

**STUDENTS DISCIPLINARY PROBLEMS IN
ONE GOVERNMENT AND THREE PRIVATE
PREPARATORY SCHOOLS OF ADDIS KETEMA SUB-
CITY OF ADDIS ABABA CITY ADMINISTRATION**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY IN
PARTIAL FULFILLMENT OF THE DEGREE OF MASTERS OF
ART IN EDUCATIONAL LEADERSHIP AND MANAGEMENT**

**BY
TIRUNESH MEKONNEN ERENA**

**ADDIS ABABA
JUNE: 2015**

**STUDENTS DISCIPLINARY PROBLEMS IN
ONE GOVERNMENT AND THREE PRIVATE
PREPARATORY SCHOOLS OF ADDIS KETEMA SUB-
CITY OF ADDIS ABABA CITY ADMINISTRATION**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY IN
PARTIAL FULFILLMENT OF THE DEGREE OF MASTERS OF
ART IN EDUCATIONAL LEADERSHIP AND MANAGEMENT**

**BY
TIRUNESH MEKONNEN ERENA**

ADDIS ABABA UNIVERSITY

**ADDIS ABABA
JUNE: 2015**

**STUENTS DISCIPLINNARY PROBLEMS IN ONE GOVERNMENT AND
THREE PRAIVATE PREPARATORY SCHOOLS THE CASE OF ADDIS
KETEMA SUB CITY OF ADDIS ABABA CITY ADMINISTRATION**

**BY
TIRUNESH MEKONNEN**

APPROVAL OF BOARD OF EXAMINERS

_____ Sig _____ Date _____

Chair man

_____ Sig _____ Date _____

Advisor Name

_____ Sig _____ Date _____

Examiner Name

_____ Sig _____ Date _____

Acknowledgements

At the outset, I thank my God, who helped me in all my works.

Next, I would like to express my sincere felt gratitude, to my thesis advisor Ato Melaku Yimam, for his constant encouragement, guidance and constructive comment.

Sincere thanks go to principals, administrators, teachers and students who have been involved in this study during the field work.

Last but not least, Words cannot express my feeling about the patience, encouragement and cooperation of my husband Ato Abebe, my daughters Nuhamin and Meti and my son Nathan, I would like to say thank you.

Table of Contents

Content	pages
Acknowledgments.....	i
Table of contents.....	ii
List of tables.....	iv
Acronyms.....	v
Abstracts.....	vi
CHAPTER ONE	1
1. Introduction.....	1
1.1. Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 Objectives of the study.....	4
1.3.1 General Objective	4
1.3.2. Specific Objectives	4
1.3.3 Significance of the Study.....	4
1.3.4 Delimitation	5
1.4. Limitation of the Study.....	5
1.5. Operational Definition of Key Terms.....	5
1.6. Organization of the study	6
CHAPTER TWO	7
2. Review of the Related Literature	7
2.1. The Concept of Discipline.....	7
2.2. The Theoretical Nature and development of Students Behavior Problems	8
2.3. The Origin of Students Disciplinary Problem.....	8
2.4. Types of Students Disciplinary Problems	10
2.5. Factors Responsible for Disciplinary Problems	12
2.5.1 Factors in School	12
2.5.2. Out of School Factors	16
2.6. Approaches to Handling Students Disciplinary Problems	18
2.7. Types of Discipline	20

CHAPTER THREE	26
3. Research Design and Methodology	26
3.1. Research Methodology.....	26
3.2. Source of Data.....	26
3.3. Study Area and Population.....	26
3.4. Sample Size and Sampling Techniques	27
3.5. Data Gathering Tools and Procedure	28
3.6. Data Analysis	30
CHAPTER FOUR.....	31
4. Data Presentation, Analysis, and Interpretation	31
CHAPTER FIVE	49
5. Summary, Conclusions and Recommendations.....	49
5.1 Summary of Major Findings	49
5.2. Conclusion.....	53
5.3 Recommendations	53
Reference	
Annex	

List of Tables

Table	Page
Table 1- Sample Distribution of the Student Respondents	28
Table 2- Age and Sex Categories of Sample Teachers/Educators.....	31
Table 3- Age and Sex Categories of Sample.....	32
Table 4- Students Respondents by Grade and School.....	32
Table 5- Parent Related Causes of Student’s Disciplinary Problems	33
Table 6- Teachers Related Causes of Student’s Disciplinary Problems	36
Table 7- School and School Administration Related Causes of Students	38
Table 8- Curriculum Related Cause of Students Disciplinary Problems	40
Table 9- Student Related Types of Student’s Disciplinary Problems.....	42
Table 10- Gender Related Types of Student’s Disciplinary Problems	45
Table 11- Roles Played By School Management in Handling Students Disciplinary Problems.....	47

Acronyms

1. MOE-Ministry of Education	2
2. NASP-National Association for School Psychology	28
3. OESAA-Oromiya Education States Annual Abstract	30
4. PTA – Parent, Teacher Association Members	33
5. SPSS-Statistical Packages for Social Science	35
6. TV-Television	55
7. USED-United States Education Department	15

Abstract

The purpose of this study is to assess the types and causes of students' disciplinary problems in preparatory schools in Addis Ketema Sub City and to forward helpful interventions to minimize the problems in the schools under study. The study was based on descriptive research methods. Qualitative and quantitative approach was used so as to come up with adequate /proper findings. A Proportional stratified sampling technique was employed to take the number of subjects selected from each stratum based on percentages of subjects in the population. Descriptive statistics mainly, cross-tabulations, frequency count, and percentages mean and weighted mean were used by employing SPSS computer software in the presentation, analysis and interpretation of the findings. The study reveals that, the major causes of students disciplinary problems are the absence of implementing school law. Parents limit their participation in the handling of students' disciplinary problems. They were absent on the follow up of students' day to day activities. The dynamic factors behind school level disciplinary problems were the collective effects of school environment. The absence of strict school rules and regulations, the absence of parental follow-up on students' day to day activities, the absence of good leadership of school principals and the negligence of the society to take part in alleviating the students' disciplinary problems are some of the cause of students' disciplinary problems to be found in this study. Furthermore, cheating during examination b, learners do not have social contact c, disobedience d. fighting e. students use cell phones in the school, f. stealing g. calling teachers by name and h .damaging school property or vandalism were identified as the major types of students disciplinary problems in this study. Therefore, Schools should have strict rules and regulations and should incorporate in its rules "what is forbidden" and give awareness to the students early and should implement the rules strictly and consistently. Schools should have strong relationships with parents through PTA and should work in coordination with them concerning the disciplinary problems or issues. Teachers should understand the contribution of parents and the society to students disciplinary problems so that, they should have close relationships with them to minimize it. Parents should work cooperatively with the school and must not be ignorant of their child's behavior in order to shape them in a desirable manner and to create conducive atmosphere by having integrated relationships with their school.

CHAPTER ONE

1. Introduction

Disciplinary problem affects the teaching learning process seriously. These problems are manifested in a variety of ways. Disciplinary problem is forms of disruptive and anti-social behavior, which, in this case, contributes 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 (Rogers 1991:4).

1.1. Background of the Study

A school is a social institution established to fulfill social, political and economic demand by citizens. Nowadays, the management of students' disciplinary problem is a familiar concern for many schools. Discipline provides the modeling, rules, limits, and moral framework within which the individual develops his or her sense of adjustment to society. Without discipline, individuals have no boundaries and are left to wander aimlessly in a moral wilderness. The school management has the responsibility of leadership in ensuring that all members of the school staff play a role in the daily reinforcement of appropriate social habits. Children and youth develop skills of socialization and moral reasoning in part through discipline practices.

A well-managed schools and classrooms are found to contribute to good students' behavior as well as good educational quality. Maintaining discipline is essential not only for institutions but also everywhere for people to work and interact smoothly so as to fulfill their common interest, achieving their objectives. The school should establish and maintain good discipline among its members. As Eshetu Abegaz (1984:p48) states, "Without discipline workers knowledge, material or other institutional input have little gains". Therefore, school discipline is the governor, meaning the quality and effectiveness of teaching learning process and the progress of each pupil being achieved through self-discipline and discipline is essential otherwise no successes.

Moreover, Rosen (2005:p3) states, "School discipline refers to regulation of children and the maintenance of order ("rules") in schools". These rules may, define the expected standards of clothing, timekeeping, social behavior and work ethics. The term may be applied to the punishment,

which is the consequence of transgression of the code of behavior .For this reason, the usage of school discipline sometimes means the administration of punishment, rather than behaving within the school rules. In recent years, behavior difficulties in schools have increased, teachers seem to be unprepared to deal with the problem and the standard classroom management strategies teachers rely on does not appear to be working. School discipline should be a means of improving the conduct of students by creating favorable attitude toward acceptable conduct and desire to cooperate in establishing favorable working condition in the school. Student misbehavior, is a behavior that disrupts the teaching-learning process creates psychological and physical discomfort harms property and with far reaching implications towards the achievement of educational goal. Globally, the role of student's discipline in quality education has been increasingly recognized. It is a fact that the quality of teaching has a direct influence on the quality of students' behavior and vice versa. Students, teachers and administrators should agree upon school and classroom rules and policies, these should be clear and understandable. Regarding the importance of the integration between all the stakeholders to minimize the students' disciplinary problems MoE (2001:2) states, "School staff should, moreover, never lose sight of the fact that their own behavior and actions influence which of the students they teach and that they have a crucial role to play in fostering an environment that nurtures and supports good behavior and mutual respect among all the members of the school community". The management of students' disciplinary problem is not only the concern of school management but the concern of all educational stakeholders .Therefore, school personnel should consider themselves responsible at all times for the behavior of students within sight or sound of them responding promptly and firmly to any instances of unacceptable behavior.

Students need to be taught that they must abide by the rules, if they want to receive the benefits that society has to offer. Olaitan et al (2013:p10-19) states that, older youth must learn that things are not always black and white and that sometimes the good of society must be considered before the interests of any single individual. Younger children must learn that "when you are living in a group, it is not always possible to get your own way". Certainly, social habits such as courtesy, punctuality, proper language, and cleanliness should be learned and emphasized in the home and are not the primary responsibility of the school. There are a number of "habits" that can be internalized through school discipline practices. These basic habits include not throwing trash on the ground; arriving to work on time; not using improper language in a social setting; and showing common courtesy toward others. These may seem very elementary, but anyone visiting a modern public school will not see

examples of students who have not learned or have not acquired these basic habits (Louis Rosen 2013:54).

Moreover, Morongwa (2010:p43) suggests, that many moral values on which most people can agree to be learned. Honesty, nonviolence, empathy, responsibility for our own actions, tolerance, respect for authority, respect for oneself, and loyalty to family and country are some of the examples. Most of these basic moral principles are taught by good teachers in their classrooms on a daily basis. There are forces which are lined up in opposition to fulfill the responsibilities of citizenship, opportunities to develop character that enable them to be effective. Among the forces that draw back our schools not to accomplish their objectives are the limited resources for the tremendous increase of social demand and discipline problem in the classroom, the school and the community at large.

Selamawit Ayalew (2012:p15) states, “Discipline is examined as a product of factors in the culture and social structure of the school”. Individual problems occur in every school, but within the context of these social factors. The usual way of examining discipline in schools is to concentrate on individual children. Children who misbehave at school are said to have unsolved personal problems related to their social circles.

The management of disciplinary problems in the school therefore needs urgent attention. There is much work to be done since in some schools the situation has reached alarming proportions. The cause of students’ disciplinary problems needs further research findings rather than judging the students, because the cause is rooted from many situations. This study, therefore, concentrates on the various dominant factors contributing to the discipline problems among preparatory school students in Addis Ketema Sub city of Addis Ababa city Administration with a view to provide the possible intervention to curb the students’ disciplinary problems.

1.2 Statement of the Problem

Discipline problems are the burning issue of the world. Many researchers like Eshetu Abegaz et al (1984: p2), have conducted researches in connection with this problem in the case of our country. Because, one of the valid reasons for lowering of the quality of education is the problem of classroom discipline. Maintaining good discipline in the class as well as in the school is one of the most important aspects of teaching. Because the uncontrollable behavior of students lessens the quality of

education and hinders the teaching learning processes. These problems are expected to be controlled with the joint effort of the school and the community.

The researcher as a teacher observes that the students shout in the school compound, offense the school community. They arrive late, wander in the school compound during the mid-class, bring mobile phones with them, Google in the class while the teachers are teaching, show disobedience and carelessness, bring clothes and other accessories and immediately change after school. These and others students' disciplinary problems related issues initiated the researcher to do research on it. Thus, this study seeks to assess the major disciplinary causes, types and the possible interventions to curb the disciplinary problems of students' in preparatory schools of Addis Ketema Sub city of Addis Ababa city Administration based on the following basic research questions. In light of this, the study attempts to answer the following research questions.

1. What are the major factors that cause students disciplinary problems?
2. What are the major types of student's disciplinary problems in preparatory schools?
3. How do school administrators and teachers address students' disciplinary problems?
4. What are the possible interventions that may help to minimize students' disciplinary problems?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this study is to assess the types and causes of students' disciplinary problems in preparatory schools in Addis Ketema Sub City and to forward helpful mechanisms to minimize the problems in the schools under study.

1.3.2. Specific Objectives

- To identify the major factors that contributes to students disciplinary problems in out of schools.
- To identify the types of students disciplinary problems in preparatory schools.
- To identify the role played by school administration and teachers in solving students' disciplinary problems.

- To investigate the possible interventions to curb the problem.

1.3.3 Significance of the Study

The result of this study might contribute to minimization of the disciplinary problems in Schools under study and may also serve as a stepping stone for others to study the problem +from a wider perspective.

1.3.4 Delimitation

This study is delimited to Addis Ketema Sub City of Addis Ababa City Administration. In fact, disciplinary problem is too broad and complex within the society to examine all in all, the researcher is forced to delimit the scope on four preparatory schools in Addis Ketema Sub City of Addis Ababa City Administration.

Addis Ketema Sub City was selected from the rest of Sub Cities in Addis Ababa City Administration due to the location of the schools suitability to get available information related to the misbehaving of the students in the selected schools. In addition, the selected schools are more close to the people having different behavior with different back ground and different culture.

1.4. Limitation of the Study

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

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

1.5. Operational Definition of Key Terms

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

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

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

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

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

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

1.6. Organization of the study

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

CHAPTER TWO

2. Review of the Related Literature

This chapter discusses the concepts of discipline, the nature and development of students' disciplinary problems, origin of students' disciplinary problems, types of students' disciplinary problems, factors contributing to students' disciplinary problems, the approaches of handling students' disciplinary problems and types of discipline respectively.

2.1. The Concept of Discipline

Discipline is the key component to effective school or classroom management. The word discipline, has wider significance and has been used more often in the field of education. The definition of the term suggests that discipline can have quite a lot of different implications for schools. The component of the definition that relates to teaching seems much more positive than the components that include negative expressions such as, punishment and strict control.

Rosen (2005:p1), defines discipline as a branch of knowledge or learning, a training that develops self-control, character, orderliness or efficiency, it is a strict control to enforce obedience and it is a treatment that controls or punishes, a system of rules. Discipline a complex process that involves both internal and external factors. It is the system of rule and process that involves both internal and external factors, developing self-control, enforcing obedience for the purpose of gaining more effective dependable action. This definition indicates the impact of external factors which are from the environment in which the child lives, grows and learns. The internal factors from within the child could be the cause for the child's disciplinary problems making discipline a complex processes. Students' misbehavior reduces the effectiveness and pleasure in the teaching and learning process needs to be redirected. One of the various obstacles facing the education system nowadays, is disciplinary problem particularly at secondary school level. Students are expected to show adjusted behavior in schools to facilitate effective teaching and learning process in the classroom. School training concerns handling the pupil and should also be offered for both teachers and administrators. Teachers and School Administrators should be properly trained about the impact in the manifestation of conduct disorder in school situation. Discipline is one of the major concerns in education. Teachers, students, parents and public who directly or indirectly participate in the education process,

place discipline as one of their major concerns. However, many researchers have describes the definition and importance of discipline in their own perspectives. Without good discipline there is no success. To dig out and get the cause of students' disciplinary problems, it is recommendable to study the theoretical nature and development of students' behavior problems. (Abraham 2009:p4).

2.2. The Theoretical Nature and Development of Students Behavior Problems

Fekadu Wakjira (2000:p16), indicates, theoretical approaches in understanding the nature of behavior problems have tended to focus on an individual. The key concept that identifies the problem and provides specialists assistance for children and adults with behavioral problems are almost all of medical origin. The medically oriented establishment has remained resistant, to some extent, to arguments against the underlying medical model and the type of intervention it provides. But in recent years, things have radically changed and a number of models for conceptualizing problems in social and emotional development have been developed as alternative to the medical model. 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. Behaviorism has extended to dominate attempts to understand and deal with emotional and behavioral difficulties in education.

Therefore, students' behavioral problem is analyzed from various angles of unsatisfied/unfulfilled needs during childhood. Emotional, behavioral and psychological difficulties which could have negative connotation with education can be developed if any of the developmental stages are not satisfied. Disciplinary problem of the student is significantly seen in school, many parents think that the problem is emanated from the school. But the reality is not only from the school. Therefore, the real origin of the students' disciplinary problems needs to be identified.

2.3. The Origin of Students Disciplinary Problem

In fact, the school has its own significant role in the development of students' behavioral problems. Even though parents do not perceive the unacceptable behavior of their children, the research finding shows the root cause of the students' disciplinary problem is the Child's home.

Olaitan.et al (2013: p10) indicates, the decline of indiscipline in most schools are originating from the communities rather than from schools. Stressing that parents show a lack of tolerance and respect

towards government authorities as well as towards educators and some have a laissez-faire approach towards their children. There are some factors related to the lack of parental involvement that influence indiscipline. Single parent homes, a lack of parental control at home, the negative influence of television, neighborhood and community problems that influence the home and value differences between the home and the school are some of the disciplinary causes listed by the researchers. The main school associated causes of students disciplinary problems according to Olitan et al were, unclear or inconsistently perceived school rules by the stakeholders, in such a case students do not believe in the outlined rules. In the same manner teachers and school administrators do not recognize what the rules imply or complain about the necessary responses to be given to student misconduct. Teacher- administration smooth relationship failed for needed and common result and also teachers attitude need to be changed positively towards the issue. Moreover the absence of adequate resources and the school size were also among the causes for student's disciplinary problems.

Morongwa (2010:p38) further stated, "When relationships are already difficult, the additional stress caused by poor housing conditions, poverty and unemployment can lead to increasingly fraught and hostile parental interchanges which inevitably affect the children and destabilize the whole atmosphere of the family. A variety of problems related to family background have been found to accelerate the risk of the children having emotional and behavioral difficulties at home or at school". The more stable and consistent the parents, the more stable and accommodating the children.

Moreover, Alemayehu Tegenu (2012:p18-19), indicates, the causative factors to the problem of discipline as follows:

From teachers' side, lack of advice, poor follow-up and failure to take corrective measures timely and not to cooperatively work with the student and school community are among the causes. From the family side, parents' failure to properly follow up and family problems like divorce; income etc contributes to student's misbehavior. As to the school related problems, factors such as absence of good administration as well as failure to design and implement appropriate disciplinary strategies to engage difficult students as a prevention effort. The absence of strict Rules and Regulations were found to cause misbehavior among students in secondary school. In addition, poor support to the school from the society and government were also identified as causative factors.

Children with conduct disorders generally come from disrupted, disorganized families characterized by absence of the parents, especially the father, by divorced or separated parents, by lack of affection within the family, by poor or inconsistency management (Olaitan et al 2013).

Therefore, the leading causes of the students' disciplinary problems are poor follow up of the family, poor support from the society and the government, poor handling of students disciplinary problems from the school administration's side, were the frequently identified causes of the students' disciplinary problems in the literature review. Therefore, the origin of students' disciplinary problem stem from family back grounds to school and to the classroom situations. In the next session, the types of disciplinary problems' shall be discussed.

2.4. Types of Students Disciplinary Problems

There are many types of disciplinary problems which could be exhibited in the school. Different authors identified different disciplinary problems. Ayalew Shibeshi (1996: 209), reported 15 types of disciplinary problems in junior and senior secondary schools based on the results of his study entitled "School Discipline and Corporal Punishment in Ethiopian schools". They are listed below according to the rank order of their seriousness from high to low.

Not doing homework ,cheating in examination ,tardiness or late coming, truancy or absence, jumping over the fence , lack of interest in education ,poor classroom participation, Property damage or vandalism, telling lies, fraud, fighting among students, bad habits e.g. smoking, getting drunk, Insulting/attacking, teachers, profanity and theft.

Rosen (1997:51-52), an American author also, 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, the use of profanity, damaging school property, dress code violations, theft and leaving campus without permission.

The other common types of disciplinary problems experienced in American schools mentioned by Donnelly (2000:1-3), include fights, insubordination, little support for educators, a general climate of disrespect and distrust of the administration. Disciplinary problems are almost the same in 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. Misbehavior in number of schools in Namibia inhibits optimal teaching and learning. Recurrent disciplinary problems in that country include disrespect, disobedience, fighting and class disruption, leaving books at home and failing to do homework.

Morongwa (2010:p25) adds three distinguishes overlapping types of misbehavior which are regarded as disciplinary problems for the educator in the classroom, namely: misbehavior that inhibits the learners own learning, misbehavior by one learner which is destructive to the learning of another and misbehavior which is disrespectful and defiant to the educator. To him, misbehavior could be committed intentionally or unintentionally. He further outlines the situations where the learners' behavior could become real disciplinary problems for the educator and could impact negatively on his/her moral. He identifies six problems of educators.. A learner consistently coming to class late and disrupting the flow of the class, He/she talks while the teacher is addressing the class, .she/he write graffiti on school property, student continuously calling out in class, while others are listening and asking questions that have already been answered, one defies the teacher and refuses to follow instructions. One moves around in the class to the point of becoming destructive.

Moreover, Selamawit Ayalew (2012:23), enumerated typical classroom or school offenses or misbehaviors of students which are commonly observed in classrooms, in school compounds and outside school compounds, and on the way home to school and coming school to home.

These are: whispering while the teacher is explaining, showing off ,eating during the school period chewing-gum, throwing anything, talking back, passing notes to friends frequently tardiness, irritating other children, obscenity, inattentiveness, giggling, cheating, deliberate destruction of school property(vandalism), defiance, carelessness in work, imprudence, crowding and pushing, lying, forgetful violation of regulation, impertinence, truancy, rudeness, discourtesy, profanity and etc.

Alemayehu Tegenu (2012:p18) uncovers a multitude of disciplinary problems and the causative factors to students misbehavior. He identified around 18 types of commonly observed student's disciplinary problems in his findings. Of which the first 5 are most serious, which include tardiness, truancy, cheating during examination, disturbing in the classroom and not doing homework. The next ranked problems include disrespecting teachers, fighting among each other, extortion/coercion and calling teachers by their names or nick names, and disobedience to the orders of their teachers. School

related factors are management problems, lack of facilities, large class size and problem of teacher's personality and lack of teaching skills. According to the researcher's own daily observation, the types of disciplinary problems listed above are mostly caused by particular learners and they have impacted negatively on educators moral.

Olaitan et.al. (2013:p8), also lists several types of misbehavior which make the work of educators difficult. These include:- repeatedly asking to go to the toilet, missing lessons, absconding, smoking in the toilets, pushing past the educators, playing with matches in class, making rude remarks to the educators, talking when the learner is supposed to be writing, being abusive to the educator, fighting in class, chasing one another around the classroom, taking the educator's property, wearing bizarre clothing or make-up, cheating the educator, leaving class early and commenting on the work.

2.5. Factors Responsible for Disciplinary Problems

2.5.1 Factors in School

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

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

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

Troublesome students can sometimes make teachers react emotionally to the extent of using punishment. The school can contribute to the development of behavior problems in several rather specific ways. Teachers may be insensitive to student's individuality and may require a mindless conformity to rules and routines. Teachers may hold too high or too low expectations for the student's achievement, conduct and communicate to the student who disappoints these expectations that he/she is inadequate or undesirable (Kauffman, 1988.in Fekadu Wakjira 2000:39)

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

The other cause of students' disciplinary problem is class size which concerns educators for various reasons. Learning can only occur positively when lessons are under appropriate conditions for both students and teachers. The class size has its own facilitating or hindering activities of teaching and learning. As the number of students in classroom increase, the complexity of the student's personality also demands serious attention (Desta Abera 2001:34& 37).

Moreover, Morongwa (2010:p42), agrees and indicates that some educators do not know how to control poor learner behaviors. Such educators handle disciplinary problems in an unpleasant manner. For example, they might lose their self-control and scream at the learners. Thus, some educators' frustration with their students' unacceptable behavior leads to stronger- than -desired –responses. This may lead to greater disciplinary problems and lower educator morale. to Morangua a well-planned lesson does not prevent disciplinary problems while a disorganized, unprepared educator, instead of having problems, has chaos. Many educators become frustrated because they spend many hours developing what they believe are exciting, relevant lesson; only to have learner's misbehavior destroys the experience for everybody. According to him educators at one school in the Western Cape reported high level of absenteeism, truancy, laziness, substance abuse and supervision of assessments of achievements by learners. Consequently, many teachers are leaving the profession. Therefore, from the above researchers' view one can triangulate that, the types of disciplinary problems are almost similar but the extent of disciplinary problems differs from one school to another.

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

▪ **The Relevance of the Curriculum**

Curriculum is the totality of experiences that students obtain from the various activities that are carried out in the school situations and in various non-formal relationships between teachers and students. As a result curriculum is considered as a tool in the hands of the teacher to shape his students in accordance with his materials. This shows that it is an aid in the process of adjusting the learners to the situation in which they function and it reflects day to day activities of students in schools (Aggrawal 1995:190 cited in Selamawit Ayalew 2012:p42). Desirable curriculum organization and the ways in which it is applied in the classroom is determined by the competency and qualities of the teachers in many cases in African schools. Morongwa (2010) depicted, "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 also emphasized the importance of linking the curriculum to the philosophy and customs of a particular society.

The more the curriculum is not related to the actual life of the society and needs, the more it would affect the feeling and hope of the learner towards learning. In the research done by Olaitan (2013:p10), 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 of that which are promoted by society. He further maintains that learners resort to take matters into their own hands if they believe that the curriculum is irrelevant and boring. When the school curriculum is irrelevant to the needs and desires of the student, their motivation is very low. Therefore, the curriculum should centralize more to the societal aspiration.

▪ **Peer Group Related Factors**

The peer group influences what the child values, what the child knows, what the child wears, what the child eats and learns. Therefore, the extent of this influences however depends on other situational constraints such as the age and personality of children and the nature of the group. There is no doubt

that, considerable evidence supports the statement that peer relationships influence the growth of problem behavior in youth. The peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks. Students who are bullied by their peers are also prone to discipline issues in the school or in the class room. Although many students who are bullied become withdrawn in the classroom to prevent calling attention to themselves, others act out. Often students who are bully are abused at home, leading them to lash out at their classmates. In rare case students lash out at their classmates in class or even at their teacher (<http://www.eho.com/info>).

Moreover Kupers Midst and Curie (1990:13- 15).stated that, good peer relations are necessary for normal social development. Social isolation or inability to “link up” to social network is linked with many problems and disorders ranging from delinquency and problem of drinking to depression. Poor relations in childhood are associated with a tendency to drop out of school and delinquent behavior in adolescence but harmonious peer relations in adolescence are related to positive mental health.

The changes which take place during adolescents, such as the attainment of physical status of adult, the development of mental ability, the changing and developing of new trends of relationship with the opposite sex are all causes of behavior problems during adolescent age or school age. Besides, the desire to be recognized and to get approval by peer group is high. Their concern for social and economic changes also brings a change in behavior. One of the most important functions of peer group according to the research findings is providing a source of information and comparison about the world outside the family (Selamawit Ayalew 2012: p41).

Children receive feedback on their abilities from their peer group. They evaluate what they do in terms of whether it is better than, as good as or worse than what other children do. Poor peer relationships were closely associated with social intellectual skill deficits. When a family has been unable to fully meet a child's needs, other adults who play a significant role in the child's life have extraordinary potential for influencing the child in taking charge of his or her life. It is obvious that peer influence can lead to discipline problems and delinquent behaviors both inside and outside of school. It is also clear that one of the major ways that deviant youths become even more deviant is through unrestricted interaction with deviant peers. Criminality is socio-culturally learned in the process of interacting with family members and peers in small intimate groups. This process includes learning the techniques to commit delinquent acts. Peer group related factors are also the influence of peer groups having low academic performances. Student's personal related factors psychological

health problems, self-isolation, violence and hostile feelings were among the most important causes of misbehavior (Louis Rosen 2013:31).

- **The Influence of Gender to Students Disciplinary**

Learner gender is another important aspect which is worth looking in terms of how it influences the extent of disciplinary problems. In Day-vines (2005:236-243), cited in (Morongwa (2010:p28), “urban American male adolescents experience disproportionately higher rates of disciplinary referrals than females, as well as suspensions and expulsion, which have been attributed to numerous ecological factors which include cultural conflicts and misunderstandings related to the culture of origin and schools”. There is a difference in the way boys and girls challenge the school in matters pertaining to discipline. She points out that boys challenge overtly by conflict and confrontation while girls use their maturity to confront educators by wearing earrings, makeup and ignoring the dress code.

Subsequently, Morris (2005:48) states that, school officials tend to view the behavior of boys as more threatening than that of girls but in most cases boys are the ones receiving strict, punitive discipline. According to the indication of this author the reason why boys are more violent than girls is, boys are biologically more prepared to learn dominance, competitiveness and aggression. Girls are socialized into being more inhibited than boys.

2.5.2. Out of School Factors

- **Parental or Home Related Factors**

The most important influence on a child's social behavior and attitude is likely to be the child-rearing practice at home. Family background is one of the important factor which helps to know the students behavior problems.

Olaitan et al (2013) indicated that, the main underlying cause among the majority of causes is the lack of basic stable and secure family relationship. Hence, the pattern of family life is, however, the most important factor.

Factors outside the school also play a great role. According to walker, Colvin and Ramsey (1995:155), antisocial and aggressive learners generally come from home environment where their daily needs are not met or attended. Krik (1993) in Fekadu Wakjira (2000:36) implies that, since it is

at home where a child starts learning and continues his learning in to school, it is essential to discuss the life situation of the student at home with regard to his behavior. Being that, the students' behavior is the reflection of the home. Some families bring up their children with appropriate, behavior while others do so with aggressive attitudes. Those families who raise their children in an acceptable behavior show a harmonious relationship within the family, approve their children with their activities, give constant and supportive action to the demand of their children and the standard of behavior and procedures at home and are open to discussion. On the other hand, there are several families whose rearing practices in general are aggressive and excessive. Therefore the role of the family has its own importance in shaping the students behavior. Family factors which must be taken in to consideration are related to parenting, maltreatment, family violence, divorce, parental familial antisocial behaviors, teenage parenthood, family structure, and large family size. Peer-factors associate with deviant peers and peer rejection.

Furthermore, Alemaehu Wakjira (2012: p19 lists, different causes of students' disciplinary problems. These are low income, large family size, lack of offering love to children, little value to education and frequent conflicts and divorce were factors identified on the part of the parents. Besides, community related factors which include unemployment, low living standard, illegal video house, camping life, undermining unskilled labor and the ethnic group engaged in unskilled labor have identified to be the causes of student misbehavior.

- **Social and Economic Factors**

The community in which the child grows is also the immediate social environment which has a great influence on a behavioral formation of children. Children acquires various beliefs, attitudes, values, knowledge, cultures and other feelings from the community in which they live. All the beliefs, which have been acquired by children, are also reflected in school. Children and their families are embodied in a culture that influences their behavior. Values and behavioral standards are communicated to children through a variety of cultural conditions, demands and models. Several specific cultural influences leap to mind, the level of violence in the media (specially television and motion pictures), the use of terror as a means of coercion, the availability of recreation drugs and the level of drug abuse, changing standards of sexual conduct, religion demands and restrictions on behavior, and the threat of nuclear accidents or war (Kirk and Gallapher, 1993) in (Fekadu, Wakjira 2000:41).

Moreover, Olaitan (2013; p10), describes that, educators are “uncertain, confused and afraid of infringing upon learners’ rights and of being accused of misconduct. Saying that the over-emphasis placed on learners’ rights may cause a “don’t care attitude” and a lack of regard for the educators’ role in the classroom”. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline. Children who experience social alienation from others are often misbehaved. This situation arises within most families where children feel rejected.

Emotional disconnection from family, friends and peers results in feelings of isolation for the child. According to Butchart, (1998), in Olaitan, (2013:10), “These feelings experienced by the child may ultimately develop into what is referred to as ‘psychological pains’, which may cause problems such as physical assault, gang violence, substance abuse and many others.” The political situation in Nigeria is also blamed for children’s misbehavior. The involvement of the youth in the political stability and national elections in 1999 caused them to develop arrogance towards adults, that is, both educators and parents”. According to this idea political situations could be the causes of violence in schools.

2.6. Approaches to Handling Students Disciplinary Problems

In many parts of the world the disciplinary problems were handled through punishment. These are traditional punishments, which include physical punishment and educational punishment and others. Traditional punishment can never solve disciplinary problems but rather create other problems.

Egwuonwu (2008: 25), point out that, prior to the democratic approach to education in South Africa, corporal punishment was an established authoritarian approach to discipline learners .According to him, corporal punishment justify its administration on various grounds indicating how it is capable of building characters contributing to the rapid reduction of unwanted behavioral patterns and facilitating learning.

- **The Authoritarian Approach to Discipline**

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.

Motswana (2000:39), links the authoritarian style of leadership to autocratic communication, the excessive control of learners and domination ,as well as not methodological and combusive exercising of power that undermine the learners feeling of freedom and security.

The term discipline is also applied to the punishment that is the consequence of breaking the rules. The aim of discipline is to set limits restricting certain behaviors or attitudes that are seen a harmful or going against school policies, education norms, school traditions (Richard 2003:10).

According to the suggestion of Rosen (2013:p14), the term discipline and punishment are often used in a manner where one supposedly requires the other to exist. This is not necessarily the case. The term punishment is usually related to some type of suffering or deprivation. Discipline is related more to teaching and self-control. To be realistic, we must admit that punishment exists because of the expectations of society. This is particularly true in schools. When students misbehave, adults expect them to be punished. The degree of punishment may depend on the community in which the school is located.

In line with the above research findings Louis Rosen (2013:p4) identifies that, “corporal punishment may not be accepted but expected in the Deep South, but in Rhode Island, administration can lose their credentials if they strike a student for any reason”. We can conclude, the negative impact of corporal punishment from different author’s perspectives. Even though, it is not acceptable, it was expected by the society and the family to be implemented to correct students’ bad behavior. But today, recent research findings oppose the idea of the authoritarian approach.

▪ **Laissez Fair Approach to Discipline**

There was a revolt against the cruel and authoritarian discipline of children in schools led by a number of educationalists and writers. Shankar (1989:438), as cited in Selamawit (2012:p13), described some of the views of this writer. For instance, Rousseau (1712-1778) cried as “Oman! Be Human, love the child encourages sport, its pleasure and its’ amiable instincts. The child is an organic growth, developing from within. External control (corporal punishment) applied on children has negative effects on their education.

Froebel an educationalist cited in Selamawit Ayalew (2012:p14), maintained on taking care of a child’s interest and growing capacities for education which undermines the artificial external and

formal control by authority and the force of the teacher. Children should be treated like growing plants and the teachers should look up on themselves as gardeners who would look after their growth with benevolent care by providing essential ingredients for their growth instead of smashing them with a rod.

Montessori another educationalist, in Selamawit Ayalew (2012:p14), thought that, “left to themselves under the supervision of the teacher or ‘directive’ to go their own way at their own speed, to choose their own task and to be their own critics, the little children acquire initiative self- reliance and power of concentration. They learn self-respect and respect for others and become more serious, purposeful and industrious than children brought up by traditional methods where the teacher functions as a lawgiver”. Thus, these progressive views on education of the child challenge the older educational traditions and authority of parents and teachers. Hence, these brought out the importance of interesting school studies more to children themselves who were to make progress at their own optimal speed. Some of the proponents of self-expression and freedom for child view were based on Rousseau’s idea that the child was born free and be left to him to develop rightly and on the hint from Montessori that children should be left to themselves without being interfered with by teachers, advocated what is known as “Laissez fair approach” to education and school discipline.

Freedom in modern classroom, Selamawit Ayalew (2012:p16), commented against the complete freedom of child’s leaning of the Laissez fair approach which should always be a disciplined freedom. Children’s obligations are obligations, nothing else. But as with an adult, one has freedom within the bounds of the obligation. The modern classroom never neglects the opportunity of making a responsible person. If teachers practice that responsibility and freedom, responsibility and authority in the same way must be found together. Thus, if a child is to have freedom he must be thought to accept the responsibility which goes with it. Freedom with no responsibility tends to be freedom without discipline. A school may be child- centered but never be child directed.” To direct, encourage and clarify the child learning is the responsibility of the teachers.

The only kind of freedom that is thinkable today is disciplined freedom. We cannot build our democratic structure on the shifting sands of soft pedagogy. There must be iron in the blood of education and lime in the bone of education, for a motto of an educational theory meets the needs of democracy in an increasingly industrialized civilization. “Fagan, Long and Stevens, (1975: p17) as cited in Selamawit Ayalew (2012:p17), pointed out their disagreement that “schools are inherently

oppressive”. This means they reject both alternatives – rigid control or total anarchy – believing that authority can be applied toward the creation of freedom from threat and freedom of choice, that means authority can encourage self-expression and responsible choice just as it can demand obedience and conformity. Therefore, both authoritarian and Laissez fair approaches to discipline schools are erroneous.

2.7. Types of Discipline

▪ Preventive Discipline

Preventive discipline consists of measures taken to reduce the incidence of misbehavior before it occurs. Prevention activities are activities that are used with students before the behavior becomes a major issue. Often prevention activities are delivered to an entire school or classroom. Sometimes they will be delivered to a small group of students or used on an individual basis. School-wide prevention practices and activities can reduce major problems in the majority of students.

Teachers with effective classroom strategies establish expectations, guidelines and rules for behavior during the first few days of class. Clearly explaining expectations is an essential components to preventive discipline. The goal of preventive discipline is to provide proactive interventions to potential disruptive behaviors by clearly explaining to students what behavior are and are not appropriate. The most basic component to preventive discipline is a concise outline about classroom expectations for students as well as for teachers; students need to know what is expected of them for the remainder of the remainder of the class. Such guidelines might include rules regarding talking, homework or language use in the classroom. A preventive discipline strategy also establishes the types of consequences that will follow a forbidden act or behavior. Preventive discipline strategies create a safe, no confrontational classroom atmosphere in which students feel that they understand what is to come (http://www.ehow.com/list_6630810)

In solving disciplinary problem, every member of the society has a role, as the problems of discipline equally affects the society. Parents and teachers should understand each other because they have the power to shape children. Parents who foster positive or high quality relationships with teachers’ right maintain a level of consistency because the homes and school environments stimulate learning. In addition, parents who place high value on education may create home environment or model behavior than enhance early reading achievement (Temesgen Tadele 2006:20-21).

The relation of parents with teachers can have some benefits for parents as well as the students with whom they work. Teachers and school administrators have the responsibility to open the door and increase the contact of parents to school. Moreover, Eshetu Abegaz (1992:p11), added that, “the teacher is the one who furnishes class room discipline by providing purposeful and interesting activities to his students”. When students are supposed to do a certain kind of lesson which has a direct relationship with their actual life, they will be much eager and perform it with discipline. Discipline is the process or result of directing or subordinating immediate wishes, impulse’s, desires or interests for the sake of an ideal or the purpose of gaining more effective dependable action.

Discipline should be the concern of school administrators, teachers, parents, community and the students themselves. All teachers have to deal with students misbehaviors on a daily basis. Most of the time, these behavioral problem will not cause major disruptions. However, even minor misbehaviors can lead to greater disruptions if left unchecked. Major disruptions like belligerence and cheating have been left off because these require more direct action. The most important point about discipline problem is, the earlier it can stop a child from misbehaving and the more likely it is that a major disruption will not occur.

The role of management to address disciplinary problem is also important. Morongwa (2010), states that “most educators have been raised in more autocratic times and therefore, have fewer management skills suited to any more democratic society”. It is, therefore very important that educators should learn to equip themselves with management strategies which will assist them in dealing with today’s youth. This simply means that, the question of school and classrooms management should be initiated and should be made sure that the situation, the class rooms and the schools are conducive to effective teaching-learning process.

- **Supportive Discipline**

Even the best laid preventive discipline strategies may fail periodically throughout the school year. When a teacher offers a verbal warning or a suggestion for correcting behavior while a student is disobeying an established classroom rule, the teacher is using supportive discipline. Supportive discipline is distinct from preventive discipline in that it provides a student with suggestions and options for correcting a behavior before a consequences is necessary. For example, if a student is wandering around the class after a teacher has announced it is time to sit down, the teacher may say,

‘I made the announcement that it is time to sit down. Find your seat so we can get started or I will need to hold you after class. The student has been given the option to accept or avoid further punishment; the behavior has been redirected through a teachers supportive discipline strategy. Reminders, redirection, and nonverbal communication are all example of supportive discipline. http://www.ehow.com/list_6630810

Scheuermann and Hall (2008:37), demonstrate the intervention models which are more relevant to school settings. These include, providing a warm supportive climate, where all the staff members are trained to interact in various appropriate ways with the learners. Such environments are designed to reduce unnecessary problems. According to this study Art, music, drama, and the work of play therapists may be used to help children to identify negative feelings. In fact, these subjects are given in schools as none academic subjects. They are not considered as important subjects compared to other academic subjects, but they have positive implications in shaping the students unacceptable behavior. Moreover, all the school communities and the society should be realize that these elements can create conducive and appropriate learning environments for the child who exhibit misbehavior which occur due to emotional, psychological and behavioral difficulties.

Morongwa (2010:p15), mentions that, “The principals of well managed schools are constantly aware of disciplinary problems, and are capable of providing the necessary support for educators”. He further more indicates that, everyone needs love, power, freedom, fun and survival. Everyone has a mental picture of life in which these five basic needs are meet’. When students fail at school or suffer severe punishment, they think that they fail to meet these needs and their teachers do not care about them”.

Recently investigated American Education Department U.S.E.D.(2014:P6), revealed the following types of supportive discipline:

1. Universal supports are supports provided to all students, prior to any display of disruptive behavior. Universal supports set expectations for behavior in all areas of the school and throughout the entire school day **2.** Targeted supports, such as group interventions, mentoring, peer mentoring, and team building, are provided to students displaying occasional place. **3.** Intensive supports are individual interventions of the school, local agencies, or other stakeholders provided to students who display frequent, moderate, or severe forms of misbehavior, or to students who have experienced risk factors.

Based on the above research findings students need supports, in every direction and their needs or behavior can be addressed more effectively through the support made by school management. Schools should implement prevention-based strategies that identify at-risk students and match tiered

supports and interventions. These are universal support, targeted support, and intensive support to meet students' varied behavioral and developmental needs. 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. Therefore, school administrative staff and teachers should consider family related problems. It is principal need to call parents at the beginning of school year and discuss with school affairs about the students' behavior. They should encourage those parents who visit the school frequently in front of others.

▪ **Approaches' to Corrective Discipline**

When a student fails to redirect her/his behavior after repeated attempts at supportive discipline, a teacher may use a corrective discipline strategy. Corrective discipline refers to the set of consequences delivered to students following an infraction. There is a wide degree of variation among corrective discipline strategies, some more effective than others. Corrective discipline strategies should be adapted to the students' age or grade level 'though placing students in a time out may be effective for kindergarten, high school students are much less likely to comply with such provisions, and consistent application of consequences is an essential component of corrective discipline strategies (<http://www.ehow.com/list>).

Corrective discipline is the type of intervention which is taken respectively after the fore mentioned strategies which are preventive and supportive strategies. The goal of using these strategies is to have effective classroom management. According to National Association of School Psychologist NASP :(2013:p1&2), "punish-based discipline does not improve school safety, learning or behavior."

NASP conveys that, a zero tolerance as an effective intervention brings about minimization of students bad behavior. Zero tolerance means suspension or expulsion of students as an automatic consequence of serious misconduct. Among the serious students disciplinary problems are the possession of weapons and drug. However, these do not necessarily cause threat for the safety and welfare of others. In addition, harsh consequences are invoked automatically irrespective of the severity of the misbehavior or the circumstance involved. This means that zero tolerance is not a remedy for misconduct. There are other methods that can alleviate the problems. Among the methods, effective proactive behavioral strategies are the most important. There are a number of research-based approaches providing proactive systems of behavioral support. Among them the following are very crucial in minimizing the misconduct of the students

Early intervention: Interventions that target low levels of inappropriate behavior before they escalate into violence can significantly reduce the need for harsh consequences later. These interventions according to the findings includes:-

1. In-school suspension: when focused on continuing the curriculum while therapeutically debriefing to identify and eliminate the root cause of acting-out incident, provides an alternative to exclusion.
2. Adult mentors: work with students to help to improve self-concept and motivation to engage in appropriate behavior.
3. Teacher support teams Intervention Assistance Teams: evaluate both class climate and student needs, and provide support students (NASP 2013:P3).

According to the National association for school psychology the possible interventions identified are early interventions, in school suspensions, adult mentors and teacher support team are found to be important factors to curb the disciplinary problems of students in school.

Summary of Chapter Two

As many authors' state, the major obstacles that education system face this days is students' disciplinary problem. Though the disciplinary problem is the problem of every level of education system, it is the serious problem in secondary schools. Many of writers indicate that the source of disciplinary problem are the absence of stable and secured family relation, peer group, social factor, teacher approach and school related factors and curriculum related factors. Fighting with each other and with teachers, damaging school properties, theft, coming to school Late, cheating during test and examination, disobedience, absenteeism and truancy are the major or common types of disciplinary problems to be found in this study. In fact this day disciplinary problem is not the problem of one school or one country though the degree varies from school to school and country to country. These factors which are mentioned above as a causative and the most frequently identified types of students disciplinary problems needs further research in order to curb the problems.

CHAPTER THREE

3. Methodology

This section of the research study deals with method and design, source of data, samples and sampling techniques, data collection instruments ,procedures of data collection and methods of analysis.

3.1. Research Design

The study was based on descriptive research method which helps the researcher to find and describe facts associated with the current situation of student's disciplinary problems and to identify factors that contribute to students disciplinary problems in the four preparatory schools of Addis Ketema Sub City of Addis Ababa City Administration. Furthermore, in this study the qualitative and quantitative approach was used so as to come up with adequate findings. Combining the two methods (quantitative and qualitative approach) is helpful to come up with well validated and substantial findings. Collecting diverse types of data provides a better understanding of the research problem and is helpful to strengthen the reliability (Creswell, 2003:55).

3.2. Source of Data

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

Secondary data were obtained from document analysis, discipline committee minutes and literature review.

3.3. Study Area and Population

Addis Ketema Sub City the study area is one of the 10 sub Cities of Addis Ababa City Administration. It is located in the north western area of the city, not too far from its center. It borders with the districts of Gullele in the north, Arada in the east, Lideta in the south and Kolfe Keranio in the west. Also, Mercato (Africa's largest open-air market place) is located in Addis Ketema. As of

2011 Addis Ketema Sub city population was 271,664 in area of 8.64 square Kilometer. In Addis Ketema Sub City there are 4 preparatory schools. These are Radical, Raguel, Addis Ketema, and Bethel Mekane Yesus School.

The target population of the study were students, teachers, directors, unit leaders and parent teacher and students association members of the four preparatory schools in Addis Ketema Sub-City in Addis Ababa City Administration. Addis Ketema Sub city was selected purposefully due to them being particularly informative about the students' disciplinary problems and purposive or judgmental sampling was used. As students who live in this area are subjected to face people which are from different ethnic and cultural history meeting at this place causing a major behavioral adaptation making Addis ketema sub city a suitable research site.

3.4. Sample Size and Sampling Techniques

In Addis Ketema Sub-City there were a total of 3801 preparatory students. Preparatory students were purposely selected rather than other grade levels because they are adolescents and can develop different habits which are not experienced during their childhood. A Proportional stratified sampling technique was employed to take the number of subjects selected from each stratum based on percentages of subjects in the population. Moreover, Simple Random sampling technique was employed to take sample from the student respondents to fill the questionnaire from each of the four schools. Stratified random sampling technique was employed to select sample from grade 11th&12th Male and Female students. From each stratum 30% was taken from total students represented in the study. The researcher intended to take 30% (1140) of the students to fill questionnaires.. After deciding this sample size, the researcher followed the following major steps. 1140 questionnaire was distributed to 1140 students. Among these 1135(29.9%) completed questionnaire copies were returned. From these, 35 copies were with incomplete information and were rejected, so 1100 (28.9%) copies were considered

Table:1 Distribution of sample size of students' respondents.

Na.of school	Sex	Grade level		Total Population	Sample size (30%)
		11	12		
Ragual	Male	103	102	205	62
	Female	129	134	263	79
Radical	Male	59	38	97	29
	Female	56	36	92	28
Bethel	Female	130	140	270	81
Addisketema	Male	653	603	1256	376
	Female	883	735	1618	485
Total		2013	1788	3801	1140

There are also 101 school communities. These are 4 directors, 9 vice directors, 80 home room teachers, 4 unit leaders and 4 parent teacher associations chairmen. With regard to the selection of school principals, vice directors, and unit leaders availability sampling technique was employed because their numbers were limited as compared to teachers and students under the research study. Purposive sampling technique was also employed to gather data from eighty home room teachers and four Parent teacher association chairmen of the four preparatory schools. The researcher selected particular individuals purposefully or purposive sampling or judgmental sampling was employed. Because they are particularly informative about student disciplinary problems (Gay et al 2009:133).

3.5. Data Gathering Tools and Procedure

The main instruments used to collect data for this study was questionnaires. The researcher constructed open ended and close ended questionnaire with 37 items, where the respondents made marks under a numbers on scale of one through five indicating the degree on which they agree with the provided statements (Lickert Scale).

Structured and semi-structured interview guide and classroom observation checklist was also required to draw qualitative data to get in-depth understanding of the problem, obtain the descriptive information on the cause of students' disciplinary problems from directors, homeroom teachers, unit leaders and parent teacher association with the consent and interest of all the respondents.

Document associated with the students disciplinary problems from discipline committee minutes and home room teachers' record were examined to draw relevant data to support statistical description and interpretation.

Classroom observation was designed to be carried out twice a week during the ongoing teaching learning process and when the tests are given, to check the real progress of the students. The reason why structured classroom observation was used is that it gives a formal and strictly organized procedure with a set of well-defined observation categories (ICDR, 1999: 182). During observations every events and movements were recorded on a separate note book which was prepared for this purpose. In general, the instruments used to gather data were questionnaires, structured and semi-interview, observation check list and document review; to enrich the data obtained through questionnaire. With respect to this, Creswell (2003:62) stated that, employing multiple data collection instruments help the researcher to combine, strengthen and amend some of the inadequacies and triangulation of the data.

Before distributing of the questionnaire to the potential source of data, pilot test was conducted for 20 students and 10 teachers in Medhanealem Preparatory school which was not involved in the study. Then all the necessary amendments such as spelling errors and grammars were made clear based on the feedback obtained from the pilot respondents. Based on the analysis of the pilot study, some vague and confusing items were modified to make the questionnaire clear and understandable. These representatives selected for the pilot study were excluded from the selection of the main study. Incorporating the comments and feedback obtained, the instruments were translated in to Amharic language for student respondents and for parent teacher association (PTA) in order to avoid language barrier. Concerning the questionnaires, the researcher provided a brief introduction on the purpose of the study to ensure the consent of the participants who were self-administered the questionnaires. Furthermore, observations and analysis of school behavior records of the students was also made to supplement the data obtained through questionnaire and interview discussion.

3.6. Data Analysis

The raw data which was collected from the field through close ended and a few open ended questionnaire tallied, organized and structured systematically. Quantitative and qualitative data analyzing methods were employed. Descriptive statistics mainly, cross-tabulations, frequency count, and percentages Mean and Weight Mean were used by employing SPSS computer software in the presentation, analysis and interpretation of the findings.

Moreover, ordering the information in relation to the objectives of the study and categorizing or labeling answers that had similar characteristics or patterns was also the main data analyzing procedure. In addition the respondents are grouped in to two categories namely students and educators to make the analysis short, precise and easily understandable. Furthermore data collected through closed ended questionnaire, information obtained through document analysis, semi-structured interviews and observation check list were interpreted qualitatively, employing phenomenology design. As phenomenology design is effective for multiple realities which are rooted in the subjects perception, its goal is to understand fully the essence of some phenomenon.it is effective for the description of respondents belief, perceptions, attitudes, expectations, interactions and observations and observable behavior pertaining of situations, events, from the data obtained through direct questioning and conducting observations subject of the study. (Gay et al, 2009:134) Furthermore, matrixes were employed to summarize the open ended responses. Subsequently, findings of the secondary data analysis was used to complement and at times supplement the results of the primary data analysis. Finally, the study results were compared against the findings of other studies

CHAPTER FOUR

Data Presentation, Analysis, and Interpretation

This chapter focuses on the results obtained from the structured and a few open ended questionnaires, from interview guide and observation checklist. The questionnaire were focused on the biographical data, the causes and types of students' disciplinary problems, the role of educational stackholders and possible interventions to curb the problem. In order to gather relevant information on the cause of students disciplinary problems in preparatory schools under the study a questionnaire consisting of 37/thirty-seven set of items with close ended type and mainly a few open ended type were prepared and translated in to Amharic language for students which were distributed to 1140 pupils and 97 educators. 1135 copies were properly filled and returned from the students and 97(100%) copies returned from the teachers. From 1140 copies 35 copies were not filled properly, 5 copies were not returned. However, 100% copies filled and returned from the educators. In addition, an interview guide was presented purposefully to the directors, vice directors, unit leaders and parent teacher and students association members.

Table: 2. Age and Sex Categories of Sample Students and Educators

N _O	Item			N _O	%
1	Age	Students	12-15	0	0
			16-20	1100	100%
			Above 20	0	0
		Teachers/Educators	21-30	35	36
			31-40	45	46.4
41-50	15		15.5		
Above 50	2		2.1		
2	Sex	Students	Male	438	40
			Female	662	60
		Teachers/Educators	Male	74	76.3
			Female	23	23.7

As depicted in Table 2, all of the student respondents are between the ages of 16-20 years that is, 1100 (100%). From this data one can understand that there is no variation among student's respondents. Therefore, all of them can provide similar information. From Table 2, it can be seen that about 60% of the student respondents are female and 40% of the student respondents are male. As the above table depicts, (79.2%) of the educators were males and (20.7%) of the educators were female.

From table 2 it is observed that, 36% of the educators were between the ages 21-30 years old, which is almost half of the educators, while another 46.4% were between the age group of 31-40 years old. In addition, 15.5% were middle aged, that means between the age group of 41-50 years old. However 2.1% were above 50years old. This implies most of the respondents were youngsters, between the age group of 21-30 years old. The data also revealed that very few informants 2.1% are above 50years old.

Table: 3. Categories of Sample Educators by Qualification.

Qualification		Freq.	%
	12 th complete	1	0.99
	Diploma	2	1.98
	BSC /BED	76	75.28
	MA /MSC	22	21.78
	PHD	-	-
Year of service	1-5	40	39.6
	6-10	32	31.68
	11-15	14	13.86
	16-20	3	2.97
	21-30	5	4.95
	Above 30 years	7	6.93

Table 3 depicts that (21.78%) of the respondents have MA /MSC whereas, (75.28%)of the respondents have BSC /BED, the rest (1.98%) of the respondents have diploma and 0.99% of the respondents have grade 12 certificate. As shows in addition that, most of the key informants (39.6%) were in the service year group of 1-5 years. In addition, (31.68%) of the respondents were in the services years of 6-10 years 2.95% of the respondents are (4.95%) were between 21-30 years' service. The rest (6.93%) were well experienced that, they had above 30 years of service.

Table.4. Students Respondents by Grade and School

No	Item		NO	%
1	Grade	11	665	60
		12	435	40
		Total	1100	100%
2	School	AddisKetema	859	78.1
		Bethel	81	7.4
		Radical	57	5.2
		Raguel	103	9.4
		Total	1100	100%

As can be observed from table 4 most of the student respondents are from grade 11. Which is 60% and 40% of the student respondents are from grade 12. As it appears in table 3, the highest number of student respondents 78.1% were from Addis Ketema preparatory school. 9.4% of the students' respondents were from Raguel secondary and preparatory school. This signifies Addis Ketema Preparatory school has the largest preparatory school than others in this Sub City so that it has the largest population. 7.4% is again from Bethel Mekane Yesus Schools and (5.2%) of the student respondents were from radical secondary and preparatory school.

Table 5. Parent Related Cause of Students Disciplinary Problem

No	Items	Respondents	Responses											Me..	WM
			SA		A		UN		DA		SDA				
			NO	%	NO	%	NO	%	N	%	NO	%			
.1	Lack of parental daily follow up	Teachers	65	67.0	24	24.7	2	2.1	4	4.2	2	2.1	4.0	4.02	
		Students	500	45.5	371	33.7	57	5.2	115	10.5	57	5.2	4.04		
.2	Loosing of students freedom to express their feeling at home	Teachers	67	69.1	20	20.6	8	8.2	2	2.1	0	0	4.15	3.93	
		Students	306	27.8	500	45.5	66	5.8	115	10.5	113	10.3	3.7		
.3	Large family size	Teachers	0	0	6	6.2	0	0	62	63.9	29	29.9	1.82	2.15	
		Students	100	9.1	100	9.1	286	26	343	31.2	271	24.6	2.47		
4	Low financial back ground of the family	Teachers	13	13.4	45	46.4	21	21.6	17	15.7	1	1	2.88	3.17	
		Students	229	20.8	457	41.0	114	10.4	186	16.9	114	10.4	3.46		
.5	Low educational back ground of family	Teachers	17	17.5	42	43.3	26	26.8	11	11.3	1	1.0	3.65	3.64	
		Students	257	23.4	414	37.6	286	26.0	47	4.3	96	8.7	3.63		
.6	Divorce or death of families or one of the family	Teachers	32	33.3	45	46.4	11	11.3	9	9.3	0	0	4.03	4.01	
		Students	457	41.5	414	37.6	86	7.8	47	4.3	96	8.7	3.99		

Note that:5=Strongly agree 4=agree,3=undecided, 2= disagree, 1= strongly disagree,

From Item 1 of Table 5, we can understand that 67% of the teachers and 45.5% of the students with equal mean value of (M=4.0 and 4.04) respectively rated strongly agree that one of the causes of students' disciplinary problem is lack of parental daily follow up. The data from interview also reveals most of the family in this sub city are employees of different organizations and a few of them are business minded, so that they give less or no attention to their children's' education

In contrast to this, there are parents who seriously follow their Childs' activities and who support the school by having integrated relationships. With regard to lack of students' freedom to express their feelings at home, Item 2 of table 5 depicts that 69.1% of the teachers strongly agree and 45.5 % of

the students reported agree, with the mean value of (M=4.15 and 3.7) respectively. This shows that most of the educators and the students believe that lack of freedom of students to express their feelings at home is one of the causes of students' disciplinary problem. Their disagreement with the mean value of (M=1.82 and 2.47) respectively is that large family is not the cause of students disciplinary problems. As can be seen from Item 4 of the same table, 46.4% of the educators and 41% of the students agreed that low financial back ground of the family with mean value of (M=2.88 and 3.46) is the cause of students disciplinary problems.

As shown from Item 5 of Table 5, 43.3% of the educators and 37.6% of the students agreed with the mean value of (M=3.65 and 3.63) respectively that low educational background of the family is one of the cause of students' disciplinary problem. As one of the interviewee replied, family economy, educational and social back grounds also have impacts on students' disciplinary problems. As shown in item 6 of table 6, 46.4% of the educators and 41.5% of the students agreed with the mean value of (M=4.03 and 3.99) respectively that, one of the causes of students' disciplinary problem is divorce or death of parents or one of the parents.

The data gathered from the respondents through interview also reveals that, when the school needs parents to discuss the disciplinary issues with them they ignore the message or they send the message back that they do not have enough time to come to the school. Because they are struggling with life to overcome the challenges and some lack the importance of follow up on students' day to day activities. Some students do not have father and others do not have mother or some are orphans. Therefore, family related causes of the students' disciplinary problems such as; low parental control on children, low educational back ground of the family and low financial back ground of the family nowadays are found to be serious issues aggravating the students' disciplinary problems. This reveals that, the parent's major issue is providing the basic necessities to their family. An interview made with the directors, unit leaders, and parent teacher and student association members reveals that parents do not take responsibility to follow their children's day to day activities and they leave all the responsibility to the school. Parents do not control their children especially on taking unnecessary materials and mobiles to school .In addition, they do not advice their children to have future plans and advise them not to have close intimacy with students who are not well behaved.

From Item 1 of Table 5, we can understand that 67% of the teachers and 45.5% of the students with equal mean value of ($M=4.0$ and 4.04) respectively rated strongly agree that one of the causes of students' disciplinary problem is lack of parental daily follow up. The data from interview also reveals most of the family in this sub city are employees of different organizations and a few of them are business minded, so that they give less or no attention to their children's' education

Table: 6. Teachers related causes of student's disciplinary problems

No	Items	Respondent s	Responses										MN	WM
			SA		A		UN		DA		SDA			
			No	%	No	v%	No	%	No	%	No	%		
1	Absence of consistent corrective measures	Teachers	31	32.0	35	36.1	21	21.6	10	10.3	0	0	3.89	3.97
		Students	417	37.9	478	43.5	61	5.5	113	10.3	31	2.6	4.04	
2	The absence of role model	Teachers	34	35.1	42	43.3	14	14.4	7	7.2	0	0	3.05	3.49
		Students	385	35.0	486	44.2	49	4.5	112	10.2	68	6.2	3.92	
.3	Committed teachers have less disciplinary problems	Teachers	30	30.9	33	34.0	23	23.7	11	11.0	0	0	3.85	3.86
		Students	356	32.4	458	41.6	114	10.4	130	11.8	42	3.8	3.87	

Note that:5=Strongly agree 4=agree,3=undecided, 2= disagree, 1= strongly disagree, Mn=Mean, WM=weighted mean

Responses by the school managements through interview were also reveals that, Parents are unwilling to work in coordination with the school. Parents do not want to come when they are called to school, to discuss the disciplinary issue of their children. They even give their children unlimited and uncontrollable rights. Due to these factors, students may not do their homework, not study hard and have poor results. As a result, all leading to misbehave.

As seen in Table 6.1, 36.1% of the teachers and 43.5 % of the students confirmed their high agreement with the mean value of (M=3.89 and 4.04) respectively that one of the cause of students 'disciplinary problem is the absence of consistent corrective measures by teachers. This signifies that one of the cause of students' disciplinary problem is absence of corrective measures by teachers. Moreover, the data from the school management revealed that, teachers failed to prepare their lessons and they have less consideration and have less value for their profession. Teachers also handle their classes poorly and are not efficient in the subject matter they teach.

During the classroom observation the researcher observed that, some of the teachers don't have daily lesson plan and some of them were not willing to show their lesson plan. As described by

the respondents preparing lesson plan is “boring”. This truly implies that there is the gap which the directors tried to identify, meaning teachers are not interested in preparing lesson plan.

From Table 6:2, we can also understand that, 43.3% of the teachers and 44.2 %of the students with mean value of (M=3.05 3.95) expressed their agreement, that one of the causes of students’ disciplinary problem is absence of role model from the side of the teacher. The more the teacher behaves well, the more the students accept him/her, because most of the time the students behave like their teachers. In other words, if the teacher is not a role model to their pupil, they can hate the teacher himself and at the same time hate the subject.

As shown in Item 3 of table 6, 34.0% of the teachers and 41.6% of the students with the mean value of (M=3.85 and 3.87) respectively agreed that, committed teachers have less disciplinary problems than others. Therefore, committed teachers have less disciplinary problem, so the teacher should be well prepared, efficiently committed and on time.

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

Table: 7. School and school administration related cause of students' disciplinary problems

No	Item	Respondents	Responses											
			SA		A		UN		DA		SDA		MN	WM
			No	%	No	%	No	%	No	%	No	%		
1	The absence of good handling of students discipline	Teachers	29	29.9	46	47.4	9	9.3	11	11.3	2	2.1	4.01	3.97
		Students	400	36.4	471	42.8	57	5.2	100	9.1	72	6.2	3.93	
2	The absence of good relation between the school and teachers.	Teachers	30	30.9	35	36.1	20	20.6	12	12.4	0	0	3.86	3.55
		Students	380	34.5	345	49.5	1		99	9.0	75	6.8	3.23	
3	The absence of implementing school laws	Teachers	25	25.8	50	51.5	11	11.3	11	11.3	0	0	3.94	4.04
		Students	457	41.5	513	46.6	1	1.0	73	6.6	66	5.1	4.14	
4	Large class size	Teachers	0	0	2	2.1	0	0	65	67.0	30	30.9	1.73	1.79
		Students	0	0	90	8.2	0	0	665	60.5	345	49.5	1.85	
5	Strict school rules encourage Truancy	Teachers	16	16.5	20	20.6	10	10.3	50	51.5	1	1	3.0	2.17
		Students	0	0	1	1	0	0	369	33.3	730	66.4	1.34	
6	Lack of Team work among educators.	Teachers	20	20.6	51	52.6	18	18.6	8	8.2	0	0	3.86	3.96
		Students	375	34.1	594	54.0	1	1	80	7.3	50	4.5	4.06	
7	The absence of good educational leadership	Teachers	21	21.6	37	38.1	26	26.8	11	11.3	2	2.1	3.66	3.71
		Students	356	32.4	402	36.5	174	15.1	56	5.1	112	10.2	3.76	

Note that: 5=strongly agree 4=agree, 3=undecided, 2= disagree, 1= strongly disagree,

As seen from Item 1 of Table 7, 47.4% of the teachers and 42.8% of the students with the mean value of (M=4.01 and 3.95) respectively rated agree that, administrators absence of good handling of student's discipline is one of the causes of students' disciplinary problem.

From Item 2 of Table 7, we understand that 36.1% of the teachers and 49.5 % of the students with the mean value of (M= 3.86 and 3.23) respectively shows that; they agreed that the absence of good relation between the school administration and teachers is yet another cause of students' disciplinary problem.

As indicated in item 3 of Table 7, 51.5% of the teachers and 46.6% of the students with the mean value of (M=3.94 and 4.14) respectively agreed that, absence of implementing school laws is one

of the causes of students' disciplinary problem with the weighted mean value of (WM=4.04). Students should respect the school laws and regulations without any exceptions. Using school properties in a proper manner is one of every schools basic laws.

As shown in Item 4 of Table 7, 67% of the teachers' and 60.5% of the students with the mean value of (M=1.73 and 1.85) respectively, confirmed their disagreement that large class size is a cause of students' disciplinary problem. In fact, large class size is a cause of the students' disciplinary problem but not in case of the school understudy. As observed during the observation class the number of the students in every class were not exceeded 38 or 37. It was as a result that the standard set for Ethiopian secondary schools recommends a class size of 40 students per section (OESAA, 2001:92)

From Item 5 of the Table 7, we can understand that 51.5% of the teachers and 66.4% of the students with the mean value of (M=3.0 and 1.34) respectively disagreed that strict school rules do not encourage students to stay out of the school. This implies that strict school rules according to the teacher's respondents do not encourage students to stay out of the school. Interviews with principals, vice principals and unit leaders reveals, the effectiveness of strict school rule to minimize the students' disciplinary problems is primarily important. And they added that even though there is a shortage in applying the school rules there are certain measures that have been taken by the school.

The cumulative responses of the respondents are as follows; the first is giving counseling's services to students who exhibit misconduct. Then verbal warning is given. Next the school calls parents to discuss the misbehavior of a student. After, the students are instructed to stay outside the class for some periods. Finally, if there is no progress regarding the conduct of that student who is misbehaving frequently, the student is expelled from the school.

As can be seen in Item 6 of Table 7, 52.6% of the teachers 54% of the students agreed that lack of team work among educators and educational stakeholder is one of the causes of students' disciplinary problem with mean value of (M=3.86 and 4.06) respectively. This implies that lack of team work among educators and educational stakeholders is one of causes of students' disciplinary problem.

As indicated in item 7 of table 7, 38.1% of the teachers and 36.5% of the students with the mean value of (M=3.66 and 3.76) respectively agreed that, the absence of good educational leadership is one of the causes of students' disciplinary problem.

With reference to the role expected from school administration, the respondents gave information in the following order of importance: firstly, being strong and having more contact, close interaction and integrated effort between the school and parents. Secondly, good and conducive school environment should be created. Thirdly, there should be good, strict and excellent educational leadership. Fourthly, it is good to encourage or motivate role model teachers and their living standards should be improved. Fifthly, it is important to award students for their good behavior. Sixthly there should be continuous and persistent counseling for misbehaving students. Finally, team work between teachers and school management has been found to be important solving capacity.

Table: 8. Curriculum Related Cause of Students Disciplinary Problem.

No	Item	Respondent s	Response											WM
			SA		A		UN		DA		SDA		MN	
			NO	%	NO	%	NO	%	NO	%	NO	%		
.1	The curriculum is unrelated to learners' grade level	Teacher	37	38.1	40	40.2	12	12.4	6	6.2	2	2.1	3.64	3.61
		Students	370	33.6	342	31.1	99	9.0	200	18.2	89	8.1	3.57	
2	School curriculum is deficient in moral training.	Teach.	23	23.7	42	43.3	22	22.7	9	9.3	1	1.0	3.64	3.64
		Students	356	32.4	370	33.6	100	97	171	15.5	103	9.4	3.64	
3	Learners find the curriculum boring.	Teachers	21	21.6	45	46.4	16	16.5	14	14.4	1	1.0	3.73	3.56
		Students.	313	28.5	332	30.2	125	11.4	141	12.5	189	17.2	3.39	
4	The curriculum does not take care of the entire societal aspiration.	Teachers.	23	23.7	42	43.3	23	23.7	8	8.2	1	1.0	3.80	3.7
		Students	358	32.0	352	32.0	101	9.2	172	15.6	117	10.6	3.60	

Note that:5=Strongly agree 4=agree,3=undecided, 2= disagree, 1= strongly disagree,

As seen in Item 1 of Table 8, 40.2% of the teachers and 33.6% of the students agreed with the mean value of (M=4.09 and 3.64) respectively that, the curriculum is unrelated to learners grade level. This shows that the un relatedness of the curriculum to the learners' grade level is one of the causes of students' disciplinary problem. When the curriculum is not related to the learner's grade level, they will face difficulty to understand their subject. This can discourage them and leading them to be negligent. Therefore, they could not take it seriously and will not attend in class rooms. This in turn encourages them to disturb and misbehavior.

From Item 2 of Table 8, we can understand that 43.3 % of the teachers and 33.6% of the students with the mean value of (M=3.79 and 3.64) agreed respectively that, school curriculum is deficient in moral training. This signifies that deficiency of school curriculum in moral training is yet another cause of students' disciplinary problems. Students should formally learn about moral do's and don'ts in classrooms as part of the curriculum. This will direct them to behave correctly and start to exercise the general moral background at early age. Therefore the deficiency of moral education will create students with bad behaviors.

As can be seen from Item 3 of Table 8, 46.4% of the teachers' and 30.2% of the students with the mean value of (M=3.73 and 3.39) agreed respectively that learners find the curriculum boring. This signifies that lack of attractiveness of the curriculum is yet another cause of students' disciplinary problem. Moreover, Olaitan(2013:p10) confirms 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 which are promoted by society. He further maintains, that learners resort to take matters into their own hands if they believe that the curriculum is irrelevant and boring. If the curriculum is somewhat boring and doesn't attract students to learn and know about it, the students will lose interest in the subject and they will not be disciplined in the class rooms. It's a dry fact that children are easily bored and it's very important to catch their undivided attention if we want them to learn and know something.

As shown in Item 4 of Table 8, 43.3% of the teachers and 32.5% of the students agreed with the mean value of (M=3.8 and 3.6) respectively that, the curriculum does not take care of the entire societal aspiration. This shows that, one of the causes of students' disciplinary problem is that the curriculum does not take care of the entire societal aspiration. If the curriculum is not

related to the actual life of the society and needs, it would affect the feeling and hope of learner towards learning. In research that has been done by Olaitan (2013:p10) reveals that, “the relevance of the curriculum to the learners’ grade level is an important factor in the implementation of the teaching- learning process”. Therefor to be successful in the teaching learning process the relevance of the curriculum is an essential element and further revision of the curriculum is necessary. The administrators of the school and home room teachers said that, its relevance to the entire societal aspiration and its attractiveness to the learners’ grade level is not optional. It has a problem which can hinder the effective implementation of the curriculum and teaching- learning processes which in turn in its way to the rise of different students’ disciplinary problems. There are a lot of causes for students’ disciplinary problems. As the responses of the respondents, the most frequently indicated causes of students disciplinary problems are the influence of media (TV, movies, Facebook and internet). The students watch movies which are not appropriate to their age and culture. In addition, they watch strange things on face book and internet.

Table: 9. Student Related Types of Students Disciplinary Problem.

N ₀	Items	Respondents	Responses										Mea.	WM
			5		4		3		2		1			
			N	%	N	%	N	%	N	%	N	%		
1	Disobedience	Teachers	29	29.9	30	30.9	24	24.7	13	13.4	1	1.0	3.76	3.76
		Students	405	36.8	370	33.6	138	12.5	100	9.1	80	7.9	3.82	
2	Vandalism	Teachers	20	20.6	37	38.1	29	29.9	10	10.3	1	1.0	3.67	3.68
		Students	299	27.2	470	42.2	129	11.7	102	9.3	100	9.1	3.69	
3	Calling teachers by name or nick-name	Teachers	17	17.5	45	46.6	20	20.6	15	15.5	1	1.0	3.52	3.69
		Students	400	36.4	340	30.9	258	23.5	19	1.7	83	7.5	3.87	
4	Some learners do not have social contact	Teachers	24	24.7	43	43.3	22	22.7	8	8.2	0	0	3.86	3.79
		Students	352	32.0	390	35.5	186	16.9	42	3.8	130	11.8	3.72	
5	stealing, delinquencies and conflicting	Teachers	16	16.5	32	33.0	31	32	18	18.6	0	0	3.47	3.69
		Students	413	37.5	443	40.3	57	5.2	100	9.1	87	7.9	3.90	
6	using cell phone during classes	Teachers	26	26.8	29	29.9	18	18.6	24	24.7	0	0	3.59	3.71
		Students	400	36.4	399	36.3	100	9.1	114	10.3	87	7.9	3.83	
7	fighting	Teachers	23	23.7	42	43.3	16	16.5	16	16.5	0	0	3.74	3.73
		Students	457	41.5	243	22.1	143	13.0	134	12.2	123	11.2	3.71	
8	Peer group influence & absence of future plan	Teachers	17	17.5	35	36.1	38	39.2	4	4.1	0	0	3.58	3.79
		Students	486	44.2	385	35.0	72	6.5	57	5.5	100	9.1	4.0	
9	Cheating	Teachers	29	29.9	62	63.9	0	0	6	6.2	0	0	4.24	4.19
		Students	479	43.5	444	40.4	60	5.5	73	6.6	44	4.0	4.13	

Note that: 5=strongly agree 4=agree, 3=undecided, 2= disagree, 1= strongly disagree,

From Item 1 of Table 9, it is understood that 30.9 % of the teachers and 36.8 % of the students agreed with the mean value of ($M=3.76$ and 3.82) respectively that students' disobedience to teacher is one of the types of students' disciplinary problems. This means that students' disobedience to teachers is one of the types of students' disciplinary problem. Students who don't obey their teachers are most likely to troubled children at home. Students by default should obey their teachers and if they don't, it means they definitely have discipline problems. As indicated in the literature review of chapter two page 20, in Fekadu (2000:36) "the students' behavior is the reflection of the home." In the most important influence on the child's social behavior and attitude is likely to be a child-rearing practice at home.

As shown in item 2 of table 9, 38.1% of the teachers and 42.2% of the students agreed with the mean value of ($m= 3.67$ and 3.79) respectively that, damaging school property is one of the types of students' disciplinary problems. This signifies that damaging school property is one of the types of students' disciplinary problem. They disrespect their teachers, and other school community. Disruptive students influence others. In this case other misbehaviors such as vandalism, attacking and insulting teachers could be developed. A well-disciplined student should respect other student's right to property. Therefore, he/she should not be stealing from people. In addition to that, getting inter- personal conflicts and being violent are also signs of students with disciplinary problems.

In Item 3 of Table 9, we can see that 46.6% of the teachers and 36.4% of the students agreed with the mean value of ($M=3.52$ and 3.87) respectively that, calling teachers by name or nickname is one of the disciplinary problem. The researcher also observed when the students call their teachers by their name. Alemayehu (2012:p18) also identifies 18 types of students disciplinary problems. Of which the second top ranked problems is calling teachers by their name or nick is the one.

As indicated in Item 4 of table 9, 43.3% of the teachers and 35.5% of the students with the mean value of ($M= 3.86$ and 3.72) respectively agreed that, students' absence of social contact is one of the types of disciplinary problem. With regard to the social contact Kupers Midst and Curie (1990:13& 15) states that, good peer relations are necessary for normal social development. Social isolation or inability to "plug in to" social network is linked with many problems and disorders ranging from delinquency and problem of drinking to depression. Poor relations in

childhood are associated with a tendency to drop out of school and delinquent behavior in adolescence but harmonious peer relations in adolescence are related to positive mental health.

Item 5 of Table 9, shows that 33% of the teachers and 40.3% of the students with the mean value of (M= 3.47 and 3.9) respectively agreed that stealing and conflicting with other students is one of the types of students' disciplinary problem.

As can be seen from item 6 of table 9, 29.9% of the teachers and 36.4% of the students with the mean value of (M= 3.59 and 3.83) respectively agreed that students' use of cell phone during the classes is one of the types of students' disciplinary problem. Class rooms are for learning and it's well known that telephones aren't allowed. And if students break this rule and use cellphone, it clearly shows that they have discipline problems.

Item 7 of Table 9, shows that 43.3% of the teachers and 41.5% of the students with the mean value of (M= 3.74 and 3.71) respectively rated agree that students frequent fights in school is one of the types of students disciplinary problem. Louis Rosen (2013:31) Suggests that, Peer group related factors are the influence of peer groups having low academic performances. Student's personal related factors (psychological health problems- self isolation, violence and hostile feelings) were among the most important causes of misbehavior.

This is because all of them are adolescents or they are in fire-age this means between the ages of 13-18 years old. They grow physically, emotionally and psychologically. These biological change which takes place makes them emotional and fight with others. In addition some students come from troublesome, broken or disrupted family. These and other factors lead the students to be misbehaved.

From item 8.of table 9, it is understood that 36.1% of the teachers and 44.2% of the students with the mean value of (M=3.58 and 4) respectively expressed their agreement that peer group influence and absence of future plan is one of the types the type's students disciplinary problems. (Louis Rosen, 2013:31), Suggests that, poor peer relationships were closely associated with social intellectual skill deficits.

As shown Item in 10 of Table 8, 63.9% of the teachers and 43.5% of the students with the mean value of (M=4.24 and 4.12) strongly agreed that cheating in an examination is one of the types of students' disciplinary problem. This implies that cheating in examination nowadays is one of the

chronic students' disciplinary problem. (Ayalew 1996: 209) in his findings identifies many types of students disciplinary problems. Among them cheating during examination stood second according to the rank order he kept. In this study also cheating stood first. Many researchers such as (Olitan 2012,Alemayehu 2012,Selamawit 2012) and others also identified cheating as a major students disciplinary problems. This implies that, cheating is the chronic disease of these days which kills generation.

Table: 10. Gender Related Types of Students Disciplinary Problems

No	Item	Respondent s	Responses										Mea.	WM
			5		4		3		2		1			
			N	%	N	%	N	%	N	%	N	%		
1	Male students are purposely staying away from school without permission /Truancy/	Teachers	40	41.1	20	20.6	35	36.1	1	1.0	1	1.0	4	3.89
		Students	384	34.9	344	31.3	130	11.8	215	19.5	27	2.5	3.77	
2	Boys are more troublesome than girls.	Teachers	29	29.9	57	58.8	1	1.0	8	8.2	2	2.1	4.08	3.61
		Students	285	25.9	146	13.3	264	24.0	214	19.5	190	17.4	3.11	
3	Classes with more boys than girls are tough to control	Teachers	15	15.5	34	35.1	36	37.1	10	10.3	2	2.1	3.52	3.55
		Students	328	29.8	291	26.5	160	14.5	321	28.2	0	0	3.57	

Note that: 5=Strongly agree 4=agree,3=undecided, 2= disagree, 1= strongly disagree, Mea=mean value, WM=weight mean

Table 10:1 shows that 41.1% of the teachers and 34.9% of the students with the mean value of (M=4 and 3.97) respectively, strongly agreed that male students purposely stay away from school without permission. In Item 2 of Table 10, it can be seen that 58.8% of the teachers and 25.9% of the students with the mean value of (M=4.08 and 3.11) respectively agreed that boys are more troublesome than girls. From Item 3 of Table 10, it is understood that 35.1% of teachers agreed and 29.8% of the students strongly agreed respectively with the mean value of (M=3.52 and 3.57) that classes with more boys than girls are tough to control.

As depicted in the above table more than half of the teachers and the students agreed that classes with more boys than girls are tough to control. Morris (2005:25) indicates that school officials tend to view the behavior of boys as more threatening than that of girls. (Morongua, 2005: 28), also indicated, that there is the difference in the way boys and girls challenge the school in matters pertaining to discipline. Boys challenge overtly by conflicting and confrontation while girls use their maturity to confront educators by wearing earrings, makeup, ignoring the dress code.

From the observation class and interview guide made with key informants, it was also found that boys are tougher than girls to control. Moreover the educators added the possible interventions that could be conducted are ; strong relationship, more contact, close interaction and integrated effort between the school and parents, creating good and conducive school environment eg.by adjusting focus group discussion with all the education stakeholders concerning the students disciplinary issues, strict and excellent educational leadership, the school management should encouraging or motivating role model teachers and awarding students for their good discipline could be used as an input in alleviating the disciplinary problems in the school.

Table 11. The role played by the school management in handling students disciplinary problems’.

No	Items	Res	Responses										Me	WM
			5		4		3		2		1			
			F		N	%	N	%	N	%	N	%		
.1	Provide advice	Teachers	65	67.0	24	24.7	2	2.1	4	4.1	2	2.1	4.51	4.28
		Students	500	45.5	371	33.7	57	5.2	115	10.5	57	5.2	4.04	
.2	Strict follow up	Teachers	20	20.6	13	13.4	6	6.2	21	21.6	45	46.4	2.65	2.92
		Students	115	10.1	500	45.5	66	5.8	306	27.8	113	10.3	3.18	
.3	Identify the social, economic and psychological problem of the students	Teachers	0	0	6	6.2	0	0	62	63.9	29	29.9	1.82	2.15
		Students	100	9.1	100	9.1	286	26	343	31.2	271	24.6	2.47	
4	Discuss the problem with parents	Teachers	1	1.0	45	46.4	21	21.6	17	17.5	13	13.4	3.04	3.25
		Students	229	20.8	457	41.0	114	10.4	186	16.9	114	11.7	3.46	
.5	Send the students to directors	Teachers	32	33.3	45	46.4	11	11.3	8	8.2	1	1.0	4.02	3.88

Note that:5=Strongly agree 4=agree,3=undecided, 2= disagree, 1= strongly disagree, Me=mean

Table 11, shows the major responsibilities the school and school communities ought to do in order to help and rehabilitate students with behavioral problems. As indicated in Item 1 of table 11, (67%) of the teachers and (45.5%) of student respondents with the mean average value of (M=4.51 and 4.04) respectively strongly agreed that the schools provided advice and help students with behavioral problems. Item two of the same table depicts 46.4% of the teachers and 45.5% of the students with the mean value of (M= 2.65 and 3.18) respectively disagreed that there is no strict follow up of the students disciplinary problems. Understanding the problems of the students was also rated disagreed with the mean value of (M=1.82 and 2.47). Item 4 of the above table depicts that 46.4% of the teachers and 41% of the students with the mean value of (M= 3.04 and 3.46) respectively agreed that the school discusses the disciplinary issue with the parents. From item 5 of the above table it can be seen that 46.4% of the teachers and 41.5% of

the students with the mean value of (M= 4.02 and 3.74) respectively agreed that students are sent to the school guidance or vice directors.

Major corrective measures practiced in the school

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

1. Referral to unit leaders
2. Referral to guidance and counselors or vice directors for advice,
3. Expelling the student from class for a period or a day,
4. Sending them home to bring their parents,
5. If the case is serious, they are brought to the attention of the discipline committee for decision.

Finally, the participants were requested to indicate the effectiveness of the intervention practices of the school. As indicated by the respondents involved in the discussion, there is no such significant behavioral change observed as the result of the corrective measures taken to curb the problem.

In one of the school under the study by the document analysis made, the discipline committee minute also reveals that, there was a student who was expelled from the school in January 2015 due to fighting with the teacher (unit leader). As the document shows the student was in grade 10 (Ten). According to the decision of the school she has been punished or expelled from the school. The other ten students were found under warning to take the last measures.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1 Summary and Major Findings of the Study

The purpose of this study was to assess the types and the causes of students' disciplinary problems in preparatory schools in Addis Ketema Sub City of Addis Ababa City Administration and to forward helpful intervention which could minimize the problems in the schools under study. Based on the analysis the following major findings were reached.

Descriptive survey method was employed and source of data were 1140 student respondents and in general 101 school community. Stratified, random sampling as well as purposive sampling were employed to select respondents. Data were collected using the questionnaire from 1135 students and 97 school personnel (educators). 4 PTSA members of the four preparatory schools under the study were interviewed. Also, observation check list was made within 7 periods in 4 preparatory schools in Addis Ketema Sub city.

The following basic research questions were used in this study:

1. What are the major factors that cause students disciplinary problems?
2. What are the major types of students' disciplinary problems in preparatory schools?
3. How do school administrators and teachers address students' disciplinary problems?
4. What are the possible interventions which could minimize the students' disciplinary problems?

The descriptive statistics mainly, cross-tabulation, frequency, percentage, mean and weighted mean were used by employing SPSS Computer Software in the presentation, analysis and interpretation of the findings. The data was presented qualitatively and quantitatively analyzed and discussed under pertinent research questions. This chapter thus presents the summary of the major findings of the study and then concludes on the basis of these findings. Finally, feasible recommendations have been provided. As can be seen from chapter three, there was the intention to gather data from 1140(30%) of the students' population. Among these only 1135 copies of the

questionnaire were returned. From these 35 were rejected because they have been found to be incomplete. The obtained data through these instruments have been found to be the same except for their slight difference in numbers, percentage and ways of expression.

According to the researchers' findings, large class size is one of the causes of students' misbehavior. But this study reveals that there is no misbehavior caused by large class size, because class student proportion in the school under study is according to MOE (2001) i.e. less than 40 students per class in secondary school. In addition, family planning has also contributed to the absence of large family size since the society is civilized and reside in Addis Ababa. The data from the interview made with the educators reveals that the educational policies should be implemented effectively, family follow up should be strong and consistent, and there should be a strong relationship between parents and school management. Teachers should be given more opportunities to monitor students. Nowadays, students are being over protected in the name of democracy. As a result, students 'disciplinary problem is prevailing largely. Moreover, good leadership of school principals plays an important role in alleviating students' disciplinary problem. Furthermore, teacher should be role models, well prepared, coordinated with school management to assist students to be well-behaved. Schools should also set up PTSA to facilitate the teaching-learning process. The school should have strong rules and strictly and consistently implement the rules to work on alleviating the problem. Teachers should be motivated to work hard to minimize or eliminate the problem. A conducive teaching-learning environment also plays an important role in making learners well-behaved.

From the overall analysis of the data obtained from different sources and the discussion made so far, the following major findings have been found.

- 1.** The study reveals that, parents limit their participation in the handling of students' disciplinary problems. They were absent on the follow up of students' day to day activities with the weighted mean average of (WM=4.02). As a result, students develop disciplinary problems. The study also shows that the parents' effort to know about their children's' progress and follow up on how children are behaving at school were low. In addition, parents also lack participation in alleviating the students' disciplinary problems which can be an interference with the teaching-learning process. The relationships between parents and the school, in solving the students' disciplinary problems were also found to be very weak. Divorce or death of parents or one of the

parent with the weighted mean average (WM=4.01) is a factor in leading students' discipline. Students' deprivation of freedom to express their feelings at home with the weighted mean average (WM= 3.93) is also one of the cause of students' disciplinary problems. The data collected also show that low educational background of family with the weighted mean average (WM=3.64) affects students' school discipline. As per the data reveals, regarding low family income level, the teachers and the students confirmed their indecision with the weighted mean average of (WM= 3.17).

2. Furthermore, different types of students' disciplinary problems which were observed frequently according to their weighted mean are listed as follows; a. cheating during examination with the weighted mean value of (M=4.19) b, learners do not have social contact with the weighted mean value of (M=3.79) c, disobedience with the weighted mean value of (M=3.76) d. fighting with the weighted mean value of (M=3.73) e. students use of cell phones in the school and in the class with the weighted mean value of (M=3.71). f. stealing one another's property with the weighted mean value of (M=3.69) g. calling teachers by name or nick name with the weighted mean value of (M= 3.69) and h .damaging school property or vandalism with the weighted mean value of (M=3.68) were identified as the major types of students disciplinary problems in this study.

3. The influence of media is very serious. There are also some that follow foreign countries' styles i.e. using lipsticks, artificial hair, changing the color of their hair. Some do not respect the school rules and regulations. Most of them do not know their rights and obligations and others come with incomplete educational materials. They come to the class late and disturb other students. Absence from school without any permission is also a problem.

4. Teachers also do not take consistent and corrective measures for the students' misconduct and some of them are not role models to their students. In addition, Poor lesson preparation contributes to the problem. Moreover, administrators' lack of good handling of students' disciplinary problem with the weighted mean of (WM=3.97) is also a cause. The data also shows that there is absence of good relation between school administration and teachers.

Furthermore, the data shows that the absence of good educational leadership with the weighted mean average of (WM=3.71) is a factor in alleviating students' disciplinary problem.

5. The curriculum also does not take care of the entire societal aspiration with the weighted mean value of (WM=3.7).The un- relatedness of the curriculum to learners' grade level with the weighted average of (WM=3.61) also contributes to the problem.

6. Rules and regulations of schools are not properly implemented. In addition, strict school rules and regulations do not encourage students to stay away from school purposely without permission. Absence of teamwork can also affect students' discipline. In addition, absence of proper implementation of educational policies have been found to be one of the causes of the problem

7. The data obtained through observation check list and document analysis indicates that the students talks in the class and did not give attention to lessons. Some didn't do their classwork and home work properly. Others are disobedient to their teachers. They sometimes attempt to attack their teachers. Some students did not wear their uniforms properly and they abuse their mobile telephones in the class.

8. In this finding the role of the school community, as the respondents indicate were provision of advice, strict follow up, understanding the problem of the student, and referral to guidance and counseling services or vice directors. Moreover, the role of the counselor in school related intervention for adolescents with behavioral problems is very crucial. Teachers themselves were not role models to their students in relation to discipline and do not guide students to give priority to their education. The students do not use their time properly for their education and have future plans. The society, do not make contributions to the betterment of students' disciplinary problem since the problem, in one way or the other affects their lives.

9. The major corrective measures practiced in schools as indicated by almost all of the participants include: referral to unit leaders, referral to guidance and counselors or vice directors for advice, expelling the student from class for a period or a day, sending the students home to bring their parents. If the case is serious, the issue is referred to the discipline committee for decision.

10. As the responses of the participants, there is no effectiveness and considerable behavioral change observed as the result of the corrective measures taken to minimize the problem.

5.2. Conclusion

From the above-mentioned discussions, it is possible to conclude that different kinds of disciplinary problems are exhibited in schools. The dynamic factors behind school level disciplinary problems were the collective effects of school environment. The absence of strict school rules and regulations, the absence of parental follow-up on students' day to day activities, the absence of good leadership of school principals and the negligence of the society to take part in alleviating the students' disciplinary problems are some of the cause of students' disciplinary problems to be found in this study. In addition, cheating, disobedience, using cell phone, abusing face book and internet are some of the types of students' disciplinary problems to be found. Parents do not work in cooperation with their child's school, they just leave the school alone in the dark. Even though the school community uses different types of intervention, there is no such significant behavioral change observed as the result of the corrective measures taken to rehabilitate the student.

5.3 Recommendations

In light of the findings, the following recommendations are forwarded:

1. Schools should have strict rules and regulations and should incorporate in its rules "what is forbidden" and give awareness to the students early and should implement the rules strictly and consistently.
2. Schools should have strong relationships with parents through PTSA and should work in coordination with them concerning the disciplinary problems or issues.
3. Parents and the society should understand that their contribution to students' disciplinary problem is great and should participate thoroughly and follow up on the day to day activities of their children by having close relationships with their teachers.
4. Parents should work cooperatively with the school and must not be ignorant of their child's behavior in order to shape them in a desirable manner and to create conducive atmosphere by having integrated relationships with their school.

5. School principals and teachers should update themselves by having training concerning the current students' disciplinary issues.

6. Since discipline policy have good strategies in eliminating students' disciplinary problems, it should be implemented properly. The curriculum should be revised and the schools should participate in the revision process. Sub city, woreda and educational offices, in accordance with their hierarchy, should follow up on the implementation processes of the policy.

Reference

AbrahamTeshome (June 2009) **Identification and Intervention of Adolescents with the Management of Conduct Disorder in school settings.** A study of three cases in Arsi Zone Sire Woreda.

AbrhamHagos et.al. (1999) **Teachers Education Hand Book** Addis Ababa.

Adams and Co. Kauffman, J. (1989) **Characteristics of Behavior Disorders of children and youth:** Columbus: Merrill public: company Mifflin Company

Alemayehu Tegenu (June 2012) **Assessment of Students Misbehavior And Coping Strategies**(In The Case Of Shashemene Secondary School)Addis Ababa University

Ayalew Shibeshi (1996) **“School Discipline And Corporal Punishment “**Inhabtamy wondimu(Ed) Research Papers on the Situation of Children and Adolescents in Ethiopia Addis Ababa.

Butchart, R.E. (1998). **Classroom Discipline in American Schools.** New York: State University of New York Press. Campbell, J.

Corwin Press Copyright © 2005 Fair **School wide Discipline** Thousand Oaks, Ca: Corwin Press, Www.Corwinpress.com

Day-Vines, N.L(2005). **Culturally Congruent Strategies of Addressing The Behavioural Needs Of Urban, African American Male Adolescents.** Professional Schooling Counseling, 8(3):236-243.

Desta Abera (June 2001) **Factors Influencing. The Implementation of Problem Solving Approach In secondary cycle primary schools of Tigry.**

Donnelly, J. (2000). **Two Simple Rules-Discipline Problems Down.** Pro Principal, 16 (7):1-3.

Glichris.Robertns.William W.Dutton,and William L.Wrinkle.**Secondary Education for American Democracy.**New York;Rinchart and Company Inc.1958.

Goldstein, A.P. Harrotunian B & Conoley, JC. 1994. Student aggression. New York: The Guilford Press. Haberman, M. Donnelly, J. 2000. **Two simple rules-discipline problems down.** Pro Principal, 16 (7):1-3.

Egwuonwu, I.N. (2008). **A Managerial Perspective of The Role of Secondary School Learners In The Development And Implementation of A Code of Conduct.** Unpublished Med Dissertation. Pretoria: University Of South Africa. Eklund, N.

Eshetu Abegaz(1984).**The Cause of Classroom Disciplinary Problems** In Selected Senior And Comprehensive High School in Addis Ababa.

Fekaduwakjira(June 2000)**An Investigation of Behavioral Problems In Secondary School Adolescents: Types, Contributing Factors, And School Treatment Practice**

Good, C.V.Ed. (1973). **Dictionary of Education**. New York; Mc Graw-Hill Book Company.

Hoult, T.F. (1977).**Dictionary of Modern Sociology**. Totowa, New Jersey, Little Field

Kauffman, J. (1989) **Characteristics of Behavior Disorders of children and youth: Columbus:** Merrill public: companyMifflin Company.

Kirk, A sand Geallapher, J. (1993) **Educating Exceptional Children 7th edition**. Boston: Houghton

Louis Rosen (2013) **Fair School Wide Discipline**. Http//www.com.(2005)

Major, R.L. 1990. **Discipline: the important subject we teach**. London: UniversityPress.Mani,R

Morris, E.D. 2005. “Tuck in that shirt”. **Race, class, gender and discipline in an urban school**. Sociological Perspectives, 48 (1):25-48. Mtsweni, J. grade classrooms. Education, 121(2):383.

Morongwa Constance Masekoameng (November 2010) **The Impact of Disciplinary Problems on Educator Morale In Secondary Schools And Implication**. University of South Africa.

OlaitanTemitayo,Mohamed A,Nayaya and Ajbola A, Lukman Global Journal of **Human Social Science**Volume 13 issue 14 version 1.0 Year(2013)

Management of Disciplinary Problems in Secondary Schools:Jalingo.Metropolis in Focus College of Education,Nigeria

Rosen, L. 1997. **School discipline, best practices for administrators**. Thousand Oaks: Corwin Press.

Rossouw. J.P. 2003. Learner discipline in South African public schools. Koers, 68 (4):413-435.

Scheuermann, B.K & Hall, J.A. 2008. **Positive behavioral supports for the classroom**. Upper Saddle River, New Jersey: Pearson Prentice Hall.

Seeman, H. 2000. **Preventing classroom discipline problems**. London: Scarecrow Press.

Temesgen Tadele (June 2006) **The impacts of parental involvement, parent teacher aelation, peer influence and students academic achievements** The case of Debremarkos secondary cycle primary schools

ADDIS ABABA UNIVERSITY

School of Graduate Studies

Department of Educational Leadership and Management

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

The main Purpose of this questionnaire is to gather the necessary data so as to explore the major causes and type of preparatory students in Addis Ababa Addis Ketema Sub City and also find the possible strategies to minimize the problems.

Therefore, you are kindly requested to fill the questionnaire in order to know your opinion about the issues. All your empirical evidence are confidential and are not used other than the purpose of the study.

Thank you for your cooperation.

Part I. Background Information

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

B. Give Short answer in the space provided

1. Name of your school -----

2. Sex A. Male ☐ B. Female ☐

3. Age A. 20 – 25 ☐ B. 26—30 ☐ C. 31 – 40 ☐ D. above 40 ☐ D. MA/MSc ☐

4. Qualification. A. 12th complete ☐ B. Diploma ☐ C. BSC or BED ☐
E. PHD ☐

5. Years of Service A. 1 — 5 ☐ B. 6--10 ☐ C. 11 – 15 ☐ D. 16-20 ☐ E. Above 20 ☐

6. Position A. Director ☐ B. Vice Director ☐ C. Home room teacher ☐ D. unit leader ☐

Part II. Factors Responsible for Student's Disciplinary Problems

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

1. Do you agree each of the following factors is the cause or the types of student's disciplinary problem in your school ?

No.	Family Related factors	Rating scale				
		Strongly agree	Agree	Undecided	disagree	Strongly disagree
2.1	Lack of parent follow up on students day to day activities					
2.2	Loosing of students freedom to express their feeling at home					
2.3	Large family size					
2.4	Low financial back ground of the family					
2.5	Low educational back ground of family					
2.6	Divorce or death of families or one of the family					
	Teachers related factors					
2.7	Absence of consistent corrective measures by teachers					
2.8	The absence of role model on the side of the teachers					
2.9	Committed teachers have less disciplinary problems than others do.					
	School and school administrators related factors					
2.10	The absence of good handling of students discipline in the school.					
2.11	The absence of good relation between the school administration and teachers.					
2.12	The absence of implementing school laws					
2.13	Large class size					
2.14	Strict school rules encourage students to stay away from school purposely without permission/Truancy/					
2.15	Lack of Team work among educators and Educational stakeholders.					
2.16	The absence of good educational leadership					

	Curriculum related factors	Strongly agree	Agree	Undecided	disagree	Strongly disagree
2.17	The curriculum is unrelated to learners' grade level					
2.18	School curriculum is deficient in moral training.					
2.19	Learners find the curriculum boring.					
2.20	The curriculum does not take care of the entire societal aspiration.					
	Learners related factors					
2.21	The student disobeyed the teacher					
2.22	Damaging school property/Vandalism/					
2.23	Calling teachers by name or nick- name					
2.24	Some learners do not have social contact					
2.25	Classes with more boys than girls are tough to control					
2.26	Some students involve in stealing delinquencies, conflicting with other students					
2.27	Students use cell phone during classes					
2.28	Students fight a lot in school					
2.29	Peer group influence & absence of future plan					
2.30	Cheating during examination					
	Gender related factors					
2.31	Male students are purposely staying away from school without permission /Truancy/					
2.32	Boys are more troublesome than girls.					
	The role played by the school management					
2.33	Provide advice					
2.34	Strict follow up					
2.35	Identify the problem of the students					
2.36	Send the students to the directors					
2.37	Discuss the problem with parents					

2.38 As your opinion what are the expecting coping strategies to minimize the student's disciplinary problem?

- 1.-----
- 2.-----
- 3.-----
- 4._____
- 5.-----

Thank you!

Part III. Interview guides

3.1. Interview guides for parents

- 3.1.1. As a parent how do you see the effort the school makes to work with parents?
- 3.1.2. How is the participation of the parents on meeting held in the school?
- 3.1.3. When the school demands to see parents on students disciplinary issues do they come soon enough and try to solve the problem?
- 3.1.4. What are the most commonly seen student's behavioral problems nowadays?
- 3.1.5. What are the causes for the students disciplinary problems mentioned on question number four?
- 3.1.6. What are the possible strategies to curb the problems?

3.2. Interview guides for directors & deputy directors

- 3.2.1. For how long do you serve the school?
- 3.2.2. What are the disciplinary problems seen in your school? And what do you think are the possible causes?
- 3.2.3. What could the society do with the schools to bring up change of behavior among students?
- 3.2.4. For problems mentioned on question #2, what do you propose as solutions to minimize the problem?

Thank you!

ADDIS ABABA UNIVERSITY

School of Graduate Studies

Institute of Educational Leadership and Management

A questionnaire to be filled by students

The main Purpose of this questionnaire is to gather the necessary data so as to explore the major causes and types of disciplinary problems of preparatory students in Addis Ababa Addis Ketema Sub City and also to find the possible strategies to minimize the problems.

Therefore, you are kindly requested to fill the questionnaire in order to know your opinion about the issues. All your empirical evidence are confidential and are not used other than the purpose of the study.

Thank you for your cooperation.

Part I. Background Information

Instruction: Give your answer by putting a ☒mark in the box.

1. Name of your school -----

1.2. Grade-----

1.3- Sex A. Male ☐ B. female ☐

1.4. Age A. 12-15 ☐ B. 16-20 ☐ C. above 20 ☐

Part II. Factors Responsible for Student's Disciplinary Problems

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

1. Do you agree each of the following factors is the causes or the types of student's disciplinary problems in your school?

No	Parents Related Factors	Rating Scale				
		Strongly agree	Agree	Undecided	Disagree	Strongly Disagree
2.1	Lack of parent follow up on students day to day activities					
2.2	Loosing of students freedom to express their feeling at home					
2.3	Low financial back ground of the family					
2.4	Low educational back ground of family					
2.5	Divorce or death of families or one of the family					
	Teachers Related Factors					
2.6	Absence of consistent corrective measures by teachers					
2.7	The absence of role model on the side of the teachers					
2.8	Committed teachers have less disciplinary problems than others do.					
2.9	The absence of good relation between the school administration and teachers.					
	School Administrators Related Factors					
2.10	The absence of good handing of students discipline in the school.					
2.11	The absence of implementing school laws					
2.12	Large class size					
2.13	Strict school rules encourage students to stay away from school purposely without permission/Truancy/					
2.14	Lack of Team work among educators and Educational stakeholders.					
2.15	The absence of good educational leadership					

	Curriculum related factors	Strongly agree	Agree	undecided	Disagree	Strongly disagree
2.16	The curriculum is unrelated to learners' grade level					
2.17	School curriculum is deficient in moral training.					
2.18	Learners find the curriculum boring.					
2.19	The curriculum does not take care of the entire societal aspiration.					
	Learners related factors					
2.20	The student disobeyed the teacher					
2.21	Damaging school property/Vandalism/					
2.22	Calling teachers by name or nick-name					
2.23	Some learners do not have social contact					
2.24	Classes with more boys than girls are tough to control					
2.25	Students involve in stealing delinquencies, conflicting with other students					
2.26	Students use cell phone during classes					
2.27	Students fight a lot in school					
2.28	Peer group influence & absence of future plan					
2.29	Cheating					
	Gender related factors					
2.30	Students are purposely staying away from school without permission /Truancy/					
2.31	Boys are more troublesome than girls.					
	The role played by the school management					
2.32	Provide advice					
2.33	Strict follow up					
2.34	Identify the problem of the students					
2.35	Send the students to the directors					
2.36	Discuss the problem with parents					

Thank you!

አዲስ አበባ ዩኒቨርሲቲ

ድህረ ምረቃ ትምህርት ፕሮግራም

መጠይቁ የሚሞላው በአዲስ አበባ ከተማ ክፍለ ከተማ ፣ በአዲስ አበባ መስናቢያ ት/ቤት ፣ በራዲዮል ት/ቤት ፣ በራጉኤል ት/ቤትና በቤተል መካከሊያሱስ ት/ቤት በሚማሩ ተማሪዎች ነው ።

የመጠይቁ ዓላማ በአዲስ አበባ ከተማ በአዲስ አበባ ክፍለ ከተማ የተማሪዎች የዲስፕሊን ችግሮች መንስኤያቸውንና ለችግሮቹ የመፍትሔ ሐሳቦችን ለማወቅ መረጃ ለመስብሰብ የታቀደ ነው ። ለመጠይቁ ትክክለኛ መረጃ በመስጠት ቀና ትብብርን እንዲያደርጉልን በትህትና እንጠይቃለን ። ስለምታደርጉልን ትብብር እናመሰግናለን ።

ማሳሰቢያ

ሀ. በመጠይቁ ላይ ስም መፃፍ አያስፈልግም

ለ. በአማራጭ ከተቀመጡት 4 መልሶች ውስጥ(✓) ምልክት በማድረግ ምርጫዎን ይግለፁ

ክፍል1- መሠረታዊ መረጃ

1.1 የትምህርት ቤቱ ሥም _____

1.2 ያታ ሀ. ወንድ ☐

ለ. ሴት ☐

1.3 ዕድሜ ሀ. 11-15 ☐

ለ. 16-20 ☐

ሐ. ከ20 በላይ ☐

1.4 የክፍል ደረጃ ሀ. 11 ☐

ለ. 12 ☐

ክፍል 2 ከዚህ በታች በሰንጠረዥ ውስጥ የተዘረዘሩት ለተማሪዎች ባህሪ ግድፈት

ምክንያት ለሆኑት የባህሪ ድፈት ዓይነት ለመሆናቸው መስማማት/ አለመስማማትህን/ሽን በተቀመጡት ሳጥኖች ውስጥ የራሱህን/ሽን አማራጮች ✓ ምልክት በማድረግ ግለጭ/ገለጥ።

ተ.ቁ		በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	በጣም አልስማማም
2.1	ወላጆች የልጆቻቸውን ትምህርትና የዕለት ተኔት እንቅስቃሴ አለመከታተል					
2.2	የልጆች በቤተሰብ ውስጥ ሐሳባቸውን በነፃነት የመግለፅ ልምድ ማጣት					
2.3	ወላጆች ለልጆቻቸው ከመጠን ያለፈ ነፃነት መስጠት					
2.4	የወላጆች የገቢ ሁኔታ ዝቅተኝነት					
2.5	የወላጆች የትምህርት ደረጃቸው ዝቅተኛ መሆን					
2.6	የተማሪዎች ወላጆች በተለያዩ ምክንያቶች መለያየት (በሞት ወይም በፍቺ)					
2.7	ጥፋት በሚያጠፉ ተማሪዎች ላይ መምህራን ወይም ትምህርት ቤቱ ተገቢውን እርምጃና እርምጃ አለመውሰዱ					
2.8	የአንዳንድ መምህራን ለተማሪዎች ጥሩ አርአያ አለመሆን					
2.9	መምህራን የትምህርት ዝግጅት አድርገው ወደ ክፍል አለመግባት					
2.10	የትምህርት ቤቱ ሕገ ደንብ በትክክል አለመተግበሩ					
2.11	በወላጆችና በትምህርት ቤቱ መካከል ጥሩ ግንኙነት አለመፈጠሩ					
2.12	ስርዓተ ትምህርቱ (curriculum) ከተማሪው የክፍል ደረጃ በላይ መሆን (መክበድ)					
2.13	ስርዓተ ትምህርቱ የተማሪዎችን መልካም ስነ-ምግባር የሚያበረታታ አለመሆኑ					
2.14	የአቻ ንደኛ ተፅዕኖና የወደፊት እቅድ የሌላቸው ተማሪዎች በትምህርት ቤቱ ውስጥ መኖራቸው					
2.15	መከራረጅ					
2.16	ተማሪዎች ያለ በቂ ምክንያት ከክፍል መውጣት					
2.17	ተማሪዎች በትምህርት ቤት ውስጥ እርስ በርስ መጣላት					
2.18	ተማሪዎች ሆንብለው ከት/ቤት አጥር ግቢ ውጪ መሆን					
2.19	የተማሪዎች እርስ በእርስ መሰራረቅ					
2.20	ተማሪዎች በትምህርት ቤት ቅጥር ግቢ ውስጥ ሞባይል ስልክ መጠቀም					
2.21	የአንዳንድ ተማሪዎች በተደጋጋሚ					

	ማርፌድ					
2.22	ተማሪዎች የትምህርት ቤቱን ንብረት ማውደም					
2.23	መምህራንን በስም መጥራት					
2.24	አንድ አንድ ተማሪዎች ማህበራዊ ግኑኝነት የላቸውም					
2.25	ወንዶች የሚበዙበት ክፍል ለቁጥጥር አስቸጋሪ ነው					
2.26	አንድአንድ ተማሪዎች በሌብነት ከሌሎች ጋር መጋጨትና ባልሆኑ ባሪያት መሳተፍ					
2.27	ተማሪዎች በትምህርት ሰዓት ሞባይል መጠቀም					
2.28	ተማሪዎች በትምህርት ቤ ውስጥ መጣላት					
2.29	የአቻ ዓደኛ ተዕዕኖ እና አላማ የለሽ መሆን					
2.30	ኩረጃ					
2.31	ወንዶች ልጆች ሆን ብለው ያረድዳሉ					
2.32	ወንዶች ከሴቶች ልጆች አስቸጋሪ ናቸው					
2.33	ምክር ይሰጣል					
2.34	ጠንካራ ክትትል ያደርጋል					
2.35	የተማሪዎችን ችግር ለይቶ ያውቃል					
2.36	ተማሪዎች ወደ ርዕሰ መምህሩ ይላካሉ					
2.37	ከወላጆች ጋር ምክክር ያደርጋሉ					

በአዲስ አበባ ዩኒቨርሲቲ የትምህርት ክፍል

ድህረ ምረቃ ትምህርት ፕሮግራም

ለጥናትና ምርምር የሚውል መረጃ መስብሰቢያ መጠይቅ

ይህ መጠይቅ የተዘጋጀው በአዲስ ከተማ ክፍል ከተማ በአዲስ ከተማ መሰናዶ ት/ቤት በራዲካል 2ኛ ደረጃ፣ በራጉኤልና በቤተል መካከ አያሱስ 2ኛ ደረጃ ት/ቤት በርዕሳነ መምህራንና በምክትል ርዕሰ መምህራን በክፍል ሀላፊ መምህራን በዩኒቲ መሪዎች በወላጆች ተወካዮች በተማሪ ተወካዮች እንዲሞላ ነው፡፡

የመጠይቁ ዓላማ ይህ መጠይቅ የተዘጋጀው በ11ኛ እና በ12ኛ ክፍል ደረጃ የሚገኙ የአራቱ ት/ቤቶች የመማር ማስተማሩን ሂደት ሊጎዱ የሚችሉ የዲሲፕሊን ችግሮች አይነቶችና መንስኤዎች ለመለየትና የመፍትሔ አቅጣጫዎችን ለማሳየት ነው፡፡

ይህን መጠይቅ ለመመለስ ላደረጋችሁት ቀና ትብብር አመሰግናለሁ፡፡

1. ምረቃ ሀ. ወንድ ☐ ለ. ሴት ☐
2. እድሜ ሀ. ከ50 በላይ ☐ ለ. ከ40-50 ☐ ሐ. 30 -39 ☐ መ. 20 - 29 ☐
3. የት/ ደረጃ ሀ. MA ☐ ለ. A/ BED ☐ ሐ. 12 + 3 ☐ መ. 12 complete ☐

ለርዕሰ መምህራንና ለምክት ለርዕሳነ መምህራን የተዘጋጀ መጠይቅ

1. በአሁኑ ጊዜ በት/ቤታችሁ ውስጥ ያለው የተማሪዎች የስነሥርዓት ጉድለቶች ችግር በምን ደረጃ ላይ ይገኛል? መንስኤዎቹን ምንድን ናቸው?
2. በት/ቤታችሁ በተማሪዎች ላይ በተደጋጋሚ የሚታዩት ዋና ዋናዎቹ የዲሲፕሊን ጉድለቶች ምን ምንድን ናቸው?
3. በሁለተኛ ተራ ቁጥር ለተዘረዘሩት የዲሲፕሊን ጉድለቶች መንስኤዎች ምን ምንድን ናቸው?

4. ት/ቤቱ የዲስፕሊን ችግሮችን ለማስተካከል ምን አይነት ማስተካከያዎችን ይወስዳል?
5. የአካባቢው ህብረተሰብ ከት/ቤቶች ጋር በመሆን በተማሪዎች ላይ መልካም የባህሪ ለውጥ ለማምጣት ያስችል ዘንድ ምን አይነት አስተዋጾ ያበረክታል?
6. በሁለተኛ ተራ ቁጥር ላይ ለተዘረዘሩት የስነ ምግባር ጉድለቶች መፍትሔዎች ምንድን ናቸው ብለው ይግምታሉ?

ሀ. ከርዕሳነ መምህራን ምን ይጠበቃል?

ለ. ከወላጆች ምን ይጠበቃል?

ሐ. ከመምህራን ምን ይጠበቃል?

መ. ከተማሪው ምን ይጠበቃል?

ሠ. ከአካባቢው ማህበረሰብ ምን ይጠበቃል?

ለወላጆችየተዘጋጀመጠይቅ

1. አርስዎ የወላጅ ተወካይ እንደ መሆንዎ ከሚመለከቱትና ት/ቤቱ ከወላጆች ጋር ተቀናጅቶ ለመስራት ያለው ጥራት ምን ይመስላል?
2. ወላጆች አንዳንድ ስብሰባዎች ሲኖሩ የሚያደርጉት ተሳትፎ ምን ያህል ነው?
3. ወላጆች ልጆቻቸው ጥፋት በሚያጠፉበት ጊዜ ወላጅ መምጣት አለት ሲባል በጊዜው መጥተው የልጆቻቸውን ሁኔታና የስነ- ምግባር ችግር ለመፍታትና የት/ቤቱ ህገ ደንቦች እንዲፈፀሙ የራሳቸውን ጥረት ያደርጋሉ?
4. በአሁኑ ጊዜ በተደጋጋሚ የሚታዩ የስነ-ሥርዓት ጉድለቶች ምን ምንድን ናቸው?
5. በአራተኛ ተራ ቁጥር ላይ ለሚታዩት የስነ-ሥርዓት ጉድለቶች መንስኤዎች ምንድናቸው ይላሉ?

6. በአራተኛ ተራ-ቁጥር ላይ ለተዘረዘሩት የዲስፕሊን ጉድለቶች መፍትሔዎች ምንድን ናቸው?

ሀ. ከርእሰ መምህራን ምን ይጠበቃል?

ለ. ከወላጆች ምን ይጠበቃል?

ሐ. ከመምህራን ምን ይጠበቃል?

መ. ከተማሪው ምን ይጠበቃል?

ሠ. ከአካባቢው ማህበረሰብ ምን ይጠበቃል?

ADDIS ABABA UNIVERSITY

College of Education and Behavioral Studies

Department of Educational Leadership and Management

Observation Checklist for the Classrooms

School _____ Grade _____ Date and time _____

No	Factors to be observed in the class room	Rating Scale		
		Yes	No	Undecided
1	Students interest to learn			
2	Attentiveness in class presentation			
3	Note taking from teacher			
4	Doing their exercise and home work			
5	Large class size			
6	Teachers lesson preparation			
7	Late coming to class			
8	Missing class (absenteeism)			
9	Class participation			
10	Talking in the class			
Observation during examination				
11	Cheating			
12	Talking with each other			
13	Fighting with teacher			

DECLARATION

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

Name:- TIRUNESH MEKONNEN ERENA

Signature: _____

Date of Submission: _____

This Thesis has been Submitted for Examination with My Approval as a University Advisor.

Name:- ATO MELAKU YIMAM

Signature: _____

Date: _____