

**Students Disciplinary Problems and Its Impact on Their
Achievement in Bole Subcity High Schools**

Daniel Tekeste

A Thesis Submitted to

**The Institution of Educational Research in Partial Fulfillment of the
Requirements for the Degree of Master of Arts
(Educational Research and Development)**

**Addis Ababa University
Addis Ababa, Ethiopia**

June 2013

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ACKNOWLEDGEMENTS

I would like to genuinely thank several people who have supported and guided me throughout graduate school and the current research endeavor. First, I want to thank my parents, for their patience and love during times of stress. Besides, I wish to sincerely thank my advisor Dr. Desalegne Chalchisa for his constructive comments and tremendous support throughout the writing process. I would like to express my sincere gratitude to all the persons who participated in the study in various ways. Especially I appreciate the school directors, teachers of the schools and learners in the study area for their time and for their willingness to share their experiences as well as providing necessary information to my research. Ato Melaku Delelegn deserves appreciation for facilitating and supporting the research financially.

Finally, I want to thank the distinguished members of my colleagues, Abebe, Addikal, Sara and Sosi, without their assistance, this endeavor would not have been possible.

Last not least, no words can possibly be enough to express my heartfelt gratitude to Bole Sub city Education Bureau that permitted me to use its Record office as a source of information.

To each of you, thank you immensely for your time, energy, advice, and humor.

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Acronyms

AACAEB	Addis Ababa City Administration Education Bureau
BEN	Basic Education Network
CMES	Center for Mass Education and Science
CSO	Civil Society Organizations
DoE	Department of Education
EFA	Education for All
ESDP	Education Sector Development
FIVD	Friends in Village Development
IAES	Interim Alternative Educational Settings
MoE	Ministry of Education
MoFED	Ministry of Finance and Education Development
PBS	Positive Behavior Support
PTSA	Parent Teachers Students Association
IAES	Interim Alternative Educational Settings Union
LAKS	Landelijk Aktie Komitee Studentente, or National Action Committee for Students
ISY	In School Youth

Abstract

This study examined impacts of students' disciplinary problems on their achievement in Bole High schools. It employed descriptive survey research method. Data were collected from students and teachers using questionnaire and interview. One hundred forty students and also thirty teachers were participated in this study. Students were selected using available sampling technique whereas teachers are selected using stratified and systematic random sampling. Quantitative data were analyzed using percentage, mean and t-test whereas qualitative data were analyzed with themes and categories. The study indicated the major types of disciplinary problems and their causes. Independent samples t-test revealed statistically significant differences across students and teachers on determinant factors of disciplinary problems. The mean in the t-test indicated students' disciplinary problems was highly affected more boys than those girls. The qualitative analysis indicated that economic condition of the family, students' high involvement in domestic activities and involvement of peer pressure can be the major causes of students' indiscipline in these schools.

Based on the findings, recommendations were forwarded.

CHAPTER ONE

Introduction

The first chapter gives a brief overview of background of the study and the central research problem. It also presents basic research questions, objectives of the study, significance of the study, delimitation of the study, limitation of the study, research design and methodology and description of relevant terms for the study.

1.1 Back ground of the study

Within the last few years, the discussion on school order and safety in the Addis Ababa has evolved from a matter to be dealt by schools internally into a crucial public debate that gained momentum (AACAEB, 2009). This increase in school violence has resulted in responses from educators and the government alike. According to a survey (by the City's Education Bureau) administered to educators on school safety in 2003 and again in 2007, awareness and stringency of security measures at schools increased in this period. Similarly, the government has responded to school disciplinary issues by implementing a compulsory yearly registration of incidents. However, despite the increased visibility of school disciplinary issues in recent years and the severe nature of the incidents that sparked the public debate, it is important to keep in mind that the discussion on school disciplinary climates revolves mainly around more mundane issues of classroom disorder and student disrespect of teachers. The shift in the discussion of disciplinary issues into the public sphere can also be attributed to a redistribution of power from teachers to parents and students as a result of changes in school management.

Gradually, society calls on schools to provide solutions for societal problems such as group fighting, drug addiction, alcohol abuse, and obesity. Can schools be responsible for such a wide range of topics and the upbringing of children in general without reducing performance of their primary task, the transfer of knowledge and skills? Students out of school and incidents of aggressive behavior between students or of students toward teachers might be a sign that schools indeed are overburdened. According to AACAEB (2009), a registration system for incidents occurring at secondary schools, of the total number of 3255 incidents registered among participating

schools in 2007–2008, fights (20 percent), theft (19 percent), and threats (11 percent) constituted the most incidents. In contrast, drug use, absenteeism and sexual harassment were rare events.

In secondary schools the situation is worse than in primary schools, because the learners, as adolescents, now become aware of their rights, namely to privacy, freedom of religion, belief, opinion, and expression, among others (Republic of South Africa [RSA] 1996). Major (1990) indicates incidents involving learners calling their teachers using foul names, making obscene gestures when teachers tell them what to do, or trying to break up fights. In Major's (1990) view, a well-planned lesson does not prevent disciplinary problems while a disorganized, unprepared teacher, instead of having problems, has chaos. Lewis (1991) confirms that many educators become frustrated because they don't feel safety in their job.

The direct involvement of the researcher in the teaching profession, specifically in a secondary school, made him realize how disciplinary problems are impacting on teaching learning process, more so than in the past. Learners these days talk as they wish, and are capable of causing a teacher to feel that he or she is unwanted in the classroom. From observations and by means of informal interviews the researcher also became aware that educators generally experience stress. In this regard, classroom conditions have been found to significantly influence educators' feelings and attitudes (Earthman & Lemasters 2009). Undisciplined learners, who are disrespectful towards teachers, have a negative impact on teaching and learning in this country. According to Pager (1994), students at one school in the Western Cape reported high levels of absenteeism, truancy, laziness, substance abuse, and subversion of assessments of achievements by learners. This can be some signs of indiscipline of students.

1.2 Statement of the problem

Disciplinary problems are at present day widely distributed and practiced all over high schools specifically in Addis Ababa (AACAEB 2009). According to Addis Ababa Educational Bureau most youth in schools are exposed to disciplinary problems. In Ethiopia, big cities like Addis Ababa, the number of students who are involved in

such situations are increasing every year. According to the study 67% of all high schools are affected by the problem directly or indirectly (AACAEB, 2009).

In addition to those who are exposed to these problems, there are students who can show themselves as outlaws. The problem of disciplinary cases in recent years is assumed as over whelming proportion and directly related with socio-economic impacts, which are not isolated phenomena. So, however it is said that the impacts of the problem is well stated and half solved in the previous studies, there is an increased number of disciplinary cases in the city which are faced by schools and society (AACAEB, 2009).

Even if the previous study (AACAEB, 2009) tried its best to address this social problem was increased and case of disciplinary problems shows improvement, there are students who are still joining and involving in such cases directly or indirectly. So, this will be the main area to be focused in this paper. If the family and the school give relevant attention to healthy education and safe environment, it is possible to decrease the exposure of students from such problems.

The purpose of this research will to determine if there is a relationship between incidents of student indiscipline and student achievement in the selected school. The following **research questions** guide this study:

1. What were the common disciplinary problems in the schools?
2. What were the major factors that drive high school students to problems?
3. What was the impact of discipline in the achievement of students?
4. Is there a relationship between students indiscipline and student achievement in the selected schools?

1.3 Objectives

To assess the impacts of disciplinary problems on student's achievement in Addis Ababa high schools particularly at Bole sub city High schools.

1.4 Significance of the study

The significance of this study is to highlight the types and causes of disciplinary problems and showing its impact on academic achievement. Therefore, the research and its findings were believed to have the following significance.

- It contributes to the realization of those factors or combination of factors that play major roles in influencing the risk of disciplinary problems in the Bole Subcity high schools.
- It provide feedback for policy makers, teachers, principals, and for others interested groups to realize the magnitude of the problem and initiate changes in targeting access to education and
- It serves as a stepping-stone for those who have an interest to conduct further and detailed study in the area.

1.5 Delimitation of the Study

This study is delimited to four high schools, that grade 11. It became the focus of the study because the Addis Ababa Education Bureau Education Statistics Annual Abstract (MOE, 2009) revealed that the rate of student indiscipline from school is more alarming in high schools. Regarding the reason for delimiting this study to Bole high schools, it was widely recognized that the problem of school indiscipline was more acute in government schools than those owned privately or by different non-governmental organizations (NGOs). Finally, indiscipline becomes the focus of this study because it is a prime contributor to high educational wastage. Achievement may define in many ways.

Disciplinary problem was the dependant variable and socio-demographic and socio-economic variables (age, sex), family income, family coaching, causes of disciplinary problems is independent variables.

1.6 Limitation of the Study

The study has the following limitations:

While I was trying to investigate the disciplinary problems, it was vital to be sure of getting the subjects who involved in such case because of many reasons. In the same manner, the parents of indiscipline could not be included in the study owing to time constraints and an availability of their willingness.

- As the study relied on self-reported questionnaires, students might consciously or unconsciously misreport behaviors in ways that they considered to be socially desirable. Adequate training was given to both students and teachers to minimize such problems.
- One chosen high school, Asay, was replaced by Lem High School in time of data collection. This was largely a result of unwillingness of the administrative staff. The effect of this is no sampling of public school (currently, all public schools are under governmental schools.)
- There was a slight difficulty in the recording of discussants.
- The questionnaire was not translated in Amharic that created some confusion in understanding the questions even though it is resolved by explaining in the process.

1.7 Definition of terms

Student Discipline: refers to conduct or student misbehavior

Student Achievement: refers to a student's academic ability and the performance him /her

scores in the cumulative grades;

Disciplinary problems as forms of disruptive and anti-social behavior, which, in this case, contribute to the high stress levels of educators, such as:

- resistance to teacher direction;
- argumentativeness or procrastination;
- defiance, or swearing at the teacher; and
- frequent frustrating behavior, such as calling out and talking out of turn.

1.8 Organization of the Study

The study is organized in five chapters. Chapter one focuses on the background, purpose and motivation of the study. This is followed by the literature review that explores research findings of similar studies. Chapter three encompasses the methodology adopted while the description of the data is presented in chapter four. The findings of the study are presented in chapter five, and the study finally draws some conclusions and recommendations.

CHAPTER TWO

Review of Related Literature

2.1 Global Context

Student discipline is an issue that has been and continues to remain an issue in school settings. Managing classroom discipline is an obstacle that impedes the academic performance of some students. Because all students, even those students who are disruptive in the classroom, are required to be assessed on grade level, it is imperative that they are educated just as the remainder of the student population. Teachers have the difficult task of educating students. Educating students encompasses many factors in addition to the delivery of content. Other responsibilities of a teacher include such tasks maintaining accurate records, ensuring that modifications are applied to students with special needs, sustaining contact with parents, and employing instructional and management strategies consistent with campus and district initiatives (Wolford, McGee, & Ritchey, 1996). In conjunction with all of these expectations, managing student discipline is yet another requirement of teachers. In the event of student misbehaviour, an appropriate consequence is assigned to combat the inappropriate conduct. As the degree or frequency of the undesired conduct increases, the severity of the behaviour intervention escalates. Historically, combating student misconduct has resulted in punitive measures that remove the student from the regular education setting. A variety of strategies have been employed to exclude a student from the regular education setting.

One of the most common methods is to suspend a student from school (Christle, Nelson, & Jolivette, 2004). Other exclusionary measures, in addition to out-of-school suspension, include in-school suspension, disciplinary alternative education placements, and expulsion from school (Andrews, Taylor, Martin, & Slate, 1998). Davis and Jordan (1994), Andrews et al. (1998), and most recently, Arcia (2006) have all demonstrated that the concept of student exclusion is detrimental to the educational process because student achievement is adversely affected by this phenomenon. Moreover, numerous researchers have documented the presence of a relationship

between repeated disciplinary sanctions and students dropping out of school (e.g. Neild, Balfanz, & Herzog, 2007; Viadero, 2006). In the event that a student is removed from the regular education setting for punitive purposes, the situation becomes the campus administration's responsibility. Numerous options become available for the campus administrator as to the potential consequences that can be rendered. Some of the more severe consequences include in-school suspension, out-of-school suspension, disciplinary alternative education program, or expulsion. Removing a disruptive student from the regular education setting will create a classroom environment that has fewer distractions, which will afford the teacher an opportunity to deliver a more effective lesson. However, an additional problem is created when the disruptive student does not receive the classroom instruction due to the removal. This missed instruction can result in academic problems for excluded students (Andrws, 1998).

According to the Applied Research Centre (2002), the exclusion of students from the classroom has too often supplanted quality pedagogy and classroom management as a quick-fix for difficult student behaviour (Arcia, 2006). Very recently, Welch and Payne (2010) documented that school personnel had become harsher in their responses toward student misbehaviour. In an era of school accountability and legislation that mandates that no child will be left behind, public school administrators and teachers must ensure that all students, even those students who disrupt the learning environment, receive a quality education. Ensuring students receive a quality education is paramount. Simultaneously, understanding the challenges facing public education is important to combat obstacles that exist in the public school system. Included within this idea is managing student misconduct where effective intervention strategies are employed for disruptive students so they can also receive the quality education necessary to experience success on state assessments and education in general. Though no panacea intervention strategy exists for student discipline, understanding the unique characteristics of the student population will assist teachers and school administrators in managing the school environment.

An awareness of the effectiveness of exclusionary disciplinary practices and additional factors that can influence student disciplinary actions and sanctions could assist in developing intervention strategies that promote student learning and

achievement. A problem is present in education when students who misbehave are removed from the regular education setting because their academic needs fail to be met. Additional problems such as teacher attrition and premature removal of students are created when student behaviour interventions are no longer effective. According to Reimer (2002), the middle school age level is especially difficult. Students must contend with a multitude of factors that exacerbate the adjustment to the middle school level. Beane and Lipka (2006) explained the top five characteristics children ages 9 to 13 concern themselves with were grades, looks or appearance, problems at home, being liked and fitting in at school, and being out of shape or overweight. Reimer mentioned the stressors that the middle school population must cope with are associated with the developmental transitions of the early adolescent experience. Thus, equipping middle schools with appropriate personnel is critical in assisting students in navigating through this difficult transition in their lives (Bafumo, 2006). Another difficulty accompanying the middle school population is the puberty phenomenon. Reimer (2002) mentioned that school districts rarely included how puberty was experienced in their health education curriculum despite the fact that puberty is a major focus of attention, anxiety, pride, and sometimes shame for adolescents.

2.2 TYPES OF DISCIPLINARY PROBLEMS

2.2.1 Common types of disciplinary problems

Lewis (1991) distinguishes three overlapping types of misbehavior which are regarded as disciplinary problems for the educator in the classroom, namely misbehavior that inhibits the learner's own learning, misbehavior by one learner which is destructive to the learning of another, and misbehavior which is disrespectful, defiant or abusive to the educator. According to Lewis (1991), the misbehavior can be committed intentionally or unintentionally. Lewis (1991) further outlines the situations where the learners' behavior can become real disciplinary problems for the educator, and can impact negatively on his or her morale. He classifies these problems as educator-owned problems, and listed as follows:

- a learner consistently comes to class late and disrupts the flow of the class;
- he/she talks while the teacher is addressing the class;
- he/she writes graffiti on school property; skipping classes

- continuously calls out in class;
- one is not listening and asks questions that have already been answered;
- defies the teacher and refuses to follow instructions; using mobile in a lesson time
- one moves around in the class to the point of becoming a distraction.

In the researcher's own daily observation, the types of disciplinary problems listed above are mostly caused by specific learners, and they do impact negatively on educator morale.

Rosen (1997), another American author, distinguishes the following ten 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;
- damaging school property;
- dress code violations;
- theft; and
- leaving campus without permission.

The other common types of disciplinary problems experienced in American schools, as mentioned by Donnelly (2000), include fights, insubordination, and little support for educators, a general climate of disrespect, and distrust of the administration. According to the researcher's point of view, the types of disciplinary problems mentioned above are the ones being experienced in our everyday teaching in South African secondary schools.

Through observation and informal interviews, the researcher has learned that disciplinary problems are almost the same in the different schools, although the intensity may differ from school to school. This is the reason why authors in many parts of the world keep on mentioning the same types of disciplinary problems. Zimba (1996) indicates that misbehavior in a number of schools in Namibia inhibits optimal teaching and learning.

Recurrent disciplinary problems in that country include disrespect, disobedience, fighting, class disruption, leaving books at home, and failure to do homework. McManus (1995) lists several types of misbehavior which make the work of educators difficult.

Hayward (2003) indicates that it saddens him to hear how learners talk to young educators these days, showing them no respect. He refers to it as the 'right syndrome', which is placing constraints on educators, and may cause them not to last in the profession very long. Wilson (2008) confirms that if educators do not have positive relationships with their learners, it effects their job satisfaction, and eventually also learner outcomes.

2.2.2 Severe types of disciplinary problems

According to Alidzulwi (2000), in the Venda district in South Africa, severe disciplinary problems have been experienced. He indicates that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been reported of learners stabbing their educators and principals with pagans, and they also fight each other.

A survey on South African educators' opinions on violence in education conducted by Frazer and Smith (1999) in the provinces of Gauteng, the Free State and KwaZulu-Natal, reveals serious cases of learner violence. 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 cars, skipping classes and theft.

2.3 CAUSES OF DISCIPLINARY PROBLEMS

2.3.1 Parental/home influence

Alidzulwi (2000) like most authors, regards 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). This is especially true in black families (Shiluvane, 1999). Alidzulwi (2000) points out that many parents in Venda are not involved in the education of their children, causing poor results, high drop-out rates, and the absence of discipline in schools. Bowman (2004) is of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary

problems in schools. A psychologist is quoted by Louw and Barnes (2003), claiming that he has never seen a problem child, only problem parents. In his study, Varma (1993) also points out that those learners who behave badly at school do not receive proper discipline at home.

Hayward (2003) indicates that when parents show due civility and respect, their children reflect it in their interaction with their educators. On the other hand, if parents fail to exhibit reverence to others, the learners will imitate this behavior and show little or no respect for their educators (Louw & Barnes, 2003).

Sikhwari (1999) did a study on parental involvement in rural schools in the Limpopo Province. His major findings were that many parents are uninterested and negative towards the school, they have limited time, and there exists a total separation between the school and the parents.

There was a total lack of the implementation of the ideas of educators on parental involvement.

To complement the findings made above, Rossouw (2003) points out that teenager parents are afraid of their children and end up feeling helpless. He further indicates that parents expect the schools to teach their children proper conduct, without admitting their own responsibilities.

When analyzing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Rossouw (2003) regards the decline in discipline in most schools as originating from the communities rather than from schools. Rossouw (2003) indicates 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 were identified by a study in the San Francisco Bay area (in: Short *et al.* 1994:3), namely single parent homes, a lack of parental control at home, the negative influence of television, neighborhood and community problems that influence the home.

Besag (1991), in reference to bullying, indicates two styles of parental discipline in particular, namely punitive and rewarding. He says that many bullies at school come from homes where a punitive style of discipline is used and where aggression is seen as a way of settling problems. Learners who are bullied are also

more often absent from school. Besag (1991) further stresses that harsh and punitive discipline is ineffective, and may be interpreted as violence by the learners, and also offer a model for their own disruptive behavior. Conversely, the behavior of children is more respectful when they come from stable families where parents are rewarding and talk to their children in a loving

2.3.2 The role of the Teachers

Educators play a significant role in the management of school discipline, as indicated in a study by Mtsweni (2008) in Mpumalanga. If the entire school is involved in supporting positive learner behavior, not only is their behavior affected favorably, but also their academic achievement (Luisseli, Putman, Handler & Feinberg 2005).

Educators who do not actively involve learners in classroom activities may experience disciplinary problems. Several researchers (in Varnham 2005) believe that the involvement of learners in matters pertaining to their education reduces behavioral problems. In his research Varnham (2005) found that learners have a tendency of behaving badly at school because they feel that schooling is something that is done *to* them rather than a process in which they are valued as significant participants. Short, *et al.* (1994) are of the opinion that learners who tend to drop out of school perceive little sense of belonging. But, learners who are actively engaged and interested in classroom activities, stay on task at a higher level than learners less interested and involved.

Some educators are irresponsible and believe that their task is only to teach, and that the issue of discipline should be taken out of their hands by the system Varma (1993). That is why a general concern is brought to the fore by several authors, namely that educators are no longer as committed to their profession as in the past. Karakus and Aslan (2009) found that the educators' commitment was influenced by personal characteristics such as gender, marital status, and tenure. Day (2005) also found that the educators' commitment tends to decrease progressively over the course of their teaching career.

Rogers (1991) believes that educators who force learners to do something may not succeed; instead, it encourages learners to act in a stubborn manner. The educator who is always harsh and forceful in giving instructions may never be successful, especially when dealing with power-seeking grade sevens.

Two researchers, Mabeba and Prinsloo (1999), also reckon that educators, who do not prepare their lessons thoroughly or meaningfully, promote a negative self-esteem in learners, with little or no participation in the classroom. This creates disciplinary problems.

2.3.3 Political, social and economic factors

According to the Bible, a child is not naturally inclined to be good and innocent in the presence of God and his or her fellow human beings in Rossouw (2003). He mentions that man fell into sin at the beginning of humankind. This explains the presence of misconduct, deviant behavior, and disciplinary problems in the lives of human beings. Rossouw (2003) also indicate the over-emphasis placed on children' rights as one of the factors confusing principals, educators and learners in matters relating to the discipline of learners at school. He further indicates that some principals are under pressure to recognize learners' rights, and do not know to which point they should make allowance for their learners' voices. He mentions (2003) that educators have reported that they are uncertain, confused and afraid of infringing upon learners' rights, and of being accused of misconduct. He furthermore points out 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 cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline.

The political situation in a country is also blamed for children's misbehavior by Moloji (2003) where she states that the involvement of the youth in the liberation struggle which ended in 1994 caused them to develop "...arrogance towards adults, that is, both educators and parents". Accordingly, Maree (in: Rossouw 2003) also blames the political situation of the nineties in South Africa where the causes of violence in schools were politically motivated. He mentions gang activities, the lack of transformation, learners carrying guns and smoking drugs, a lack of counseling services, the intolerance of school management towards some groups, and parental apathy. The results of the above-mentioned study indicate the following: In spite of the fact that 40% of the educators felt helpless, 99% of them indicated that they made use of their own personal methods of maintaining discipline in their classes. According to

Naong (2007), it was unfortunately not clear if corporal punishment still formed part of the methods of discipline the educators used even though it was not allowed. It was, however, clear that the methods they used were not working, as indicated by 68% of the respondents. Of them 88% indicated they understood what the difference was between 'punishment' and 'discipline'. It was also pointed out by 90% of the respondents that the situation of poor discipline at school would make them leave the profession. Naong (2007) concluded that thorough training to address disciplinary problems at school was vital to empower educators and to restore their sense of self-worth.

2.3.4 Learners with emotional problems

When learners have emotional problems, this may cause them to misbehave. They may behave badly in class because they need special attention, want to be leaders, want to be left alone, or want to hurt others as they have been hurt Lewis(1991). Rossouw (2003) mentioned that some learners play with cell phones in class.

Learners with emotional problems are particularly disruptive when certain teaching methods are used. For example, comments on active learning approaches which allow learners to speak out aloud. As the lesson progresses some learners take advantage of the situation and start making a lot of noise. Thus they are troublesome. Rossouw, furthermore (2003), mentions that learners with emotional problems often have no respect for human dignity, hence younger learners are often victimized and bullied by older ones. He indicates that some learners have a negative influence on others, for example, a group of learners may admire and imitate individuals who are unruly and arrogant. This is typical behavior of adolescents in secondary school.

Mabeba and Prinsloo (1999) share the same sentiments where they indicate that the main reason why learners misbehave can be summed up as wanting attention, desiring power (influence and intimidation), revenge (retaliation and vendettas), and a display of inadequacy (frustration and pain). The two authors believe that these emotional problems may be aggravated by a number of factors, such as the family and the learner's home circumstances, the influence of the peer group, the school organization and school climate, the relevance or lack of the curriculum, the personality and qualifications of the educators, the teachers' teaching styles, and more. Lewis (1991) points out that there exists a cycle of behavior, namely learners who believe that they are not recognized and respected, start misbehaving. This is a strategy of the

learners to show their presence and to seek attention. In the process, the attention-seeking behavior may result in the educator spending a lot of time trying to discipline that learner, which causes the cycle to go on and on.

2.3.5 Public schools versus private schools

There is a general concern that governmental schools experience more disciplinary problems than private schools. In a study done by De Jong (2005) it was ascertained that public opinion over the past 30 years rates the lack of discipline in government schools in the United States of America as the biggest problem communities have to deal with. The same view is shared by Marrison, Anthony, Storino, Cheng, Furlong and Morrison (2001) where they indicate that in government schools educators are confronted with learners who represent a significant range of needs. The other problem in government schools is the fact that the safety of learners is not guaranteed.

2.3.6 The curriculum

The relevancy of the curriculum to learners' needs also influences discipline at school. In research done by Raven (in: Besag 1991), it was ascertained that learners engage in several forms of deviant behavior if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims that are promoted by society. Besag (1991) 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. He emphasizes the importance of linking the curriculum to the philosophy and customs of a particular society.

2.4 THE MANAGEMENT OF SCHOOL DISCIPLINE

2.4.1 The authoritarian approach to discipline

Pretorius, as cited by Louw (in: Mtsweni 2008), links the authoritarian style of leadership to autocratic communication, the excessive control of learners, and domination, as well as to un-pedagogic and compulsive exercising of power that undermine the learners' feelings of freedom and security. McKay and Romm (in: Mtsweni 2008) agree when they indicate that an authoritarian style of leadership causes

learners to resort to violence, because they are frustrated by not having a say in what concerns their well-fare and well-being at school.

They points out that prior to the democratic dispensation in United States; corporal punishment was an established, authoritarian approach to disciplining learners. "Spare the rod and spoil the child" was a popular adage that was forced down the throats of every educator and child in a bid to make him/her accept discipline. Maree (in Egwuonu 2008) added that the proponents of corporal punishment justify its administration on various grounds, indicating how it is capable of building character, contributing to the rapid reduction or elimination of unwanted behavioral patterns, and facilitating learning, whilst at the same time teaching respect for rules and authority.

The Department of Education (2000) indicates that Christian National Education was designed to support the apartheid system by schooling children to become passive citizens who would accept authority unquestioningly. Educators were encouraged to use the cane as a way of keeping control and dealing with those who stepped out of line. In 1994 the Department of Education (2000) pointed out several weaknesses in this style of enforcing discipline on learners when they concluded that "violence begets violence". In 1994 the Department of Education abolished corporal punishment. This measure was enforced by Section 12 of the South African Constitution which states that "...everyone has the right not to be treated or punished in a cruel, inhuman or degrading way". Several reasons for banning corporal punishment in all schools in South Africa were brought forward (in Department of Education 2000), indicating that corporal punishment does not build a culture of human rights, tolerance and respect and • does not stop the bad behavior of difficult learners; instead these children are punished over and over again for the same offences.

In line with the above-mentioned reasons the two largest teacher unions, the South African Teachers Union and the National Teachers Organization of South Africa, have given their support to the banning of corporal punishment and the development of alternative strategies for discipline (Department of Education 2000).

2.4.2 Alternative modes of discipline

2.4.2.1 An educative, corrective approach

The Department of Education (2000) urges educators to use discipline rather than punishment proactively and constructively. It is expected that the learners

experience an educative, corrective approach where they will learn to exercise self-control, to respect others, and to accept the consequences of their actions. In its guide for educators on how to deal with discipline, the Department of Education (2000) advises educators to adopt alternatives to corporal punishment for effective discipline. Rogers (1995) came up with a school discipline policy which provides a framework that corresponds with what a school will seek to practice. The framework aims at achieving the following, namely to establish a stable social learning environment encourage students to be responsible for their own behavior, to develop self discipline, and enhance their self-worth, and to respect the rights and feelings of others, such as their fellow students and teachers.

2.4.2.2 The bio-physical theory and alternative discipline

According to Henly (2010), the bio-physical theory explains human behavior by means of an analysis of metabolic, genetic, and neurological factors. This theory indicates that lead poisoning, allergies, and neurological impairments are the three widely accepted bio-physical causes of poor student behavior. Henly (2010) further indicates that infections, a lack of sleep, a poor diet, and vision problems are other bio-physical explanations for attention problems in children.

It is therefore imperative for educators to understand that medication is an accepted treatment for a wide range of challenging behaviors and behavioral conditions, including hyperactivity, inattention, aggression, self-injurious behavior, depression, bipolar disorder, anxiety disorder and Tourette's syndrome (McClellan & Werry, in: Scheuermann & Hall, 2008). Mood disorders such as depression and anxiety can be treated by prescription drugs. Lithium is prescribed for schizophrenia and amphetamines are used to treat attention deficits (Henly 2010).

2.4.2.3 The psycho-dynamic theory and alternative discipline

For psychological health, children and young people must successfully complete a series of developmental stages, each which presents accompanying psychological conflicts (Scheuermann & Hall 2008). If any of the developmental stages are not satisfactorily completed, or the conflicts are not adequately resolved, psychological difficulties, and accompanying behavioral problems, may result (Kessler, Rezmierski & Kotre, in: Scheuermann & Hall 2008). They demonstrate in the above

model interventions which are more relevant to school settings. These include, among others, providing a warm, supportive climate, where all the staff members are trained to interact in various appropriate therapeutic ways with the learners. Such environments are designed to reduce unnecessary problems. Art, music, drama, and the work of play therapists may be used to help children identify negative feelings. Group processes and dynamics are emphasized.

It is important to provide an environment that is positive, predictable and consistent, and appropriate for each learner's emotional needs. Counseling is advised for students who exhibit high levels of challenging behavior (Scheuermann & Hall 2008).

2.5 The Code of Conduct

It explains the kind of behavior educators expect from each learner, and the standard of behavior a school has to maintain. The Department of Education (2000) stresses that the Code of Conduct as drawn up by the individual schools may not contradict the Provincial or National Code of Conduct, which embraces the values enshrined in the Constitution of the Country and the Schools' Act.

Stevens, Wyngaard and Van Niekerk (2001) are of the opinion that a Code of Conduct serves as an important stepping-stone towards fostering a culture of teaching and learning, mutual respect, accountability, tolerance, co-operation and personal development within the schools and the surrounding environments. Stevens, (2001) further posit that the Code of Conduct as such will not reduce the incidence of violence and injury, but together with other environmental, educative and structural interventions, they create a context in which behavioral expectations are clearly communicated, consistently enforced, and fairly applied.

The Department of Education (2000) further indicates that the Code of Conduct of a school should be based on an ethos that is congruent with the South African Constitution and the vision and mission of the school. It should therefore reflect the rights and responsibilities of learners; provide guidelines for conduct; set standards of moral behavior; promote self-discipline and constructive learning; be based on mutual respect and tolerance; and give learners a clear picture of what they should or should not do. It also has to include the channels of communication they may use, as well as the grievance procedures and due process to follow in the event of misconduct, like a disciplinary hearing.

2.5.1 Developing a Code of Conduct

As prescribed by the Department of Education (2000) and endorsed by the then Minister of Education, all members of the school community must acknowledge 'ownership' of the Code of Conduct of the school by playing a role in developing it together. It also emphasizes that a disciplinary policy should be developed in the school community through consensus. Such a policy is more likely to work effectively than one that is imposed from above by the principal or the School Governing Body.

The Code of Conduct should be displayed on a notice board at the school and thus be easily observable by all the learners. This may help the learners to comply with the stipulations of the Code of Conduct of the school which the learners are attending.

2.5.1.1 The role of the learners

Bray (2005) indicates that learner representation at secondary school level to develop a Code of Conduct inculcates the values of democratic school practices. Although a learner at the secondary school level is not competent enough to enter independently into legal contracts, he/she is educationally mature enough to represent the learner corps of the school and act in its best interests.

George, Patmore and McIntyre (in: Egwuonwu 2008) mention that learners should be consulted in their own affairs, because research has shown that they will then be willing to conform to decisions that are made in that regard. Previous studies (in: Egwuonwu 2008) have indicated that learners are certainly "interested persons" in participating in decisions that affect them. That is the reason why they are to be consulted by the School Governing Body when a Code of Conduct is developed for the school.

Stevens (2001) indicate that learner participation promotes responsible learner development and maturity, enabling them to be part of the solution rather than of the problem. Learners should be actively involved in decision making that concerns, for example, their own safety and school safety planning, and should be encouraged to become involved in the planning and management of learner events and programs, if possible.

Wallin (in: Egwuonwu 2008) investigated Students' Leadership and Democratic Schools. He indicates that learner involvement has positive implications for learner

discipline. The investigation further reveals that there is less likelihood that school rules will be broken if learners have an input in the development of the Code of Conduct for their school. They also note that learners with little disciplinary issues often become leaders Egwuonwu (2008).

2.5.1.2 The role of the School Governing Body

The Department of Education (2000) indicates that a Code of Conduct is part of the democratization of education in South Africa. The Department states in their documentation that it is the responsibility of the School Governing Body of each particular school to draw up the Code of Conduct after an open and democratic process of consultation and negotiation with educators, learners and parents.

The Code of Conduct should be reviewed and revised on an ongoing basis, because it is not a static document (Squelch, in: Lekalakala 2007). Thus, it is important that all the stakeholders in the school community should be made aware that as new disciplinary issues, rules, regulations and procedures arise, they must be communicated to the school and be included in the Code of Conduct.

2.6 CLASSROOM MANAGEMENT STRATEGIES FOR EDUCATORS

2.6.1 Participatory decision-making

In his approach to the handling of discipline in schools, Kohn (1996), an American researcher, has the same outlook as the Department of Education here in South Africa. He believes that the implementation of a new classroom management system that incorporates students in the decision-making processes will exert a positive impact on the students to eliminate behavioral problems. Kohn (1996) indicates five ways for a classroom management system that incorporates students in the decision-making processes which will exert a positive impact on creating a democratic community within the classroom.

2.6.2 Working with difficult learners

To focus the attention on the issue of difficult learners, Blog (2010) made a number of interesting remarks, one of which is the following:

We've all had them, they come in shapes and sizes and present a variety of group facilitation challenges - the difficult learners find the pain they are in before you tell them about the pain they have caused.

In one of their instructional courses, the Langevin Learning Services (in: Blog 2010) place difficult learners in the following three categories: the explorer (they want to learn), the vacationer (they somehow take it easy), and the prisoner (they want to be somewhere else). Blog (2010) insists that we should try to find the reasons why the difficult learner is bored, shy, sleeping, introverted, or dominant.

Daily Teach (in: Blog 2010) with its categories of challenging behavior patterns by learners, highlights instant ideas from other teachers in the United States of America on how to deal with difficult learners. These are the following:

(a) Antagonism with authority.

- Provide opportunities for students to change their hostile and aggressive energy into socially acceptable channels such as sports, clubs, hobbies, and crafts.
- Give learners reading and/or writing assignments that deal with antagonistic behavior, and ask them to comment on socially acceptable ways of handling conflict situations.
- Praise learners whenever they cooperate with other adults (*e.g.*, “That was very kind of you to help her find her keys”).
- Encourage learners to strive for greater self-control in as many situations as possible.

(b) Argumentative learners.

- Do not confront the learner in a group situation.
- Do not make threats that cannot be carried out.
- Allow emotions to cool before approaching the learner.
- Maintain the appearance of control at all times. Use a clear and firm voice.

(c) Boastful attention-seeking learners.

- Give the learner a position of responsibility in the classroom and encourage him/her to set a good example for the others (*e.g.*, handing out papers).
- Assign a learner a special project of interest, and let him/her report to the class.

- Ignore a learner's annoying comments, but give praise when he/she describes his/her achievements.
- Provide recognition and positive attention whenever possible.

(d) Lack of motivation.

- Make classrooms interesting and stimulating for the learners. Make your lessons inviting and challenging, so that learners become interested in finding out what comes next.
- Take advantage of the learners' interests, and design learning around them.
- Make your lessons an experience that will allow the learner to gain self-esteem, because he/she is successful. Van Brunt and Ebberling (in: Bart 2008) add the following two guidelines for working with difficult learners:
- *Set rules for classroom behavior:* When discussed in class and discussed as part of the syllabus, these rules provide a basis for future confrontation with the students. Allow learners to develop a set of classroom standards, and good manners.
- *Work as a team:* Don't feel you have to do it alone when it comes to working with difficult learners. You can refer at-risk learners to counseling services or you can get assistance on how to best approach a situation.

2.6.3 Establishing cooperative relationships

Krishnaveni and Anitha (2007) indicate that the teacher should afford the learners his/her time and space by being available. This will enhance the learner-teacher relationship. Cooperative teacher-learner relationships develop a sense of responsibility and self-discipline in learners. Such learners are then able to interact freely and effectively in groups, and also feel a sense of fair treatment and of being treated with care and respect. Partin (2005) urges educators to consider having meetings where learners can openly discuss their views. To succeed in these meetings, the educator must indicate to the learners that he or she is genuinely interested in their views. Schools are more successful when learners experience a sense of ownership and belonging. Involving learners in classroom decisions, valuing their contributions, and respecting individual differences and helping to meet their personal needs whatever these may be.

2.7 Positive Behavioral Interventions, Strategies and Supports

The IDEA Amendments of 1997 provided new requirements to support students with disabilities who exhibit challenging behaviors, through the implementation of "positive behavior interventions, strategies and supports" when a student's behavior "impedes his or her own learning or that of others." The amendments apply not only to direct implementation of supports for individual students, but also address the broader issues of school safety and climates conducive to learning for all students. Systemic changes in a school's or district's approach to discipline and behavioral intervention, including parent and community involvement, can significantly impact school climate and student learning. All students, both disabled and non disabled can benefit from proactive behavioral support systems. Positive behavioral interventions, strategies and supports focus on increasing desirable behaviors instead of punishing undesirable behaviors. They emphasized the importance of making positive changes in the student's environment in order to improve the student's behavior. Such changes may entail the use of positive reinforcement, modeling, supportive teacher-student relations, family support and assistance from a variety of educational and mental health specialists.

Examples of effective proactive behavioral strategies: there are a number of research-based approaches to providing proactive systems of behavioral support, including Positive Behavior Support (PBS), violence prevention programs, social skills instruction and school-based mental health services. Examples of effective strategies include: **Violence prevention:** The most frequent components of a violence prevention program include a prevention curriculum; services from school psychologists, counselors or social workers; family and community involvement; and implementation of effective school-wide discipline practices. **Social skills training and positive behavioral supports:** Interventions that help students with emotional/behavioral disorders and social skills deficits have the potential to significantly improve school-wide behavior and safety.

2.8 Interim Alternative Educational Settings

Not all significant behavior problems can be adequately addressed through proactive behavioral support strategies, given the wide range of causal factors and the immediate concern for student safety. The IDEA '97 provisions for Interim Alternative

Educational Settings (IAES) allow school personnel to quickly intervene and remove from the classroom or school a student with disabilities who engages in behavior that seriously threatens the safety and well-being of self or others. The rules specify that, for certain dangerous behaviors, school personnel can treat the student with disabilities as they would treat students without disabilities in removing without parent consent, with certain restrictions. (Quinn & Burkholder, 2007) Research indicates that effective alternative programs for students with disabilities include the following characteristics:

- 1) Low staff to student ratio with highly trained, culturally diverse staff;
- 2) A strong component of parent and community agency involvement;
- 3) use of nontraditional instruction, adapted curriculum and flexible staff roles;
- 4) Sufficient funding and resources to implement program;
- 5) Sensitivity to individual and cultural differences;
- 6) clear program and student goals;
- 7) Onsite counseling services;
- 8) Multidisciplinary case management;
- 9) research-based interventions;
- 10) Formative and summative program evaluation

Some schools are taking control of and finding ways to confront the problems of discipline and school violence. Here are a few programs that seem to be working:

2.9 Legal Context and Administration of School Discipline

The formalization of school discipline is strongly linked to the question of who bears responsibility for administering discipline within the school context. Given that in Dutch law only two disciplinary measures are regulated, expulsion and suspension, school discipline is generally not seen as a legal issue in the Netherlands. The law does not prescribe guidelines for appropriate reasons for suspension. However, students may not be suspended for more than one week, and suspensions exceeding one day must be reported to the Inspectorate of Education. In the case of permanent expulsion, the law is slightly stricter: for students younger than 17, the school board must find a new school that is willing to accept the student, the inspectorate must agree to the expulsion, and poor academic achievement may never be the reason for expulsion.

Students have a say in the way school discipline is managed within their own schools. Since 1992 all schools are legally required to draw up a student statute that includes the rights and duties of students. This statute must be approved by student representatives and a committee of parents, teachers, and principals. The national secondary-school student union LAKS

(Landelijk Aktie Komitee Studenten, or National Action Committee for Students) provides guidelines for student statutes and informs students of their legal rights. How schools handle disciplinary problems, both minor and serious, differ between schools and depend on the content of the student statutes drawn up for the individual schools. Disciplinary sanctions often used for minor infractions, such as disturbing class, include a warning, temporary removal from class, contacting the parents, or assigning students to community service. More serious infractions incur harsher measures, such as suspension and, in very rare cases, expulsion.

2.10 Ethiopian context

According to the 2005 E.C MoE flyer 10.5% were found to have disciplinary experience. Amongst those who had ever had cases, more males than females (44.5% vs. 30%) were participated actively at or after the age of 17. The median age of disciplinary debut (first case) was 16 years for both sexes. The commonest reasons for starting disciplinary problems were personal desire (67.1%) and peer pressure (19.3%). Some ISY (in school youth) claimed that no behavioral changes were observed among the youth these days, although almost all had better knowledge of the preventive methods. They argued that what young people know about Crime and Criminals but what they do are contradictory.

Although young people know that their risk behaviors are making them susceptible to HIV/AIDS, they continue to indulge in risky behaviors and practices. However, all agreed that even though the desired behavioral changes have not been achieved, the general population is more aware of the gravity of the epidemic.

The study that was done in Gedeo zone high school has shown the prevalence of disciplinary problems to be 11.8 percent, the main reason to start conflict was mainly personal desire (81.2%). The study that was done among Ambo high school students

had shown 19.4 percent of the respondents had experienced sexual intercourse of which 56.4 percent claimed more than one partner.

2.11 Addis Ababa context

The survey conducted by Save the children Ethiopia in October 2000 on governmental high school of Addis Ababa revealed that 34% of the boys and 13% of the girls acknowledged that they had had disciplinary problems, 23% of the disciplinary problems experienced students admitted that they had been interrogated by police at least once. The research that was done among preparatory students in Addis Ababa revealed 46.7 percent reported having had disciplinary problems out of which 68.9 percent were males. A remarkable increase in the practice of disciplinary problem was seen following of Addis Ababa as capital city of Ethiopia. The number of disciplinary cases in the city soon reached considerable proportions. The situation was elaborated in a study:

“.....it was reported that by 1980s there were approximately 64 students registered in the city...during the 1990s the increase in the numbers of private and government schools were dramatic. Around 1990s there were thought to be about 254 registered cases with approximately 198 boys involved in them.”

CHAPTER THREE

Methods of the Study

This study is planned to investigate impact of disciplinary problems on their academic achievement in Bole subcity high schools. In general, this chapter describes design, study area, the participants, the type of instruments, procedures followed to collect data and data analysis methods used to administer the study.

3.1 Design of the Study

The purpose of this study is to identify the reasons for student indiscipline and to identify the degree of its impact on their achievement. The descriptive survey method was employed to find out determinants of student indiscipline at Bole Subcity high schools. Descriptive survey research design was adopted for this particular study because it is a convenient method to describe the existed situation and also enable to access the opinions of large sample size (Yalew, 2006). In general, both quantitative method (survey questionnaire) and qualitative method (interview) was used. In support of this, Creswell(2003) argued that combining quantitative and qualitative methods in educational research capitalize on the strength of each approach and counterbalance/offset their different weaknesses. It could also provide more comprehensive answers to research question, going beyond the limitation of a single approach. The school principals, teachers and students were used as source of data for the purpose of the study.

3.2 Study Area

In Addis Ababa city administration, there are ten subcities. Out of these subcities Bole was selected for the study because the researcher had well familiarity with the social, geographical and administrative environment that was a very helpful atmosphere to finish data collection smoothly and on time. Some other subcities were not included for the purpose of manageability.

3.3 Population and Sampling

Indiscipline of school appears to be the result of a series of events involving a range of interrelated factors, rather than a single factor. The complex nature of the processes leading to disciplinary demands input from various factors (i.e. teachers, school, environment, school directors and leader of parent teacher associations) to detect and address at-risk factors early in order to reduce the likelihood of indiscipline. Thus students, teachers and school principals were included in the study as the researcher believed that they were the right source of information on the causes of student indiscipline. The first two groups were the subjects of the questionnaires used in the study, while the last groups were the subject of interview.

According to Addis Ababa Education Bureau Education Annual Statistics Abstract (Addis Ababa Education Bureau, 2010), there are 6 government high schools, 4 public, 33 private and 5 religious in the study area. Therefore, convenient sampling technique was used to select the study schools or area because of the three reasons listed below. Therefore, the findings are more reflective of the four schools. And the remaining inconvenient ones do not comply with the generalization made. Representative samples were drawn from the target population size with appropriate technique. Teachers for example were selected using stratified sampling technique to secure fair representation of gender and then systematic random sampling technique was used to select participants from both groups (i.e. male and female). Since the number of school directors, and indiscipline were limited, available sampling method was used. The target participants of the study especially the indiscipline were obtained from official school statistics after letting the whole record office personnel in consultation with home room teachers fill up a kind of form developed by the researcher, which asked them whether students in a specific grade indiscipline or not at all.

To get the representatives and manageable size, 130 indiscipline students were selected using available sampling and 40 teachers and principals were selected using stratified random sampling. That means after dividing the total population into homogeneous subgroups and then taking a systematic random sampling in each

subgroup. Out of the total population of teachers, 40 of them were taken as a sample based on the guide to minimum sample size suggested by Krejcie and Morgan. Additionally, four principals one from each schools was purposively included to get adequate and relevant information, because these parties had different experience, qualification and exposure.

3.4 Tools of Data Collection and their Justification

The major and complementary instruments of data gathering, namely, questionnaire and interview were used to gather the desired information from the participants. The questionnaire was semi structured in the sense that there were some open-ended questions so that the participants can provide adequate information. The questionnaire was preferred to this study because it is the most appropriate means to involve the large sample population to collect the necessary information within a given time frame. On the other hand, the interview was helpful in order to gain an in-depth understanding of the process and causes of indiscipline and unmask the various critical events that pushed and/or pulled pupils to such messes. The school principals and teachers were the subject of interview questions.

3.5 Procedures of Data Collection

After the first drafts of all tools were prepared in English, they were commented on by different students and teachers (my colleagues) from Addis Ababa University, institute of Educational Research. Based on the comment and suggestion on the format and items, necessary modification of items and formatting was made, especially on the questionnaire. Then, they had been submitted to the advisor. Including important comments of academic advisor, the final draft of the tool had been developed.

After all considerations and modifications were made based on the pilot study, the instruments were become ready for main study. In the main study, questionnaires were distributed for 130 (80%) indiscipline, 36 (100%) high school teachers and 4 (100%) principals were used for analysis from each school. All questionnaires distributed for students and teachers were fully returned back. Data collection was

conducted from March 12 to March 21, 2013) and interview took four days while questionnaire took five days in each sample schools.

The questionnaire that was prepared for the indiscipline was constructed into three parts. The first part was used to collect information about personal characteristics of respondent that is students' background. The remaining parts were intended to secure information regarding types of student indiscipline from school in the study area. In particular, part three of each item was constructed in four point scale alternative responses ranging from 4= very high, 3= high, 2=moderate, 1=low,. The mean score for each item was calculated using the median line (i.e. 2.0) as a dividing line; those items whose mean become below 2 were assumed having less significant contribution to the problem. This helped to gather relevant information about major causes of disciplinary problems. The questionnaire prepared for teachers were also designed in a similar approach and context like that of students'. Understanding the fact that some of indiscipline students cannot fill up questionnaire properly due to misunderstanding of some questions and educational background, the questionnaire prepared for them was administered in the form of interview schedule.

Before developing the two sets of questionnaires, the relevant and related literature from different sources was thoroughly examined. The pilot study of the tools was carried out in the similar setting to the study place. In general, before the administration of the tools the participants were briefly told the objective and significance/purpose of the study and sought the consent form to know their willingness to participate in the study.

Finally, after taking the necessary correction and preparation, the questionnaires were distributed to the respondents on the appropriate schedule time with the help of five teachers' researcher assistants, after they get necessary orientation on how to distribute the questionnaire. Regarding the interview, it was conducted with the available teachers and principals. It was intended to elicit information about the reasons that would be ascribed to pupil's indiscipline from high schools. They were preferred because the researcher believed that they had better understanding about indiscipline causes and its impact on their achievement.

3.6 Methods of Data Analysis

Depending on the nature of the problem and the data collected, different statistical methods were employed in the study for data analysis and interpretation. The data collected through questionnaires were tallied and tabulated in frequency tables and then mean, percentage and t-test were employed in analysis and interpretation. Percentage were used to present personal background information as well as to see the top most determining factors while the mean score was intended to identify which of the item is rated above average to be considered as among the major causes for pupils indiscipline rate in school. Similarly, t test was used to see whether there is significant difference between student's indiscipline and their achievement using SPSS 17. To tolerate errors that come due to chance, the 0.01 confidence interval of the difference was used. The data obtained through interview were narrated to substantiate the teachers and indiscipline responses. Finally, conclusion and recommendation had been drawn based on the findings.

CHAPTER FOUR

Data Presentation, Analysis and Interpretation

The major objective of this study was to investigate impact of disciplinary problems on student's achievement in Bole subcity high schools. Thus, an attempt was made to identify some out-of-school and in-school causes that may have significant contribution to pupils disciplinary problems in the study area. The study raised two basic questions under it: what are the major disciplinary problems of the schools and the impact of those problems on student's achievement?

In order to get answer for the above two questions, questionnaire and interview were used as data collection methods. The data collected in these ways were presented as follows.

4.1. Socio-demographic characteristic of respondents

Response rate was 100 percent, of which 60 from 'Bole', 30 from 'Lem', 30 from 'Vision Academy' and 20 from 'Gedame Sitawiyen' high schools. Of the total sample (140 teen agers), 53.7 percent of the respondents were males, and the mean age was 16.5 years with the range of 16 to 20 years. (Table 1)

Table 1: Sex and age of participants

Variables		N	%
Sex	Female	60	42.8
	male	80	57.2
Age	16	15	10.7
	17	55	39.3
	18	30	21.4
	19	25	17.9
	20	15	10.7

The majority of the respondents 40.7 percents were living with both parents, 25 percent were living with their mother only, their father was not with them for different reason, 6 percent were living with father only, and 17.9 percent were living with other

relatives. 29.6 percent of respondents had parents who completed high school and 25.9 percent degree graduates.

Similarly, majority of the teachers involved in this study were male compared to the percentage of female participants (60.4% versus 39.6%). This shows that female teachers in high schools are rare compared to male teachers. Regarding the teachers respondents' age, 27 (67.9 percent) and 13 (32.8 percent) of them were between the age interval of 22-26 years and 26-30 years respectively. And the remaining were 31 years old or above. This indicates that if most respondents' age is in the adulthood especially from 23-40 years or above, their response could be more reliable since they would have good experience. Teachers with 5 or more than 5 service years were more involved than those below 5 years service (93.5% versus 6.5%). This indicates that the majority of teachers have several years of experience in the profession averagely seven years.. Besides, information from the sample schools shows that all (100%) of teachers were qualified to teach high school education level. Therefore, the results obtained in the study related to these groups (teachers) were more reflective of male, 5 or more than 5 service years and degree holders in educational status. Their finding further pointed out that teachers with less than five years of teaching experience had more enthusiasm than older ones. Although teachers who are older in most cases have more experience, the tendency to be fade up of their work and fail to help pupils may be higher among them.

From Table 2, it can also be seen that the majority, 70 (53.8 percent), of indiscipline students live with their biological parents, and a significant number, that is 31 (23.9 percent), of them live with either one of their parents. This reveals that in this study area living with either one or both of parents seems to have less contribution to high survival rate in educational system. Only 23 (17.7 percent) live with their relatives and six of them (4.6 percent) live with brother, friend, guardians, husband and neighbor respectively. In general, it also tells us that both parents of the 48 indiscipline students (53.8 percent) are alive and 23.9 percent of parents either mother or father is alive while only 22.3 percent of them replied the opposite.

Regarding the coaching system of parents 28.6 percent were living in a democratic family, 12.1 percent in strict family, and 17.9 percent lived in very strict family and 6.5percent were living in loose family. (Table 2)

Table 2: *Description of parents and their coaching system*

variables	N	%
With whom do you live?		
With both parents	70	53.8
With one of the parents	31	23.9
With relative	23	17.7
Others	6	4.6
Parents education:		
illiterate	52	40
Primary education level	40	30.8
Secondary education level	20	15.4
Diploma:	12	9.2
Degree and above	6	4.6
coaching system		
Loose	35	25
Democrat	40	28.6
Strict	17	12.1
very strict	25	17.9

The above relationship (Table.2) revealed that there is a slight relationship between parental education and disciplinary problems, as the education level of the family increases the awareness towards risks those problems increase. However the result from chi-square statistical analysis shows there was no significant association between educations of adolescent's family with disciplinary problems.

Concerning the communication of the respondents to their families 26.4 percent usually communicate with both, 35 percent were good with their friends, 17.9 percent were good with neither, 20.7 percent good with their father only and 1.5 percent missed values. (Table 2)

37 percent of the respondent got information of disciplinary issue from their friends followed by 24 percent from teachers, 14.3 percent from media, 11.9 percent from parents, 2.4 percent from books, and 3.5 percent from others sources .

Table 3: Participant's family and their source on disciplinary problems

Variables		N	%
communication to parents	good with both	37	26.4
	good with friends	49	35
	good only with one	29	20.7
	good with neither	25	17.9
information of disciplinary	parents	20	11.9
	School	34	24.3
	Friends	52	37.1
	Relatives	1	0.7
	Books	4	2.8
	Media	20	14.3
	school clubs	10	7.1
	Others	5	3.5

As seen from Table 4 below, about 92.1% of the students indicated that various types of disciplinary problems prevail in their schools. Thus it is clear that almost all the schools in the Circuit are experiencing some form of disciplinary problems, regardless of the high level of their experience.

Table.4 Types of disciplinary problems

No	Variables	Responses in %			
		Strongly Disagree	Disagree	Agree	Strongly agree
1	Various types of disciplinary problems prevail in my school	2	2.4	1.2	92.1
2	Learners damage their tables and chairs	2.4	5.6	7.9	84.3
3	Skipping class	1.8	11.2	40.4	36
4	Girls are often sexually harassed by boys	4.3	25.8	56.2	15.7
5	Learners absent or late coming	3.7	4.6	13	75.3
6	Learners fight a lot at school	2.2	9	60.7	28.1
7	Girls are often sexually harassed by boys	4.3	25.8	56.2	15.7
8	Some learners bring dangerous weapons to school	2.5	22.5	52.8	22.5
9	disrespecting teachers	3.1	4.5	11.2	82
10	Boys are more troublesome than girls	2.1	4.5	11.2	82
11	Some learners bully others	3.2	11.2	34.8	51.7
12	Learners often leave the school premises without permission	2	12.4	31.5	53.9

Types of disciplinary problems

According to Table 4, a large percentage (about 92. 1%) of respondents believed that several types of disciplinary problems prevail in their schools. The results are in accordance with the findings of several authors as presented in the literature review who indicated that several types of disciplinary problems occur in many countries and regions. Thus, it means that the disciplinary problems experienced by the schools in the countries which are mentioned in literature part are similar to those experienced in other parts of the world.

The implication is that all schools experience the types of disciplinary problems that are driving teachers to lose their interest. Lewis (1991) identified what he called "educator-owned" by the disciplinary problems -- this is behavior that can impact negatively on the teachers 'and students moral and includes the following: learners

writing graffiti on school property; calling out in class; not listening to the educator; or even asking questions already answered, and many more.

The respondents (who are students and teachers from a population of schools in Addis Ababa), agreed on these disciplinary problems, in descending order, namely

- learners disrespect teachers ;(82%)
- Learners damage their tables and chairs; (84.3%)
- Boys are more troublesome than girls; (82%)
- Learners are often late for school; (75.3%)
- Some learners regularly left their class-work books at home;
- Learners leave the school premises without permission; and (57.6%)
- Some learners bully others. (51.7%)

What can be deduced from the results is that all the types of disciplinary problems are experienced in all secondary schools. Even if some were experienced by less than 50% of the respondents, the fact of the matter is that there are some 'pockets' of disciplinary problems in all secondary schools in the Addis Ababa area. Apart from the misbehavior already listed above, learners also fight, steal other's property, bring mobiles, laptops to school, use abusive language, refuse to follow instructions, bunk classes, and make rude remarks towards teachers. Fortunately, some of the severe types of disciplinary problems indicated by Moodj (in: Smith 1999) are experienced by only a few teachers and students. In this regarded particular reference can be made of bullying, bringing dangerous weapons to school, (as mentioned) and the sexual harassment of girls by boys.

Analysis of Major causes of indiscipline of students

This part presents the major causes of indiscipline and the extent to which these determinants are annoying disciplinary rate. To this end, data collected from students and teachers through questionnaires was analyzed using percentages, t-test and mean. The use of percentage was believed to show many participants ratings of the causes of disciplinary problems.

Table. 5 Causes of disciplinary problems

No	Variables Causes of disciplinary problems	Responses in %			
		Strongly Disagree	Disagree	Agree	Strongly agree
1	Bad behavior emanate from poor parenting at home	10	12.5	11.2	64
2	Parents are uninvolved in their children's education	2.2	16.9	14.6	66.3
3	An overemphasis on children's rights promote disciplinary problems at school	4.1	12.4	12.4	71.9
4	Poverty enhances poor discipline	7.2	26.5	18	48.3
5	A lack of understanding of the western world promotes deviant behavior	3	16.9	19.1	61.8
6	Autocratic principals struggle to control learners at school	10	9	12.1	69.7
7	Private schools have better discipline than public schools	4.4	9	10.1	76.5
8	There is lack of safety in public schools	3	16.9	9	70.8
9	The curriculum is unrelated to learners' needs	3.3	31.5	28.1	37.1
10	The ever-changing curriculum confuses learners	5.3	14.9	12.4	67.4
11	Learners are unable to complete tasks assigned to them	6.3	10.5	18	65.2
12	Learners find the curriculum boring	5.3	17.1	36	41.6

According to Table 5, most students agreed with the possible causes of disciplinary problems mentioned in the questionnaire. In some instances the percentage is quite high, that is, higher than 60%. This is an indication that the causes of disciplinary problems cited by several authors in the literature review are seen as the real roots of disciplinary problems in the area under review. These educators agreed with some authors referred to in the literature review For example, Alidzulwi (2000) indicated that many parents in Venda do not participate in their children's education actively.

Bowman (2004) is another author who also blames poor parenting as the cause of poor learner discipline. He indicated that the parents' failure to teach their children discipline is the greatest contributing factor to disciplinary problems in schools. The above view was confirmed by the majority of the respondents, where they generally agreed with the following statements:

- bad parenting emanate from poor parenting at home (handling of children) (64%);
- There is lack of safety in public schools (freedom to anything because they considered themselves as means of income to schools or asking their right by ignoring responsibilities) (74.2%);
- Parents are uninvolved in their children's education (66.3%).

According to the respondents, the management of the school in particular the principal, as a school leader played a major role in discipline at the school. In section some part of the literature review Allie (2001) also indicated that the principal's attitude is the major influence of the discipline, 82% of the respondents agreed with the statement. Short (1994) indicated that autocratic, self-centered principals experience many disciplinary problems at their schools. Of the sample, 69.7% indicated that autocratic principals struggle to exercise discipline. Instead of managing situations systematically, taking harsh measures causes some disciplinary problems inside or outside the schools.

The majority of the respondents (84.3%) agreed that boys cause more disciplinary problems than girls. With regard to government schools versus private schools, it was ascertained in a study done by De Jong (2005) that over the past 30 years, the lack of discipline was the major problem in government schools. Coincidentally, 82% of the respondents echoed the same sentiments, while 70.8% indicated that there was lack of safety in public schools. The role of the teachers in managing discipline is always of crucial importance. The respondents also agreed in large numbers that the teachers' lack of preparation exacerbated misbehavior in learners

Other causes of disciplinary problems were agreed upon by more than 60% of the respondents. They are the following:

- A desire for power leading to deviant behavior (60.7%);
- lack of understanding of the world promoting deviant behavior (61.8%);
- autocratic principals being unable to control discipline in schools (69.7%);
- classes consisting of mostly boys being uncontrollable (68.5%); and

Of the causes that were listed, those that were seen to be the *least* causes of poor discipline were: failure in examination, unavailability of enough teachers in the school, unattractiveness of teaching method, the large size of students in the class, and so on.

4.2 Interview Analysis

Main causes of indiscipline

Almost all discussants mentioned that viewing high school films was not uncommon in the area; almost all students were watching high school and pornographic films at the high school level.

“It is possible to say that all students load high school and pornographic films on his /her own mobile, it is common for males to show them for females, we cannot ignore this material. We become emotional after watching it and attempt to do such things. It really affects us.” [Male, age 17, Gedame Sitawiyen teacher Apr.12/2013]

4.3 Impact of Students Discipline on their Achievement (Document Review Analysis)

The researcher have reviewed the academic records of 100 students (50 from each group), out of whom 43 of them (43%) are female students.

To start from group one, as their records show, these 50 students (where 34% of them female) are supposed to have disciplinary problems. Some of them (46%) have “C” for their discipline, and some (27%) them have “B” recorded on their master sheet. Regarding their academic performance, their mean score is close to 60 ($\bar{X}_1 = 59.734$). On the other hand, members of group two are those students who are comparatively supposed to be disciplined. The majority of them (66%) are male students. All of them have “A” in their discipline and their academic performance indicate a mean score of 82 ($\bar{X}_1 = 82.334$).

The result from the t-test indicates that there is a significant relationship between student’s discipline and achievement ($t=0.07 < t_{cv}=1.98$). This means that students with disciplinary problem perform less than those who are disciplined. This is true for the

data from the questionnaire also as many of the respondents agree with the fact that disciplinary problem does really affect academic performance. As depicted in the document, some of the student respondents strongly agree that there are disciplinary problems in the school and 24 % of students also agree that there are disciplinary problem. 76% of the student respondents (more than half of the respondent) agree that there are disciplinary problems among students in their school, and it also demonstrate that disciplinary problem is one of the problems in the mentioned sub city.

Based on the analysis, for the research questions on the disciplinary problems the finding indicates that both student and teacher respondent's responded there is disciplinary problem in those schools. The percentage of both teachers and students response clearly indicated that there is high disciplinary problem. The findings answered the research question. Regarding effect of disciplinary problem on teaching learning process, most of the respondents (70% of teachers and 60% of students) strongly agree that disciplinary problems in fact affect the teaching learning process.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The aim of this study was to identify the types of disciplinary problems existing in schools, their causes, and how they were impacting on the academic performance of students. The researcher made use of a quantitative approach whereby questionnaires were completed by students and educators from four secondary schools in the Addis Ababa area. In total, 170 respondents completed the questionnaires. They were from both genders, teachers with various years of teaching experience, and generally well-qualified.

The results indicated that there indeed existed disciplinary problems in the schools. These were caused by factors related to the learners, their parents, the teachers, and the school principals. The impact of discipline on students' moral includes missing classes, irritability, tiredness, low achievement.

The results from the document review and the data collected by questionnaire indicated that there were disciplinary problems in the school studied and there was some relationship between student's disciplinary cases and their academic performance. The assessment also showed that male students are more affected by disciplinary problems as their performance is less than those of female students. Therefore, the overall result of the research is the disciplinary problem has been found in the school and affected students' academic achievement.

Further studies could be conducted on the area to explore more of the linkage between discipline and performance. However, from the data we have analyzed one can clearly see the effect the former has on the later. But the results could also be affected by other factors.

Depending on the analysis of the result made, the following major findings were obtained.

1. Poor parental handling is regarded as a major cause of student disciplinary problems in the schools by more than half of the participants.

2. Nearly half of the participants take learners actively involved in classroom activities can be the solution to minimize disciplinary problems.
3. Nearly half of the participants considered many teachers are unable to exercise discipline at school can be considered as cause for disciplinary problems.
4. about two-third of the participants regard team-work among teachers will improve discipline at school.
5. About fifty two percent of the participants indicated that learners left the school premises without permission. Thus, this variable is not a major kind of disciplinary problem in the selected schools
6. About seventy five percent of participant indicated that learners were often late for school and this is common in all schools
7. About 69% of the participants considered that autocratic principals can be the cause for disciplinary problems.
8. Learners who try to impress their classmates with poor behavior; gender – boys cause more disciplinary problems than girls; and learners who imitate the unruly behavior of other learners.
9. The study revealed that the key determinants that can be the cause of disciplinary problems in the study area are the function of in-school and out-of-school causes. Therefore, in order to minimize such problems, it needs both the in-school and out-of school reasons have to be equally considered and improved by identifying the underneath causes.
10. According to most respondent harsh or punitive measures causing misbehavior problems.
11. The result from the t-test indicates that there is a significant relationship between student's discipline and achievement.
12. The findings of the study indicated that the magnitude of disciplinary problems relatively higher among boys than girls in the schools.

5.2 CONCLUSION

Based on the above findings of the study, the following conclusions were drawn:

- The reasons of indiscipline of students found to be varied by sex, because of varied interests and problems. The rates of girls' indiscipline are lower than that of boys.
- The fact that most (around 82%) of indiscipline were found between the ages of 15 and above it indicates that adolescent's age contributes to school disciplinary problems due to various reasons.
- The study disclosed that the majority of indiscipline students are found to be living with their parents. Hence, from this it is possible to deduce that the family structure in this case (parents being alive and whether a child lives with his/her parents or not) have no considerable effect in aggravating pupils indiscipline . Perhaps it may be reasonable to say that the type of guardian with whom school children live matters more than living with parents or their parents being alive or not.
- From the mentioned causes considered in this study, the t- proved that the differences between the opinions of both (indiscipline students) respondents and teachers were found to be statistically significant. Also the mean indicates teachers' ratings reasons for indiscipline are lower than those of students.
- The results from the document review and the data collected by questionnaire indicated that there were disciplinary problems in the school studied and there was some relationship between student's disciplinary conduct and their academic performance. The assessment also showed that male students are more affected by disciplinary problems as their performance is less than those of female students. Therefore, the overall result of the research is the disciplinary problem has been found in the school and affected students' academic achievement.
- Further studies could be conducted on the area to explore more of the linkage between discipline and performance. However, from the data we have analyzed one can clearly see the effect the former has on the later. But the results could also be affected by other factors.

5.3 RECOMMENDATION

Taking in to account the in and out of school factors, the impact of disciplinary problems on students achievement in Bole sub city under study, some practical intervention strategies were forwarded as follows.

1. The implementation of programs specific to parents, including parenting skills workshops, parent community exchange programs parent school based activities. Both schools and communities need to advocate more parent-child activities, which foster informative and social development, teach proper parenting skills and create positive bonds between parents and children, all in an effort to avert deviant behavior
2. School administration and other stakeholders should give attention to the problem and work together to solve the schools disciplinary problem
3. School rules and regulations should be amended and strictly applied to minimize the problem
4. Moral lesson should be included in the curriculum to teach students and improve students' behavior
5. School mini media and school communication should work profoundly to improve students' behavioral problems
6. Parents, Community and different institutions should work together with the school and government to minimize contributory factors for student's disciplinary problems.
7. Sustainability and continuity of programs is very significant in student achievement. Peer education relating to ethics education should be strengthened in reaching youth
8. Parents and teachers should be involved in school discipline related intervention activities.
9. School mini media and school communication should work profoundly to improve students' behavioral problems Lack of guidance and counseling in high school has its own contribution for student's high disciplinary problems in the study area. This service is currently run by non professional teachers voluntarily. Therefore, counselors

have to be assigned from the department of psychology. If continuous counseling for pupils on their economic, social and psychological problems by these experts, students who are in the pipeline of disciplinary problems could get better advantage and change their former idea of involving in such cases or out of school. Moreover, continuous counseling and awareness rising on the economic, social, cultural and political benefits of modern education should be provided for pupils.

10. Parents, Community and different institutions should work together with the school and government to minimize contributory factors for student's disciplinary problems.

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APPENDIX A

Addis Ababa University
School of Graduate Studies
Institute of Educational Research

Questionnaire to be filled by students

A Study on “STUDENTS DISCIPLINARY PROBLEMS AND ITS IMPACT ON THEIR ACHIEVEMENT AT BOLE SUBCITYHIGH SCHOOLS” for the fulfillment of master of art in Educational Research and Evaluation

A questionnaire to be filled out by high school students in Bole subcity High schools

The purpose of this Questionnaire is to gather data regarding on impact of disciplinary problems on students achievement at Bole subcity high schools.

The study is conducted for academic purpose only and does not affect anyone or any organization in any case. However the finding of the study and recommendation forwarded are believed to provide valuable inputs for organization that work on impact of disciplinary problems on the achievement of secondary schools students. Therefore, you are kindly requested to respond to each question frankly and honestly and return them to the researcher.

The questionnaire was designed as follows:

Section A: Personal information: This is general background information about the students and teacher’s participating in the research, and includes gender, age, years of teaching experience, and qualifications.

Section B: Types of disciplinary problems:

Section C: Causes of disciplinary problems:

Note

1. No need of writing your name
2. Please fill the personal information and questionnaire independently
3. Where alternative answers are given, please put a tick mark in the box against your choice. If you think there is more than one possible response you may tick those responses.

Section A:

Personal information

1. Name of high school _____
2. Sex: male Female
3. Grade
4. With whom are you living now?
 - a. Mother and father d. other relatives
 - b. mother only e. friends
 - c. father only f. alone g. other(specify) _____
4. If your answer for question number 5 is different from choice a) what could be the reason?
 - a. One or both died b. They were divorced,
 - c. Living separately for a long term d. Some other reason
5. Who is the primary income earner in your house hold?
 - a. Mother and father c. father only
 - b. mother only d, other (specify) _____
6. What is the educational level of your parents/guardians?
 - a. Completed primary education c. completed high school
 - b. Diploma graduate d. degree graduate and above
7. How do you describe the coaching system of your parents?
 - a. loose b. democrat c. strict d. very strict
8. What is the educational level of your parents/guardians?
 - c. Completed primary education c. completed high school
 - d. Diploma graduate d. degree graduate and above
9. With who (mother/father) do you usually communicate in all things easily?
 - a. Good with both b. mother only c. father only d. good with neither
10. Where do you usually get information on sexuality (for example puberty, HIV/STDs, prevention methods, sexual abuse, love, disciplinary issues etc.)?
 - a. Father b. Mother c. Teacher d. Friends e. relatives' f. books
 - g. media h. school clubs i. other (specify) _____

Section B: Kinds of disciplinary problems

No	Variables	Responses in %			
		Strongly Disagree	Disagree	Agree	Strongly agree
	kinds of disciplinary problems				
1	Various types of disciplinary problems prevail in my school				
2	Learners damage their tables and chairs				
3	Skipping class				
4	Girls are often sexually harassed by boys				
5	Learners absent or late coming				
6	Learners fight a lot at school				
7	Girls are often sexually harassed by boys				
8	Some learners bring dangerous weapons to school				
9	disrespecting teachers				
10	Boys are more troublesome than girls				
11	Some learners bully others				
12	Learners often leave the school premises without permission				

Section C: causes of disciplinary problems

No	Variables	Responses in %			
		Strongly Disagree	Disagree	Agree	Strongly agree
	causes of disciplinary problems				
1	Bad behavior emanate from poor parenting at home				
2	Parents are uninvolved in their children's education				
3	An overemphasis on children's rights promote disciplinary problems at school				
4	Poverty enhances poor discipline				
5	A lack of understanding of the western world promotes deviant behavior				
6	Autocratic principals struggle to control learners at school				
7	Private schools have better discipline than public schools				
8	There is lack of safety in public schools				
9	The curriculum is unrelated to learners' needs				
10	The ever-changing curriculum confuses learners				
11	Learners are unable to complete tasks assigned to them				
12	Learners find the curriculum boring				

APPENDIX B

**Addis Ababa University
School of Graduate Studies
Institute of Educational Research**

Questionnaire to be filled by teachers

A Study on “STUDENTS DISCIPLINARY PROBLEMS AND ITS IMPACT ON THEIR ACHIEVEMENT AT BOLE SUBCITY SECONDARY SCHOOLS” for the fulfillment of master of art in Educational Research and Evaluation

A questionnaire to be filled out by high school students in Bole subcity High schools

The purpose of this Questionnaire is to gather data regarding on impact of disciplinary problems on students achievement at Bole subcity high schools.

The study is conducted for academic purpose only and does not affect anyone or any organization in any case. However the finding of the study and recommendation forwarded are believed to provide valuable inputs for organization that work on impact of disciplinary problems on the achievement of secondary schools students. Therefore, you are kindly requested to respond to each question frankly and honestly and return them to the researcher.

The questionnaire was designed as follows:

Section A:

Personal information: This is general background information about the students and teacher’s participating in the research, and includes gender, age, years of teaching experience, and qualifications.

Section B: Types of disciplinary problems:

Section C: Causes of disciplinary problems:

Note

- 1.No need of writing your name
- 2.Please fill the personal information and questionnaire independently
- 3.Where alternative answers are given, please put a tick mark in the box against your choice. If you think there is more than one possible response you may tick those responses.

Section A: Kinds of disciplinary problems

Variables		Responses in %			
No	kinds of disciplinary problems	Strongly Disagree	Disagree	Agree	Strongly agree
1	Various types of disciplinary problems prevail in my school				
2	Learners damage their tables and chairs				
3	Skipping class				
4	Girls are often sexually harassed by boys				
5	Learners absent or late coming				
6	Learners fight a lot at school				
7	Girls are often sexually harassed by boys				
8	Some learners bring dangerous weapons to school				
9	disrespecting teachers				
10	Boys are more troublesome than girls				
11	Some learners bully others				
12	Learners often leave the school premises without permission				

Section B: causes of disciplinary problems

Variables		Responses in %			
No	causes of disciplinary problems	Strongly Disagree	Disagree	Agree	Strongly agree
1	Bad behavior emanate from poor parenting at home				
2	Parents are uninvolved in their children's education				
3	An overemphasis on children's rights promote disciplinary problems at school				
4	Poverty enhances poor discipline				
5	A lack of understanding of the western world promotes deviant behavior				
6	Autocratic principals struggle to control learners at school				
7	Private schools have better discipline than public schools				
8	There is lack of safety in public schools				
9	The curriculum is unrelated to learners' needs				
10	The ever-changing curriculum confuses learners				
11	Learners are unable to complete tasks assigned to them				
12	Learners find the curriculum boring				

APPENDIX C

Leading Questions for Interview

Interviewee: The school directors, teachers, guidance and councilor

Question for interview and focus group discussion

1. *What kinds of problems most frequently happen problems?*
2. If a boy/girl puts pressure on you to do something like involving in disciplinary problems and you don't want to do, how often do you succeed in stopping it?
3. If you want to do something with a friend and they are reluctant, how often do you put pressure on them?
4. If your friend says, she/he does not want to do something you want to do, how often do you accept their decision?
5. What is the relationship between disciplinary problems that you have with your education?
6. To whom do you discuss about disciplinary issues?
7. What type of films are you looking?
8. What pushes you to involve in disciplinary problems?
9. What is the impact of those problems on your achievement?
10. Who is most involved in such cases? (Males or females? Why?)
11. What should be done to minimize such chaos?

APPENDIX D

*Percentages**Sex and age of participant*

Variables		N	%
Sex	Female	60	42.8
	male	80	57.2
Age	16	15	10.7
	17	55	39.3
	18	30	21.4
	19	25	17.9
	20	15	10.7

Table 2: *Description of parents and their coaching system*

variables		N	%
are you living with	mother and father	57	40.7
	mother only	35	25
	father only	9	6
	other relatives	25	17.9
	Friends	6	4.3
	Alone	8	5.7
	other	2	1.4
kind of life	Low	45	32.1
	Middle	60	42.9
	High	25	17.9
	Luxurious	10	7.1
coaching system	Loose	35	25
	Democrat	40	28.6
	Strict	17	12.1
	very strict	25	17.9

Table.4 Types of disciplinary problems

No	Variables kinds of disciplinary problems	Responses in %			
		Strongly Disagree	Disagree	Agree	Strongly agree
1	Various types of disciplinary problems prevail in my school	2	2.4	1.2	92.1
2	Learners damage their tables and chairs	2.4	5.6	7.9	84.3
3	Skipping class	1.8	11.2	40.4	36
4	Girls are often sexually harassed by boys	4.3	25.8	56.2	15.7
5	Learners absent or late coming	3.7	4.6	13	75.3
6	Learners fight a lot at school	2.2	9	60.7	28.1
7	Girls are often sexually harassed by boys	4.3	25.8	56.2	15.7
8	Some learners bring dangerous weapons to school	2.5	22.5	52.8	22.5
9	disrespecting teachers	3.1	4.5	11.2	82
10	Boys are more troublesome than girls	2.1	4.5	11.2	82
11	Some learners bully others	3.2	11.2	34.8	51.7
12	Learners often leave the school premises without permission	2	12.4	31.5	53.9

Table. 5 Causes of disciplinary problems

No	Variables Causes of disciplinary problems	Responses in %			
		Strongly Disagree	Disagree	Agree	Strongly agree
1	Bad behavior emanate from poor parenting at home	10	12.5	11.2	64
2	Parents are uninvolved in their children's education	2.2	16.9	14.6	66.3
3	An overemphasis on children's rights promote disciplinary problems at school	4.1	12.4	12.4	71.9
4	Poverty enhances poor discipline	7.2	26.5	18	48.3
5	A lack of understanding of the western world promotes deviant behavior	3	16.9	19.1	61.8
6	Autocratic principals struggle to control learners at school	10	9	12.1	69.7
7	Private schools have better discipline than public schools	4.4	9	10.1	76.5
8	There is lack of safety in public schools	3	16.9	9	70.8
9	The curriculum is unrelated to learners' needs	3.3	31.5	28.1	37.1
10	The ever-changing curriculum confuses learners	5.3	14.9	12.4	67.4
11	Learners are unable to complete tasks assigned to them	6.3	10.5	18	65.2
12	Learners find the curriculum boring	5.3	17.1	36	41.6

APPENDIX E

Data from the document review (Master Sheet)

Students	Sex	Achievement of Students with disciplinary problem	X_1^2	Sex	Achievement of students without disciplinary problem	X_2^2
1	M	58	3364	M	75	5625
2	M	63	3969	M	78	6084
3	F	45.7	2088.5	M	84	7056
4	M	70	4900	M	91	8281
5	M	51	2601	F	75	5625
6	M	52.2	2724.8	M	85	7225
7	M	49	2401	F	76.5	5852.3
8	M	49.4	2440.4	F	80.5	6480.3
9	M	50	2500	F	87	7569
10	M	56.7	3214.9	M	88	7744
11	M	66.8	4462.2	F	79.6	6336.2
12	M	54	2916	F	88	7744
13	M	65	4225	F	89.6	8010.3
14	F	54.5	2970.3	M	94	8836
15	M	56	3136	M	74.3	5520.5
16	F	61	3721	M	87	7569
17	F	54	2916	F	91	8281
18	F	56.6	3203.6	F	95	9025
19	F	54	2916	F	97	9409
20	M	56.8	3226.2	F	79.5	6320.3
21	M	76	5776	M	86.7	7516.9
22	M	79	6241	M	81.4	6625.9
23	M	59	3481	F	90	8100
24	M	80.4	6464.2	F	79.4	6304.4
25	M	57.6	3317.7	M	80	6400
26	F	76	5776	F	79.5	6320.3
27	F	51	2601	M	91	8281
28	M	45	2025	F	95	9025
29	M	65	4225	F	87	7569
30	M	47.6	2265.7	M	83.5	6972.3
31	M	55	3025	M	85	7225
32	F	54.6	2981.2	F	66	4356
33	M	59	3481	F	65	4225
34	M	56	3136	M	58	3364
35	M	76	5776	F	78	6084
36	M	58.3	3398.9	M	90	8100
37	F	78	6084	F	75.4	5685.2
38	F	45	2025	F	87	7569
39	M	61.5	3782.3	M	81.5	6642.3
40	M	56	3136	F	70.4	4956.2
41	M	55	3025	M	69	4761
42	M	50.4	2540.2	M	79	6241
43	M	58	3364	M	88	7744
44	M	50	2500	F	70.5	4970.3
45	M	57	3249	F	69.5	4830.3
46	M	51.6	2662.6	M	88	7744
47	F	78	6084	M	88.4	7814.6
48	M	89	7921	M	78	6084
49	M	48	2304	F	89	7921
50	M	90	8100	F	92.5	8556.3
	$\sum X_1$	2986.7	184642.6	$\sum X_2$	4116.7	1092580.24

T-test
Group Statistics

Respondent	N	Mean	Std. Deviation	t
Students	140	64.21	25.49	1.98
Teachers	30	15	6.68	

* Cv value from t table at $\alpha=0.05$ is 1.98.

Analysis on the t-test

Since the calculated value is less than the critical value so retain the hypothesis. i.e. students who have disciplinary problems achieve less than those who haven't.