they are observed to receive rewards and escape punishment for their aggression, specially if they experience no unpleasant consequences or obtain rewards by overcoming their victims.

Externalizing behavior problems such as aggression and acting out are, in most cases, encouraged by external rewards (social status, power, suffering of the victim, obtaining

desired items), vicarious rewards (seeing others obtain desirable consequences for their aggression) and self reinforcement (self-congratulation or enhancement of self-image (Kauffman, 1988). Punishment may even increase aggressiveness and acting out behaviors under some circumstances. Punishment results in aggressive behavior when it is inconsistent or delayed. There is no positive alternative for the punished behavior, when it provides an example of aggression or when a counter attack against the punisher seems likely to be successful.

▪ **Internalizing behavior problems**

Behaviorally disturbed students who fit the withdrawal or immature description, however, are typically infantile in their ways or reluctant to interact with other people. They are social isolates who have few friends, seldom play with peers of their own age and lack the social skills necessary to have good communication and interaction (Kauffman, 1988). As indicated by this author, some retreat into fantasy or day-dreaming; some develop fears that are completely out of proportion to the circumstances; some complain constantly of a little aches and pains and let their "illness" keep them from participating in normal activities; some regress to earlier stages of development and demand constant help and attention; and some become depressed for no apparent reason. In general the anxiety-withdrawal classification includes students who are shy, timid, submissive whereas the immaturity dimension refers to students who are inattentive, sluggish un-interested in school, lazy and preoccupied (Taylor, 1995). Students who are categorized under internalizing behavior dimension are over dependent, and easily depressed. They appear to be less able to function in the regular

classroom. Students who are exhibiting internalizing behavior are characterized by feelings of inferiority, low self-consciousness, social withdrawal, anxiety depression, expression of guilt and unhappiness. They exhibit short attention span, clumsiness, passivity, preference for younger playmates, and other behavior characteristics of children lagging behind their age-mates in social development.

Students who are anxious or withdrawn are more often a bigger threat to them selves and to others surrounding them. Because they usually are not disruptive, they don't generally cause classroom management problems. Their problems are with excessive internal control; they maintain firm control over their impulses, wishes and desires in all settings.

Most professionals agree that chronic anxiety in children comes from being in a stressful situation and from inability to get out of the situation and do any thing to improve it. This inability to change the situation adds to feelings of helplessness reinforcing low self-image.

All human beings have felt depressed at one time or another. However, this feeling of depression persists in individuals with internalizing behavior problems. Schloss (1983 in Kirk and Gallapher, 1983) had proposed three reasons for the persistence of the problem:

- Learned helplessness:- The children have used up all of their adaptive behavior responses trying to cope with difficult situations, often in the family and have failed. Their inability to cope becomes generalized, so that even when good adaptive responses are available to them, they don't use them. They attribute their

failures to factors that they can't control, they don't respond well to social stimuli or events, they reduce their low self-concept following failure.

- Social skill deficiency:- Depressed persons seem less adept at obtaining positive reinforcement from social behavior and are less able to reinforce others which decreases their rate of positive social interaction.

- Coercive consequences:- Chronic depression relies on coercive consequence patterns. When children who are anxious and withdrawn even receive positive reactions from others (sympathy, support, reassurance) they fail to develop the personal behavior and social skills that leads to more effective behavior.

Different theoretical approaches give different assumptions about individuals exhibiting internalizing behaviors. Proponents of the psychoanalytic approach are likely to see internal conflicts and unconscious motivations as the underlying causes (cooper, 1994). Behavioral psychologists tend to interpret such problems in terms of failure of social learning. A social learning analysis attributes withdrawal and depressive behavior to an inadequate environment. These environmental factors may include, over restrictive parental discipline, punishment for appropriate social responses, reward for isolated behavior, lack of opportunity to learn and practice social skills and models of inappropriate behaviors (Kauffman, 1988). It may also be caused by some psychological factors, such as death of a loved one, separation of one's beloved partner, school failure, and rejection by one's peers.

As indicated in Kauffman and Hallahan (1988) students who are categorized in the internalizing dimension of behavior problems exhibit frequently depressive behavior. The indications of depression include disturbance of mood or feelings, inability to think or concentrate, lack of motivation, loneliness, exhibition of low self esteem, excessive guilt, pervasive pessimism, avoidance of tasks and social experiences extreme fear of, or refusal to go to school, or failure in school.

Depression, when it is specially severe and accompanied by a sense of hopelessness is linked to suicide and suicidal attempts. Therefore, it is important that those who work with young people specially the adolescent be able to recognize the signs of depression.

o ***Identification and Assessment of students with behavioral Problems***

Children with severe behavioral problems are easily recognized and identified than children with minor behavioral disorders at home or schools. And also some behavioral problems like conduct disorder are easily recognized than depression and anxiety. Other students have behavioral problems that remain latent until students are older or that become apparent in structured settings such as the school.

Sharon and his colleagues (1996) have cited the following criteria as indicators for the of children with behavioral disturbances:-

- Behavior-age discrepancy:- the social and behavioral problems exhibited must be unusual or deviant for the students age. For example, clinging to adults is common in very young children but it is deemed inappropriate for high school students.
- Frequency of the occurrence of the behavior (number of symptoms):- Behaviors and feelings are stated as behavioral problems if and only if they occur frequently. Display of one or more behavior problems at some time does not indicate that the a person has an emotional or behavioral problems. The greater the number of symptoms, the greater the likelihood of serious behavioral disturbance.
- Persistence of the behavior:- A behavior problem is persistent when several types of interventions have not resulted in long term change.
- Self-satisfaction:- A lack of self-satisfaction contributes to problems that interfere with personal growth and development as well as academic and social success but it may not signal the presence of an emotional and behavioral problem.
- Severity and duration of the behavior:- This refers to the extent to which the behavior varies from expected behavior as well as the length of time the problem has occurred.

Generally, the above paraphrased ideas offer suggestions for gathering information in the process of identification and in preparation to referring a student with possible emotional or behavioral problems. Furthermore, identification and assessment of students with behavioral problems should not be for the sake of professional satisfaction. It should have to aim at adapting well-organized instructional plan to provide opportunity to resolve the problem of

the student. The decision to place a child in special education program is an important one; it must be made carefully.

Kirk and Gallaphar (1993) developed a five-step response and assessment process for students with behavior problem.

Step 1. Class-room or home adjustments:-

The first level of response to student's problems is the home or the classroom teacher. Usually, we deprive a child of privileges or reprimand the child following a social or anti-social behavior. If the problem is transitory, this may be as far as the issue needs to be taken.

Step 2- pre referral activities:- If the problem persists in the classroom some school system uses a pre-referral team - a group of specialists (psychologists, special educators and principals) - to work out a plan that can be implemented in the regular classroom with the help of the team. If the plan fails after a reasonable time, additional steps are necessary.

Step 3 Referral for special education services:- With the parents' consent, a wide variety of information is gathered about the student. In addition to the standard intelligent achievement data and health information, direct observational data of the child in the classroom should be collected so that the problem is seen in the environment in which the solution must be implemented. Data are assembled

through interviews, teacher rating scales, tests, and observations usually are synthesized in a case study team approach.

Step 4- Placement:-

At this stage the assessment team determines that the student is not profiting from the current placement and makes new recommendation. These can include a change in physical environment, different treatment schedules, or the employment of supportive services. The individualized education program (IEP) is developed at this stage.

Step 5- Implementing the IEP:-

In step 5, the plan developed through the earlier stages of the assessment is put into operation. Evaluative data continue to be collected on the student's progress.

o *Intellectual and Academic characteristics of students with behavior problems*

Research clearly shows that mildly or moderately disturbed child has an IQ in the dull - normal range (around 90) and that very few score above the bright normal range (Kauffman, 1988). More compared to the normal distribution of intelligence, many more behavior disordered children fall-into the slow learner and mildly retarded categories.

There are pitfalls in assessing the intellectual characteristics of a group of children by examining the distribution of the IQ's. Kauffman (1988) also indicated that intelligent tests are not perfect instruments for measuring what we mean by "intelligent". And it can be argued that behavioral difficulties may prevent children from scoring as high as they could. That is it might be argued that intelligence tests are biased against behaviorally disturbed students and that their "true" intelligence is higher than the test scores indicate. Still, the lower-than-normal IQ's for disturbed children do indicate lower scores are consistent with impairment in other area of functioning (academic and social skills). IQ is relatively good predictor of how far a child will progress academically and socially. Mostly students with behavior problems are underachievers at school, as measured by standardized tests (Kauffman, 1988). A disturbed student does not usually achieve at the level expected for this/her mental age; it is relatively seldom that one finds such a student to be academically advanced.

One of the statements included in the definition of behavioral problems was "an inability to learn, which cannot be explained by intellectual, sensory or health factors". This at least implies that these students should score within the average of intelligence on IQ measures. Kauffman (1988) noted that, as a group, students with behavior problems typically score in the low average range of intelligence. As analyses by Cullinan and Epstein (1987) cited in(Kauffman, and Hallahan 1988) on 200 behaviorally disturbed students, the average IQ was approximately 90 with occasional extreme scores ranging from the 60 to above 130.

In the area of academics, most students with behavioral problems have considerable difficulty. Although some early research indicated that more disturbed students were above average academically than below average this does not appear to be the case.

Kauffman and et al (1988), for example found that only 30% of the sample of students they surveyed were at or above average in any academic area. According to Taylor (1995) it has been reported that students with behavior problems have deficit in test-taking ability that contribute to their academic difficulties. It should be noted that problems in test taking could also affect their scores on IQ tests. Burno (1983) indicated that youths who experienced difficulty with their academic and social response to school present four major overlapping characteristics- 1, truancy, 2, being dropped or dropped from school attendance, 3, Histories of school failure (primarily academic) and 4, mild handicap.

In general, most studies of academic achievement of behaviorally disturbed students have been confined to standardized test measures of reading and arthematics. For the mildly disturbed, wide viarations in academic achievement have been found. Some are brilliant, while others function below that average in comparison to their peers. Over all, however, the research evidence indicates that the majorities are behind their peers in both academic achievement and grade level (Bower, 1969, Graubard 1964, Wilkins 1968, and stone 1964) in (kauffman and Hallanan (1988). This holds true even when expected achievement level is based on mental age rather than chronological age. In other words, they achieve at lower level than their IQ level would predict. Furthermore, there is some evidence that students classified as being externalized behavior problem are further behind academically than other categories of behaviorally disturbed students such as withdrawn and shy students.

o *Causative factors of behavioral problems*

It seems sensible to search for the cause of a particular student's difficult behavior as a first step towards improving it. If the cause can be detected and then removed, we should stand a reasonable chance of decreasing the symptom.

However, difficult behavior in schools is often a different type of phenomenon. We have already seen that behavior is context specific. Research has also shown that the standard of student behavior as well as academic attainment can vary between schools, irrespective of the schools catchment area, and can partly influenced by factors within the schools' control. Thus, it is unusual to find a single or a simple cause for behavioral disturbances. There are a number of factors that are likely to contribute to the presence of behavior difficulties in schools.

According to Zarko Waska (1988) there are a number of Biological factors that can increase the likelihood of person developing behavioral problems. Such factors include organic brain dysfunction, epilepsy, hearing and visual difficulties, and certain temperamental characteristics such as a high sensitivity of emotional responding and poor adaptability to new situations.

This author also indicated that Social factors too have an important influence on the students' behavior. For example people who receive poor quality care, or who are rejected by society

or by their caregivers or by their peers are more likely to develop behavioral problems. Environments in which there is a high level of tension and interpersonal conflicts are more likely to engender behavioral problems in those who live with in them

Individual learning histories such as consistency in child discipline and management or childhood abuse are also very important influences. In addition to this, there are a number of important cognitive factors that have been associated with the occurrence of behavioral disturbances. These included poor problem solving skills, poor communication skills, and poor social skills.

The occurrence of behavior problems has been associated with a wide range of factors. For most have been family influences, ranging from poor housing conditions and low social background to more sophisticated elements of disrupted parent-child relationships and parent discord and disturbance. Equally strongly, a variety of personal factors have been associated with behavior problems ranging from poor physical development to low intellectual and academic ability. There is little doubt that factors of these nature can, and do, exert a strong influence over the behavior of student in school and that some students bring with them to school individual life histories and family pathologies which render positive classroom behavior highly unlikely (Cooper, 1993).

Helping an individual to overcome behavioral difficulties will therefore, require identification of the specific factors which may be contributing to his/her difficulties and understanding of how these factors may be interacting. This means, it is necessarily to

recognize that classroom behavior must represent an interaction between student and teacher and that this, in turn, is influenced by the general ethos of the school.

Though, it is not easy to identify the underlying causes of students behavioral problems, some of the problems may be cited from different written materials by observation and by interviewing various people with different backgrounds. So studying and identifying the causes of any behavior disturbance becomes very important in order to control and minimize symptoms of student mis-behavior. According to Kauffman, (1988) the sources of students' behavior problems are originating within the child, with the teacher, with the school and with the home and the community.

▪ *Factors Related to home-environment*

Since it is at home where a child starts learning and continues his learning in school, it is essential to discuss the life situation to the student at home with regard of his behavior. Because, the students' behavior is the reflection of the home. Hurlock (1972) also explains that the most important influence on the child's social behavior and attitude is likely to be the child-rearing practice at home.

Family background is one of the important factor which helps to know the students behavior problems. Some families up bring their children with appropriate, behavior while others do so with aggressive attitudes.

In connection to this Kirk (1993) has stated that those families who raise their children in an acceptable behavior show a harmonious relationship within the family, approve their children with their activities, give constant and supportive action to the demand of their children and the standard of behavior and procedures at home and are open to discussion. On the other hand, there are several families whose rearing practices in general is aggressive, excessively over protective, inconsistent and uses physical punishment.

Mental health specialists have tempted to blame behavioral difficulties primary on parent-child relationships. Because it is obvious that the nuclear family-father, mother and children has profound influence on the child's social and behavioral development (Kauffman, 1988).

Ramsey and Walker (1988) have carried out a comparison study on students drawn from two different family environments Data that come from structured family interview confirmed that the anti-social children lived in an unstructured negative environment where discipline was harsh and inconsistent. Violence against children is likely to be a pattern repeated by the children when they get old enough to impose violence on others weaker than themselves and, consequently make them dangerous to others or to themselves.

Generally, parents who are generally lax in disciplining their children but are hostile, rejecting, cruel and inconsistent in dealing with misbehavior are likely to have aggressive, delinquent children (Patterson, 1982). Broken, disorganized homes in which the parents themselves have arrest records or are violent are particularly likely to foster delinquency (Arnold, 1983) and lack social competency. The other factor with family background is the

economic level of the family, in which students coming from low-income family express variable and disturbed behavior.

2.6.2. Factors Related to Schools

The anatomical changes such as the attainment of physical status of adult, the development of mental ability, the changing and developing of new trends of relationship with the opposite sex are all causes of behavior problems during adolescent age or school age, Besides, the desire to be recognized and to get approval by peer group is high. Their concern for social and economic changes also brings a change in behavior.

Some students are behaviorally disordered when they begin school; others develop behavioral problems during their school years, Perhaps in part because of the damaging experiences in the school. As Kirk and Gallpher (1993) indicated students who are disturbed when they enter school may become better or worse because of how they are managed in the school or classroom. When student with an already difficult temperament enters school lacking the skills for academic and social access, he or she is likely to get negative responses from peers and teachers.

The school can contribute to the development of behavior problems in several rather specific ways. Teachers may be insensitive to student's individuality & they may require a mindless conformity to rules and routines. Teachers may hold too high or too low expectations for the student's achievement, conduct and communicate to the student who disappoints these expectations that he/she is inadequate or undesirable (Kauffman, 1988).

Discipline in school may be too lax, too rigid or inconsistent. The school environment may be such that the misbehaving student is rewarded with recognition and special attention, while the student who behaves is ignored.

In some sources teachers and educators are also cited as causes of behavior problems in school: As mentioned in Hymes (1956):- a teacher whose scholarship is sound and secure, who knows his subject matter and who has the ability to present his knowledge in a form that children comprehend well, other things being equal have less trouble with student's behavior than teacher whose knowledge is uncertain of in accurate and specially one who is aware of his deficiencies and attempts to hide them.

Personality defects of the teacher can also be the cause of behavior problem of students. Maurice (1982) has pointed out that the personality defects can be the cause of behavior problems for students in the following words:-

often the cause of behavior disturbance are to be found in the teachers' lack of some personal quality or in his lack of training good teachers possessed various desirable attributes to a far greater extent than poor teachers. Notably, energy and vitality, self-control, and desirable personal relations with students. So, it is reasonable to assume that lack of these qualities along with certain weakness in their teaching, account for behavior problems.

The other school related risk factor most frequently associated with social and behavioral disturbance is below-grade academic achievement in school. Studies that measures the ability of children with conduct disorders, consistently find that as a group, they score in the

below average range of intelligence (Kauffman, 1988). In general educational literature, the principle of "time on task" as a predictor of school success has been well established (Peterson, 1982). In other words, the more time you spent on learning a topic, the more likely you will be to master it. This principle is relevant to the school performance of children who are behaviorally disturbed because they spend more time engaged in academic activities in the classroom and probably outside the classroom as well

2.6.3. Factors related to the community

The community in which the child grows is also the immediate social environment which has a great influence on a behavioral formation of children. Children acquire various beliefs, attitudes, values, knowledge, cultures and other feelings from the community in which they live. All the beliefs, which have been acquired by children, are also reflected in school.

Children and their families are embodied in a culture that influences their behavior. Values and behavioral standards are communicated to children through a variety of cultural conditions, demands and models. Several specific cultural influences leap to mind—the level of violence in the media (specially television and motion pictures), the use of terror as a means of coercion, the availability of recreation drugs and the level of drug abuse, changing standards of sexual conduct, religion demands and restrictions on behavior, and the threat of nuclear accidents or war (Kirk and Gallapher, 1993).

Undoubtedly, the culture in which children are reared exerts an influence on their emotional, social and behavioral development, specially rapidly changing cultures bear this out. In

Khartoum, for example, Sudan boys of school age showed three times the number of behavioral problems in 1980 as had the boys of the same age in that culture in 1965 (Rahim and Cederbald, 1984).

Bronfenbrenner (1979) cited in Zarko Warka (1988) focused on the family and the society as a child rearing system. He maintained that the alienation of children reflects a breakdown in the interconnected segments of the child's life-family, peer group, school, and neighbors. This question is not "what is wrong with children with emotional or behavioral problems", the question is "what is wrong with the social system".

In short, social and cultural conditions or changes may have a marked effect on children's behavior. As Morse (1985) observes, sexual mores have changed, placing new responsibilities on adolescents. The consequences of these and many other societal changes are reflected in more than half a million teenage mothers each year; the increase in depression and suicide; the prevalence of delinquency, alcoholism and drug abuse.

Although youth violence is a mirror of adult behavior (Morse, 1985) it has reached epidemic proportions in some schools "it is sad commentary that over half of the robberies and assaults on young stars actually occur in a school."

Clearly, cultural influences on behavior are significant; though they are not the only contributing factor in children's emotional or behavioral problems.

2.7. Intervention strategies for students with behavioral problems:

The goal of any behavior management system is to help students to manage their own behavior in a socially acceptable way. Mature individuals can process information, make decisions, take actions and then evaluate their behavior when children learn the necessity for regulating their behavior in an acceptable manner, and experience the rewards for doing this, they are well on their way towards becoming responsible person (Haring, 1962). Therefore, any individual who is involved in behavior management must focus on behaviors which need changing. As Spencer (1983) in Haring (1962) stated, the more children like them selves, the more they like to behave them selves. If a person has a realistic view of his/ her own strengths and difficulties and possesses the ability to comment honestly on his/ her own performance, then she/ he can exhibit socially acceptable behavior. Therefore, educators who are involved in the intervention of students with behavioral problems, concentrate on finding desirable rewards that would encourage the desired behavioral characteristics in the students. It was agreed that a good school climate, could best be produced by emphasizing the good things that the students do, and that it should be remembered that the vast majority of the school's students are well behaved and responsible members of the school community.

If specific causes of behavior problems are clearly identified, prevention and intervention is greatly simple. However, there is more uncertainty than accuracy in predicting adolescents' behavioral problems.

As already mentioned earlier in this paper, the assumed causative factors for students' behavioral problems are the student's home (family), the community surrounding the student and the school. So, the intervention strategies must take into account these possible risk areas in a single or in interaction.

2.7.2.1. The role of parents in the intervention of students with behavior problems

At home or family level the intervention effort should emphasize to control the elements that increase the risk that disturb student's behavior. Some of the obvious factors, which contribute to behavioral and emotional disturbances of students at home level, include poverty, neglect, abuse and family conflicts. So, the intervention strategy should prevent the occurrence of the above-mentioned problems in the first place by improving the situation of the risk factors. The second strategy should focus on the rehabilitation and treatment of the problem. This means, if parents are trained in behavior management skills, students who are behaviorally disturbed could be prevented from getting worse.

The other role of parent's in the intervention of students with behavioral problem is expected in communicating with schools about the behavior of their child.

Parents and professional educators must work together, utilizing a wide variety of strategies, to ensure that the total society understands its responsibility to the behaviorally disturbed students. This attitude is a positive trend and increased acceptance of parental involvement in the educational process of behaviorally disturbed adolescents. The movement toward such

positive involvement in schools has led toward the development of model programs for involving parents of adolescents in all areas. The purpose of structuring parents' involvement is to include them in the continuing activities of their behavior problematic teenagers' educational program. Educators and others believe that involving parents in such activities and roles as teachers aides and planning the intervention strategy with teachers will enhance their feelings of self-worth (Burno, 1983). Their general understanding of youngster will increase, and they will have a larger repertoire of experience and activity from which to draw when interacting with their own child (Becker, 1971, Kroth, 1970) cited in Burno(1983).

Since there are a number of levels at which parents can be involved, it is necessary to determine the quality and quantity of participation desirable or required. Since parents' participation generally is considered a voluntary activity, they usually need clearly communicated objectives for their involvement. Parents of behaviorally disturbed adolescents are concerned about the welfare and future of their teenagers. Through out their class room career, parents have felt the problem would go away or dealt with effectively by the school. As the child has grown closer to the end of adolescence, parents appear to have increased need for additional support from school.

Peter, (1996) indicated that parents must feel wel-comed by the school. They must be made to feel equal partners whose views, openions, and ideas are valued by the staff. To achieve this, home-school communications should be efficient and regular.

In a comparative review of a great deal of research into methods for helping disruptive adolescents, Topping (1983) found that training parents in behavior management and home-

school schemes were more cost-effective approaches than using either external resources such as special school, or internal ones, such as time out rooms and special classes.

In home-based intervention, the teacher is basically responsible for specifying classroom rules, for deciding when these have been followed or broken and for communicating this information to parents. At the home, the parents are responsible for consistently dispensing rewards and sanctions to the child, based on the teachers' information.

The parental responsibilities as cited in Peter, (1996) that schools should keep in mind while communicating them are:-

- Parents should make a serious attempt to attend every group meeting concerning about the behavior and educational status of their children.

- Parents should try to understand the general purposes of the meeting and follow through the school's suggestion on such matters as handling behavioral upsets, handling problems of misconduct on the way to or from school, and other specific matters which arise concerning the behavior of their child.

In general, working with parents is a vital part of intervention programs for students with behavioral problems. It is essential that parents at home maintain some general conduct and achievement standards that the school maintains. Otherwise, the child is confused in his attempts to grow and mature. The values associated with group meetings are legion. They

involve the parents in the process of maturing the child and display to the parents and the school their own assets and liabilities, as well as the probable growth potential of the child.

2.7.2. The role of the school community in the intervention program

Teaching students with behavioral problem is a challenging and thoughtful process requiring commitment and knowledge on the part of the teacher. It is important to recognize some of the general differences in educating students with behavioral problems compared to their peers with out the problem. Morse (1985) noted several considerations when educating students with behavioral problems.

First, the individual differences in students are magnified. These students typically have greater variations than do their normal peers in what they know and what they can do. Second, these groups of children learn more slowly than their normal peers. Third, learning socially appropriate behavior becomes a more direct, overt process.

Therefore, motivating students and creating an atmosphere free of threat and conducive to learning show in extremely important. The interactions students as a group members become an extremely sensitive issue, as many of these students have personal or social adjustment problems. Besides teaching students with behavior problems, skills to cope with their disability, educators are using a wide variety of approaches to try to change behavior. The objectives are to change behavioral patterns, encourage constructive behaviors and help these students develop effective coping strategies with their disorder.

To this effect, different theoretical approaches have developed different intervention strategies based on their theoretical conceptual models.

In one survey, Grosenick (1987) discovered that among 120 school districts, there was considerable variations in the approaches to help students with emotional and behavioral problems. Those specific approaches most widely utilized were the behavioral, psycho-educational and ecological. However, 73% of the respondents indicated that an eclectic approach in cooperating aspects of any or all more specific approaches was employed.

Ecological intervention strategy assumes that the child is an inseparable part of small social system, of an ecological unit made up of the child, family, school, neighbourhood and the community (Cooper, 1994). Supporters of this model maintain that behavior problems are a result of destructive interactions between the child and these social systems or the environment surrounding the child. So, treatment or intervention strategy consists of modifying elements in the ecology, including the child (through counseling), to allow more constructive interactions between the child and the environment.

The teacher /counselor/ is the key staff person in intervention programs and is qualified not only in special education, but also in counseling method designed for students who are disturbed.

Although there are number of procedures used to manage behavior problems in school, the most widely used strategy most frequently used by teachers and professional educators falls under the category of behavior modification.

The application of behavior modification techniques used by the school in helping students with behavior problem should not be manipulative. Rather, it constitutes a way of teaching new behavior that is more systematic and will help to make the disturbed student happier and better adjusted in the long term by the application of behavior modification principles such as modeling, promoting of desired behavior and rewarding acceptable behavior immediately and systematically, (Kauffman, 1988). The first step to take when implementing behavioral techniques is to determine what support and expectations the educational system offers for behavior (Taylor, 1995).

Teachers must know in advance what they may and may not do in assigning consequences for increasing or decreasing students behaviors. If rules are not consistently enforced and if students cannot predict and expect the consequences of their behavior, then a behavioral approach may become more damaging than helpful. In addition to this, some methods used by behavioral theorists to decrease undesirable behavior may result in an aversive effect on the students adjustment. Such measures include over correction and punishment.

Although punishment can be effective in suppressing behavior, it may not eliminate the behavior. Punishment may not teach the student what is appropriate behavior, but only what is inappropriate. punishment may also generate a host of undesirable side effects. People may avoid or escape situations involving punishment (Taylor, 1995).

Therefore, the use of punishment may result in students avoiding contact with the person or location identified with the punishing situation. The teacher who administers punishment may become associated with punishment, evoking unpleasant feelings in the student rather than positive ones.

Also, punishment can provide a model of aggression. It may lead to excessive anxiety, thereby interfering with learning. For all the above reasons, many professionals (Cooper, 1994) agree that the use of punishment should generally be avoided. This author emphasized that punishment should be used only in conjunction with positively oriented procedures to teach alternative appropriate behaviors.

In general, non-aversive interventions have been grown in popularity as alternatives to the use of aversive procedures as many professionals and parents condemn the use of seriously aversive behavior modification techniques.

Instead, teachers have the power and responsibility to shape student behavior through arranging outcomes which reward appropriate behavior. Schools set rules which define what is appropriate behavior, provide rewards, which reinforce and increase such behavior. Teachers themselves can offer students good models of behavior.

Mc Loughlin, (1990) suggests that students learn from teachers the manner in which they show respect for others by readiness to listen and refrain from harsh, destructive, criticism, the way in which they are sensitive to anxieties and willing to help overcome them and their

ability to control their emotion. Thus, a predictable pattern of consistent teacher behavior with regard to rules and work procedures is necessary in shaping students behavior.

Another important area of intervention for students with behavioral problem is organizing an effective guidance and counseling unit in the school. Counseling is believed to be a process by which a "troubled person" - (the student) is helped to feel and behave in a more personally satisfying manner through which interaction with the counselor who provides information which helps the client (student) to adjust to the school norms and behave according to the society's expectation (Yusuf, 1998)

In general, the main purpose of the counseling unit is to help the student with behavior problems to develop his own realistic life goal and life style by enhancing his insight upon him self and eventually directs and leads his behavior. The counseling program helps the student less dependent on external adult control, and moves them to ward self regulated social behavior. It also encourages the students to set realistic and achievable goals for their behavior and direct their feelings and emotions in a socially acceptable manner.

Thus, the writer of this paper is an eclectic in designing the intervention strategies with special emphasis inclination to the ecosystemic and humanistic approaches. Because humanistic psychologists such as Maslow and K. Rorgers believe that education should be on the hands of the student and less determined by authorities of the school and teachers. From this it follows that an educational setting should provide freedom and flexibility in which the students are provided the opportunity to act their feelings and the teacher can react and assist the students to work through and gain an understanding of their true feelings. This type of

intervention approach is expected to assist each student in overcoming any feelings of inadequacy or a negative self-concept.

-The eco-systemic approach is also preferred because in the eco-systemic approach the locus of behavioral disturbance of adolescent's is perceived as not in the student but in the interaction of the student and the social contexts surrounding the student such as family, school, peers and the communities.

Thus the intervention centers on the environmental influences of the family, community, and school in addition to the student.

CHAPTER -THREE

3. Methodology

3.1 Subjects:

The subjects of this study consist of students, teachers, directors and guidance counselors. These groups of respondents were selected from two secondary schools: Entoto Academic Vocational and Technical school (Addis Ababa) and Adama Comprehensive secondary school (Oromia).

Two grade levels (i.e grade 10 and grade 11 were selected from both schools because while grade 9 students were new to the schools, grade 12 students were about to leave the schools when the data was collected.

A total of 160 subjects i.e. 60 male and 60 female students. 40 teachers (15 females and 25 males) were randomly selected from both schools. In addition 2 counselors and 2 directors were involved in the study.

The age range of the students is from 16 - 20 years with mean average age of 17 years. The minimum age of teacher respondents was 37 and the maximum was 45 with the mean age of 40 years.

Moreover, two counselors, two directors were considered from both schools for an interview.

3.2 The instruments

This study employed a self administered structured questionnaire written in Amharic. The questionnaire contains open, closed ended items, and was prepared separately for both groups of respondents.

The close ended items were with three scale values. Contents of close ended items included perceived problem behaviors in schools, their Percieved factors

and treatment practices in both student and teacher respondents. The sub-components and distribution of the close-ended items are summarized in Table A below.

Table A. *Sub- components and distribution of the closed ended items in both students and teacher questionnaire.*

	Major component	Sub-components	No of items	Their location in the questionnaire
1	Problem behavior	Externalizing items	10	1-10
		Internalizing items	8	11-18
2	Percieved factors	personal	4	1-4
		Home	3	5-7
		School	7	8-14
3	Treatment practices	Desirable	3	1,7-8
		Undesirable	6	2-6,9

The open ended items deal with background factors assumed to make differences in the perception of problems, factors and treatments. These factors included age, grade, sex, educational and economic level of the student respondents. There are also open-ended items on the role of parents, and schools in the prevention of problem behaviors.

With regard to the interview sessions, different types of items were prepared with in the domain of the variables under study. The main purpose of this interview session was to supplement and increase the validity and reliability of the information obtained through the questionnaire

A pilot test was done on 30 students and 10 teachers on schools other than the selected school where the data was collected for the study. Based on the analysis of the pilot study, some vague & confusing items were modified to make the questionnaire clear and understandable.

Furthermore, observations and analysis of school behavior records of the students were also made to supplement the data obtained through questionnaire and interview discussions.

3.3 Procedures of Scoring and Coding

The procedure of scoring close ended items and that of creating categories of the background variables are discussed below.

To begin with, scoring of the close -ended items was made by adding the assigned scale values to each item of the component measure. The rating values of some items were converted to indicated existence of problems, factors and desirable treatments. The rating values on the undesirable behavior was also converted to desirable rating values on the treatment practices of the school.

Once the scoring of items of each component was done, attempt was made to convert component measures of less items to component measures of higher items to ensure comparability of score values. For instance, the internalizing behavior scores (8 items) were adjusted to the weight of externalizing scores (10 items) in such ways that respondents scoring, say, 12 on internalizing behavior scale with 8 items will score 15 (12×10) in the same scale having 10 items

Table B- shows classification and recoding of Back ground variables for students

	Back ground variables	Categories	Original classification in the questionnaire	Re-classifications
1	Grade	2	10 11	Same (2-categories)
2	Sex	2	male female	Same (2-categories)
3	Age	4	16 years (N = 43) 17 years (N = 36) 18 years (N= 29) 19 years (N= 12)	16 years (N= 43) 17 years(N= 36) 18 and above N=41 years (3-categories)
4	Parental Edu. level	4	illiterate N= 12 primary level N = 17 Secondary level N= 18 college Edu. level N= 2	primary and below Edu-level N = 29 Secondary and above Educ. level N= 91 (2-categories)
5	Parental Economic level	5	Below 200 birr N= 8 201 - 300 birrN = 22 301 - 400 birr N= 66 401 - 500 birr = 23 above 500 birr N= 1	300 birr and below N = 30 301 - 400 birrN = 66 401. birr and above N =24 (3 categories)

The purpose of the re-classification of the background variables was to make the sample size of each category sufficient ($N \geq 30$) for statistical test. Further more, this reclassification of the back ground variables minimize the possible errors and complexities for data analysis.

Generally, the coding of background variables were done as follows:-

Status =	0 for students (1-120), 1 for teachers (121-160)
Grade =	10 for 10 th grade students, 11 for 11th grade students
Sex =	0 for male respondents, 1 for female respondents
Age of students =	16 for students of age 16 17 for students of age 17 18 for students of age 18 and above.
Parental Educ. Level =	1 for primary and below 0 for secondary Edu. and above
Parental Economic. Status	= 1 for Birr 300 and below 2 for Birr 301 - 400 3 for Birr 401 and above.

3.4- Procedures of data analysis

The general method employed in order to achieve the objectives stated was quantitative method of data analysis complemented by qualitative procedures.

- To summarize the statistical characteristics of the observations of the students and teacher respondents a descriptive statistics was computed.
- chi-square test (χ^2) - was used to determine the existence of the dependent measures (the two perceived problem behaviors, the

three hypothetical Percieved factors, and the treatment practices in the school). The chi-square test was determined for both groups of respondents independently since their sample size and the population from which they were selected are different.

- t-test- was performed to see whether there is significant mean differences among the problem behaviors, and Percieved factors for both groups of respondents.
- ANOVA - was used to determine the effect of the parents socio-economic status on the dependent measures (ANOVA- is used because the categories of socio economic status is more that two).
- Percentage and transcribing method of data analysis were employed for open-ended items and interview items respectively.

CHAPTER -FOUR

4 ANALYSIS AND INTERPRETATION OF FINDINGS

The objectives of this research, as it was indicated in the introduction part, are basically three fold:

1. Determining adolescents' perception regarding the existence of the two types (externalizing and internalizing) problem behaviors, three types of perceived factors, and desirable treatments to the problems among adolescent students.
2. Determining differences and similarities between the two types of problems, and the three hypothetical Perceived factor factors, and
3. Determining some background factors that make possible differences in the perception of the problems, Perceived factor factors and the treatments.

A three point -scaled item questionnaire was designed and administered to a representative sample of students and teachers to gather data with regard to the above issues.

The procedure of the analysis is such that descriptive statistical values are just determined (see table 1 and 2) to depict the general characteristics of the data. The observed means, standard deviations, and min-max values were computed for this purpose.

This is followed by an analysis of the perceived existence of the problem behaviors, Perceived factor factors and the desirable treatments. This is made or performed in two steps. The first step begins by a simple comparison of observed and expected mean ratings. Then follows a more refined test of Goodness of -fit of the distribution for each of the dependent variables to determine how far it significantly departs from normality.

In the third phase of the analysis an attempt is made to determine if the two problems and also the three factors differ and correlate among themselves. While paired t -test (paired mean test) is employed to determine differences, Pearson (r) correlation is calculated to determine relationships.

Finally, further analysis is carried out to identify possible background factors that signify differences in the perception of problems behaviors, Perceived factor factors and the treatments. These back-ground factors assumed to affect the perception of the dependent measures are status; as a students or teacher, sex, parental education, age, grade level and socio-economic level of the family.

While an independent Mean test is used for background variables with two categories ANOVA is employed for background variables with more than two categories.

Table 1. Descriptive Statistical Values for Students

(N= 120)

Variables		Statistical Values						
		Minimum observed score	Maximum observed score	Mean		Std.	coefficient of variability	
				expected	observed			
Background Variables	Sex	0	1		0.50	0.52	-	
	Age	16	18	-	16.98	0.84	-	
	Edu. level of parents	0	1	-	0.24	0.42	-	
	Econo. status of the parents	1	3	-	2*	0.67	-	
Dependent variables	Problems	Externalizing	8	17	10	12.85	1.76	14%
		Internalizing	3.75	13.75	10	7.23	2.06	28%
	Perceived factor	Personal	3.50	12.25	7	7.68	1.60	21%
		Home	7	14	7	9.76	1.60	16%
		School	6	13	7	10.32	1.54	15%
	Treatment	Desirable	2	10	9	5.87	1.66	28%

* Note that the frequency distribution of Economic status of the parents show that category 1= 25% category 2 = 55% and category 3 = 20%

To begin with background variables, it can be seen on table 1 that 50% the respondents are males, that the mean age is 17 years, that 24% are from parents with less than secondary level education, and that 55% are with parents have a monthly income ranging from 301-400 Birr.

As regards to dependent measures, the observed mean rating of externalizing problem behaviors, internalizing problem behaviors, factors related to the person, factors related to the home, factors related to the school, and the desirable treatments are respectively 12.86, 7.23, 7.68, 9.76, 10.32 and 5.87. The table also reveals that ratings of internalizing behaviors problems and desirable treatments are with the highest variability as compared to ratings of externalizing problems, school and home related factors.

As it is seen from table 1 above the respondents show high variability (coefficient of variation 28%) on internalizing measures. The reason for such significant variation may be the fact that internalizing behaviors are not perceived directly. Students displaying internalizing behavior problems are not disturbing and interfering to perceive such behaviors as behavior problems by the raters.

Table 2 Descriptive Statistical values for teachers

(N = 40)

Variables		Statistical Values						
		Minimum observed score	Maximum observed score	Mean		Std. deviation	coefficient of variability	
				expected	observed			
Background Variables	Sex	0	1	-	0.62	.49	-	
	Age	37	45	-	40.7	2.06	-	
Dependent variables	Problems	Externalizing	9	15	10	13.22	1.34	10
		Internalizing	3.75	10	10	7.18	1.43	20%
	Perceived factor	Personal	7	12.5	7	9.58	1.12	11%
		Home	9.33	14	7	11.72	1.71	14%
		School	6	12	7	9.07	1.43	15%
	Treatment	Desirable	5	12	9	8.65	2.03	21%

Table 2- depicts the descriptive statistical summary for teachers. 62% of the respondents are males, the minimum age observed is 37 and 45 is the maximum.

As far as the dependent measures are concerned, the observed mean ratings of the externalizing and internalizing behavior problems are 13.22 and 7.18 respectively. While the mean score observed for Perceived factor factors, are 9.58 for personal, 11.72 for home and 9.07 for the school related problems.

Table 2, alike the students distribution reveals high variability ratio (coefficient of variation -21%) for internalizing measures. So, the analogy given for students hold true for the teachers. In addition to that in most cases, teachers identify students with externalizing behavior since they interfere with their teaching activities .

Table 3. Test of Goodness-of-fit or chi-square distribution of observation on each of the dependent measures for students

(N= 120)

	Dependent Measures	Chi-square	df	sig. level
Problems	Externalizing	73	9	.000
	Internalizing	85.65	8	.000
Perceived Factors	Personal	112.90	5	.000
	Home	97.40	3	.000
	School	63.73	7	.000
Treatments	Desirable	63.60	8	.000

The chi-square analysis of Goodness of fit of the distribution in Table-3 shows that all the distribution do significantly depart from normality. However, it doesn't indicate the direction of the deviation from normality. Thus, to determine the direction of the deviation of the distribution on each of the dependent measures, an analysis of the observed and expected mean shall be considered. We may begin with a simple comparison of the observed means in Table 1 with the expected means. The expected mean refers to the possible mean rating that could be obtained if all respondents assign

the middle or average rating value (1) of problem behaviors, Perceived factor factors and treatments. Note that the maximum rating scale is 2 and the minimum is 0.

The expected mean of rating on a certain scale is the number of items multiplied by the possible average rating value(1). Accordingly the expected mean ratings for externalizing behavior problems is $(10 \times 1) = 10$, for internalizing behavior $(10 \times 1) = 10$ for personal factor $(7 \times 1) = 7$ and for desirable treatment $(9 \times 1) = 9$ (see table 1).

Now comparing the expected and observed means, one can say that if the observed mean of the observation is exceeding the expected mean, it shows the existence of the problems, factors and desirable treatments. Thus, from the above analysis of the expected mean and observed mean, except for internalizing problem behaviors and desirable treatments, the observed mean is greater than the expected mean suggesting that existence or prevalence of externalizing behavior problems, personal home and school related problems as Perceived factor factor for the existence of the problem.

Table 4- Test of Goodness of fit or chi-square distribution on each of the dependent measures for teachers

(N=40)

	Dependent Measures	Chi-square	df	Sig. level
Problems	Externalizing	30.35	6	0.000
	Internalizing	21.20	5	0.001
Perceived factor	Personal	29	3	0.000
	Home	3.65	2	0.061
	School	14.60	6	0.024
Treatments	Desirable	9.60	7	0.212

The chi-square analysis of Goodness-of-fit of the distribution in Table-4 shows significant departure from normality except for the desirable treatment measures which is not rejected at $\chi^2_{ob.} = 9.60, df=7, P>0.05$). Thus, the test indicates the existence of the externalizing behavior problems and the three Perceived factor factors for the occurrence of he problems. When the analysis of the expected and observed means of teachers distribution is also considered, alike the students distribution, the observed mean for the externalizing and the Perceived factor factors are greater than their expected mean, suggesting that existence of the variables represented by greater observed means.

Table 5 - Paired t - test of mean differences between externalizing and internalizing behaviors for students distribution

(N = 120)

Pairs	Correlation	Mean	Std	df	t-value
Externalizing behavior	.076 (p>.0.05)	12.86	1.76	119	23.586 (p<.000)
Internalizing behavior		7.23	2.06		

Tables 5 shows that there is a significant mean differences between ratings of externalizing and internalizing behavior problems ($t_{119} = 23.59$, $P<.000$) suggesting that externalizing behavior problems are rated quite higher than internalizing problems.

Test of correlation between the externalizing and internalizing behavior problems still shows that ratings of existence of externalizing problems does not indicate existence of internalizing problems ($r=0.076$, $P>.05$)

Table 6 Paired t-test of Mean differences between externalizing and internalizing behavior problems for teachers distribution

(N=40)

Pairs	Correlation	Mean	Std	df	t-value
Externalizing behavior	-.112 (p>.05)	13.22	1.34	39	18.38 (p<.000)
Internalizing behavior		7.18	1.43		

To begin with the nature of the relationship of the externalizing and externalizing behavior problems for the teacher ratings, Table 6. shows that the two problems are negatively correlated indicating that there is quite higher mean value for externalizing behavior rating and a corresponding lower mean values of the internalizing behavior rating ($r = -.112$, $P>.05$).

Further more, table 6, indicated significant mean differences between the two variables (externalizing and internalizing) revealing that the majority of the teacher respondents rated externalizing behavior problem measures as a frequent problem behavior manifested in schools.

Table -7- Paired t-test of mean differences among Perceived factor factors for students (N = 120)

	Pairs	Correlations	sig.	Mean	std.	df	t-value	sig
Perceived factor	Personal			7.69	1.61			
	Home	0.045	.625	9.76	1.60	119	-10.254	.000
	Personal			7.69	1.61			
	School	-0.084	.359	10.33	1.54	119	-12.45	0.000
	Home			9.76	1.60			
	School	0.118	0.200	10.33	1.54	119	-2.96	0.004

Table 7 shows that there is significant mean differences among the three Perceived factor factors : personal Vs home related factors ($t_{119} = -10.25, P < .000$), personal Vs school related factors ($t_{119} = -12.45, P < .000$) and home Vs school related factors ($t_{119} = -2.96, P < .004$) suggesting that the three identified Perceived factor factors have an effect on the behavior of the students with a varying degree. Test-result indicated that home related factors contribute more to the manifestation of behavior problems when compared to personal factors. Furthermore, table 7 also indicates that school related factors are sighted as the most Perceived factor factor when compared to the other (personal and home) factors.

An analysis of the observed and expected mean ratings for the three Perceived factor factors (table 1) indicates that existence of the factors with a varying degree of influences on the behavior of the students. Because the observed mean ratings of the distribution is greater than the expected mean ratings for all factors.

As it is indicated in Table 7, the inter correlation among the three Perceived factor factors: personal Vs home ($r = 0.045, P > .05$), personal Vs school ($r = -0.084, P > .05$), and home Vs school ($r = 0.118, P > .05$) seem not significant. This implies that home related factors affect the behavior of the students more than personal factors and school related influences contribute higher than the other factors (home and personal) considered in the study.

Table- 8 Paired t-test of mean differences among Perceived factor factors for teacher (N = 40)

Perceived factor	Pairs	Correlations	sig.	Mean	std.	df	t-value	sig
	Personal	Home	-.190	.241	9.58	1.12	39	-6.119
School	Personal	-.095	.558	9.58	1.12	39	1.680	0.101
	Home	.144	.376	9.07	1.43	39	8.09	.000

The above table shows mean differences for teacher ratings on Perceived factor factors of adolescents behavioral problems. Except for personal Vs school related measures ($t_{39} = 1.68, P > 0.05$) there is significant mean differences. Unlike the students ratings school related factors were identified or rated quite less than the other factors by teacher respondents.

Table 8 also indicates that home-related factors were perceived as the major Perceived factor factor for adolescents behavioral problems in school in relation to the mean ratings of the other two factors (school and personal).

Table 9 Inter - correlation Matrix for students (N= 120).

	Grade	Sex	Age	PE	SES	BPE	BPI	FP	FH	FS	DT
Grade	1										
Sex	.067	1									
Age	.040	*** .533	1								
Parental Edu (P.E)	-.019	* .175	0.081	1							
Parental Econ. status (SES)	-.149	** -.199	-0.076	** -.569	1						
Behavioral prob.(Exter.)(BPE)	.071	-.024	-0.036	- 0.043	.058	1					
Behavioral prob. Inter. (BPI)	.137	-.025	0.058	.012	-.017	0.080	1				
Perciv. Factor- Personal (FP)	.118	.118	0.085	.014	0.018	0.069	.132	1			
Perciv.. factor-home(FH)	.033	-.073	-0.068	.019	.020	0.027	.153	0.045	1		
Perciv.. factor school (Fs)	.081	.070	-0.145	-.094	.0.081	-0.077	-.085	-.084	0.118	1	
Desirable Treatment (DT)	** .156	-0.005	0.022	-.028	.069	-0.107	0.137	-.149	0.013	-.030	1

* P<.056

** P<.029 ** **P< .000

The inter-correlation matrix on Table 9 can be consulted to determine how far significant are grade, sex, age and parental education level in making differences in the ratings of the dependents Measures. The findings in this table indicated that non-of these background variables are significantly correlated with the dependent measures. And, hence no mean difference exists between the two categories of each variable on the dependent measures. Because correlation of a variable with two categories like sex, status with a continuous variable like externalizing, internalizing, Perceived factor factors.... desirable treatment score is just the same as an independent t-test of mean differences between the two categories of the variables. This means if there is a significant correlation between the background factors with the dependent measures, there is a significant difference between the categories in evaluating the dependent measures. The group that has greater mean is decided based on the sign of the correlation.

Table 10- Test of Mean Differences Between Teachers' and Students' Evaluation on Dependent Measures

	Variables	Group Statistics				Levene's test for equality of variance		t - test for equality of means			
		Groups (status)	N	Mean	Std	F	Sig	Assumption about equality of variance	t.	df	Sig
Problems	Externalizing behav.	Students	120	12.86	1.76	4.085	0.045	Equal variances not assumed	0.576	158	0.124
		Teachers	40	13.22	1.34						
	Internalizing behav.	Students	120	7.23	2.06	5.002	0.027	Equal variances not assumed	0.177	158	0.86
		Teachers	40	7.18	1.43						
Perceived factor factors	Personal factors	Students	120	7.68	1.6	4.078	0.045	Equal variances not assumed	-8.24	158	.000
		Teachers	40	9.58	1.12	0.131	0.718	Equal variances assumed	-6.606	158	0.000
	Home factors	Students	120	9.76	1.6						
		Teachers	40	11.72	1.71	0.737	0.392	Equal variances assumed	4.504	158	0.000
	School factors	Students	120	10.32	1.54	0.737	0.392	Equal variances assumed	4.504	158	0.000
		Teachers	40	9.07	1.43						
Treat.	Desirable treatment	Students	120	5.87	1.66	1.911	0.169	Equal variances assumed	-8.611	158	0.000
		Teachers	40	8.65	2.03						

Table 10 shows test of mean differences between students' and teachers' evaluation on dependent measures. It indicates that except for the problems (i.e, externalizing behavior problems ($t_{158} = .0576$, $p > .05$) and internalizing behavior problems ($t_{158} = .177$, $P > .05$), there are significant differences between students' and teachers' ratings in Perceived factor factors and treatments. This implies that there is no far reaching mean difference between teachers' and students' ratings on problem behaviors. However, there is significant mean difference between students and teachers evaluation on Perceived factor factors and treatments.

As regards to the factors, the majority of the students' ratings indicate that school related factor ($t_{158} = 4.504$, $P < .000$) is considered as the cause of behavioral problems manifested in schools. On the other hand, when the teachers' ratings are analyzed it reveals that personal ($t_{158} = -8.24$, $p < .000$) and home related ($t_{158} = -6.606$, $P < .000$) factors are identified as the major source of behavior problems in the schools.

As far as the treatment is considered, the teachers rating mean value ($t_{158} = -8.611$, $p < .000$) is quite higher than the students mean value suggesting that the majority of the teachers population consider the treatment provided for students with behavior problem as desirable and effective. However, the students' evaluation indicate that the preventive and rehabilitative measure practiced in school is undesirable or not effective i.e. observed mean value (5.58) is quite lower than the expected mean value (9.00) for desirable treatment ratings of students distributions.

Table -11 ANOVA for socio-Economic status of the parents on each of the dependent measures. (N = 120)

	Variables	Groups	df	Sum of squares	Mean of squares	F	Sig
Problems	Externalizing behavior	Between groups	2	1.282	0.641	.203	0.817
		with groups	117	369.31	3.156		
		total	119	370.59	-		
	Internalizing behavior	Between groups	2	0.148	7.398	.017	.983
		with in groups	117	505.77	4.323		
		total	119	505.924	-		
Perceived factor 1 (HOP)	Personal	Between groups	2	1.821	0.911	.348	.707
		with in groups	117	306.241	2.617		
		total	119	308.062	-		
	Home	Between groups	2	2.834	1.417	.549	.579
		with in groups	117	301.874	2.58		
		total	119	304.707	-		
School	Between groups	2	11.570	5.785	2.482	.088	
	with in groups	117	272.755	2.831			
	total	119	284.325	-			
Treatments	Desirable	Between groups	2	2.336	1.168	.416	.661
		with in groups	117	328.789	2.810		
		total	119	331.125	-		

The ANOVA on table 11 indicates that alike the previous background variables (grade, sex, age), socioeconomic status of the parents appears to make an insignificant difference in rating all the dependent measures at ($p > 0.05$).

2. Analysis of the open ended items for student and teacher respondents.

Table. 12 Responsibilities of parents as suggested by the sample of students and teacher respondents(N = 160)

Responsibilities identified by respondents	Student respondents		Teacher respondents	
	No	%	No	%
- Provide advice	49	40.8	5	12.5
- Follow up in and out of school	34	28.3	9	22.5
- Discuss the problem with school	14	11.6	6	15
- Understand the problems of the child	2	1.7	4	10
- Fulfil the necessary basic needs	9	7.5	5	12.5
- Have a positive attitude towards the child			3	7.5
Good Role Model			4	10
Missing	11	9.17	4	10
Total	120	100	40	100

As it is shown in table 12 the majority (40.8%) of the students indicate provision of advice as a primary role of parents. Similarly the teacher respondents argued that parents follow up on their children in and out of school is considered the most important responsibilities expected of parents. The other responsibilities expected from parents to prevent and intervene adolescents behavioral problem as identified by target respondents include discussing the problem of their children with school, understand the needs and problems of the students, and be a good role model to be imitated by their behaviorally disturbed students.

Table 13 Responsibilities of school community in handling problem behaviors in the school (N = 160)

Responsibilities identified by respondents	Student respondents		Teacher respondents	
	No	%	No	%
- Provide advice	54	45	11	27.5
- Strict follow up	24	20	8	20
- identify the problem of the student	17	14.16	9	22.5
- Send to directors and Guidance counselors for help and advice	15	12.5	6	15
- Discuss the problem with parents	4	3.33	5	12.5
Missing	6	5	1	2.5
Total	120	100	40	100

Table - 13 shows the major responsibilities school and school communities ought to do in order to help and rehabilitate students with behavioral problems. As indicated by (45%) of the student and (27.5%) teacher respondents, schools are expected to provide advice and help students with behavioral problems. Strict follow up, understanding the problems of the students, referral to the professional counselor were sighted by both group as the professional role and responsibility of the school. Furthermore, small number of respondents from both groups indicated that the effect of discussion with parents on the problem of the students were cited as the role of school.

3. Analysis of interview items

The purpose of the interview was primarily to supplement the data obtained through questionnaire. Two directors and two guidance and counselors were involved from two schools in the discussion. Some of the guiding questions for the discussion include- types of behavioral problems exhibited by adolescent students in the school, possible risk factors for the problem, practical measures taken to prevent the problem and rehabilitate the students.

In responding to the most frequent behavioral problems exhibited in school, one director expressed as follows:

I have served as a teacher and director for about 21 years in schools. The frequent behavioral disturbances in school include conduct problems such as fighting, teasing, refusing to comply with requests and destructiveness are some of the problems I saw in the school.

On the other hand, the guidance and counselor of that school shared similar opinion. He indicated that lack of interest in academic performance, truancy, and forceful sexual needs with female students are the major behavioral problems, reported in school by adolescent students.

In another session held in other school, the director was requested to mention some of the prevailing behavioral problems exhibited by adolescent students in his respective school. Some of the major behavioral problems manifested by students at secondary level as the director express, include inability to abide by the rules and regulations of the school, disruption of class room activity, academic failure and inability to perform assignments given to them. The same question was raised by the guidance counselor and he puts his feeling as follows:

The majority of the cases referred to the counseling office include students who are persistently disrupting class room- teaching-learning process, those who can not accomplish tasks given to them by their teachers, truants, and violent students against others specially against female students.

Thus, when the opinions and suggestions of the directors and counselors of both schools are summarized and analyzed, it reveals the existence of behavioral problems in schools. As regards to the type of the behavioral problem exhibited by adolescent

students, the majority of the mentioned problems are conduct problems that indicate externalizing behavior problems.

Regarding the possible risk factors for adolescents' behavioral problems at school level the directors and counselors indicated the major ones as follows:

As indicated by one of the directors involved in the interview, possible causes of behavioral problems of adolescent students include lack of parental behavior management and control, lack of future life goal and life style and the influence of friends. The counselor of that school also expressed some of the possible Perceived factor factors to adolescent's behavioral problems by relating it to the problems originating as result of developmental changes. As expressed by the counselor, adolescent period is a transitional period from childhood to adulthood. Thus, unless strictly handled by significant adults specially parents and schools this transition is not simple. An

inability to attain this transition period is a frustrating situation for adolescents. This frustration express itself through different anti-social behaviors and behavioral disturbances.

The other director in other session expressed the Perceived factor factors of behavioral problems of adolescents very similarly as mentioned by other school director. He emphasized the role of parental control peers influence as the major causative factors.

- School related factors also raised by one counselor as Perceived factor factors for adolescents behavioral problems. He suggested that lack of facilities in the classrooms which attract student also affects their behavior.

To sum up, factors related to physical development of the student, parental upbringing system and schools method of controlling behavior are identified as the main sources of behavior problems of adolescents at school level. The influence of peers and the communities surrounding the adolescent are also identified as the Perceived factor factors.

The participants of interview sessions were also asked to mention the possible corrective measures practiced in schools and evaluate its effectiveness.

The major corrective measures practiced in schools as indicated by almost all of the participants include:

- Referral to unit leaders
- Referral to guidance and counselors for advice
- expelling the student from class for a period or a day
- Sending them home to bring their parents
- If the case is serious brining to the attention of the discipline committee for decision.

Finally, the participants were requested to indicate the effectiveness of the intervention practices of the school. As indicated by the directors involved in the discussion, there is no such significant behavioral change observed as the result of the corrective measures taken to rehabilitate the students. The counselors also have similar views as to the effectiveness of the treatment practices.

CHAPTER - FIVE

5. DISCUSSION OF THE RESULTS

In this chapter, the results of the findings will be discussed and interpreted in relation to the research questions and theoretical assumption. Therefore, the major contents of the finding are presented as follows

5.1. Types of behavioral problems prevailing in schools as perceived by sample respondents.

As a principle, any behavior problem interventionist at school level has to identify the types of behavioral problems manifested by the students. Because, unless this classification of the problem in dimensions or types are done, it is rarely possible to design an effective preventive and rehabilitative strategies to handle the problem. As it is indicated in Taylor(1995) classification of behavior problems on the basis of their type is important to provide educationally relevant information which meets the underlying source of the meets the underlying source of the problem.

Different researchers and professionals in the field of behavioral difficulty use different method in classifying the types of behavioral problems manifested in school. In this study, statistical procedures are used to identify the types of behavior problems manifested by adolescent students in school. Behavior problem ratings by teachers and students were used for this purpose. A questionnaire consisting of two types of behavioral problems (externalizing and internalizing) expected to exist or prevail in school was presented to a sample of teachers and students to indicate its existence in their respective schools.

Based on the responses of the target samples to the questionnaire, a descriptive statistics of the two types of behavior problem was computed. As it is indicated by

student respondents on table 1, the externalizing behavior problems seem to manifest frequently by the adolescent students at secondary levels.

This is proved by comparing the mean values of the two types of behavioral problems identified by the student respondents. The mean value for students distribution on externalizing and internalizing problems is 12.86 and 7.23 respectively suggesting that the former problem behavior is prevailing in schools.

The descriptive statistics of the teachers distribution also reveals similar results indicating that externalizing behavior problems are identified as a behavior problem manifested by secondary level adolescents students (see table-2).

The chi-square analysis for both distribution indicate that the two problem behaviors are significantly depart form normality at an opposite directions. That means the distribution on externalizing behavior falls 1Std above the mean indicating the prevalence of externalizing behavior in schools. The reverse holds true for internalizing behavior problems.

The results of this finding also indicates that there is a significant mean differences that there is a significant mean differences between two identified behavior problems ($t_{119} = 23.59, p < .000$) indicating that externalizing behavior problems are rated quite higher than internalizing behavior ratings. Similar result was also observed for teachers respondents as far as mean differences between the two problems is considered ($t_{39} = 18.38, p < .000$).

Thus, the results of the finding clearly indicate that externalizing behavior problems are perceived as the behavior problem manifested by adolescent students in secondary levels. The most common externalizing behavior problems exhibited by the students as perceived by the respondents include conduct problems such as fighting, breaking school rules and regulations, refusing to comply with requests, disobedience, and destructiveness. So, adolescents with externalizing behavioral disturbances have a serious problem in school settings. Because they are easily distracted, unable to persist on tasks and academic performance. As a result of

these facts they are in most cases labeled as underachievers poor in academic performance, and problems creators in the school. They also affect the activities of other students since they disrupt classes. Their inability to follow directions and maintain attention on specific task is a source of constant irritation for teachers, directors and school administrators.

On the other hand, adolescents with internalizing behavioral problems are characterized by feelings of inferiority, low self-confidence and self-esteem, social withdrawal and unhappiness. They are social isolates who have few friends, rarely play with peers of their age and lack the social skills necessary to have good communication and interaction. Thus, students with internalizing behavior problem are more often a bigger threat to themselves. Because they usually are not disruptive, and they do not generally cause class room management problems. Therefore, internalizing behavior problems are not directly observed in class room or in school settings. Because these group of adolescents maintain firm control over their impulses, wishes and desires in all settings. As a result of this, it is rarely possible to identify and classify them as having behavioral difficulties. The result of this findings also seem to confirm the above mentioned pattern of understanding. Because as it is indicated in the analysis, items on internalizing behavior problems were rated below the average expected rating value (ten) by both (student and teacher) respondents. That means 8 out of 120 students and 3 out of 40 teacher respondents rated items on internalizing behaviors above the expected mean.

Thus, from this it follows that the existence of externalizing behavior problems as perceived by the respondents in school did not indicate the absence of internalizing behavioral problems. Because teachers and students consider behavior problems as acts of students which disturbs the normal course of teaching-learning process in or out of class room.

An attempt was also made to supplement the facts and information obtained through the teacher and students questionnaire by conducting an interview session with directors and counselors. Almost all of them suggested the existence of

externalizing type of behavioral problems such as defying authority, hostile to teachers and other students specially girls, assuasive ness and disobedience. Further more, none of them indicate the problems of internalizing behaviors.

Conclusively, the analysis of the finding on the prevalence of the types of behavioral problems indicate that externalizing behavior problem is observed or perceived as the most frequently exhibited behavior by adolescent students at a secondary level.

Further more, the result of the study indicates that none of the back ground variables such as sex, age, status, parental education and economic level of the students brought significant difference on the students brought significant difference on the perception of the sample respondents in rating the types of behavior problems.

5.2. Factors contributing for the adolescents behavioral problems as perceived by respondents.

It seems sensible to search for the causes of particular student's difficult behavior as a first step towards improving it. Because, if the possible risk factors for the existence of the problem behavior is identified and detected, it is really difficult to prevent or intervene the occurrence of the problem. As indicated in kauffman and Hallahan (1988) behavioral problems in the schools some times reflect underlying emotional difficulties arising out of school factors such as a difficult family back ground,, physical or social abuse; some students behave in disruptive ways in ways in school because they are the norm in the students family or social sub group.

In this present study, three factors are hypothetically assumed as a contribution factors for adolescents behavioral problems in secondary levels. The results of the finding will be presented as follows:-

5.2.1 Factors related to personal problems.

A variety of personal factors have been associated with behavioral problems ranging from poor physical development through low intellectual and academic ability. Thus, factors of such nature can and do exert strong influence over the behavior of the student in school personal factors may also include organic brain dysfunction; epilepsy, hearing and visual difficulties and certain temperamental characteristics such as a high sensitivity to emotional responding and poor adaptability to new situations.

The present study also indicates that problems related to the student such as unfulfilling of social and psychological needs, unrealistic aspiration, retarded development and physical impairments are considered as the Perceived factors for adolescents behavioral problems in school.

As regards to its effect, the chi-square test ($\chi^2_{ob} = 112.90, p < .000$) for personal factor was statistically significant indicating problems related to the student as the contributing risk factors for the occurrence of behavior problems in schools.

As it is indicted on Table 7 even though factors related the person is proved significant, its effects seem minimum when its mean rating value is compared with the other two factors (personal Vs home = $t_{119} = -10.25, p < .000$, and personal Vs school = $t_{119} = -12.45, p < .000$). This suggests that home and school factors are rated quite higher than personal factor by the student sample population as the contributing causes of adolescent behavior problems.

The teachers ratings on personal related Measures also indicate similar result with the students. The chi-square analysis for the teachers ratings on personal factors was statistically significant ($\chi^2_{ob} = 29, p < .000$) suggesting that problems arising from adolescents psychological or physical impairment affect their school behavior.

In general, physical factors such as health problems, delayed general developments, or mental retardation and psychological factors such as feelings of inadequacy frustrate adolescents and eventually disturb the behavior of the student in the school.

5.2.2 Factors Related to home environments

Since it is at home where children start to integrate the social environment, in which they live and learn social contexts, it is essential to assess the life situation of adolescent students at home with regard of their behavior. As indicated in Hurlock (1972) that the most important influence on the child's social behavior and attitude is likely to be child rearing practice used by his parents. From this it flows that some parents up bring their children with appropriate behavior while others do so with aggressive attitudes.

The present study also revealed that home related problems such as lack of parental knowledge about behavior management, parental denial and negative attitude, lack of support and encouragement, inappropriate method of behavior control and their negative behavior model were identified and rated by the student and teacher respondents as Perceived factor for the problem. As it was indicated in Table 1 and 2 of the descriptive statistics for students and teachers, the observed mean rating values for home related factors is higher than the expected mean values for both groups of respondents respectively suggesting that home related factors were perceived as a cause of adolescents behavior problem in school.

Further more, the chi-square test ($\chi^2_{ob} = 97.4, p < .000$) of the student rating shows significant departure from normality indicating that home related factors are rated and determined as Perceived factor for adolescents behavioral problems in secondary school.

In connection to this Kirk /1993/ has stated that families who grew their children in an acceptable behavior show a harmonious relationship with in the family, approve their children, with their activities, give constant and supportive action to the demand of their children and the standard of behavior and procedure at home are open to discussion. On the other hand, there are several families whose rearing practices in general is aggressive, excessively over protective, in consistent in their disciplining techniques and at times use physical punishment.

From this it is obvious that the nuclear family - father, mother and children has a profound influence on the adolescents social and behavioral development.

The analysis of the data obtained during the interview with directors and counselors also indicate that home-related factors such as lack of follow up an in ability to understand the needs and problems of their children and an in ability to satisfy or fulfill the basic needs of the students are cited as some of home related problems contributing for adolescents behavioral problems.

Generally, parents who are hostile in disciplining their children, rejective, cruel and inconsistent in dealing with misbehavior are likely to have aggressive and delinquent children. Parental socio-economic and educational level also have a direct relation to the behavior of their children. Because an inability to satisfy the basic needs of the students and lack of child rearing skill will contribute for their misbehaving in school. In general, behavioral disturbances of adolescents in the school is likely to be related to the material or psychological factors in the home, where the adolescents spend most of their time and where the influences have the greatest impact

5.2.3. School related factors as perceived by target respondents

By the time boys and girls reach senior high school, they are well in to the period of adolescence and have faced the problems which can be causes for students behavior

problems unless they are handled skillfully. The anatomical changes such as the attainment of physical status of adult, the development of mental ability, the changing and developing of new trend of relationship with the opposite sex are all causes of behavior problems during adolescent age at school level. Their concern to social and economic changes also bring a change in behavior.

As its name indicates, the school is the second socializing agent next to the home. Because children learns socially acceptable behaviors from school. Equally they learn behavior which is unacceptable by the society.

The school can contribute to the development of behavior problems in several ways. As indicated in Kauffman (1988) teachers insensitivity to students individuality, too high or too low expectation of achievements, disappointing reactions to students with inadequate performance, and behavior and in ability to understand the problem of the students are considered as Perceived factors for behavioral problems of adolescents at school level.

The results of this finding also clearly indicate that such factors as teachers and administrators inability to understand the problems and needs of the students, undesirable relationship with students, physical punishments, torching assaults, labeling the students as problem creator with out understanding the underlying factors for the problem are identified and rated as source of adolescents behavioral problems at school level.

The chi-square analysis for the students and teachers ratings ($\chi^2_{ob}=63.73$, $p<.000$) and $\chi^2_{ob}= 14.6$, $p<.05$) respectively indicated that school related factors are significantly depart from normality suggesting its effect on adolescents behavioral problems at school level.

Some adolescents may be behaviorally disturbed when they begin senior high school other may develop behavioral problems during their school years, perhaps in part because of the damaging experiences in the school.

As indicated in Kirk (1993) students who are disturbed when they enter school may become better or worse because of how they are managed in school or classroom. When adolescent with an already difficult temperament enters school lacking the skills for academic and social assess, he or she is likely to get negative responses from peers and teachers.

Personality defects of the teacher can also be the cause of behavior problem of the adolescents at school level. As indicated in cooper(1994) the personality defects can be the cause of behavior problems for adolescent students in that:

Often the causes of behavior disturbance are to be found in the teachers lack of training ----- good teachers possessed various desirable attributes to a far greater than poorly trained teachers.

Thus, from this it is reasonable to assume that lack of teachers' qualities along with certain weakness in their teaching, accounts for behavioral problems.

Conclusively, the results of the finding revealed that the identified Perceived factors were perceived by the students and teacher respondents as significantly affect the behavior of the adolescents at secondary school level with a varying degree.

As it was indicated in the analysis (table-10) an attempt was made to see differences between students and teachers ratings on measures of Perceived factors. The student respondents rated the school related measures quite higher than the other two factors. While the teacher respondents unlike the students rated school related factors as the least Perceived factor for adolescents behavior problems and home related measures were perceived higher than the other factors.

In connection to the above rating differences Kauffman and Hallahan (1988) stated that teachers and students have divergent views on nature and development of behavior problems. Teachers often complain some underlying emotional difficulties arising out -of- school factors such as difficult family background, physical or social abuses, some students behave in disruptive ways in school because they are the norm in the students family or social subgroup. On the other hand, students perceive their acts of disruption as rational and justifiable response to teachers' poor teaching and lack of skill in maintaining classroom discipline. This does not mean that one is right and the other is wrong; rather it reflects the interact ion al nature of behavior problems and different values and attitudes which individuals hold.

In most cases, teachers tended to focus on the student as being and having behavioral problem. Because in most cases adolescents with behavioral problems are the direct threats to teachers professional activities. From this perspective, it is understandable that teachers react negatively to students with behavior problem and ascribe primary responsibility for the problem to students and their family.

Recent research has suggested that student behavior is often a function of teachers behavior, the student and the social contexts surrounding the students.

Further more, eco-systemic theorists (cooper, and Upton, 1990) argue that students behavioral problems in school arise from the interactions of persons involved, either with in the school situation or with in related contexts such as family of the student.

From this it follows that adolescents behavioral problem in school can some times related to difficulties in the family system or related to the physical and psychological condition of the student. The results of this study for Perceived factors also confirmed the above statement because all of the factors assumed to affect the behavior of adolescents at school were significantly rated by both groups of respondents.

The analysis of information obtained from the interview sessions also revealed similar result with teachers as far as causative factors for adolescents behavior problems. Home related factors such as lack of parental follow up, parents inappropriate behavior model and some peer influences are identified as the major Perceived factors for the problem.

5.3- The effectiveness or desirability of the treatment practices in the school.

The goal of any behavior management is to help the students to manage their own behavior in a socially acceptable way. Therefore, any individual who is involved in behavior management must focus on behaviors which needs changing. If an adolescent have a realistic view of their own strength and difficulties and possesses the ability to comment honestly on their own performance, then they exhibit socially acceptable behavior. In connection to this concept Spencer (1983) stated that the more children like them selves, the more they like to behave themselves. Therefore, educators who are involved in the intervention of adolescents with behavioral problems should concentrate on finding desirable rewards that would encourage the desired behavioral characteristics.

However, the results of this study revealed that the existing behavior management practices in both schools is rated by student respondents as undesirable for the development of acceptable behavior. As it was indicated in Table 1 of the analysis part, the observed mean rating of desirable treatment practices (5.58) is quite less than the expected mean rating (9) suggesting that the undesirable measures were rated quite higher than the desirable measures. similarly, the chi-square analysis for student ratings (Table 3) on desirable treatment practices ($\chi^2_{ob} = 63.60, p < .000$) show significant departure from normality. However, the chi-square test for teachers distribution on desirable treatment measures ($\chi^2_{ob} = 9.60, p > .212$) indicate no statistical significant departure from normality.

Some of the schools treatment practice measures identified the student respondents include, expelling the student form school, physical punishment, assaulting the student, mental and psychological torture.

Thus, such treatment practices or intervention technique to decrease undesirable behavior may result in an aversive effect on the students adjustment. Because physical punishments and psychological abuse can be effective in suppressing behavior, but it may not eliminate that undesirable behavior.

Taylor(1995) stated that punishment may not teach the student what is appropriated behavior, but only what is inappropriate. From this it follows that the use of undesirable treatment practices in school may result in students avoiding contact with the person or location identified with the punishing situation. The teacher who administers punishment may be come associated with punishment evoking unpleasant feelings in the student rather than positive ones.

5.4. The role and responsibility of parents and schools in prevention and rehabilitation of behavioral problems

5.4.1 The role of parents

At home or family level, the intervention effort will emphasize to control the elements that increase the risk that disturb student's behavior. This risk factors which contribute for behavioral and emotional disturbances of adolescents at home level include poverty, abuse, neglect, family conflicts, inconsistent behavior management system, and lack of follow up. So the intervention strategy should focus on preventing the occurrence of the above mentioned problems by improving the situations of the risk factors.

As indicated in Table 12, the majority of the students respondents identified the responsibilities of parents as providing advice for adolescents (48.8%), follow up in and out of school (28.3%), communicate and discuss with teachers and school administrators about the behavior of their students (11.6%). Similar report was observed by the teacher responder in that follow up in and out of school (22.5%), fulfilling of the basic needs of the adolescents (12.50%), communicate and discuss on the academic and behavioral situation of the students with school (15%) were cited as the major responsibility of parents.

As indicated in Kauffman (1988), in prevention and rehabilitation of students with behavioral problems, the main function and responsibilities of parents include.

- providing for the adolescents the experience of worth, affectionate and consistent positive relation ships.
- providing age appropriate stimulation,
- encouraging positive attitude of learning and exploration.

In general, the social and behavioral development of adolescents is greatly enhanced by the opportunities provided by their parents.

5.4.2. The role of school community.

Motivating students and creating an atmosphere free of threat and conducive to learning becomes extremely the role or the responsibility of the school communities specifically teachers, counselors and directors. The school communities are expected to change the behavioral patterns of students by encouraging constructive behaviors and by helping them develop effective coping strategies with their problems.

In the present study as indicated in Table 13, the major responsibility expected of schools in the prevention and rehabilitation as indicated by target respondents include, provide advice, strict follow up, understanding the problem of the students, referral to the guidance and counseling service and discussing with parents about the academic and behavioral condition of the students.

The ecological intervention strategy assumes that the student is an inseparable part of small social system, made up of the student, family, school and the community (Cooper1994). Supporters of this model maintain that behavior problems are a result of destructive interactions between the student and these social system. So, treatment or intervention strategy consists of modifying the elements in the ecology including the student (through counselling) to allow more constructive interactions between the student and environment.

The cunsellor is the key staff person in intervention programs of adolescents with behavior problems in school setting.

CHAPTER -SIX

6. *Conclusion and Recommendations*

6.1. *Conclusions*

The findings of this study is presented under three areas of attention with due emphasis on the statement of the problem. These are:

- Investigating the types of behavior problems exhibited by adolescents at secondary level.
- Identifying the possible Perceived factors for the existence of the problem in the school and,
- evaluating the effectiveness of the preventive and rehabilitative practices of the sample school.

Based on the review of literature and the out comes (results) of this finding the following conclusions were drawn.

1. *Prevalence of problem behaviors among adolescents as perceived by target students and teachers.*

The majority of the sample students and teachers justified the existence of externalizing behavior problems in both schools under the study. With regards to the characteristics of the problem, as perceived by target respondents, the following are rated high in terms of type and frequency by both groups of sample respondents.

These characteristics include:-

- coming to school un prepared (with out dong assignments, without exercise books and Books,)
- late coming and absenteeism
- disturbance in the class room and leaving class and roaming around in the school compound.
- interrupting the teaching - learning process.
- defying and being hostile against teachers and guards.

- restlessness and lack of interest in learning
- forcing girls to offer money and commits unsafe sexual practices.

The responses of the directors and counselors during the interview session was more or less the same as to the responses of teachers and students on the questionnaire.

As the result of these facts, adolescents with behavioral problems are poor in academic performance and underachievers since they are easily distracted and unable to persist on academic tasks. This group of students are at risk of academic failure because academic success is the function of amount of time spent on academic tasks.

The present study fails to indicate the prevalence or existence of internalizing behavior problems. The items on internalizing measures were rated very lower than the items on externalizing measures by all sample respondents involved in the study. Different assumptions may be given for this out come. One of the possible assumption may be the fact that adolescents with internalizing behavior maintain firm control over their impulses and desires in all settings and as the result of this they are not disruptive and interfere the activities of other students in the school.

Thus, the behavior of adolescents with internalizing problem is not directly observed by students and teachers. From this it follows that the existence or prevalence of externalizing behavior problems in the target schools does not indicate absence of internalizing behavior problems.

The study also indicated that non-of the background factors such as age, sex, status (being a teacher or student), and parental economic and educational levels made significant difference on the perception of problem behaviors.

2. Perceived possible Perceived factors for adolescents behavioral problems in schools.

In this study, the three hypothetically assumed Perceived factors for adolescents behavioral problems in school are justified by all groups of respondents with a varying degree. School related factors such as in ability of teachers and school administrators to understand the problem of students, physical punishments, mental torches and inappropriate behavior models are rated higher than the other two factor(personal and home). unlike the student respondents the teachers, directors and counselor respondents identified home- related factors such as parents lack of behavior managements skills, lack of support and encouragement in the home, lack of follow up in and out of school, inappropriate method of behavior control and discipline and parents in appropriate behavior model are rated more than the other two factors (personal and school).

This status difference on ratings of home and school related factors was also statistically significant when the mean rating values of the two groups were compared.

In relation to factors related to personal factors both groups of respondents have similar observation, in that physical disabilities, psychological problems and sensory impairments are rated as a source of adolescents behavior problems in the school.

Recent research has suggested that student behavior is often a function of teachers behavior, the student and the social contexts surrounding the students. This implies that Perceived factors for adolescents behavioral problems are econ-systemic in nature. The eco-systemic approach argues that students, behavioral problems in school arises from the interactions of persons involved, either with in the school situation or with in related contexts such as family of the students.

Thus, the results of this finding on Perceived factors confirm the above statement because all of the factors assumed to affect the behavior of the adolescent students at school were significantly rated by both groups of respondents. Further more, except for status (being a teacher or student) all the back ground variables have insignificant effect on the perception and ratings of both target population on Perceived factor items.

3. Evaluation of the effectiveness of the existing preventive and rehabilitate practices.

- Educators who are involved in the intervention of adolescents with behavior problems should concentrate on finding desirable rewards that would encourage the desired behavioral characteristics. With regards to the above statement, the existing behavior management practices on students with behavioral problems in both schools were rated as undesirable by student respondents
- Unlike the student's ratings, the teachers' ratings indicate that the existing preventive and rehabilitative practices on students with behaviors problems is rated as desirable measures for the development of socially acceptable behavior.

Directors and guidance counselors during the interview sessions also replied similar opinion with the teacher respondents, suggesting that behavior management systems and treatment measures practiced in the school were effective. Some of the treatment practices identified by the student respondents in both schools include expelling the students from school, physical punishment, psychological torture and abuse, and punishment with work.

4. *The role of parents and school-community in the prevention and rehabilitation of adolescents with behavioral problems.*

4.1 The role of parents

Some of the risk factors which contribute for behavioral and emotional disturbances of adolescents at home level include poverty, abuse, neglect, family conflict, inconsistent behavior management system and lack of follow up.

The results of this finding also revealed that advice provision, in and out-of-school follow up, discussing with schools about the academic and behavioral condition of the students, were identified as the role and responsibilities of parents by target respondents.

4.2 The role of school community

The school communities are expected to change the behavior of students by encouraging constructive behaviors and helping them to develop effective coping strategies with their problems.

In this finding the role of the school community as perceived by both groups of respondents indicate provision of advice, strict follow up, understanding the problem of the student, and referral to guidance and counseling services. Moreover, the role of the counselor in school related intervention for adolescents with behavioral problem is very crucial.

6.2 Recommendations

Based on the out comes of the study the following suggestions and recommendations were emerged.

1. A broad conceptualization of behavior problems of adolescents should be developed in school in terms of the types and magnitude of the problem. Because unless the nature of the problem is identified, it is rarely possible to design an intervention strategy that is compatible with the type of the problem.
2. In helping an individual with behavioral problems to over come the problem in the school, professionals, teachers and educators must identify the specific factors which may be contributing to the problem and understand how these factors may be interacting. Because knowing and identifying the causes of adolescents behavior disturbance becomes very important to minimize and eventually control the problem.
3. In the present study, factors related to the person, home and school related factors were perceived and identified as the major contributing factors for adolescents behavioral problems. Thus, the following suggestions were forwarded to minimize the existence of the problem.

3.1 During Adolescent period, behavioral problems may originate from within the person as a result of some problems such as physical problems (delayed general development, sensory impariments) and psycho-social problems (unfulfillment of social or emotional needs, lack of life goal and life style, frustrated self-concept, emotional insecurity). Thus, interventionists (specially guidance and counselors) and educators involved in the

rehabilitation of adolescents with such type of problems should focus on developing the students' positive self image or self perception by helping them to accept their real self in terms of their assets and liabilities.

3.2 Home related factors such as lack of appropriate follow up in and out-of school, Lack of parental behavior management skill, inconsistent and unpredictable behavior control system are identified as the risk factors for adolescents behavior problem in the present study. So, the intervention strategy at home level should be directed to the prevention of the occurrence of the problem by improving the situation of the possible risk factors and by communication with teachers and school personals about academic and behavioral status of their youngsters in the school.

3.3 This study suggests that there are several areas in the school that should be addressed to handle behavioral problems of adolescents. School communities specially, teachers, directors and unit leaders should be able to understand the problem of their students, promote and encourage the student to manage his behavior, and discuss the problem of the student with parents and other professional such as counselors.

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በከፍተኛ ሁለተኛ ደረጃ ት/ቤት ተማሪዎች የሚሞላ መጠይቅ

የመጠይቅ ዓላማ:- የዚህ መጠይቅ ዓላማ በት/ቤት ዉስጥ ተማሪዎች የሚሞሉትን የባህርይ ችግሮችን ለመለየትና አስፈላጊ እገዛ ለማድረግ ስለሆነ ከዚህ በታች የተዘረዘሩትን ጥያቄዎች በማንበብ እንዲሞሉ እንጠይቃለን :: ስለትብብርዎ በቀድሚያ እናመሰግናለን::

I. የተማሪዉ/ዋ/ የግል ሁኔታ

1. የተማሪዉ/ዋ/ የክፍል ደረጃ _____ ደታ _____ ዕድሜ _____

2. የተማሪዉ/ዋ/ የቤተሰብ ሁኔታ:

- 2.1. የትምህርት ደረጃ :-
 - ሀ/ ያልተማሩ ናቸዉ
 - ለ/ የአንደኛ ደረጃ/1-8/
 - ሐ/ የሁለተኛ ደረጃ /9-12/
 - መ/ የኮሌጅ ትምህርትና ከዚያ በላይ
 - ረ/ ሌላ ካለ _____

1.1. የቤተሰቡ የወር ገቢ ብግምት

- ሀ/ ከ 200 ብር በታች ነዉ
- ለ/ ከ200 ብር እስከ 300 ብር
- ሐ/ ከ300 ብር እስከ 400 ብር
- ሐ/ ከ400 ብር እስከ 500 ብር
- ሠ/ ከ500 ብር በላይ
- ረ/ ሌላ ካለ _____

1.2. የቤተሰቡ የኑሮ ሁኔታ :-

- ሀ/ አባቱና እናቱ አብረዉ ይኖራሉ
- ለ/ አባቱና እናቱ አበርው አይኖሩም
- ሐ/ ሌላ ካለ _____

ተ.ቁ	በት/ቤት ዉስጥ የሚንፀባረቁ የባህርይ ችግሮች	ደረጃቸዉ			
		ምን አይታይም	ጊዜም 0	እንዳንድ ጊዜ 1	ሁልጊዜ 2
1	ከት/ቤት አዘዉትሮ መቅረት				
2	ለሥራ አለመታዘዝ፤				
3	የት/ቤቱን ሕግ፣ ደንብና መመሪያዎችን ያለማክበር				
4	በተደጋጋሚ መጣሳት መደባደብ				
5	የተቃራኒ ጸታን ማበጨነቅና መድፈር				
6	ወንጀሎችንና አመጸችን በጋራ መፈጸም				
7	ለአልኮል እና አደንዛዥ ዕጾች ስብኛ መሆን				
8	የት/ቤትንና የተማሪዎችን ንብረት መሰረት				
9	እምቢተኝነት ከመምህራንና ከት/ቤት ኃላፊዎች ጋር ያለመስማማት				
10	የቤት ሥራና የክፍል ሥራ ያለመሥራት				
11	የጀመሩትን ሥራ ያለማጠናቀቅ /አለመፈጸም/				
12	የተነገራቸዉን ነገር በቀላሉ መርሳትና ያለማስተዋል				
13	አዘዉትሮ ማዘንና ደስተኛ ያለመሆን ስሜት ማሳዩት እና በትካዜ መዋጥ				
14	ሰለትምህርት ዉጤታቸዉ ዝቅተኛ መሆን				
15	ሁልጊዜ ሌላ ምክንያት ማቅረብና መወሸከት በትምህርት ሥራቸዉ ላይ ሁልጊዜ የበታችነት ባህርይ ማንፀባረቅ				
16	ጓደኞቹንም ሆነ መምህራንን መጠራጠርና እና የለማመን፤				
17	ራስን ለትምህርት ሥራ ብቁና ዉጤታማ አድርጎ ያለመመልከት፤				
18	በክፍል ዉስጥ የግል ሥራን እንጂ የቡድን ሥራን አለመፈለግ				
19	ለብቻ መጫወትን መምረጥ ከመምህራንም ሆነ				
20	ከጓደኞቻቸዉ ጋር መግባባት የሚያቅታቸዉ				
21	ሌሎችም ካሉ				

መመሪያ ሦስት- ከዚህ በታች በክፍተኛ ሁለተኛ ደረጃ ት/ቤት ዉስጥ ለተማሪዎች የባህርይ ችግር ምክንያት ይሆናሉ ተብሎ የተገመቱት ተዘርዝረዋል። ስለዚህ ከተዘረዘሩት ዉስጥ

- ሀ/ በተጠቀሰዉ ምክንያት የማትሰማማ ከሆነ በ0 ሥር ይህን |✓| ምልክት ያስቀምጡ
- ለ/ በተጠቀሰዉ ምክንያት በመጠኑ የሚትሰማማ ከሆነ በ1 ሥር ይህን |✓| ምልክት ያስቀምጡ
- ለ/ በተጠቀሰዉ ምክንያት ጭምር የምትሰማማ ከሆነ በ2 ሥር ይህን |✓| ምልክት ያስቀምጡ

ተ.ቁ	የተማሪዎች የባህሪ ችግር መንስኤዎች	ደረጃቸው		
		አልሰማማም 0	በመጠኑ እስማማለሁ 1	በጣም እስማማ ለሁ 2
1	የማሕበራዊና ሥነልቦናዊ ፍላጎታቸውን ለማሟላት አቅምና ረዳት ማጣት			
2	ራሳቸውን ከተጨባጭ ሁኔታ ጋር ማጣጣም ባለመቻላቸው			
3	ከአቅም በላይ መረጃ መመዘኛትና ያንን ማግኘት ያለመቻል			
4	አጠቃላይ የዕድገት ዝግመትና አካል ጎደሎነት			
5	ቤተሰብ ስለትምህርት ጥቅም ግንዛቤ ማነስ የተነሳ የልጆቻቸውን የትምህርትና የባህሪ የቤተሰብ ያለመከታተል			
6	ቤተሰብ በልጆቻቸው ላይ ያላቸው አሉታዊ አመለካከት ላቻና ጭቅጭቅ እንዲሁም ወጥነት የሌለው ቅጣት			
7	የመጥፎ አርአያ ቤተሰብ ተጽዕኖ /ስኳር፣ ዝሙት፣ ሥርቆት/ የትምህርት ቤት አካባቢ ለትምህርትና ጥሩ ባህሪ ለመቅሰም ምቹ ያለመሆን			
8	ሥርዓት ትምህርቱ የወጣቱን ፍላጎትና ዝንባሌ ማሟላት ያለመቻልና ለሥራ የሚያዘጋጅ ያለመሆን።			
9	በት/ቤቱ ሕጎችና ደንቦች ላይ የተማሪው ተሳትፎ ያለመኖርና የሕጉም ተግባራዊነት ወጥ ያለመሆን			
10	የት/ቤቱ አስተዳደርና ከመምህራን የተማሪውን ችግር ለማወቅና ለመርዳት ዝግጁ ያለመሆን፤			
11	አግባብ የሌለው የአስተማሪና የተማሪ ግንኙነት			
12	የተማሪው ከመምህራን የሚጠብቀውን ፍቅርና ክብር ማጣት			
13	/ማንጋጠጥ፣ መሳደብና መወቀስ/			
14	ተማሪውን ሳይጠኑና ሳይረዱ በመጥፎነት ወይም አጥፊነት መፈረጅ			
15	ሌላም ካለ			

መመሪያ አራት፡ በከፍተኛ ሁለተኛ ደረጃ ት/ቤት ዉስጥ የባህሪ ችግር በሚያሳዩ ተማሪዎች ላይ ደወሰዳሉ ተብሎ የተገመቱ የእርምት እርምጃዎች ከዚህ በታች ተዘርዘረዋል። ስለዚህ በት/ቤታችሁ ዉስጥ

- ሀ/ የተጠቀሰው የእርምት እርምጃ ምን ጊዜም የሚወሰድ ከሆነ በዐ.ሥር ይህን /✓/ ምልክት አስቀምጥ/ጭ/
- ለ/ የተጠቀሰው የእርምት እርምጃ አንዳንድ ጊዜ ብቻ የሚወሰድ ከሆነ በ1 ሥር ይህን /✓/ ምልክት አስቀምጥ/ጭ/
- ሐ/ የተጠቀሰው የእርምት እርምጃ ሁልጊዜ የሚወሰድ ከሆነ በ2 ሥር ይህን /✓/ ምልክት አስቀምጥ/ጭ/

ተ.ቁ	በት/ቤት ለሚታዩ የባህሪ ችግሮች የሚወሰዱ የእርምጃ እርምጃዎች	የአፈጻጸም ደረጃቸው		
		ምን ጊዜም አይፈጸምም 0	አንዳንድ ጊዜ 1	ሁልጊዜ 2
1	ወላጆቹን እነዲያመጣ ማድረግና በጋራ መወያየት			
2	ተማሪውን በየክፍለ ጊዜው ከክፍል ማስወጣት			
3	በጉልበት ሥራ መቀጣት			
4	ከትምህርት ቤት ማስወገድ / ማባረር/			
5	መግረፍ ወይም መደብደብ			
6	መሳደብ ማንጋጠጥና መወቀስ			
7	ለዩኒት መሪና ለዳሪክተር ማስተላለፍ			
8	ለጋይናንስ ካዲንሰሎች መላክ			
9	ለፖሊስና ለአካባቢ ጥበቃ ክፍል መስጠትና ማሳሰር			
10	ሌላ እርምጃም ካለ			
	ጠቅላላ			

11. ከ 1- 10 ከተዘረዘሩት የእርምጃ እርምጃዎች የባህሪ ችግር ያለባቸውን ተማሪዎች ለመረዳት የሚጠቅሙ የትኞቹ ናቸው _____

12. የባህሪ ችግር ያለባቸውን ተማሪዎች ለመረዳትና በትምህርት ውጤታቸውም ሆነ የወደፊት ሕይወታቸውን ለማስተካከል:-

12.1. ከተማሪው ቤተሰቦች ምን ይጠበቃል _____

12.2. ከት/ቤት አስተዳዳሪዎች፤ ካዲንሰሎችና መምህራንን ምን ይጠበቃል? _____

13. በአጠቃላይ የባህሪ ችግር ባለባቸው ተማሪዎች ላይ ልደርስ ይችላል ብለህ የምታሰባቸው ችግሮች ከዚህ በታች ይገለጹ _____

Independent variables							Dependent variables							
Subj code	Status	Grade	Sex	age	Family background		Behavioral Problems			Contributing factors			Treatments	Remarks
					Family Level	Edu. Ecno. levels	Externalizing behavior (10)	Internalizing behavior (8)	Total 18	Personal Factors 4	Home factors 3	School factors 7	Total 14	
01	01	10	01	16	2	3	13	5	18	4	3	10	14	0
02	01	10	01	16	2	2	14	7		5	4	8	13	0
03	01	10	02	17	2	3	12	4		5	3	11	13	0
04	01	10	01	18	3	2	12	4		4	4	12	15	0
05	01	10	00	16	2	4	10	5		3	4	10	12	1
06	01	10	02	16	3	4	15	8		4	4	9	11	0
07	01	10	02	17	3	3	12	6		4	3	10	11	0
08	01	10	01	18	3	4	11	7		3	4	10	10	0
09	01	10	01	19	3	3	13	4		4	5	11	14	1
10	01	10	01	18	2	3	10	3		6	6	12	13	0
11	01	10	02	18	3	4	15	5		5	4	11	12	1
12	01	10	01	17	3	4	13	5		5	4	9	9	0
13	01	10	02	17	3	4	14	4		5	4	8	14	1
14	01	10	02	17	3	3	10	8		2	6	11	12	0
15	01	10	01	16	1	2	11	4		4	4	12	14	0
16	01	10	01	19	3	3	14	4		3	3	13	15	0
17	01	10	01	19	2	3	13	5		4	3	10	12	0
18	01	10	01	18	3	3	12	6		5	4	7	15	1
19	01	10	02	17	3	4	15	4		4	4	8	16	0
20	01	10	01	17	2	2	13	4		3	4	11	11	1
21	01	10	02	17	1	2	14	7		5	4	10	12	0
22	01	10	02	18	3	3	12	6		6	4	9	12	0
23	01	10	02	16	3	3	14	6		5	5	11	14	0
24	01	10	01	16	3	3	15	5		4	6	12	13	0
25	01	10	02	16	3	3	11	4		5	4	12	13	0

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Independent variables					Dependent variables											
Subj code	Status	Grade	Sex	age	Family background		Behavioral Problems			Contributing factors				Treatments		Remarks
					Family Level	Edu. Econo. levels	Externalizing behavior	Internalizing behavior	Total	Personal Factors	Home factors	School factors	Total	Undesirable treatment		
26	01	10	02	16	4	5	14	7			5	4	11		15	0 ✓
27	01	10	02	17	3	3	13	5			4	5	11		14	1 ✓
28	01	10	01	17	3	3	15	6			5	4	9		13	1 ✓
29	01	10	01	18	2	2	11	3			4	4	8		12	0 ✓
30	01	10	02	16	3	4	12	4			5	3	11		12	0 ✓
31	01	10	02	16	3	3	12	4			5	4	10		11	0 ✓
32	01	10	01	17	3	3	13	5			4	4	12		12	0 ✓
33	01	10	02	16	3	3	15	8			3	4	13		14	1 ✓
34	01	10	02	17	3	4	11	6			2	4	10		10	0 ✓
35	01	10	02	18	1	1	12	7			4	5	9		12	0 ✓
36	01	10	02	18	3	3	10	6			3	6	7		11	0 ✓
37	01	10	02	16	3	3	9	6			5	4	8		13	1 ✓
38	01	10	01	19	3	2	13	4			2	3	6		14	0 ✓
39	01	10	01	17	2	1	12	7			5	4	9		14	0 ✓
40	01	10	02	18	3	4	17	5			4	4	9		10	1 ✓
41	01	10	01	18	3	3	14	8			4	5	10		16	0 ✓
42	01	10	02	19	1	1	14	10			5	4	8		10	1 ✓
43	01	10	01	18	3	3	15	8			5	4	9		11	0 ✓
44	01	10	01	16	3	4	13	4			4	5	11		11	0 ✓
45	01	10	02	16	3	3	12	5			6	4	10		14	0 ✓
46	01	10	02	16	3	3	12	5			4	4	11		10	0 ✓
47	01	10	02	17	3	3	15	5			4	4	11		10	0 ✓
48	01	10	02	16	4	4	8	7			3	5	12		13	1 ✓
49	01	10	02	16	3	3	11	6			4	4	10		11	0 ✓
50	01	10	01	18	3	3	14	7			4	4	9		8	0 ✓

Independent variables					Dependent variables										
Subj code	Status	Grade	Sex	age	Family background		Behavioral Problems			Contributing factors				Treatments	Remarks
					Family Edu. Level	Family Ecno. levels	Externalizing behavior	Internalizing behavior	Total	Personal Factors	Home factors	School factors	Total	Undesirable treatment	
51	01	10	01	19	3	4	11	8		5	4	10		11	OL
52	01	10	01	18	3	3	13	6		6	3	9		12	OL
53	01	10	01	17	3	3	13	6		4	4	11		13	OL
54	01	10	02	17	3	3	14	4		4	4	12		11	OL
55	01	10	02	16	2	3	13	5		4	5	10		14	OL
56	01	10	01	18	3	3	11	7		5	4	12		12	OL
57	01	10	02	16	3	2	12	4		4	3	13		10	OL
58	01	10	02	16	3	3	9	5		5	4	11		14	OL
59	01	10	01	17	1	1	13	5		5	4	11		13	OL
60	01	10	01	18	3	4	14	6		4	5	12		12	OL
61	01	11	02	17	3	3	16	5		5	4	9		12	OL
62	01	11	02	16	3	3	15	5		5	4	8		13	OL
63	01	11	02	16	1	2	15	7		4	5	12		14	OL
64	01	11	01	19	3	3	13	9		6	4	11		12	OL
65	01	11	02	18	3	3	11	4		5	5	12		11	OL
66	01	11	01	19	1	1	11	11		5	4	9		11	OL
67	01	11	01	18	3	2	11	5		4	3	8		12	OL
68	01	11	02	16	3	4	12	5		3	4	11		10	OL
69	01	11	02	16	2	2	11	3		4	4	10		13	OL
70	01	11	02	16	3	1	13	9		4	4	9		13	OL
71	01	11	02	16	3	4	14	6		5	4	8		14	OL
72	01	11	01	17	3	3	13	5		4	3	9		9	OL
73	01	11	02	16	3	3	12	7		4	5	12		10	OL
74	01	11	01	19	3	3	14	5		4	4	11		11	OL
75	01	11	02	16	3	3	14	5		3	4	11		11	OL

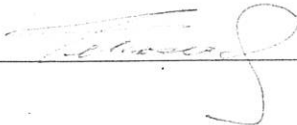
Independent variables					Dependent variables										
Subj code	Status	Grade	Sex	age	Family background		Behavioral Problems			Contributing factors				Treatments	
					Family Edu. Level	Family Ecno. levels	Externalizing behavior	Internalizing behavior	Total	Personal Factors	Home factors	School factors	Total	Undesirable treatment	Remarks
76	01	11	01	17	2	2	10	7		5	5	10		13	0 ✓
77	01	11	01	17	3	3	12	6		5	4	12		12	0 ✓
78	01	11	02	16	3	3	13	6		4	4	12		10	0 ✓
79	01	11	01	18	3	3	11	5		4	4	11		11	0 ✓
80	01	11	01	17	3	3	9	4		6	6	11		11	0 ✓
81	01	11	02	16	2	3	12	7		3	4	12		9	0 ✓
82	01	11	02	17	3	4	12	7		7	5	10		12	1 ✓
83	01	11	01	18	1	2	15	6		4	5	12		14	0 ✓
84	01	11	02	16	3	3	14	3		5	4	11		15	0 ✓
85	01	11	02	16	3	3	16	7		4	4	9		13	0 ✓
86	01	11	02	17	3	3	11	5		4	5	11		12	0 ✓
87	01	11	01	18	3	4	13	5		4	3	11		14	0 ✓
88	01	11	01	17	3	3	14	6		5	5	8		11	1 ✓
89	01	11	01	18	2	1	11	4		3	4	10		12	0 ✓
90	01	11	01	17	3	3	13	6		4	4	12		9	0 ✓
91	01	11	01	16	3	3	13	6		4	4	11		8	0 ✓
92	01	11	02	16	3	4	15	6		5	5	12		13	0 ✓
93	01	11	01	17	3	3	13	8		6	4	13		14	0 ✓
94	01	11	02	18	3	4	12	6		4	4	9		11	1 ✓
95	01	11	02	17	3	3	11	5		4	4	10		12	0 ✓
96	01	11	02	16	3	4	15	5		4	4	11		13	0 ✓
97	01	11	01	19	2	2	17	7		4	4	12		11	0 ✓
98	01	11	01	18	1	2	14	4		5	5	8		11	0 ✓
99	01	11	01	17	1	1	13	7		6	4	11		10	0 ✓
100	01	11	01	17	3	3	12	5		6	5	10		13	0 ✓

Independent variables					Dependent variables											
Subj code	Status	Grade	Sex	age	Family background		Behavioral Problems			Contributing factors				Treatments	Remarks	
					Family Edu. Level	Family Econo. levels	Externalizing behavior	Internalizing behavior	Total	Personal Factors	Home factors	School factors	Total	Undesirable treatment		
101	01	11	01	18	3	3	12	6		4	4	11	11	14	0 ✓	
102	01	11	01	17	2	2	13	5		4	5	12	11	11	1 ✓	
103	01	11	01	17	3	3	13	7		5	5	11	11	12	0 ✓	
104	01	11	02	16	3	2	15	4		4	4	11	11	12	0 ✓	
105	01	11	02	17	3	3	14	9		6	4	9	13	13	0 ✓	
106	01	11	01	18	1	2	10	4		5	4	7	11	11	0 ✓	
107	01	11	01	18	3	3	14	5		5	4	12	12	12	0 ✓	
108	01	11	02	16	3	3	13	5		4	5	11	10	10	0 ✓	
109	01	11	02	16	3	3	14	10		5	5	10	11	11	0 ✓	
110	01	11	01	18	3	4	16	7		5	4	10	11	11	0 ✓	
111	01	11	01	18	3	3	12	5		5	3	12	13	13	0 ✓	
112	01	11	02	16	3	2	13	5		4	4	8	12	12	0 ✓	
113	01	11	01	17	3	4	11	6		6	4	11	13	13	0 ✓	
114	01	11	01	19	1	2	11	9		5	4	12	14	14	1 ✓	
115	01	11	02	17	3	3	14	11		4	5	10	11	11	0 ✓	
116	01	11	02	16	2	2	15	7		4	4	6	11	11	0 ✓	
117	01	11	01	16	3	3	16	5		3	4	12	10	10	0 ✓	
118	01	11	01	17	3	3	13	8		4	5	11	11	11	0 ✓	
119	01	11	02	16	3	2	13	5		4	4	12		14	0 ✓	
120	01	11	01	19	3	3	11	4		4	3	10		14	0 ✓	
121	02	12+4	01	40	X	X	9	6		6	4	10		8	X ✓	
122	02	12+4	01	41	X	X	12	6		5	5	8		9	X ✓	
123	02	12+6	01	38	X	X	14	5		6	4	9		10	X ✓	
124	02	12+3	02	39	X	X	13	7		5	4	8		10	X ✓	
125	02	12+2	02	40	X	X	11	8		7	5	8		7	X	

Independent variables					Dependent variables										
Subj code	Status	Grade	Sex	age	Family background		Behavioral Problems			Contributing factors				Treatments	Remarks Family petunized
					Family Edu. Level	Family Ecno. levels	Externalizing behavior	Internalizing behavior	Total	Personal Factors	Home factors	School factors	Total	Undesirable treatment	
126	02	12+4	02	38	X	X	14	5		5	6	10		7	X ✓
127	02	12+4	01	39	X	X	15	6		5	6	11		6	X ✓
128	02	12+4	01	41	X	X	13	6		6	5	6		9	X ✓
129	02	12+6	01	44	X	X	14	7		6	6	8		8	X ✓
130	02	12+6	01	42	X	X	14	8		5	5	9		6	X ✓
131	02	12+4	02	40	X	X	13	5		6	4	8		7	X ✓
132	02	12+3	02	42	X	X	12	5		6	6	8		9	X ✓
133	02	12+2	02	38	X	X	12	7		5	5	11		11	X ✓
134	02	12+2	01	39	X	X	14	7		5	5	10		13	X ✓
135	02	12+4	02	40	X	X	13	6		6	4	9		10	X ✓
136	02	12+4	01	41	X	X	11	6		6	5	9		9	X ✓
137	02	12+4	01	41	X	X	13	4		6	5	9		9	X ✓
138	02	12+4	01	37	X	X	14	5		5	4	7		7	X ✓
139	02	12+6	01	43	X	X	15	3		6	6	12		10	X ✓
140	02	12+4	02	40	X	X	14	8		5	5	11		8	X ✓
141	02	12+4	02	37	X	X	13	4		5	6	9		12	X ✓
142	02	12+4	01	45	X	X	12	5		5	4	8		8	X ✓
143	02	12+4	01	43	X	X	14	5		4	5	8		11	X ✓
144	02	12+2	02	41	X	X	14	6		6	4	10		9	X ✓
145	02	12+4	01	40	X	X	13	6		6	5	7		12	X ✓
146	02	12+4	02	41	X	X	15	7		5	5	8		11	X ✓
147	02	12+4	01	42	X	X	14	5		5	6	11		8	X ✓
148	02	12+4	01	43	X	X	14	4		6	5	10		8	X ✓
149	02	12+4	01	45	X	X	13	5		5	4	9		13	X ✓
150	02	12+4	01	44	X	X	14	5		6	5	6		6	X ✓

This Thesis has been submitted for examination with my approval as university advisor.

Name - Dr. Tekla Lewotie

Signature 

Place - Department of Psychology -

Addis Ababa University - Addis Ababa.

Date of Submission - May 18, 2000

Declaration

The thesis is my original work, has not been presented for a degree in any other university and that all sources of material used for the thesis have been dully acknowledged.

Name

Refadu Waksira

Signature

[Signature]

Date

15/08/2000