



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

**MAJOR PROBLEMS INFLUENCING STUDENT'S DISCIPLINE IN
SECONDARY SCHOOLS OF LIDETA SUB-CITY ADDIS ABABA CITY
ADMINISTRATION**

BY: ABREHAM HAILU

JUNE 2019

ADDIS ABABA

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SECONDARY SCHOOLS OF LIDETA SUB-CITY ADDIS ABABA CITY
ADMINISTRATION**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY IN PARTIAL
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ABBREVIATIONS AND ACRONYMS

AAU	Addis Ababa University
ABCD	Aggression Break- rules Confrontation Disengagement
DP	Disciplinary Problem
EDPM	Educational Planning and Management
MOE	Ministry of Education
NBB	Neurological Based Behavior
PTSA	Parent teacher student association
STD	Standard Deviation
TET	Teacher Effectiveness Training
TPI	Teacher Parent Interaction

MAJOR PROBLEMS INFLUENCING STUDENT'S DISCIPLINE IN SECONDARY SCHOOLS OF LIDETA SUB-CITY ADDIS ABEBA CITY ADMINISTRATION

ABSTRACT

The aim of the study was to assess students' disciplinary problems and their causes related to the schools, and to suggest appropriate mechanisms to alleviate them. The participants of the study were selected from Dejach Balcha, Hidase Lideta and Africa Hebert secondary school .in Lideta Sub City. The quantitative data was collected by using a questionnaire and was analyzed through descriptive statistics that comprised frequency and percentage. The qualitative data was collected through interviews and was analyzed using narrative techniques. Available sampling and stratified random sampling techniques were applied to select the participants of the study. The finding of the study revealed that from 15 commonly observed types of students' disciplinary problems, the serious ones were disturbing in the classroom, distrusting lessons, high rate of absenteeism, cheating on examinations and not bring book in the classroom. With regard to the causes that are attributed to school related problems, the finding shows lack or well organized co-curricular activities, lack of collaborative work, lack of offering sustainable guiding and counseling service. With regarded to the teachers, the study revealed lack of readiness to class and unethical communication. Based on the finding, the following recommendations were forwarded. The schools should provide sustainable guidance and counseling service as well as co-curricular activities so that the students became attracted and participate in the club. The families should create uninterrupted relationship with schools and exchange information about their children school attentiveness. The teachers should feel a sense of responsibility, play his/her critical and great role and keep ethical conduct with the students. Finally, all concerned bodies and the government should work together for seeking an enduring solution for the students' disciplinary problems in secondary schools.

CHAPTER ONE

1. INTRODUCTION

This chapter describes the background of the study, statement of the problem, and objective of the study, significance of the study, and scope of the study and definition of key concepts used in the study.

1.1. Background of the Study

A school is a social institution established to fulfill social, political and economic demand by citizens. Nowadays, the management of students 'disciplinary problem is a familiar concern for many schools. Discipline provides the modeling, rules, limits, and moral framework within which the individual develops his or her sense of adjustment to society. Without discipline, individuals have no boundaries and are left to wander aimlessly in a moral wilderness.

The school management has the responsibility of leadership in ensuring that all members of the school staff play a role in the daily reinforcement of appropriate social habits. Children and youth develop skills of socialization and moral reasoning in part through discipline practices.

A well-managed schools and classrooms are found to contribute to good students 'behavior as well as good educational quality. Maintaining discipline is essential not only for institutions but also everywhere for people to work and interact smoothly so as to fulfill their common interest, achieving their objectives. The school should establish and maintain good discipline among its members. As Eshetu (1984:p48) states, without discipline workers knowledge, material or other institutional input have little gains. Therefore, school discipline is the governor, meaning the quality and effectiveness of teaching learning process and the progress of each pupil being achieved through self-discipline and discipline is essential otherwise no successes. Moreover, Rosen (2005:p3) states, School discipline refers to regulation of children and the maintenance of rules in schools. These rules may, define the expected standards of clothing, timekeeping, social behavior and work ethics.

The management of disciplinary problems in the school therefore needs urgent attention. There is much work to be done since in some schools the situation has reached alarming proportions. The cause of students 'disciplinary problems need further research findings rather than judging the

students, because the cause is rooted from many situations. This study, therefore, concentrates on the various dominant factors contributing to the discipline problems among high school students in Lideta Sub City of Addis Ababa city Administration with a view to provide the possible intervention to curb the students' disciplinary problems.

Therefore, this study intends to investigate school major problems that influence discipline among students in Lideta Sub City secondary schools.

1.2. Statement of the Problem

Disciplinary problems are the most prevalent problem that disrupts the education in most secondary schools. The reality of most secondary schools in Ethiopian, students do not behave according to the norm of the school. Because of this reason disciplinary problems of students has become one of the obstacles facing the education system, and it has brought a great impact on the teaching learning process particularly at high school level(Teshome,2013).There are several and different types of misbehaving students in many secondary schools. According to the different environments and situations, the types and causes of those misbehaviors are also different. Particularly, the difficulty and the problematic nature of the students in those selected secondary schools are different from the rest of the schools in the area. From the experience of the researcher, some of the students are having deviant and persistent misbehaviors that may spoil their education as a whole. They do not want to be governed by the rule of the schools as expected of their virtue for discipline and to the norms of the schools. The main reason to conduct this research is the degrees of such misbehaviors in selected secondary schools are increasing from time to time. If this problem is to continue in this way, the teachers was likely to become too frustrated. Thus, the researcher believes that the problem is too challenging and needs serious attention.

In Ethiopia, there are some investigations on various aspects of student behavioral problems. For instance, Arefaynie (1992), (Ayalew (1996), and Abiyyu (2008) attempted to address the causes and extent of absenteeism and about misbehaviors of the students in secondary schools and pointed out some factors that led student not to attend class regularly. Silash (2000) also attempted to investigate the relation between parenting style and misbehaviors. The administration of rule and regulation with the maintenance of good order and discipline should be vested in school management system (Decenz,1997). This shows that the healthy social

interaction and conducive work atmosphere in the schools and the existence of good order and discipline among members of the school is essential. Therefore, the rule and regulation should be accepted and respected by all of the members of the schools so that the purpose of discipline is to help and gain the students to acquire knowledge, power, habits, interests, and ideals, which are designed for the wellbeing of learners at large. To the present researchers' beliefs, various investigations are still needed in other areas of behavioral problems as the problems are rampant, As Tirunesh (2015 ;p 64) The dynamic factors behind school level disciplinary problems were the collective effects of school environment. The absence of strict school rules and regulations, the absence of parental follow-up on students 'day to day activities, the absence of good leadership of school principals and the negligence of the society to take part in alleviating the students 'disciplinary problems are some of the cause of students 'disciplinary problems . In addition, cheating, disobedience, using cell phone, abusing face book and internet are some of the types of students 'disciplinary problems .this research differ from the others by location and the period when the study was done Therefore, the researcher wants to conduct to the school major problem s this research differ from the others by location and the period when the study was done this research differ from the others by location and the period when the study was done this research differ from the others by location and the period when the study was done this research differ from the others by location and the period when the study was done this research differ from the others by location and the period when the study was done influencing the discipline of secondary school students in Lideta Sub City and to suggest the strategies to minimize student's disciplinary problems in selected secondary schools.

1.3. Research Questions

Based on the statement of the problem, the researcher formulated the following research questions.

- (1) What are the commonly observed types of students' disciplinary problems in the secondary schools of Lideta Sub City?
- (2) What are the main causes of students' disciplinary problems in secondary schools Of Lideta Sub City?

(3) What type of strategies can be employed to minimize these problems in secondary schools of Lideta Sub City?

1.4. Objective of the study

In order to address the above research questions, the following general and specific objectives were formulated.

1.4.1 General Objective

The purpose of the study is to investigate the school factors influencing students discipline in Lideta Sub City secondary schools.

1.4.2. Specific Objectives

The specific objectives of the study are:

1. Identify common types of students' disciplinary problem in the selected secondary schools;
2. Assess in school factor causes of student disciplinary problem in the selected secondary schools; &
3. To suggest the appropriate strategies to minimize the students' disciplinary problem in the selected secondary schools.

1.5 Significance of the study

The result of this study might contribute to minimization of the disciplinary problems in Schools under study and may also serve as a stepping stone for others to study the problem from a wider perspective it also use to design classroom and school disciplinary management strategies.

The findings may also stimulate the need to strengthen guidance and counseling departments in secondary schools to help the students cope with challenges of adolescence.

1.6 Delimitation

This study is delimited to Lideta Sub City Of Addis Ababa City Administration due to the location of the schools suitability to get available information related to the misbehaving of the

students in the selected schools. In addition, the selected schools are more close to the people having different behavior with different back ground and different culture. In fact, disciplinary problem is too broad and complex within the society to examine all in all, the researcher is forced to delimit the scope on three secondary schools Dejach Balcha ,Hidase Lideta and Africa Hebert secondary school in Lideta Sub City of Addis Ababa City Administration.

1.7. Limitations of the Study

The most pressing problem encountered by the researcher in the course of conducting this research work includes the following.

- Problems of getting the PSTA and their unwillingness to be interviewed.
- Unwillingness of teachers for classroom observation and unable to conduct frequent classroom observation by the researcher.

Whatever the inconvenience is there the researcher tried to move time and again to the respondents and convince the above bodies by approaching politely and telling them the importance of the study. Then, there were willing to collaborate with the researcher in giving information needed in the study.

1.8 Definition of Key Terms

Behavior:-the observable conduct or action of an individual or group assigned as good or bad according to the rule on the student report card by the teacher in elementary and secondary school.

Behavioral problem: - loosely used to refer to a person who acts disruptively, or abnormally, or to such behavior (Good, 1973:50)

Cause: - The relatively approximate factors that are necessarily antecedent to condition or existence of a given phenomenon (Hoult, 1997:54).

Discipline:- The process or result of directing or subordinating immediate wishes students' disciplinary problem, impulses, desires, or interests for the sake of an ideal or for the purpose of gaining more effective dependable action (Good, 1973:185-186).

Problem:-Any significant perplexing, and challenging situation real or artificial thinking.

Student misbehavior:- include the behavior of a student that disrupt the teaching learning activity creating physical and psychological discomfort ,doing harm to properties of the school or within the class room(Good 1973).

School related disciplinary problems: The relationship between the schools and students and the impact of school condition on the students

Secondary School: Level of the school where students learn from grade 9th to 10th in the Ethiopian context

Truancy: Deliberate absence from the school on the part of pupil without knowledge and consent of the parents.

1.9 Organization of the Study

This study is organized into five chapters. The first chapter deals with the introductory part of the study that consists of the background of the study , statement of the problem including basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, operational definition of key terms and organization of the study. Chapter two, treats a review of related literature that discusses the concept of discipline, the theoretical nature and development of students' behavioral problems, the origin of students' disciplinary problem, types of students' disciplinary problems factors which are accountable for students disciplinary problems, approaches the handling of students' disciplinary problems and types of discipline. Chapter three, deals with the research design and methodology of the study. Chapter four, deals with data analysis, data presentation and interpretation. Lastly, chapter five discuss summary of major findings, conclusions and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this chapter, related literatures were reviewed. In general, the theoretical and empirical works on student disciplinary problems, their causes and management strategies were discussed and described.

2.1. The Concept and Definition of Disciplinary Problems

School discipline is an essential element in school administration. This is because discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation which are questionable and disciplined. It has been seen as a process of training and learning that fosters growth and development (Ayalew, 1996). Therefore, the aim of discipline is to help the individual to be well adjusted, happy and useful to the society. The doctrine of school discipline according to Nolte (1980) is based on the concept of “*loco parentis*” which allows school authorities full responsibility for children’s upbringing, the right of discipline and control. Therefore, teachers have the right to punish students who contravene school laws. Discipline defines the limitations of an individual or a group of people and in practices of restrain which may be self-imposed (Imaguezer, 1997).

The study on psychology reveals that a person possesses boundless urges and impulses which constantly seek expression. These include need for security, sexual activities, exploration and success. Therefore, the society/schools/ specify laws and traditions, which does not permit free expression of these inner forces without following the appropriate procedure acceptable by balance between the inner tendencies and the external restrictions. The aim of discipline refers to the systematic instruction given to the students (Charles, 1981) by means to instruct a person to follow a particular code of conduct. Usually, the phrase “to discipline” carries a negative connotation. This is because enforcement of order that ensure the instructions are carried out is often regulated through punishment. According to Rossouw (2003), in the field of child development, discipline refers to methods of modeling character and of teaching self-control and acceptable behavior. Then, to be disciplined is the subject to content, either a virtue, which may be referred to as discipline procedure or a euphemism for punishment, which may also be

referred to as disciplinary procedure (Reyes, 2006). School discipline refers to regulation of children and the maintenance of order /rules/ in schools. These rules may, define the expected standards of clothing, timekeeping, social behavior and work ethics. The term may be applied to the punishment which is the consequence of transgression of the code of behavior. For this reason, the usage of school discipline sometimes means the administration of punishment rather than behaving within the school rules (Nolte, 1980). Gorden (1989) has classified definition of discipline into four in accordance with the school or classroom management. These are the process or result of directing or subordinating immediate wishes, impulses, desires, and interests for the sake of an ideal or for the purpose of gaining more effective dependable action, persistent activities and self-directed pursuit of some selected course of action, even in the face of obstacle or destructions. According to Josph (2010) discipline means: training to ensure proper behavior or the practices or methods of teaching and enforcing acceptable pattern of the behavior order control especially in class of school children calm way even if difficult or stressful situation conscious control over lifestyle mental self-control used in directing or change behavior learning something or training something, punishment designed to teach somebody to be obedience.

Authors have defined misbehavior in different ways. For example, Thomas (1971) defines misbehavior as an adult concept in which a specific action of child is seen as producing an undesirable consequence for the adult. To paraphrase Gorden (1989), we might say that misbehavior is anything students do that teachers don't like.

Albert (2003) author of a teacher's guide to cooperative discipline defines misbehavior as inappropriate acts associated with student's pursuit of mistaken goals, as attention seeking, power seeking, revenge seeking and withdrawal. Such misbehavior appears when students fail to achieve their prime goal of acceptance in the classroom. Coloroso (2002) advocates an approach based on inner discipline to categorize misbehavior as mistakes, accident or uninformed, mischief, intentional, and may be intentional and more serious. Kagan et al. (2004) describe misbehavior as disruptions that can be categorized into four types. They are aggression, breaking rules, confrontations, and disengagement (ABCD).

These disruptions almost always spring from attention seeking, avoiding failure, angry, control seeking, energetic, bored, and uninformed. Glasser (1998), psychiatrist prolific writer and

consultant in teaching, curriculum and discipline, defines misbehavior as unacceptable acts students perform in an attempt to meet one or more of five prime needs: safety, love and belonging, fun, freedom and power. He believes misbehavior is minimized to the extent students are able to satisfy those needs in the classroom. Also, Charles (2008) describes misbehavior as any action that, through intent or thought lessens, interferes with teaching learning, threatens, intimidates others, or oversteps society's standards of moral /ethical, and/or legal behavior.

The word discipline has wider meaning and concepts that have been used in the field of education. The oxford advanced learners' dictionary defined that discipline is the practice of training people to obey rules and orders and punishing them if they don't; the controlled behavior or situation that result from this training. Semantically, discipline means the order maintained and observed among pupils, or other persons under control or command It is "a system or method for the maintenance of order; a system of rules for conduct". It presupposes the training of students to proper action by instructing and exercising them. Thus, it is a question of mental and moral training. Within this interpretation, the teacher can be seen and the teacher was traditionally seen - as a discipline-master, a master in a school employed not to teach, but to keep order among the pupils (Oxford English Dictionary, 2003).

Student's discipline is a prerequisite to almost everything a school has to offer students (Selfert and Vornberg, 2002). Seifert and Vornberg further link discipline with both the culture and climate of the school thus: "In order for a satisfactory climate to exist within a school, a certain level of discipline must exist". In schools where discipline is a serious problem, for example, where students bully others, parents can transfer their children to 'better' schools. And because the well behaved usually perform well (Rigby, 2000), their transfer can affect the overall performance of that school. Troublesome students can sometimes make teachers react emotionally to the extent of using punishment. But punishment, instead of curbing behavior, can aggravate it (Dreikurs et al., 1998). In the words of McManus (1995): punishment does not discourage misbehavior but rather reinforces the pupils' view of adults as treacherous".

Students' indiscipline seems to be ubiquitous in the 21st century in secondary schools. Child's discipline is a part of socialization. With recent increase in school enrolment, students discipline problems are bound to accentuate and cause more burdens on teachers and school administrators.

Students' indiscipline has plagued schools leading to series of unrest. It is observed that students resort to unconstitutional measures in channeling their grievances; and it is not unusual that schools have been blamed for the awkward and uncivilized behavior demonstrated by the students Mbiti (2007), revealed that discipline a concept is used to mean moral capacity or disposition which is ingrained into the human personality. It becomes a powerful habit for self-control. Mwangi (2006), says that discipline is a set of procedures designed to eliminating behaviors that compete with effective learning. These definitions emphasized the role of the administrator/teacher as that of simultaneously, dealing with learning and any behavior that conflicts learning. This is supported by (Okumbe, 1988, Mbiti, 2007).

Discipline is also regarded as training that develops self-control Oothizen (1998). It must always be prospective, that is directed at developing the adult of the future. Mbiti (2008), views discipline in three major schemes each of which gives its justified position on how it should be managed. These schemes include – the traditional scheme of discipline, the free expression scheme of discipline, and the modern scheme of discipline. The traditional scheme of discipline is guided by the basic idea that the child was born naturally bad. In this view, all children are naturally inclined to do evil unless adults control them properly. Discipline is the act of using reasonable controls in an effort to produce desired behavior. Vernon F. (1995:260).

There are many reasons given for why discipline problems frequently arise either in the school or classroom. Although some discipline problems may be caused by outside factors such as disruptive home environment, probably the majority of the discipline problems originate from difficulties within the school environment, thus teacher related problems, and student related problems and home-environment related problems. To accomplish the related problems effectively there should be discipline in the classroom, and school, otherwise whatever we do it is difficult to reach our destination. As Student(1995:8) reports in his research study stated the nature of behavioral problems as follow, late in coming to school, not doing work, not bringing books to class, inattention, using foul language / swearing rudeness to teachers, truancy, disrupting class, stealing, minor vandalism, smoking, drinking and bullying. Beside lack of punctuality the behavioral problems cited by most students were related to lack of motivation and inattentiveness in class. Indiscipline in the family and society are growing problem and its effects are reflected in the school. Discipline is often mistakenly thought of as classroom

management. But it represents a narrow reality and so cannot be used as a synonym for classroom management. In this way, the school institution functions as provider of social skills and moral knowledge they are mainly learned as socially generated patterns of thinking and acting, and they also define the issues of discipline and classroom management. As socially constituted, students usually learn to internalize them without being forced to do so. Accordingly, teachers are authorized by their professional code: the using of power regulation in classrooms, grouping of homogenous student behavior, and employing disciplinary systems of rewards and punishments (Koutselini, 2002) In practice, the term discipline means "the required action by a teacher or school official toward a student (or group of students) after his or her (or their) behavior disrupts the ongoing educational activity or breaks a pre-established rule or law created by the teacher, the school administration, or general society" (Wolfgang *et al.*, 1999: 3). It has two main goals: i) to ensure the safety of students and staff, and ii) to create an environment that can contribute to purposeful learning. School discipline seeks to encourage responsible student behavior and to provide all students with satisfying school experience. Roughly, it is business of enforcing classroom rules that facilitate classroom management and student learning and minimizing disruption.

But, simultaneously, it is actions and attitudes that are expected to produce a certain character or pattern of desired student behavior.

Possible factors and sources of student discipline problems many attempts have been made by various scholars to identify factors that affect student's behavior in different countries.

As Adane and Melaku (2002) stated that the majority of students in most schools don not misbehaved and their behavior is one of the major problems of school systems. Students discipline being one of the most difficult problems of schools, occupies much of the time of school administrators and teachers. The two most important factors which was influence the effectiveness of the school administrators and teachers are their perception of the cause of student discipline problems and The approaches they utilize to prevent over to solve them.

2.2. Common Types of Disciplinary Problem in Secondary Schools

All students do not experience the same kind of discipline problems, but the difference seems to be mainly a matter of degree rather than type. At present there are probably few students' discipline problems which are unique to only one school. Though, in general, primary schools probably encounter fewer disciplinary problems than do secondary school. Students' disciplinary problems, although it manifests in different ways, is experienced in learners of all ages. Montgomery (1998:131) says that learner misconduct is more common amongst secondary school learners than in primary school learners. He further says that boys are more frequently involved in misconduct than girls. According to him juvenile delinquency and violent and criminal activities are manifestations of adolescents rejecting authority within the community. He further indicates that certain forms of behaviors are associated with one another as interdependence among behavior problems. Charles (2008) describe some types of misbehaviors are likely to occur in the class room some frequently, some rarely. It is often helpful to talk with students about these kinds of disciplinary problems, at least those that affect the class most often. This helps students understand the undesirable effects of such behavior and encourages the class to think of ways in which self-defeating behaviors can be avoided.

There are several types of disciplinary problems in secondary schools. For instance, fights, in subordination, or little support for educators, disobedient/disrespect/, vandalism, theft, cheating, uninteresting and distrust of the administration. Those types of disciplinary problems mentioned above are similar to the ones being experienced in those selected secondary schools (McManus, 1995).The others types of misbehaviors which make the work of educators difficult include repeatedly asking to go to the toilet, missing lessons, absconding/escaping/, chewing chat in the corner, pushing past the educator, playing with matches in class, making rude remarks to the educator, talking when the learner is supposed to be writing, threaten and abusive to the educator, fighting in class, chasing one another around the classroom, leaving the class early without permission , as if to leave, taking educator's property and theft, wearing unwanted cloth and makeup common disciplinary Problem (Rosen,1997).

The ten types of disciplinary problems which may lead to a learner's suspension, defiance of school authority, class disruption, truancy, fighting, the use of profanity, damaging school

property, leaving class early, unacceptable dressing, and code violations are the common types of disciplinary problems experienced in secondary schools as mentioned by Donnelly (2000). Alidzulwi (2000) proved the fact that severe disciplinary problems have been experienced in secondary schools, stressing that some schools have changed into battlefields, since learners carry lethal/weapons/such as knife to schools. Incidences have been reported of learners stabbing their educators and principals and they also fight each other. These include the burning down of classrooms, learners attacking educators and principals, learners setting fire to educators' cars, and attacking taxi drivers, in order to steal their materials.

Olaitan et.al. (2013:p8), also lists several types of misbehavior which make the work of educators difficult. These include:- repeatedly asking to go to the toilet, missing lessons, absconding, smoking in the toilets, pushing past the educators, playing with matches in class, making rude remarks to the educators, talking when the learner is supposed to be writing, being abusive to the educator, fighting in class, chasing one another around the classroom, taking the educator's property, wearing bizarre clothing or make-up, cheating the educator, leaving class early and commenting on the work. The ills and vices that go on in the society have their effects in schools. Students, teachers and even school managers are involved in one form of indiscipline or the other. Some of the major indiscipline among secondary school students can be state as follows:

2.2.1. Truancy/absenteeism/

This is irregular attendance in school or classes with many factors within and outside the school building: peer group influence and teacher methods of teaching. Those are some school factors that can lead to truancy. Factors outside the school may include poverty where the child might need to feed for him/her, engage in labor to raise money, parenting/guarding methods of discipline, security among others (Pagar, 1994).

Absenteeism causes students to frustration. There is insufficient supply of school materials and facilities such as food, water, toilet facilities which may lead to absenteeism or rebellion against authority. If a student has formed destructive habit, he/she is also likely to consistently be absent or resist/ against/ authority unaware of the consequences of his actions. Teachers may have poor attitude to class teaching by using inappropriate materials and contents in such a manner that

may constitute them into a certain source of absent on the part of students as resulting from dissatisfaction and frustration from schoolwork (Ramsey, 1995).

2.2.2. Fighting

Students fight at the secondary school level due to their having less in self-esteem manner. The main forceful for fighting during the normal course of classroom and playground life tends to lie in the child's basic sense of inadequacy and feelings of not being valued or worthy. Major (1990) states, in other words, the four psychological needs of the child have not been met the need for love, security, new experience and need for responsibility.

2.2.3. Stealing

This is taking/ removal/ of someone's /another/ person's property without permission. The socioeconomic environment, including status of parents, home background and a natural tendency to steal is responsible for this among students. This conduct is mostly influenced by peer-group pressure. The value structure of the society, such as the get rich quick syndrome in the local context has led many young people to the false convention that there is no need to pursue life course with appropriate hard work and consequent success. Some parents spoil their children by exhibiting highly allowing freedom of behavior. They allow children to have everything on demand and task themselves to overdo what they believe is their responsibility. This attitude encourages children to interpret any form of lack as hardship and frustration to the extent of justifying their removal of other peoples' property (Erthman, 2009).

2.2.4. Drug Addiction

This is one of the most dangerous and most common school disciplinary problems. It means taking drug without prescription by the inappropriate person. Abused drugs include cigarettes, alcohol, tobacco, heroine and smoking of herbs. There is a general moral decadence/decline/ in this regard because peer groups and some parents are also guilty of the same misbehavior and are unable to instruct correct, advise or guide children along the proper paths and concerning the use of drugs (Besag,1991).

Students' disciplinary problems, although it manifests in different ways, is experienced in learners of all ages. Montgomery says that learner misconduct is more common amongst secondary school learners than in primary school learners. He further says that boys are more frequently involved in misconduct than girls. According to him juvenile delinquency and violent and criminal activities are manifestations of adolescents rejecting authority within the community. He further indicates that certain forms of behaviors are associated with one another as interdependence among behavior problems Charles describe some types of misbehaviors are likely to occur in the class room some frequently, some rarely. It is often helpful to talk with students about these kinds of disciplinary problems, at least those that affect the class most often. This helps students understand the undesirable effects of such behavior and encourages the class to think of ways in which self-defeating behaviors can be avoided. These types of misbehavior are as follows

Malicious mischief; - doing, intentional, damage to school property or the belongings of others.

Cheating—making false representations or wrongly taking advantage of others for personal benefit

Disruption—shouting out during instruction, talking and laughing inappropriately, is having Confrontations with others, causing “accidents”.

Inattention- daydreaming, doodling, and looking out the window, thinking about things Irrelevant to the lesson.

Sexual harassment—making others uncomfortable through touching, segregated language or sexual innuendo.

Aggression and fighting—showing hostility toward others, threatening them, shoving pinching, Wrestling, hitting, bullying.

Apathy—a general disinclination to participate, as demonstrated by sulking, not caring, being afraid of failure, not wanting to try or do well.

Needless talk—chatting during instructional time about matters unrelated to the lesson

Moving about the room—getting up and moving around without permission, congregating in parts of the room

Annoying others—provoking, teasing, picking at, calling names.

Lying—falsifying to avoid accepting responsibility or admitting wrongdoing or to get others in trouble. **Stealing**—taking things that belong to others

Defiance of authority; - talking back to the teacher, hostilely refusing to do as the teacher request.

Apathy—a general disinclination to participate, as demonstrated by sulking, not caring, being afraid of failure, not wanting to try or do well.

Needless talk—chatting during instructional time about matters unrelated to the lesson

Moving about the room—getting up and moving around without permission, congregating in parts of the room

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Lying—falsifying to avoid accepting responsibility or admitting wrongdoing or to get others in trouble. **Stealing**—taking things that belong to others

Defiance of authority; - talking back to the teacher, hostilely refusing to do as the teacher request.

Ayalew (1996:209) reported some types of disciplinary problems in junior and senior secondary schools based on the results of his study entitled School Discipline and Corporal Punishment in Ethiopian schools. They are listed below according to their seriousness from high to low. Not doing homework, cheating in examination, tardiness or late coming, truancy or absence, jumping over the fence, lack of interest in education, poor classroom participation, Property damage or vandalism, telling lies, fraud, fighting among students, bad habits e.g. smoking, getting drunk, Insulting/attacking, teachers, profanity and theft.

Rosen an American author (1997:51-52) also distinguishes the following types of disciplinary problems which may lead to a learner's suspension, namely: defiance of school authority, not reporting to after school detention or Saturday school, class disruption, truancy, fighting, the use of profanity, damaging school property, dress code violations, theft and leaving campus without permission

2.3 Factors Responsible for Disciplinary Problems

2.3.1 Factors in School

In secondary schools, the disciplinary problems are worse than in primary schools because the learners are adolescents. They become aware of their rights, privacy, and freedom of religion, belief, opinion and freedom of expressing their opinion.

Factors which may determine the types of problems in schools are the size of the school, the managerial skill of the principal and the socio-economic backgrounds of the learners. Goldstein, Harrotunnian and Conoley (1994:9) maintain that, the nature of leadership and governance in a school could have a significant influence on the lack of discipline on those schools. They also, express their opinion that, the size of the school can determine the extent of the disciplinary problems, because bigger schools are more at risk than smaller school.

Hernandez and Seem (2004:256) believe that, school violence is a reflection of the school climate. Factors such as higher expectation among school staff, learners and parents learner achievement, orderly school and classroom environment and high educator moral may lead to the positive treatment of learners. In order for a satisfactory climate to exist within a school, a certain level of discipline must exist. In schools where discipline is a serious problem, for instance, where students bully others, parents can transfer their children to better 'schools, because the well behaved usually perform well.

The school can contribute to the development of behavior problems in several rather specific ways. Teachers may be insensitive to student's individuality and 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)in (Fekadu, 2000:39)

In survey in New York, educators mentioned that managing disruptive children was the most stressful problem of their professional lives and it was rated as the highest stress factor among educators regardless of age, type of school, district, sex, marital status or grade level (Seemon 2000:16).

The other cause of students 'disciplinary problem is class size which concerns educators for various reasons. Learning can only occur positively when lessons are under appropriate conditions for both students and teachers. The class size has its own facilitating or hindering activities of teaching and learning. As the number of students in classroom increase, the complexity of the student's personality also demands serious attention (Desta 2001:34).

Moreover, Morongwa (2010:p42), agrees and indicates that some educators do not know how to control poor learner behaviors. Such educators handle disciplinary problems in an unpleasant manner. For example, they might lose their self-control and scream at the learners. Thus, some educators' frustration with their students' unacceptable behavior leads to stronger- than -desired – responses. This may lead to greater disciplinary problems and lower educator morale. According to him educators at one school in the Western Cape reported high level of absenteeism, truancy, laziness, substance abuse and supervision of assessments of achievements by learners. Consequently, many teachers are leaving the profession. Therefore, from the above researchers 'view one can triangulate that, the types of disciplinary problems are almost similar but the extent of disciplinary problems differs from one school to another.

The term school climate 'describes the extent to which a school community creates and maintains a safe school campus; a supportive academic, disciplinary, and physical environment; and respectful, trusting, and caring relationships throughout the school community. The school factor or school climate influences the extent of disciplinary problems in school situation which in turn has an impact on educator morale (U.S. Edu.De.2014:p5)

- **principals' work experience and students' discipline**

Discipline in the school is the function of the administration. Therefore, the general school discipline is dependent upon the principals administrative and leadership skills, since they are in charge of all the school matters. Chaplain (2003) states that the head teacher along with senior management team are charged with strategic planning, including determining the direction of the

school in terms of behavior. He/she is supposed to be proactive in the development of an effective behavior policy, and ensure that their staff has appropriate professional development support and resources to support the policy at all levels. Monitoring and maintain the behavior policy, being present around the school, being sensitive to the concerns and difficulties of the students are all part of head teacher's functions. Without experience, exposure and adequate knowledge the head teacher might disappoint the students' and these might lead to students' indiscipline. He/she sets the tone and the morale of the school, and they have a remarkable influence over the students. Thus, he/she has a very important role to play in maintaining the discipline of the school.

- **School size and students' discipline**

Munyasia (2008) asserts that the larger the school, the more complex the task to be accomplished, and the more complex the task of maintaining the students' discipline. This is collaborated by Stockard and Mayberry (1992) who argued that behavior problems are so much greater in large schools that any possible virtue of larger size is cancelled out by the difficulties of maintaining an orderly learning environment. In a smaller school, it is possible for an administrator to know all the students by name as well as have a face to face contact with all the teachers and support staff regularly. This personal contact creates an opportunity to have a strong grip of the personnel and the whole school at large. This yields obedience which is a strong virtue of discipline.

Small schools have lower incidences of negative social behavior than do large schools. This is because students in small schools are involved in a greater variety of activities and that they derive more satisfaction from their participation than students in large schools. Therefore they are less likely to participate in anti-social activities leading to a more learning conducive environment. A school teacher in a large school must exercise better planning and delegation in order to ensure that no area is neglected. Further, there is a much greater sense of belonging among students in small schools than in large ones. This develops a more strong sense of patriotism to the school and hence fewer indiscipline incidences compared to larger schools. Feeling of alienation from ones' school environment is both negative a thing in itself and is often found in connection with other undesirable outcome. Alienation affects confidence, self-esteem

and responsibility for self direction. This means that smaller schools can be more relatively stable than big ones.

One key feature of small schools and units is that everyone's participation is needed for clubs, teams and student government to have an adequate number of members.

- **Teachers' involvement and students discipline**

Teachers play a greater role in inculcating values and instilling effective discipline in their students, (Teachers Image Volume 9 2004). The head teacher is the overall organizer, co-coordinator and supervisor of all the activities in the school and being responsible for improving and maintaining high training of students in terms of discipline and learning standards. In case of indiscipline in their school, the bulk stops at their door. The deputy head teachers are responsible to the head teachers for guidance and counseling of students as well as ensuring that proper discipline is maintained in the school. He/she is very effective with full backing from the head teachers' office. Otieno (2012) argues that discipline in school is a system of guiding the students to make measurable decisions. At the classroom level it means the control of a class to achieve desirable behaviors. Thus good management of discipline saves substantial resources and time for stakeholders. Therefore there is a general consensus that the class and subject teachers are bestowed with the responsibility of maintaining proper discipline in classes and the whole school in general and instill the appropriate moral values to the learners. The teacher(s) on duty oversees the students activities in the course of the time allocated while the dormitory masters/mistresses where applicable sees to it that there is order in their areas of jurisdiction. Raichena (2006) observed that, good discipline should produce obedience and self-control. A student should be able to control himself/herself and do the right thing at the right time, place and in the right manner. Effective teachers should know that students need to enjoy firm and fair discipline. For their effectiveness to be felt, teachers should begin each day with a positive attitude, have a good class control, let the school activities be learners-centre and keep a record of major issues that arise in their areas of jurisdiction. To enhance the effectiveness of the teachers in their supervisory role, the principal and his/her deputy need to lead from the front.

2.4 Causes of Disciplinary Problems in Secondary Schools

There are different causes for students' disciplinary problems in secondary schools which include family, schools, teachers, environments, curriculum, peers, socio-economic and political situations. But, this study focuses on only the main four causes which are related to family, schools, teachers and environments

2.4.1. School environment

Every school manager is committed to ensuring that school provides a safe and orderly environment in which teaching and learning take place each day. Bazemore (1997) posits that safe and supportive school environments depend on students, staff and parents demonstrating mutual respect. In other words, all members of the school community students, staff and parents must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They have a right to be treated fairly and with dignity (Terry, 2001). In addition, every community has rules. The school community is no exception. A school makes reasonable rules for the good order of the school and the discipline of students. Schools have the power to enforce these rules by using discipline or punishment. According to Rowne (2005) the school priorities are designed to ensure that all students are provided with a harmonious environment where they can learn and thrive. Therefore, good discipline in a school is required to ensure that school is able to provide quality education for all students and to guarantee the care and safety of the school community. A harmonious work environment at school increases the chance of students realizing their full educational potential.

However, a lawless community raises unproductive members for the society. In the same manner, a lawless school environment promotes disciplinary challenges to the school manager and teachers. Students in such school disrespect their fellow students, teachers and community members and engage in protest which are make know violence, discrimination, harassment, bullying and intimidation, using knife, drugs, alcohol tobacco (Mitchell, 1996).

2.4.2. Teacher Related Problems

As teachers, we don't like to accept the idea that we ourselves often cause discipline problems in our own classroom. Our behavior with students and our failure to provide well – planned relevant learning experiences can often lead to disruptive incidents in the classroom. The following factors illusorily potential sources of problems for teachers.

Inexperience: - In general, in experience in working with a particular group of students or lack of knowledge about intergroup relations often causes problems for beginning teachers. New teachers are usually very anxious about being able to maintain control and, in the process, may set in appropriate disciplinary procedures for themselves and the students. Thus it is only by having many experiences related to classroom management, in which teachers work with a variety of students from different age groups: social backgrounds, and socioeconomic levels, that new teachers gradually come to master the problems associated with class discipline.

Communication:- Regardless of their rapture, problems which results from ineffective communication slits on the part of the teacher continues to grow in number, and no doubt are related to larger societal problems.

Attitude: -Attitudinal differences effective classroom management demands the realization on the teacher's part that differences in students altitudes towards school exists. Many students don't view school as an important and exciting place. To be in fact, they consider it boring other students may enjoy school but find a particular subject uninspiring.

2.4.3 The Curriculum

The relevance of the curriculum to learners' needs also influences discipline at school. In research done by Besga (1991), it was ascertained that learners engage in several forms of deviant behavior if the curriculum and co- curricular activities are not able to offer them opportunities for self-development and a sense of personal worth and do not address the aims that are promoted. Further maintains that learners resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Accordingly, Doveton (1991) indicates that deviant behavior is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities not assessed value.

2.4.4 Peer Groups Influence

Two significant causes of misbehavior reside in class peers and groups' provocation and contagious group behavior. Here are suggestions for dealing with them. Provocation is a great amount of school misbehavior occurs from students provoking each other through petty annoyance, putdowns, sarcastic remarks, and aggression contagious group behavior. Students are often unable to resist peer pressure or get caught up in group emotion and as a result, misbehave in ways that would be out of character if they were by themselves. It is difficult for students to disregard peer pressure the peer group influences what the child values, knows, wears, eats and teaches (Terry, 1987).

The extent of this influence, however, depends on other situational constraints, such as age, the personality of children and the nature of the group (Harris, 2002). There is no doubt that considerable evidence supports the statement that peer relationships influence the growth of problem behavior in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks. Douge (1993:87) also confirmed that poor peer relationships were closely associated with social cognitive skill deficits. When the family has been unable to fully meet a child's needs, other adults who play a significant role in the child's life have extraordinary potential for influencing the child in taking charge of his or her life. It is worth noting that peer influence can lead to discipline problems and delinquent behaviors both inside and outside school. It is also clear that one of the major ways that deviant youths become even more deviant is through unrestricted interaction with deviant peers. This process includes learning the techniques to commit delinquent acts and developing the rationalizations to protect one's self-concept.

Behavioral problem of some students could be an obstacle of to exercise or do practical activities in a class. The negative peer pressure on their classmate affects students' learning. Borich (2000:339) supports this idea by saying "without mutual feelings or trust and respects you was be unable to assume the role of an instructional leader in your classroom." That means unless the act of misbehavior, like cheating, deliberately destroying things /materials, playing with hands, feet, pen etc disrespect and others are minimized students' learning process in different activates or subjects was be impossible. In addition to these, there are also, other factors that may hinder

students' learning process in the classroom. To mention some peer pressure, academic success and boredom. Kassambira,(1993:100)added, on lack of academic success, " poor grade, learning problems, the inability to attain some measure of success in completing school assignments, and pressure to meet a university or college entrance requirements may cause disruptive behavior in students." Therefore, students should work hard to overcome the problems mentioned above so that they can understand effectively whatever they learned.

2.4.5 Home Factors

Most authors regard parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools. Alidzulwi (2000) points out that many parents are not involved in the education of their children, causing poor results, high dropout rates, and the absence of discipline in schools. Bowman (2004) has of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. Rossouw (2003) regards the decline in discipline in most schools as originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect towards government authorities as well as towards educators and some have a laissez-faire approach towards their children. Some other factors related to the lack of parental involvement in schools that influence discipline are single parent homes, a lack of parental control at home, the negative influence of television, neighborhood and community problems that influence the home and values differences between the home and the school.

2.4.6 Political, Social and Economic Factors

Rossouw (2003) claims that educators have reported that they are uncertain, confused and afraid of infringing upon learners' rights and of being accused of misconduct saying that the over-emphasis placed on learners' rights may cause a "don't-care attitude" and a lack of regard for the educators' role in the classroom. This may causes some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline. Children who experience social alienation from others are often misbehaved. According to Lewis (1991), this situation arises within most families where children feel rejected. This finding of the

significant relationship between isolation and poor behavior, supported by Butchart (1998) indicated that emotional disconnection from family, friends, and peers results in feelings of isolation and alienation for the child. Experienced by the child may ultimately develop into what is referred to as ‘psychological pains’, which may cause problems such as physical assault, gang violence, substance abuse, and many others. The political situations in some countries are also blame for children’s misbehavior. Rossouw (2003) stated that the involvement of the youth in the political stability and national elections in different countries caused them to develop arrogance towards adults, that is, both educators and parents. Accordingly, Rossouw (2003) also blames the political situation of the nineties in country where the causes of violence in schools were politically motivation.

2.5 The Management of Disciplinary Problems in Secondary Schools

In this study, the focus is on the means of managing disciplinary problems among secondary school students. Geiger (2000) regarded a lack of discipline as a chronic problem in the classroom and the manner in which it is being handled as determining the amount of learning that is taking place in schools. Fuentes (2003) indicated that every year more than three million students are suspended and nearly 100,000 more are expelled from primary up to university in the United States of America. Many learners face police action for disciplinary problems that cannot be handled by the schools. However, students’ indiscipline seems to be ubiquitous in the 21st century in secondary schools in all area.

Enrollment, discipline problems are bound to accentuate and cause more burdens on teachers and school administration. According to Rigby (2000), student’s indiscipline has plagued schools leading to series of unrest particularly in secondary school. Consequently, students resort to unconstitutional measures in channeling their grievances. Furthermore, there is a feeling that school discipline practices are generally informed by theory from psychologists and educators. Bell (1995) identified the following theories to form a comprehensive discipline strategy for an entire school or particular class.

Positive approach

This approach is grounded in teachers' respect for pupils. It instills in pupils a sense of responsibility by using youth partnerships to develop and share clear rules, provide daily opportunities for success and administer in-school suspension for non-compliant pupils. The essence of good classroom teaching, the ability of teachers concerned is genuine and better equipped with further education to create conducive an environment that first can mobilize the learners to pursue the curriculum and then can maintain that mobilization families and educators to support student success and will have positive effect. Admirations and educators understand students' problem and creating well-being communication among them the parents (Adelman and Tyler, 2006).

Teacher effectiveness training

The organizational climate in the schools may express by the description of desired school conditions and the level of satisfaction about those conditions (Kremer and Kurtz, 1985). It includes aspects such as principal style, school services and resources, work pressure, teacher relationships with other colleagues, professional prestige or autonomy (Zak, 1981). Several sources may affect TPI from an organizational perspective. Teacher effectiveness training method is a problem-solving mechanism that differentiates teacher-owned and pupil-owned problems, proposes different strategies dealing with pupils' negotiation techniques through knowledge (Karakus and Aslan, 2009). Byrne (1998) ascertained that low salaries, extreme work load or a general negative school environment contribute to low teacher morale. In addition, difficulties with the school administration could raise the level of stress, thus leading to further problems. If not to be this gradually manifest to consequences of teacher conflict inducing attitude means lack of teacher emotional support and teacher misbehavior or hostility leads to defensive and negative response from the pupils a win-lose approach in education. Effective teachers know that in order to truly help a student to change in appropriate behavior, they have to get to the root causes and consider the core of the problem. Waller (2008) states, confronted with an appropriate student behavior, the most effective teachers ask themselves one question, "How can I help to prevent this from happening again?" Teacher should consider not only the most

effective consequence but also what strategies should be utilized help prevent future occurrences. Punishment alone rarely teaches a child the skills necessary to act appropriately.

According to Seeman (2000), the possible reasons a student would misbehave are as follows. They are probing boundaries; they are pretending the actions of others; they have as strong curiosity or interest in something; they desire attention and power; they are bored or frustrated; they have an emotional reaction to something that has happened out side of the classroom; they feel their definite is threatened; they have difficult handling disagreements ,they have an egocentric personality; they lack self-control (they are impulsive); there are unclear directions or expectations; they lack basic academic or cognitive skills; they have a low tolerance for frustrations; there exists peer pressure or the need for group belonging; home or peer pressure rain force the behavior; there is underlying emotional; physical or learning disorder. After all, the reason why someone does something is every bit as important as what they are doing, easier and more enjoyable. They take shortcuts, conveniently forget what they are supposed to do, look for ways to get out of work and intentionally break rules. All of us feel the urge to transgress rules and regulation and often do so knowing there is a chance we was get caught or even harm ourselves or others. Students succumb/lack of understanding simply injure or to face the problems to this urge frequently, especially when class activities are not appalling; they also cheat, take shortcuts, tell lies, break class rules and annoy (Charles,2008).

Appropriate school leaving theory and educational philosophy

It is a strategy for preventing violence and promoting order and discipline in schools, Positive school culture and climate was to a large extent aid reduction of indiscipline in schools. Detention is requires the pupils to remain school at a given time of the school day (such as lunch, recess or after school) or even to attend school on a non-school day, “Saturday detention” held at some US and UK schools. In the UK, the education and. obliges a school to give parents at least 24 hours’ notice of a detention outside school hours. This is not common in other schools but in specialized schools like “Command Secondary Schools or Navy Secondary Schools” such practice is common perhaps because of the military nature of the schools (Mole, 1990).

Suspension

Parents are notified of the reason for and duration of the out-of-school suspension. Pettit (1997) contended that sometimes pupils have to complete work during their suspensions for which they receive no credit. Stressing, those students only report in school but serve punishment like cutting. This is mandatory leave assigned to a student as a form of punishment that can last anywhere from one day to several weeks, during which time the pupils cannot attend regular lessons. The students cut the grass or digging the holes or uprooting a plant or work in school farm.

Exclusion

Withdrawing or permanent is the removal of a pupil permanently from the school. This is the ultimate last resort, when all other methods of discipline have failed. However, in extreme situations, it may also be used for a single offense. School head can only suspend a pupil while exclusion or expulsion of pupil from school is the right of the Ministry of Education based on the school had report. However, expulsion from a private school is a more straight forward matter, since the school can merely terminate its contract with the parents (Geiger,2000).

Deprivation of privilege

It is useful and efficient form of punishment Dodge (1993) affirmed that loss of position, prohibition from playing any game in the school compound for a certain period could go a long way until in improving the wrong action.

Moral punishment

Moral punishment such as apologies, public or private degrading from positions etc is sometimes resorted to. Smith (1999) contended that great care and discernment are needed before such form of punishment is resorted to because it could never halt self-respect of the wrong doer/not just thinking.

Self-government

It means the organization of community life of the school in such a manner that responsibility for managing the school and running it in certain activities is shared with the pupils. It therefore, enables the pupils to learn in a practical way the principles of citizenship, co-operate living and democratic organization (Nakpodia, 2007).

Praise and blame

The teacher must be very careful in his allocation of praise and blame. Tongue is said to be most powerful weapon in the teacher's armory and its use may vary from a mild reproof to the bitterest sarcasm and vulgar abuse. Wasmund (1965) described sarcasm as a weapon which is sometimes, resorted to by the teacher, which creates a conflict between the teacher and the student easily. Stressing that sarcasm lower the self-respect of the pupil, tampers with his or her ego and permanently estrange him from the teacher and. the school order.

Rewards and punishment

There is a belief that reward is not only right and desirable but also indispensable. Rewards can be given for attendance, conduct, progress, games, badges and certificates may be given as rewards. Group rewards might be given, for pupils was become socio-centric not egocentric. Teamwork can be fostered and wholesome all school spirit can be secured (Subbiah, 2004).

Punishment has a necessary place in the school economy but it must be based on certain principles if it is not to be a "hit or miss" affair (Seita, 1996).The following guidelines indicated the use of punishment: punishment should fit the "crime" as well as the "criminal". This is because individuals differ from one another in the basic temperamental patterns which they inherit, and in those which they subsequently develop. For example, some children are extremely self-assertive; others are unduly submissive; and some are very easily provoked to anger. Still some are by nature very sociable while others are solitary in their outlook. Therefore, one needs to exercise care in making any general statement regarding the effectiveness or otherwise upon children of any form of correctives. Funtas (2003), there should be no uncertainty about the punishment. The element of uncertainty in punishment renders it almost inoperative and postponement is almost fatal. Punishment should help the offender to improve and this condition

is satisfied only when he realized his mistake, feels regret or shame for his conduct and makes up his mind not to commit the offence again. When the offender realized that he deserves punishment, becomes necessary.

Summary

As many authors 'state, the major obstacles that education system faces these days are students 'disciplinary problem. It is the serious problem in secondary schools. Fighting with each other and with teachers, damaging school properties, theft, coming to school Late, cheating during test and examination, disobedience, absenteeism and truancy are the major or common types of disciplinary problems to be found in this study. These frequently identified types of student's disciplinary problems needs further research in order to curb the problems.

From the literature above we can learn that school discipline is an essential element for the students as well as for molding of their behavior, developing of their physical, mental, spiritual abilities and to fulfilling the social, economic and political demands of the society through educating citizens in formal instructional process. The next chapters deal with the process of data collection and analysis employed in this study.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter describes the research methodology of the study. Specifically, it presents overall design of the study. It also presents the sampling procedures used to select the participants of the study. In addition, it describes the procedures of data collection and analysis used in the study.

3.1 Research Design

In order to analyze and address the problem of the study and accomplish the objectives, the researcher has conduct descriptive study because this type of study is useful to know or to get detail account or information about experience of respondent. In this study the qualitative and quantitative approach was used so as to come up with adequate findings. Combining the two methods is helpful to come up with well validated and substantial findings. Collecting diverse types of data provides a better understanding of the research problem and is helpful to strengthen the reliability (Creswell, 2003:55).The researcher aimed at collecting information from the respondents on their opinions in relation to major problems influencing discipline among students in Lideta Sub City.

3.2 Target Population

The target populations for the study are all the secondary schools in the Sub city. There are three secondary schools, the respondents are expected to be literate enough to read, comprehend and fill out the questionnaire without much difficulty.

3.3 Sample Size and Sampling Procedures

A sample is a small group of people obtained from the accessible population. It also defines sampling as the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they are going to be selected. This study use different sampling techniques for each category of targeted population. Selection of the schools and the principals are by census technique due to their small number. Thirty percent of teachers and 10 percent of the students sampled. Students and teacher were selected through

stratified random sampling techniques categorized based on grade, section and ages. Which was developed by carvalho (1984) In order to get better information from different strata, stratified random sampling technique is believed to be more preferable. Each school receives a questionnaire for the principals and for the sampled teachers and students.

Schools	Principal And vice principal			Teacher			Grade 9 &10 Students		
	population	sample	%	population	sample	%	population	sample	%
Dej.Balcha	4	100%	100	92	27	30	1330	133	10
Africa hebret	4	100%	100	50	15	30	701	70	10
Hedaselideta	4	100%	100	54	16	30	582	58	10
Total	12				58			261	

Table 1: Population, sample size and sampling techniques

Overall, a total sample numbers of 331 respondents participated in the study

3.4 Source of Data

The study has based on data obtained from primary sources and secondary sources. Primary data has collected from four groups namely; teachers, school administrators, students and parent teacher student association members (PTSA). In addition to this the researcher involved in classroom observation.

Secondary data is going to be obtained from document analysis, discipline committee minutes and literature review.

3.5 Research Instrument

To obtain adequate information, the researcher used questionnaire, interview and document Analysis

3.5.1. Questionnaire

The researcher makes use of self-administered questionnaire to obtain information from all selected respondents. This is because the instrument can be used for a large population

simultaneously and can also provide the investigator with an easy accumulation of data. It also gives respondents freedom to express their views and make suggestions. The questionnaire for the principals, teachers and students are in four parts.

Part one was try to focuses demographic data such as age, sex, academic qualification and administrative experience.

Part two try to focuses on common types of disciplinary problems in secondary school

Part three was try to gather information on the school factors that influence discipline in Lideta Sub City secondary schools.

Part four try to focuses type of strategies can be employed to minimize these problems in selected secondary schools

Questionnaires had both open ended and close-ended questions. The closed questions used because they deals with facts and has less time consuming, while open-ended questions use to give detail information on the school factors influencing discipline in Lideta Sub City secondary schools.

Before distributing of the questionnaire to the potential source of data, pilot test was conducted for 20 students and 10 teachers in Shemelse Habtei secondary school which was not involved in the study. Then all the necessary amendments such as spelling errors and grammars were made clear based on the feedback obtained from the pilot respondents. Based on the analysis of the pilot study, only few improvements were made on questionnaire and the reliability cronbach's alpha 0.806 was obtained for the items on common types of students' disciplinary problems . These representatives selected for the pilot study were excluded from the selection of the main study. Incorporating the comments and feedback obtained, the instruments were translated in to Amharic language for student respondents and for parent student teacher association (PSTA) in order to avoid language barrier. Concerning the questionnaires, the researcher provided a brief introduction on the purpose of the study to ensure the consent of the participants who were self-administered the questionnaires. Furthermore, observations and analysis of school behavior records of the students was also made to supplement the data obtained through questionnaire and interview discussion.

3.5.2. Interview

The researcher used semi-structured type of interview to gather data for this study. The Method helped the researcher to gather data from the school principals, vice principals and PSTA member the main purpose of the interview was to supplement and increase the validity and reliability of the information obtained from the questionnaires. In other words, through the Interviews, the quantitative data collected through the questionnaires were triangulated (Lynvh, 1996).

3.5.3 Document Analysis

In document review, the researcher was checked the reliable and adequate information from Consecutive two semesters listed file of misbehavior students was conformed as the students Disciplinary problems existed at large in those employed secondary schools.

3.5.4 Validation of the instrument

To determine the extent to which the instrument used in this study measures what they were supposed to measure, content and construction validity were used. As mentioned above the Questionnaire was developed and was given to experts to determine its suitability an Appropriateness regarding the items, their suggestions and corrections were utilized in final Draft of the questionnaire items. So, the validity is the strength of conclusions, inferences or Proposition.

3.5.5 Reliability of the instrument

Reliability refers to precision, consistency and accuracy of the research instrument. It is therefore the degree of consistency that the instrument demonstrates (Best and Khan, 1998). The reliability of the questionnaire particularly the internal consistency of the total items cumulative reliability was $r=0.806$ As can be seen from the results, the items were consistent among them and with the items as a whole in all factors were sufficiently valid and highly reliable to the intended information.

3.6 Data collection procedure

To collect relevant data for the study, first the researcher has developed questionnaire and distributes to the target population or respondents. Questionnaires are both structured (close-ended) questions that require respondents to choose from a predetermined set of alternatives and unstructured (open-ended) questions so as to allow respondent to reply in their own view. Then, the distributed questionnaires was collected and analyzed to reach the stated objectives of the research. Furthermore, observations and analysis of school behavior records of the students are also made to supplement the data obtained through questionnaire and interview discussion.

3.7 Data analysis

Data analysis in the study involved the process of tallying, structuring, and systematically arranging the raw data collected from the field. To analyze the data obtained from primary and secondary sources, the researcher used different data analysis techniques. The technique was based on the nature of the collected data and the research questionnaires. The questionnaires were analyzed quantitatively. The interview and documents were conducted qualitatively in narrative form by reviewing the notes, describing, interpreting and reflecting. It involved word argumentation than numerical explanations. The researcher crosschecked and analyzed data from different sources in order to triangulate findings. Finally, conclusions and possible solutions were suggested based on the findings.

3.8. Research Ethics

All respondents were asked to participate in the study voluntarily. No respondents were forced to participate in any way. Participation was voluntary. Participants were given the freedom to withdraw from the study at any time. Adequate information was also given on the aims of the research and the procedures followed to collect and analyze data. This enabled the respondents to make an informed decision to participate in the study. The privacy of the respondents was also protected at all costs. Confidentiality and anonymity of the respondents were also respected when reporting the findings of the study

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTRPRETATION

This part of the thesis deals with presentation, analysis, and interpretations of data gathered from teachers, principals, vice principal and students. The data were obtained through questionnaire, interview and document analysis. Based on this, the basic questions raised in this study were treated.

4.1. Background Information of the Respondents

The respondents were kindly requested to provide information about their school name, sex, age, grade level of students, educational background of teachers, work experience, area of study and responsibility. This information was collected through questionnaire as well as interview. The questionnaire was distributed to selected secondary schools teachers and Students. Interview was conducted with the administrative workers in the schools.

Table 2: Background of the students

NO	Variables		TYPES OF RESPONDANTS [STUDENTS]	
			NO=261	%
1	SEX	MALE	133	50.9
		FEMALE	129	49.1
2	AGE	11-15	86	32.9
		16-20	175	67.1
		20 AND ABOVE	-	-
3	GRADE	9	126	48.2
		10	135	51.8

The age of all students ranged from 14 to 18. This age category is said to be “fire age” during when the students show different changes physically as well as mentally. This may expose them for many challenges. Regarding their sex, 133(50.9) of them were male, 129(49.1) of them were

female. As shown in the same table, of the total 261 and students, 126 (48.2 %) of them were grade 9 students 135 (51.8 %) of them were grade 10 students.

Table 3: Background of the teachers and administration

NO	Variables		TYPES OF RESPONDANTS			
			TEACHERS		ADMINISTRATION	
			NO=58	%	NO=12	%
1	SEX	MALE	42	12	12	100
		FEMALE	16	-	-	-
2	AGE	20-29	20	2	2	16.6
		30-39	25	7	7	58.3
		40-49	9	3	3	25
		50 AND ABOVE	4	1	1	8.3
3	QUALIFICATI ON	DIPLOMA	-	-	-	
		DIGRI	49	4	4	33.3
		MASTER	9	8	8	66.7
4	WORK EXPRIANCE	0-5 YEARS	12	20.6	-	-
		6-10	31	53.4	4	33
		11-15	9	15.6	5	41.6
		ABOVE 15 YEARS	6	10.3	3	25

In the above table, out of 58 teachers, 55 (72.4%) of them were males and 16 (27.6%) were female. the percentage of male teachers exceeds the females' teachers. With regard to the female. Teachers' age as shown in the table, 34.5 % of the respondents in the survey were in the 20-29 years age category. This depicted that the majority of the teachers are younger and in the productive age group. But the experienced ones (43.1%) were in between 30 to 39years and (15.5%) were in between 40 to 49 years. Those are likely to take responsibilities more than others. However, the rest of the teachers (6.4%) of them were above 50 years. These were close

to their retirement though they can respondents' decently carry out their duties. With regard to the academic qualification as shown in the table, 66 (84.4 %) of the respondents were B.A degree holders and two (15.6%) of the respondents were Masters.. This shows that all of the teachers were well-qualified and can make changes if they are committed and change oriented with the school societies. They can also solve the problems they face in the teaching leaning process if they are motivated by the administrators and other concerned bodies. As a result, favorable teaching-learning atmosphere could be attained.

Background of the school administrators

From the table above, out of 12 administrators in the survey, all of them were male. From this, one can see that male administrators outnumbered their female counterparts in the schools. As shown in Table 4, item number two, two (16.6 %) of the administrators were between 20 to 29 years old. 7 (58.3%) of them were in the age of 30 to 39 years. Whereas, three (25%) of them were in the age of 40 to 49 years this age category may shoulder responsibilities more than the previous leaders based on their experiences. However, aged administrators (Above 50 years old) are very few, that is, only one (8.3 %) of the total respondents. It is obvious that they are more experienced to handle the issues in life because of their long professional skills. With regarded to the administrative qualification, four (33.3 %) of them were first degree holders whereas eight (66.7%) of them was second degree holder. According to their work experiences, four (33.3 %) of them have one up to ten years experiences. Five (41.6 %) of them have eleven up to fifteen years experience whereas the rest three (25 %) of them have above fifteen years administrative and teaching experiences.

4.2. Analysis of Students Disciplinary Problem in Selected Secondary Schools

This section of the chapter is mostly concerned with the presentation, discussion, analysis and interpretation of the data obtained from selected secondary schools by the use of questionnaire through quantitative analysis. And also information obtained through interview and documents were qualitatively interpreted for triangulation. Based on the research questions that the study set out to answer, the data were treated in the following order: the common types of students disciplinary problems in selected secondary schools, their causes and the strategies used to minimize the problems of students'.

4.2.1 The common types of students' disciplinary problems in the selected secondary schools

There are several common types of disciplinary problems in the secondary schools.

They include fighting with groups, deliberate absenteeism, insubordination, and little support for educators, disobedience, vandalism, theft, cheating, uninteresting and distrust for their educations. These problems are presented and analyzed in Table 5 below. To this end, mean, percentage and frequency were employed to analyze the quantitative data for the combined value of the respondents of (teachers and students). The Likert scales employed were: 5= strongly agree, 4= Agree, 3= undecided, 2= Disagree and 1= strongly disagree.

(T:Teachers) (S:Students) (R:Response) (F:Frequency)

Table 4: Common types of student’s disciplinary problems in selected secondary schools

NO	Item	R	N	SA=5	A=4	UD=3	D=2	SDA=1	4+5	1+2
1	High rate of absenteeism and truancy	T	58	30	26	0	2	0	96.6	3.45
		S	261	109	120		30	2	87.7	12.3
2	Cheating examination	T	58	28	29		1		98.3	1.72
		S	261	164	48		40	9	81.2	18.8
3	Disturbing in the classroom	T	58	17	39			2	96.6	3.45
		S	261	114	125		8	14	91.6	8.43
4	Theft the school and teachers property	T	58	18	27		13		77.6	22.4
		S	261	63	122	6	49	21	70.9	26.8
5	Jumping or go through the school fence	T	58	0	7		9	42	12.1	87.9
		S	261	6	64	6	45	140	26.8	70.9
6	Group fighting and bullying	T	58	4	6		40	8	17.2	82.8
		S	261	0	49		131	81	18.8	81.2
7	Leaving class early/escaping	T	58	24	28		2	4	89.7	10.3
		S	261	108	113		40		84.7	15.3
8	Harassment on female students	T	58		2			56	3.45	96.6
		S	261	12	28	9	10	202	15.3	81.2
9	Stabbing/thrusting with lethal knife/ konchora	T	58		10		9	39	17.2	82.8
		S	261		37	15	147	62	15	80.1
10	Profanity/language abuse	T	58	20	30		8		86.2	13.8
		S	261	124	108		9	20	88.9	11.1
11	Distrust for their lessons	T	58	32	17		6	3	84.5	15.5
		S	261	11	208	20	12	10	83.9	8.43
12	Not bringing books, in the classroom	T	58	48	5		5	0	91.4	8.62
		S	261	201	35		19	6	90.4	9.58
13	Sleeping during teaching	T	58	9	20		18	11	50	50
		S	261	74	13	49	104	21	33.3	47.9
14	Addicting with drunk, chat and cigarette	T	58		7		11	40	12.1	87.9
		S	261		15	6	122	118	5.75	92
15	Bringing noisy devices in the classroom such as ringing phones	T	58	24	22	2		10	79.3	17.2
		S	261	118	106		31	6	85.8	14.2

Table 4 shows some of the common types of students' disciplinary problems in the selected secondary schools.

For Item 1 which is about high rate of absenteeism, 96.6% of the teachers and 87.7% of the students respectively have strongly agreed. This indicates that high rate of absenteeism was one of the main disciplinary problems in these schools. Pagar (1994) stated that factors for the student absenteeism within or out the school building are peer influence, teacher methods of teaching, engaging in labor to earn money, security among others and loss of facilities.

With regarded to Item 2 which is about cheating on examination and copying from clever students, the majority of the teachers (98.3%) and the students (81.2 %) have agreed without significant difference between them as there were the existence of this problem. This indicates that cheating is one of the problems that constrain teachers' the well being of clever students and nobility.

Similarly, the information obtained from interviews with the principals and from two consecutives semester documents, it is confirmed that cheating on examination is one of the disciplinary problems faced in the selected schools.

Item 4, 77.6% of the teachers and 70.9% student agreed on Theft the school and teachers property

Regarding jumping through the school fence and group fighting in the schools for Items 5 and 6, respectively, 87.9% and 82.8% of the teachers and 70.9% and 81.2% of the students disagreed without a significant difference between them. This indicates that these kinds of disciplinary problems are not seen at large in these schools. With regard Item 7, 89.7% of the teachers and 84.7% of the students agreed about the existence of the students leaving class early. Item 8 which is about Harassment on female students majority of the teachers 96.6 % and the students 81.2 % have not agreed without significant difference between them as there were not the existence of this problem.

For Item 9, 82.8% of the teachers and 80.1% student disagreed about the existence of stabbing with lethal Knife Alidzulwi (2000) attested to the fact that severe disciplinary problems have been experienced in secondary schools. This is because learners carry knife to schools and stab their teachers and principals.

In Item 10 of Table 4, we can see that 86.2% of the teachers and 88.9% of the students agreed with respectively that, calling teachers by name or nickname is one of the disciplinary problem. The researcher also observed when the students call their teachers by their name. Alemayehu (2012:p18) also identifies 18 types of students disciplinary problems. Of which the second top ranked problems is calling teachers by their name or nick is the one.

Item 11, 84.5% of the teachers and 83.9 % of the students seem to show their highest level of agreement on the existence of distrust of their lessons among students in researcher's the secondary schools. According to the observation and the information obtained from the interviewers, most of grade ten students show distrust of their lesson. Major (1990) affirmed that students distrust of their lessons when their psychological needs are unmet and due to home background and environments.

Item 12, 91.4% of the teachers and 90.4% of the students agreed without significant difference between them about the, Not bringing books in the class room it is almost a common problem because they afraid of someone will steal their books. For this reason teachers always complain and suspend students from the classroom particularly, English and Mathematics teachers because they always enter to class. Principals also responded that coming to school without necessary material like books, exercise books is the major problem of most students in the schools. So, not bringing books in the classroom is behavioral problem that is sometimes noted among the students of the schools.

Item 13, sleeping during teaching 50% teachers and, 33.33% student agree but on the opposite principals responded that sleeping during teaching is not problem of students, this does not mean there is no problem but this happen in rare cases. Therefore, the researcher seen that sleeping during teaching is a behavioral problem that is not usually observed among the students of the schools.

Drug use abuse (alcohol, chat, smoking etc) regarding item 14 teachers reported that 87.9%and student, (92. %) disagree so there are not drug use /abuse (alcohol, chat, smoking etc) similarly, principals also said that there aren't drug use /abuse students in the school compounds.

So, the researcher concluded that drug use /abuse is not a usual behavioral problem among the students of the schools.

As can be seen from item 15 of table 4, 79.3% of the teachers and 85.8% of the students respectively agreed that students 'use of cell phone during the classes is one of the types of students 'disciplinary problem. Class rooms are for learning and it's well known that telephones aren't allowed. And if students break this rule and use cell phone, it clearly shows that they have discipline problems.

4.2.2. The Causes of Students' Disciplinary Problems in Secondary Schools

There are different causes for students' disciplinary problems in secondary schools. The study stressed on schools related.

Table 5: Causes of students' disciplinary problems related to the schools

NO	Item	R	N	SA=5		A=4		D=2		SDA=1		4+5	1+2
				F	%	F	%	F	%	F	%		
1	The absence of good handling of students discipline in the school	T	58	23	39.7	7	12.1	20	34.5	8	13.8	51.7	48.3
		S	261	104	39.8	17	6.5	84	32.2	56	21.5	46.4	53.6
2	Lack of team work among educators & education stakeholders	T	58	20	34.5	11	19	22	37.9	5	8.62	53.4	46.6
		S	261	89	34.1	52	19.9	104	39.8	16	6.13	54	46
3	Lack of awareness about the rule & regulation in the schools	T	58	20	34.5	7	12.1	14	24.1	7	12.1	46.6	36.2
		S	261	38	14.6	74	28.4	78	29.9	71	27.2	42.9	57.1
4	The absence of good educational leadership	T	58	8	13.8	14	24.1	23	39.7	13	22.4	37.9	62.1
		S	261	25	9.58	70	26.8	114	43.7	52	19.9	36.4	63.6
5	Large class size	T	58	3	5.17	16	27.6	21	36.2	18	31	32.8	67.2
		S	261	0	0	103	39.5	89	34.1	69	26.4	39.5	60.5
6	lack of well-organized co-curricular club in the school	T	58	33	56.9	22	37.9	3	5.17		0	94.8	5.17
		S	261	193	73.9	46	17.6	19	7.28	3	1.15	91.6	8.43
7	The school premises does not conducive for the students	T	58	32	55.2	22	37.9	4	6.9	0	0	93.1	6.9
		S	261	143	54.8	59	22.6	50	19.2	9	3.45	77.4	22.6
8	The absence of roll model on the side of the teacher	T	58	8	13.8	17	29.3	17	29.3	16	27.6	43.1	56.9
		S	261	89	34.1	26	9.96	111	42.5	35	13.4	44.1	55.9
9	Absence of consistent corrective measures by teachers	T	58	13	22.4	8	13.8	25	43.1	12	20.7	36.2	63.8
		S	261	75	28.7	38	14.6	119	45.6	29	11.1	43.3	56.7
10	Lack of professional ethics and personality	T	58	8	13.8	20	34.5	21	36.2	9	15.5	48.3	51.7
		S	261	48	18.4	82	31.4	77	29.5	54	20.7	49.8	50.2
11	Having un ethical communication with students	T	58	19	32.8	25	43.1	14	24.1	0	0	75.9	24.1
		S	261	107	41	132	50.6	22	8.43	0	0	91.6	8.43
12	The absence of good relation between the school administration and teachers	T	58	6	10.3	15	25.9	9	15.5	12	20.7	36.2	36.2
		S	261	83	31.8	46	17.6	78	29.9	54	20.7	49.4	50.6
13	Curriculum is deficient in moral training.	T	58	11	19	14	24.1	21	36.2	12	20.7	43.1	56.9
		S	261	38	14.6	49	18.8	134	51.3	21	8.05	33.3	59.4

The above table provides the causes of students' disciplinary problems related to secondary schools. As indicated in item 1 of Table 5, 51.7% of the teachers and 46.4% of the students agreed that, absence of implementing school laws is one of the causes of students' disciplinary problem. Students should respect the school laws and regulations without any exceptions. Using school properties in a proper manner is one of every school's basic law.

As can be seen in Item 2 of Table 5, 53.4% of the teachers and 54% of the students agreed that lack of team work among educators and educational stakeholders is one of the causes of students' disciplinary problem. This implies that lack of team work among educators and educational stakeholders is one of the causes of students' disciplinary problem. In relation to this, Kremer and Kurtaz (1985) state that aspects such as principal style, school services and resources, work pressure, teacher relationship with other colleagues, professional prestige or autonomy and level of satisfaction could be the factors for the existence or absence of commitment and collaborative work for improving students' misbehavior.

This indicates that there was the existence of some problems as they could not use their maximum effort as expected from them. Emmer (2005) stated that effectiveness is a problem-solving mechanism that differentiates teacher-owned and pupil-owned problems. Similarly, Waller (2008) states that effective teachers know that in order to truly help the students to change inappropriate behavior, they have to go to the root causes and consider the core problems. With regard to these points, the researcher conducted an interview with the principal and confirmed the existence of the above variables.

As seen from Item 3 of Table 5, 46.6% of the teachers and 42.9% of the students agree that, absence of awareness creation on school rules and regulations is one of the causes of students' disciplinary problem.

As indicated in item 4 of Table 5, 37.9% of the teachers and 36.4% of the students agreed that, the absence of good educational leadership is one of the causes of students' disciplinary problem.

With reference to the role expected from school administration, the respondents gave information in the following order of importance: firstly, being strong and having more contact, close interaction and integrated effort between the school and parents. Secondly, good and

conducive school environment should be created. Thirdly, there should be good, strict and excellent educational leadership. Fourthly, it is good to encourage or motivate role model teachers and their living standards should be improved. Fifthly, it is important to award students for their good behavior. Sixthly there should be continuous and persistent counseling for misbehaving students. Finally, team work between teachers and school management has been found to be important solving capacity.

As shown in Item 5 of Table 5, 67.2% of the teachers and 60.5% of the students confirmed their disagreement that large class size is a cause of students' disciplinary problem. In fact, large class size is a cause of the students' disciplinary problem but not in case of the school understudy. As observed during the observation class the number of the students in every class was not exceeded 38 or 37. It was as a result that the standard set for Ethiopian secondary schools recommends a class size of 40 students per section.

With respect to Item 6, 94.8 % of the teachers and 91.6 of the students agreed that one of the causes for misbehavior is the lack of well-organized co-curricular activities in these schools. Besag (1991) points out that, if the learners are engaged in several forms of relevant curricular and co-curricular activities, they gain and become a fine person and productive. Also, in the interviews, the vice principal expressed that the co-curricular activities in the schools were Unsatisfactory.

In table 5, Item 7 shows that 93.1% of the teachers and 77.4% of the students agreed that the premises of the schools are not conducive for the students. Rowne (2005) explains that the priorities that the schools should design are to ensure that all students are provided with a harmonious environment where they can learn and be successful.

From Table 5 item 8, we can also understand that, 43.1% of the teachers and 44.1 % of the students expressed their agreement, that one of the causes of students' disciplinary problem is absence of role model from the side of the teacher. The more the teacher behaves well, the more the students accept him/her, because most of the time the students behave like their teachers. In other words, if the teacher is not a role model to their pupil, they can hate the teacher himself and at the same time hate the subject.

As observed during the observation check list, the students were talking in the presence of the teacher. Some teachers showed less commitment in the management of the class and they seemed de motivated The interview made with the school management also revealed that, teachers do not take coordinated and equal responsibilities with school administration and parents in shaping students disciplinary problems and some of them are not disciplined and they are not role models at clothing and their hair style.

As seen in item 9 and 10 Table 5., 36.2% ,48.3% of the teachers and 43.3 % ,49.8% of the students confirmed their high agreement with the respectively that one of the cause of students disciplinary problem is the absence of consistent corrective measures by teachers and Lack of professional ethics . This signifies that one of the causes of students ‘disciplinary problem is absence of corrective measures by teacher’s .and Lack of professional ethics .During the classroom observation the researcher observed that, some of the teachers don’t have daily lesson plan and some of them were not willing to show their lesson plan. As described by the respondents preparing lesson plan is boring. This truly implies that there is the gap which the directors tried to identify; meaning teachers are not interested in preparing lesson plan.

Similarly, for Item number 11, about unethical communication of the teachers as the cause for the students’ disciplinary problems in secondary schools. The majority (91.6 % of the students and 75.9% of the teachers) agreed teachers’ that there is unethical communication. Although, relationship has strong effect on children’s attitude toward school and themselves, the quite consistent is that the teacher has on students’ the strongest and most direct effect psychological experience in the classroom. Influence the students’ emotion. This indicates that teachers directly of belonging through interpersonal support, autonomy support and method of instruction that support positive interaction with peers.

From Item 12 of Table 5, we understand that 36.2% of the teachers and 49.4 % of the students agreed that the absence of good relation between the school administration and teachers is yet another cause of students ‘disciplinary problem. From Item 13 of Table 6, we can understand that 43.1 % of the teachers and 33.3% of the students agreed that, school curriculum is deficient in moral training. This signifies that deficiency of school curriculum in moral training is yet another cause of students ‘disciplinary problems. Students should formally learn about moral do’s and don’ts in classrooms as part of the curriculum. This will direct them to behave correctly

and start to exercise the general moral background at early age. Therefore the deficiency of moral education will create students with bad behaviors.

4.3. The formed strategies to minimize student's disciplinary problems to students' in secondary schools

Table 6: The strategies to minimize student's disciplinary problems to secondary schools

NO	Item	R	N	SA=5		A=4		D=2		SDA=1		4+5	1+2
				F	%	F	%	F	%	F	%		
1	Persuading to the students about the final effect/consequence/of misbehaving behavior	T	58	23	39.7	18	31	15	25.9	2	3.45	70.7	29.3
		S	261	113	43.3	84	32.2	46	17.6	18	6.9	75.5	24.5
2	Taking sustainable guiding and counseling service in the school.	T	58	31	53.4	13	22.4	14	24.1	0	0	75.9	24.1
		S	261	187	71.6	54	20.7	20	7.66	0	0	92.3	7.66
3	Create good relationship and understand their problems	T	58	32	55.2	13	22.4	10	17.2	3	5.17	77.6	22.4
		S	261	169	64.8	52	19.9	29	11.1	11	4.21	84.7	15.3
4	Taking the opportunity to involving in co-curricular activity clubs	T	58	40	69	11	19	5	8.62	2	3.45	87.9	12.1
		S	261	211	80.8	28	10.7	22	8.43	0	0	91.6	8.43
5	Create peer mediation among them selves	T	58	39	67.2	6	10.3	13	22.4	0	0	77.6	22.4
		S	261	179	68.6	42	16.1	30	11.5	10	3.83	84.7	15.3
6	Collaborative work with concerned bodies	T	58	20	34.5	15	25.9	15	25.9	8	13.8	60.3	39.7
		S	261	152	58.2	45	17.2	39	14.9	25	9.58	75.5	24.5
7	Take responsibility for the students who have misbehaving	T	58	34	58.6	8	13.8	13	22.4	3	5.17	72.4	27.6
		S	261	184	70.5	32	12.3	39	14.9	6	2.3	82.8	17.2
8	Exposing his /her misbehaving action in front of their classmate	T	58	22	37.9	21	36.2	15	25.9	0	0	74.1	25.9
		S	261	120	46	98	37.5	40	15.3	3	1.15	83.5	16.5
9	Reduce their examination result	T	58	31	53.4	18	31	7	12.1	2	3.45	84.5	15.5
		S	261	55	21.1	140	53.6	54	20.7	12	4.6	74.7	25.3
10	Taking corporal punishment	T	58	3	5.17	7	12.1	40	69	8	13.8	17.2	82.8
		S	261	24	9.2	39	14.9	114	43.7	84	32.2	24.1	75.9
11	Making discussion with their family	T	58	18	31	28	48.3	12	20.7	0	0	79.3	20.7
		S	261	81	31	104	39.8	61	23.4	15	5.75	70.9	29.1
12	Taking labor work: digging and planting	T	58	27	46.5	17	29.3	7	12.1	7	12.1	75.8	24.2
		S	261	88	33.7	112	42.9	19	7.2	42	16.1	76.6	23.4
13	Suspension from the school		58	11	19	7	12.1	35	60.3	5	8.62	31	69
			261	15	5.75	9	3.45	211	80.8	26	9.96	9.2	90.8

For the item numbers 1 and 2, the respondents were requested to give their opinion on the strategies of convincing the students about the final effect of misbehaving behavior and taking sustainable guidance and counseling service in the schools.

The majority 70.7 % and 75.9 % of the teachers and 75.5 % and 92.3% of the students' agreed to the items respectively as strategies for minimizing misbehaviors. As Waller (2008) notes, to be aware with an appropriate student behavior, the most effective "teachers ask themselves one question. "How can I help him/her to prevent this from happening again? Then the teacher should consider not only the most effective consequences but also use the strategies to utilize to help and prevent future occurrence and punishment alone rarely appropriately."

Item numbers 3 and 4 show the importance of creating good relationship and understanding the problems of misbehaving students and taking the opportunity to involving in co-curricular activity. Accordingly, 77.6% and 87.9% of the teachers and 84.7% and 91.6% of the students agreed without significant difference of opinion among them. The same is true for taking opportunity to involving in co-curricular activities as one of the significant strategies to improving students' misbehavior in selected secondary schools. According to Besag (1991), learners engage in several forms of deviant behavior, if the curriculum and the co-curricular activities are not able to offer them opportunities for self-development and a sense of personal worth and do not address the aims that are promoted. He further maintains that learners resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Also, accordingly Doveton (1991), deviant behavior is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities.

With regard to item number 5, the respondents seem to have common beliefs on the issues about creating peer mediation among students. The majority (77.6 % of the teachers and 84.7 % of the students) agreed that peer mediation is necessary to mitigate students' disciplinary problems in the secondary schools. Related to this, Harris (2000) stated that there is no doubt that considerable evidence supports the statement that peer relationships influence the behaviors of the children. Students are often unable to resist peer pressure or get caught up in group emotion and as a result, misbehave in ways that would be out of character if they were by themselves. It is difficult for students to disregard peer pressure. The peer group influences what the child

values, knows, wears, eats and teaches. Also, Terry peers and groups' (1987) mentioned two significant causes of misbehavior in class:

Provocation and contagious group behavior. Provocation as a great amount of school misbehavior occurs from students provoking each other through petty annoyance, putdowns, sarcastic remarks, and aggression. The extent of contagious group behavior influence however depends on other situational constraints, such as the age a personality of children and the nature of the group.

In the same way, for item number 6, 60.3% of the teachers and 75.5% of the students agreed to collaborative work with the concerned bodies as one of the strategies for minimizing student misbehavior.

For item number 7, the teachers and the students seem to have common belief on having the issues about making discussion with the family of students' disciplinary problems in the schools. For this item, the majority (72.4% of the teachers and 82.8% of the students) students' agreed to take responsibility for the students who have misbehaving

Likewise ,item numbers 8 which refer to Exposing his /her misbehaving action in front of their classmate 74.1% teacher and 83.5% students agreed on for item numbers 10 and 13 which refer to the strategies of taking corporal punishment and suspension from the schools respectively, both groups of the respondents disagreed. This could be due to the fact that these types of punishments may lead to the dropout of students from the schools and they might have negative psychological impacts on the students as well. However, in the extreme situations, such strategies may also be used for a single offense.

For item number 11, the teachers and the students seem to have common belief on having the issues about making discussion with the family of students' disciplinary problems in the schools. For this item, the majority (79.5% of the teachers and 70.9% of the students) students' agreed to the strategies of making discussion with parents to improve disciplinary problems in the schools. This indicated that t parents should be considered in handling misbehaving students in schools. Learners who behave badly at school should receive proper discipline at home. Rossouw (2003)

stated that the discipline in most schools originates from the communities rather than from schools.

The researcher further conducted the interview with schools principals about the misbehaving students in their schools. The researcher asked them about the strength of communication among the schools and parents. For this, both schools principals have had similar responses as the communication was there and as they have a plan with parents at least two up to three times per a year. But, they pointed out that on most of the meetings; the number of the participant is under expected. As a result, there found it difficult to make discussions schools' according to the intended goals. Above all, the families of the students who have had misbehaving behaviors do not often attend such meetings.

The other point raised for interviewees was the ways of controlling students' misbehaviors. The information obtained from respondents included taking advice, formulating rules and informing them to students, giving warnings and suspension and the likes. The principal were also asked about the presentation of the students on a flag ceremony and whether they wear the schools uniform properly or not. They said that there were a number of late comers and deviant and offenders who inappropriately wear schools uniform in three schools. Similarly, the information obtained from the documents in which misbehaving students for two consecutive semesters were registered show that their numbers are increasing. From the documents, the majority of the corrective measures taken by the schools included corporal punishment, physical labor, giving warning in front of their family, black listing, verbal reprimand and suspensions. This indicates that the schools were dependent more on physical punishments rather than trying to solve the problem through discussion and smooth relationship creating measures.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main objective of this study was to assess students' disciplinary problems, their causes and the strategies to minimize the disciplinary problems in Lideta Sub City secondary school Dejach Balcha ,Hidase Lideta and Africa Hebert secondary school . To achieve this objective, data were collected by using questionnaires from teachers, students, principals and PSTA members by using interviews and from two consecutive semester documents. Principals were chosen for the study by using available sampling techniques whereas Teachers and students were chosen by using stratified random sampling techniques based on their age, sex and grade. Descriptive statistics such as frequency and percentages were applied for the quantitative data analysis and the qualitative data were described and summarized to supplement the quantitative analysis.

The information from teachers, students, principals and parent confirms the existence of disciplinary problems in the three schools. The overall findings of the study are summarized as follows:

1. The study revealed the commonly and frequently observed types of students 'disciplinary problems in the schools. These include high rate of absenteeism, cheating on examination, not bring book in the classroom, profanity /language abuse, bring noisy device in classroom, distrusting of lessons and leaving from classes early.
2. With regard to the causes that are contributing to students' disciplinary problems in the secondary schools, the finding shows that school premises not conducive, were the major ones.
3. From the schools related problems, the major ones according to the study were lack of well organized co-curricular activities and shortage of guidance and counseling services in the schools.
4. The major problems related with teachers according to the findings were lack of interest in teaching and unethical communication with the students.

5. The major problems also identified in the study included unwise usage of current technology as such mobile phones, face book, films and so on.
6. The strategies to minimize and improve students' disciplinary problems in the secondary schools as suggested by the respondents include guidance and counseling service, creating smooth relationship and understanding the students problems as well as their family, enhancing the participation and involvement of the students in co curricular activities in the schools, peer mediation, making discussion with student family and collaborative work with the schools community and other concerned bodies.

5.2. Conclusions

Based on the finding of the study, the following conclusions were drawn. Discipline is essential for the smooth and harmonized function in the schools. It is also, necessary to maintain effective and efficient teaching environment as learning requires calm and uninterrupted condition. But, based on the findings of this study, the student disciplinary problems seem to be so serious in the schools. Because of this, the smooth functioning of teaching and learning was adversely affected. In general, the most serious and frequently observed types of student disciplinary problems in these schools were distrusting of lessons, disturbing in the classrooms and high rate of absenteeism.

The findings also revealed that, cheating on examination and language abuse were the predominant disciplinary problems observed in the schools from the finding of the study; the causes for student disciplinary problems were identified. These include lack of well organized co-curricular activities, reluctance of the school administration and lack of guidance and counseling service in the schools, some of the causes according to the study are related to the family of the students due to lack of control in some of the families. What is more, if their families are unable to meet the needs of their children due to their low income, the students are likely to become inattentive and disruptive in schools. They are likely to be absent from the school to earn some income elsewhere. Even if they are present in the classroom, they might not follow their due to their family's socio-economic problems lessons with interest for students' disciplinary problem in the schools, The findings also revealed the causes which are related to the teachers including poor lesson preparation, lack of interest in teaching and unethical

communication. Overall, though one of the determining factors for the successful offering of teaching and learning is smooth communication with the students and the community at large, the finding of the study disclosed the fact that the majority of the concerned bodies in the schools did not play their roles that are expected from them.

5.3. Recommendations

Based on the findings and conclusion of the study, the following recommendations were be aware of forwarded. Education leaders must students' disciplinary problems in the schools and should be able to communicate with teachers, official bodies, parents, PSTA, students counsel, administrative workers and stakeholders to effectively deal with these problems. Specifically,

1. Schools should have strict rules and regulations and should incorporate in its rules what is forbidden and give awareness to the students early and should implement the rules strictly and consistently.
2. Schools should establish strong communication with the school community to create and develop collaborative work among all the concerned to minimize disciplinary problems in schools. Schools should also organize co-curricular activities to enhance participation in school clubs. Besides this, they should develop guidance and counseling service in the schools to handle misbehaviors.
3. Teachers should feel a sense of professional responsibility and understand behaviors. They should also be able to use a method of instruction that supports positive relationship with the students and that enables students to actively engage in learning
4. Parents should be cooperating with schools by attending school meetings and by making a school visit when necessary. This is, because the behaviors of the students are rooted in the home and partially in the schools as well as in the environments. Therefore, genuine home-school cooperation can produce fruitful information and leads to correction.
5. Students must be respect the school and their ground rule, strive for wellbeing of his/her behavioral improvement. Finally, further research is recommended to investigate more on students' disciplinary problems in secondary schools and to design appropriate strategies for minimizing and improving students' behaviors in the teaching-learning process.

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Appendix A

ADDIS ABABA UNIVERSITY

School Of Graduate Studies

Department of Educational Leadership And Management

A questionnaire to be filled by Principals, Vice Principals, and Teachers

The main Purpose of this questionnaire is to gather the necessary data so as to explore the major causes and type of high school students in Addis Ababa Lideta Sub City and also find the possible strategies to minimize the problems. Therefore, you are kindly requested to fill the questionnaire in order to know your opinion about the issues. All your empirical evidence are confidential and are not used other than the purpose of the study. Thank you for your cooperation.

Part one: Background Information

Instruction: A. Please give your answer by putting a “✓“ mark in the box and

B. Give Short answer in the space provided

1. Name of your school -----

2. Sex A. Male B. Female

3. Age A. 20 – 25 B.26—30 C.31 – 40 . above 40

4. Qualification A. Diploma first degree. second degree

5. Years of Service A. 1 — 5 B. 6—10 . 11 – 15

D.16-20 E. Above 20

6. Position A. Director B. Vice Director C. teacher

PART Two:

Common Types of students disciplinary problems in secondary schools. Dear respondents, The following items are designed to gather data about the common types of disciplinary problems in secondary schools students’

Please put “✓“ marks in the column by using the following fire points to the rating scale that indicate the degree of influence.

No	Common Types of students disciplinary problems in secondary schools	Rating scale					
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Disagree
1	High rate of absenteeism and truancy						
2	Cheating examination						
3	Disturbing in the classroom						
4	Theft the school and teachers property						
5	Jumping or go through the school fence						
6	Group fighting and bullying						
7	Leaving class early/escaping						
8	Harassment on female students						
9	Stabbing/thrusting with lethal knife/konchora						
10	Profanity/language abuse						
11	Distrust for their lessons						
12	Not bringing books, in the classroom						
13	Sleeping during teaching						
14	Addicting with drunk, chat and cigarette						
15	Bringing noisy devices in the classroom such as ringing phones						

PART THREE:

The causes of students’ disciplinary problems in secondary schools. Dear respondents. The following listed items are designed to gather data, about the causes of students’ disciplinary problems in secondary schools. Which are related to the schools. Then, Please put “✓“ marks in the column by using the following five points to the rating scale that indicate the degree of influence.

No	<u>Major problems influencing student discipline</u>	Rating scale				
		Agree	Agree	Undecided	Disagree	Strongly Disagree
1	The absence of good handling of students discipline in the school					
2	Lack of team work among educators & education stakeholders					
3	Lack of awareness about the rule & regulation in the schools					
4	Shortage of guiding and counseling program in the school					
5	The absence of good educational leadership					
6	Large class size					
7	lack of well organized co curricular club in the school					
8	The school premises does not conducive for the students					
9	The absence of roll model on the side of the teacher					
10	Absence of consistent corrective measures by teachers					
11	Lack of professional ethics and personality					
12	Having un ethical communication with students					
13	The absence of good relation between the school administration and teachers					
14	Curriculum is deficient in moral training.					

PART FOUR

The following listed items are designed to gathering data about the students' disciplinary problems strategies to minimize as well as improve the in secondary schools. Then, your genuine of response more preferable for correcting the students disciplinary problems in the schools. Please put “✓“ marks in the column by using the following fire points to the rating scale that indicate the degree of influence.

No	The strategies to improve problems in selected secondary schools	Rating scale				
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1	Persuading to the students about the final effect/consequence /of misbehaving behavior					
2	Taking sustainable guiding and counseling service in the school					
3	Create good relationship and understand their problems					
4	Taking the opportunity to involving in co-curricular activity clubs					
5	Create peer mediation among them selves					
6	Collaborative work with concerned bodies					
7	Take responsibility for the students who have misbehaving					
8	Exposing his /her misbehaving action in front of their classmate					
9	Reduce their examination result					
10	Taking corporal punishment					
11	Making discussion with their family					
12	Taking labor work: digging and planting					
13	Suspension from the school					

Appendix C

Interview guides

A. Interview guides for parents

- 1 As a parent how do you see the effort the school makes to work with parents?
2. How is the participation of the parents on meeting held in the school?
3. When the school demands to see parents on students disciplinary issues do they comesoon enough and try to solve the problem?
4. What are the most commonly seen student's behavioral problems nowadays?
5. What are the causes for the students disciplinary problems mentioned on question numberfour?
6. What are the possible strategies to curb the problems?

B. Interview prepared for principals and vice principals.

1. How is it parents participating and presenting on your calling the meeting?
2. How is it students discipline problem in this school?
3. What types of students misbehaving reflect frequently in the school?
4. How do you explain or manifest about the school rule. ?
5. In which club students interested to participating actively?
6. Is there mechanism to used control students misbehaviors?

Thank you!

DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for a degree in any other university and that all sources of materials used for the thesis have been properly acknowledged and listed in the reference section.

Name:- _____

Signature: _____

Date of Submission: _____