

**BEHAVIORAL PROBLEMS OF GOVERNMENT AND  
PRIVATE HIGH SCHOOL ADOLESCENTS IN  
ADAMA TOWN**

**BY**

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## **ABSTRACT**

*This study tried to see the commonly prevailing behavioral problems among high school students; the perceived effects of these behavioral problems on students' academic performance and on teachers' job related morals, the differences and/or similarities between Government and Private high school students on the types and perceived effects of the problems, and create awareness in all school stake holders so as to have positive regard towards students with behavioral problems.*

*The study has the sample of 161 of which 106 are students and 55 are teachers selected from 4 of the 10 schools in Adama town. Students were selected using stratified sampling and then systematic sampling from each strata; teachers also were selected using the above sampling methods; where as school administrators and student council members were selected using comprehensive sampling method. As this study is more of descriptive, the obtained data of the quantitative part is analyzed in terms of percentage while the qualitative part is in discussion form. The instruments used are open and close ended questionnaire and focus group discussion.*

*The obtained result reveals that; not doing home work and class work (78.18%), being passive in class (78.18%), short attention span to education (74.55%), and disturbing in class or outside (69.09%) to be the commonly prevailing behavioral problems; from the three categories of behavioral problems the one related to problematic students is found to be high (49.1%) in its occurrence as compared to others, though others also have their own share problems against teachers (44.2%) and problems against other students (45.63%). The study also revealed that, students' behavioral problems have perceived effects on their academic performance and on teachers' job related stress. More over, it is found that though both share many behavioral problems in common; the problems seem to be high in private schools than in government schools.*

*In conclusion, students' behavioral problems that are identified have effects on their academic performance and teachers' job-related stress unless joint effort is made by all stakeholders to alleviate them.*

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# CHAPTER ONE

## INTRODUCTION

### 1. 1 Background of the study

A school is a social institution established to fulfill the social, economic and political demands of the society by educating the citizens through formal educational process. Therefore, the primary objective of the school is providing education for the proper development of the physical, mental and spiritual abilities of the youth to make them fruitful, all-rounded and cultured citizens that can play active role in societal development.

In high schools, most of the students are in adolescence age. The adolescence period is often described as a different stage of life just because of its marginal and transitional character (Deme, 1997). In the real sense, it is during this period of development that many adolescents face various types of risky behaviors in their life. Also as stated by Bruno (1983) cited in Fekadu (2000) adolescents are marked by a transition from childhood to puberty where there are rapid physical, social and psychological changes which may occur for some in their late teens and for others much later. Although many of young people move through the adolescence years without experiencing major difficulty, some encounter serious psychological and behavioral problems that affect not only their lives but also the lives of those around them. Ohlsen (1977) also stated that adolescents are engrossed in their search for identity, in establishing themselves in adult

roles and in achieving their independence at the same time they are trapped by dependence.

It is in this struggle between independence and dependence, in the context of social rules expected of them that adolescence appears to many educators and to the students themselves as a period of “storm and stress.” One of the problems manifested at this period is behavioral problem. Behavior is any activity of the organism that has a given intensity and frequency. As stated by Spiegler and Guevremont (1993) behavior is anything a person does. They also categorized behavior in to two broad categories as overt and covert. Overt behaviors are actions that other people can directly observe, whereas covert behaviors are things we do that others cannot directly observe, in other words private behaviors. As indicated by Shea and Bauer (1994), Spiegler and Guevremont (1993), these behaviors manifested on individuals can either be problematic or no problematic. Problematic behaviors are behaviors that cause harm on the individuals with the problems and also to the people around them. On the other hand, no problem behaviors, as the name indicate, are the desirable ones a person is expected to have. Behavioral problems are problems that hinder the goal oriented activities of adolescents in general and their academic performance in particular.

Adolescent behavioral problems are many and diverse. Also there is no generally agreed upon system for classification of behavior problems. The specific problems encountered in classifying behavior problems are lack of reliability and validity of classification system, significance of etiology, special legal considerations, and differences between

classification systems for adults and children (Kauffman and Hallahan,1989) as cited in Fekadu (2000). As Kauffman (1989) indicated psychiatric classification systems have been widely criticized as follows: It is important to note that competent clinicians would seldom use for treatment purposes the categories provided by diagnostic manuals.

So, according to the above comment the traditional psychiatric classification of behavior problem offers little meaning for teachers. Achenbach and his colleagues (1991) as cited in Fekadu (2000) and also Edelbrock (1984) as cited in Shea and Bauer (1994), analyzed data of adolescent behavior check list and found two broad clusters of behaviors among learners identified as behaviorally disordered. They named them as internalizing and externalizing behavioral problems. As to the above theorists, internalizing behaviors include physical complaint, phobia, worrying, social withdrawal and fearfulness, uncommunicative and somatic complaints. Whereas, externalizing behaviors include stealing, lying, disobedience, fighting, delinquency and aggressiveness.

These behavioral problems which may result from rapid physical growth, the establishment of sex role relationships and intense pressures from without to accept the adult world and declare an earned place in it, all interact to create tremendous internal needs with which the middle and secondary school must cope (Burno, 1983). Moreover, these problems indirectly touch the lives of all of us, either through the personal contact we may have with a troubled young person or indirectly through increased taxes to rehabilitate these young individuals (Fekadu, 2000).

As the transition to adulthood is not an easy task for many young adolescents about the future of their lives, Laurence (1989) indicated that one in ten adolescent girls get pregnant before she is twenty. This study also reveals that twenty percent of students do not complete high school by the socially expected age. In the same study it was found that many of the students in adolescence age leave school before graduation, get involved in criminal behavior, bear children out of wedlock, and have difficulty in finding work.

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

Therefore, behavioral problems cause great loss to the students, their parents, and the community as a whole and also to the governments. So to minimize, if not possible to eliminate, the problems a lot should be done through research identifying the major behavioral problems, the perceived effect on the students' academic performance and teachers job related moral and how to solve the problems through using different stakeholders.

For this reason, this study tries to focus on the above mentioned issue so as to give light on how to minimize these problems and make education more effective and meaningful.

## **1.2. Statement of the problem**

As adolescents' behavioral problems are many and diverse, the attention the problems get and the manners of tackling them are very important if we need to get the most out of our effort.

In our current school situations, the students' behavior is getting worse from year to year. The frequency of antisocial or problem behavior is more serious among high school students, where by this inhibits the effective utilization of the teaching learning processes (Deme, 1997). In most cases, behavioral problems are not considered as disability in many of high schools in our country, one of the reasons for this is lack of awareness about the problems and how to handle them. So, students with behavioral problems are considered as problem creators, not as individuals who need professional help. The treatments given for such students are physical abuse, and expulsion from the school (Eshetu, 1984) in (Fekadu, 2000). Therefore, unless something is done to change this Pattern of understanding, the future of the students with behavioral problems will become undesirable.

In this study the researcher's ultimate goal is to create awareness in all stake holders so as to have positive perception towards students with behavior problems.

The study also attempts to see the behavioral problems that are major in high schools; the perceived effects of the problems on the students' academic performance and on the teachers' job related moral, and the differences and/or similarities that can be seen between governmental and private high school students on the types and the perceived effects of the major behavioral problems.

Therefore, the following are the basic questions that get due attention throughout this study.

1. What are some of the major behavioral problems of high school students?
2. What perceived effects can the major behavioral problems bring on the whole high school students' academic performance and on the teachers' work related moral?
3. What differences and/or similarities can be seen between governmental and private high school students on types and perceived effects of the major behavioral problems?

### **1.3 Objectives of the study**

This study has the following general and specific objectives.

The general objective of this study is:-

To identify the major behavioral problems of high school students, their perceived effects on students' academic performance and on high school teachers' job related morals, and to see similarities and/or differences in the types of the major behavioral problems and their perceived effects on students and teachers.

Likewise the specific objectives of this study are.

1. To identify the major behavioral problems in high school students.
2. To identify the perceived effects of the major behavioral problems on
  - a) Students' academic performance
  - b) Teachers' job related moral as a result of students' behavior problems.
3. To see the differences and/or similarities that can be seen between government and private high school students on types and perceived effects of the major behavioral problems.
4. To create awareness in all school stakeholders so as to have positive perception towards students with behavioral problems.

#### **1.4. Significance of the study**

Among other things, maintaining students' behavioral problems by knowing what the major problems are, what perceived effects the problems do have on the teaching-learning process based on the obtained data and suggesting possible solutions for future action, has importance on achieving educational objectives and producing competent generation for future success of the country.

Therefore, this study is expected to have the following significance.

1. The findings of the present study is expected to have practical use in socializing, shaping, guiding and disciplining the adolescents to have desirable behavior and to adjust with the culture of the community in which they live.

2. It will benefit parents in particular and the community in general in knowing their responsibilities in the acculturation and socialization of the youth.
3. Since the school serves as the second major institution for which social responsibility is given to educate and socialize the youth in to the cultures of the society, teachers, school counselors and school administrators are also among the beneficiaries from the finding of the study.

## **1.5. Delimitations**

In any research work, if there are many variables that are related to the issue, it will be practically difficult to include all the relevant variables at a time. Therefore, so as to make the scope of the study manageable the following delimitations are made.

In this study in order to make the scope manageable sex and age issues are not seen thoroughly.

Also, issues like educational wastage and school environment are not included as the components of the study.

In addition causes of behavior problems are not included as part of this study due to the need to make the scope manageable.

## **1.6. Limitations of the study**

The following are some of the limitations of this study.

1. Though the study is about students' behavioral problems, due to the fear that students with behavioral problems will not be open in telling about their problems or their real emotions and also since the effects of the problems are manifested not

only on these problematic students but also on the whole students the sample is made to include from students: monitors, assistant monitors as well as student council members and from teachers: directors, vice directors, teachers and unit coordinators.

2. Though it was planned to include guidance counselors in the study in all 10 high schools in the town no guidance counselor is found.
3. At the time of data collection effort was made to make teacher respondents more than the obtained, but from the distributed 135 questionnaire to teachers less than half, that is, 59 were collected and from them 4 were discarded so this forced the teachers sample became 55.
4. Had the study included sex differences it would have shown additional information about the issue. But so as to make the scope manageable sex difference is not included in this study,

## 1.7. Definitions of terms

For the sake of this study the following terms are defined in their contextual ways so as to avoid the vagueness that may arise.

1. **High school students** here mean students who learn in grades 9&10 in Adama town.
2. **Teachers** in this study is to mean directors, vice directors, teachers, guidance counselors and unit coordinators.
3. **Students** in this study are to mean students' representatives like monitors, assistant monitors and student council members in the selected schools.

4. **Academic performance** here means the achievement students are expected to gain in schools due to their class attendance and efforts they are expected to make.
5. **Teachers' job related stresses** are moral related problems that arise as a result of students behavioral problems that made them to hate the teaching profession and decreases their interest to continue as teachers.
6. **Behavioral problems** are problems that arise during adolescence years or high school years and hinder students from attaining what they are expected to attain, having smooth relationship with other students and teachers.
7. **Community** refers to people other than parents or guardians who are found in the students' immediate environment such as neighbors, the nearby government bodies and other residents in the students' residential areas.
8. **Government schools** are schools aided and administered by government bodies and also teach students free of charge or with very little annual charge.
9. **Private schools** are schools that are owned and administered by individual owners, few share holders, or some non-government organizations that admit students on the basis of a given amount of monthly payment.
10. **Externalizing behaviors** are behaviors that are manifested openly on the behaviorally problematic students and also that do have effect on other students and teachers.
11. **Internalizing behaviors** are behaviors that prevail on the students but may not be directly observed on them though the behaviors have their own effect on the students facing the problem.

12. **Teachers related behavioral problems** are students' behavioral problems that are targeted on teachers and school administrators.
13. **Other students related behavioral problems** are students' behavioral problems that are targeted on causing problems on other problematic or non problematic students.
14. **Problematic students related behavioral problems** are students' behavioral problems that do have effect on problematic students themselves.
- 15 **Adolescents** are high school students in the age range of 15 and mid-twenties.

# CHAPTER TWO

## REVIEW OF RELATED LITRATURE

### **2.1 Definitions of adolescence**

The term Adolescence generally refers to the developmental period between childhood and adulthood. Although, this transition period was recognized by ancient Romans, Greeks, and Egyptians, the concept of adolescence did not exist until mid-nineteenth century. At that time increased urbanization led to social and legal reforms that contributed to the social acceptance of adolescence as a stage of development (Conger, 1991; Fabes &.Martin, 2000 as cited in Mulunesh, 2005, p.8).

In the twentieth century, with the advancement of Technology, specialized skills began to be demanded. As a result, the postponing of adult responsibilities give young people increased opportunities to explore different roles and values and to greatly extend their education. This extending in education of adolescents has brought some negative consequences such as difficulty in career choice, and increased length of time young people are dependent on their parents, which may contribute to family conflicts and other problems (Fabes & Martin, 2000 as cited in Mulunesh, 2005, p. 8).

Although some features of modern adolescence such as the biological changes of puberty are fairly universal across historical time and across nations, most other features are distinctively flavored by historical periods and social context in which adolescence takes place (Rutter, 1995, p. 23).

Adolescence begins in Biology and ends in culture. The biological changes that accompany adolescence are inevitable and dramatic. These include rapid increase in height and weight, changes in body proportions, the development of secondary sex characters, the maturation of reproductive capacity and further growth and development of cognitive abilities (Kimmel, 1985).

The biological changes and the young person's need to adjust to them differentiated adolescence from earlier periods of development. Culture determines whether adolescence is long or short and whether its social demands represent an abrupt changes or only a gradual transition from earlier periods of development (Conger, 1991).

There is no one clear-cut and universally accepted definition of adolescence; the same is true for its onset and end. Definitions are given on the basis of its transitional nature, developmental characteristics and in terms of time.

Fabes & Martin (2000) as cited in Mulunesh, (2005, p 10) defined "adolescence" as a period from about 11 years of age to about 19. Similarly; Papalia & Olds (1999) defined adolescence as the span of years between childhood and adulthood. It covers the time from the age of 12 or 13 till early 20's.

According to WHO (1999) as cited in (Mulunesh, 2005) adolescence is a time for natural experimentation, abstract thought, contemplating the future, empathy and idealism. It is also a time of increasing self consciousness, building self-esteem, a time of self- criticism and the questioning of others. A time of burgeoning sexual feelings and impulse combined with the beginning of the capacity to produce. It is the time when skills and knowledge are needed for positive relations with others and to begin life in the workplace; a time to enjoy the life before the responsibilities of adulthood begins, in a way, which does not threaten their healthy well being. This definition also indicates that adolescence includes ages 10-24 years.

## **2.2 Misconceptions on adolescence age**

As stated by Rutter (1995, p. 25) adolescence is a period in the life cycle characterized by change and transition. Of particular interest are primary changes in the biological, cognitive and psychosocial domains. These changes that are expected to be in positive direction are affected both directly and indirectly by family, school, and peers.

Though adolescence is characterized by change, and is challenging, it need not be tumultuous and problematic unless societal conditions prompt it. Children who enter adolescence already and are vulnerable psychologically or socially are likely to experience a more difficult adolescent decade under challenging social circumstances. Unfortunately most of our societies have failed to recognize the increased challenge of our complex societies to developing adolescents and have increased the likelihood that adolescence will be a difficult period (Rutter, 1995).

As Mickle (1999) indicates, research is now creating a more realistic view of adolescence. It continues to be seen as a period of time encompassing difficult developmental challenges but there is a wider recognition that biology is one factor that affects young people's development, adjustment and behavior.

There is also a mounting evidence to suggest that adolescence years need not be troubled ones. For instance, Anthropologist Margaret Mead as cited in Mulunesh, (2005), studied adolescence out of American and European cultures, had found that adolescence is not a universal phenomenon, and there is the importance of cultural factors in development.

There is now greater recognition that most young people move through adolescent years without experiencing great trauma or getting into serious trouble. Although adolescence can certainly be a challenging span of years, individuals negotiate it with varying degrees of difficulty, just as they do other periods of life. Moreover, when problems do arise during adolescence, they should not be considered "normal" that the adolescent will grow out of them nor should they be ignored. Indeed, parents, teachers, members of the community, service providers and social institutions can both promote healthy development among adolescents and intervene effectively when problems do arise (Mickle, 1999).

In addition to the above idea there is also growing recognition that only a segment of the adolescent population is at high risk of experiencing serious problems. Studies conducted in North America and Europe have documented that only about a quarter of the adolescent population is at high risk, or especially vulnerable to experiencing psychosocial problems and poor developmental outcomes such as, academic failure and school drop-out, alcohol and drug abuse, delinquency problem with the laws, violence and unsafe sexual and hormonal changes associated with puberty, rather than a complex interaction among biological, environmental and socio-cultural factors (Mickele, 1999) .

Indeed there is mounting evidence that most biological changes interact with a wide range of contextual, psychological, socio-cultural, and environmental factors that affect behavior. In this respect, Fabes & Martin (2000), as cited in Mulunesh (2005) indicated that, hormonal changes trigger the onset of puberty and cause physical maturation. Although these hormonal changes are associated with changes in adolescent's behavior, they are not the direct causes of these behavioral changes. Rather, hormonally triggered physical changes bring changes in the individual's self-reaction and others' reaction, which in turn bring psychological adjustment and behavioral changes in adolescents. Consequently, these changes can be positive or negative to influence the individual in any directions.

### **2.3 Theoretical assumptions on nature and development of behavior problems**

In all aspects of individual development there is a change over the adolescent decade, largely in positive direction. Puberty brings increasing size, strength and reproductive potential. Cognitive changes permit abstract reasoning and increasing cognitive potential. Psychosocial changes involve increased self-understanding improved self-esteem, identity development, increased autonomy, and expanded as well as higher quality interpersonal relationship (Rutter, 1995, p. 26).

Although developmental changes tend to take positive directions over the adolescent years in all aspects of biological, cognitive and psychosocial change, rates of problem behaviors also increase during this time.

Most of the adolescents behavioral problems arise from the need to determine who he is, what he would like to do, what he can do, and to develop the will and self-confidence to do it. At the same time he is changing his referent group from family to peers. Because of rapidly changing times, and peers' consuming demands for independence, the peers encourage him to question many of his parent's values (Ohlsen, 1977, p. 176).

For most of this century, scientists and scholars tended to assume that the changes associated with adolescence were almost entirely dictated by biological influences. It has been viewed as a time of "storm and stress", which represents a turbulent, transitional stage for human race. A psychologist G. Stanly Hall formulated this theory in 1904 and he popularized the notion that adolescence is inevitably a time of psychological and emotional turmoil (Mickele, 1999; Ohlsen, 1977, p. 176; Rutter, 1995, p. 27; Burno, 1983).

Half a century later, psychoanalytic writers including Anna Freud accepted and strengthened Hall's emphasis on turmoil. Even today ranging hormones continue to be a popular explanation for the liability, aggression, and sexual activity associated with adolescence. Intense conflict between adolescents and their parents is often considered unavoidable consequences of adolescence. However this assumption has not been supported by scientific evidence. The assumption that turmoil and conflict are inevitable consequences of teenage years may even have prevented some adolescents from receiving the support and service they needed (Mickele, 1999).

Although, many of young people move through the adolescence years without experiencing major difficulty, some encounter serious psychological and behavioral problems that affect not only their lives but also the lives of those around them. Ohlsen (1977, p. 175) also stated that adolescents are engrossed in their search for identity, in

establishing themselves in adult roles and in achieving their independence at the same time are trapped by dependence.

From the above ideas we can see that adolescence is the age at which different physiological, psychological, and social changes occur, which are also agreed to be in most cases the causes of their behavioral problems. So, based on the above premise before stating the behavioral problems manifested in high schools by adolescents it is necessary to briefly see what behavior is, what non problem behaviors are, and what problem behaviors are.

### **2.3.1 What is behavior?**

The concept of behavior has different views based on different perspectives. As stated by Shea & Bauer (1994), from the behavioral perspectives an individual's behavior is viewed as being maintained by the stimuli in the immediate environment in which the individual is functioning. From the psycho educational perspective factors within the individual are seen as the primary cause of behavior. Emphasis is focused the dynamic equilibrium of intra psychic phenomena such as the id, ego, the superego. In addition, emphasis is placed on the impact of the immediate and extended environment. The biophysical perspective emphasizes neurological and other organic factors as the cause of behavior.

Generally, Spiegler & Guevermont (1993), defined behavior as any thing a person does. On the other hand Shea & Bauer (1994) defined and explained behavior as the expression of the dynamic relationship between the individual and the environment. They also added by saying behavior occurs in a setting that includes specific time, place, and object "props" as well as previously established patterns of behavior. By previously established patterns of behavior we mean those ways of behaving that are characteristic of an individual and that he or she develops over time and brings to the setting in which the behavior is occurring. Understanding behavior requires more than the simple observation of an individual's behavior by one or two persons in a specific setting; it requires an examination of the systems of interaction surrounding the behavior and is not limited to a

single setting. In addition, to understand behavior one must take in to account those aspects of the environment beyond the immediate situation in which the individual is functioning that may impact on the behavior.

Good (1973) as cited in Ayele (2006), defined behavior as the action or activities of an organism; that is, any thing that an organism does including overt, physical, internal, physiological and emotional processes.

### **2.3.2 What are non-problem behaviors?**

Non problem behaviors are behaviors that do not antagonize with the social needs and expectations. According to Hurlock (1978) the following are the non problem or the social behavior patterns that are seen in adolescents.

**A. Cooperation.** Few children and adolescents learn to play or work cooperatively with others. The more opportunities they have to do things together, the more quickly they will learn to do them in a cooperative way.

**B. Rivalry.** When rivalry acts as a spur to children to do their best it adds to their socialization. If, however it is expressed in quarreling and boasting it leads to poor socialization.

**C. Generosity.** Generosity, as shown in a willingness to share with others, increases as selfishness decreases and as children learn that generosity leads to social acceptance.

**D. Desire for social approval.** When the desire for social approval is strong, it motivates individuals to conform to social expectations.

**E. Sympathy.** When children and adolescents are in situations similar to those of a person in distress, they express their sympathy by trying to help or comfort a person in distress.

**F. Empathy.** Is the ability to put one self in the position of another and to experience what that person experiences.

**G. Dependency.** Dependency on others for help, attention and affection motivates individuals to behave in a socially approved way.

**H. Friendliness.** Adolescents show their friendliness by wanting to do things for and with others and by expressing their affection for others.

**I. Unselfishness.** Adolescents who grow in childhood having opportunities and encouragements to share what they have and who have not constantly in the limelight of family attention learn to think of others and to do things for them rather than concentrating on their own interests and possessions.

**J. Attachment Behavior.** From foundations laid in babyhood, when the baby developed a warm and loving attachment to the mother or mother substitute, adolescents transfer this pattern of behavior to other people and learn to establish friendship with them.

### **2.3.3 What are problem behaviors?**

Based on Achenbach & Edelbrock (1979) as cited in Deme (1997) classification of child behavior checklist, conduct problem or aggressive behavior, delinquent acts, and involvement in alcohol and drug use are considered as indicators of problem behaviors for adolescents.

On the other hand, Hurlock (1978) mentioned the following as problem or unsocial behavior patterns: negativism, aggression, quarreling, teasing and bullying, ascendant behavior, egocentrism, and prejudice.

**Negativism** is resistance to pressures from others to behave in a certain way.

**Aggression** is an actual or threatened act of hostility, usually unprovoked by another person.

**Quarreling** are angry disputes that generally start when a person makes an unprovoked attack on another.

**Teasing** is verbal attack on another, but in bullying, the attack is physical. In both cases, the attacker gains satisfaction from watching the victims discomfort and attempts to retaliate.

**Ascendant behavior** is the tendency to dominate others or to be “bossy.” If properly directed, it can be a leadership trait, but it usually is not and, as a result, leads to rejection by the social group.

**Egocentrism.** Almost all children are egocentric in that their tendency is to think and talk about themselves. Whether this tendency will wane remain constant, or grow stronger will depend partly on whether children realize that it makes them unpopular and partly on how anxious they are to be popular.

**Prejudice** the foundations of prejudice are laid in early childhood when children realize that some people are different in appearance and behavior from them and that these differences are regarded by social group as signs of inferiority.

### **2.3.4 Types of behavioral problems**

As it is indicated by Taylor (1995), classification of behavior problems on the basis of their types is important to provide educationally relevant information which meets the underlying source of the problem. There are so many behavioral problems that either cause harm on the individual or on others. But the problem lies on the classification of these problem behaviors. The reason for the problem is that there is no generally agreed upon system for classification of the problem behaviors.

Kauffman & Hallahan (1989) as cited in Fekadu (2000) mentioned that the specific problems encountered in classifying behavior problems are lack of reliability and validity of classification systems, significance of etiology, special legal considerations, and differences between classification systems for adults and children. The traditional psychiatric classification system provided by diagnostic manuals which is used by clinicians for treatment purpose has been widely criticized since its classification of behavior problems offer little meaning for teachers who take part in the treatment of behavioral problems.

But the classification system by Quay and Others (1979), cited in Kauffman and Hallahan,(1988) ,have used behavior ratings by teachers and parents, children life history characteristics ,and the responses of children to questionnaire derived four “dimensions” or clusters of interrelated traits :- conduct, anxiety-withdrawal, immaturity, and socialized aggression.

As indicated in Susan and others, 1980 (cited in Fekadu, 2000) Quay’s classification system is more educational or school related in nature than the psychiatric descriptive system. So, as the purpose of this study is to see the commonly manifested behavioral

problems and ways of alleviating them through recommendations, it is believed that Quay's four way classification system is more applicable in educational setting.

According to Achenbach (1979) in Kauffman and Hallahan (1988) two dimensions of behavioral problems have been mentioned as internalizing and externalizing behaviors. Also Edelbrock (1984), as cited in Shea and Bauer (1994) analyzed data of child behavior checklist and found two broad clusters of behaviors among learners identified as behaviorally disordered, similar to Achenbach, known as internalizing and externalizing behaviors. As to Edelbrock externalizing behaviors include: - stealing, lying, disobedience, fighting, delinquency, aggression and cruelty etc. Internalizing behaviors include physical complaints, phobia, worrying, social withdrawal, fearfulness, uncommunicative and somatic complaints etc.

The relationship between Quay's classification and Achenbach as well as Edelbrock's systems of classifications have some elements in common in that, externalizing dimensions exhibit aggressive, acting out behavior quite similar to Quay's description of conduct disorder and socialized aggression. Those characterized by internalizing dimensions exhibit immature withdrawal behavior similar to Quay's anxiety-withdrawal and immaturity depression.

#### **2.3.4.1 Externalizing behavior problems**

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

According to Kirk and Gallaper (1993), students who have conduct disorder are hostile against authority figures, police officers, and teachers; are cruel and disobedient and have inadequate feeling of guilt. The following are some of the externalizing behavioral problems.

**Conduct problems.** As stated by Quay and Werry (1986), cited in Deme (1997) activities such as deviance, disobedience, quarrelsomeness, aggression, destructive behavior, lying, tantrum, teasing, fighting, physical violence, bullying, cruelty, interruptive ness, boisterous, over activity, over-talkative, and over dominating are indicators of non-delinquent conduct problems.

**Delinquent behavior.** Juvenile delinquency as social phenomena is a passing phase in the growth process for the teenagers. Still Quay and Werry (1986) as cited in Deme (1997), stated such activities as stealing, truancy, staying late at night, running away from home, having bad companions, belonging to a gang, vandalism, loitering, and being loyal to delinquent friends as indicators of delinquent behaviors.

**Substance abuse.** Substance abuse is the term that describes adolescents' involvement in the use of social and modern drugs such as alcohol, cigarette, chat and other drugs that are used orally, through veins as well as inhalants.

Huba and Bentler (1981), as cited in Deme (1997) reported that the study of drug abuse patterns during adolescence seems important particularly for much of the adult behavior is initiated at this time, and for high levels of psychoactive substance use during this period of skill acquisition may have consequences for behavior in later stages of development. Peterson et al (1994), wrote that because most teenagers have at least tried alcohol, their continuing use of alcohol during adolescence may be a more relevant indicator of increased risk for such alcohol related problems as accidents, health hazards, and sexually transmitted diseases including AIDS.

Students with externalizing behavior problems frequently give questionnaire responses indicating that they do as they like regardless of what other people think, that they do not trust other people, and that they like to think of themselves as "tough". They are serious problems in school setting, are easily distracted, unable to persist on tasks and often disrupt classes. They also drive teachers to distraction or divert teachers' attention (Taylor, 1995).

#### **2.3.4.2 Internalizing behavior problems**

This behavior classification by Edelbrock as well as Achenbach is similar to Quay in that those characterized by internalizing dimensions exhibit immature withdrawal behavior similar to Quay's anxiety-withdrawal and immaturity depression.

Generally as to Taylor (1995) anxiety-withdrawal classification includes students who are shy, timid, submissive, uninterested in school, lazy and preoccupied. Students who are categorized under internalizing behavior dimension are over dependent, easily depressed. They appear to be less able to function in the regular classroom. Students, who are exhibiting internalizing behavior, are characterized by feelings of inferiority, low self consciousness, social withdrawal, anxiety depression, expression of guilt and unhappiness. They exhibit short attention span, clumsiness, passivity, preference for younger playmates, and other behavior characteristics of children lagging behind their age-mates in social development.

Kirk and Gallagher (1983) had proposed three reasons for the persistence of depression in internalizing behavior problem as follows.

**A) Learned helplessness.** Those children who have used up all of their adaptive behavior responses trying to cope with difficult situation, often in the family and have failed to do so are the learned helplessness groups. Their inability to cope becomes generalized, so that even when good adaptive responses are available to them, they do not use them. They attribute their failures to factors that they can't control, they don't respond well to social stimuli or events, they reduce their low self-concept following failure.

**B) Social skill deficiency.** Depressed persons seem less adept at obtaining positive reinforcement from social behavior and are less able to reinforce others which decrease their rate of positive social interaction.

**C) Coercive consequences.** Chronic depression relies on coercive consequence patterns. When children who are anxious and withdrawn even receive positive reactions from

others (sympathy, support, reassurance) they fail to develop the personal behavior and social skills that leads to more effective behavior.

### **2.3.5 Identification of students with behavioral problems**

As discussed by Kauffman (1981), cited in Shea & Bauer (1994), in defining behavioral disorders, it is stated that some behavior may be deemed inappropriate in one setting and not in another simply due to differences in expectations in the settings. This means that there are both 'disturbed' and 'disturbing' behaviors.

Disturbing behaviors are those that occur at a certain place and time and in the presence of certain individuals. Disturbed behaviors are those that occur in many settings and are a part of the individual's habitual behavior pattern.

On this identification of behavioral problems Shea & Bauer (1994), stated that learners identified as having behavioral problems are those whose behavior varies in frequency, intensity, and duration from their general education peers to such an extent that it comes to the attention of authority figures usually teachers, are results in their being labeled as behaviorally disordered. It is normal for all learners to have periods during their lives that are characterized by ineffective decision making, inadequate learning of accepted behavior, crisis, conflict, depression and stress.

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

Sharon and his colleagues (1996), as cited in Fekadu (2000) stated the following criteria as indicators of children with behavioral disturbances:-

**Behavior-age discrepancy:** - The social and behavioral problems exhibited must be unusual or deviant for the students' age. For example, clinging to adults is common in very young children but it is deemed inappropriate for high school students.

**Frequency of the occurrence of the behavior (number of symptoms):-** Behaviors and feelings are stated as behavioral problems if and only if they occur frequently. Display of one or more behavior problems at some time does not indicate that a person has an emotional or behavioral problem. The greater the number of symptoms are, the greater the likelihood of occurrence of serious behavioral disturbances.

**Persistence of the behavior:** - A behavior problem is persistent when several types of interventions have not resulted in long term change.

**Self-Satisfaction:-** A lack of self-satisfaction contributes to problems that interfere with personal growth and development as well as academic and social success but it may not signal the presence of emotional and behavioral problems.

**Severity and Duration of the Behavior:** - This refers to the extent to which the behavior varies from expected behavior as well as the length of time the problem has occurred.

### **2.3.6 Misconceptions on the concept of behavioral problems**

Historically, attempts to understand and deal with behavior difficulties in schools have tended to focus on the student as being and having the problem. This is not surprising given the responsibility of teachers to create conducive learning environments for whole classes of students and for which there is a need to maintain a certain degree of order and discipline in the classroom. Thus, as indicated by Cooper, 1994 (cited in Fekadu, 2000) behavior problems are direct threat to the responsibility and at the same time, may be seen as reflecting poorly on the teacher's professional skills and status in the eyes of colleagues, parents and students. From this perspective, it is understandable that, those teachers react negatively to occurrence of behavior problems, and that such problems have been conceptualized in ways which ascribe primary responsibility for the problems to the students. This tendency towards student blame is reinforced by the fact that some

instances of behavior difficulty are initiated by students and have their origin in the disturbed, disturbing or aggressive behaviors of these students.

Overtime, the occurrence and origin of behavior problems have been associated with a wide range of factors. As mentioned by Kaufman and Hallahan (1988) cited in Fekadu (2000) behavioral problems in schools some time reflect underlying emotional difficulties arising out of such factors as a difficult family background, or physical or social abuse; some students have disruptive ways in school because they are the norm in the students family or social subgroup and their life, both in and out of school, is characterized by acts of anti-social behavior, violence and aggression.

During every period of development, some normal patterns of behavior are regarded as “problem” behaviors by parents, teachers, and other adults, because they do not confirm to adult standards. These patterns of so-called “problem” behavior arises because of the adjustments, the adolescent must make to new demands and new environmental conditions. The more the demands and the greater the changes in the environment, the more adjustment problems the individual will encounter (Hurlock, 1978).

Parents and teachers often regard normal behavior that interferes with the efficient running of the home or school as problem behavior. When they do this, they are likely to develop in the child unfavorable attitudes towards them and toward the situation in which the behavior occurs. The result is that many children and adolescents then develop real problem behaviors such as lying, sneakiness, or destructiveness; as a way of getting their revenge (Hurlock, 1978).

It is impossible to predict exactly when anti social behavior and attitude will begin because there are such marked individual differences in the age of sexual maturity. On the average, however, puberty starts about a year earlier in girls than in boys. The first signs of antisocial behavior, therefore, can be expected at approximately these years.

The worst aspects of antisocial behavior occur in the 6 to 12 months period preceding sexual maturity. This means for girls at some time between the 12<sup>th</sup> and 13<sup>th</sup> birthdays, and for boys between 13<sup>th</sup> & 14<sup>th</sup> birthdays. After the peak has been reached, there is normally a rather rapid decline in antisocial behavior (Hurlock, 1978).

After the worst of the negative phase has passed, with the advent of sexual maturity, young adolescents begin to climb upward again, slowly at first but then at increasing speed, motivated by strong desire to be socially acceptable to their peer groups. Whether affects of the negative phase on future socialization will be left behind depends on many factors: when puberty occurs, how long it lasts, how closely it confirms to the norm of age-mates and how parents, teachers and peers treat children during this transitional period (Hurlock, 1978).

## **2.4 Behavioral problems and students academic performance**

Students' behavioral problems have effects on problematic students, that is, those who experience challenging behavior, as well as non-problematic students' academic performance and their academic failure. Regarding this Donna, T. (2009) said that students if interventions are designed and implemented to directly teach academic and behavioral differences schools can improve students' academic performance and reduce problem behavior.

Morse, Cutler, and Fink (1964), as cited in Shea & Bauer (1994), indicated that learners identified as behaviorally disordered had above average cognitive ability. But more recent studies suggest that learners with behavior disorder exhibit average or lower than average measured cognitive abilities when compared with their typical peers (Colman, 1986 as cited in Shea & Bauer, 1994). Learners with more severe behavioral disorders exhibit intelligent quotients in the mentally retarded range (Freeman & Ritvo, 1984, as cited in Shea & Bauer, 1994).

In a study which used teacher ratings, learners identified as behaviorally disordered and learners with learning disabilities were rated as equally significantly below normal levels in academic achievement (Luebke, Epstein, and Cullinan, 1989) as cited in Shea & Bauer (1994).

There are pitfalls in assessing the intellectual characteristics of a group of children by examining the distribution of IQ's. Kauffman (1988) as cited in Fekadu (2000) indicated that intelligence tests are not perfect instruments for measuring what we mean by "intelligence". And it can be argued that behavioral difficulties may prevent children from scoring as high as they could. Kauffman (1988) as cited in Fekadu (2000) also indicated that mostly students with behavior problems are under achievers at school, as measured by standardized tests.

The definition of behavioral problems states behavioral problems as "an inability to learn, which can not be explained by intellectual, sensory or health factors". This definition implies that these students should score within the average of intelligence on IQ measures.

Over all, however, the research evidence indicates that the majorities are behind their peers in both academic achievement and grade level (Kauffman & Hallahan, (1988), as cited in Fekadu (2000). This holds true even when expected achievement level is based on mental age rather than chronological age. In other words, they achieve at lower level than their IQ level would predict. Furthermore, there is some evidence that students classified as being externalized behavior problem are further behind academically than other categories of behaviorally disturbed students such as withdrawn and shy students (Shea & Bauer, 1994).

## **2.5 Students behavioral problems and teachers job-related stress**

There are different theories of stress like Cannon's theory which is commonly referred to as 'fight-or-flight' reaction; the Selye's General Adaptive Syndrome that states the presence of more or less similar physiological changes for a variety of stressors

experienced; the Lazarus and Folkman's theory which is the currently prominent and the adversely acknowledged one which is also termed as the Cognitive Transactional theory. This theory is cognitive because it is processed in one's mind; it is transactional because it exchanges between the individual person under stress and the environment that is including it (Tsighe, 1997).

Basically there are individual differences in dealing with stress, that is, how a stress is appraised varies from one person to another. Some may appraise a certain stressful situation as threat while others may appraise the same event as challenge and their coping strategies would obviously correspond to their differences in appraisal (Coon, 1983). He also added that the intensity of the body's stress response often depends on what we think and tell our selves about stressors.

Regarding variables that influence level of stress, Eagle and Snellgrove (1984) stated one factor for the level of stress to be people's expectations as expectations help us make predictions. Since predictable events will not be exclusively new when they occur, level of stress obviously decreases.

Another factor that determines the level of stress according to the above writers is the amount of responsibility experienced in working areas. As to them the more responsible individuals who could be more stressed are air traffic controllers, medical personnel, coaches in games, and officers of troops in combat.

Still another factor, by the same individuals, that determines the level of stress is the amount of information the individual has, that is, as information is the backbone of activities in life, from a simple household level to the international level and from the primitive to the scientific area of life. Therefore, it can be deduced that lack of information increases the stressfulness of a situation.

One issue in relation to stress is burnout, Coon (1983), described burnout as chronic fatigue, apathy, and psychosomatic illness due to long-term job stress. A burnout

individual is said to be depleted physically, morally, socially, psychologically, etc. Burnout is common on people, who work in social service areas such as, nurses, teachers, social workers, policemen, telephone operators, receptionists and the like. According to Coon, individuals with burnout mainly exhibited depersonalization, that is, giving little regard to human subjects to whom individuals should attend.

As Blix et al. (1994) in Tsige (1997) occupational stress is found to be one of the top ten health hazards which is predominant among human service professionals like air- traffic controllers, teachers, policemen, nurses and doctors.

According to Shinn et al. (1984) in Tsige (1997) sources of job related stress could be work load, role ambiguity, poor relationship between workers and their colleagues, between supervisors and subordinates, and also lack of subjective fit between the person and the environment. The consequences as stated by the above individuals could be somatic like headaches, cardiovascular diseases; psychological like depression, anxiety, and low self-esteem; behavioral like alcohol or drug addiction; and organizational like absenteeism or low productivity.

Compared to other professions, teaching is surprisingly found to be a lonely job. Teachers spend much of their working time only with students (i.e. in relative isolation from other coworkers). There is no, or there is very little opportunity to get support from colleagues for immediate difficulties that may arise in class. In the brief time teachers meet with colleagues, they exchange complaints of stressful situations they have encountered. And yet, discussing about stressful aspects of the job increases the stress itself (Kalker, 1884; Fontana, 1995 as cited in Tsige, 1997; Lieberman& Miller, 1978)

Among teachers at various levels, high school teachers experience more stress. It is a known fact that students at the high school level are, on average, adolescents. The adolescents may project their unresolved conflicts, partly on their teachers. Therefore, the high school teachers obviously suffer from students' misbehavior (Connolly & Sanders, 1988 as cited in Tsige, 1997).

Russel, et al. (1987) as cited in Tsige (1997) stated that teachers in secondary schools experience more negative attitude towards their students. Feitler and Tokar (1982) said that secondary school teachers experience more stress than junior and elementary school teachers. They found that 19% of high school teachers experience extreme stress compared to 16% of junior teachers and 13% of elementary teachers.

The sources of teachers job related stress as stated by Fotana (1995) are inadequate (low) salary, disciplinary problems with students, high class size, job overload, lack of administrative support, not being well-valued of the job.

## **2.6 Intervention strategies of students with behavioral problems**

Behavior can either be strengthened or weakened using stimuli. Behaviors that are strengthened are the desirable one's, where as the weakened are the undesirable one's. The strengthening or weakening of behaviors is done using pleasant and unpleasant stimuli that can have different effects on our behavior (Mazur, 1990).

According to Thorndike's observation as cited in Mazur (1990), pleasant stimulus is one that the organism seeks to attain and preserve, and an unpleasant stimulus is one that the organism seeks to avoid or terminate. Skinner in Mazur (1990) indicated the presence of four possible contingencies between behavior and its consequences that are presented below.

According to Mazur, (1990) the four contingencies stated by Skinner have the following concepts.

**Positive reinforcement** is a procedure in which the occurrence of a behavior is followed by a pleasant stimulus.

**Negative reinforcement** is a procedure in which the occurrence of a certain behavior is followed by the removal of an unpleasant stimulus. One example of negative reinforcement is when an individual takes an 'aspirin' and this is followed by the

termination of a headache. In this case, the individual escapes from or removes an unpleasant stimulus by performing some behavior.

The term negative reinforcement, as described by Mazur, encompasses instances of avoidance, in which a response prevents an unpleasant stimulus from occurring in the first place. For example, the behavior of a student coming to school regularly so as to avoid the unpleasant consequences of failing to do so. Both positive and negative reinforcements act to strengthen or increase the likelihood of the behavior involved. The term positive indicates that a stimulus is presented if a behavior occurs; the term negative indicates that a stimulus is subtracted (removed or avoided entirely) if a behavior occurs.

**Punishment** is a procedure in which a behavior is followed by an unpleasant stimulus. To emphasize the fact that a stimulus is presented, we might call this procedure positive punishment.

**Negative punishment** is a procedure in which a pleasant stimulus is removed or omitted if a behavior occurs. The term omission is often used instead of negative punishment. The term omission of negative punishment is when a parent refuses to give a child his or her usual weekly allowance after the child has performed some undesirable behavior such as staying out too late.

Although punishment is the opposite of reinforcement from a procedural standpoint this does not necessarily mean that it also has the opposite effect on behavior. Some psychologists have concluded that behaviorally as well as procedurally, punishment is the opposite of positive reinforcement, but others have concluded that punishment is not an effective form of behavior control (Mazur, 1990).

Contrary to the predictions of Thorndike and Skinner as cited in Mazur, (1990), empirical results suggest that the effects of punishment are directly opposite to those of reinforcement: Reinforcement produces an increase in whatever specific behavior is followed by the hedonically positive stimulus; and punishment produces a decrease in the specific behavior that is followed by the aversive stimulus. In both cases, we can expect these changes in behavior to persist as long as the reinforcement or punishment contingency remains in effect.

As Azrin and Holz cited in Mazur (1990) indicated there are factors that influence the effectiveness of punishment. Here are some of the factors:-

**A. Manner of introduction:** - If one's goal is to obtain a large permanent decrease in some behavior, the punisher should be immediately introduced at its full intensity.

**B. Immediacy of punishment:** - The most effective reinforcer is one that is delivered immediately after the operant response; a punishment that immediately follows a response is most effective in decreasing the frequency of a response. Baron et al. as cited in Mazur stated that, the more immediate the punishment, the greater the decrease in responding.

**C. Schedule of punishment:** - Like positive reinforcers, punishers need not be delivered after every occurrence of a behavior. Azrin and Holz as cited in Mazur concluded that the most effective way to eliminate a behavior is to punish every response rather than to use some intermittent schedule of punishment.

**D. Motivation to respond:** - Azrin and Holz also noted that the effectiveness of a punishment procedure is inversely related to the intensity of the subject's motivation to respond.

**E. Availability of alternative behaviors:** - Punishment is much more effective when the subject is provided with an alternative way to obtain the reinforcer that has been maintaining some unwanted response. For this reason, when behavior modifiers decide it is necessary to use punishment to eliminate some unwanted behavior( such as fighting among children), they almost always pair this punishment with reinforcement for an alternative behavior that is incompatible with the unwanted behavior (for instance, cooperative play).

**F. Punishment as a discriminative stimulus:** - Besides having aversive properties, a punisher can also sometimes function as a discriminative stimulus, that is, a signal predicting the availability of other stimuli either pleasant or unpleasant.

### **2.6.1 The role of counseling program in the treatment of students behavioral problems**

The counseling program is a program, if used effectively, which can help a lot in alleviating individual's problems and making individuals goal oriented and successful citizens. For the effectiveness of this program counselors should be highly skilled in the counseling process to handle this very sensitive period of growth (Nugent, 1995).

According to Ohlsen (1977) there are some needs counselors are expected to meet on adolescents needs such as: their search for identity; their increased understanding of their special interests, abilities, and aptitudes; their improving skills in obtaining adequate information about their options and environment; their improved skills in assimilating and appraising information about their opportunities; increasing their interpersonal skills and confidence in their ability to recognize and solve their problems; their improved sensitivity to others' needs and improved skills for helping others.

Counselors can also enhance normal development by preparing teachers and parents to answer adolescents' questions positively and appropriately (Ohlsen, 1977).

Helping adolescents in schools learn new behaviors and implementing them is not sufficient. Best results will be achieved when adolescents learn to share their goals, to communicate their new selves to significant others, to solicit encouragement and reinforcement from significant others, and to request assistance in maintenance of new behaviors Ohlsen (1977).

The provision of counseling services in education is not seen as a panacea for all or educational ills, nor does a counselor hope to give learners a trouble or problem free life, but where possible to help them to resolve their difficulties, or if that is not possible, to live with them (Nayak, 2004).

As Ohlsen (1977, p.192) noted many adolescents problems result from significant others' failure to try to emphasize with them to understand their unique needs and to help them fulfill these needs during this period of rapid maturation. Therefore, some of the counselor's time should be devoted to helping significant others further adolescents' wholesome development. Though individual consultations with significant others are essential too, much can be accomplished through group consultation with significant others such as parents and teachers.

## **2.6.2 School stakeholders and their role in minimizing behavioral problems**

Schools are social settings where the teaching-learning processes will be more fruitful if there is an organized, joint effort between the stakeholders, which includes teachers, school administrators, parents, community, and government bodies.

All psychologists agree that the personality of an individual develops by constant interaction between biological inheritance and environmental factors. The first social environment is home which plays a most important role in shaping the personality pattern of an individual in early ages. So, to solve students' problems a close interaction between schools and family is crucial since parents can provide information that can help a lot in helping the student and also in making close follow up (Chauhan, 2005)

Virtually most of the management strategies involve what teachers can do in the school setting. But students also spend a considerable amount of time at home and in the greater community. Parents still greatly influence students and some parents have major roles in establishing effective management program in the classroom. In fact, a considerable amount of research supports the successful outcomes that occur with students when parents are involved in academic and behavioral problems( Christenson and Conoley,1992; Kramer, 1990) as cited in Elliott, S.N. et al (2000) p. 413.

The home, community and school are interdependent and their functions are interrelated. No program in school can be successful without the cooperation of home and community. The counselor in schools can aid better in solving the problems of pupils if he develops liaison with home by getting different information about the family and the child (Chauhan, 1995).

According to Elliott, S.N. et al (2000), p.80-81, for teachers, especially those working with adolescent students, helping them to integrate the physical, sexual, and cognitive changes of adolescence and focus on clearly defined goals become a crucial task on their

search for identity. They can be helped to acquire psychosocial maturity by doing the following:

- Treating them as almost adult, i.e., providing them independence, freedom, and respect.
- Challenging them with realistic goals that coordinate classroom activities with college and career choice.
- Using materials that challenge, not defeat, and that are both biologically and psychologically appropriate
- Constantly addressing the issue of identity versus identity diffusion.

## **2.7 Private and government schools in relation to students'**

### **behavioral problems and teachers job- related stress**

Coleman (1981), as cited in Sadker and Sadker (1997) released the results from his study showing that private schools seem to do a better job of educating students than public and governmental schools. Those students attending private schools are not only better behaved they also score higher on tests. Coleman also noted that private schools enforced more rigorous academic standards, were more intellectual, and gave teachers and administrators more autonomy.

On the effectiveness of private and non private schools the Economist Milton Friedman in 1950s as cited in Sadker and Sadker (1997) suggested that schools would be more effective if they functioned as a free market. Friedman believed that schools were not working well because there was no competition, no incentive for them to do their best.

In private schools teachers usually earn less than public school teachers but choose private school teaching because of personal convictions and working conditions that include fewer discipline problems, less absenteeism, more supportive parents, and a strong emphasis on academic achievement (Sadker and Sadker, 1997).

Spicer and Hill (1990), as cited in Levine and Havighurst (1992) p.455 stated that some analysts believe that services now performed by public schools could be provided more effectively and efficiently if contracted out or shifted to private agencies.

After comparing data on achievement and other variables for students in public and nonpublic schools, Coleman, Hoffer, and Kilgore (1981) as cited in Levine and Havighurst (1992) p. 448 reached the following conclusions:

1. Private schools provide better cognitive outcomes than do public schools.
2. Private schools provide a safer, more disciplined, and more ordered environment than do public schools.
3. Private schools encourage interest in higher education and lead more of their students to attend college than do public schools.

# **CHAPTER THREE**

## **RESEARCH METHOD**

### **3.1 Overall design**

This study assessed Adama town high school students' major behavioral problems and the perceived effects of these behavioral problems on student academic performance and the teacher's job related morals as the result of the problems and to suggest possible solutions for future use. Moreover, it tries to compare government and private high school students in the similarities and differences of the manifested behavioral problems and their perceived effects.

### **3.2 Study area**

The researcher conducted the study in Adama Town. Adama is a town found in eastern part of Ethiopia in Oromia Regional state about 100 Kilometers from Addis Ababa. In Adama town there are ten high schools (grades 9 and 10). Three of the schools are governmental and the remaining seven are private.

### **3.3 Participants**

For this study the expected participants are grade 9 and 10 students in Adama town, teachers who teach in the schools and the school administrators including directors, vice directors, counselors and unit coordinators.

Demographic background of student participants

**Table 1 student participants' sex**

Sex	Government		Private		Total	
	#	%	#	%	#	%
Male	54	75	16	47.06	70	66.04
Female	18	25	18	52.94	36	33.96
Total	72	100	34	100	106	100

**Table 2 student participants' age**

Age range	Government		private		Total	
	#	%	#	%	#	%
Less than or equal to 15 years	1	1.39	7	20.59	8	7.56
16-17 years	33	45.83	20	58.82	53	50
18-19 years	35	48.61	6	17.65	41	38.67
Greater than or equal to 20 years	3	4.17	1	2.94	4	3.77
Total	72	100	34	100	106	100

In Adama town there are 10 high schools of which 3 are governmental and 7 are private.

Totally there are about 12,188 Students. From this total number 8876 are students in the 3 governmental schools, where as 3312 students are from the seven private schools.

These are the population for the students.

In these 10 high schools there are 291 teachers of whom 191 teach in the 3 government high schools while the remaining 100 teachers teach in the 7 private high schools. These are the population for the teachers. The directors, vice directors and unit coordinators are also included in the number of teachers mentioned above. Unfortunately, though the attempt was to include guidance counselors in the study no counselor is found in all 10 high schools.

From the students' population, though it was planned to take 115 students as a sample 106 students filled the questionnaire correctly and returned it back from the selected 4 high schools of which two are governmental and the remaining two are private high schools. 9 students all from one private high school were the ones whose questionnaires are not included. From these students 4 didn't return the questionnaire back while the remaining 5 returned incomplete questionnaires.

From 106 sample students, 72 (67.92%) were government high school students while the remaining 34 (32.08%) were private high school students. From the 72 government school students, 32 (44.44%) were grade 9 students whereas 40 (55.56%) were grade 10 students. Regarding the 34 private school students, 10 (29.41%) were from grade 9 while 24 (70.59%) were from grade 10. Generally, from both government and private high schools 42 students (39.62%) were from grade 9 while 64 students (60.38%) were from grade 10.

From the teachers' population, 60 teachers from the selected four high schools were planned to be selected as a sample but unfortunately, from the distributed 135 questionnaires to the teachers only 59 were returned back and from them four questionnaires, one from private and three from government, were almost empty so, they were discarded and this makes teacher samples to be 55 (18.9%).

Of the 55 sample teachers, 32 (58.18%) were from government schools whereas 23 (41.82%) were from private schools. When we see the government school teachers, 1 (3.13%) is the director, 5 (15.63%) vice directors, 24 (75%) teachers and 2 (6.25%) were unit coordinators. The private school teachers data shows that 2 (8.7%) were directors while 21 (91.3%) were teachers. Generally, from the sample teachers 3 (5.45%) were directors, 5 (9.09%) were vice directors, 45 (81.82%) were teachers and the remaining 2 (3.64%) were unit coordinators.

### **3.4. Data Gathering Method**

Before the collection of the actual data a pilot study was made on 28 students and 25 teachers totally 53 participants in one of the three government high schools in Adama town.

The pilot study had the following goals.

1. To check that the instruments could answer the problem statements mentioned.
2. To see if the instruments are clear to the respondents of the main study and make necessary improvements.

3. To see if there are irrelevant items and discard them if not relevant.

Based on the information from the pilot study, the following improvements were made on the main study instruments.

1. On the general information part of the students' questionnaire, there was an item that asked about where students' parents or guardians live. But on the pilot study it was found that this item is irrelevant since it is not related to the problem statement and also since student respondents were monitors, assistant monitors and student council members.
2. On part two of the instrument for both teachers and students that listed the expected behavioral problems in adolescent age, the position of the rank order which was in completely disagree... completely agree order in the pilot study was changed to completely agree... completely disagree order in the main study so as to avoid confusion that occurred at the time of pilot study.
3. On the list of expected behavioral problems for both student and teacher respondents, one item was found to be irrelevant to students with behavioral problems by both groups, so this item was discarded for its irrelevance.
4. On the general information part for teachers, in the pilot study teachers' age was followed by empty space to be filled by teachers themselves. This was found to be difficult to categorize, so in the main study age is put in seven different categories so as to avoid the problem.

### **3.5 Sampling procedures**

From the 10 high schools, 3 governmental and 7 private, four schools were selected in the following way. From the three government schools one was chosen for pilot study, while the remaining two were included in the sample. But from the seven private high schools two were selected one with purposive sampling due to large student population and the other is selected using systematic random sampling from the remaining schools with relatively small student population.

In the sample selection process, to select both students and teachers samples stratified sampling technique was implemented. This involved dividing the population in different groups or strata. The groups were for students: government grade 9 monitors and assistant monitors, government grade 10 monitors and assistant monitors, private grade 9 monitors and assistant monitors and private grade 10 monitors and assistant monitors. In addition to that in schools that have student council members attempt was made to include them in the sample. The problem was from the four selected schools only one school had students' council. Then, the percentage of the ratio of sample size to the population was determined and based on this percentage the samples were selected from each group using systematic random sampling.

For teachers two groups were formed. These groups were government grades 9 and 10 teachers and private grades 9 and 10 teachers. After the formation of the groups still the percentage of the sample were identified by finding the ratio of the sample size to the

population. Then again from each group samples were selected using systematic random sampling.

Regarding school administrator's comprehensive sampling technique was used. Comprehensive sampling technique is a non-probability sampling technique where all the administrators (directors, vice directors, counselors and unit coordinators) are to be involved in the study (Robson 2002).

### **3.6. Instruments**

The instruments used for this study were the following: For all selected students, teachers and administrators questionnaires were distributed which were interpreted both qualitatively and quantitatively using percentage. In addition focus group discussions were held, in two schools (one government and one private) with students, teachers and the school administrators, which were also interpreted qualitatively

The questionnaires for both teachers and students contained three parts. Part one asked about general information of the respondents, part two contained list of expected behavioral problems assumed to be seen in high school adolescents, items about the perceived effects of the behavioral problems on students and teachers, and also items on the roles to be played by the concerned stakeholders, part three contained measures expected to be taken by school administrators and teachers.

The questionnaires contained both close ended and open ended items. The items represented questions on types of behavioral problems, on the perceived effects of these behavioral problems on students academic performance and teachers work related stress and also on what should be done in the future by all stakeholders to minimize the students' behavioral problems.

The questionnaire for teachers contained 75 items of which 67 were close ended while 8 were open ended. Students' questionnaire contained 72 items that had 65 close ended and 7 open ended items.

### **3.7. Data analysis procedures**

In this study the data is interpreted using both qualitative and quantitative data analysis procedures. The ways they are used is as follows.

#### **3.7.1. Qualitative Data Analysis Method**

In qualitative study the focus was on describing and explaining the obtained information so as to make it tangible and convincing.

#### **3.7.2. Quantitative Data Analysis Method**

A quantitative data analysis method is a process that focuses on putting the results in figures so as to be quantitatively interpreted. For this study the quantitative method chosen for data interpretation was percentage.

## **CHAPTER FOUR**

### **RESULT AND DISCUSSION**

#### **4.1 Result**

##### **4.1.1 The major behavioral problems among high school students**

In adolescence years there are many types of behavioral problems assumed to be seen. The same is true to our country where the adolescents are in various types of behavioral problems which hinder them from attaining their goals and also in the successes of their future life.

In this study also from these numerous types of behavioral problems some which are assumed to be commonly seen are chosen to be included in the questionnaire. The obtained data showed the differences on types of behavioral problems as to teachers and students. According to the teachers' responses as it can be seen in table 3, though all are the common ones from them the major ones are: - not doing home and class works (78.18%), being passive in class (78.18%), short attention span (74.55%), and disturb in class or outside (69.09%).

**TABLE 3:- the major behavioral problems as stated by teachers**

No	Commonly manifested behavioral problems	Agree		Can't decide		Disagree	
		#	%	#	%	#	%
1	Lying	35	63.64	12	21.81	8	14.55
2	Disturb in class or outside class	38	69.09	6	10.9	11	20
3	Calling teachers with NICK names	37	67.27	11	20	7	12.73
4	Being Boisterous	38	69.09	4	14.55	9	16.36
5	Having Bad Companions	36	65.45	11	20	8	14.55
6	Interfere unnecessarily to teachers	38	69.09	9	16.36	8	14.55
7	Not doing Home and Class Works	43	78.18	6	10.9	6	10.9
8	Undermining oneself	33	60	11	20	11	20
9	Disinterest in Schools	36	65.45	13	23.64	6	10.9
10	Short Attention span in Schools	41	74.55	5	9.09	9	16.36
11	Being Passive	43	78.18	6	10.9	6	10.9
12	Showing Inferiority in Education	38	69.09	9	16.36	8	14.55

Table 4 below showed the types of behavioral problems that are seen in high school according to the views of students. Though all are common ones according to the finding the most common ones are: - not doing home work and class work (69.81%), and disturbing in class (60.38%).

**TABLE 4:- the major behavioral problems as stated by students**

No	Commonly manifested behavioral problems	Agree		Can't decide		Disagree	
		#	%	#	%	#	%
1	Teasing at teachers	56	52.83	13	12.26	37	34.91
2	Lying	61	57.55	18	16.98	27	25.47
3	Disturbing in class or outside class	64	60.38	10	9.43	32	30.19
4	Calling teachers with NICK names	57	53.77	16	15.09	33	31.13
5	Overestimating oneself	58	54.72	16	15.09	32	30.19
6	Having bad companions	58	54.72	21	19.81	27	25.47
7	Dropping out from school with no reason	57	53.77	20	18.87	31	29.25
8	Not doing home and class work	74	69.81	18	16.98	14	13.21
9	Hatred on teachers	60	56.6	14	13.21	32	30.19
10	Disinterest in schools	62	58.49	23	21.7	21	19.81
11	Being passive	60	56.6	25	23.58	21	19.81
12	Showing inferiority in Education	53	50	25	23.58	32	30.19

**TABLE 5:- the major behavioral problems as stated by both teachers and students**

No	Commonly manifested behavioral problems	Agree		Can't decide		Disagree	
		#	%	#	%	#	%
1	Negativism (opposing others' ideas)	84	52.17	30	18.63	47	29.19
2	Aggressiveness	83	51.55	34	21.12	44	27.33
3	Teasing at teachers	87	54.04	26	16.45	48	29.81
4	Lying	96	59.62	30	18.63	35	21.74
5	Disturbing in class or outside class	102	63.55	16	9.94	43	26.71
6	Calling teachers with NICK names	94	58.63	27	16.77	40	24.85
7	Overestimating oneself	83	51.55	31	19.25	46	28.58
8	Being Boisterous	84	52.17	21	13.04	56	34.78
9	Having bad companions	94	58.36	32	19.88	35	21.74
10	Interfere unnecessarily to teachers	89	55.28	25	15.53	47	29.19
11	Dropping out from school with no reason	83	51.55	34	21.12	46	28.58
12	Stealing others' property	83	51.55	26	16.45	52	32.3
13	Not doing home and class work	117	72.67	24	14.9	20	12.42
14	Hatred on teachers	91	56.52	26	16.45	44	27.33
15	Disinterest in schools	85	52.8	40	24.85	36	22.36
16	Short attention span in school	103	63.98	28	17.39	30	18.63
17	Being passive	103	63.98	31	19.25	27	16.77
18	Showing inferiority in Education	91	56.52	34	21.12	40	24.85

When teachers and students together are seen in relation to the behavioral problems seen among high school students the obtained data showed that though all the problems in table are found to be prevalent the most common ones according to the finding are: - not doing home and class work (72.67%), short attention span in schools (63.98%), being passive (63.98%), and disturbing in class (63.55%).

For the sake of simplicity these students' behavioral problems are categorized in to three as teachers and school administrators related behavioral problems, other students related behavioral problems, and problematic students related behavioral problems.

**TABLE 6:- students' behavioral problems related to teachers and school administrators**

	Teachers						Students						Total					
	Agree		Can't decide		Disagree		Agree		Can't decide		Disagree		Agree		Can't decide		Disagree	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ernm	333	56.06	106	17.85	138	23.23	465	35.88	258	19.91	577	44.52	796	42.12	364	19.26	632	33.44
ate	207	52.27	103	26.01	104	26.26	281	45.92	99	16.18	220	35.95	485	48.12	212	21.03	322	31.94
il	540	54.55	209	21.11	242	24.44	746	39.1	351	18.47	797	41.71	128	44.21	576	19.88	954	32.92

**TABLE 7:- students' behavioral problems related to other students**

	Teachers						Students						Total					
	Agree		Can't decide		Disagree		Agree		Can't decide		Disagree		Agree		Can't decide		Disagree	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ernmen	314	55.91	100	17.83	130	23.17	470	38.4	232	18.9	513	41.9	798	44.7	332	18.6	538	30.14
ate	188	50.67	95	25.61	108	29.11	263	45.5	89	15.4	223	38.5	451	47.3	187	19.6	331	34.77
l	492	52.62	95	20.86	238	25.45	733	40.68	321	17.8	736	40.8	249	45.6	519	18.9	869	31.75

**TABLE 8:- students' behavioral problems related to problematic students themselves**

	Teachers						Students						Total					
	Agree		Can't decide		Disagree		Agree		Can't decide		Disagree		Agree		Can't decide		Disagree	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ernmen	302	57.2	102	19.32	108	20.45	492	42.71	285	24.7	375	32.5	796	47.3	387	23.0	483	28.75
ate	192	54.55	100	28.41	77	21.88	279	51.29	120	22.0	145	26.6	471	52.5	220	24.5	221	24.67
l	494	56.14	202	22.95	185	21.02	771	45.46	405	23.9	520	30.6	126	49.1	607	23.5	704	27.33

Concerning the behavioral problems related to teachers and school administrators the data showed that generally (44.2%) of the respondents, from teachers (45.55%), and from students (39.1%) have agreed as the problem is prevalent in high schools. On behavioral

problems related to other students generally (45.63%), from teacher respondents (52.62%), and from student respondents (40.68%) have agreed as the problems are existent among high school students. When behavioral problems related to problematic students are seen the obtained data showed that generally (49.18%) of the respondents, from teachers (56.14 %), and from students 45.46%) of them have confirmed as the problems are prevalent.

In addition according to teacher and student respondents, from the three categories mentioned above problems related to problematic students are found to be higher as compared to the remaining two.

#### **4.1.2 The perceived effects of the prevailing behavioral problems on students and teachers**

As a result of students behavioral problems in schools, there are negative effects seen on problematic students, non problematic students as well as on teachers and school administrative bodies. These effects can be categorized in to two as

- The perceived effects on students' academic performance and
- The perceived effects on teachers' job related stress

##### **4.1.2.1 The Perceived Effect of Students' Behavioral Problems on Academic Performance**

In the instrument of data collection the respondents are asked if students' behavioral problems can have effect on total students' academic performance by the item below.

Do you believe that students' behavioral problems can have influence on their academic performance?

The responses are summarized and presented as follows in the table below

**TABLE 9:- participants response on the effect of students' behavioral problems on academic performance**

Respondents		Government schools				Private schools				Total			
		Yes		No		Yes		No		Yes		No	
		#	%	#	%	#	%	#	%	#	%	#	%
1	Teachers	26	83.87	5	16.13	19	86.36	3	13.64	45	84.91	8	15.09
2	Students	49	70	21	30	25	73.53	9	26.47	74	71.15	30	28.85
3	Total	75	74.26	26	25.74	44	78.57	12	21.43	119	75.8	38	24.2

The data in this table confirms that students' behavioral problems can definitely have influence on their academic performance. This is said because 84.91% of the teachers and 71.15% of the students and generally 75.8% of the respondents have agreed on the presence of influence of behavioral problems on problematic as well as non problematic students' academic performance.

Regarding the perceived effects of the students' behavioral problems on the whole students' academic performance the obtained data from teachers and students is presented as follows.

Teachers' views on the issues indicate that lack of interest to education, failure on exam, dropping out from school, not doing home work and class work, decrease in performance,

not attending class properly, having no or very little time for study, makes teachers ineffective by affecting their moral, hindrance to attainment of goal, obstacle to teaching-learning process, and educational and economic wastage to the family as well as the country.

On the other hand students' views on the indicators of the perceived effects stated the following; decrease in result, low performance in education, decrease in interest to education, disturbing in class, being easily irritated, not properly attending class, disagreement with teachers, not respecting ones own obligations, absence from school, not studying at home or at other study areas, and decrease in result.

From the above findings of the open ended items it can be said that problems like decrease in effort or performance, lack of interest in education, not properly attending class, and having very little or no time for study are found to be common for both teacher and student respondents as some of the influences of students' behavioral problems on their academic performance.

In the focus group discussion with teachers and students the following are found to be the influences of the students' behavioral problems on students' academic performance. Goal oriented students face obstacle in learning, educational and economic wastage, decrease attention to education, expose students to missing class and disturbing in class, decrease in result, decrease in interest to education, hinder teachers to teach well due to students' misbehaving, not doing home and class work, eroding good relation between students and

teachers, minimizes time spent for education, increases dropping from school, and decrease in performance.

Though the student respondents are monitors, vice monitors and student council members, they were asked if they themselves have behavioral problems. The finding of this question is presented in table 8 below

**TABLE 10:- the behavioral condition of student participants**

STUDENT RESPONDENTS	Government schools				Private schools				Total			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Students	29	40.85	42	59.11	11	32.35	23	67.65	40	38.1	65	61.9

The above table indicates that generally, (40%) of the respondents have confirmed that, though they are monitors of other students they also have behavioral problems.

Those students who believed that they have behavioral problems stated that due to the behavioral problems they have they faced the following problems; low performance in education, decrease in interest to education, not doing home and class works, being easily irritated, not following in class properly, disagreement with teachers, absence from school, decrease in result, and not studying at home properly.

#### 4.1.2.2 Behavioral problems and teachers' job related stress

Since teachers and students pass most of their school time together, the behavior one manifests may have effect on the other. For this reason, as seen in the data in the table below, students' behavioral problems are shown to have effects on teachers job related stress.

**TABLE 11 the perceived effects of students' behavioral problems on teachers' job-related stress**

Participants	Government schools				Private schools				Total			
	Yes		No		Yes		No		Yes		No	
	#	%	#	%	#	%	#	%	#	%	#	%
Teachers	25	80.65	6	19.35	18	81.82	4	18.18	43	81.13	10	18.87
Students	49	70	21	30	25	73.53	9	26.47	74	71.15	30	28.85
Total	74	73.27	27	26.73	43	76.79	13	23.21	117	74.52	40	25.48

From the above table it can be said that almost three-quarter (74.52%) of the respondents have agreed as students' behavioral problems have effects on teachers' job-related stress. When we see the effects from teachers and students angle, the finding in the table showed that (81.13%) of teachers and (71.15%) of students have agreed as students' behavioral problems do have effects on teachers job-related stress.

In the focus group discussion made for the sake of triangulation, it was also found that students' behavioral problems can definitely have effects on teachers' job-related stress to support teacher and student respondents' finding.

In this study the respondents are also asked to tell some of the stresses of teachers as a result of students' behavioral problems. Therefore, here are some of the stresses as presented by teacher and student respondents.

Teachers' stresses as stated by teachers are decrease in the teachers' interest to the teaching profession, giving less value for themselves, being demoralized, lack of preparation for teaching, poor class management, loss of hope on students, and difficulty to increase students' results.

On the other hand teachers' stresses according to students are lack of preparation for teaching, getting fade up with the teaching profession, decrease in effort, late coming to class and early leaving, not teaching properly and with interest, being pessimist, addiction to drugs such as alcohol, cigarette, and chat, getting easily annoyed, decrease in efficiency, and difficulty to play ones responsibility.

Generally the commonly agreed upon points by both teachers and students to be the effects of teachers' job related stress are lack of interest in education, lack of preparation for teaching, getting fade up with the teaching profession, late coming to class and early leaving the class, missing classes, poor class management, addiction to drugs, getting easily annoyed, being pessimist on ones future, poor relation with students, and difficulty to increase students' result.

The above findings of the teacher and student respondents on the perceived effects of the teachers job-related stress is almost similar to the results obtained at the time of focus group discussion, but in the focus group discussion some participants said that some of the perceived effects are not only due to students' behavioral problems but also due to their own personal make up, the attitude of the society on the teaching profession, conduciveness of school environment for the teaching-learning process and also the amount of the salary paid for teachers as compared to other civil servants.

The result of the focus group discussion made in one Government and one Private high also confirms with the findings of students and teachers in that the lists of the effects on teachers' job related stress are almost the ones given at the focus group discussion.

#### **4.1.3 Comparison of Government and Private High School Students in relation to the Types of Behavioral Problems and their perceived effects**

**TABLE 12:- the comparison of government and private schools in behavioral problems they manifest**

		Government Schools			Private schools		
		Agree	Can't decide	Disagree	Agree	Can't decide	Disagree
		%	%	%	%	%	%
1	Negativism (opposing others' ideas)	54.81	18.27	26.92	47.37	19.3	33.33
2	Aggressiveness	53.85	21.15	30.77	51.89	21.05	21.05
4	Teasing at teachers	50.96	17.31	31.73	59.65	14.04	26.32
7	Lying	57.69	18.27	24.04	63.16	19.3	17.54
8	Lack of respect to school community	45.19	23.08	31.73	56.14	10.53	33.33
9	Disturbing in class or outside	60.58	11.54	27.88	68.42	7.02	24.52
11	Attempt to beat teachers	28.85	17.31	53.85	50.88	15.79	33.33
18	Addiction to cigarette	29.81	28.85	41.35	54.39	21.05	33.33
22	Calling teachers with NICK names	54.81	18.27	26.92	64.91	14.04	21.05
23	Overestimating oneself	50.96	16.35	32.69	54.39	24.56	21.05
25	Being boisterous	50.96	14.42	34.62	54.39	10.53	35.09
26	Having bad companions	54.81	22.12	23.08	64.91	15.79	19.3
27	Interfere unnecessarily when teachers speak	55.77	12.5	31.73	54.39	21.05	24.56
30	Dropping out from school with no reason	50.96	22.12	29.81	52.63	19.3	28.07
31	Stealing others' property	48.08	14.42	37.5	57.89	19.3	22.8
32	Not doing home and class work	72.12	14.42	13.46	73.68	15.79	10.53
35	Hatred on teachers	53.85	14.42	31.73	61.4	19.3	19.3
36	Hatred on students	50.96	16.35	32.69	45.61	26.32	28.07
40	Shyness	51.92	23.08	25	35.09	22.8	42.1
41	Disinterest in schools	52.88	25	22.12	52.63	24.56	22.8
42	Short attention span in school activities	64.42	16.35	19.23	63.16	19.3	17.54
43	Being passive	62.5	21.15	16.35	66.67	15.79	17.54
44	Showing inferiority in education	55.77	18.27	25.96	57.89	19.3	22.8

Behavioral problems are seen to be high among high school students as to teacher and student respondents. When these problems are seen in comparison of the types of behavioral problems in government and private schools, the obtained data showed the following. Behavioral problems such as aggressiveness (53.85%), for government and (51.89%) for private schools, not doing home work and class work (72.12%), for government schools and (73.68%)for private schools, short attention span in school activities (64.42%), for government schools and (63.16%) in private schools, disinterest in schools (52.88%) in government schools and (52.63%)in private schools, interfere unnecessarily when teachers speak (55.77%) in government schools and (54.39%) in private schools are found to be almost similar in both school types.

On the other hand, problems such as negativism (54.81%)in government and (47.37%) in private, hatred on students (50.96%) for government and (45.61%) in private schools, and shyness (51.92%) for government and (45.61%) for private schools to be the major problems in government schools as compared to private schools.

The obtained data on the following problems showed that the problems are high in private schools than in government schools. Teasing at teachers (50.96%) in government schools and (59.65%) in private schools, lying (57.69%) for government schools and (63.16%) for private schools, lack of respect to school community (45.19%) for government schools and (56.14%) for private schools, disturb in class or out side

(60.58%) for government and (68.42%) in private schools, attempt to beat teachers (28.85%) in government schools and (50.88%) in private schools, addiction to cigarette (29.81%) in government and (54.39%) in private schools, calling teachers with NICK names (54.81%) in government schools and (64.91%) in private schools, overestimating oneself (50.96%) in government schools and (54.39%) in private schools, being boisterous ( 50.96%) in government and (53.39%) in private schools, dropping out from school with no reason (50.96%) for government schools and (52.63%) for private schools, stealing others' property (48.08%) in government schools and (57.89%) in private schools, hatred on teachers (53.85%) in government schools and (61.4%) in private schools, being passive (62.5%) in government schools and (66.67%) in private schools.

Regarding behavioral problems categorized as problems against teachers and school administrators, against other students, and against problematic students themselves, the differences and similarities of the behavioral problems are seen in tables 6, 7 and 8 pages 50 & 51.

In problems against teachers and school administration, teacher respondents of government schools confirmed that the problem is high (56.06%) while students responded as the issue to be not as such high (35.88%), where as the finding of teacher and student respondents in private schools showed that the problem is almost high (52.27) for teachers while it is medium (45.92) for student respondents.

Concerning the behavioral problems against other non problem students, (55.91%) of government school teachers and (50.67%) of private school teachers agreed as there is problem while (38.4%) of government school students and (45.5%) of private schools students have similar view on the issue.

On the problems categorized as problems against problematic students, the obtained data showed that the problem is high for private schools (52.57%) than for government schools (47.38%). When teachers and students' view on the issue is seen, in government schools (57.2%) of the teachers and (42.71%) of the students have responded the prevalence of the problem. In private schools (54.55%) of the teachers and (51.29%) of the students have agreed as the problem is seen in their schools.

Generally, when all the teacher and student respondents are taken as a whole in relation to behavioral problems related to teachers and school administrators (44.2%) have agreed the prevalence of the problems. When government and private schools are seen in light of the above point (42.12%) of government school respondents and (48.12%) of private school respondents have said it is problem in their schools. From this data it can be seen that though the problem exists in all it is high in private schools as compared to government schools.

Regarding behavioral problems related to other students generally, (45.63%) of the respondents have confirmed the existence of the problem. In comparing government and private schools on the issue (44.71%) of the government school respondents have agreed

the existence of the problem, while the figure for private school is a bit greater (47.37%) which means the problem is still high in private schools as compared to government schools.

Concerning behavioral problems affecting problematic students themselves as a whole (49.18%) have suggested the presence of the problem to the higher as compared to other problem categories. The comparison of government and private schools on this category showed that respectively (47.38%) and (52.57%) of respondents have stated the prevalence of the problem. Here also the problem of private schools is high as compared to the problem in government schools. Moreover, as compared to other categories generally this problem is agreed to be high and that seeks attention in treating and solving students' behavioral problems.

On the issue related to the perceived effect of students' behavioral problems on their academic performance both government (74.26%) and private (78.57%) schools respondents have confirmed as the effect is high. As it can be seen in table 9 page--- though the agreement for both teachers and students is high (75.8%), teachers' agreement on the issue is higher (84.91%) than students' agreement (71.15%).

The other effect of students' behavioral problems is seen on teachers job related stress. From table 11 page 56 it can be noticed that both government schools (73.27%) and private schools (76.79%) respondents have agreed as teachers' job related moral problem are prevalent as a result of students' behavioral problems.

The other comparison of government and private schools is in relation to the measures taken in schools by school administrative bodies and teachers. Concerning this the obtained data as shown in tables 13 & 14 pages 67 & 68 indicated that from the desirable measures the government schools respondents have indicated that the frequency of taking these measures is high as compared to private school respondents. This is said because in calling parents and discuss about the problem (22.34%) of government school and (7.41%) of private school, in discussing with students (38.71%) of government school and (28.3%) of private school, in giving advice and warning (28.26%) of government school and (24.52%) of private school respondents confirmed as the measures are taken always. But the obtained data showed that in private schools these desirable measures are better taken sometimes than in government schools as follows: call parents and discuss (68.51%) in private schools and (52.13%) in government schools, in discussing with students (54.72%) of private schools and (43.01%) of government schools.

When the taking of undesirable measures is seen in relation to government and private schools the obtained result indicated that some measures are exercised more in private schools than in government schools while in others government schools are found to exercise more than private schools. For example the following are the undesirable measures taken more in private schools as compared to government schools: make them do work in the form of punishment (90.57%) in private schools and (65.13%) in government schools, beating (70.37%) in private schools and (59.14%) in government schools, expelling from school (86.79%) in private schools and (73.12%) in government

schools. On the other hand as stated above some undesirable measures are more exercised in government schools as compared to private schools, some of these are discharge from class (75%) in government schools and (62.96%) in private schools, insulting and blaming (67.4%) in government schools and (62.96%) in private schools, sending to directors and unit coordinators (83.69%) in government schools and (69.81%) in private schools, and reporting to police for imprisonment (69.23%) in government schools and (66.67%) in private schools.

#### **4.1.4 Stake holders and their roles in minimizing behavioral problems**

It is the agreed upon truth that educational activities and attainments are the result of joint effort of all the stake holders. Therefore, the study has shown that the following activities of each stake holder have their own core values for the resolution of the problem.

The following are family's role in minimizing behavior problems; follow good parenting styles, giving appropriate and continuous advice for their children, make free and open discussion with their children, make effort to have close contact with schools, being good role model, know their interest, supply the necessary educational materials, rewarding good behavior, discussion on issues related to behavior problems and adolescent age before hand, attempt to solve their problems positively, giving them attention, love, responsibility and freedom, and know their friends.

Teachers, administrators, counselors and unit coordinators roles in minimizing behavior problems help students know and respect school rules and regulations, have close contact with the family, teaching students about age related problems using different mechanisms, sharing ones own life experience, make effort to solve their problems positively which is followed by follow up, being good role model, facilitating peer discussion between students, rewarding model students, and inform students about the consequences of behavioral problems.

Students' roles in minimizing behavior problems are the following; show respect for others, accept and practice elders constructive advice, respect rules and regulations of schools, believe and participate in peer discussion, being selective in making friends, being goal oriented and visionary, being tolerant, and being optimist about themselves and their future.

Here are community's roles in minimizing behavior problems avoid environmental barriers, having close contact with schools, trying to know the needs of the generation, supporting and strengthening schools, facilitating experience sharing programs at community level, being good role model, building recreational centers, public libraries for the young so as to spend their time in educational and constructive activities, teaching about the norms of the community, and make effort to know the causes of adolescent problems.

#### **4.1.5 Measures taken in schools and their perceived effects on behavior change**

In schools based on many background factors there are different measures taken for misbehaving of students though it is difficult to say all are constructive. According to student and teacher respondents for an open ended question that asked to identify the desirable and the undesirable measures from the listed measures assumed to be taken in high schools, here are some of the desirable and undesirable measures taken based on their responses. (See the desirable and the undesirable measures in tables 13 & 14)

TABLE 13:- Table showing desirable measures taken in schools

	Government schools						Private schools						Total					
	Always		Sometimes		Never		Always		Sometimes		Never		Always		Sometimes		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Call parents and discuss	21	22.34	49	52.13	24	25.53	4	7.41	37	68.51	13	24.08	25	16.89	86	58.11	37	25
Discuss with the students	36	38.71	40	43.01	17	18.28	15	28.3	29	54.72	9	16.98	51	31.93	69	47.26	26	17.81
Give advise and warning	26	28.26	36	39.13	30	32.61	13	24.52	20	37.74	20	37.74	39	26.9	56	38.62	50	34.48
Send to Guidance Counselors	39	43.82	31	34.83	19	21.35	17	32.69	23	44.23	12	23.08	56	39.72	54	38.3	31	21.98
Tell about good role models	34	37.78	39	43.33	17	18.89	19	35.19	25	46.03	10	18.51	53	36.81	64	44.44	27	18.75

**TABLE 14: - Table that shows the undesirable measures taken in schools**

Undesirable measures taken in schools	Government schools						Private schools						Total					
	Always		Sometimes		Never		Always		Sometimes		Never		Always		Sometimes		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Discharge from class	21	22.83	48	52.17	23	25	6	11.11	28	51.85	20	37.04	27	18.49	76	52.06	43	29.45
Make them do work as punishment	35	38.46	24	26.67	32	35.17	29	54.72	19	35.85	5	9.43	64	44.44	43	29.86	37	25.69
Beating	31	33.33	24	25.81	38	40.86	24	44.44	14	25.93	16	29.63	55	36.41	38	25.5	56	37.58
Insulting and Blaming	18	19.57	44	47.83	30	32.6	6	11.11	28	51.85	20	37.04	24	16.43	72	49.32	50	34.25
Sending (expel) from school	16	17.2	52	55.92	25	26.88	9	16.98	37	69.81	7	13.21	25	17.12	89	60.96	32	21.92
Send to directors or unit coordinators	22	23.91	55	59.78	15	16.31	12	22.64	25	47.17	16	30.19	34	23.45	80	55.17	31	21.38
Reporting to police for imprisonment	36	39.56	27	29.67	28	30.17	21	38.89	15	27.78	18	33.33	57	39.31	42	28.97	46	31.72

As it can be seen in tables 13 & 14 generally, some of the undesirable measures taken in schools either sometimes or always are measures like sending them to directors or unit coordinators (78.62%), expel from school (78.08%), make them do work as punishment (74.3%), and discharge from class (70.55%). From these measures expelling from school (60.96%), sending to directors or unit coordinators (55.17%), and discharge from class (52.06%) are measures that are taken sometimes.

When the desirable measures taken are seen, measures like tell about good role models (81.25%), discuss with the students (79.19%), and call parents and discuss (75%) are the desirable measures taken in schools either always or sometimes. Table 13 also showed that from these desirable measures like calling parents and discuss (58.11%), discuss with the students (47.26%), tell about good role models (44.44%) are measures reported to be taken some times by school administrative bodies.

## **4.2 Discussion**

The purpose of this study is to know the major behavioral problems at adolescent age, the effects of these behavioral problems on students' academic performance and on teachers job related stress, the differences and/or similarities that can be seen in Government and Private High school students in Adama Town on the above mentioned issues, and create awareness in all school stakeholders so as to have positive perception towards students with behavioral problems and based on that to suggest possible recommendations for future action.

For this study the instruments used are open and close ended questionnaire and focus group discussion for teachers and students. As the study is more of descriptive in its nature attention is given to describing the above mentioned issues which are qualitative. The quantitative ones are analyzed using percentage.

In this section the results of the findings are discussed and interpreted in relation to basic questions and theoretical assumptions as follows.

#### **4.2.1 Types of Behavioral Problems Manifested in High School Students**

Though identifying and classifying behavior problems is a difficult issue due to lack of reliability and validity of classification systems, significance of etiology, special legal considerations ,and differences between classification systems for adults and children (Kauffman & Hallahan 1989 as cited in Fekadu 2000), classification of behavior problems on the basis of their type is important to provide educationally relevant information which meets the underlying source of the problem (Taylor 1995). The main source of importance for this classification is that, unless these classifications in terms of types are done, it is rarely possible to design effective, preventive and rehabilitative strategies to handle the problem.

Therefore, as it can be seen in appendices D, E and F there are lists of behavior problem that are assumed to be seen among high school adolescents. From the problems listed some are found to be common in all schools by teacher as well as student respondents,

some are common among government high school students, some are common among private high school students.

For example, as it can be seen in table 5 page 49 behavioral problems such as not doing home and class work (72.67%), being passive on educational matters (63.98%), short attention span in schools (63.98%), disturbing in class or outside class (63.55%), lying (59.62%), calling teachers with 'NICK' names (58.36%), having bad companions (58.36%) are some of the ones that are agreed by both teacher and student respondents to be major in high school students. As to high school teachers (see table 3 page---) the major behavioral problems are not doing home and class work (78.18%), being passive (78.18%), short attention span in schools (74.55%), disturbing in class or outside (69.09%), interfere unnecessarily when teachers speak (69.09%), and showing inferiority in education (69.09%). Students have also suggested that the commonly prevailing behavioral problems as to them (in table 4 page---) to be not doing home and class work (69.81%), disturbing in class or outside class (60.38%), disinterest in schools (58.49%), lying (57.55%), hatred on teachers (56.6%), being passive (56.6%). In congruence to the above finding studies conducted in North America and Europe have documented that from the adolescent population at high risk, or especially vulnerable to experiencing psychosocial problems and poor developmental outcomes such as academic failure, school drop-out, alcohol and drug abuse, delinquency problem with the laws, violence and unsafe sexual and hormonal changes associated with puberty (Mickele, 1999).

When these behavioral problems are seen generally based on the classifications made in tables 6,7and 8 pages 50 & 51, that is problems related to teachers, problem related to other students, and problems related to problematic students themselves, problems related to problematic students (49.18%) are found to be high as compared to problems related to teachers (44.2%) and problems related to other students (45.63%). From this data it can be said that though the problem is high to problematic students themselves, the problems can have effect on other students and teaching and administrative staff. Regarding the effect of behavioral problems on problematic students and those around them Ohlsen (1977), stated that although many young people move through the adolescent years without experiencing major difficulty, some encounter serious psychological and behavioral problems that affect not only their lives but also the lives of those around them. Kirk and Gallaper (1993) also said about problematic students that students who have conduct disorder are hostile against authority figures, and teachers are also cruel and disobedient and have inadequate feeling of guilt.

Also regarding the above issues that are specially grouped as externalizing behavioral problems (Kauffman 1988) said that conduct disorders are the most common problems exhibited by behavior problematic students. These may include problems like hitting, fighting, teasing, yelling, refusing to comply with requests, destructiveness, and others.

Also when these problems are seen from teachers and students perspective independently, the finding showed that still for teachers problems related to problematic students (56.14%) are found to be high than problems related to teachers (54.55%) and problems

related to other students (52.62%). For student respondents though still problems related to problematic students (45.46%) are found to be relatively higher than problems related to other students (40.68%) and problems related to teachers (39.1%), three things can be said based on this finding. These are:-

1. As compared to teachers, students view on the higher ness of these problems is less.
2. For students next to problems related to problematic students problems related to teachers is higher than problems related to other students, whereas, for teachers problems related to other students is the second higher problem than problems related to other students.
3. Both teachers and students agreed that problems related to problematic students more common than other two problem categories.

According to the students' findings of the data (see appendix F) problems like beating teachers (69.81%), taking money forcefully from younger ones (66.98%), bullying (62.26%), and threatening teachers (61.32%) due to having the above percentages of disagreement on their occurrences, are seen as problems that are not major among high school students.

#### **4.2.2 Students' Behavioral Problems and their perceived effects**

As it is stated in the previous discussion students' behavioral problem can have effect on problematic students, non problematic students around them, and teaching and administrative staff.

#### **4.2.2.1 The perceived effects on students' academic performance**

As it can be seen in table 9 page 53 students behavioral problems do definitely have effects on their academic performance. This is said because generally 75.8% of the respondents, from teachers (84.91%), and from students (71.15%) have agreed on the effect of the problems on students' academic performance. On this issue Donna, T. (2009) said students who exhibit challenging behavior also experience academic failure. In addition to stating the effect Donna T. (2009) also mentioned on intervention by saying if interventions are designed and implemented to directly teach academic and behavioral differences schools can improve students' academic performance and reduce problem behavior.

Regarding the above problem, Colman (1986) as cited in Shea & Bauer (1994) said that learners with behavior disorders exhibit average or lower than average measured cognitive abilities when compared with their typical peers.

The finding also showed that the effect can be both on students as well as on teachers. Some of the major effects on students are: decrease in result, decrease in attention to education, missing class and disturbing in class, not doing home and class works, failure on exam, dropping out from school. The effects on teachers according to the finding are: hindering teachers from teaching well, eroding good relation between teachers and students, decreasing quality of education. So, due to the above factors students may face problems on their academic performance.

#### **4.2.2.2 The perceived effects on Teachers job related stress**

The result of the finding, as it can be seen in table 11 page 56, showed that due to students' behavioral problems teachers face too much stresses. This idea is supported by the following scholars as follows: compared to other professions, teaching is found to be a lonely job. Teachers spend much of their working time only with students. There is no, or there is very little opportunity to get support from colleagues for immediate difficulties that may arise in class. In brief time teachers meet with colleagues; they exchange complaints of stressful situations they have encountered. And yet, discussing about stressful aspects of the job increases the stress itself (Kalker, 1884; Fontana, 1995 as cited in Tsige, 1997; Lieberman & Miller, 1978).

When we compare teachers and students in expressing the degree of stress teachers face, though both agreed on the presence of stress, teachers agreed as the problem is high (81.13%) as compared to students' view (71.15%), and generally (74.52%). So, this finding told us that one of the major sources of teachers stress is students' behavioral problem. Regarding this Fontana (1995) said that sources of teachers job related stress are inadequate or low salary, disciplinary problems with students, high class size, job overload, lack of administrative support and not being well-valued of the job.

Some of the stresses or burnouts teachers faced as to the respondents are : lack of interest in education or generally on the teaching profession, lack of preparation for teaching, missing classes, poor class management, addiction to drugs such as alcohol, cigarette, and chat, and late coming to class and early leaving. On the stresses teachers face or burnouts

Coon (1983) described that burnout is a fatigue, apathy and psychosomatic illness due to job stress. A burnout individual is said to be depleted physically, morally, socially, psychologically, etc. Burnout is common on people who work in social service areas such as nurses, teachers, social workers, telephone operators, policemen, receptionists and the like. According to Coon, individuals with burnouts mainly exhibited depersonalization, that is , giving little regard to human subjects to whom individuals should attend.

This study focused on high school students' behavioral problems and the effects of these problems, because it is assumed that the place where behavior problems and teachers stresses are to be high is in high schools. Concerning this Connolly & Sanders (1988) as cited in Tsige (1997) stressed that among teachers at various levels, high school teachers experience more stress. The adolescents may project their unresolved conflicts, partly on their teachers. Therefore, the high school teachers obviously suffer from students' misbehavior.

Moreover, Feitler and Tokar (1982) in their research finding said that secondary school teachers experience more stress than junior and elementary school teachers. They found that 19% of high school teachers experience extreme stress compared to 16% of junior teachers and 13 % of elementary school teachers.

### **4.2.3 Stakeholders and their roles in minimizing behavior problems**

As stated in the result part some factors for adolescent behavior problem are due to stakeholders' failure to play their roles in the shaping and follow up of the adolescents. In addition to that there is a tendency to see the problems as normal. On this issue Mickle (1999) stated that when problems arise during adolescence, they should not be considered 'normal' that the adolescent will grow out of them nor should they be ignored. In deed parents, teachers, members of the community, service providers and social institutions can both promote healthy development among adolescents and intervene effectively when problems arise.

Rather than ignoring them if adolescents are given attention and care so as to have good psychosocial make up by all the stakeholders they can possess the desired behaviors. That is why the respondents said parents, teachers, and the community should give those points mentioned in the result part. Regarding this issue, Rutter (1995) said that psychosocial changes help them to have increased self-understanding, improved self-esteem, identity development, increased autonomy, and expanded as well as higher quality interpersonal relationship.

### **4.2.4 Government and Private high school students in relation to behavioral problems and their perceived effects**

Though both Government and Private high school students are at adolescent ages, the behavioral problems they exhibit have some differences while they have also problems that they share in common.

Table 12 page 59 compared the behavioral problems that are found to be major among government and private high school students. From this table it can be seen that problem behaviors like not doing home and class works (72.12%), short attention span in educational activities (64.42%), being passive (62.5%), disturbing in class or outside (60.58%), lying (57.69%), showing inferiority on educational matters (55.77%), and interfere unnecessarily when teachers speak (55.77%) to be the most commonly prevailing behavioral problems among government high school students.

On the other hand it can be seen on the same table above that behavioral problems like not doing home and class works (73.68%), disturbing in class or outside (68.42%), being passive (66.67%), calling teachers with NICK names (64.91%), having bad companions (64.91%) lying (63.16%), short attention span on school activities (63.16%), hatred on teachers (61.4%), teasing at teachers (59.65%), aggressiveness (57.89%), showing inferiority on educational matters (57.89%), stealing others property (57.89%), and lack of respect to school community (56.14%), to be the most commonly prevailing behavioral problems among private high school students.

So, from the above results it can be seen that, though there are problems common to both government and private high school students' problems like calling teachers with NICK names, having bad companions, hatred on teachers, teasing at teachers, aggressiveness, stealing others property, and lack of respect to school community to be more common in private high schools than in government schools. Based on this finding it can be said

that, even though both government and private high school students share many behavioral problems the number and degree of behavioral problems seem to be high in private schools than the government schools. Contrary to this finding, Coleman (1981), as cited in Sadker and Sadker (1997) stated that private schools seem to do a better job of educating students than public and government schools. He also added by saying those students attending private schools are not only better behaved they also score higher on tests.

Also Coleman, Hoffer, and Kilgore (1981) as cited in Levine and Havighurst (1992) stated almost opposite view to the finding by saying private schools provide a safer, more disciplined, and more ordered environment than do public schools.

Tables 6,7 and 8 pages 50 & 51 showed the types of students' behavioral problems being categorized as problems related to teachers, problems related to non problematic students, and problems related to problematic students themselves. The results of this data in relation to government and private school students can be seen as follows.

As it said for all schools, problems related to problematic students are found to be the higher one for both government (47.38%) and private (52.57%) students. But the problem seems to be higher in private schools than in government schools.

When differences in the other two categories are seen though the problems are not as high as problems related to problematic students, still private school students showed

higher prevalence of the problem than government school students. This is said because in problems related to teachers and school administrators (48.12%) of private school respondents and (42.12%) of government school respondents have agreed the existence of the problem. In problems related to non problematic students here also relatively the problems seem to be higher in private schools (47.37%) than in government schools (44.71%). Here again the findings of the study are contrary to Coleman's finding presented above.

Regarding the effects of behavioral problems on students' academic performance, as can be seen in table 9 page 53 both government (74.26%) and private (78.57%) school respondents have agreed as students' behavioral problems really have effects on learners' academic performance. But still, the effect is agreed to be higher in private schools than in government schools.

One of the findings of this study is the effects students' behavioral problems bring on teachers' job related stress. The effects are seen in both government and private high school teachers. This is said because the result tells us that (73.27%) of government school respondents and (76.79%) of private school respondents have confirmed as students' behavioral problems can have effect on the teachers job related stress. Here again the obtained data shows that the effect on private school teachers is seen to be a bit higher than the effect on government school teachers.

#### **4.2.5 Measures taken in schools and their perceived effects on behavior**

Behavioral problems are problems that are mostly related to age, especially adolescence. Their effects also depend on how they are treated and how the problems and problematic students are understood or precisely on the intervention strategies. On this issue Rutter (1995) stated that though adolescence is characterized by change, and is challenging, it need not be tumultuous and problematic unless societal conditions prompt it. Children who entered adolescence already and are vulnerable psychologically or socially are likely to experience a more difficult adolescent decade under challenging social circumstances. Unfortunately most of our societies have failed to recognize the increased challenge of our complex societies to developing adolescents and have increased the likelihood that adolescence will be a difficult period.

In schools, adolescents' problems can be handled and treated if all school stakeholders work jointly on the problem and if the intervention is done positively. It is said on this issue that the home, community and school are interdependent and their functions are interrelated. No program in school can be successful without the cooperation of home and community (Chauhan, 2005). The stakeholders should also be aided by professionally trained individuals who know how to approach and treat adolescents. The problem here is that in all high schools in Adama town there is no trained counselor to help the adolescents. For the effectiveness of this program counselors should be highly skilled in the counseling process to handle this very sensitive period of growth (Nugent, 1990). But it should be recognized that counselors alone can not be successful unless they are aided by the rest of the stakeholders. That is why Ohlson (1977) said that counselors can help

normal development by preparing teachers and parents to answer adolescents' questions positively and appropriately. So, as to the ideas of the above scholars the presence of trained counselors in high schools is decisive in treating adolescent behavioral problems and creating awareness to other stakeholders on how to handle and treat adolescent behavioral problems.

As it can be seen in the result part page 65 the sub title "stakeholders and their roles in minimizing behavioral problems", there are roles and responsibilities of families, teaching and administrative bodies, students, and community, as stated by student and teacher respondents, so as to make the adolescents either successfully pass or correct the manifested behavioral problems. From these roles and responsibilities of the stakeholders it can be said that the joint effort of the stakeholders can aid a lot in helping the adolescents leading a better and goal oriented life. On this joint effort Chauhan (2005) said that the home, community and school are interdependent and their functions are interrelated.

When we see schools and the measures taken for behavioral problems, based on the respondents' classification, the measures are classified in to two as desirable and undesirable measures. As it can be seen in tables 13 & 14 pages 67 & 68 the measures that are always taken as to teachers from the desirable ones is found to be discuss with the student (59.62%), while the measures some times taken from the desirable measures as to the teachers to be call parents and discuss (64.15%). From the students' view the desirable measure taken always to be sending to guidance counselor (53.26%) though at

the moment of the study no counselor is found in all high schools in the town. Based on the students' findings giving advise is a an almost non functional measure since (53.77%) of the respondents said it is never practiced in schools.

From the undesirable measures assumed to be taken, sending to directors and unit coordinators (66%), discharge from class (55.77%), sending or expel from school (53.85%) are measures that are some times taken as to teachers. Student respondents' undesirable measures taken some times are expelling from school (64.89%), discharge from class (50%) and insulting and blaming (50%). All these undesirable measure could be minimized if stakeholders work jointly on the problems and also if competent and qualified counselors are assigned and are made to exercise their responsibilities.

# CHAPTER FIVE

## Summary, Conclusion and Recommendations

### 5.1 Summary

This study is designed see the types of behavioral problems seen among high school students, the effects of these behavioral problems on students academic performance and also on teachers job related stress, the similarities and differences between government and private high school students on types of the behavioral problems and their effects, and finally by suggesting the roles and responsibilities of all school stakeholders to suggest possible recommendations that aid for future action.

Before summarizing the important points of the study, it seems necessary to raise some issues that should get due consideration with regard to the result of this study. So, there are some limitations in this study. Some of them are selecting monitors, assistant monitors, and student council members rather than students with behavioral problems, not including sex difference in the study, and not dealing with causes of behavior problems.

Despite the above mentioned limitations the study is hoped to have contributions in showing the major behavioral problems in government and private high school students, the effects of these behavioral problems on students' academic performance and on teachers' job related stress, and on roles and responsibilities of school stake holders and suggesting recommendations for future action.

For this study the data were analyzed and interpreted based on the ideas in the statement of the problem and the review of literature.

Regarding the types of behavioral problems, the problems major to both teachers and students are: not doing home and class works, being passive on educational matters, short attention span in school related issues, disturbing in class or outside, lying, calling teachers with NICK names, and having bad companions.

For teachers the major behavioral problems are reported to be not doing home and class works, being passive, short attention span in schools, disturbing in class or outside, interfere unnecessarily when teachers speak, and showing inferiority in education.

Behavioral problems major as to students are disturbing in class or outside, disinterest in schools, lying, hatred on teachers, and being passive.

From behavioral problems classified as those related to teachers, those related to other students, and those related to problematic students generally behavioral problems related to problematic students are found to be higher as compared to problems related to teachers and problems related to other students .

When these problems are seen from teachers and students angle, for teachers problems related to problematic students are found to be higher than problems related to teachers and problems related to other students.

As to student respondents problems related to problematic students are seen as major ones followed by problems related to other students and problems related to teachers.

This study also confirms as students' behavioral problems have effects on their academic performance as it is reported by both student and teacher respondents. Concerning the effects of behavior problems on teachers' work related moral, both teacher and student respondents have agreed as the effect is very high.

The comparison between government and private high school students with regard to the types of behavioral problems confirms the problems major to high school students to be not doing home work and class work, short attention span in educational activities, being passive, disturbing in class or outside, lying, showing inferiority on educational matters, and interfere unnecessarily when teachers speak.

For private high school students the major behavioral problems are found to be not doing home works and class works, disturbing in class or outside, being passive, calling teachers with NICK names, having bad companions, lying, short attention span on school related activities, hatred on teachers, teasing at teachers, aggressiveness, showing inferiority on educational matters, stealing others property, and lack of respect to school community.

For both government and private high school students also, problems related to problematic students are found to be higher than problems related to other students and problems related to teachers.

On the effects of behavioral problems on teachers' job related stress the obtained result shows that though the effect is high in both, private school respondents result is a bit higher.

The measures assumed to be taken in schools are classified in to two as desirable and undesirable ones based on the respondents' classification. From measures classified as desirable ones as to teacher respondents discussing with students is seen as the measure that is taken always, while calling parents and discuss with them to be the measure that is taken some times.

Student respondents said that from the desirable measures taken sending to guidance and counselor is seen as the measure taken always though at the time of the study no school has reported to have counselors. They also confirmed that giving advice is a never taken measure in schools.

The findings about the undesirable behavioral measures show that for teachers, sending to directors and vice directors, discharge from class, and expelling from school as measures taken some times.

The result of student respondents showed that expelling from school, discharge from class, and insulting and blaming to be the undesirable behaviors taken some times.

## **5.2 Conclusion**

The results of this study can be concluded under the following main points.

1. From the behavioral problems mentioned in this study the ones that are considered as the commonly seen by teachers and students are the ones that need more attention than the others,
2. When the classification of behavioral problems as problems related to teachers, problems related to other students, and problems related to problematic students are seen problems related to problematic students are found to be more serious as compared to the other two categories.
3. Also in comparing government and private schools in relation to the above classifications, similarly problems related to problematic students are seen to be more serious than the other two.
4. As students' behavioral problems are identified to have effects on their academic performance it should be noted that in schools where there are serious behavioral problems, there are also problems of students' academic performance and teachers job related stress.
5. Behavioral problems are problems of both government and private high school students though the problems are more serious in private schools as compared to government schools.

### **5.3 Recommendations**

Based on the findings of the study, the obtained data, and the conclusions made it seems advisable to suggest the following recommendations:

1. Since well trained school counselors can aid a lot in helping and treating students with behavioral problems, the absence of counselors in all high schools in the town is a threat to the problem. So, effort should be made to minimize these problems by assigning counselors to high schools.
2. To treat behavioral problems positively all stake holders should get awareness on how to treat behavioral problems. So, concerned bodies should do their best to increase the awareness of the stake holders by preparing awareness creation programs as much as possible.
3. Parents as stake holders have their roles in minimizing students' behavioral problems. To make this role more effective schools should have close relationship with parents, since best result can be obtained if schools and parents work together in solving students behavioral problems.
4. Administrative bodies and teachers who are part of the stakeholders should do their best in treating the problems positively and creating awareness on other stakeholders like family and the community.
5. One factor for adolescents' behavioral problem is not knowing the cultural values expected of them so, effort should be made to make them adjust with the culture of the community that help them know their roles and responsibilities.

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## APPENDICES

APPENDIX A:- Questionnaire filled by teachers, school administrators, unit coordinators and counselors.

APPENDIX B: - Questionnaire filled by students the Amharic translation.

APPENDIX C: - Questionnaire filled by students the English translation.

APPENDIX D: - Table showing the condition of the assumed behavioral problems in government schools.

APPENDIX E: - Table showing the condition of the assumed behavioral problems in private schools.

APPENDIX F: - Table showing the conditions of the assumed behavioral problems in both government and private schools.

APPENDIX G: - Table that shows the condition of the measures assumed to be taken in government schools.

APPENDIX H: - Table that shows the condition of assumed measures to be taken in private schools.

APPENDIX I: - Table that shows the condition of measures assumed to be taken in both government and private schools.

APPENDIX J: - Table that shows the commonly prevailing behavioral problems of government schools as stated by both teachers and students.

APPENDIX K: - Table showing the commonly manifested behavioral problems of private schools as stated by teachers and students.



**Part 2:** Here are list of expected behavioral problems among students of adolescent age in high schools. In your view rate the degrees of each problems based on the information below.

1. Strongly agree                      2 Agree                      3. Can't decide  
4. Disagree                              5. Strongly disagree

S.No	Behavioral problems expected to be seen in schools	Degrees of agreement or disagreement				
		1	2	3	4	5
1	Not accepting or opposing others ideas (Negativism)					
2	Aggressiveness					
3	Quarreling					
4	Teasing at teachers					
5	Bullying, i.e., beating others for satisfaction and revenge					
6	Ascendant behavior, i.e., tendency to dominate others					
7	Lying					
8	Lack of respect to the school community					
9	Disturbing either in class or outside the class					
10	Threatening teachers					
11	Attempt to beat teachers					
12	Beating teachers					
13	Threatening students					
14	Attempt to beat students					
15	Beating students					
16	Being disobedient to lawful command by teachers and school administrators.					
17	Addiction to chat					
18	Addiction to Cigarette					
19	Alcohol drinking					
20	Sexual harassment on female students					
21	Being hidden calling teachers names					
22	Being hidden calling teachers with 'Nick' name					

S.No	Behavioral problems expected to be seen in schools	Degrees of agreement or Disagreement				
		1	2	3	4	5
3	Over estimating one self					
4	Destructing school property					
5	Being boisterous i.e., creating unnecessary noise,					
6	Having bad companions					
7	Interfere unnecessarily when teachers speak					
8	Interfere unnecessarily when school administrators speak					
9	Taking money by force from younger one's					
0	Dropping out from school with no reason					
1	Stealing others' property					
2	Not doing home and class works					
3	Undermining oneself					
4	Being aloof and lonely					
5	Hatred on teachers					
6	Developing hatred on students					
7	Developing hatred on school administrators					
8	Tantrum or outburst of bad temper					
	Being easily timid					
	Shyness					
	Disinterest in schools					
	Short attention span in activities at school					
	Being passive					
	Showing inferiority on educational matters					

45 Are there other behavioral problems in school but not mentioned here?

A. Yes  B. No

46 If your answer for question 45 is 'yes' what are these behavioral problems?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

47. Do you believe that students' behavioral problems can have influence on students' academic performance? A. Yes, I do  B. No, I don't

48. If your answer for Qn/ 47 is "yes, I do" what are the effects on students academic performances? 1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

49. Do you think that students' behavioral problems can have effect on teachers' job related stress? A. Yes, I do  B. No, I don't

50. If your answer for Qn No. 49 is "yes, I do" what do your think are some of he teachers stresses as result of students behavioral problems?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

51. Have you ever discussed with students about behavioral problems at adolescence age and ways of tackling it? A. Yes I have  B. No, I haven't

52. To successfully pass or to correct the manifested behavioral problems, what should be the roles of the following stakeholders?

- A. Family1. \_\_\_\_\_
2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_

Teachers, Administrators, unit coordinators, counselors

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

- C. Students1. \_\_\_\_\_
2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_

- D. Community1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Part 3:** Here are some of the measures assumed to be taken in secondary school adolescents due to their behavioral problems show your opinion by putting a (√) under the idea you think is correct for each of the ideas below.

S.No	Some of the measure taken in schools	Degrees of agreement or disagreement		
		Taken always	Taken sometimes	Never taken
	Call parents and discuss with them on the issue			
	Discharge the student from the class he/she misbehaved			
	Discuss with the students on the problem and its solutions			
	Make them do work in the form of punishment			
	Beating			
	Insulting and blaming for the wrong did			
	Send from school for a given period of time			
	Give advise and warning			
	Sending to directors and unit co-coordinators			
	Sending to guidance counselors			
	Reporting to police for imprisonment			
	Telling about good role models using different opportunities like mini media , flag ceremony etc			

13. If there are measures taken other than mentioned about please list them

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

14. In your opinion, from the above mentioned measures taken which one's are desirable in bringing positive behavioral change?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

THANK YOU

Appendix B

አዲስ አበባ ዩኒቨርሲቲ
ድህረ ምረቃ ትምህርት ቤት
የሳይክሎጂ የትምህርት ክፍል

በ2ኛ ደረጃ የመጀመሪያ ሳይክሎጂ ተማሪዎች የሚሞላ

የመጠይቁ ዓላማ: - የዚህ መጠይቅ ዓላማ በት/ቤት ውስጥ በተማሪዎች ላይ የሚታዩ የባህሪ ችግሮች አይነትና የሚያሳድሯቸውን ተፅእኖዎች በማጥናት (በመለየት) የመፍትሔ አቅጣጫዎችን ጠቁሞ የትምህርቱን ሥራ የበለጠ ውጤታማ እንዲሆን እገዛ ለማድረግ በመሆኑ ጥያቄዎቹን በጥሞና በማንበብ በራስ አመለካከት ትክክለኛ ናቸው የምትላቸውን (ያቸውን) እንድትመልስ(ሽ) እጠይቃለሁ።

በዚህ መጠይቅ አሞላል ላይ የአንተ(ቺ) ሙሉ ፍላጎትና ትብብር በጣም አስፈላጊ በመሆኑ መጠይቁን በቅንነት በመሙላት እንድትተባበረኝ(ሪኝ) በመጠየቅ የሚሰጡት ምላሾች ከጥናቱ ዓላማ ውጪ የማይወጡና ሚስጥራዊ መሆናቸውን ለማረጋገጥ እፈልጋለሁ።

ማሳሰቢያ

- 1. በዚህ መጠይቅ ላይ ሥም መጻፍ አያስፈልግም
2. የሚመለከቱህ(ሽን) ጥያቄዎች በሙሉ መመለስ በጣም ጠቃሚ ነው።
3. ሌላ ካለ ለሚሉ ወይም ሃሳብህን(ሽን) በጽሁፍ ማስፈር ለሚፈልጉት ጥያቄዎች ያለህን (ሽን) ሃሳብ በማስፈር ትብብርህ(ሽ) አይለየኝ።

ክፍል 1. አጠቃላይ መረጃ

- 1. የት/ቤቱ ስም-----
2. የት/ቤት ዓይነት የመንግስት  የግል  የህዝብ 
3. የክፍል ደረጃ 9ኛ  10ኛ 
4. የተማሪው(ዋ) ዕድሜ 15ዓመትና ከዚያ በታች 
ከ 16-17 ዓመት  ከ18-19 ዓመት 
20 ዓመትና ከዚያ በላይ 
5. ፆታ ወንድ  ሴት

ክፍል ሁለት:

ከዚህ በታች በት/ቤት ውስጥ በተማሪዎች በኩል ሊከሰቱ ይችላሉ ተብለው የሚገመቱ የባህሪ ችግሮች ተዘርዝረዋል። በአንተ(ቺ) አመለካከት በት/ቤታችሁ ችግሩ ምን ያህል እንደሆነ ያመለክታል ብለህ(ሽ) የምታስበውን (ቢውን) ከቁጥሩ ስር የ (✓) ምልክት በማድረግ መልስ(ሽ)።

- 1. በጣም እስማማለሁ 2. እስማማለሁ 3. ለመወሰን እቸገራለሁ
4. አልስማማም 5. በፍፁም አልስማማም

በትምህር ቤቶች ውስጥ ይታያሉ ተብለው የሚገመቱ የባህሪ ችግሮች	የስምምነት ሁኔታ				
	1	2	3	4	5
የሰዎች ሀሳብ አለመቀበል፣ መቃወም					
የፀበኝነት ባህሪ					
መደባደብ					
መምህራንን ማንዕጠጥ" ማሽማግጠጥ					
በሌሎች ጉዳት ለመደሰትና ለመበቀል መማታት					
በሌሎች ተማሪዎች ላይ የበላይነትን ማሳየት አዝማሚያ					
መዋሸት					
ለት/ቤቱ ማህበረሰብ ትህትና አለማሳየት					
በክፍል ውስጥም ሆነ ከክፍል ውጪ በት/ቤት ውስጥ መረበሽ					
መምህራንን ማስፈራራት					
መምህራንን ለመደብደብ መሞከር					
መምህራንን መደብደብ					
ተማሪዎችን ማስፈራራት					
ተማሪዎችን ለመደብደብ መሞከር					
ተማሪዎችን መደብደብ					
ለመምህራንና የት/ቤቱ አስተዳደር ፍትሐዊ ትዕዛዝ ተገዢ አለመሆን					
የሜት ሱስ ተጠቂ መሆን					
የሲጋራ ሱስ ተጠቂ መሆን					
የአልኮል መጠጦች ተጠቃሚ መሆን					
ሴት ተማሪዎችን በማስፈራራት ለዝሙት መጋበዝ					
የመምህራንን ስም በመጥቀስ ተደብቆ መጣራት					
መምህራንን በተቀጽላ ስም ተደብቆ መጣራት					
የማን አለብኝነት ስሜት ማሳየት (ማንፀባረቅ)					
የት/ቤት ንብረት ማበላሸት፣ መስበር ፣ ማውደም					
በት/ቤት ውስጥ አላስፈላጊ ጩኸት ማሰማት					
ጥሩ ካልሆነ ጓደኛ ጋር መታየት					
መምህራን ሲናገሩ ከስርዓት ውጪ በሆነ መንገድ ጣልቃ መግባት					
የት/ቤቱ አስተዳደር አባላት ሲናገሩ ከስርዓት ውጪ በሆነ መንገድ ጣልቃ መግባት					
በዕድሜ የሚያንሱትን አስፈራርቶ ገንዘብ መቀበል					
ያለ በቂ ምክንያት ትምህርት ማቋረጥ					

የት/ቤቱንና የተማሪዎች ንብረት መስረቅ					
የቤትና የክፍል ሥራ አለመስራት					
ራስን ዝቅ አድርጎ መመልከት					
ራስን ከሌሎች ማግለልና ብቸኝነት መምረጥ					
በመምህራን ላይ የጥላቻ ስሜት ማደር					
በተማሪዎች ላይ የጥላቻ ስሜት ማደር					
በት/ቤቱ አስተዳደር ላይ የጥላቻ ስሜት ማደር					
ማኩረፍ					
በቀላሉ መፍራት መረበሽ					
አይናፋር መሆን					
በት/ቤት ላይ የደስተኝነትና የፍላጎት አለመኖር					
በማንኛውም የት/ቤት ሥራ ላይ ትኩረት ማነስ					
ንቁ አለመሆን					
በትምህርት ስራ ላይ የበታችነት ባህሪ ማሳየት					

45. ከላይ ከተዘረዘሩት ውጪ በተማሪዎች ላይ ይታያሉ ብለህ(ሽ) የምታስባቸው(በ.ያቸው) የባህሪዬ ችግሮች ካሉ ጥቀስ(ሽ)

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_

46 በተማሪዎች ላይ የሚታዩ የባህሪዬ ችግሮች በእነርሱም ሆነ በሌሎች ተማሪዎች የትምህርት ስራ ላይ ተፅእኖ አለው ብለህ(ሽ) ታምናለህ(ኛለሽ)? ሀ. አዎን አምናለሁ  ለ. አላምንም

47. ለ46ኛው ጥያቄ መልስህ (ሽ) አዎን አምናለሁ ከሆነ ምን ዓይነት የትምህርት ተፅዕኖዎች ይኖራሉ ብለህ(ሽ) ትገምታለህ(ቻለሽ)?

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

48. አንተ(ቺ) በት/ቤት ውስጥ የባሪዬ ችግር አለብኝ ብለህ(ሽ) ታምናለህ(ኛለሽ)? ሀ. አዎን አምናለሁ  ለ. አላምንም

49. የ48ኛው ጥያቄ መልስህ(ሽ) አዎን ከሆነ እነዚህ የአሉብህ(ሽ) የባህሪዬ ችግሮች ምን ምን ተፅዕኖዎች አሳድረውብሃል(ሻል)?

1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

50. በተማሪዎች ላይ የሚታዩ የባህሪ ችግሮች ከመምህራን የስራ ደስተኝነት ማጣት ጋር ተያያዥነት ያላቸው ይመስልሃል(ሻል)?

ሀ. አዎን አላቸው  ለ. የላቸውም

51. ለ51ኛው ጥያቄ መልስህ(ሽ) “አዎን አላቸው” ከሆነ ምን ምን አይነት የሥራ ደስተኝነት ማጣት በመምህራን ላይ የሚታዩ ይመስልሃል(ሻል)?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

52. በጉርምስና/ኩርድና ዕድሜ ስለሚታዩ የባህሪ ችግሮች እና መፍትሔዎች ከመምህራኖቻችሁና ከት/ቤቱ አስተዳደር ጋር ተወያይታችሁ ታውቃላችሁ?

ሀ. ሁልጊዜ እንወያያለን  ለ. አንዳንድ ጊዜ እንወያያለን   
ሐ. ትዝ አይለኝም መ. ተወያይተን አናውቅም

53. በጉርምስና/ኩርድነት እድሜ የሚታዩ የባህሪ ችግሮችን በተሣካ ሁኔታ ለማለፍም ሆነ ራስን ለማረም የቤተሰብ፣የመምህራን፣የተማሪዎችና የህብረተሰቡ ድርሻ መሆን አለበት የምትለውን(ይውን) በዝርዝር ጻፍ(ፊ)

- ሀ. የቤተሰብ ድርሻ 1. \_\_\_\_\_
2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_

ለ. የመምህራን፣ የት/ቤት የሥራ መሪዎች፣ የካውንስለሮችና የዩኒቲ አስተባባሪዎች

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

ሐ. የተማሪዎች ድርሻ 1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

መ. የህብረተሰቡ ድርሻ 1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

መመሪያ 3 በሁለተኛ ደረጃ ት/ቤቶች ውስጥ የባህሪ ችግር በሚያሳዩ ተማሪዎች ላይ ይወሰዳሉ ተብለው የሚገመቱ የእርምጃ እርምጃዎች ተዘርዝረዋል። ከፊት ለፊታቸው ካሉት አማራጮች በአንተ(ቺ) ግምት ትክክል ነው የምትለው(ይው ) ስር (✓) ምልክት በማድረግ መልስ(ሽ)

በት/ቤቶች ለሚታዩ የባህሪ ችግሮች የሚወሰዱ የእርምጃ እርምጃዎች	የአፈፃፀም ደረጃዎች					
	ምንም አይፈፀምም	ጊዜ	አንዳንድ ይፈፀማል	ግዜ	ሁል ይፈፀማል	ግዜ
ወላጆቼን(ቺን) እንዲያመጣ(ድታመጣ) ማድረግና በጋራ መወያየት						
ተማሪውን(ዋን) በየክፍሉ ለጊዜው ከክፍል ማስወጣት						
ከተማሪው(ዋ) ጋር ስለችግሩና መፍትሔው መወያየት						
በጉልበት ሥራ መቅጣት						
መግረፍ ወይም መደብደብ						
መሳደብ፣ ማንንጠጥና መውቀስ						
ከት/ቤት ማስወገድ (ማባረር)						
ምክርና ማስጠንቀቂያ መስጠት						
ለዩኒት አስተባባሪና ለርዕሰ መምህር ማስተላለፍ						
ለጋይዳንስ ካውንስለር መላክ						
ለፖሊስና ለአካባቢ ጥበቃ ክፍል መስጠትና ማሳሰቢያ						
አርአያነት ያላቸውን ተማሪዎች ሁኔታ በተለያዩ መድረኮች በመግለጽ ማስተማር						

13. ሌሎች በት/ቤት የሚወሰዱ የእርምጃ እርምጃዎች ካሉ ይገለፁ

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

14. በአንተ(ቺ) ግምት የባህሪ ችግር ላለባቸው ተማሪዎች ካይ ከተዘረዘሩት ውስጥ ተገቢና ተማሪዎችን ለመለወጥ ይረዳሉ የምትላቸውን(ያቸውን) ዘርዝር(ሪ)።

1. \_\_\_\_\_
2. \_\_\_\_\_
- \_\_\_\_\_
4. \_\_\_\_\_

**አመሰግናለሁ!**



Disturbing either in class or outside the class					
Threatening teachers					
Attempt to beat teachers					
Beating teachers					
Threatening students					
Attempt to beat students					
Beating students					
Addiction to chat					
Addiction to cigarette					
Being disobedient to lawful command by teachers and school administrators					
Alcohol drinking					
Sexual harassment on female students					
Being hidden calling teachers names					
Being hidden calling teachers with 'Nick' names					
Over estimating one self					
Destructing school property					
Being boisterous i.e., creating unnecessary noise,					
Having bad companions					
Interfere unnecessarily where teachers speak					
Interfere unnecessarily when school administrators speak					
Taking money by force from younger one's					
Dropping out from school with no reason					
Stealing others' property					
Not doing home and class works					
Undermining oneself					
Being aloof and lonely					
Hatred on teachers					
Developing hatred on students					
Developing hatred on school administrators					
Tantrum or outburst of bad temper					
Being easily timid					
Shyness					
Disinterest in schools					
Short attention span in activities at school					
Being passive					
Showing inferiority on educational matters					

45 If there are behavioral problems manifested in your school, which are not, listed above list them below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

46 Do you think that students' behavioral problems can have effect on students' academic performance?

A. Yes, I do  B. No, I don't

47 If your answer for Qn.46 is "Yes, I do" what do you think are the effects on students' academic performance

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

48 Do you think you have behavioral problems in your school?

A. Yes, I do  B. No, I don't

49 If your answer for Qn. 48 is "Yes, I do" what effects have the behavioral problems brought on you

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

50 Do you think that students' behavioral problems can have effects of teachers job related stress?

A. Yes, I do  B. No, I don't

51 If your answer for Qn. 50 is "yes, I do" what do you think are some of the teachers' stresses as a result of students' behavioral problems?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

52 Have you ever discussed about adolescent age behavioral problems with teachers and school administrators?

- A. Yes, always  B. Yes, sometimes   
C. I don't remember  D. Never

53 To successfully pass or to correct the manifested behavioral problems, what should be the roles of the following stakeholders?

1. Family

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

2. Teachers, administrators, unit coordinators and counselors

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

3. Students

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

4. Community

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Part 3: Here are some of the measures assumed are taken in secondary schools due to their behavioral problems. Show your opinion by putting a (✓) under the idea you think is correct for each of the ideas below.**

S.No	Some of the measures taken in school	Degrees of the agreement or disagreement		
		Taken always	Taken sometimes	Never taken
1	Call parents and discuss with the issue			
2	Discharge the student from the class he/she misbehaved			
3	Discuss with the student on the problem and its solutions			
4	Punish them by making them do work			
5	Beating			
6	Insulting and blaming for the wrong did			
7	Send from school for a given period of time			
8	Give advise and warning			
9	Sending to directors and unit co-coordinators			
10	Sending to guidance counselors			
11	Reporting to police for imprisonment			
12	Telling about good role models using different opportunities like mini media, flag ceremony etc			

13. If there are other measures taken but are not mentioned above please specify

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

14. In your opinion, form the above mentioned measures taken which ones are desirable in bringing positive behavioral change?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**THANK YOU**

Behavioral Problems assumed to be seen in High Schools	TEACHERS						STUDENTS						TOTAL					
	Agree		Can't decide		Disagree		Agree		Can't decide		Disagree		Agree		Can't decide		Disagree	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Negativism (opposing others ideas)	20	62.5	5	15.63	7	21.87	37	51.39	14	19.44	21	29.17	57	54.81	19	18.27	28	26.92
Aggressiveness	20	62.5	6	18.75	6	18.75	30	41.67	16	22.22	26	36.11	56	53.85	22	21.15	32	30.77
Quarreling	17	53.13	10	31.25	5	15.62	18	25	17	23.61	37	51.39	35	33.65	27	25.96	42	40.38
Teasing at Teachers	19	59.38	8	25	5	15.62	34	47.22	10	13.89	28	38.89	53	50.96	18	17.31	33	31.73
Bullying (Beating for satisfaction)	14	43.75	4	12.5	14	43.75	13	18.06	13	18.06	46	63.89	27	25.96	17	16.35	60	57.69
Ascendant Behavior	20	62.5	3	9.38	9	28.13	26	36.11	16	22.22	30	41.67	46	44.23	19	18.27	39	37.5
Lying	20	62.5	8	25	4	12.5	40	55.56	11	15.28	21	29.17	60	57.69	19	18.27	25	24.04
Lack of respect to school community	19	59.38	3	9.38	10	31.25	28	38.89	21	29.17	23	31.94	47	45.19	24	23.08	33	31.73
Disturbing in class or outside	24	75	3	9.38	5	15.63	39	54.17	9	12.5	24	33.33	63	60.58	12	11.54	29	27.88
Threatening Teachers	19	59.38	3	9.38	10	31.25	14	19.44	13	18.06	45	62.5	33	31.73	16	15.38	55	52.88
Attempt to beat Teachers	15	46.88	5	15.63	12	37.5	15	20.83	13	18.06	44	61.11	30	28.85	18	17.31	56	53.85
Beating teachers	9	28.13	7	21.87	16	50	11	15.28	10	13.89	51	70.83	20	19.23	17	16.35	67	64.42
Threatening Students	19	59.38	7	21.87	6	18.75	32	44.44	15	20.83	25	34.72	51	49.04	22	21.15	31	29.81
Attempt to Beat Students	16	50	6	18.75	10	31.25	33	45.83	12	16.67	27	37.5	49	47.12	18	17.31	37	35.58
Beating Students	16	50	5	15.63	11	34.38	22	30.56	12	16.67	38	52.78	38	36.54	17	16.35	49	47.12
Being disobedient in schools	22	68.75	4	12.5	6	18.75	25	34.72	19	26.39	28	38.89	47	45.19	23	22.12	34	32.69
Addiction to Chat	19	59.38	5	15.63	8	25	26	36.11	19	26.39	27	31.5	45	43.27	24	23.08	35	33.65
Addiction to Cigarette	12	37.5	9	28.13	11	34.38	19	26.39	21	29.17	32	44.44	31	29.81	30	28.85	43	41.35
Alcohol Drinking	14	43.75	9	28.13	9	28.13	19	26.39	23	31.94	30	41.67	33	31.73	32	30.77	39	37.5
Sexual Harassment on Females	18	56.25	8	25	6	18.75	20	27.78	12	16.67	40	55.56	38	36.54	20	19.23	46	44.23
Being hidden calling Teachers' names	20	62.5	8	25	4	12.5	21	29.17	19	26.39	32	44.44	41	39.42	27	25.96	36	34.62
Calling Teachers with NICK names	22	68.75	6	18.75	4	12.5	35	48.61	13	18.06	24	33.33	57	54.81	19	18.27	28	26.92
Overestimating oneself	16	50	7	21.87	9	28.13	37	51.39	10	13.89	25	34.72	53	50.96	17	16.35	34	32.69
Destructing School Property	20	62.5	5	15.63	7	21.87	25	34.72	21	29.17	26	36.11	45	43.27	26	25	33	31.73
Being Boisterous (create unnecessary noise)	24	75	5	15.63	3	9.38	29	40.28	10	13.89	33	45.83	53	50.96	15	14.42	36	34.62
Having bad Companions	20	62.5	7	21.87	5	15.63	37	51.39	16	22.22	19	26.39	57	54.81	23	22.12	24	23.08
Interfere unnecessarily when teachers speak	23	71.88	3	9.38	6	18.75	35	48.61	10	13.89	27	31.5	58	55.77	13	12.5	33	31.73
Interfere unnecessarily to school administrators	14	43.75	10	31.25	8	25	24	33.33	12	16.67	36	50	38	36.54	22	21.15	44	42.31

Taking money by force from younger ones	8	25	11	34.38	13	40.63	14	19.44	12	16.67	46	63.89	22	21.15	23	22.12	59	56.73
Dropping out from school with no reason	16	50	8	25	8	25	37	51.39	15	20.83	23	31.94	53	50.96	23	22.12	31	29.81
Stealing others' property	19	59.38	6	18.75	7	21.87	31	43.06	9	12.5	32	44.44	50	48.08	15	14.42	39	37.5
Not doing home and class works	27	84.38	1	3.13	4	12.5	48	66.67	14	19.44	10	13.89	75	72.12	15	14.42	14	13.46
Undermining oneself	19	59.38	5	15.63	8	25	25	34.72	23	31.94	24	33.33	44	42.31	28	26.92	32	30.77
Being aloof and lonely	12	37.5	11	34.38	9	28.13	18	25	23	31.94	31	43.06	30	28.85	34	32.69	40	38.46
Hatred on Teachers	19	59.38	6	18.75	7	21.87	37	51.39	9	12.5	26	36.11	56	53.85	15	14.42	33	31.73
Hatred on Students	20	62.5	5	15.63	7	21.87	33	45.83	12	16.67	27	31.5	53	50.96	17	16.35	34	32.69
Hatred on school Administrators	20	62.5	5	15.63	7	21.87	22	30.56	17	23.61	33	45.83	42	40.38	22	21.15	40	38.46
Tantrum or outburst of bad temper	14	43.75	11	34.38	7	21.87	24	33.33	15	20.83	33	45.83	38	36.54	26	25	40	38.46
Being easily timid	16	50	8	25	8	25	22	30.56	19	26.39	30	41.67	38	36.54	27	25.96	38	36.54
Shyness	18	56.25	6	18.75	8	25	36	50	18	25	18	25	54	51.92	24	23.08	26	25
Disinterest in schools	23	71.88	6	18.75	3	9.38	32	44.44	20	27.78	20	27.78	55	52.88	26	25	23	22.12
Short attention span to school activities	27	84.38	2	6.25	3	9.38	40	55.56	15	20.83	17	23.61	67	64.42	17	16.35	20	19.23
Being passive	26	81.25	3	9.38	3	9.38	39	54.17	19	26.39	14	19.44	65	62.5	22	21.15	17	16.35
Showing inferiority on education	23	71.88	4	12.5	5	15.63	35	48.61	15	20.83	22	30.56	58	55.77	19	18.27	27	25.96

### Behavioral problems seen in Government schools

#### APPENDIX D

## APPENDIX E

### Behavioral Problems seen in Private Schools

Behavioral Problems assumed to be seen in High Schools	TEACHERS						STUDENTS						TOTAL					
	Agree		Can't decide		Disagree		Agree		Can't decide		Disagree		Agree		Can't decide		Disagree	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Negativism (opposing others ideas)	12	52.17	5	21.74	6	26.09	15	44.12	6	17.65	13	38.24	27	47.37	11	19.3	19	33.33
Aggressiveness	12	52.17	5	21.74	6	26.09	21	61.76	7	20.59	6	17.65	33	57.89	12	21.05	12	21.05
Quarreling	13	56.52	8	34.78	2	8.7	15	44.12	10	29.41	9	26.47	28	49.12	18	31.58	11	19.3
Teasing at Teachers	12	52.17	5	21.74	6	26.09	22	64.71	3	8.82	9	26.47	34	59.65	8	14.04	15	26.32
Bullying (Beating for satisfaction)	8	34.78	7	30.43	8	34.78	7	20.59	7	20.59	20	58.82	15	26.32	14	14.56	28	49.12
Ascendant Behavior	9	39.13	7	30.43	7	30.43	16	47.06	7	20.59	11	32.35	25	43.86	14	24.56	18	31.58
Lying	15	65.22	4	17.39	4	17.39	21	61.76	7	20.59	6	17.65	36	63.16	11	19.32	10	17.54
Lack of respect to school community	13	56.52	2	8.7	8	34.78	19	55.88	4	11.76	11	32.35	32	56.14	6	10.53	19	33.33
Disturbing in class or outside	14	60.87	3	13.04	6	26.09	25	73.53	1	2.94	8	23.53	39	68.42	4	7.02	14	24.56
Threatening Teachers	7	30.43	7	30.43	9	39.13	8	23.53	6	17.65	20	58.82	15	26.32	13	22.8	29	50.88
Attempt to beat Teachers	14	60.87	2	8.7	7	30.43	15	44.12	7	20.59	12	35.29	29	50.88	9	15.79	19	33.33
Beating teachers	8	34.78	6	26.09	9	39.13	8	23.53	4	11.76	13	38.24	16	28.07	10	17.54	22	38.6
Threatening Students	6	26.09	11	47.83	6	26.09	14	41.18	4	11.76	16	47.06	20	35.09	15	26.32	22	38.6
Attempt to Beat Students	10	43.48	5	21.74	8	34.78	17	50	4	11.76	13	38.24	27	47.37	9	15.79	21	36.84
Beating Students	10	43.48	4	17.39	9	39.13	13	38.24	6	17.65	14	44.12	23	40.35	10	17.54	24	42.1
Being disobedient in schools	9	39.13	5	21.74	9	39.13	15	44.12	5	14.71	15	41.48	24	42.11	10	17.54	23	40.35
Addiction to Chat	11	47.83	9	39.13	3	12.04	17	50	8	23.53	9	26.47	28	49.12	17	29.82	12	21.05
Addiction to Cigarette	13	56.52	5	21.74	5	21.74	18	52.94	7	20.59	9	26.47	31	54.39	12	21.05	14	24.56
Alcohol Drinking	10	43.48	5	21.74	8	34.78	16	47.06	7	20.59	11	32.35	26	45.61	12	21.05	19	33.33
Sexual Harassment on Females	9	39.13	6	26.09	8	34.78	6	17.65	9	26.47	19	55.88	15	26.32	15	26.32	27	47.37
Being hidden calling Teachers' names	11	47.83	8	34.78	4	17.39	10	29.41	6	17.65	18	52.94	21	36.84	14	24.56	22	38.6
Calling Teachers with NICK names	15	65.22	5	21.74	3	12.04	22	64.71	3	8.82	9	26.47	37	64.91	8	14.04	12	21.05
Overestimating oneself	10	43.48	8	34.78	5	21.74	21	61.76	6	17.65	7	20.59	31	54.39	14	24.56	12	21.05
Destructing School Property	12	52.17	6	26.09	5	21.74	14	41.18	3	8.82	17	50	26	45.61	9	15.79	22	38.6

Being Boisterous (create unnecessary noise)	14	60.87	3	12.04	6	26.09	17	50	3	8.82	14	41.18	31	54.39	6	10.53	20	35.09
Having bad Companions	16	69.57	4	17.39	3	12.04	21	61.76	5	14.71	8	23.53	37	64.91	9	15.79	11	19.3
Interfere unnecessarily when teachers speak	15	65.22	6	26.09	2	8.7	16	47.06	6	17.65	12	35.29	31	54.39	12	21.05	14	24.56
Interfere unnecessarily to school administrators	11	47.83	8	34.78	4	17.39	8	23.53	7	20.59	19	55.88	19	33.33	15	26.32	23	40.35
Taking money by force from younger ones	8	34.78	5	21.74	10	43.48	7	20.59	2	5.88	25	73.53	15	26.32	7	12.28	35	61.4
Dropping out from school with no reason	10	43.48	6	26.09	7	30.43	20	58.82	5	14.71	9	26.47	30	52.63	11	19.3	16	28.07
Stealing others' property	12	52.17	7	30.43	4	17.39	21	61.76	4	11.76	9	26.47	33	57.89	11	19.3	13	22.8
Not doing home and class works	16	69.57	5	21.74	2	8.7	26	76.47	4	11.76	4	11.76	42	73.68	9	15.79	6	10.53
Undermining oneself	14	60.87	6	26.09	3	12.04	12	35.29	11	32.35	11	32.35	26	45.61	17	29.82	14	24.56
Being aloof and lonely	7	30.43	10	43.48	6	26.09	10	29.41	10	29.41	14	41.18	17	29.82	20	35.09	20	35.09
Hatred on Teachers	12	52.17	6	26.09	5	21.74	23	67.65	5	14.71	6	17.65	35	61.4	11	19.3	11	19.3
Hatred on Students	11	47.83	7	30.43	5	21.74	15	44.12	8	23.53	11	32.35	26	45.61	15	26.32	16	28.07
Hatred on school Administrators	8	34.78	8	34.78	7	30.43	19	55.88	3	8.82	12	35.29	27	47.37	11	19.3	19	33.33
Tantrum or outburst of bad temper	8	34.78	11	47.83	4	17.39	12	35.29	13	38.24	9	26.47	20	35.09	24	42.11	13	22.8
Being easily timid	9	39.13	9	39.13	5	21.74	17	50	8	23.53	9	26.47	26	45.61	17	29.82	14	24.5
Shyness	9	39.13	4	17.39	10	43.48	11	32.55	9	26.47	14	41.18	20	35.09	13	22.8	24	42.1
Disinterest in schools	13	56.53	7	30.43	3	12.04	17	50	7	20.59	10	29.44	30	52.63	14	24.56	13	22.8
Short attention span to school activities	14	60.87	3	12.04	6	26.09	22	64.71	8	23.53	4	11.76	36	63.16	11	19.3	10	17.54
Being passive	17	73.91	3	12.04	3	12.04	21	61.76	6	17.65	7	20.59	38	66.67	9	15.79	10	17.54
Showing inferiority on education	15	65.23	5	21.74	3	12.04	18	52.94	6	17.65	10	29.44	33	57.89	11	19.3	13	22.8

APPENDIX F

Behavioral Problems commonly seen in both Government and Private Schools

Behavioral Problems assumed to be seen in High Schools	TEACHERS						STUDENTS						TOTAL					
	Agree		Can't decide		Disagree		Agree		Can't decide		Disagree		Agree		Can't decide		Disagree	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Negativism (opposing others ideas)	32	58.18	10	18.18	13	23.64	52	49.06	20	18.87	34	32.08	84	52.17	30	18.63	47	29.19
Aggressiveness	32	58.18	11	20	12	21.81	51	48.11	23	21.7	32	30.19	83	51.55	34	21.12	44	27.33
Quarreling	30	54.55	18	32.73	7	12.73	33	31.13	27	25.47	46	43.4	63	39.14	45	27.95	53	32.92
Teasing at Teachers	31	56.36	13	23.64	11	20	56	52.83	13	12.26	37	34.91	87	54.02	26	16.5	48	29.81
Bullying (Beating for satisfaction)	22	40	11	20	22	40	20	18.87	20	18.87	66	62.26	42	29.09	31	19.25	88	54.66
Ascendant Behavior	29	52.73	10	18.18	16	29.09	42	39.62	23	21.7	41	38.68	71	44.1	33	20.5	57	35.4
Lying	35	63.64	12	21.81	8	14.55	61	57.55	18	16.98	27	25.47	96	59.62	30	18.63	35	21.74
Lack of respect to school community	32	58.18	5	9.09	18	32.73	47	44.34	25	23.58	34	32.08	78	48.4	30	18.63	52	32.3
Disturbing in class or outside	38	69.09	6	10.9	11	20	64	60.38	10	9.43	32	30.19	102	63.35	16	9.94	43	26.71
Threatening Teachers	26	47.27	10	18.18	19	34.55	22	20.75	19	17.92	65	61.32	48	29.81	29	18.01	84	52.17
Attempt to beat Teachers	29	52.73	7	12.73	19	34.55	30	28.3	20	18.87	56	52.63	59	36.65	27	16.77	75	46.58
Beating teachers	17	30.91	13	23.64	25	45.45	19	17.92	14	13.21	74	69.81	36	22.36	27	16.77	99	61.49
Threatening Students	25	45.45	18	32.73	12	21.81	46	43.4	19	17.92	41	38.68	71	44.1	37	22.98	53	32.92
Attempt to Beat Students	26	47.27	11	20	18	32.73	50	47.17	16	15.09	40	37.74	76	47.2	27	16.77	58	36.02
Beating Students	26	47.27	9	16.36	20	36.36	35	33.02	18	16.98	53	50	61	37.89	27	16.77	73	45.34
Being disobedient in schools	31	56.26	9	16.36	15	27.27	40	37.76	24	22.64	42	39.62	71	44.1	33	20.5	57	35.4
Addiction to Chat	30	54.55	14	25.45	11	20	43	40.56	27	25.47	36	33.96	73	45.34	41	25.47	47	29.19
Addiction to Cigarette	25	45.45	14	25.45	16	29.09	37	34.91	28	26.43	41	38.68	62	38.51	42	26.09	57	35.4
Alcohol Drinking	24	43.64	14	25.45	17	30.9	35	33.02	30	28.3	41	38.68	59	36.65	44	27.33	58	36.02
Sexual Harassment on Females	27	49.09	14	25.45	14	25.45	26	24.53	21	19.81	59	55.66	53	32.92	35	21.74	73	45.34
Being hidden calling Teachers' names	31	56.36	16	29.09	8	14.55	31	29.25	25	23.58	50	47.17	62	38.51	41	25.47	58	36.02
Calling Teachers with NICK names	37	67.27	11	20	7	12.73	57	53.77	16	15.09	33	31.13	94	58.36	27	16.77	40	24.85
Overestimating oneself	26	47.27	15	27.27	14	25.45	58	54.72	16	15.09	32	30.19	83	51.55	31	19.25	46	28.58
Destructing School Property	32	58.18	11	20	12	21.81	39	36.72	24	22.64	43	40.57	71	44.1	35	21.74	55	34.16

Being Boisterous (create unnecessary noise)	38	69.09	8	14.55	9	16.36	46	43.4	13	12.26	47	44.34	84	52.27	21	13.04	56	34.78
Having bad Companions	36	65.45	11	20	8	14.55	58	54.71	21	19.81	27	25.47	94	58.36	32	19.88	35	21.74
Interfere unnecessarily when teachers speak	38	69.09	9	16.36	8	14.55	51	48.11	16	15.09	39	36.79	89	55.28	25	15.53	47	29.19
Interfere unnecessarily to school administrators	25	45.45	18	32.73	12	21.81	32	30.19	19	17.92	55	51.89	57	35.4	37	22.98	67	41.68
Taking money by force from younger ones	16	29.09	16	29.09	23	41.82	21	19.81	14	13.21	71	66.98	37	22.98	30	18.63	94	58.36
Dropping out from school with no reason	26	47.27	14	25.45	15	27.27	57	53.77	20	18.87	31	29.25	83	51.55	34	21.12	46	28.56
Stealing others' property	31	56.36	13	23.64	11	20	52	49.06	13	12.26	41	38.68	83	51.55	26	13.66	52	32.3
Not doing home and class works	43	78.18	6	10.9	6	10.9	74	69.81	18	16.98	14	13.21	117	72.67	24	14.9	20	12.42
Undermining oneself	33	60	11	20	11	20	37	34.91	34	32.08	35	33.02	70	43.48	45	27.95	46	28.56
Being aloof and lonely	19	34.55	21	38.18	15	27.27	28	26.42	33	31.13	45	42.45	47	29.19	54	33.54	60	37.27
Hatred on Teachers	31	56.36	12	21.81	12	21.81	60	56.6	14	13.21	32	30.19	91	56.52	26	13.66	44	27.33
Hatred on Students	32	58.18	11	20	12	21.81	48	45.28	20	18.87	38	35.85	80	49.69	31	19.25	50	31.1
Hatred on school Administrators	28	50.91	13	23.64	14	25.45	41	38.68	20	18.87	45	42.45	69	42.86	33	20.5	59	36.65
Tantrum or outburst of bad temper	22	40	22	40	11	20	36	33.96	28	26.42	42	39.62	58	36.02	50	31.1	53	32.92
Being easily timid	25	45.45	17	30.9	13	23.64	39	36.79	27	25.47	40	37.14	64	39.75	44	27.33	53	32.92
Shyness	27	49.09	10	18.18	18	32.73	37	34.91	27	25.47	32	30.19	64	39.75	37	22.98	50	31.1
Disinterest in schools	36	65.45	13	23.64	6	10.9	49	46.23	27	25.47	30	28.3	85	52.8	40	24.85	36	22.36
Short attention span to school activities	41	74.55	5	9.09	9	16.36	62	58.49	23	21.7	21	19.81	103	63.98	28	17.39	30	18.63
Being passive	43	78.18	6	10.9	6	10.9	60	56.6	25	23.58	21	19.81	103	63.98	31	19.25	27	16.77
Showing inferiority on education	38	69.09	9	16.36	8	14.55	53	50	25	23.58	32	30.19	91	56.52	34	21.12	40	24.85

APPENDIX G

Table that shows the condition of the measures in Government schools

Measures assumed to be taken	TEACHERS						STUDENTS						TOTAL					
	Always		Sometimes		Never		Always		Sometimes		Never		Always		Sometimes		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Call parents and discuss	12	38.71	18	58.07	1	3.22	9	14.29	31	49.21	23	36.5	21	22.34	49	52.13	24	25.53
Discharge from class	3	10	18	60	9	30	18	29.03	30	48.39	14	22.58	21	22.83	48	52.17	23	25
Discuss with the student	21	67.74	8	25.81	2	6.45	15	24.19	32	51.62	15	24.19	36	38.71	40	43.01	17	18.28
Make them do work as punishment	3	9.68	8	25.81	20	64.51	32	53.33	16	26.67	12	20	35	38.46	24	26.37	32	35.17
Beating	-	-	4	13.33	26	86.67	31	49.21	20	31.75	12	19.04	31	33.33	24	25.81	38	40.81
Insulting and blaming	1	3.33	14	46.67	15	50	17	27.42	30	48.39	15	24.19	18	19.57	44	47.83	30	32.6
Expel from school	1	3.33	14	45.16	16	51.61	15	24.19	38	61.29	9	14.52	16	17.2	52	55.92	25	26.88
Give advise and warning	20	64.52	11	35.48	-	-	6	9.84	25	40.98	30	49.18	26	28.26	36	39.13	30	32.61
Send to Director or Unit coordinator	5	17.24	21	72.41	3	10.35	17	26.98	34	53.97	12	19.05	22	23.91	55	59.78	15	16.31
Send to Guidance Counselors	4	14.28	12	42.86	12	42.86	35	57.38	19	31.15	7	11.47	39	43.82	31	34.83	19	21.35
Report to police for imprisonment	-	-	11	36.67	19	63.33	36	59.02	16	26.23	9	14.75	36	39.56	27	29.67	28	30.77
Tell about good role models	16	53.33	12	40	2	6.67	18	30	27	45	15	25	34	37.78	39	43.33	17	18.89

## APPENDIX H

Table that shows the condition of the measures in Private schools

Measures assumed to be taken	TEACHERS						STUDENTS						TOTAL					
	Always		Sometimes		Never		Always		Sometimes		Never		Always		Sometimes		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Call parents and discuss	4	18.18	16	72.73	2	9.09	-	-	21	65.63	11	34.37	4	7.41	37	68.51	13	24.08
Discharge from class	5	22.73	11	50	6	27.27	1	3.13	17	53.13	14	43.15	6	11.11	28	51.85	20	37.04
Discuss with the student	8	36.36	14	63.64	-	-	7	22.58	15	48.39	9	29.03	15	28.3	29	54.72	9	16.98
Make them do work as punishment	4	19.05	12	57.14	5	23.81	25	78.13	7	21.87	-	-	29	54.72	19	35.85	5	9.43
Beating	4	18.18	5	22.73	13	59.09	20	62.5	9	28.13	3	9.37	24	44.44	14	25.93	16	29.63
Insulting and blaming	1	4.55	11	50	10	45.45	5	15.63	17	53.12	10	31.25	6	11.11	28	51.85	20	37.04
Expel from school	5	23.81	14	66.67	2	9.52	4	12.5	23	71.88	5	15.62	9	16.98	37	69.81	7	13.21
Give advise and warning	11	52.38	10	47.62	-	-	2	6.25	10	31.25	20	62.5	13	24.52	20	37.74	20	37.74
Send to Director or Unit coordinator	9	42.86	12	57.14	-	-	3	9.37	13	40.63	16	50	12	22.64	25	47.17	16	30.19
Send to Guidance Counselors	3	14.28	9	42.86	9	42.86	14	45.16	14	45.16	3	9.68	17	32.69	23	44.23	12	23.08
Report to police for imprisonment	1	4.55	6	27.27	15	68.18	20	62.5	9	28.13	3	9.37	21	38.89	15	27.78	18	33.33
Tell about good role models	6	27.27	9	40.91	7	31.82	13	40.63	16	50	3	9.37	19	35.19	25	46.3	10	18.51

APPENDIX I

Table that shows the condition of the measures in both Government and Private schools

Measures assumed to be taken	TEACHERS						STUDENTS						TOTAL					
	Always		Sometimes		Never		Always		Sometimes		Never		Always		Sometimes		Never	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Call parents and discuss	16	30.19	34	64.15	3	5.66	9	9.47	52	54.74	34	35.79	25	16.89	86	58.11	37	25
Discharge from class	8	15.38	29	55.77	15	28.85	19	20.21	47	50	28	29.79	27	18.49	76	52.06	43	29.45
Discuss with the student	29	54.72	22	41.51	2	3.77	22	23.66	47	50	24	25.81	51	31.93	69	47.26	26	17.81
Make them do work as punishment	7	13.46	20	38.46	25	48.08	57	61.96	23	25	12	13.04	64	44.44	43	29.86	37	25.69
Beating	4	7.69	9	17.31	39	75	51	53.68	29	30.53	15	15.79	55	36.91	38	25.5	56	37.58
Insulting and blaming	2	3.85	25	48.08	25	48.08	22	23.4	47	50	25	26.6	24	16.43	72	49.32	50	34.25
Expel from school	6	11.54	28	53.85	18	34.61	19	21.21	61	64.89	14	14.9	25	17.12	89	60.96	32	21.92
Give advise and warning	31	59.62	21	40.38	-	-	8	8.6	35	37.63	50	53.77	39	26.9	56	38.62	50	34.48
Send to Director or Unit coordinator	14	28	33	66	3	6	20	21.05	47	49.47	28	29.48	34	23.45	80	55.17	31	21.38
Send to Guidance Counselors	7	14.29	21	42.86	21	42.86	49	53.26	33	35.87	10	10.87	56	39.72	54	38.3	31	21.98
Report to police for imprisonment	1	1.92	17	32.69	34	65.39	56	60.22	25	26.88	12	12.9	57	39.31	42	28.97	46	31.72
Tell about good role models	22	42.31	21	40.38	9	17.31	31	33.7	43	46.14	18	19.56	53	36.81	64	44.44	27	18.75

## APPENDIX J

**Table that shows the commonly prevailing behavioral problems of Government schools as stated by both teachers and students**

Commonly manifested behavioral problems		Agree		Can't decide		Disagree	
		#	%	#	%	#	%
1	Negativism (opposing others' ideas)	57	54.81	19	18.27	28	26.92
2	Aggressiveness	56	53.85	22	21.15	32	30.77
4	Teasing at teachers	53	50.96	18	17.31	33	31.73
7	Lying	60	57.69	19	18.27	25	24.04
9	Disturbing in class or outside class	63	60.58	12	11.54	29	27.88
22	Calling teachers with NICK names	57	54.81	19	18.27	28	26.92
23	Over estimating one self	53	50.96	17	16.35	34	32.69
25	Being boisterous (unnecessary noise)	53	50.96	15	14.42	36	34.62
26	Having bad companions	57	54.81	23	22.12	24	23.08
27	Interfere unnecessarily to teachers speech	58	55.77	13	12.5	33	31.73
30	Dropping out from school with no reason	53	50.96	23	22.12	31	29.81
32	Not doing home and class work	75	72.12	15	14.42	14	13.46
35	Hatred on teachers	56	53.85	15	14.42	33	31.73
36	Hatred on students	53	50.96	17	16.35	34	32.69
40	Shyness	54	51.92	24	23.08	26	25
41	Disinterest in schools	55	52.88	26	25	23	22.12
42	Short attention span in school activities	67	64.42	17	16.35	20	19.23
43	Being passive	65	62.5	22	21.15	17	16.35
44	Showing inferiority in education	58	55.77	19	18.27	27	25.96

## APPENDIX K

**Table showing the commonly manifested behavioral problems of Private high school students as stated by teachers and students**

	Commonly manifested behavioral problems	Agree		Can't decide		Disagree	
		#	%	#	%	#	%
2	Aggressiveness	23	51.89	12	21.05	12	21.05
4	Teasing at teachers	34	59.65	8	14.04	15	26.32
7	Lying	36	63.16	11	19.3	10	17.54
8	Lack of respect to school community	32	56.14	6	10.53	19	33.33
9	Disturbing in class or outside	39	68.42	4	7.02	14	24.52
11	Attempt to beat teachers	29	50.88	9	15.79	19	33.33
18	Addiction to cigarette	31	54.39	12	21.05	19	33.33
22	Calling teachers with NICK names	37	64.91	8	14.04	12	21.05
23	Over estimating oneself	31	54.39	14	24.56	12	21.05
25	Being boisterous (create unnecessary noise)	31	54.39	6	10.53	20	35.09
26	Having bad companions	37	64.91	9	15.79	11	19.3
27	Interfere unnecessarily when teachers speak	31	54.39	12	21.05	14	24.56
30	Dropping out from school with no reason	30	52.63	11	19.3	16	28.07
31	Stealing others' property	33	57.89	11	19.3	13	22.8
32	Not doing home and class work	42	73.68	9	15.79	6	10.53
35	Hatred on teachers	35	61.4	11	19.3	11	19.3
41	Disinterest in schools	30	52.63	14	24.56	13	22.8
42	Short attention span to school activities	36	63.16	11	19.3	10	17.54
43	Being passive	38	66.67	9	15.79	10	17.54
44	Showing inferiority on education	33	57.89	11	19.3	13	22.8