

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Disciplinary Problems of Students' in General Secondary Schools of South West Shoa Zone

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Abstract

The purpose of the study was to explore disciplinary problems of general secondary schools in South West Shoa Zone. To these ends, attempts were made by the study to identify prevalent disciplinary problems of students and their possible causes by examining the home related, teacher related, school environment and administration related, curriculum related, and personal problems related factors of students with disciplinary problems. Moreover, the study proposed more effective and appropriate means to alleviate disciplinary problems of students. The study was conducted on five selected sample general secondary schools found in South West Shoa Zone. From sample schools, 12 school principals, 42 teachers and 396 students were selected by purposive sampling for school principals and random sampling for teacher and students were employed. From these, 12 school principals, 40 teachers and 384 students filled in and returned the questionnaire. Then, the collected data were analyzed using percentage, mean score and t-test methods. The findings on the study revealed that general secondary school students in South West Shoa Zone reflected a number of disciplinary problems, of which the most important ones were late coming, coming school without the necessary materials, failure to do home work and class work, improper dressing and hair style, absenteeism, jumping over fences and through other forbidden exits, and damaging/destroying school property. Besides, the study groups perceived a moderate relationship between the overall students' disciplinary problems and the degree of their disruption of teaching- learning process. The result of the study also indicated that higher frequency of disciplinary problems does not necessarily imply higher degree of disruption. The findings of the study also indicate that there were many factors of disciplinary problems in the home, school environment and administration related, teachers related , curriculum related and personal conditions related factors. To be more specific, regarding the home related factors, the study showed that students in general secondary schools found in South West Shoa Zone were reflecting disciplinary problems partly because of their family home life situations. Similarly, the study indicated that there were problems related to teachers, and school environment and administration. These problems were found to be minor causes for general secondary school students' disciplinary problems. With regard to curriculum related factors such as not addressing pupils' needs and interests, and difficulty of the lesson have minor effect of general secondary school students' disciplinary problems. As far as a personal condition is concerned, the study showed that adolescence and related factors were major causes for disciplinary problems observed in general secondary schools in the zone. Lastly, as it is evident from the findings in the study, positive disciplinary measures were found to be effective and appropriate to minimize or avoid disciplinary problems of students.

CHAPTER ONE

1. INTRODUCTION

This chapter deals with background of the study, statements of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, definition of terms and organization of the study.

1.1. BACK GROUND OF THE STUDY

A school is a social institution established to fulfill the social, economic and political demand of the society by educating the citizens through formal instructional process. Thus, the primary objective of the school is to create physical, mental and spiritual developments of the students so as to make them all rounded and good citizen that can play active role in social development. In order to do so, schools are established in an organized manner to attain certain goals. But an organization needs a discipline to attain its designed goals. Discipline is an important component of human behavior. It helps not only to regulate people's reactions to various situations but also regulating human conduct and relations with others. It is the epicenter of success of a school and all members of a school are expected to adhere to various standards or codes of behavior (Okumbe, 2001). According to Ireri (1992), in traditional society, the question of children's discipline was a joint effort for all members of society. Today, most children go to school from a very early age and therefore spend most of their time away from their parents. Therefore, the discipline is the crucial issue in a given organization. It is also the first ranked issue in education. Charles (1981:2) also states, 'discipline is not every thing. It is like a building of house. Nothing good can be built with out it.' From what has been said, it is clear that discipline is a means of achieving educational objectives. Besides the availability of necessary resources (human, material and financial resources) the school should establish and maintain good discipline among its members and clients. Supporting this idea, Regan (1960) cited in Elizabeth (2010:23) said that: "Workers knowledge, material, financial or other institutional inputs have little gains."

Stoops cited in Selamawit (2012:1) explained that: "The progress of each pupil is achieved through self discipline and self discipline of a group is a source of pride in any organization as with discipline is success and without it, chaos is certain. Therefore. discipline is one of the major concerns in education."

Ayalew cited in Melaku (2007:2) also argues that: "Good discipline is a necessary condition. To realize the desired educational objectives, school youngsters must adjust to the existing culture and institutions with which they participate. They have to be have and act up on to expected degree of conformity and consistency".

Charles (1981:11) strengths this point as he said: "discipline does not in itself, provide school learning. It is however, essential in providing a setting, and atmosphere with in which learning can occur efficiently and enjoyably."
The quotation indicates that without respecting rules and regulations of the school, it is impossible to learn and to promote conducive environment for teaching- learning process. Students' discipline is a base and a precondition to facilitate and provide teaching – learning process in the school. But by itself, without the involvement of teachers and students, it does not provide learning.

According to Okumbe (2001), expulsion/discharge requires that a student would not be readmitted unless there is a special clemency/kindness by the director of school. However, some expelled/disqualified students try to force their way back and cause disruption. At classroom level, some students are reluctant to learn and resentful to school (Charles, 1989). It is difficult for teachers to enforce discipline on students who will occasionally and intentionally cause disruption, ridicule and humiliate teachers. Such embarrassing situations have made it difficult for teachers to enforce discipline in schools. At classroom level, some disciplinary measures are faced with challenges and students end up going on strike when certain measures are used. Thus the issue of discipline is mostly left to teachers. Schools therefore have to ensure those who go through it come out as disciplined members of society (Okumbe, 1999).

Edward (1999:133) also explained that: "The challenges of disciplinary problems seen on beginner teachers than experienced teachers. But both beginners and experienced teachers face this problem even though the degree of its facing is differing."

Lieberman (1990:250) has made a remark on this saying: "One of the most difficult for any teacher is children who are severely disruptive in class. By creating undesirable behavior, they not only disturb themselves to learn but also seriously interfere with the work of those around them."

As we know, according to the Ethiopian context, students' disciplinary problem is one of the hindering factors/ negatively influencing the teaching and learning process, particularly at high school level. Currently, it is also possible to guess this problem greatly influencing many general secondary schools throughout the country. In real school life situation almost all general secondary schools and preparatory schools found in oromia region, especially in south west shoa zone infected with this problem. Thus, without good discipline the desired educational objectives cannot be achieved. However, secondary school teachers have a responsibility to shape their youngster students in good manner those who are under this problem. Regarding to this, Arefayine cited in Selamawit (2012:2) states that:

> *Schools are worrying more and about unruly behavior of their teen age student. There are many students', who are overconfident and have no respect for their teachers, to law and order. Today's status is also growing so fast and the teen do not feel any misgiving about using profanity(using bad language), having ordinary sense language or obscence gestures.*

The above quotation shows that growing of un accepted students behavior is a greatly negatively influencing factor in teaching and learning process both at classroom level and out of the class room. Therefore, it is difficult for teachers to overcome this problem and to maintain good discipline in their school. Taking and understanding the points raised in to account, it is possible to generalize that good discipline is one of the most determinant factors for general secondary schools to achieve their predetermined objectives. Hence; creating and maintaining this in both at classroom level and outside of the classroom

setting is very essential for general secondary schools to improve students result and to improve the quality of education.

However, now a days, a reality is seen in schools, especially in general secondary schools as students are against to the norms and rules established at school level and at ministry of education level. Instead of respecting and guided through the established norms, they prefer to display a disciplinary problem that contradicts with education system. To come to the specific problems faced by students, as indicated by Argaw(1995) cited in Selamawit(2012:2): "Students' disciplinary problems at high school level become highly critical and there is a growing concern from time to time from the experience of many professionals.'' From the quotation, one can generalize that the disciplinary problems facing now a days in general secondary schools need attention and all stake holders have to participate to improve or minimize the disciplinary problems seen. These students may involve in a variety of misbehaviors. Such as: cheating on examination or tests, disturbing in class or making un necessary noise while the teacher is explaining, throwing objects (apiece of stone or sand, a piece of chalk) to their teachers while he/she is writing on the blackboard, coming to school without wearing students uniform, coming to school without students ID.Card and fighting with school guard, late coming/tardiness, absenteeism, worrying about their hair style rather than learning, quarrelling (with their teachers, school directors ,with school guard and among themselves) , missing classes science part subjects (Mathematics, Physics and Chemistry) , insulting their teachers, not giving appropriate respect for their teachers and school principals not considering female teachers as equal with males and qualified (lack of confidence on their teachers), etc. These all problems and others may be that challenging the general secondary schools in Oromia region, especially in south west shoa zone.

As the student researcher has an experience on the primary and secondary schools in the zone, the degree of the problem is high in general secondary school than in primary schools. For example, the problem seen in Teji general secondary school in 2009 (physical attack on school director by sharp material or knife), 12 students disqualified from Ethiopian National Examination by cheating from Dej. Geresu Duki general secondary

school in 2010 and the physical attack applied on Health and physical education teacher in Bantu general secondary school teacher in 2012 is a few examples for the existence of the problem in the zone. But in primary schools found in the zone, even if minor problems such as cheating (stealing), coming without doing homework, not coming without appropriate learning materials, absenteeism, late coming, etc are seen in some schools, such out of the rule and regulation of the school is not seen when compared with general secondary schools. Even though all general secondary schools found in the zone have this serious problem, the problem at general secondary schools of Bantu, Teji, Busa, Goro and Dej. Geresu Duki should get due attention more than any other general secondary schools in south west shoa zone due to the evidences given above. Therefore, by taking some factors (factors around the school, the home environment of students, peer group and personal character of the students) into consideration, the student researcher needs to conduct this study in some selected government general secondary schools found in the zone.

1.2. Statement of the problem

Different writers raise the significance of promoting and maintaining good discipline among the members of any social institution including schools. Schools achieve their desired educational objectives if their rules, regulations and norms are accepted and respected by their students. An achievement of educational goals to a larger extent depends on student discipline. Thus, students are expected to be disciplined and react accordingly. And principals play a key role in the maintenance of student discipline in secondary schools. However, now days the reality that we see in almost all general secondary schools in South West Shoa Zone (Oromia region) is against to what has been said. Students do not act in line with norms in schools rather they are engaged in disruptive behavior which has negative impact on the teaching and learning process. The disruptive behavior of students in general secondary schools seem to be one of the unresolved and still accelerating problems. From the student researcher's experience, in some woredas in the zone greater suspension rate on general secondary school students is seen as more increasing than the last five years. For example, in 2007 the number of

students who were suspended from Bantu general secondary school was 2 male students. But in 2012 in the same school the number of students who are out of the school for two years due to disciplinary problem was 9 male and 2 female students, totally 11 students. Therefore, this indicates that the disciplinary problem in the school is increasing from time to time.

For healthy social interaction and conducive working environment in the school, the existence of proper order and discipline among members of the school is essential. The rules and regulations of the schools should be accepted and respected by all the members of the school. In our country punitive and preventive methods of enhancing student discipline are often inadequate to deal with some of the unique discipline cases. Therefore, by taking some disciplinary problems seen in to consideration, the student researcher is interested to know the current status of students' disciplinary problem in the zone. In fact, studies have been conducted on the issue before, but some of them can not represent the current status due to their duration and some of them emphasized only on mission and private general secondary schools, and some of them only on public and government primary schools. Therefore, this study intends to uncover the current status of the disciplinary problems in government general secondary schools. In doing so, the study attempted to answer the following basic questions:

1. What are the current commonly observed major students' disciplinary problems in general secondary schools?
2. What are the causes of students' disciplinary problems related to:
    a. Their home background?
    b. Personal problems?
    c. Teachers' factors?
    d. School environment and administration factors?
3. To what extent do the identified disciplinary problems disrupt the teaching and learning process in the schools?
4. What mechanisms (interventions) need to be devised to prevent and/or minimize the occurrence of disciplinary problems?

1.3. Objective of the study

1.3.1. General Objective

The general objective of the study is to assess the current status of the students' disciplinary problems in general secondary schools found in South West Shoa Zone and to identify the major factor that contribute to it so as to forward helpful intervention mechanisms which could minimize and/or avoid the problem.

1.3.2. Specific Objectives

The specific objectives of the study were:

- ✓ To identify the current most frequently occurring students disciplinary problems in general secondary schools of south west shoa zone.
- ✓ To investigate the major factors that contributes to the problem.
- ✓ To identify the role of school administrators, teachers and students themselves to maintain and promote good students discipline in general secondary schools.

1.4. Significance of the Study

This study was important for the following points:

- ❖ The major findings of study:
  - ➢ May help to addresses the current status of students' disciplinary problems and their causes in general secondary schools of South West Shoa Zone.
  - ➢ Could enable to maintain and manage students discipline in general secondary schools.
  - ➢ May help as a literature resource on school wide disciplinary problems in addition to what has been accumulated so far.

1.5. Delimitation of the study

This study was delimited to the disciplinary problems in Bantu, Busa, Teji, Goro and Dej. Geresu Duki general secondary schools found in south west shoa zone. Since discipline covers a large area, the study was only focused on the current status (2012/2013) of the problem. The dependent variable treated in this study is good students discipline and the independent variables are the environmental factors such as factors around the school, the

home environment (parents' background) of students, peer group, personal character of students and factors that may contribute to students disciplinary problems.

1.6. Limitation of the study

Discipline in education is the crucial issue in teaching-learning process. But there are different factors which negatively influence teaching-learning process. These are home related factors, teachers' factors, school environment and administration factors, personal factors, curriculum related factors and psychological factors. Therefore, since discipline covers large area, the study needs detailed data collection by using questionnaires, interview, observation, and document analysis and focus- group discussion. But the researcher only restricted on questionnaire, observation and document analysis. From this, failure to participating parents, discipline committee in each sample school and supporting staff in thhis study is the major limitation of the study. Eventhough the problems seen, the researcher attempted to make the study as complete as possible.

1.7. Definition of Terms

Behavior: an observable and measurable act performed by a person/ learners (Azizi, 2009).

Corrective discipline: refers to the administrative actions that follow an infraction of a rule in order to discourage further violation of the rule (Okumbe, 1999).

Discipline: willingness to act according to the rule and norms of institution in which one must act accordingly (Good, 1995).

Disciplinary problem: refers to person who acts against to the rules and norms of the school/institution (Good, 1995).

Disruptive behavior: an observable conduct or action of an individual/ a group which is difficult environment for teaching and learning in the classroom (Azizi, 2009).

Factor _a determiner that influences the behavior of students or accuses for doing things that are against to the rule and norms of the school (Cowley, 2001).

Preventive discipline: refers to the administrative action taken by the education managers to encourage employees and students to follow the standards, rules and regulations which prevent infraction (Okumbe, 1999).

Principals: refers to the head teachers of Secondary schools or higher ranking administrative officer of general secondary schools/ the chief administrator of a general secondary school.

Punishment: refers to the process of intentional infliction of pain, shame and unpleasant statement by a teacher on student or group of students as consequence of the student/groups' misbehavior.

Secondary school: a government school providing teaching and learning process at a level of from grade 9-10 and the duration is for two years.

1.8. Organization of the study

The research paper contains five chapters. The first chapter deals with the introduction part, the second was review of related literature, the third chapter was deal with research design and methodology, and the fourth chapter of the paper was deal with presentation and analysis of the data. Finally, chapter five presents the summary, conclusions and recommendations of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter was discussed about the concepts of discipline, principles of good disciplinary methods in schools, purpose of discipline in schools, types of discipline, causes of student indiscipline related to home related, teachers related, school environment and administration related factors, curriculum and personal related factors. And also deals with the mechanisms how to prevent or minimize the disciplinary problems seen in the schools.

2.1 context and definition of discipline

Good (1995:186) expresses discipline as "characteristic, regulation, control, degree and kind of orderliness in a given school or the means by which that order is obtained; the maintenance of conditions conducive to the efficient achievement of the school's function." Brown and Phelps (1961: 116) identified four definitions of discipline that have significance to school or class room, if utilized. These are:

- Discipline is the process or result of directing or subordinating immediate wishes, impulses, desires or interests for the sake of an ideal or for the purpose of gaining more effective dependable action.
- Discipline is persistent, active, and self directed pursuit of some selected course of action even in the face of obstacles or destructions.
- Discipline is direct authoritative control of pupil behavior through punishments and/or rewards.
- Discipline is subjection to rule; submissiveness/obedience to order and control: habit of obedience.

The above definition indicates that the first two definitions apply to the learners as action means and the second two definitions make the learner the receiver of the action. These latter two definitions suggest inhabitation and self-discipline. Thus, discipline seen as one to take action and an inhibiting force which prevents action by making the results of action painful. Therefore, the first two definitions indicate the classroom situations and the third one suggested that the one that teachers sometimes forced to use (the direct, authoritative

control of behavior to apply). The other definition given by (Brown and Phelps, 1961:116; Shankar, 1989:436) indicates discipline as "an implicit compliance with orders under all conditions."

Discipline is a word derived from the Latin root disciples, meaning one who learns (pupil). Thus discipline laterally means the process of learning and training for some specific end (Yeager, 1949:251; Kujoth, 1970:127). We can also say that discipline is the control exerted by a teacher over the behavior of the learners.

Over the years, discipline has been equated with punishment, specifically, corporal punishment. Punishment and discipline, however, is not the same thing. Discipline involves teaching others right from wrong. Specifically, discipline includes methods to prevent or respond to behavior problems so they do not occur in the future (Slavin, 2009). The following are common definitions of the word *discipline* found in most dictionaries: training to act in accordance with rules, instruction, and exercise designed to train proper conduct or action; behavior in accordance with rules of conduct; and a set or system of rules and regulations. As seen in these definitions, discipline is about teaching students how to behave appropriately in different situations. It is not punishment, although punishment is one possible way of disciplining students.

Discipline refers to the approaches and strategies teachers use to guide and promote constructive student behavior. Discipline is as immediate as correcting misbehavior and as far-reaching as developing a trusting relationship. Discipline is often misunderstood. Some people think of discipline as punishment. For example, Maria pushes a student in the hallway, and she is "disciplined" with extra homework. Discipline involves more than simply reacting to misbehavior and punishing recalcitrant students; discipline is proactive and educational. (Gaustad, 1991).

2.2. Principles of Good Disciplinary Methods in Schools

According to Okumbe (1999), there are seven principles of discipline. They include prior knowledge of rules and regulations in a school, disciplinary actions should be applied immediately after infraction, consistently applied, must be objective, disciplinary action

should be impersonal, avoiding entrapment and allowing right of appeal. This implies that in schools principals are expected to follow the above disciplinary action when dealing with in disciplined students. However this may not always be the case and some principals often find themselves entrapped after undertaking un procedural disciplinary actions. Schools must focus on the values students should learn when they are disciplined. In his pioneering research on moral development in children, Lawrence Kohlberg argued that teaching students to obey rules in order to avoid punishment was far less effective than helping students to develop the ability to make reasoned ethical judgments about their behavior. Rather than punishing students by sending them home for fighting, educators should teach students how to resolve conflicts peacefully: discipline should always teach a moral lesson.

Students who vandalize their building can be required to do community service aimed at cleaning up or improving their school and students who are disrespectful to teachers can be required to assist that teacher on a project and to write a letter of apology. Over time. students will understand the values that underlie the operation of the school and appreciate that all members are accountable to them, that the social contract holds. Research on school discipline and safety shows that, rather than leading to a more lenient environment that tolerates misbehavior, schools promoting an ethical culture can create an environment where misconduct is less likely. Good discipline is considered to be one of the major attributes of effective schools and many failing schools have been blamed for lack of discipline (Rosen, 1997). As education researcher Duke (1989) points out, "the goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

2.3. Purpose of Discipline in schools

The purpose of discipline is to teach students social skills they need for success both in and out of school. Social skills instruction involves more than students' sitting quietly in their seats and raising their hands. We as teachers want students to follow classroom rules, but we also want them to be cooperative and accountable for their behavior (Gaustad,

1991). Effective disciplinary practices teach students how to manage their feelings, behave appropriately, and respect others' rights.

According to Moles (1989), school discipline has two main goals:

- To ensure the safety of staff and students, and
- To create a conducive environment for teaching and learning.

According to Bossing, N.L(1944:15) the purpose of discipline is to help the individual to acquire knowledge, habits, interests and ideas which are designed for the well-being of her/him self, her/his fellow and the society as a whole. In our country Punitive and preventive methods of enhancing student discipline are often inadequate to deal with some of the unique discipline cases.

Effective classroom management is practical instinctively (automatically); it is not only concerned with discipline problems, but also keeps future problems from occurring. Research has suggested that an effective teacher plays an essential role in student achievement (Cotton, 2001). Improving the climate of the school may decrease disruptive behavior (Farmer, 1999). According to Skiba & Peterson (2000), harsh and punitive disciplinary policies often can create a negative school climate rather than improving student behavior. Schools have a long history of expelling and suspending students because of their disruptive, dangerous, or otherwise challenging behavior (Skiba & Peterson, 1999; 2000; Sugai, 1996). In addition, discipline policies, such as suspensions and expulsions, do not attempt to modify behavior or provide students with skills for improvement (Maag, 2001). Consequently, these policies may increase the chances for school dropouts, school failures, and delinquencies (Skiba & Peterson, 1999; 2000; Townsend, 2000). According to Charles (1989:13_22):

> *Children are not born with self- control; we must mold it. The basic view of behavior analysis is that good behavior and misbehavior are learned. In other words students' behavior may occur as a result of the consequences of his/ her preceding behavior. Behavior that is followed by a desired consequence, positive rein forcer tends to be repeated and thus learned. Behavior that is followed by an un pleasant consequence, or a punisher tends not to be repeated.*

This indicates that to change and maintain the discipline of students the role of teachers, school leaders, parents and all other stake holders are important. Because, without having good disciplined learners, it is impossible to have confidant and productive generation.

Charles (1989:24) again stress the point raised above as teachers and peer groups must be the role models for students, saying:

> *Students learn positive behavior by seeing positive models from teachers or peers. A classroom field with positive reinforcement creates an environment where there is a strong emotional attachment to the teacher and fellow classmates. These experiences and materials are welcoming and satisfying to the student, and the student loves to come to school to be with teachers' peers, so, on balance, and positive reinforcement should dominate classroom behavior procedures.*

Furthermore; the aim of school discipline is, supposedly to create a safe and conducive learning environment in the classroom. Otherwise, in a classroom where a teacher is unable to maintain order and discipline, the climate for learning is diminished. The discipline of students in any occasion is necessary in order to achieve the nation's mission. To achieve this mission, effective learning is necessary hence tackling poor behavior is part of improving performance and teaching (Clarke, 1999). The same thing is true in Ethiopia. Therefore, the purpose of discipline is that of enhancing and strengthening self-discipline between the individuals and the entire work group of teachers, students and support staff (Okumbe, 1999). After all, a disciplined student is one who is incompliance with the school rules and code of conduct. These rules for example define the expected standards of clothing, time keeping, social behavior and work ethic. The major reasons for its importance are: discipline is expected, discipline facilitates learning, discipline fosters socialization, discipline permits democracy, discipline is needed psychologically and discipline brings pleasure/joy. Burrupt, (1960:286) stressing the significance of discipline, state "... no teacher can afford to minimize or otherwise reduce the importance of good order with in the classroom. Learning can never be effective in the absence of good classroom order and discipline."

Discipline problems and behavioral problems of students have always been a major concern for teachers and educators (e.g., Ritter & Hancock, 2007). It has been the greatest challenge for beginning teachers in their teaching career: some of them failed to deliver lessons successfully since they cannot manage their students' behaviors effectively. Some researchers call on that the beginning teachers really need support (e.g., Palumbo & Sanacore, 2007). Recently, as the development of the society management of these problems seems to be more important than before.

2.4. Types of Students disciplinary problems

According to Okumbe (1999), there are two types of discipline namely: preventive and corrective.

a. **Preventive discipline:** refers to the administrative actions taken by education managers to encourage employees to follow the standards, rules and regulations which prevent infractions and stimulate the students to meet the organizational (schools) expectations enthusiastically (Okumbe, 2001). Components of preventive discipline include clear and broad based rules, concern for students as individuals, a visible supportive head teacher, delegations of discipline authority to teachers and close ties with communities (Cotton, 2003). As Charles (1989:136_138) suggests, the prevention dimension attempts to answer the question, "what can be done to prevent discipline problems?"

b. Corrective discipline: refers to the administrative actions that follow an infraction of a rule in order to discourage further violation of the rule (Okumbe, 1999).

The main aim of corrective discipline is to reform the offender, to prevent others from similar actions and to maintain consistent effective group standards.

School discipline addresses school wide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Schools often respond to disruptive students with exclusionary and punitive approaches that have limited value Charles (1989).

The problem of students discipline in educational institutions throughout the world, has become a concern of all those who may be termed as teachers, educationalists, guardians, parents, politicians, etc (Naong, 2007). Classroom and school indiscipline has consistently been rated as one of the leading concerns of teachers, administrators, parents and even students. The most common behavioral problems among students include poor concentration in class, truancy, fighting, abusive conduct, shattering other students' property, bullying, and poor attendance among others. For students, discipline problems reduce the amount of academic learning time and create unhealthy classroom conditions. From the researcher's point of view, the extent of disciplinary problems may differ from one school to another. For example, multi-cultural schools are more prone to experience disciplinary problems than schools with learners of the same culture and ethnic background. Other factors which may determine the types of problems in schools are, for example, the size of the school, the managerial skills of the principal, and the socio-economic backgrounds of learners, to name but a few. Naong (2007:295) concluded that educators felt unhappy and helpless when it came to the challenge of the learners' lack of discipline. This is indicative of low educator morale.

Disciplinary problems are not unique to South Africa. In secondary schools, the situation is worse than in primary schools, because the learners, as adolescents, now become aware of their rights, namely to privacy, to freedom of religion, belief, opinion, and expression, among others (RSA, 1996:8 & 9).

In secondary schools, discipline problems include all forms of disrespect, unruly behaviors, use of bad/vulgar language, rudeness, laziness, insolence, smoking, drinking alcohol, robbery/stealing school property, gambling and bullying, not acting as students in the school, absenteeism/truancy ,etc. (Nyaga, 2004). As Habtamu (1998) pointed out, Ethiopia, dominated by authoritarian child rearing families, is suffering from the abuse of human rights such as physical punishment in homes and schools, and violent behaviors among students. Violence, bullying and various abusive behaviors exist in Ethiopian society at large and in schools in particular. He further said that "violent behaviors, whether we call the bullying, aggression, antisocial behaviors or delinquent behaviors, are

prevalent in Ethiopian high schools" (Habtamu, 1998:51). He has also suggested that the following violent (aggressive) behaviors are observed in high schools are: snatching, breaking, tearing or damaging school properties; individual or group fighting; pushing or bumping someone; forcing others for sex and trying to get some one into trouble.

According to Yalew (2004), violence is a major problem among high school students in Bahir Dar town. His study shows that, fighting in groups, forcing girls for sexual relations, insulting and intimidating teachers, and deliberate acts to disturb the teaching learning process are some aggressive acts that are prominent high schools. As David Collins (1998:28) states:

> *...rates of truancy are most strongly related to social class and academic ability rather than to the type of school in managing truancy in schools. The categories of illness, accident, family neglect, school refusal, holiday and other causes combined in to a sub total to give a figure for what would now be called authorized absence. The categories of lateness and truancy have been combined to give a figure for un authorized absence.*

As Brown and Phelps (1961:23-24) disruptive behavior implies learner behavior that inhibits achievement of the teacher's purposes. Furthermore they classify disruptive behavior into four basic categories:

1. Behavior that interferes with the teaching and learning act (e.g. a learner who distracts other learners during lesson presentation, who refuses to follow directions, or displays aggressive behavior);
2. Behavior that interferes with the rights of other learners to learn (e.g. a learner who continually calls out while the teacher is explaining content);
3. behavior that is psychologically or physically unsafe (e.g. leaning on the back legs of a chair, unsafe use of tools or laboratory equipment, threats to other learners, and constant teasing and harassment of classmates);
4. Behavior that causes the destruction of property (e.g. vandalism in the classroom).

2.4.1. Commonly Observed Students disciplinary problems

Kyriacou defines student misbehavior as "any behavior that undermines the teacher's ability to establish and maintain effective learning experience in the classroom" (1997:121). He further ranges student misbehavior from simple non-compliance (e.g., not

paying attention) to overt disruptive behavior (e.g., throwing a missile across the room). He also points out that serious misbehavior, including direct disobedience, physical aggression or damage,

Student indiscipline assumes various forms of expression. Students ventilate their anger by disturbing classes, name calling teachers and conversing clearly with their neighbors inside the class. Out of the classroom, they take to fighting, demonstrating and damaging properties (Dubey, 1989: 162). Dubey further states the following situations as serious indicators of indiscipline. These are disobeying the teachers and not listening to them attentively in class, telling lies, and making false excuses with the teacher, passing remarks on teachers, quarrelling with class fellows, going out and entering the class without permission of the teacher, making noise-uncalled for, talking or indulging in conversation in the presence of the teacher, harassing class fellows, rubbing shoes and thumping desks, non-cooperation with teachers in relation to maintaining atmosphere in class, organizing mass walk-out from the class, showing indifference towards teachers, forging signatures of guardians or teachers for serving their fowl ends, writing obscence things on the walls and desks, criticizing teachers and even sometimes using bad language for them, making out plans for strikes, damaging school property, looking in groups or fighting in groups(Dubey, 1989 :162).

To come to the Ethiopian context, researchers have indicated that there are various types of disciplinary problems in most of general secondary schools found through out the country. Habtamu (1998; cited in Melaku Engda, 2007: 41) says criminal and delinquent behaviors, sexual and racial harassment, bullying at schools and child abuse exist throughout the world. Violence, bullying and various abusive behaviors exist in the Ethiopian society at large and in schools in particular.

2.5. Effective Discipline

Discipline is probably the most difficult and unpleasant part of any educator's job. When instructors effectively communicate rules, set high expectations and provided frequent feedback, the need for discipline will likely be infrequent. However, action is occasionally

required to correct a situation where a student has broken the rules or is not putting in the required amount of effort. The approach taken to the disciplinary action often determines its effectiveness. Many traditional approaches to discipline are negative, punitive and reactive, which result in bad feelings for all parties involved. A positive approach to discipline involves a process designed to solve performance problems and encourage good performance. The basic theory behind the positive discipline approach is that when a student is treated as an adult who must solve a problem, rather than as a child who must be punished, the student is more likely to respond positively and correct the problem .There must be acceptance and understanding of the rules of conduct and the disciplinary system by both teachers and students. Students should know exactly what is expected of them and what the consequences will be if they do not meet those expectations. The rules should be consistent and fair. The discipline system will be more effective when there is consistency between teachers (Nyaga, 2004). If discipline is to be effective, it should: emphasize correcting the problem rather that distributing punishment, maintain the student's self-esteem and dignity provide for increasingly serious consequences if the problem is not resolved. According to Okumbe (2001): the Components of an Effective Disciplinary Systems are: mutual respect between the teacher and the student should be maintained, maintain or enhance motivation if possible, hold a Coaching/Counseling meeting as soon as possible to when the problem is first identified, always hold the meeting in private. If disciplinary action is taken in front of others, the student is likely to become defensive and less open, keep the discussion confidential, follow-up as required and provide regular feedback and take additional disciplinary action if necessary.

One of the essential features of any school plan is to have clearly defined expectations for behavior. Often these behavior expectations are in concert with a divisional/district Code of Conduct. The rules are usually limited in number to five to eight, and are expressed in positive terms. The rules need to be developed with input from students, parents, and the community. Once they have been agreed to, it is important that they are broadly communicated and posted using a variety of formats. Clear procedures need to be developed to teach the rules to students. Most schools teach the rules at the beginning of a

school year. It is suggested that the rules be taught using a five-step procedure. These are: review the behavioral expectations, explain the reason for the expectations, have students role-play expected behaviors, provide feedback and corrections as required, and acknowledge appropriate behaviors. Once the rules have been taught, all staff should consistently enforce the rules and use a common language in referring to them. Demonstrations, role plays, and practice in different settings are important (Okumbe, 2001).

Dubey (1989) said effective discipline must be based on reasonable, flexible rules, fairly and consistently applied. Like parents, schools authorities can err either by trying to impose unrealistic rules of conduct or by not enforcing any rules at all. The author further discusses the main factors for disciplinary problems in relation to school administration. According to the author, the main factors are lack of clearly set rules, lack of awareness among teachers and students about the school norms and lack of executing organ in the school to implement school rules.

2.6. Causes of Students disciplinary problem in Schools

According to Ireri (1992), the factors that cause indiscipline in schools could be social, economic, political, psychological, intellectual, level of learners, the teachers' behavior, peer influence and the administrative structure of the head teacher. He further explains that if a child's home life is in anyway unsettled, for instance unemployed parents and poor housing, the student activities in the school are likely to be difficult. Poor housing conditions may lead to inadequate sleep and lack of privacy in which to do home work which in turn could affect concentration, behavior and attainment (Martimore, 1985). Such students, attempting to cope with the situation, may become aggressive or withdrawn in school. In a study by Obure (1987) investigating the basic causes of strikes in secondary schools in Kenya, it was discovered that frequent punishment of students may cause a strike hence principals need to use punishment sparingly. In another study by Gathenya (1992), on management of secondary schools in Kenya, it was concluded that head teachers who manage by punishment have more discipline problems thus recommending that it should be used as a last resort or option/choice.

Lack of proper management by teachers' results to conflicting rules in school, the home and the school situation also the indicator of this. Sometimes, students are ignorant of the rules or want to try the teachers to see which rules are operational and which are not. The parents and teachers should reflect maturity in expression of emotion. Whatever form of behavior is expected from the students, the teacher should adopt the same in his own dealing. Love should be the bases of all work. Love the child and the child will love you. Hate the child and he/she will hate you. Aggarwal (1995:125-128)

Unqualified school managers are some of the major causes of crisis in schools (Mwiria, 2004). Parke and Slaby, (1983:590) suggest about parents regarding students discipline as: "When parents provide young children with aggressive toys, such as pistols and rifles, they encourage play that is thematically aggressive and likely to lead peer hostility and conflict." "Currently the big question of the world is how can classroom teachers deal with the varying behavior of their pupils?" Frude (1984:155) which is the current agenda throughout the Ethiopian general secondary schools.

In south west shoa zone, conflict between teachers and students, among students in the schools have formed a counter-culture within the school with both teachers and students being habitual conflict raisers. School related factors that significantly predicted aggression includes "previous academic performance, educational values, academic motivation and job aspiration."(Yalew 2004:102). He found that poor academic performance was the predominant influencing factor that directly affected aggression. Yalew has also suggested that in addition to students poor academic performance, their low educational values, academic motivation and job an aspiration, the in ability of teachers to control conduct disorder or other forms of negative behavior has intensified the problem.

2.6.1. The Causes of Student disciplinary problem in the Classroom

In order to solve the student behavioral problems in the classroom, it is essential to discuss the causes first-just where does it come from? Some social scientists argue that student misbehavior has less to do with the characteristics of students and more to do with the

behavior of teachers. It is true that students' behavior can be provoked by teachers' actions, but it is not the whole reason. Most of the causes of student misbehavior in the classroom can be traced back to three main sources: the children, the teachers and society (Stephens and Crawley, 1994 cited in Kyriacou, 1997).

2.6.1.1. Students (learners) as a factor for students' disciplinary problem

It is important that the teacher understands the nature and different characteristics of the children. He should be able to identify and recognize who demonstrates behavior problems and poor study habits and attitudes. The various factors involve physical, intellectual, social and moral dimensions.

Some learners may have poor visions, difficulty in hearing, cripple, or hunch back. These physical handicaps can cause disciplinary problems in the class. Learners who are sickly can be irritable and restless. Poor mental health, emotional immaturity, irresponsibility, poor home environment, lack of interest in school activities and unreasonably obstinate or stubborn are common causes of disciplinary problems, habitual truancy lying, cheating, stealing, vandalism, resistance to school rules and regulations, disrespect or discourtesy and other undesirable behavior may be the results of poor home environment and social training. (Elias; Mahyuddin& Noordin, 2009)

a. Attention Seeking

As pointed out by Erik Erikson (1963) cited in Fontana (1994), the need to gain and hold the attention of others appears to be a general human characteristic. Some children try to gain the attention of others, such as parents or teachers, by being natural and friendly when they grow up in positive environments; on the other hand, some children find they can gain the attention of others by anti-social behavior (e.g., being impatient or angry) rather than by social behavior. For example, a little girl is very good to help her mother to make some pancakes, but she cannot understand why her naughty younger brother who is always a "trouble-maker" gains the privilege of being given the first pancake by her mother, while she doesn't receive any praise. In this case, when she finds the "bad" behavior does work to gain the attention of others, and will possibly try to behave not as well as before.

Fontana (1994) states that as a child grows older and starts school, the situation is made worse by the fact that he or she may have anti-social behavior patterns further reinforced rather than discouraged. This is because the teacher may have little time to watch carefully and respond with attention and praise for the child who produces correct behavior. Instead of praising the "good behavior", the teacher will spend most of time "catching the child behaving badly", and attempt to instruct him or her against unacceptable behavior. The reactions of the teacher will probably "encourage" a large amount of misbehavior in the classroom that is only because of students' attention-seeking. McManus (1993) suggests that the teacher must try to give the student attention when he or she is engaged in acceptable behavior; and, so far is possible, unacceptable behavior must be ignored or given minimal attention.

b. Learning Difficulties

It cannot be denied that there is a strong association between learning difficulties and behavior problems. Kyriacou argues that "the most common trigger for student misbehavior seems to be encountering learning difficulties which threaten the student's self-esteem" (1997:124). It is not difficult to find that children who have some behavior problems often have low levels of basic academic skills. A typical study by Wilgosh and Paitich (1982, cited in Long, 2000) found that more than 60 percent of a sample of 99 girls and boys who were delinquents at about 14 years of age were underachieving by two or more years in at least one area of academic skills. The pupils come from poor socio-economic family backgrounds where there lack of reading and innumeracy culture are the norm and many of them cut lessons and school, which introduces discontinuity, disconnect on the work being covered and less grasp of the work covered later.
(Mwiria, 2004)

2.6.1.2. Teachers and students Discipline

Cowley (2001: 4) points out that one of the most essential characteristics of a good teacher is the ability to manage students' behavior so as to facilitate their learning. According to Nyaga (2004:67), discipline is about the ways in which students behave towards each

other and to their teachers and the ways those teachers and other adults in school, behave towards students. They point out that establishing a common set of values is not easy because the values held by school staff and which are implemented in the school behavioral policy may sometimes conflict with those held by the parents and the students. Before talking about the relationship between a teacher's performance and student misbehavior in the classroom, it is better to give an example from the very beginning of my teaching experience. I began my formal teaching experience in a primary school after graduating my diploma program from Jimma Teachers College by Mathematics. For the first time when I was assigned in a class and beginning teaching learning process, my attention was not on students discipline rather to the subject matter. As a result some students talk in a class while I am writing and lecturing, some are doing another task. This indicates that lack of class management, which is teacher's related cause for students' disruption.

There is some truth in the assertion that children's misbehavior in the classroom is a reaction to the teachers' behavior towards them, which is "unacceptable" to the students; in another words, teachers' actions can provoke students' misbehavior. Marsh et al. (1978. cited in Kyriacou, 1997) highlighted four types of teacher behavior which student's particularly felt "provoked" them into misbehavior.

These are: Teachers who are boring, teachers who could not teach teachers whose discipline was weak and teachers who made unfair comparisons. These suggested some of the common reasons for student misbehavior that are linked to the teachers' actions, which can be simply classified into three reasons that can lead to children's bad behavior in the classroom. These are: the teacher's authority, the teacher's ability to exercise the necessary classroom control and the teacher's personality.

"An essential aspect of effective teaching is the need for a teacher to establish and maintain authority over the organization and management of students' learning" (Kyriacou, 1997: 101). In order to control discipline of the classroom, a teacher must try to make his authority be accepted by the students. A positive friendship must be built upon

the respect of the students. At the beginning, when introducing oneself to students, friendliness can be seen as a sign of weakness, and a teacher can easily lose the respect of his/her students. In this situation, misbehavior in the classroom seems unavoidable. The right way is trying to build a positive relationship after a teacher's authority has been accepted by his students.

Fontana (1994) gives six issues which influence the degree to which a teacher is able to exercise the necessary class control. These are: Physical appearance, voice, the way in which the teacher presents the lesson, lesson preparing and organization, the way in which teacher talk to children and the way in which threats, rewards and punishments

In addition to these factors, a teacher's authority and the ability to exercise the necessary classroom control, a teacher's personality characteristics also play an important role in the classroom control that definitely influence the student behavior in the classroom. A teacher who is kind, warm and judges the students" behavior fairly can easily earn the respect from the students, and build a positive relationship with the children. Otherwise, a teacher's unfair or impropriate action can provoke student misbehavior because as Kyriacou (1997) points out, student misbehavior is in large measure an attempt to maintain their sense of self-dignity in the circumstance that confront them.

Many studies have shown that students are sensitive to how teachers behave to them, and it is easy to see how some students may see their own misbehavior simply as a fair and legitimate reaction to the teacher's teaching (Kyriacou, 1997:124). He also suggests that "all teachers need to be aware of how their behavior can serve to hinder rather than facilitate good discipline in the classroom". The teacher can be a potent factor in causing disciplinary problems. The teacher's personality has bearing upon the learners which stem from two aspects - the teacher's personal characteristics and his scholastic qualifications. The physical characteristics include the teacher's personal appearance, good posture, health, and mannerisms, habits of neatness and cleanliness and well-modulated voice.

The teacher who is suffering from chronic disease, for instance, asthma or ulcers might be late or absent very often. A mentally and emotionally healthy teacher can contribute to the intellectual and emotional development of the learners. A teacher who is cheerful, friendly, helpful and warm and tries to develop a spirit of camaraderie and unity in the classroom need not worry about having behavior problems.

The teacher's scholastic qualifications can cause disciplinary problems. It is important that the teacher meets adequately the necessary scholastic qualifications (academic preparation and training, mastery of the subject matter, command and facility of the language, cultural background, training and experience). Mastery of the subject matter is an important factor in maintaining order and discipline in the classroom. The learners are keen observers and they can readily notice a teacher who does not show evidence of the mastery of the subject matter. A teacher with a wide cultural background and experience can truly enrich the discussion of his subject matter. A teacher enlivens discussion with relevant contemporary issues and events. A teacher who has a comprehensive and accurate grasp of the subject matter and is able to relate to other fields of knowledge and integrate with relevant and real-life situation, need not worry about disciplinary problems (Elias; Mahyuddin & Noordin 2009). Students know in what classes they can text each other and in what classes such behavior will be noticed and instantly punished. Good discipline begins solely with the professional standing before the chalk board. This is something all teachers, even those new to the profession, must rapidly learn and apply.

2.6.1.3 The school environment as a factor for students' disciplinary problem

A healthy school environment is conducive to learning. Clean and beautiful surroundings inevitably evoke and stimulate pleasant thoughts and beautiful ideas. Rooms that are properly lighted and ventilated can induce the learners to study. Dirty comfort rooms, poor facilities and inadequate and obsolete textbooks and learning devices can contribute to behavioral problems. The school management may also be a factor in discipline in the sense that administrative policies, regulations and practices are not fully observed and implemented.

When school policies and regulations and other institutional practices are not properly observed and followed, the tendency is that students develop undesirable habits and attitudes. The learners become careless about observing school policies and regulations. Some school managers do not possess the appropriate leadership style that should be used in managing the school. Some of them practice autocratic leadership. It seems that their positions give them total authority to determine policies. (Elias; Mahyuddin& Noordin, 2009).

2.6.1.4. The society as a factor for students' disciplinary problem

It is impossible, of course, to entirely separate out personal problems from social ones. Student's problem behavior in the classroom cannot be isolated from the factors that originate from society. Children who have not formed a proper judgment about right behavior because of their age and social experience normally tend to imitate the behavior around them, which can be explained as *social learning theory*. Social learning theory proposes that many behaviors develop as a result of our observing what other people do, which is a key concept in understanding how children develop their knowledge of social role and their sense of identity in school (Long, 2000). From social learning theory, it is not difficult to assume that children's viewing of violence on television can be causally linked with subsequent aggressive behavior.

Another point is family influence, which has been established beyond reasonable doubt that the family can play crucial role etiology of bad behavior (Loeber and Stouthamer, 1986; West, 1982, cited in Hollin, 1993). A study from Fergusson and Lynskey (1997, cited in Long, 2000) with 1,265 children in New Zealand from the point of school entry to the age of 16 shows that children with behavior problems generally had poor home backgrounds, including a high chance of belonging to a low social class, a high chance of coming from a single-parent family, and a high chance of coming from a poorly managed home. A study with 113 at risk students in 25 secondary schools in Malaysia indicates that most of the misbehaviors of at risk students are related to family problems, such as lack of parental monitoring, poor interactions in the family and problems associated with low income families (Elias, 2009).

The family environment along with the parents' educational style and attitude to the children may affect student bad behavior. For example, as Hollin (1993) argues, erratic rewards and punishments delivered by parents make it unlikely that the child will be strongly motivated towards academic achievement, which might be the root of some bad behavior as argued before. In addition, he includes that children's misbehavior can be seen to have its origins in the quality of parenting as evinced by erratic discipline, parental disharmony, and the modeling and approval of bad behavior.

Generally, dealing with student misbehavior in the classroom is a tough and unavoidable task for teachers, because on one hand, it results from a large range of causes that originate from the environment around the students: the individual, classroom, school, community and the whole society. It makes the teachers have to understand the sources before dealing with the unacceptable behavior. On the other hand, there are no stereotypes for solving the problem, because children are different from each other, which makes teacher give different responses to each individual child. An inappropriate reaction to student misbehavior will make the problem get worse and affect the teaching and learning progress more. But the difficulty and the unavoidability do not make the problem unsolvable. As McManus (1995) suggests "enlightenment is a valuable aid to seeing problems not as opaque and oppressive but interesting puzzle to be solved—even if we conclude that on some levels no direct actions is possible." Being the teachers, the controller of the classroom, we must have the confidence to solve the problem.

Once the behavior occurs, teachers' action should move along a continuum according to the seriousness of the misbehavior. Before using punishments make sure the other action has been used without effectiveness because punishment, as the most serious action for the student misbehavior, can cause confrontations between the teacher and the students if they are not been used appropriately. Rewards, as a positive classroom control action, can help to rebuild students' self-esteem, and solve the problem from the roots.

I would like to stress here that trying to build a positive student-teacher relationship can effectively minimize the chances of the happening of student misbehavior, and also, it can

solve the problem easier. Teachers should try being friends of the students after the teachers" authority has been established. Teachers should also judge their position in the classroom as a kind and warm person to adjust the behavior of the students but not a strict adult charger.

All in all, the appropriate steps for dealing with student misbehavior in the classroom are: understand it completely, think about it carefully and deal with it intelligently. The quality of the teaching and learning progress can be assured when student misbehavior can be controlled effectively.

2.7. Disciplinary Process

Discipline plays an essential role in the moral development of a child and in creation of a healthy society (Nasibi, 2003: 18). Okumbe (1999:115) indicates that in order to successfully achieve the objectives of a school, all members of the educational organization are required to strictly adhere to the various behavior patterns necessary for maximum performance. He adds that despite the acquisition and application of theoretical skills required of a leader, educational managers will still be faced with cases of teachers, students and non-teaching staff who do not strictly follow the set standards of their educational organizations. Okumbe points out that it is thus imperative that educational managers use appropriate disciplinary action to maintain organizational standards necessary for optimum goal attainment.

An effective disciplinary action should be systematic and follow a procedure. The procedure starts with a preliminary investigation to a temporary suspension, to oral or written warning and finally dismissal (discharge) from school (Okumbe, 1999). This progressive manner aims at giving the student an opportunity for self correction before more serious penalties are imposed. In the preliminary investigation stage the case is investigated thoroughly to find out if it is a first offence or another in a series and whether there are any underlying reasons for the offence such as health problems (Nyaga, 2004). Skillful interviewing is therefore, needed not in a spirit of cross-examination but in an effort to understand why the student acted the way he did (Pigor & Myers, 1973).

The second phase which is suspension/prohibition requires the student to promptly leave the premises of the school until the case is finalized. This phase helps the education management to gain enough time for further investigations and time to work into the facts systematically and in a calm atmosphere (Okumbe, 1999).

However, suspension is not a punishment until the decision is given. The third phase involves oral or written warning. It is undertaken when the investigation is conducted and offence committed does not guarantee temporary or permanent removal from the organization (Nyaga, 2004). The education manager can have infrequent, informal, but friendly talks with a student at personal levels because it may help to forestall an unbecoming behavior. It is given in a skilful and friendly manner. It aims at informing the student that the undesirable behavior cannot be tolerated and there is an urgent need for improvement failure to which a serious disciplinary action will be administered (Okumbe, 1999).

The last phase involves dismissal or discharge from school. The disciplinary measure given is in accordance with the magnitude of the problem taking into account or the seriousness of the problem. Despite the procedures, the suspect is expected to exercise his/her right by appealing against a disciplinary action. As education researcher Daniel Duke (1989) points out, "the goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

2.8. Teachers' disciplinary approaches to students' discipline problems

Student's discipline is a prerequisite to almost everything a school has to offer students Discipline in school organization includes any rational approach used by teachers to overcome the problems of the school environment. To bring about effective discipline of students, the school formulates a set of rules to guide the conduct of students.

The power of teachers to discipline students in the school stems from the doctrine of teachers acting in loco parents, that is, on behalf of the parents with respect to the

education of their children. The doctrine of in loco parent's had been based on the assumption that by sending their children to school parents agree to delegate to school officials the power or parental authority to control their children's conduct in a manner that will be of best interest to the child. This situation is changing because parents however, agree that when the concept originated, education was voluntary and personal, the parent voluntarily committed the child to the authority of a teacher who usually spent the entire day with the child either in classroom or school thereby, developing something akin to parent/child relationship with the pupil. Today, most teachers instruct children for only part of the day to have fewer opportunities to form class relationship in large classes and schools. There are assumed cases of teachers being threatened by students in course of discharging their legalized duties. (Naong, 2007).

2.9. Appropriate Disciplinary Actions

There are two types of disciplinary actions. These are: positive disciplinary actions and negative disciplinary actions.

2.9.1. Positive disciplinary actions

Detention, extra work, sending pupils to the principal office, stopping fights, etc. are some of the positive disciplinary actions that should be take in the schools.

2.9.2. Negative disciplinary actions

Physical discipline, not stopping fights, hitting, cursing or ill-treating pupils, or making fun of pupils, etc. are some of the negative disciplinary actions (Elias; Mahyuddin & Noordin, 2009).

The appropriate disciplinary actions are grouped into punitive, preventive and behavior modification (reward) methods. Punitive actions are those disciplinary methods which cause punishment on a student with an aim of deterring the student from committing the crime.

However, punishment is effective if it is proportionate with the offence, perceived by the student as punishment and delivered with support (Cotton, 2003). To be effective, punishment should never appear arbitrary. To punish students in arbitrary ways can be a

cause of much resentment and hostility (Frels, 1990). Effective frequently used punishments in schools include depriving students of privileges, mobility and company of friends (Nyaga, 2004).

Preventive actions are methods aimed at preventing the situations which call for remedial measures. This method requires the teacher's ability to prevent disruptions in the first place. The preventive methods commonly used by the teachers a "wittiness" overlapping, smoothness and momentum in lessons, group alerting and stimulating seat work (Cotton, 2003). To achieve this, students must be involved at decision making level and in all the democratic process of the school by making the students to see that rights and responsibilities are two sides of the same coin. The behavior modification (reward) methods refer to the provision of reinforcement for instance observing and commenting positively on good behavior (Cotton, 2003). In a study by Gathenya (1992), on management of secondary schools in Kenya, it was concluded that rewards are very effective means of maintaining discipline in students. The challenge that some head teachers face is the type of reward that should be given for certain behavior motivated students to strive to behave well to get the reward attained even higher standards of discipline .Further more most modern educationist in Europe and North America advocate a disciplinary policy focused on positive reinforcement with praise, merit marks, house points and the like playing a central role in maintaining behavior. Thus effective discipline requires the consent, either explicit or tacit, of parents and pupils. Therefore, to be effective a disciplinary action should never appear arbitrary. Much of the so called punishment derived in schools to day is in effective because, it generally doesn't decrease target behaviors, and there is little observation to determine the real effects in terms of the students actions. The common use of time out, for example, can be considered as punishment only if a functional relationship can be established between the students' behavior and the application of the consequence, resulting in the decrease in the behaviors rate of occurrence (Charles, 1989:23). According to Burke (1992:26) discipline management at a school site can be divided into two domains:

1. **Classroom discipline management**. The management of discipline problems within the classroom where the teacher can structure the learning environment more or less unaided.
2. **School-site discipline management.** The management of discipline problems outside the classroom where the teacher is highly dependent on the collaboration and support of colleagues for success. School-site discipline management includes the management of noise in the halls, noise and mess in the cafeteria, cuts and tardiness, yard duty, bus duty, smoking in the lavatory/toilet, and conduct in assemblies to name but a few.

Okumbe (1999:115) indicates that in order to successfully achieve the objectives of a school, all members of the educational organization are required to strictly adhere to the various behavior patterns necessary for maximum performance. He adds that despite the acquisition and application of theoretical skills required of a leader, educational managers will still be faced with cases of teachers, students and non-teaching staff that do not strictly follow the set standards of their educational organizations. Okumbe points out that it is thus imperative that educational managers use appropriate disciplinary action to maintain organizational standards necessary for optimum goal attainment.

2.10. The Head teacher's Management Skills in Maintenance of Discipline

Discipline in the school is the function of the administration. The general school and classroom discipline is dependent upon the head teachers administrative, supervisory and leadership styles since they are in charge of all the school matters (Okumbe, 1998: 115). The role of head teachers is one of the factors in the success or failure of the education system at school level. Head teachers play an important role in financial administration and staff management. In Malaysia, the head teacher and assistant head teachers play vital roles in the management and administration of financial and material resources. Head teachers are very important for improving teacher management and teacher motivation and for improving students' achievement (Luck, 2011:46–47).

It is argued that the important elements in the head teachers' managerial skills include a good educational background, ability to create a good work environment, public relations skills and the ability to communicate well with stakeholders. These elements can be considered as the essence of educational management (Luck, 2011; J. Naidoo, 2005). Effective management of schools may lead to improved performance and productivity. Therefore, head teachers can make a key contribution to the creation of a conducive environment for the staff to achieve these things (Luck, 2011: 3).

Another administrative skill to solve disciplinary problem is involving community in school decisions. One of the advantages of involving communities in school decision-making is that it creates a greater sense of ownership, morale and commitment among the stakeholders. Decisions that are made at local level are arguably more responsive to specific issues related to school contexts (Vegas, 2007: 20). An important achievement has been observed in South Africa in this regard, since school-based governance is often integrated with participatory decision-making (Naidoo, 2005:41). Disciplinary Management skill therefore, can be said to mean a rational, objective and practical approach to the issues of discipline (Okumbe, 2001).

2.11. The effect of management of school rules and regulations by head teachers on students' academic performance.

According to Mafabi, et al (1993), management is the process of working with and through people to accomplish organizational goals. Management deals with the establishment of rules and regulations as well as planning activities that aim at fulfilling the objectives of a particular organization. Rules are suggested or self-imposed guides for a scientific communication for conduct or action or an accepted procedure and custom. Rules or standards of behavior can be defined as the shared expectations of a group of people. These include what the group regards as a socially acceptable pattern of behavior expected of every individual in the group (Harris, 2005).

Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 1998). Regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in

an organization. Okumbe (1998) argues that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behavior expected of the teachers and the students.

According to Adams (2003), schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority .Also on admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003). These rules and regulations specify in most cases what school members should do and what they should not do. The principal plays an important leadership role in establishing school discipline, both by effective administration and by personal example. Principals of well-disciplined students are usually highly visible models. They engage in what Duke describes as "management by walking around," greeting students and teachers and informally monitoring possible problem areas. Effective principals are liked and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary (NAESP 1983).

2.12. Challenges that Principals Face When Enhancing Student Discipline

The challenges secondary school principals face when enhancing student discipline include political interference, parents interference, restriction by law, lack of support by superiors, teachers being poor role models, inappropriate knowledge on disciplinary actions and drug abuse by students. This implies that effective methods of maintaining discipline in schools are varied. In fact, occasionally, poor disciplinary management within school can cause a more general breakdown in order, for instance, violence against teachers and other children.

The attributes, habits and other activities of parents strongly influence their children which in turn influences school discipline (Nyaga, 2004). Due to threats from some influential parents, principals may suspend taking disciplinary measures like suspensions for the fear

that the influential parents may have it terminated altogether and the student readmitted unconditionally (Okumbe, 2001). The principal is restricted to a few alternative measures and often results to ineffective measures like ignoring the student misconduct altogether.

Problems with school discipline have led to a decrease in the number of people willing to become teachers, especially in schools regarded as difficult. Student misbehavior and rudeness is one of the causes of teachers' resignations. Many countries have tried to offer incentives to new teachers to remain in schools, but with limited success (Glasser, 2001). According to Okumbe (2001), teachers are required to be a role model or a shining example at all times. At the classroom level, teachers encounter challenges of students' negative attitude towards learning, lack of funds, inadequate time for teaching, heavy teaching load, large classes and lack of teaching materials (Mukundi, 1999).
According to Gottfredson (1989) failure to give sufficient time for implementation of new disciplinary processes has resulted to discipline problems. A plan should be designed around the individual school's learning goals and philosophy from which specific regulations can be derived. Allowing sufficient time for implementation of new program is important as new disciplinary practices often fall due to unrealistic time expectations.

Lack of a uniform system of reporting is a challenge to discipline in secondary schools. Uniform system of reporting on current extent of criminal and other disciplinary incidents, helps to pinpoint (identify) problem areas and enables administrators to evaluate the success of disciplinary action. According to Gaustad (1991), written policies should be developed with input from everyone who will be affected by them. Teachers input are especially important because their support is crucial to plans success. Parents and community representatives to some extent should also be involved in policy development. They may have excellent suggestions based on their interactions with students (Kerosi, 1987).

Drug abuse is also a challenge to discipline in schools. Under the influence of drugs, it is difficult to enhance student discipline. There is need for sustained drive to strengthen

school discipline by all stakeholders. Short (1994:4) also indicates that administrators spend a great deal of time struggling with learners' disciplinary problems.

2.13. Strategies Used by Principals to Overcome Challenges they Face

The use of in-school suspension programs could be effective in improving individual student behavior rather than out of school suspension. Such in-school programs should be followed by guidance and counseling services for misbehaving students, which could have positive outcomes. This approach could be used in place of punishment / canning (Griffin. 1994). The school environments, which are so loaded with disorder and danger need more broad –based approaches like restricting of the instructional and discipline programs. This could involve the use of certain classroom management techniques such as reality therapy/treatment and use of punishment that "fits the crime". In order to have well disciplined classrooms, there is need for provision of teacher training in the validated techniques (Docking, 1980).

2.14. Discipline strategies and interventions

According to Elizabeth (2010) as a school develops appropriate strategies and interventions for students with discipline problems, the following basic practices should be kept in mind.

2.14.1. Establishing a school-wide behavior support system.

Elements of a school-wide system include school rules, teaching appropriate behavior, intervention plans, positive reinforcement for behavior, and teaching of social skills.

A school-wide behavior support system is the first step to assist schools in the positive management of behavior.

2.14.2. Assisting students in the development of resiliency skills.

Resiliency is the ability to "bounce back" from adversity, to overcome the negative influences or risk factors that often stop students from becoming successful. Teachers can help students develop resiliency by providing opportunities or using strategies that are supportive. They include: Developing supportive relationships with students, maintaining positive and high expectations for all students, providing opportunities for children to

participate and contribute, providing growth opportunities for students, Ensuring that all students have a caring adult in their lives (mentoring), Teaching students they are capable and have strengths, providing opportunities for self-assessment and self-reflection, Providing opportunities to work with other students (cooperative learning) , Programs such as mentoring, teacher advisory systems, school counseling, and support groups all address resiliency issues.

2.14.3. Assisting students in developing pro social skills.

Pro social skills are proactive strategies taught to students to ensure that they obtain the necessary skills required to function socially in society, e.g., anger management, conflict resolution, empathy.

A variety of programs and strategies are available to assist students in finding alternative ways to deal with discipline and behavioral issues. These programs are delivered in a proactive, preventative approach to classrooms or small groups of students. Programs often used include conflict resolution, Second Step program, anger management, focusing on Control and Understanding Self program, and Lions-Quest.

2.14.4. Developing administrative procedures and policies for dealing with behavioral concerns.

Many of the strategies and interventions used to address discipline issues at the school or classroom level are administrative in nature. These strategies and interventions involve the school principal or classroom teacher. Examples of these strategies and interventions include suspension policies, teacher proactive time out, contracts, daily communication, debriefing, and family group conferencing. The staff and administration of a school need to carefully consider the use of these procedures and develop policies for their use. The first rule of good school discipline is that it is consistent. Whatever methods are employed, they can only be effective if all offenders are subjected to the same rules with disciplinary action meted out consistently. There can be no "plea bargains" in order to maintain a disciplinary system based on absolute integrity and transparency. This means that

whatever steps the school has taken to formulate disciplinary responses, they must be written down, published, and followed (Griffin, 1994) .

2.14.5. Use of suspension

Schools use suspension when infractions of school rules occur. The possible participants in the suspension process are: parents, students, teachers, principal(s), chair person of school discipline committee and board level appeal committee (Elizabeth, 2010). Often, suspensions result in students being removed from school for a short period of time. Suspensions provide the school and staff with an opportunity to re-group and re-tool for the student's return. It provides the student an opportunity to think about what has led to the suspension. When students are out of school, they miss classes, often cause problems for families and the community, and sometimes students do not regard suspension as a consequence. Thus, more and more schools are using the concept of in-school suspension. Students are removed to a designated area away from their peers. They receive close supervision and are expected to complete their school work. This is positive for students who do not view a suspension as a consequence. Suspensions should be followed up with a re-entry meeting and a plan for facilitating the positive return to school (Docking, 1980). As school officials consider the use of suspension in addition to those mentioned above, the following questions require consideration:

- What is the purpose of the suspension? Would other alternatives produce better results? Is the suspension effective in improving student behavior?
- Where are the behaviors occurring? Is there a pattern to the behavior?
- Can the suspensions be managed within the school? Where and how can the suspension be supervised in the school?
- What steps can be taken to ensure that academics are not compromised during the suspension?
- Has an individual behavior plan been developed for repeat offenders?

Teachers are constantly challenged to find ways to intervene with students with discipline problems to assist students in dealing with their behavior. Early attention to a student's

behavioral issues can prevent the problem from becoming a serious and long-term issue. (Elias; Mahyuddin& Noordin, 2009).

2.15. How Can Schools Decrease Disruptive Behavior?

School and classroom rules and procedures should be clearly explained to students and parents. The development of resiliency skills, the teaching of pro-social skills, and the development of administrative strategies can all assist the teacher in dealing with discipline issues. As well, there are many prevention and intervention strategies and interventions that can be used. First, rules and the consequences of breaking them should be clearly specified and communicated to staff, students, and parents by such means as newsletters, student assemblies, and handbooks. Meyers and Pawlas (1989) recommend periodically restating the rules, especially after students return from summer or winter vacation.

Once rules have been communicated, fair and consistent enforcement helps maintain students' respect for the school's discipline system. Consistency will be greater when fewer individuals are responsible for enforcement. Providing a hearing process for students to present their side of the story and establishing an appeal process will also increase students' and parents' perceptions of fairness. Discipline policies should distinguish between categories of offenses. Minor infractions may be treated flexibly, depending on the circumstances, while nonnegotiable consequences are set for serious offenses. Actual criminal offenses may be reported to the police as part of a cooperative anticrime effort (Gaustad 1991).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The research approach that was used in this study is quantitative research approach. This was carried out first collecting primary data from respondents using questionnaires. Second document analysis and observation was done to check the relevance of the responses given by respondents.

3.1. Research Design

Since the focus of the study was to describe the current status of disciplinary problems of students in general secondary schools in South West Shoa Zone, the student researcher involved relatively large number of respondents. For this, Sarantakos (2005:580) asserts that descriptive survey method as an appropriate methodology to organize and manage large number of populations. Thus, the descriptive survey method was employed in the study as it was appropriate where the aim was to explore the current status of the problems using data collected from a relatively large sample size.

3.2. Source of Data

Both primary and secondary source of data was used in the study. The main information and primary data was collected from school principals (directors and vice-directors), teachers and students. While the secondary source of data was collected from recorded documents such as students' classroom daily attendance, disciplinary committee reports and record.

3.3. Subject of the Study

The main subjects of the study were all the secondary school directors, deputy directors, teachers and students. In south west shoa zone there are 14 general secondary schools including urban and rural areas. The total number of teachers found in general secondary schools is 625. Out these, 535of them were males and 90 of them were females. And also the number of students found in general secondary schools (grade 9-10) was 16,112. From

this total number, 8,567 of them were males and 7,545of them were females. In addition to these all, school directors and deputy directors were the subject of the study. These are all males and 25 in number. Generally, 9,127 males and 7,635 females. totally 16.762 are in the study area.

3.4. Study Population and sampling technique

3.4.1 Study Population

Table1: Selected school populations' size by gender.

No	Name of the school	Grade level	No of school directors			No of Teachers			No of Students		
			Male	Female	Total	Male	Female	Total	Male	Female	Total
1	Bantu	9_10	2	-	2	39	6	45	749	654	1403
2	Busa	"	3	-	3	45	8	53	901	719	1620
3	Teji	"	3	-	3	42	7	49	949	563	1512
4	Dej.Geresu Duki	"	3	-	3	96	13	109	1823	1017	2840
5	Goro	"	1	-	1	20	5	25	321	227	548
Total			**12**	**-**	**12**	**242**	**39**	**281**	**4743**	**3180**	**7923**

Source: South West Shoa Zone Education Office (2012/13)

3.4.2 Sampling Techniques

From 14 general secondary schools found in south west shoa zone, five of them were selected in the study sample area using stratified random sampling based on their geographical locations. To make the study manageable, 5 %(237 male and 159 females) totally 396 students, 15 %(36 males and 6 female) totally 42 teachers, and all school principals were selected as a representative sample of the study.

Generally, the study was included 450 total respondents to accomplish the study objectives. Out of these total number of respondents, all school principals, 40 teachers and 384 students filled in the questionnaire and returned.

This selection will be as follow:

All schools found in the zone are clustered into four (4) clusters as follow:

Cluster 1: Yehibiret Fire, chulule and Busa secondary schools from Becho, Saden Sodo and Dawo Woredas respectively. From these, Busa secondary school was selected by lottery method.

Cluster 2: Teji, Bantu, and Leman and Tare general secondary schools from Ilu, Tole, Kersa Mallima and Sodo Dachi Woredas respectively. From these Teji and Bantu secondary schools was selected by lottery method.

Cluster 3: Dilela, Dej. Geresu Duki and Garbo general secondary schools both Dilela and Garbo are from Weliso Woreda and Dej. Geresu Duki is from Weliso town. From these, Dej. Geresu Duki secondary school was selected by purposive sampling method. Because Dej. Geresu Duki general secondary school is found in the zonal town (Weliso town) having high number of students from the zone and to keep the balance of the data collected from secondary schools found in urban and rural secondary schools.

Cluster 4: Wenchi, Goro, Darian and Ameya both Wenchi and Darian from Wenchi Woreda, Goro secondary school is from Goro Woreda and Ameya secondary school is from Ameya Woreda. From these Goro secondary school was selected by lottery method.

Depending on this:

a. Students were stratified on the basis of their schools, grades (9^{th} and 10^{th}), sections and sex. Students' classroom attendance was used for this purpose.

b. Teachers were stratified based on their schools and sex.
c. A systematic random sampling technique was used to select the required number of teachers and students from each school by using students' classroom attendance and teachers list of attendance to accomplish the study.
d. School principals were included in the sample using purposive sampling.

The total number of school principals, teachers and students of the five schools were taken as sample size given as follow:

Table 2: Sample Size of the study by school and sex.

No	Name of the school	Grade level	School Principals			Teachers			Students		
			M	F	T	M	F	T	M	F	T
1	Bantu	9_10	2	-	2	6	1	7	37	32	69
2	Busa	"	3	-	3	7	1	8	45	36	81
3	Teji	"	3	-	3	6	1	7	47	28	75
4	Dej.Geresu Duki	"	3	-	3	14	2	16	91	51	142
5	Goro	"	1	-	1	3	1	4	17	12	29
Total			**12**	**-**	**12**	**36**	**6**	**42**	**237**	**159**	**396**

3.5. Data Gathering Instruments and procedures

The data collection techniques used in this study was questionnaires, document analysis and observation. The details of these instruments are presented as follows:

3.5.1. Questionnaire

For the purpose of data collection, different questionnaires which have common items and consist of both close ended and open ended, developed and distributed for 450 respondents consisting of school principals (directors and vice-directors), teachers and students. The language used in constructing items in the questionnaire was English. The questionnaire was developed based on the basic research questions and available related literature. Most of the close ended items was formulated in five point likert scales manner such as (Strongly disagree=1, Disagree= 2, Undecided= 3, Agree= 4, and strongly agree= 5); (occurs daily = 3, occurs sometimes = 2 and not at all occur = 1); (very high = 5, high = 4, medium = 3, low = 2, and very low = 1) and very few items designed with multiple

choice. Open ended items were formulated in a way that enables respondents to freely express their ideas.

Before distributing the questionnaire, pilot test was conducted in Yehibiret Frie general secondary school which was a randomly selected school. And school principals were selected by availability sampling while teachers and students were selected by randomly and asked to fill the questionnaires. Using SPSS version 16, the reliability of the items were tested. As a result, the result for school principals were 0.813, for teachers were 0.836 and that of students were 0.746. From this, the average result was 0.798 and it is acceptable.

The purpose of the pilot test was to check the appropriateness of the items of the instrument and accordingly, some necessary amendments based on the feedback received from the respondents was made on the items.

3.5.2. Document Analysis

To verify the responses given by the respondents, documents like students' classroom daily attendance and the records that were filed by the schools disciplinary committee used to gather the data in addition to questionnaire and observation.

3.5.3. Observation

The researcher observed the status of the sample schools in the zone two days in a week for each school. This is for a month and he recorded the situation on the separate note book prepared for this purpose. Totally, the observation takes ten days for sample schools. The observation criteria include: arriving in a school on time or not, the relationship of teachers and students, the behavior students show in a class and in school compound, participation of students in a class, the issue regarding home work, class work, assignment, other activities and its consequence, etc.

3.6. Method of Data Analysis

Percentage was employed to identify characteristics of the respondents. This statistical tool helped to determine the relative standing of characteristics such as age, sex, work experience, academic qualification, field of specialization and types of responsibility. For data of continues nature, frequency was converted to rating scales and total average ratings, mean score methods was used to know the degree of agreements on the items from respondents. To analyze differences in perceptions for the items between two groups of respondents, t-test method of data analysis was applied.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter of the thesis deals with the presentation, analysis and interpretation of data collected from school principals, teachers and students.

A total of 450 questionnaires were distributed to the school principals, teachers and students found in selected general secondary schools in South West Shoa Zone. Out of these questionnaires, 436(96.9%) of them were properly filled and collected from respondents. This consists of 12(100%) school directors and vice-directors, 40 (95.2%) teachers and 384 (97%) of students. But, 2(4.8%) of teachers and 4 (1%) of students not returned it. In addition to this 8 (2%) of student respondents did not fill the questionnaires properly and as a result rejected from the study. Therefore, based on the responses obtained from sample respondents, the analysis and interpretation of data were presented starting from characteristics of respondents and then step by step. The data collected from respondents were examined to describe respondents' characteristics in terms of sex, age, educational qualification, field of study and years of service for school principals and teacher respondents. In addition to these, additional responsibilities and career ladder of teachers were analyzed, whereas, sex, age and grade levels were analyzed for student participants.

4.1. Characteristics of Respondents

Under this sub-topic, the characteristics of different respondents were discussed to relate their responses with their sex, age, qualification, field of specialization, services and responsibility they have in their school.

Table 3: Characteristics of Respondents

No	Characteristics	Respondents Group					
		principals		Teachers		Students	
		N	%	N	%	N	%
1	**Sex**						
	▪ Male	12	100	35	87.5	230	59.9
	▪ Female	-	0	5	12.5	154	40.1
	○ **Total**	**12**	**100**	**40**	**100**	**384**	**100**
2	**Age in years**						
	▪ less than 14 years	-	-	-	-	6	1.6
	▪ 14-16	-	-	-	-	180	46.9
	▪ 17-19	-	-	-	-	195	50.8
	▪ 20 -22	1	8.33	6	15	3	0.7
	▪ 23-25	3	25	24	60	-	-
	▪ 26-28	7	58.33	8	20	-	-
	▪ 29-31	1	8.33	2	5	-	-
	▪ 32-34	-	-	-	-	-	-
	▪ 35 and above	-	-	-	-	-	-
	○ **Total**	**12**	**100**	**40**	**100**	**384**	**100**
3	**Qualification**						
	▪ MA/MSc	1	8.33	1	2.5	-	-
	▪ BA/BSc/BEd	11	91.67	39	97.5	-	-
	▪ Diploma	-	0	-	0	-	-
	▪ TTI	-	0	-	0	-	-
	○ **Total**	**12**	**100**	**40**	**100**	-	-
4	**Field of specialization**						
	▪ Language	2	16.67	12	30	-	-
	▪ Social science	2	16.67	9	22.5	-	-
	▪ Natural Science & Maths	6	50	18	45	-	
	▪ EdPM	2	16.67	1	2.5	-	
	▪ Others	-	0	-	0	-	
	○ **Total**	**12**	**100**	**40**	**100**	-	
5	**Service in Years**						
	▪ Less than 2 years	5	41.67	6	15	-	-
	▪ 2-6	3	25	13	32.5	-	-
	▪ 7-11	3	25	10	25	-	-
	▪ 12-16	-	0	7	17.5	-	-
	▪ > 16 years	1	8.33	4	10	-	-
	○ **Total**	**12**	**100**	**40**	**100**	-	-
6	**Grade Level**						
	▪ 9^{th}	-	-	-	-	186	48.4
	▪ 10^{th}	-	-	-	-	198	51.6
	○ **Total**	-	-	-	-	**384**	**100**
7	**Additional responsibility**						
	▪ Yes	-	-	31	77.5	-	-
	▪ No	-	-	9	22.5	-	-
	○ **Total**	-	-	**40**	**100**	-	-
8	**Type of responsibility**						
	▪ Unit Leader	-	-	4	10	-	-
	▪ Department Head	-	-	8	20	-	-
	▪ Club Head	-	-	10	25	-	-
	▪ Head Committee	-	-	-	0	-	-
	▪ Home room teacher	-	-	8	20	-	-
	▪ Other	-	-	1	2.5	-	-
	○ **Total**	-	-	**31**	**77.5**	-	-

As it is depicted in Table 1, all school directors and deputy- directors were males. This indicates that the participation of females on school leadership is low in general secondary schools found in South West Shoa Zone.

Regarding the age characteristics of school principal respondents, 7(58.33%) of them were found in the range of 26-28 years. This shows that more than half of the school principal respondents included in the study were adults. This may strength the selection of school principals which is a good opportunity to manage schools as needed. The second age category ranges from 23-25 years which consists of 3(25%) of the school principal respondents. From 12 respondents, others found in the age category of 20 -22, and 29-31 with equal proportion. From this, one can conclude that school principals found in sample schools were youngsters and may be considered as one of the factors for students' disciplinary problems in the Zone.

To have a look into educational background of school principal respondents, 11(91.7%) of the school principal respondents were first degree holders, only 1 of the school principal was second degree holder. This indicates as unqualified school principals leading general secondary schools in the Zone which can be seen as one of the causes for students' disciplinary problems.

Regarding their field of training, 6(50%) of the school principals (directors and vice-directors) were from natural science and Mathematics back grounds. But 2(16.7%) of the school principals were from language, 2(16.7%) of them were from social science, and 2(16.7%) of the school principals found in the study were trained by Educational planning and Management (EdPM). This supports that as unqualified and untrained school directors were leading general secondary schools found in the zone. This may have its own impact on students' disciplinary problems.

The last characteristic is the year services of school directors in their current position. Out of 12 school principals participated in the study, 5 (41.7%) of them were new for their positions. This is indicated as they have less than 2 years experience. From this, one can generalize that the majority of school principals those leading general secondary school in the Zone were inexperienced leaders. But 3(25%) of the school principals indicate as they

have 2-6 and 7-11 years of experience in their current position. Only one school principal shows as he has greater than 16 years in his current position.
In describing characteristics of teacher participants, 35(87.5%) of them were males and 5(12.5%) of them were females.

With respect to age, the majority (60%) of the teacher respondents were found in the age bracket of 23-25. This age bracket indicates that the majority of teachers found in the general secondary schools of the zone were more or less young. This may indicate that they have no longer experience in teaching- learning process. The other age bracket is 26-28 which constitute 8(20%) of teachers. Thirdly, 6(15%) 20-22 while 2(5%) of teachers found in the range of age 29-31 years.

Regarding the educational level of teachers, 39(97.5%) of them were first degree holders while one teacher was second degree holder.
Concerning field of specialization, 18(45%) of teacher respondents found in the study were Natural science and Mathematics teachers. This may help that having many natural sciences and Mathematics teacher has its own implication in minimizing students' disciplinary problems. From the experience of student researcher students disrupt teaching-learning process if they have uncovered classes/missed periods. This was sometimes seen by subjects those have maximum periods. Next to this, the other field of specialization ranked was language which was constituted by 12(30%) of the teacher respondents. The other field of study as indicated by teacher respondents themselves were social science, and Educational planning and management(EdPM) which were constituted 9(22.5%) and 1(2.5%) respectively.

Regarding years of services, the majority, 13(32.5%) of teachers found in the study have from 2-6 years experience in teaching- learning process. The second ranked service of teachers found in the study were 7-11years which was constituted 10(25%) of the school teachers. The third, fourth and fifth ranked brackets of years of services as indicated by teacher respondents were from 7-11, less than 2 years and above 16 years experience which were 7(17.5%), 6(15%) and 4(10%) respectively.

As indicated in Table 3, 31(77.5%) of teachers have different responsibilities in addition to teaching- learning process. Contradicting this, 9(22.5%) of them were not assigned in any other responsibilities except teaching -learning process. Out of those assigned to different responsibilities in their schools, 10(25%) of them were assigned and working as head of different clubs. The second responsibility indicated by teachers were, department heads and homeroom teachers which equally constituted 8(20%). While 4(10%) of them indicated as they were unit leaders of the school. From the observation, unit leaders were an important persons in the school having equal, sometimes greater participations with compared to school directors and deputy directors. Therefore, the number indicated in the table 2, not represent their participation to minimize or decrease the disciplinary problem of students seen in the schools.

As indicated in Table 3, out of 384 of students included in the study, 230(59.9%) of them were males while 154(40.1%) of them were female students.

Regarding their age, 195(50.8%) of them were found in the range 17-19 while 180(46.9%) of the student respondents were found in the age brackets 14-16 years old. The third ranked age bracket was less than 14 years which constituted 6(1.6%) but almost none of them found in the remaining ranges. This shows that, most of the student respondents found in younger and may sensitive to participate in disciplinary problems.

Regarding their grade level, 198(51.6%) of them were grade 10 students while 186(48.4%) of them were grade 9. This indicates that the study emphasize more or less on the ratio of students found in the study area, since the problem affects both grade levels equally.

4.2. The current status of Students' Disciplinary Problems in the schools

Students discipline in teaching-learning process is an important issue to transmit knowledge and skill for the next new generation. This means without respecting rules and regulations of the schools, no one can transmit and receive newly gained information. Therefore, it is better to assess this crucial issue in the schools. In line to this, the researcher assess whether the problem is currently and negatively influencing teaching-learning process in general secondary schools found in South West Shoa Zone. To know this a rating scale was used as: strongly agree= 5; agree= 4; undecided= 3; disagree= 2 and

strongly disagree= 1. This is provided for 12 school principals and 40 teachers in the Zone.

Table 4: T-Test comparison on the current status of students' disciplinary problems (N_P =12 and N_T =40)

No	Items	Groups	Mean	SD	|MD|	t-value	p-value
1.	Students' disciplinary problem is one of the current and most occurring problems in your School.	Principals	4.33	1.060	0.30	0.923	0.360
		Teachers	4.03	0.694			
2.	The disciplinary problem of students in this school is very high compared to other secondary schools found in the Zone.	Principals	3.08	1.30	0.10	0.240	0.811
		Teachers	2.98	1.151			
3	Only male teachers face the Disciplinary problem.	Principals	2.25	0.433	0.15	0.861	0.393
		Teachers	2.1	0.768			
4	Only female teachers face the Disciplinary problem.	Principals	2.25	0.433	0.27	1.698	0.096
		Teachers	1.98	0.621			
5	Both males and females teachers face the disciplinary Problems.	Principals	4.0	0.707	0.42	1.505	0.139
		Teachers	3.58	1.202			
6	The majority of teachers in your school are the role models for their students.	Principals	3.08	1.186	1.82	4.573*	0.000
		Teachers	4.9	1.281			
7	Good relationship and culture of cooperating seen among school administrators and teachers to enhance students' discipline.	Principals	3.67	1.106	0.02	0.053	0.958
		Teachers	3.65	1.276			
8	Male students disrupt teaching learning process than female students	Principals	4.08	0.892	0.88	2.708*	0.009
		Teachers	3.2	1.249			
9	Having professional guidance and counseling is decreasing students' disciplinary problem.	Principals	2.5	1.323	1.13	2.590*	0.013
		Teachers	3.63	1.336			
10	Civic and Ethical Education is decreasing students' disciplinary problem.	Principals	3.5	0.764	0.25	0.865	0.391
		Teachers	3.75	1.178			

Note: N_P: Number of Principals; df: Degree of freedom=50; **NT**: Number of Teachers t-critical = 2.009; Confidence interval = 95%, $\alpha = 0.05$; SD: standard Deviation and

|MD| -absolute value of mean difference;

4.50-5.00 strongly agree; 3.50-4.49 agree; 2.50-3.49 undecided; 1.50- 2.49 disagree and 1.00- 1.49 strongly disagree.

As indicated in Table 4 above, the two groups of respondents had different opinion on the assumptions of students' disciplinary problems to know its current status in the schools. Accordingly, to see whether there was statistically significant difference between the groups of respondents, in addition to mean rating scores t-test was computed. As shown in table 4, regarding item 1, the mean scores of school principal respondents were 4.33 and

that of teachers were 4.08, with the resulting mean difference of 0.30, is tested for its significance. The test result with t-value 0.923 and p-value of 0.360 greater than 0.05 shows that the mean difference is not significantly different. In addition to this the calculated t-test value (0.923) is less than the value of t-critical (2.009) which proves the comparison of the mean difference. This shows that the average agreement levels by school principals and teachers have no statistically significant difference to one another. That is students disciplinary problem is the current and most occurring in general secondary schools found in South West Shoa Zone.

For item 2, in the same Table, the mean scores of teachers and school principal respondents were 2.98 and 3.08 respectively, with mean difference of 0.10. The t-test result with p-value of 0.8113 > 0.05 reveals that there is no statistically significant difference between the two groups of respondents towards students' disciplinary problem with compared to other schools found in the zone. The t-value (0.240) which is less than the t-critical value (2.009) also proves that as there is no statistically significant difference between the responses of the two group respondents. This indicates that the two groups of respondents were uncertain about the problem.

Regarding item 3, 4&5, with the respective mean difference 0.15, 0.27 and 0.42 respectively were asked to know who more face the disciplinary problem. The t-test result with p-value of 0.393, 0.096 and 0.139 greater than 0.05 shows that as there is no statistically significant difference between the two groups of respondents regarding the items. The t-value (0.861), (1.698) and (1.505) less than t-critical (2.009) respectively proves that, there is no statistically, significant difference between the two groups of respondents. This shows that the two groups of respondents averagely disagree on the items 3 and 4 while, the t-test result indicates as they agree on item 5. Therefore, both males and female teachers face students' disciplinary problem.

As item 6 indicates, teacher respondents strongly agree on the item with mean score 4.9 as they were role models for their students but the school principals uncertain to decide which constituted 3.08 mean scores. Their mean difference (1.82) indicates that there is a difference of perception between the two groups. The t-test result with p-value of 0.000

less than 0.05 reveals that there is statistically significant difference between the two groups of respondents regarding whether teachers were a role models in their school or not. The t-value (4.573) greater than t-critical value (2.009) proves that as there is statistically significant difference between the two groups of respondents. This is may be to cover the problem since it concerns them.

Regarding good relationship and culture of cooperating each other among teachers and school principals (item 7), both group respondents agree as culture of cooperating seen in their school. Their mean scores 3.67 and 3.65 respectively with their mean difference 0.02 shows that as there is no difference between the responses of the two groups of respondents. The t-test result with p-value of 0.958 greater than 0.05 reveals that there is no statistically significant difference between the two groups of respondents. The t-value (0.053) less than t-critical (2.009) confirms as there is no statistically significant difference between the two groups of respondents. Therefore, the level of their agreement indicates as a good relationship and cooperating seen among them.

As item 8 indicated in Table 4 above, the comparison of male and female students, who more disrupt teaching learning process, was asked. As a result, both groups of respondents have no common agreement on the item. As their mean scores 4.08 and 3.2 respectively indicates, school principals agree as male students more disrupt teaching learning process than female students while teachers uncertain to decide. The t- test result with p-value 0.0092 less than 0.05 shows that as there is a difference between the responses of the two groups of respondents. The t-value (2.708) greater than t-critical (2.009) proves the fact that there is statistically significant difference between the two groups of respondents. But the same question was provided for student respondents as a choice. Therefore, the majority (46.9%) of them confirms as both male and female students disrupt equally.

Regarding item 9, the mean scores of school principals and teachers, 2.5 and 3.63 respectively with mean difference 1.13 indicates that as there exist a difference between the responses of the two group respondents. The t-test result with p-value 0.013 less than 0.05 also shows that as there a statistically significant difference between the two groups of respondents. The t-value (2.590) greater than t-critical (2.009) proves the fact that as there

is statistically significant difference between the two groups of respondents. The level of their agreement shows that principals can not decided on the role of professional counselors and guidance to decrease students' disciplinary problem. But teachers agree on it.

Regarding professional guidance and counseling, the observation and document analysis shows that there were some professional guidance and counselors in the zone. Even though they exist, due to having equal periods with other teachers on other fields, they cannot implement it.

Regarding item 10, the mean scores of school principals and teachers 3.5 and 3.75 respectively with mean difference of 0.25 indicates as there is no difference between the responses of the two groups of respondents. The t-test result with p-value 0.391 greater than 0.05 also proves as there is no statistically significant difference between the two groups of respondents. The t-value (0.865) less than t-critical (2.009) confirms as there is no statistically difference between the responses of the two group respondents.

As indicated by Argaw cited in Selamawit(2012): "Students' disciplinary problems at high school level become highly critical and there is a growing concern from time to time." From the quotation, one can generalize that the disciplinary problems facing now a days in general secondary schools need attention.

4.3. Suggested commonly observed students Disciplinary problems

Under this sub-topic suggested students disciplinary problems were provided for school principals, teachers and students. To know this a rating scales occurs daily = 3; occurs sometimes = 2 and never occur = 1 was used.

Table 5: T-Test comparison on the major students' disciplinary problems (N_P =12 and N_T =40)

No	Items	Groups	Mean	SD	|MD|	t-value	p-value
1	Writing un necessary things on walls, desks and blackboard.	Principals	2.42	0.640	0.39	1.880	0.066
		Teachers	2.03	0.474			
2	Damaging/destroying school property	Principals	1.75	0.573	0.03	1.65	0.870
		Teachers	1.78	0.474			
3	Late coming	Principals	2.75	0.433	0.03	0.211	0.834
		Teachers	2.78	0.418			
4	Failure to participate in schools Students meeting and labor education.	Principals	2.5	0.764	0.32	1.350	0.183
		Teachers	2.18	0.543			
5	Jumping over fences and through other forbidden exits.	Principals	2.17	0.898	0.24	0.876	0.385
		Teachers	1.93	0.565			
6	Coming schools without students ID.Card and fighting with guards.	Principals	2.17	0.553	0.03	0.159	0.874
		Teachers	2.2	0.640			
7	Worrying only about their dressing and hair style rather than their education.	Principals	2.0	0.580	0.05	0.249	0.804
		Teachers	2.05	0.705			
8	Fighting and physical attack on each other.	Principals	2.58	0.493	1.28	4.570*	0.000
		Teachers	1.30	0.931			
9	Drinking alcohol and coming school.	Principals	1.33	0.471	0.05	0.325	0.747
		Teachers	1.30	0.458			
10	Physical attack on their teachers, school directors and supporting staff.	Principals	1.67	0.471	0.14	0.868	0.390
		Teachers	1.53	0.547			

Note: N_P: Number of Principals; Df: Degree of freedom=50; N_T: Number of Teachers; t-critical = 2.009; Confidence interval = 95%, $\alpha = 0.05$; SD: standard Deviation;
|MD| -Absolute value of mean difference

2.51-3.00- occurs daily; 1.5-2.50- occurs sometimes; 1.49-1.00- never occur

As indicated in Table 5 above, the three groups of respondents had different opinion on the one of the suggested students' disciplinary problem known as writing unnecessary things on walls, desks and blackboards. As the mean scores of school principals and teachers 2.42 and 2.03 respectively with mean difference 0.39 indicates as the problem sometimes seen in their schools. The t-test result with p- value 0.066 greater than 0.05 shows as there is no statistically significant difference between the responses of the two groups of respondents. In addition to this the calculated t- value (1.880) is less than t-critical value (2.009) which proves the comparison of the mean difference.

As shown in Table 5, item 2, the mean scores of school principal respondents were 1.75 and that of teachers was 1.78, with the resulting mean difference of 0.03, is tested for its significance. The test result with t-value (1.65) and p-value of 0.870 greater than 0.05

shows that the mean difference is not significantly different. In addition to this the calculated t-test value (1.65) is less than the value of t-critical value (2.009) which proves the comparison of the mean difference. This shows that the average agreement levels by school principals and teachers have no statistically significant difference to one another. That is damaging/destroying school property by students occurs sometimes. Student respondents also confirm as the problem occurs some times. This shows as the problem sometimes exists in the general secondary schools found in the zone.

Regarding late coming, item 3, the mean scores of school principals and teachers 2.75 and 2.78 respectively with mean difference 0.03 indicates as there is no difference between the opinion of the two groups of respondents. The t- test result with p-value 0.834 greater than 0.05 proves as there is no statistically difference between the responses of the two groups of respondents. In addition to this the calculated t-test value (0.211) is less than the value of t- critical value (2.009) which proves the comparison between the two groups of respondents. Therefore, the level of agreement between the two groups of respondents was indicated as the problem occurs sometimes in their schools.

As indicated in Table 5, whether the students participated in schools meeting and labor work was provided for the three groups of respondents. To check this, t-test comparison for school principals and teachers were done. As a result, the mean scores of school principals 2.5 and that of teachers 2.18 with mean difference 0.32 shows as there is an agreement between the responses of the two groups of respondents. In addition to this, the t-test result with p-value 0.183 less than 0.05 proves the fact that as there is no statistically significant difference between the two groups of respondents. From their mean, both groups of respondents show their agreement as the problem sometimes occurs in their school.

In case of item 5, whether students show the habit of jumping over fences and through other forbidden exits were provided for the groups of respondents. From the mean scores of school principals and teachers, 2.17 and 1.93 respectively with mean difference of 0.24 shows as almost they agree on the item as it sometimes happen in their schools. The t-test result with p-value 0.385 greater than 0.05 proves as there is no statistically significant

difference between the two groups of respondents. The t-value (0.876) less than the t-critical value (2.009) also support this idea.

Regarding item 6, school principals and teachers mean scores, 2.17 and 2.20 respectively with mean difference 0.03 shows as students sometimes come without their ID.Card and fighting with guards and unit leaders of the school. The t-test result with p-value 0.874 greater than 0.05 supports their agreement on the item. In addition to this, the t-value (0.159) less than t-critical value (2.009) indicates as there is no statistically significant difference between the responses of school directors and teachers.

In item 7, to know how much students emphasize on their education rather than dressing and hair style was provided for the three groups of respondents indirectly. The mean scores of school principals and teachers 2.0 and 2.05 respectively with mean difference 0.05 shows as there is no difference between the responses of the two groups of respondents. The t-test result with p-value 0.804 greater than 0.05 also shows as there is no statistically significant difference between the two groups of respondents. In addition to this, the t-value (0.249) less than t-critical value (2.009) proves as the statistically significant difference between the responses of the two groups of respondents never exists.

In case of item 8, whether fighting and physical attack on each other exists among students were provided for the three groups of respondents. As a result, from the mean scores of school principals and teachers, 2.58 and 1.30 respectively with mean difference of 1.28, shows that as the two groups of respondents not agree on their responses. The t-test result with p-value 0.000 which is less than 0.05 also proves as there is a statistical significant difference between the two groups of respondents. In addition to this, the t-value (4.570) greater than t-critical value (2.009) supports as there is a statistical significant difference between the two groups of respondents. When we look the level of their agreement, school principals show their agreement as fighting and physical attack among students occurs daily but teachers show as the problem never occur in their school.

Regarding item 9, as the mean scores of school principals and teachers, 1.33 and 1.30 respectively with mean difference 0.05 indicates as the problem never occur in their school. The t-test result with p-value (0.747) which is greater than 0.05 indicate as they

agree on the item. In addition to this, the t-test value (0.325) less than t-critical value (2.009) proves the fact.

Regarding item 10, the mean scores of school principals and teachers, 1.67 and 1.53 respectively with mean difference of 0.14 indicates as the two groups of respondents agree on the physical attack by students applied on their teachers, school principals and supporting staff in their school. The t-test result with p-value 0.390 greater than 0.05 more shows their agreement on the item. In addition to this, t-test value (0.868) less than t-critical value (2.009) proves as there is no statistically significant difference between the two groups of respondents. From their mean score, the level of their agreement is located that the problem sometimes happens in their school.

Table 6: Students Responses on Suggested Students Disciplinary Problems (Ns = 384)

No	Items	Rating Scales					
		Daily occurs (3)		Occurs sometimes(2)		Never occur(1)	
		N	%	N	%	N	%
1	Writing un necessary things on walls, desks and blackboard.	112	29.2	208	54.2	64	16.6
2	Damaging/destroying school property	108	28.1	175	45.6	101	26.3
3	Late coming	176	45.8	146	38.1	62	16.1
4	Failure to participate in schools Students meeting and labor education.	75	19.5	193	50.3	116	30.2
5	Jumping over fences and through other forbidden exits.	98	25.5	173	45.1	113	29.4
6	Coming schools without students ID.Card and fighting with guards.	112	29.2	164	42.7	108	28.1
7	Worrying only about their dressing and hair style rather than their education.	106	27.6	169	44	109	28.4
8	Fighting and physical attack on each other.	62	16.1	160	41.7	162	42.2
9	Drinking alcohol and coming school.	57	14.8	108	28.1	219	57.1
10	Physical attack on their teachers, school directors and supporting staff.	91	23.7	147	38.3	146	38

Key: Ns- Number of student respondents

The majority (54.2%) of the students confirms as the problem of writing unnecessary things on walls, desks and blackboard as occurs daily in their school. While, 112(29.2%) of them indicated as it is occurs sometimes. But 64 (16.6%) of them agree as the assumed problem is not occurred in their school. Therefore, from table 3 and 4 above, the three

groups of respondents agree on the items as the problem happens sometimes in their schools.

As indicated in Table 6, the majority, 175 (45.6%) of student respondents shows their agreement as the problem sometimes seen in their schools. While, 28.1% of them stress as damaging/ destroying school property is occurs daily. But 26.1% of them not agree on the occurrence of the problem.

Regarding late coming, the majority (45.8%) of the student respondents agree that the problem "occurs daily" in their school while 38.1% of them indicated as the problem occurs sometimes. But 16.1% of the student respondents not agree on the item.

As indicated in Table 6, the majority, (45.1%) of the students' responses confirms as not participating in school meeting and labor work sometimes happen in their school. While 116(30.2%) of them show as it never occur in their school. But 75 (19.2%) indicated it as it occurs daily. Therefore, from table 3 and 4, the three groups of respondents have their stand as the problem sometimes occur.

The majority, 173 (45.1%) of the student respondents proves as jumping over fences and through other forbidden exits some times seen in their school. While, 113(29.4%) of them not support the occurrence of the problem. But, 98 (25.5%) of them show as the problem daily happened in their school. From this the level of the three groups of respondents indicated as the problem some times occur in general secondary schools found in south west shoa zone.

Regarding items 6, 7 and 10, the majority, (42.7%, 44%, 41.7% and 38.3%) of student respondents respectively shows as their respective problems sometimes occur in their school.

Therefore, from Table 5 and 6, students come to school without the necessary materials (ID. Card, uniform, textbooks, exercise book, etc), worrying only about their dressing and hair style rather than their education, and physical attack on their teachers, school directors and supporting staff indicated as it occurs sometimes.

Regarding item 8 and 9, fighting and physical attack on each other and drinking alcohol and coming school by students were indicated by students them selves as it never occur which constituted 162 (42.2%) and 219 (57.15) respectively.

In addition to this, question "who more disrupt teaching-learning process?" was asked to student respondents using multiple choice having three alternatives. In the same way, the majority, 180(46.9%) of them indicated as both male and female students disrupt teaching-learning process equally in their school.

Generally speaking, the problems discussed in Tables 5 and 6 are almost all identified as disciplinary problems by different authors. For example, Farle (1960:77) listed stealing school property, practical jokes on teacher, swearing, obscene drawings, bad writing, playing up younger teacher, late coming school, over failure to present with necessary materials, absenteeism, quarreling each other and with their teachers, and jumping over fences, etc as commonly observed disciplinary problems in general secondary schools. Melaku(2007) also identified that failure to do home work and class work, talking or indulging in conversation in the presence of teachers was the presence of teachers, late coming, absenteeism, damaging school property and coming school without the necessary materials were the most frequently occurring problems in private and mission secondary schools. Therefore, this confirms the items listed under Table 5 and 6.

4.4. The degree of students' disciplinary problem disrupting teaching- learning process

Items given in Table 6 were again provided for school directors and teachers to check the degree of students' disciplinary problem disrupting teaching- learning process in their schools. To know this a rating scale like: very high = 5; high = 4; medium = 3; low = 2 and very low = 1 employed. To decide the degree of this rating scale, the t-test comparisons between the two groups of respondent were done as shown in table 6 bellow.

Table 7: T-Test comparison for problems disrupting teaching- learning process (N_P =12 and N_T =40)

No	Items	Groups	Mean	SD	|MD|	t-value	p-value
1	Writing un necessary things on walls, desks and blackboard.	Principals	3.83	1.213	1.33	2.184*	0.034
		Teachers	2.5	1.432			
2	Damaging/destroying school property	Principals	3.08	1.187	0.15	0.382	0.704
		Teachers	3.23	1.214			
3	Late coming	Principals	4.17	1.014	0.13	0.388	0.700
		Teachers	4.3	0.954			
4	Failure to participate in schools Students meeting and labor education.	Principals	2.75	1.164	1.03	2.673*	0.010
		Teachers	3.78	1.193			
5	Jumping over fences and through other forbidden exits.	Principals	3.25	1.010	0.07	0.204	0.839
		Teachers	3.18	1.138			
6	Coming schools without students ID.Card and fighting with guards.	Principals	3.75	1.346	0.15	0.410	0.684
		Teachers	3.6	1.261			
7	Worrying only about their dressing and hair style rather than their education.	Principals	3.42	1.280	0.24	0.588	0.559
		Teachers	3.18	1.744			
8	Fighting and physical attack on each other.	Principals	2.25	1.233	0.23	0.597	0.553
		Teachers	2.03	0.874			
9	Drinking alcohol and coming school.	Principals	2.17	1.462	0.13	0.272	0.787
		Teachers	2.3	1.418			
10	Physical attack on their teachers, school directors and supporting staff.	Principals	3.0	1.414	0.25	0.524	0.603
		Teachers	3.25	1.561			

Note: N_P: Number of Principals; df: Degree of freedom=50; N_T: Number of Teachers t-critical = 2.009; Confidence interval = 95%, $\alpha = 0.05$, SD: standard Deviation
|MD| -Absolute value of mean difference

4.50-5.00 very high; 3.50-4.49 high; 2.50-3.49 medium; 1.50- 2.49 low and 1.00 -1.49 very low

From Table 7 above, writing unnecessary things on walls, desks and blackboard (item 1) were asked both school principals and teachers to know their opinion how much the problem disturbs teaching- learning process. From their mean scores 3.83 and 2.5 respectively with their mean difference 1.33 shows that as there is no agreement between the responses of the two groups of respondents. The t-test result with p- value 0.034 less than 0.05 also indicate as there is a difference between the responses of the two groups of respondents. The t-test value (2.184) which is greater than t- critical value (2.009) proves the fact that, as there is a statistically significant difference between the two groups of respondents. Therefore, their level of agreement from their mean scores were school principals show as the degree of the problem disrupting teaching- learning process is very

high. But teachers indicate as the degree of the problem disrupting teaching- learning medium.

Regarding item 2, from their mean scores both school principals and teachers agree on the problem in their schools. This is from their mean scores 3.08 and 3.23 respectively with their mean difference 0.15. The t-test result with p-value 0.704 greater than 0.05 proves their agreement. The t-test value (0.382) less than t-critical value (2.009) also confirms their agreement since it indicates as there is no statistical significant difference between the responses of the two groups of respondents. This shows that, the two groups of respondents agree as the problem is moderately disrupted teaching- learning process.

From Table 7, item 3, the mean scores of school principals and teachers 4.17 and 4.3 respectively with mean difference 0.13 shows as there is no statistically significant difference of the two groups of respondents. The t- test result with p- value 0.700 greater than 0.05 supports the comparison of the mean value between the two groups of respondents. The t-test value (0.388) less than t- critical value (2.009) also proves as there is no statistically significant difference between the responses of the two groups of respondents. Therefore, the level of their agreement averagely indicated as the problem is high in their school.

Regarding item 4, the mean scores of school principals and teachers 2.75 and 3.78 respectively with their mean difference shows that as there is a contradiction between the responses of the two groups of respondents. The t-test result with p-value 0.010 less than 0.05 shows also as statistically significant difference exists between the two groups of respondents. The t- test value (2.673) greater than t-critical value (2.009) proves as there is a statistical significant difference between the two groups of respondents. This implies that school principals indicate as students' failure to participate in students meeting and labor work moderately disturbs teaching-learning process in their school. While, teachers indicate as the problem highly disrupt teaching-learning process.

From item 5, the mean scores of school principals and teachers 3.25 and 3.18 respectively with mean difference of 0.07 shows as almost the two groups of respondents have the same opinion on the item. The t-test result with p-value (0.839) greater than 0.05 reveals as the

statistically significant difference between the two groups of respondents never exist. The t- value (0.204) less than t-critical value (2.009) also proves as there is no statistically significant difference between the two groups of respondents. This shows that as students jumping over fences and other forbidden exits in their school were moderately affect teaching-learning process in their schools.

Regarding item 6, from the mean scores of school principals, 3.75 and that of teachers, 3.6 with their mean difference 0.15, they agree on students coming school without their ID.Card and due to this, as teaching – learning process is disrupted. The t-test result with p-value 0.684 greater than 0.05 shows also as they have common opinion on the item. The t-test value (0.410) less than t-critical value (2.009) also supports their agreement on the item. From these, the level of their agreement was rated as the problem highly disrupts teaching- learning process.

Item 7, from Table 7 was posed to school principals and teachers to identify the relationship between their education and dressing style. As the mean scores of school principals, 3.42 and that of teachers, 3.18 with their mean difference 0.24 indicate, as there is no statistical significant difference between the two groups of respondents. The t- test result with p-value 0.559 greater than 0.05 also confirms their agreement. The t-test value (0.588) less than t-critical value (2.009) also proves as the students give more emphasis on their wearing and hair style rather than their education. The level of their agreement was located in the range of moderately occurrence of the possibility. In relation to this, the observation result shows in different school, in almost all schools in the study area, students worry for their dressing and hair styles rather than their education.

As indicated in Table 7, item 8, the occurrence of fight and physical attack on teachers by their students were also provided to know its degree in their school. Depending on this, as the mean scores of school principals (2.25) and teachers (2.03) with their mean difference 0.23 shows as the problem is low in their school. The t-test result with p-value 0.553 greater than 0.05 supports the result of their mean. In addition to the t-test value (0.597) less than t-critical value (2.009) also proves as there is no statistically significant difference between the two groups of respondents.

The existence of students drinking alcohol and come to school (item 9) were also provided for school principals and teachers. The scores of 2.17 and 2.3 respectively with mean difference 0.13 shows the two groups of respondents have related opinion on the item. The t-test result with p-value 0.787 greater than 0.05 indicates as there is no statistically significant difference between the two groups of respondents. The calculated t-test value (0.272) also proves as the statistically significant difference never exists between the two groups. Even though, the two groups of respondents agree on the item, the range of their agreement indicates as the existence of the problem was low.

Regarding item 10, from mean scores of school principals and teachers, 3.0 and 3.25 respectively with mean difference of 0.25, both groups of respondents seems agree on the problem. The t-test result with p- value 0.603 greater than 0.05 shows as the difference not exists between the opinions of the two groups of respondents. The t-test value (0.524) less than t-critical value (2.009) also indicates as there is no statistically significant difference between the two groups of respondents. Therefore, from their mean scores the problem moderately affecting teaching-learning process.

According to Ayalew cited in Melaku (2007:2) states that: "Good discipline is a necessary condition. To realize the desired educational objectives, school youngsters must adjust to the existing culture and institutions with which they participate. They have to be having and act up on to expected degree of conformity and consistency". Therefore, students have to act according to the rule and regulations of the school. But now a day's students are against to the quotation. This study result also confirms as the problem of discipline seen and negatively influences teaching-learning process.

4.5. Causes of students Disciplinary Problems

To identify different causes of students disciplinary problem, different assumed factors causing students disciplinary problem were provided for school principals, teachers and students. The t-test data analysis was used to compare the opinions of school principals and teachers while percentage was employed to compare the response of student respondents.

In order to do so, this sub-topic is categorized as home related, teachers related, school environment and administration, curriculum related factors and personal problems.

To identify their responses the rating scales as major cause = 3; minor cause = 2 and not at all a cause = 1 were used.

Table 8: T-Test comparison on the causes of Disciplinary problems (N_T=12 and N_T=40)

No	Assumed Factors	Group	Mean	SD	|MD|	t-value	p-value
I	**Home Related Factors**						
1	Lack of family support	Principals	2.25	0.433	0.15	0.991	0.327
		Teachers	2.4	0.539			
2	Having many children.	Principals	1.83	0.373			
		Teachers	1.70	0.748	0.13	0.813	0.420
3	lack of love from family	Principals	1.92	0.640			
		Teachers	1.98	0.612	0.06	0.286	0.776
4	Due to too restrictive discipline from parents.	Principals	1.92	0.493			
		Teachers	1.93	0.565	0.01	0.060	0.952
II	**Teachers Related Factors**						
5	Discouraging/hopeless students not to ask questions.	Principals	2.67	0.471			
		Teachers	1.80	0.714	0.87	4.915*	0.000
6	Failure to understand students problem	Principals	2.33	0.624			
		Teachers	1.98	0.689	0.35	1.670	0.101
7	Teachers being laissez-faire in class management.	Principals	2.42	0.759			
		Teachers	2.1	0.684	0.32	1.333	0.190
8	Lack of competence	Principals	2.17	0.986			
		Teachers	2.0	0.742	0.17	0.910	0.367
9	Teachers' attitude towards schools, teaching and students being negative.	Principals	2.17	0.687			
		Teachers	1.85	0.792	0.32	1.391	0.170
10	Not addressing students according to their level of understanding.	Principals	2.67	0.471			
		Teachers	2.0	0.742	0.67	3.722*	0.000
11	Lack of confidence of teachers.	Principals	2.25	0.924			
		Teachers	1.40	0.539	0.85	3.036*	0.004
12	Lack of sense of humor from teachers.	Principals	2.25	0.595			
		Teachers	2.48	0.499	0.77	4.074*	0.000
III	**School Environment & Administration**						
13	Students lack of knowledge of school rules and regulations	Principals	2.50	0.764			
		Teachers	2.28	0.741	0.22	0.880	0.383
14	Lack of consistency/uniformity in taking disciplinary action.	Principals	2.33	0.816	0.01	0.038	0.970
		Teachers	2.32	0.685			
15	Lack of school facilities.	Principals	2.5	0.50			
		Teachers	2.25	0.661	0.25	1.389	0.171
IV	**Curriculum Related Factors**						
16	Not addressing pupils' needs and interests.	Principals	2.17	0.986	0.01	0.032	0.975
		Teachers	2.18	0.703			
17	Difficulty of the lesson.	Principals	1.58	0.493			
		Teachers	1.75	0.766	0.17	0.910	0.367

Note: N_P: Number of Principals; Df: Degree of freedom=50; N_T: Number of Teachers t-critical = 2.009; Confidence interval = 95%, α = 0.05; SD: standard Deviation: and |MD|- absolute value of mean difference

2.51-3.00- major cause; 1.5-2.50- minor cause and 1.00-1.49 not at all a cause

4.5.1. Home Related Factors

As the data in item 1, Table 8 revealed the mean scores of school principals was 2.25 while the mean score of teachers was 2.4 with mean difference 0.15 which indicated that lack of family support is a minor cause for students' disciplinary problems. The t-test result with p-value 0.327greater than 0.05 shows as there is no statistically significant difference between the two groups of respondents. The t-test value (0.991) less than t-critical value (2.009) also support their opinion. Also the majority, (48.2%) of the student respondents confirm as the problem is a minor cause in their school.

Regarding item 2, the mean scores of school principals and teachers, 1.83 and 1.70 respectively with mean difference of 0.13 indicates as they agree on the item. The t-test result with p-value 0.420 greater than 0.05 also supports the mean score result as there is no statistically significant difference between the responses of the two groups of respondents. The t-test value (0.813) less than t- critical value (2.009) also proves that as the statistically significant difference between the two groups of respondents never exists. Their mean score implies that as they agree as the problem is a minor cause. In addition to this, 169(44%) of the student respondents confirm the above agreement.

Item 3 also shows as a minor cause, which is indicated by the mean scores of school principals 1.92 and that of teachers 1.98 with their mean difference, 0.06. The t-test result with p-value 0.776 which is greater than 0.05 indicates also as the two groups of respondents agree on the lack of love from family because of frequent conflict, divorce, etc was a minor cause for students' disciplinary problem. The t-test value (0.286) less t-critical value proves the fact that there is no significant difference between the responses of the two groups of respondents. But the majority (40.6%) of the students from other hand shows as the problem not at all a cause.

Finally, item 4 indicated by school principals and teachers as a minor cause. This constituted 1.92 and 1.93 mean scores respectively with their mean difference 0.01. The t-test result with p-value 0.952 greater than 0.05 also shows as there is no statistically significant difference between the two groups of respondents. In addition to this, the t-test value (0.060) much less than t-critical value (2.009) also proves their agreement. The

majority (50.8%) of the student respondents also support the perceptions of school principals and teachers.

4.5.2. Teachers Related Factors

As the data in Table 8 item 5 revealed that the mean scores of school principals were 2.67 while the mean score of teachers were 1.80 with mean difference 0.87. These mean values indicated school principals show their agreement as the problem is a major cause while teachers indicated it as the problem is minor cause. The t-test result with p- value 0.000 less than 0.05 also show that as there is statistically significant difference between the two groups of respondents exist. The t-test value (4.915) greater than t-critical value (2.009) proves the existence of statistically significant difference between the two groups of respondents. The majority (40.6%) of the students' respondents also supports school principals' opinion.

Regarding item 6, as the mean scores of school principals and teachers, 2.33 and 1.98 respectively with their mean difference 0.35 indicates, the two groups of respondents agree as teachers have lack of understanding students problem was a minor cause. In addition to this, the t-test results with p-value (0.101) greater than 0.05 shows also their agreement. The calculated t-test value (1.670) less than t-critical value (2.009) proves as statistically significant difference between the two groups of respondents not exist between these two groups.

As depicted in item 7 of Table 8, the mean value of school principals was 2.42 while the mean value of teachers was 2.1 with their mean difference 0.32. From this, both groups of respondents show as teachers being laissez-faire in classroom management is a minor cause. The t-test result with p-value 0.190 greater than 0.05 shows as they agree on the item. The t-test value (1.333) less than t-critical value (2.009) proves as there is no statistically significant difference between the two groups of respondents. In addition to this, the majority (49.2%) of student respondents support the teachers' opinion. Generally, both teachers and student respondents agree as the problem is a minor cause in their school while school principals show it as a major cause.

Regarding item 8, the mean scores of school principals and teachers, 2.17 and 2.0 respectively with mean difference of 0.17 shows that, both groups of respondents agree as the problem located in the range of minor cause. The t-test result with p-value 0.367 greater than confidence level of 0.05 also indicated as there is no statistically significant difference between the two groups of respondents. The t-test value (0.910) less than t-critical value (2.009) supports their agreement. The student respondents, 169(44%) of them indicated as the problem is a minor cause in their school. While 138(35.9%) of them show their agreement on major cause. But 77(20.1%) of them agree as the problem is not a cause at all in their school.

School principals', teachers and students were asked to rate on teachers' attitude towards schools, teaching and students being negative (item 9). The mean scores of school principals and teacher respondents were 2.17 and 1.85 respectively with mean difference of 0.32. This shows that the two groups of respondents agree as the problem is a minor cause in their school. The t-test result with p-value 0.170 greater than confidence level of 0.05 proves their level of agreement on the item. In addition to this, the t-test value (1.391) indicates as there is no statistically significant difference between the two groups of respondents. The majority, 164(42.7%) of student respondents also show as the problem is a minor cause in their school.

Regarding item 10 of Table 8, teachers' not addressing students according to their level of understanding is whether a major cause, a minor cause or not at all a cause were provided for school principals, teachers and students. From table 9, the mean scores of school principals and teachers respectively 2.67and 2.0 with mean difference 0.67 shows as school principals categorize the problem under major cause and teachers under minor cause. The t-test result with p-value 0.000 less than 0.05 indicates as the two groups respondents not agree on item. The t-test value (3.722) greater than t-critical value (2.009) proves as statistically significant difference between the two groups of respondents exists. But, the majority, 172(44.8%) of student respondents show their level of agreement as the problem is a minor cause in their school.

Lack of confidence of teachers in teaching -learning process and in enhancing students' discipline in their school whether it can be categorized under the cause for students disciplinary problem were asked school principals, teachers and students (item 11). As it is indicated in Table 8, the mean scores of school principals and teachers, 2.25and 1.40 respectively with mean difference 0.85 shows that as both groups not have the same agreement. From this, school principals' response found in the range of minor cause while teachers' response is found in the range of not at all a cause. The t-test result with p-value 0.004 less than level of confidence 0.05 shows as there is statistically significant difference exist between the two groups of respondents. The t-test value (3.036) greater than t-critical value (2.009) proves as there is statistically significant difference between the two groups of respondents exist. But the majority, 172(44.8%) of the student respondents show their agreement as the problem in their school is a major cause.

As indicated in item 12 of Table 8 and 9, respondents were asked to rate the extent to which lack of sense of humor from teachers is a cause for students' disciplinary problem or not. As the calculated mean of school principals and teachers, 2.25 and 1.48 respectively with mean difference 0.77 indicates, as there is no agreement between the responses of the two groups of respondents. The t-test result with p-value 0.000 less than alpha level 0.05 shows also as there is statistically significant difference between the two groups of respondents exist. In addition to this, the t-test value (4.074) greater than t-critical value (2.009) also proves as there is statistically significant difference between the two groups of respondents. Therefore, the level of their agreement is school principals' show as a minor cause while teachers show as it cannot be a cause. On the same item, 169(44%) of students show as a major cause while129 (33.6%) of them show as the problem is a minor cause. But 86 (22.4%) indicate as the problem is not a cause in their school.

Regarding item 13 of Table 9, whether poor method of instruction of teachers can be a cause for students disciplinary problem were provided for school principals and students. The majority, 9(75%) of the school principals show their agreement as the problem is a major cause while the majority, 171(44.5%) of students indicated as a minor cause. On the same item, 2(16.7%) of the school principals indicated the problem as a minor cause but one school principal (8.3%) indicated as not at all a cause. Regarding students, 142(37%)

of them show their agreement on the item as teachers poor method of instruction cannot be a cause. But 18.5% of them indicated as a major cause.

As shown in Table 9, whether or not teachers initiate female students for sexual intercourse by adding a bonus mark, not equally treating them with compared to male students , etc can be a major, a minor or not at all a cause were provided for students them selves. As a result, 153(39.8) of them show as a minor cause and 142(37%) of them show the problem as a major cause. But 89(23.25) of them agree as it cannot be a cause at all in their school.

Smoking in the class assessed whether it negatively influence teaching -learning process or not. As a result, the majority of students, 223(58.1%) of them show as it cannot be a cause in their school while, 103(26.8%) of them agree as it moderately influence teaching – learning process. But 58(15.1%) of the student respondents revealed as the problem is a major cause.

Yalew (2004:102) found out that poor academic performance was the predominant influencing factor that directly affected aggression. Yalew has also suggested that in addition to students poor academic performance, their low educational values, academic motivation and job an aspiration, the in ability of teachers to control conduct disorder or other forms of negative behavior has intensified the problem. Today, most teachers instruct children for only part of the day to have fewer opportunities to form class relationship in large classes and schools. There are assumed cases of teachers being threatened by students in course of discharging their legalized duties. (Naong, 2007).

4.5.3. School Environment and Administration as a Factor

Lack of knowledge of school rules and regulation of students as a cause of students disciplinary problem were asked school principals, teachers and students to rate their opinion. As a result, from the mean score of school principals and teachers, 2.5 and 2.28 respectively with mean difference of 0.22 shows that as the two groups of respondents agrees on the item. The t-test result with p-value 0.383 which is greater than 0.05 also proves as statistically significant difference between the two groups of respondents not observed. The t-test value (0.880) which is less than t-critical value (2.009) also supports

as statistically significant difference between the two groups of respondents not exist. Therefore, from their mean scores, the two groups of respondents agree as the problem is a minor cause for students' disciplinary problem. The majority, 172(44.8%) of students also support as the problem is a minor cause in their school.

Whether lack of teachers and school principals taking disciplinary action uniformly, were asked the three groups of respondents. As a result, from the mean scores of school principals and teachers, 2.33 and 2.32 respectively with their mean difference 0.01, the two groups of respondents averagely have the same perception on the item. The t-test result with p-value 0.970 greater than confidence interval level (0.05) supports their agreement on the item. In addition to this, the t-test value (0.038) much less than t-critical value (2.009) proves as there is no statistically significant difference between the two groups of respondents. From the mean scores of school principals and teachers, their level of agreement shows as the problem is a minor cause in their schools. The majority, 166(43.2%) of the student respondents also confirm this agreement.

Regarding school facilities such as: library, laboratory and comfortable class room, the mean scores of school principals and teachers, which is 2.5 and 2.25 respectively with their mean difference of 0.25 shows as the problem is a minor cause. The t-test result with p-value 0.171 greater than 0.05 indicated as there is no difference between the responses of the two groups of respondents. The t-test value (1.389) less than t-critical value (2.009) also proves that as there is no statistically significant difference between the responses of the two groups of respondents. But the majority, 174(45.3%) of students indicate as the problem is a major cause.

Item 18 Table 9, were only provided for student respondents. As a result, the majority, 155(40.4%) of them indicate as schools lack code of conduct is a minor cause while, 138(35.9%) of them were indicated the problem cannot be a cause in their school. But 91(23.7%) of them show their agreement on the item as it can be considered as a major cause.

In the same Table, item 19, whether school principals lack of creating awareness about school code of conduct if it exist were asked student respondents. As a result, 162(42.2%)

of them show as the suggested factor is minor cause while 141(36.7%) of them agree as it can be categorized under major cause. But 81(21.1%) of them show their agreement on as it cannot be a cause.

Regarding inadequate guidance and counseling and/or its absence, item 20, the majority, 163(42.4%) of student respondents indicated it as the major cause for students disciplinary problem while 140 (36.5%) of them show as minor cause, but 81(21.1%) of them indicated as not at all a cause.

In support of school environment and administration, Dubey (1973) warned that effective discipline must be based on reasonable, flexible rules, fairly and consistently applied. Like parents, schools authorities can err either by trying to impose unrealistic rules of conduct or by not enforcing any rules at all. The author also indicated that school administration is the main factor for disciplinary problems. He further enumerated the main factors for students' disciplinary problem as: lack of clearly set rules, lack of awareness among teachers and students about the school norms and lack of executing organ in the school to implement school rules.

4.5.4. Curriculum as a factor

Regarding item 16 (Table 8) and item 21 (Table 9), the mean scores of school principals and teachers, 2.17 and 2.18 respectively with mean difference of 0.01 indicate that, the two groups of respondents more or less agree on the curriculum in practice not addressing pupils need and interest can be a minor cause for students disciplinary problem. Supporting this, the t-test result with p-value 0.975 greater than 0.05 also shows as there is no statistically significant difference between the responses of the two groups of respondents. The t-test value (0.032) less than t-critical value (2.009) also prove as there is no statistically significant difference between the responses of the two groups of respondents. The response of 161(41.9%) of the student respondents also confirm the above agreement.

In case of difficulty of the lesson item 17 (Table 8) and item 22 (Table 9), school principals, teachers and students were asked to rate their opinion on the item. As indicated by school principals and teachers, their mean scores 1.58 and 1.75 respectively with mean difference 0.17 shows as there is no difference between their perceptions. The t-test result with p-value 0.367 which is greater than 0.05 also indicate the above fact. The t-test value

(0.910) which is less than t-critical value (2.009) also proves as there is no statistically significant difference between the two groups of respondents exists. This shows that, difficulty of the lesson for students can be a minor cause. The majority of students (186 or 48.4%) from their side also indicated as the suggested cause can be categorized under minor cause.

Yeager (1949) states, "the school curriculum with its methods of instruction that fails to meet the needs of slow and fast learners produces a ground for behavior problems. A curriculum that does not suit the learners' intelligence, interest, requirement and abilities proves to be ineffective with the result that the pupils direct his energies elsewhere." This supports the result of this study.

4.5.5. Personal Problems

Regarding item 23, Table 9, the majority of student respondents (149 or 38.8%) were indicated as physical problems such as: sight, hearing or leg problem can be a minor cause for students' disciplinary problem. From other side, 139(36.2%) of students indicated as the problem is not at all a cause, but 96((25%) of them show as the problem is major cause in their school.

In case of item 24 (Table 9), the majority of students, 177(46.1%) indicated as the problem is a minor cause while, 124(32.3%) of them revealed as not at all a cause in their school. But 83(21.6%) of them agree on major cause.

Finally, whether period of adolescence can be considered as negatively influencing teaching- learning process were provided for student respondents. Accordingly, the majority, 169(54.4%) of them indicated as period of adolescence not at all a cause for students disciplinary problem. Contradicting this, 74(19.3%) of student respondents show their agreement as a major cause. But 101(26.3%) of them indicated the problem as minor cause.

There may be children with physical handicaps, slower intellectual capacities and social and psychological problems in a classroom. The presence of problems children in the classroom gives rise to disciplinary problem if left undetected or not handled properly

(Berk 1991:550 and Pawlas 1997:179). In addition to this, Selamawit (2012) found out the problems mentioned in Table 9 as a major cause for students' disciplinary problem. But the result of this study indicates that the problems were minor causes for disciplinary problems.

According to Ireri (1992), the factors that cause indiscipline in schools could be social. economic, political, psychological, intellectual, level of learners, the teachers' behavior. peer influence and the administrative structure of the head teacher. He further explained that if a child's home life is in anyway unsettled, for instance unemployed parents and poor housing, the student activities in the school are likely to be difficult. Martimore(1985) also pointed out that poor housing conditions may lead to inadequate sleep and lack of privacy in which to do home work which in turn could affect concentration, behavior and attainment.

Table 9: Students' Response on the Causes of Students Disciplinary Problem (Ns = 384)

No	Factors assumed to be the causes	Rating scale					
		Major cause(3)		Minor cause (2)		Not at all a cause (1)	
		N	%	N	%	N	%
I	**Home Related Factors**						
1	Lack of family support	122	31.8	185	48.1	77	20.1
2	Having many children.	88	22.9	169	44	127	33.1
3	Lack of love from family	82	21.4	146	38	156	40.6
4	Too restrictive discipline from parents.	71	18.5	195	50.8	118	30.7
II	**Teachers Related Factors**						
5	Discouraging/hopeless students not to ask questions.	156	40.6	150	39.1	78	20.3
6	Failure to understand students problem	144	37.5	164	42.7	76	19.8
7	Teachers being laissez-faire in class management.	123	32	189	49.2	72	18.8
8	Lack of competence	138	35.9	169	44	77	20.1
9	Teachers' attitude towards schools, teaching and students being negative.	133	34.6	164	42.7	87	22.7
10	Not addressing students according to their level of understanding.	137	35.7	172	44.8	75	19.5
11	Lack of confidence of teachers.	172	44.8	130	33.8	82	21.4
12	Lack of sense of humor from teachers.	169	44	129	33.6	86	22.4
13	Poor method of instruction	71	18.5	171	44.5	142	37
14	Initiating female students for sexual intercourse	142	37	153	39.8	89	23.2
15	Smoking in a class	58	15.1	103	26.8	223	58.1
II	**School Environment & Administration**						
15	Students lack of knowledge of school rules and regulations.	71	18.5	172	44.8	141	36.7
16	Lack of consistency/uniformity in taking disciplinary action.	138	36	166	43.2	80	20.8
17	Lack of school facilities.	174	45.3	139	36.2	71	18.5
18	Lack of school code of conduct	91	23.7	155	40.4	138	35.9
19	Not creating awareness about school code of conduct even if it exists	141	36.7	162	42.2	81	21.1
20	Inadequate guidance and counseling and/or its absence.	163	42.4	140	36.5	81	21.1
IV	**Curriculum Related Factors**						
21	Not addressing pupils' needs and interests.	134	34.9	161	41.9	89	23.2
22	Difficulty of the lesson.	78	20.3	186	48.4	120	31.3
V	**Personal Factors**						
23	Physical (sight, hearing or leg) problems	96	25	149	38.8	139	36.2
24	Psychological problems.	83	21.6	177	46.1	124	32.3
25	Period of adolescence	209	54.4	101	26.3	74	19.3

Ns- Number of student respondents

4.6. Coping strategies for students' disciplinary problems

Under this sub- topic, 13 items were provided for school principals and teachers to give their rank by starting from the most important to the list important, and 11 items for student respondents to rate their agreement using liker scale as: strongly agree = 5; agree = 4; undecided = 3; disagree = 2 and strongly disagree = 1. The rank given by those

respondents were given in table 18 and 19 bellow. Depending on this, top-five were summarized as follow using percentage comparison for school principals and teachers. But students' responses were analyzed using mean scores.

Table 10: School Principals and Teachers Response on Copying Strategies
(N_P=12 and N_T=40)

Rank	School principals				Teachers		
	Items	f	%		Items	f	%
1	Promoting self-control among students	12	100		Creating teachers and students awareness on school rules and regulation	36	90
2	Creating good relation ship and culture of cooperation between teachers and school principals	11	91.7		Encouraging students to have good discipline	33	82.5
3	Identifying common disciplinary problem and finding strategies to solve it	10	83.3		Identifying common disciplinary problems and finding strategies to solve it	29	72.5
4	Creating teachers and students awareness on school rules and regulation	9	75		Creating good relation ship and culture of cooperation between teachers and school principals	27	67.5
5	Encouraging students to have good discipline	8	66.7		Promoting self-control among students	23	57.5
6	Taking more time for advising and counseling disruptive students	7	58.3		Strengthening civic and ethical education	22	55
7	Engaging students in labor work	6	50		Taking more time for advising and counseling disruptive students	21	52.5
8	Strengthening civic and ethical education	5	41.7		Engaging students in labor work	19	47.5
9	Improving method of instruction and evaluation	4	33.3		Building teachers competence	17	42.5
10	Encouraging the co-curricular education	4	33.3		Improving method of instruction and evaluation	16	40
11	Building teachers competence	2	16.7		Encouraging the co-curricular education	13	32.5
12	Psychological punishments	1	8.3		Psychological punishments	9	22.5
13	Using Corporal punishment	1	8.3		Using Corporal punishment	6	15

N_P: Number of Principals N_T: Number of teachers

As indicated by school principals and teachers, the top-five suggested copying strategies for students' disciplinary problem were:

1. Promoting self-control among students
2. Creating good relationship and culture of cooperation between teachers and school principals
3. Identifying common disciplinary problem and finding strategies to solve it
4. Creating teachers and students awareness on school rules and regulation
5. Encouraging students to have good discipline

Table 11: Students' Response on copying strategies

No	Items	Rating scales					Mean	Rank
		Strongly agree(5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly disagree(1)		
		N	N	N	N	N		
1	Devoting time for advice and counsel.	104	145	14	45	76	3.41	9
2	Rewarding and encouraging students with good discipline.	208	102	13	50	11	4.2	1
3	Promoting self control among students	178	118	9	33	46	3.91	4
4	Suspending disruptive students from teaching learning- process for a limited time.	19	83	26	148	108	2.4	11
5	Taking action depending on rules and regulations of the school	113	156	21	76	18	3.7	5
6	Improving method of instruction and building up teachers competence	109	127	25	61	62	3.42	8
7	Engaging disruptive students in labour work	39	84	36	93	132	2.5	10
8	Strengthening civic and ethical education in the school	167	97	22	19	79	3.66	6
9	Encouraging the co-curricular education in the school	172	116	22	51	23	3.95	3
10	Teacher be good role model for their students	119	134	32	43	56	3.57	7
11	Using both prevention and remediation of bad behaviour.	192	98	44	21	29	4.05	2

Table 11 shows students' response on the strategies to overcome students' disciplinary problem. From their response, the top-five copying strategies as indicated by student respondents were:

1. Rewarding and encouraging students with good discipline.
2. Using both prevention and remediation of bad behaviour.
3. Encouraging the co-curricular education in the school

4.Promoting self control among students

5. Taking action depending on rules and regulations of the school

Generally, from Tables 10 and 11, one can generalize that the top-five coping strategies as:

1. Promoting self control among students
2. Encouraging students to have good discipline
3. Creating good relationship and culture of cooperation between teachers and school principals
4. Identifying common disciplinary problem and finding strategies to solve it
5. Creating teachers and students awareness on school rules and regulation

Under this, one item also provided for school principals to write their opinion openly regarding the mechanisms expected from Ministry of Education to overcome the challenges they face in enhancing students disciplinary problem. As a result, they indicated as the MoE should more emphasize on the quality of teachers and school principals. providing new and similar rules and regulations of the school and providing school equipments are some of the strategies mentioned by school directors and deputy directors. In the same way, two items were provided for teacher respondents, which were one item were multiple choice and one is open-ended item.

Regarding the effective means of correcting/ shaping students discipline, one alternative item were provided for teachers found in the sample schools. As a result, the majority, 26(65%) of teachers agree as informing to parents is a good means of correcting students discipline. While, 9(22.5%) of them indicated as sending to school principals office is an effective means of shaping students discipline. But 3(7.5%) of them indicated as suspending from their class for a certain period as effective means.

In addition to this, teachers were requested to write their opinions on the measure they are currently applying in their school were provided. The majority of them, 28 (70%), show their agreement as: friendly advice, discussing with their homeroom teachers, ordering them to bring their parents and discussing the problem with their parents, sending to school principals office and to disciplinary committee are the repeatedly mentioned mechanisms. This supports the idea "Physical discipline, not stopping fights, hitting, cursing or ill-treating pupils, or making fun of pupils, etc. are some of the negative disciplinary actions" (Elias; Mahyuddin & Noordin, 2009).

According to Skiba & Peterson (2000), harsh and punitive disciplinary policies often can create a negative school climate rather than improving student behavior. Schools have a long history of expelling and suspending students because of their disruptive, dangerous, or otherwise challenging behavior. Consequently, these policies may increase the chances for school dropouts, school failures, and delinquencies. Maag(2001) also noted discipline policies, such as suspensions and expulsions, do not attempt to modify behavior or provide students with skills for improvement. Naong (2007) further stated that detention, extra work, sending pupils to the principal office, stopping fights, etc. are some of the positive disciplinary actions that should be take in the schools. This confirms the disciplinary actions that currently teachers are applying in their school in South West Shoa Zone.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final part of the study presents summary, conclusion and recommendations of the study.

5.1. Summary

The purpose of the study was to explore disciplinary problems of students in general secondary schools of South West Shoa Zone and to forward possible solutions for identified problems.

In doing so, basic questions were raised which address types, frequency and degree of disruption of disciplinary problems, causal factors for those problems and possible ways that should be used to alleviate the problems.

The study was conducted in five general secondary schools. Data for the study were collected from school principals (directors and deputy-directors), teachers and students, which school principals were selected by availability sampling but teachers and students were selected by systematic random sampling technique from the sample schools. The study used the descriptive survey method and the instrument used to collect the data was questionnaire which consists both closed-ended and open-ended and the data obtained from the three groups of respondents were analyzed by statistical packages for social science (SPSS) version 16. The findings were tested for their significance using percentage, mean score and t-test.

According to the results from data analysis, the major findings were identified:

1.As it is evident from the data, frequently reflected disciplinary problems of students were: late coming, writing unnecessary things on (walls, desks and blackboard), failure to attend school meetings and labor education, jumping over fences and through other forbidden exits, not coming schools with necessary materials(students ID. Card, text book, uniform, etc.), more emphasizing on hair and dressing style rather than their education, physical attack on their teachers and talk while teaching learning is on progress.

2. The relation between disciplinary problems and their degree of disruption is seen as follows:

- There is a moderate connection between frequency of disciplinary problems and the degree of their disruption of the teaching and learning process. According to the result of the study, disciplinary problems late coming and coming schools without the necessary materials (students ID.Card, textbooks, uniform, etc) are highly disrupt teaching and learning in the zone.
- The study also depicts damaging/destroying school property, jumping over fences and through other forbidden exits, worrying only about their dressing and hair style rather than their education, and physical attack on their teachers, school directors and supporting staff as disciplinary problems with moderate degree of disruption.
- Disciplinary problems identified with low and very low degree of disruption were: drinking alcohol and coming school, and fighting and physical attack on each other.

The study further indicated that higher frequency does not necessarily imply higher degree of disruption.

3. As revealed by respondents in the study, several problems were present the home, teachers, the school environment and administration, the curriculum and personal factors which in turn can be a factor for disciplinary problems of students. To be more specific:

With respect to home background of students, it was found out by the study that all items such as : Lack of family support, having many children, due to too restrictive discipline from parents, lack of love from family because of frequent conflicts, divorce, etc were causes for disciplinary problems through a minor ones.

As far as teacher related factors is concerned, the study indicated that lack of confidence of teachers, lack of competence, teachers' attitude towards schools, teaching and students being negative, initiating female students for sexual intercourse, and teachers being laissez-faire in class management were the minor causes for general secondary school students disciplinary problems.

The only factor reported to have major cause impacts on general secondary school students disciplinary problems were discouraging/hopeless students not to ask questions, poor

method of instruction and failure to understand students' problem. From the result of the study, teachers smoking in a class not at all a cause for disciplinary problems in general secondary schools in the zone.

With respect to school environment and administration related factors, the result of the study revealed that: inadequate guidance and counseling and/or its absence as a major cause for students disciplinary problems in the zone. It also revealed that students' lack of knowledge of school rules and regulations, lack of consistency/uniformity in taking disciplinary action, students' lack of knowledge of school rules and regulations, not creating awareness about school code of conduct even if it exists, and lack of school facilities such as: libraries, laboratories and comfortable class room as a minor causes.

The result of the study also depicted that respondents identified curriculum related factors such as: difficulty of the lesson and not addressing pupils' needs and interests as factors that had a minor impact on general secondary school students' disciplinary problems.

In case of personal problem o f students, the study revealed that the factors identified as a major cause for disciplinary problems observed in general secondary school was due to period of adolescence which is a period of tornado and nervous tension. The remaining personal related factors, such as: psychological (restlessness, inferiority or superiority complex, self hate, addiction, etc) and physical (sight, hearing or leg) problems were reported to be minor causes for the observed disciplinary problems.

Finally, the study unveiled coping strategies prioritized by the respondents. Accordingly, the top-five coping strategies were: promoting self control among students, encouraging students to have good discipline, creating good relationship and culture of cooperation between teachers and school principals, identifying common disciplinary problem and finding strategies to solve it, and creating teachers and students' awareness on school rules and regulation were given priority or strongly identified as appropriate and effective coping strategies to resolve as well as to minimize and/or avoid disciplinary problems observed in general secondary school.

5.2. Conclusion

This study aimed at examining students disciplinary problems, assessing factors that lead to the problem, the degree of disrupting teaching learning process and to forward effective coping mechanisms to minimize and /or avoid the problem observed in general secondary schools found in south west shoa zone.

Based on the findings in the study, the following conclusions were drawn:
Discipline of students in the classroom setting as well as elsewhere in the school compound is highly essential for the successful teaching-learning process. To this end, students are expected to act and behave up to the expected degree of conformity and in line with the norms in the schools. However, as it is evident from the findings of the study, there were different types of disciplinary problems in general secondary schools found in South West Shoa Zone. Thus, it is possible to say teaching-learning process in the schools was hampered by the observed disciplinary problems.

With regard to home related factors, the findings in the study show that students with disciplinary problems were exposed to undesirable conditions at home. Regarding this, as indicated in the review of related literature as parental discipline and other aspects of child rearing can contribute to children emotional and behavioral problems. Hence, it is safe to conclude that students in general secondary schools in the zone were reflecting disciplinary problems partly because of their home life situation.

As depicted by the study, there were problems related to teachers, school environment and administration, curriculum, and personal factors. With respect to this, the authorities have pointed out that the pupils behavior can be influenced by all the major features and processes of a school. These include the quality of its leadership, teachers and their classroom management, behavior policy, curriculum, buildings and physical environment, organization and time table and relationships with parents (Collahan & Clark, 1998). Therefore, it is possible to conclude that disruptive behavior was seen in students of general secondary schools partly because of the prevalent school related, very specifically teacher related problems.

As far as personal conditions of students with disciplinary problems are concerned, it is evident from the findings, there were adolescence elated problems. As it is indicated in the review of literature, adolescence has a profound impact on school discipline. Adolescents who are high on androgens have more aggressive behavioral traits such as hostile reactions to threatening situations, low frustration tolerance, deviance and disobedience. Thus, it is safe to conclude students general secondary schools found in the zone were reflected disciplinary problems partly because of adolescence and some psychological problems.

Finally, it is possible to infer from the findings of the study that promoting self control among students, encouraging students to have good discipline, creating good relationship and culture of cooperation between teachers and school principals, identifying common disciplinary problem and finding strategies to solve it, and creating teachers and students' awareness on school rules and regulation are the top-five strongly recommended coping strategies for the observed students disciplinary problems where as improving method of instruction and evaluation, using corporal punishment, building teachers competence, psychological punishments, and encouraging the co-curricular education coping mechanisms were considered as inappropriate strategies. In addition to this handling system of students disciplinary problem by school principals, teachers and discipline committee seemed to focus only on the corrective measures rather than preventive measures. These corrective measures alone do not bring desirable change on students' behavior.

5.3. Recommendations

Based on the findings and conclusions in the study, the following recommendations are forwarded.

1. School rules should be developed with in inputs from every one who will be affected by them. Teachers and students inputs are especially important because their support is crucial to the success of school plans.
2. Rules and the consequences of breaking them should be clearly specified and communicated to staff, students and parents by school leaders (school principals, supervisor, Parent-Teacher Association Committee (PTA), and Kebele Education and Training Board Committee (KETB).
3. Once school rules have been communicated fair and consistent enforcement helps maintain students respect for the schools discipline system. Consistency will be greater when fewer individuals are responsible for enforcement.
4. School leaders need to make school enjoyable and interesting for as many students as possible. In another words, creating warm school climate by discussing with their students and workers on different issues, by fulfilling different teaching-learning materials and having code of conduct in their school is an expected responsibility from school leaders(school principals, PTA, unit leaders and department head teachers).
5. Good school-parent communication should be created by the school leadership. Because this strengthens the home- schools cooperation. Schools can implement this by organizing parents-teachers meeting, inviting parents to visit the schools, teachers home visit so as to provide opportunity for establishing rapport between the home and the school, for exchanging valuable information between parents and teachers and for an appropriate attack up on the causes of disruption behavior by devising suitable mechanisms.
6. Late coming was one of the major causes for students' disruptive behavior as it was indicated in the findings of the study. Therefore, school principals and teachers have to cooperate to minimize and/or avoid the problem from their schools.
7. As the findings of the study indicated, disruptive behaviors were observed partly because of adolescence and psychological problems. Thus in order to help students to adjust to new situations, the guidance and counseling services in such schools

should be organized with necessary qualified professional person in the field in order to provide the services adequately.

8. Ministry of Education should emphasize on the quality of teachers and school principals to minimize and/ or avoid the problem by giving more attention on the selection of teachers, more emphasizing on the curriculum given in higher institutions, and short and long term trainings given on teaching- learning process in different levels.
9. The major students' disciplinary problems were late coming, absenteeism, failure to do homework and class work, not coming with necessary materials, damaging or destroying school property, physical attack on their teachers and jumping over fences, etc. To minimize these problems, school principals and teachers should promote self-control mechanism among students by giving reward for those showing good discipline, well-behaving students, and giving responsibility for students themselves in their classroom and in different clubs.

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Appendix -A

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Master's Thesis Questionnaire

Dear School Directors/ Vice- Directors! This questionnaire is prepared to collect data from School Directors/ Vice Directors who are leading general secondary schools found in South West Shoa Zone. The purpose of the study is to know the current status of students' disciplinary problems which may hinder/ negatively influence teaching-learning process in the zone.

Taking this fact into consideration, you are kindly requested to provide fact and relevant data for the study. Please read each question carefully before providing a response. The information given will be strictly confidential and used only for research purposes.

Part I: Biographical Information

Direction1: Please put a right mark [√] to respond to the following questions.

1. Sex a) Male ☐ b) Female ☐
2. Age a) Below 20 years ☐ b) 20_22years ☐ c) 23_25 years ☐
   d) 26_28years ☐ e) 29-31 ☐ f) 32-34 ☐
   g) 35 and above ☐
3. Your Academic Qualification a) MA/M.Sc ☐ b) BA/BSc/B.Ed ☐
   c) Diploma ☐ d) TTI ☐
4. Field of specialization a) Language (English, Afan Oromo, and Amharic) ☐
   b) Social Science (Geography, History, Civic and Ethical Education, Pedagogy, Economics, Business) ☐
   c) Science (Biology, Chemistry, Physics, Mathematics, Health& physical education, Drawing and IT) ☐
   d) Educational planning and management ☐ e) others ☐
5. Your current position (responsibility) a) School Principal/Director ☐
   b) Deputy/Vice- Director ☐ c) Teacher delegated Principal ☐ d) Unit leader ☐
   e) other ☐
6. Years of service in your current position (responsibility)
   a) Less than 2 years ☐ b) 2_6 years ☐ c) 7_11 years ☐
   d) 12_16 years ☐ e) above 16 years ☐

Part II: Some assumptions to know the status of the disciplinary problems in the schools

Direction2: Below are some assumptions which may express the current status of your school. Under these assumptions, indicate your agreement by making right mark [√].

Note: In the table, SA=strongly agree A=Agree UD=Undecided DA=Disagree SDA=strongly disagree

No	Some assumptions	Suggested options				
		SA	A	UD	DA	SDA
1	Students' disciplinary problem is one of the current and most occurring problems in your school.					
2	The disciplinary problem of students in this school is very high with compared to other secondary schools found in the zone.					
3	Only male teachers face the disciplinary problem.					
4	Only female teachers face the disciplinary problem.					
5	Both males and females teachers face the disciplinary problems.					
6	The majority of teachers in your school are the role models for their students.					
7	Good relation ship and culture of cooperating seen among school administrators and teachers to enhance students' discipline.					
8	Male students disrupt teaching learning process than female students					
9	Having professional guidance and counseling is decreasing students' disciplinary problem.					
10	Civic and Ethical Education is decreasing students' disciplinary problem.					

Part III. Suggested commonly observed Major students Disciplinary Problems

Direction 3: The following are the suggested students' disciplinary problems seen in your school. Put a right mark [√] to show your agreement on how frequently the problems occurs and to what degree it disrupts teaching-learning problems.

Note: 3=Occurs daily 2 =Occurs sometimes 1=Never occur

A=Very high B=High C=Medium D=Low E=Very low

No	Suggested disciplinary problems	I. Situation of its occurrence			II. The degree of disrupting teaching learning process				
		3	2	1	A	B	C	D	E
1	Writing un necessary things on walls, desks and blackboard.								
2	Damaging/destroying school property								
3	Late coming								
4	Failure to participate in schools Students meeting and labor education.								
5	Jumping over fences and through other forbidden exits.								
6	Coming schools without students ID.Card and fighting with guards.								
7	Worrying only about their dressing and hair style rather than their education.								
8	Fighting and physical attack on each other.								
9	Drinking alcohol and coming school.								
10	Physical attack on their teachers, school directors and supporting staff.								

Part IV. Causes of Students Disciplinary problems.

Direction 4: Below are factors assumed to the causes of students' disciplinary problems. Show your agreement by putting a right mark [√] under the given options.

Note: 3=Major cause 2=Minor cause 1=Not at all a cause

No	Factors assumed to be the causes	Situation of the causes		
		3	2	1
	a. Home Related Factors			
1	Lack of family support			
2	Having many children.			
3	lack of love from family because of frequent conflicts, divorce, etc.			
4	Due to too restrictive discipline from parents.			
	b. Teachers Related Problems			
5	Discouraging/hopeless students not to ask questions.			
6	Failure to understand students problem			
7	Teachers being laissez-faire in class management.			
8	Lack of competence			
9	Teachers' attitude towards schools, teaching and students being negative.			
10	Not addressing students according to their level of understanding.			
11	Lack of confidence of teachers.			
12	Lack of sense of humor from teachers.			
13	Poor method of instruction			
	c. School Environment and Administration			
14	Students lack of knowledge of school rules and regulations.			
15	Lack of consistency/uniformity in taking disciplinary action.			
16	Lack of school facilities such as: libraries, laboratories and comfortable class room.			
	d. curriculum			
17	Not addressing pupils' needs and interests.			
18	Difficulty of the lesson.			

Part V. Strategies to overcome the disciplinary problems.

Direction 5: The following coping strategies are supposed to minimize students' disciplinary problems and ultimately create a better learning- teaching environment. With this concept in mind, indicate their rank by making right mark or [√] under their respective ranks.

No	Assumed Coping strategies	Their rank according to their priority												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	Building teachers ability													
2	Improving method of instruction and evaluation													
3	Creating teachers and students awareness on school rules and regulation													
4	Taking more time for advising and counseling disruptive students													
5	Encouraging students to have good discipline													
6	Promoting self-control among students													
7	Identifying common disciplinary problems and finding strategies to solve it													
8	Using Corporal punishment													
9	Psychological punishments like: reducing marks, humiliating/shameful students in front of their colleagues, suspending or expelling from school, etc.													
10	Engaging students in labor work													
11	Creating good relation ship and culture of cooperation between teachers and school principals.													
12	Strengthening civic and ethical education													
13	Encouraging co-curricular education in the school													

14. Please write your suggestions that Ministry of Education and other stakeholders should do to enable the principals overcome the challenges they face in enhancing student discipline.

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Thank You for Your Cooperation!

Appendix -B

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Master's Thesis Questionnaire

Dear Teachers! This questionnaire is prepared to collect data from general secondary school teachers found in South West Shoa Zone. The purpose of the study is to know the current status of students' disciplinary problems which may hinder/ negatively influence teaching- learning process in the zone. Taking this fact into consideration, you are kindly requested to provide fact and relevant data for the study. Please read each question carefully before providing a response. The information given will be strictly confidential and used only for research purposes.

Part I: Biographical Information

Direction1: Please put a right mark [√] to respond to the following questions.

1. Sex a) Male ☐ b) Female ☐

2. Age a) Below 20 years ☐ b) 20_22years ☐ c) 23_25 years ☐
   d) 26_28years ☐ e) 29-31 ☐ f) 32-34 ☐
   g) 35 and above ☐

3. Your Academic Qualification a) M.A/M.Sc ☐ b) B.A/B.Sc/B.Ed
   c) Diploma ☐ d) TTI ☐

4. Field of specialization
   a) Language (English, Afan Oromo, Amharic) ☐
   b) Social Science (Geography, History, Civic and Ethical Education, Pedagogy, Economics, Business) ☐
   c) Science (Biology, Chemistry, Physics, Mathematics, Health & physical education, Drawing and IT) ☐
   d) Educational planning and management ☐ e) others ☐

5. Years of service. a) 2 Years and less than ☐ b) 3_5 years ☐ c) 6_8 years ☐
   d) 9_11 years ☐ e) 12_14 years ☐ f) 15 years and above ☐

6. Have you additional responsibility? a) Yes ☐ b) No ☐

7. If your answer on question "6" is yes, what is that?
   a) Unit leader ☐ b) Department Head ☐ c) Head of clubs ☐

Part II: Some assumptions to know the status of the disciplinary problems in the schools

Direction2: Below are some assumptions which may express the current status of your school. Under these assumptions, indicate your agreement by making right mark [√].

Note: In the table, SA=strongly agree A=Agree UD=Undecided DA=Disagree SDA=strongly disagree

No	Some assumptions	Suggested options				
		SA	A	UD	DA	SDA
1	Students' disciplinary problem is one of the current and most occurring problems in your school.					
2	The disciplinary problem of students in this school is very high with compared to other secondary schools found in the zone.					
3	Only male teachers face the disciplinary problem.					
4	Only female teachers face the disciplinary problem.					
5	Both males and females teachers face the disciplinary problems.					
6	The majority of teachers in your school are the role models for their students.					
7	Good relation ship and culture of cooperating seen among school administrators and teachers to enhance students' discipline.					
8	Male students disrupt teaching learning process than female students					
9	Having professional guidance and counseling is decreasing students' disciplinary problem.					
10	Civic and Ethical Education is decreasing students' disciplinary problem.					

Part III. Suggested commonly observed Major students Disciplinary Problems

Direction 3: The following are the suggested students' disciplinary problems seen in your school. Put a right mark [√] to show your agreement to the given problems to identify how frequently the problems do occurs and to what degree it disrupts teaching-learning problems.

Note: 3=Occurs daily 2=Occurs sometimes 1=Never occur

A=Very high B=High C=Medium D=Low E=Very low

No	Suggested disciplinary problems	I. Situation of its occurrence			II. The degree of disrupting teaching learning process				
		3	2	1	A	B	C	D	E
1	Writing un necessary things on walls, desks and blackboard.								
2	Damaging/destroying school property								
3	Late coming								
4	Failure to participate in schools Students meeting and labor education.								
5	Jumping over fences and through other forbidden exits.								
6	Coming schools without students ID.Card and fighting with guards.								
7	Worrying only about their dressing and hair style rather than their education.								
8	Fighting and physical attack on each other.								
9	Drinking alcohol and coming school.								
10	Physical attack on their teachers, school directors and supporting staff.								
11	Escaping from school before the day ends								
12	Refusing to obey orders								
13	Forcing cleaver students to get answers on exams, tests, class work, etc.								
14	Insulting their teachers by writing their name in different places								

Part IV. Causes of Students Disciplinary problems.

Direction 4: Below are factors assumed to the causes of students' disciplinary problems. Show your agreement by putting a right mark [√] under the given options.

Note: 3=Major cause 2=Minor cause 1=Not at all a cause

No	Factors assumed to be the causes	Situation of the causes		
		3	2	1
	a. Home Related Factors			
1	Lack of family support			
2	Having many children.			
3	lack of love from family because of frequent conflicts, divorce, etc.			
4	Due to too restrictive discipline from parents.			
	b. Teachers Related Problems			
5	Discouraging/hopeless students not to ask questions.			
6	Failure to understand students problem			
7	Teachers being laissez-faire in class management.			
8	Lack of competence			
9	Teachers' attitude towards schools, teaching and students being negative.			
10	Not addressing students according to their level of understanding.			
11	Lack of confidence of teachers.			
12	Lack of sense of humor from teachers.			
	c. School Environment and Administration			
13	Students lack of knowledge of school rules and regulations.			
14	Lack of consistency/uniformity in taking disciplinary action.			
15	Lack of school facilities such as: libraries, laboratories and comfortable class room.			
	d. curriculum			
16	Not addressing pupils' needs and interests.			
17	Difficulty of the lesson.			

Part V. Strategies to overcome the Disciplinary problems.

Direction 5: The following coping strategies are supposed to minimize students' disciplinary problems and ultimately create a better learning- teaching environment. With this concept in mind, indicate their rank by making right mark or [√] under their respective ranks.

No	Assumed Coping strategies	Their rank according to their priority												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	Building teachers competence													
2	Improving method of instruction and evaluation													
3	Creating teachers and students awareness on school rules and regulation													
4	Taking more time for advising and counseling disruptive students													
5	Encouraging students to have good discipline													
6	Promoting self-control among students													
7	Identifying common disciplinary problems and finding strategies to solve it													
8	Using Corporal punishment													
9	Psychological punishments like: reducing marks, humiliating/shameful students in front of their colleagues, suspending or expelling from school, etc.													
10	Engaging students in labor work													
11	Creating good relation ship and culture of cooperation between teachers and school principals.													
12	Strengthening civic and ethical education													
13	Encouraging the co-curricular education													

14. In your opinion, the effective means of correcting students' discipline could be:

A. Dismissal from classroom for a while
B. Sending to the social worker
C. Informing parents
D. Sending to the school principal

15. Please write the disciplinary measures that you applying to control the unique disciplinary problems seen in your school.

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The End!
Thank You in Advance!

Appendix -C

Addis Ababa University

College of Education and Behavioral Studies

Department of Educational Planning and Management

Master's Thesis Questionnaire

Dear Students, this questionnaire is prepared to collect data from Students who found in general secondary schools of South West Shoa Zone. The purpose the study is to know the current status of students' disciplinary problems which may hinder/ negatively influence teaching- learning process in the zone.

Taking this fact into consideration, you are kindly requested to provide fact and relevant data for the study. The data collected will not be used for any other purpose except the targeted study. Moreover, you don't need to write your name on the questionnaire.

Part I: Biographical Information

Direction1: Please put a right mark [√] to show your agreement on the given questions.

1. Sex a) Male ☐ b) Female ☐
2. Age a) Below 14 years ☐ b) 14-16 years ☐
   c) 17-19 years ☐ d) 20-22 years ☐
   e) Above 22 years ☐
3. Grade level a) Grade 9 ☐ b) Grade 10 ☐

Part II. Suggested commonly observed Major students Disciplinary Problems

Direction 2: The following are the suggested students' disciplinary problems seen in your school. Put a right mark [√] to show your agreement to the given problems.

Note: In the table, 3=occurs daily 2=occurs sometimes 1=Never occur

No	Suggested disciplinary problems	Situation of its occurrence		
		3	2	1
1	Writing un necessary things on walls, desks and blackboard.			
2	Damaging/destroying school property			
3	Late coming			
4	Failure to participate in schools students meeting and labor education.			
5	Jumping over fences and through other forbidden exits.			
6	Coming schools without students ID.Card and fighting with guards.			
7	Worrying only about their dressing and hair style rather than their education.			
8	Fighting and physical attack on each other.			
9	Drinking alcohol and coming school.			
10	Physical attack on their teachers, school directors and supporting staff.			
11	Disturbing and/or making noises while teaching-learning going on.			
12	Failure to do home work, class work and assignment.			
13	Cheating on exam, tests, class work, home work and assignments.			
14	Stealing school property			
15	Unnecessary relation ship of male and female students			
16	Unnecessary relation ship of teachers and students			

Part III. Causes of Students Disciplinary problems.

Direction 3: Below are factors assumed to the causes of students' disciplinary problems. Show your agreement by putting a right mark [√] under the given options.

Note: 3=Major cause 2=Minor cause 1=Not at all a cause

No	Factors assumed to be the causes	Situation of the causes		
		3	2	1
	a. Home Related Factors			
1	Lack of family support			
2	Having many children.			
3	lack of love from family because of frequent conflicts, divorce, etc.			
4	Due to too restrictive discipline from parents.			
	b. Teachers Related Problems			
1	Discouraging/hopeless students not to ask questions.			
2	Failure to understand students problem			
3	Teachers being laissez-faire in class management.			
4	Lack of competence			
5	Teachers' attitude towards schools, teaching and students being negative.			
6	Not addressing students according to their level of understanding.			
7	Lack of confidence of teachers.			
8	Lack of sense of humor from teachers.			
9	Initiating female students for sexual intercourse by adding marks, allowing for cheating during exam, not taking appropriate action when she comes without doing (home work, assignment), etc			
10	Poor method of instruction			
11	Smoking in the class			
	c. School Environment and Administration			
1	Students lack of knowledge of school rules and regulations.			
2	Lack of consistency/uniformity in taking disciplinary action.			
3	Lack of school facilities such as: libraries, laboratories and comfortable class room.			
4	Lack of school code of conduct			
5	Not creating awareness about school code of conduct even if it exists			
6	Inadequate guidance and counseling and/or its absence.			
	d. curriculum			
1	Not addressing pupils' needs and interests.			
2	Difficulty of the lesson.			
	e. personal problems			
1	Physical (sight, hearing or leg) problems			
2	Psychological (restlessness, inferiority or superiority complex, self hate, addiction, etc) problems.			
3	Period of adolescence which is a period of storm and stress			

27. Who more disrupt the teaching and learning process? (Circle your choice).

A. Male students' b. Female students' c. Both disrupt equally.

Part IV. Statements related to coping strategies

Direction 4: The following are assumed methods of solving disciplinary problems in the school. Show your agreement by making right mark [√] under the given options.

Note: SA= strongly agree A= agree UD=undecided DA= disagree SDA= strongly disagree

No	Supposed mechanisms	Options				
		SA	A	UD	DA	SDA
2	Devoting time for advice and council.					
3	Rewarding and encouraging students with good discipline.					
4	Promoting self control among students					
5	Suspending disruptive students from teaching learning- process for a limited time.					
6	Taking action depending on rules and regulations of the school					
7	Improving method of instruction and building up teachers competence					
8	Engaging disruptive students in labour work					
9	Strengthening civic and ethical education in the school					
10	Encouraging the co-curricular education in the school					
11	Teacher be good role model for their students					
12	Using both prevention and remediation of bad behaviour.					

13. Please indicate **three** aspects of discipline that should be improved.

a. _____

b. _____

c. _____

Thank You in Advance!

Declaration

I, **Taye Merga Betula** declare that this thesis entitled as "**Disciplinary Problems of Students in General Secondary Schools of South West Shoa Zone**" is my own original work. I have carried out the total study independently with the guidance and support of Dr. Wossenu Yimam. This study has not been submitted for the award of any degree in any other university and the resources used in this study are acknowledged.

Name: **Taye Merga**

Signature: _____

Date: 27/06/2013

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

Name: Wossenu Yimam (Ph.D)

Signature: _____

Date: 27/06/13